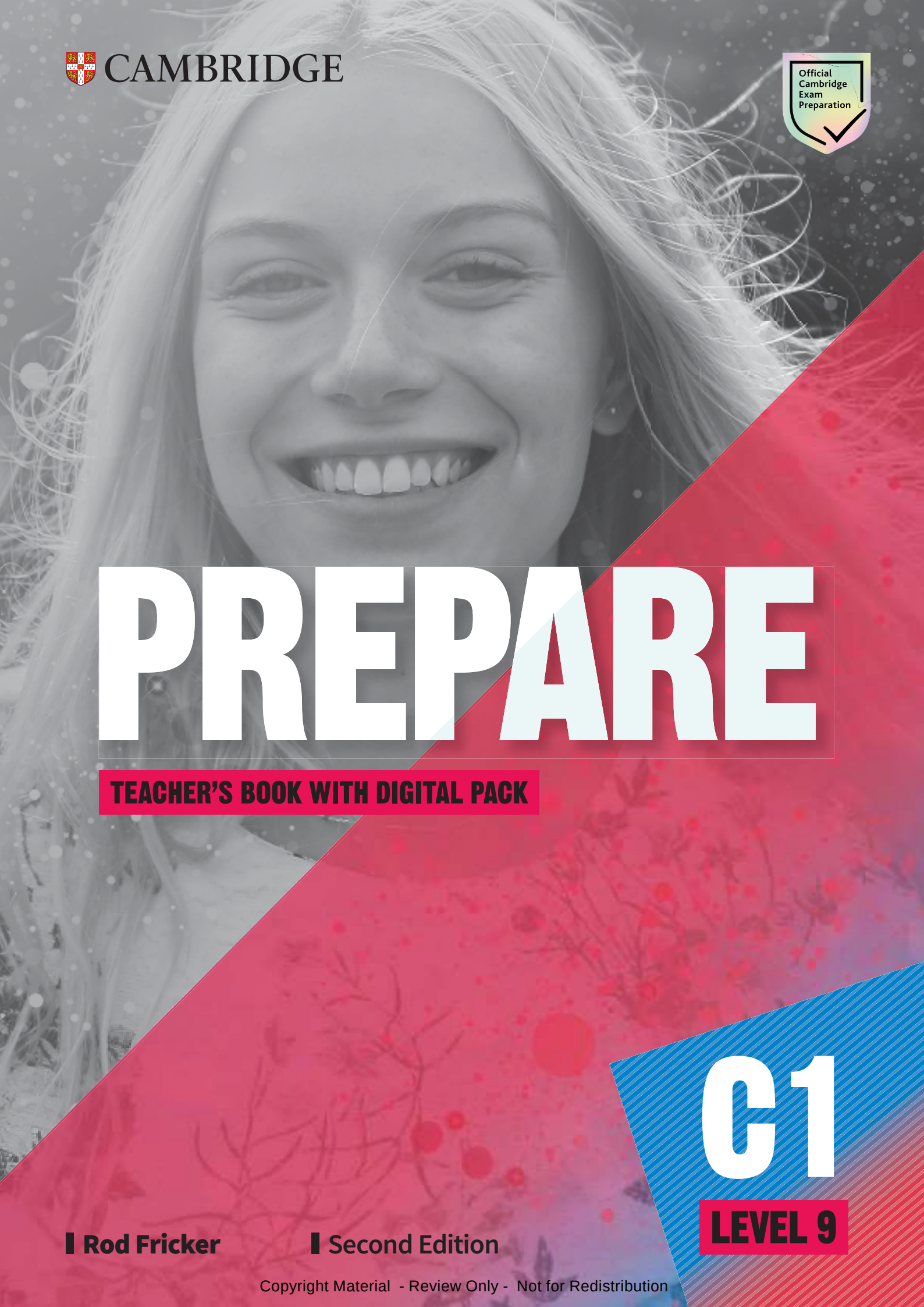


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Official Cambridge Exam Preparation

PREPARE

TEACHER'S BOOK WITH DIGITAL PACK

C1

LEVEL 9

Rod Fricker

Second Edition

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Cambridge University Press
www.cambridge.org/elt

Cambridge Assessment English
www.cambridgeenglish.org

Information on this title: www.cambridge.org/ 9781108913386

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First published 2022

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2

Printed in Great Britain by CPI Group (UK) Ltd, Croydon CR0 4YY

A catalogue record for this publication is available from the British Library

ISBN 978-1-108-91338-6 Teacher's Book with Digital Pack
ISBN 978-1-108-91336-2 Student's Book with eBook
ISBN 978-1-108-91337-9 Workbook with Digital Pack

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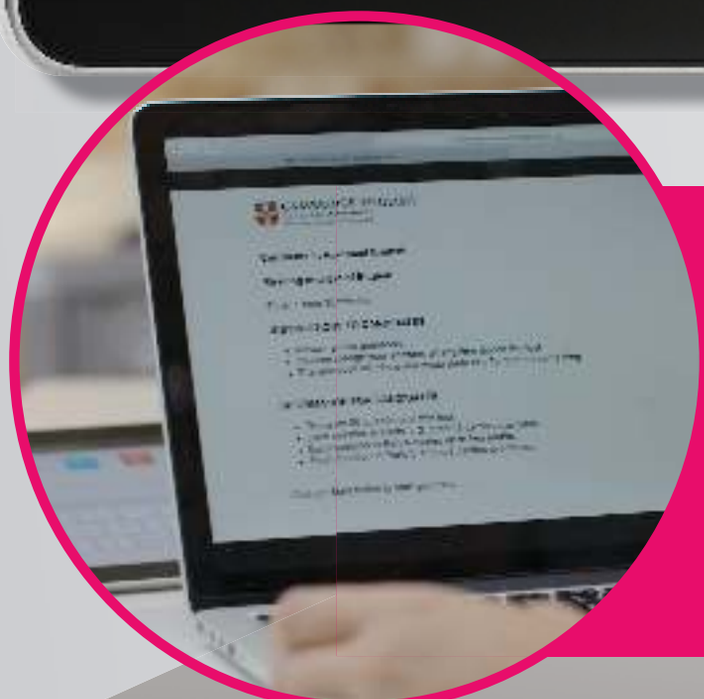
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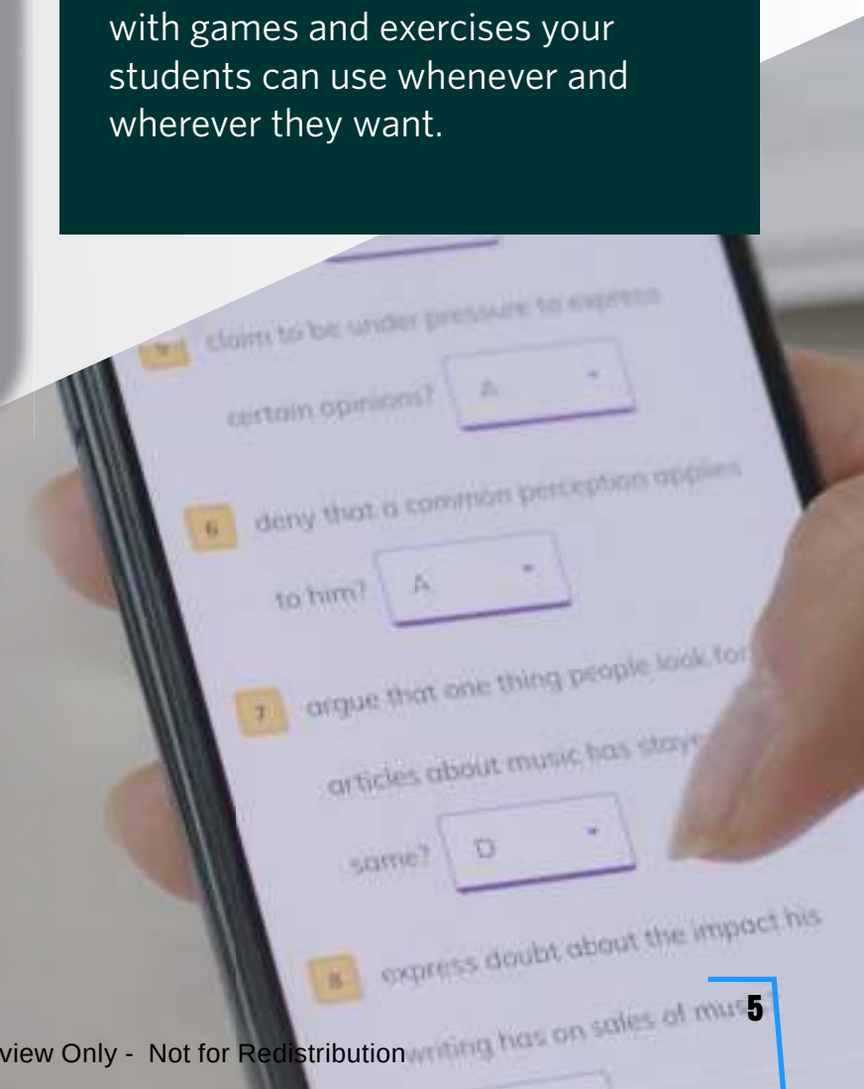


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WELCOME TO PREPARE

STUDENT'S BOOK OVERVIEW

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

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

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

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

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

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

Prepare for the exam provides practice of every part of the *C1 Advanced* exam.

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

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

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

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

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

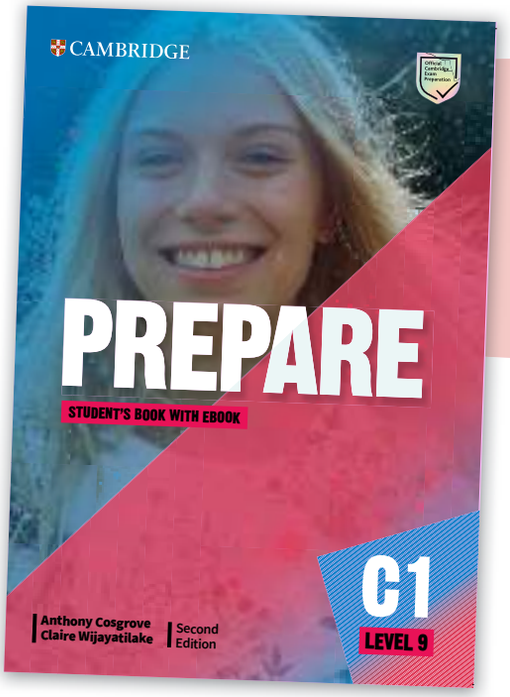
There is a **Life Skills** lesson after every four units. The **Life Skills** lessons help students develop important skills for their everyday lives.

The **Prepare for the exam** section at the end of the Student's Book contains useful tips and teaches techniques for the *C1 Advanced* exam, as well as providing practice of exam tasks.

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

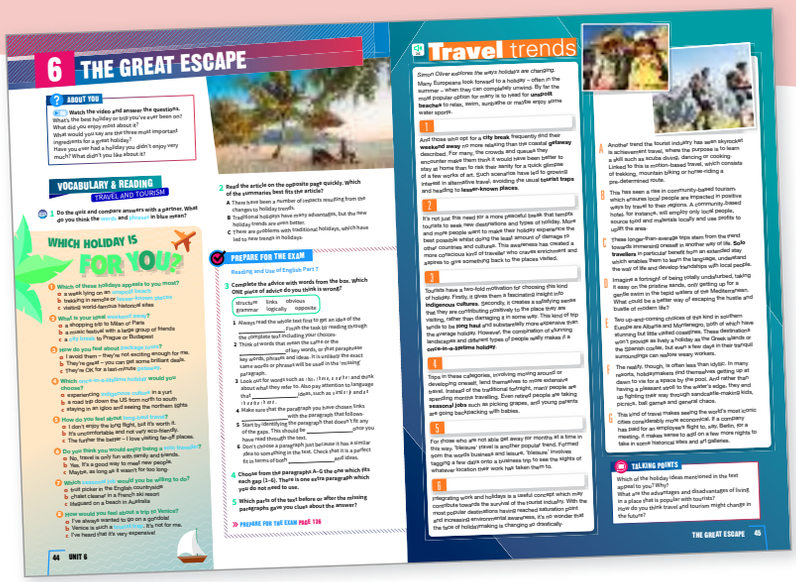
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COMPONENT LINE-UP



Student's Book with eBook

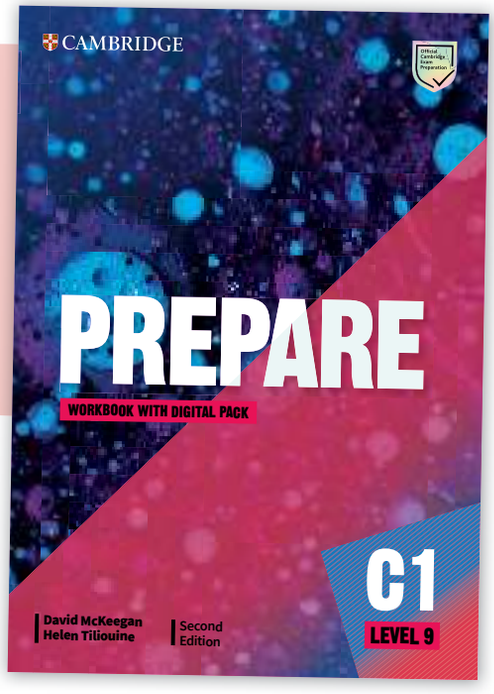
The Student's Book combines teen-appeal topics with preparation for the *C1 Advanced* exam. With sixteen lively core units, Reviews, *Life Skills* sections, a Vocabulary list, and a *Grammar reference and practice* section, the Student's Book has all the material you need to create interactive, personalised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



Workbook with Digital Pack

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





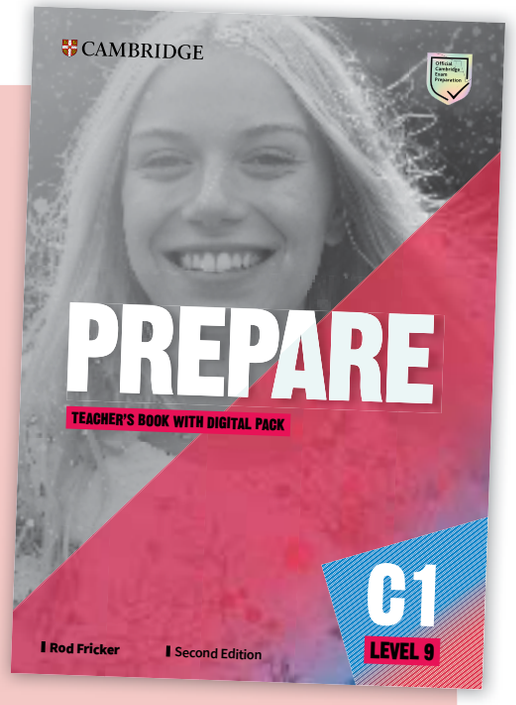
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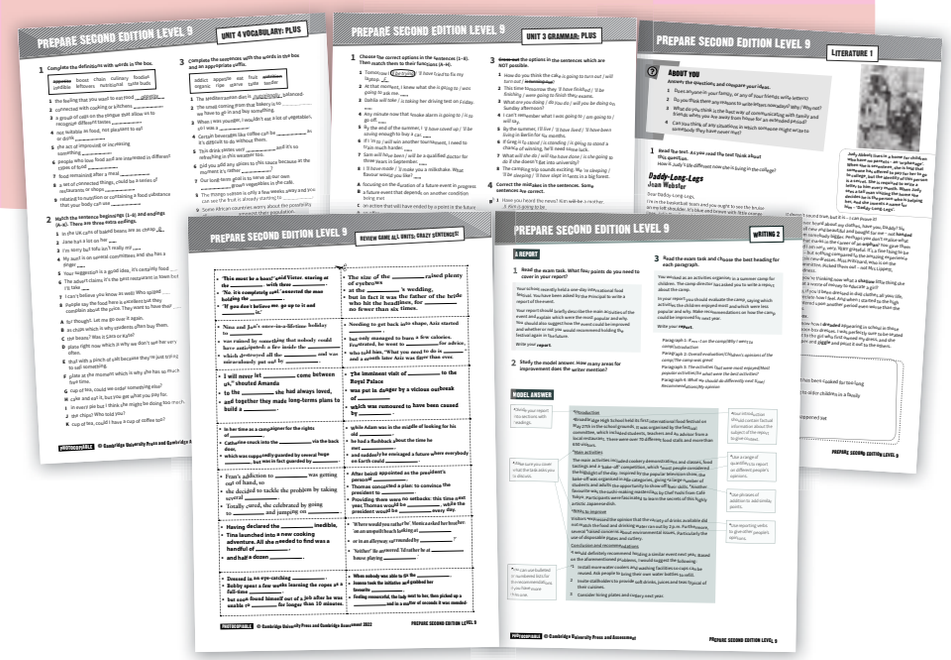
Teacher's Book with Digital Pack

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

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

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





Learn more about the Prepare Digital Packs







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THE PREPARE EXAM JOURNEY

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

LEVEL 8

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

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

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

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

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

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

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

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

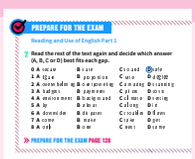
7 C1 Advanced Reading and Use of English Part 4

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

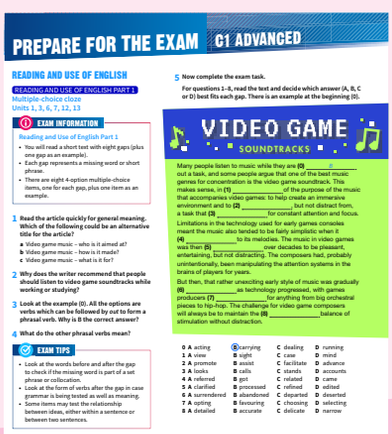
LEVEL 9

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

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



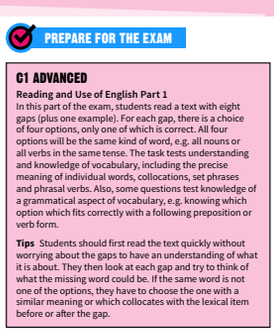
- The *Prepare for the exam* section at the end of **Level 9 Student's Book** includes further guidance and support with practice tasks.



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



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



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C1 ADVANCED EXAM OVERVIEW

PAPER / TIMING	PART	FORMAT AND FOCUS	PRACTICE IN LEVEL 9
Reading and Use of English 1 hour 30 minutes	**Part 1** Eight four-option multiple-choice cloze questions (8 marks)	A modified cloze test with eight gaps. The main focus is on vocabulary, e.g. idioms, collocation, phrasal verbs, etc.	Student's Book pages 8, 25, 37, 47, 52, 91, 100, 127, 128 Workbook pages 4, 9, 19, 33, 37, 40, 69, 73, 78, 93
	Part 2 Eight open cloze questions (8 marks)	A modified cloze test with eight gaps. The main focus is on awareness and control of grammar with some focus on vocabulary.	Student's Book pages 17, 22, 37, 40, 68, 77, 97, 114, 129 Workbook pages 9, 12, 16, 30, 45, 52, 57, 61, 81, 90
	Part 3 Eight word-formation questions (8 marks)	A text with eight gaps, each of which corresponds to a word. The stem of the missing word is given and must be changed to form the missing word. The focus is on vocabulary.	Student's Book pages 31, 38, 61, 67, 85, 98, 121, 127, 130 Workbook pages 21, 25, 28, 45, 49, 67, 69, 76, 93, 97
	Part 4 Six key-word transformation questions (12 marks)	Six separate items, each with a lead-in sentence and a gapped second sentence to be completed in three to six words, one of which is a given 'key' word. The focus is on grammar, vocabulary and collocation.	Student's Book pages 11, 54, 67, 70, 97, 106, 131 Workbook pages 7, 21, 33, 42, 54, 57, 81, 84
	Part 5 Six four-option multiple-choice cloze questions (12 marks)	A text followed by six multiple-choice questions. The focus is on detail, opinion, attitude, tone, purpose, main idea, gist, meaning from context, implication and text-organisation features.	Student's Book pages 14, 74, 112, 132 Workbook pages 10, 58, 88
	Part 6 Four multiple-matching questions (8 marks)	Four short texts with multiple-matching questions. Candidates must read across all of the texts to match a prompt to elements in the texts. The focus is on comparing and contrasting opinions and attitudes across texts.	Student's Book pages 28, 88, 134 Workbook pages 22, 70
	Part 7 Six gapped-text questions (12 marks)	A text from which sentences have been removed and placed in jumbled order after the text. Candidates must decide from which part of the text the sentences have been removed. The focus is on text structure.	Student's Book pages 44, 104, 136 Workbook pages 34–35, 82–83
	Part 8 Multiple-matching questions (10 marks)	A text, or several short texts, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text. The focus is on detail, opinion, specific information and implication.	Student's Book pages 58, 82, 118, 138 Workbook pages 46, 64, 94
Writing 1 hour 30 minutes	**Part 1** An essay (one compulsory task) 220–260 words	Candidates are required to write an essay, between 220 and 260 words, based on two points given in the input text. They will be asked to explain which of the two points is more important and to give reasons for their opinion.	Student's Book pages 33, 79, 139 Workbook pages 27, 63
	Part 2 Choice of three options 220–260 words	A situationally based writing task specified in no more than 70 words. Candidates write one of the following: email, letter, proposal, review or report.	Student's Book pages 19, 49, 63, 93, 109, 123, 141 Workbook pages 15, 39, 51, 75, 87, 99
Listening approximately 40 minutes	**Part 1** Six three-option multiple-choice questions	A series of short unrelated extracts from exchanges between speakers. There are two multiple-choice questions per text. The focus is on feeling, attitude, opinion, purpose, function, agreement, course of action, gist and detail.	Student's Book pages 12, 72, 142 Workbook pages 8, 56
	Part 2 Eight sentence-completion questions	A monologue lasting approximately three minutes. Candidates are required to complete sentences with information heard on the recording. The focus is on detail, identifying specific information and stated opinion.	Student's Book pages 26, 86, 143 Workbook pages 20, 68
	Part 3 Six four-option multiple-choice questions	An interview or exchange between two speakers or more lasting approximately four minutes. The focus is on identifying opinion, attitude, detail, gist, main idea and specific information.	Student's Book pages 42, 102, 144 Workbook pages 32, 80
	Part 4 Ten multiple-matching questions	Five short related monologues. There are ten questions, which require the selection of the correct option from a list of eight. The focus is on gist, attitude and opinion, main points, speaker purpose, feeling and interpreting context.	Student's Book pages 56, 116, 145 Workbook pages 44, 92
Speaking 15 minutes Part 1: 2 minutes Part 2: 4 minutes Part 3: 4 minutes Part 4: 5 minutes	**Part 1** A conversation between the interlocutor and each candidate (spoken questions)	The focus is on general interactional and social language.	Student's Book pages 13, 73, 146
	Part 2 Individual 'long turn'	In turn, the candidates are given three photographs and asked to talk about any two of them. The focus is on organising a larger unit of discourse, comparing, describing, expressing opinions and speculating.	Student's Book pages 43, 87, 146
	Part 3 Discussion task followed by decision-making task	A two-way conversation between the candidates, who are given spoken instructions with written stimuli. The focus is on sustaining an interaction, speculating, evaluating and reaching a decision through negotiation.	Student's Book pages 27, 57, 103, 148, 151
	Part 4 Discussion task	A discussion on topics related to the collaborative task (spoken questions). The focus is on expressing and justifying opinions, agreeing and/or disagreeing and speculating.	Student's Book page 57, 117, 149, 151

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MAP OF THE BOOK

UNIT	VOCABULARY	READING	GRAMMAR
1 FAMILY TIES page 8	Relationships Phrasal verbs with literal and idiomatic meanings Three-part phrasal verbs ✓ Reading and Use of English Part 4	The boomerang generation ✓ Reading and Use of English Part 1	Habitual actions (past and present)
2 MAKING A POINT page 14	Communication Colloquial expressions ✓ Reading and Use of English 2	Do animal have languages? ✓ Reading and Use of English Part 5	The grammar of multi-word verbs
Life Skills Communication: Creating a positive first impression page 20			
3 WHEN TOMORROW COMES page 22	Thinking of the future Commonly confused words ✓ Reading and Use of English Part 1	Could you be a super forecaster? ✓ Reading and Use of English Part 2	Review of future tenses
4 FOOD FOR THOUGHT page 28	Food and drink Food idioms and expressions Word formation: Suffixes ✓ Reading and Use of English Part 3	The pop-up revolution ✓ Reading and Use of English Part 6	Infinitives and gerunds
Life Skills Learning to learn: Setting realistic goals page 34			
Review 1 Units 1–4 page 36			
5 ON TREND page 38	Clothes and fashion Compound adjectives and nouns	Because less is more – the mindful way to shop ✓ Reading and Use of English Part 3	Review of modals Expressions with modal meanings ✓ Reading and Use of English Part 2
6 THE GREAT ESCAPE page 44	Travel and tourism Adverbs and adjectives ✓ Reading and Use of English Part 1	Travel trends ✓ Reading and Use of English Part 7	Modifying comparative and superlative adjectives
Life Skills Collaboration: Organising a trip page 50			
7 DIGITAL PLANET page 52	Landscape Homophones, homonyms, homographs	The wonderful world of waymarking ✓ Reading and Use of English Part 1	Conditionals and conjunctions ✓ Reading and Use of English Part 4
8 FAME AT LAST page 58	Celebrity Dependent prepositions ✓ Reading and Use of English Part 3	Celebrity worship syndrome ✓ Reading and Use of English Part 8	Relative clauses Participle Clauses
Life Skills Digital literacy: Behaving appropriately online page 64			
Review 2 Units 5–8 page 66			

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

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LISTENING	SPEAKING	WRITING	VIDEO
Three short conversations about 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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UNIT	VOCABULARY	READING	GRAMMAR
9 FIT AS A FIDDLE page 68	Health and fitness Health: idioms Health: collocations	Beauty, health and fitness fads Reading and Use of English Part 2	Cleft structures Reading and Use of English Part 4
10 MAKE OR BREAK page 74	Challenges and achievements Verb phrases with *make*, *take*, *have* and *get* Reading and Use of English Part 2	Mike Horn – The world's ultimate adventurer Reading and Use of English Part 5	Fronting Inversion
Life Skills Emotional development: Developing a growth mindset page 80			
11 JOG YOUR MEMORY page 82	Memory and forgetting Prefixes Negative prefixes Reading and Use of English Part 3	The past isn't what it used to be! Reading and Use of English Part 8	Passives review Causatives
12 CHANGING TIMES page 88	Social change Synonyms and antonyms Reading and Use of English Part 1	Achieving social equality Reading and Use of English Part 6	Modal passives
Life Skills Social responsibilities: Making a difference page 94			
Review 3 Units 9–12 page 96			
13 ECONOMICAL WITH THE TRUTH page 98	Truth and lies Phrasal verbs and nouns	The Great Moon Hoax Reading and Use of English Part 3	Impersonal reporting structures Structures used with reporting verbs Reading and Use of English Part 1
14 I'M WORKING ON IT page 104	Work and careers Expressions with *work* Complex prepositions	You do what? Reading and Use of English Part 7	Reported questions Reading and Use of English Part 4
Life Skills Critical thinking: Evaluating ideas, arguments and opinions page 110			
15 BORN TO LEAD page 112	Heroes and leaders Metaphors, similes and euphemisms	Inspired youth Reading and Use of English Part 5	Ellipsis and substitution Reading and Use of English Part 2
16 A NEW CHAPTER page 118	Work and study Compound adjectives Verb suffixes Reading and Use of English Part 3	So, what next? Reading and Use of English Part 8	Wishes, regrets and preferences
Life Skills Communication: How to write a CV page 124			
Review 4 Units 13–16 page 126			
Prepare for the exam page 128			
Extra activities page 150			
Vocabulary list page 154			
Grammar reference and practice page 160			

Key to symbols:
C1 Advanced exam task Video

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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

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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

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?

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1 FAMILY TIES

Unit Overview

TOPIC	Family relationships
VOCABULARY	Relationships; Phrasal verbs with literal and idiomatic meanings; Three-part phrasal verbs
READING	The boomerang generation
GRAMMAR	Habitual actions (past and present)
LISTENING	Three short conversations about family and friends
SPEAKING	Talking about yourself
EXAM TASKS	Reading and Use of English Part 1; Reading and Use of English Part 4; Listening Part 1; Speaking Part 1

Digital Resources

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

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 160; TB page 291
PREPARE FOR THE EXAM: SB pages on TB pages 256, 259, 270, 274; TB pages 278, 279, 282, 284
WORKBOOK: pages 4–9
VIDEO AND VIDEO WORKSHEET: The generation gap
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 1; Vocabulary worksheet Unit 1

WARMER

Put the students into groups of four. With books closed, dictate a few words from the lesson, e.g. *rub, knit, spoil, ties, eye.* The students discuss their meaning together and look up any words they aren't sure of. Give them two minutes to discuss what the topic of the lesson might be and how the words could be related to it. Invite students to share their ideas with the class and then tell them to open their books. Tell them that they will see the words you dictated in different phrases later on.

ABOUT YOU

▶ 01 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the *About you* box with the students. Put them into groups of three or four to discuss the questions. For the last question, they can think back to when they were in primary school. Set a time limit of two minutes and invite students to share their ideas with the class.

VOCABULARY & READING

RELATIONSHIPS

1 Look at the first question and elicit whether it is an open question (*Wh-*) or closed question (*Yes/No*). Ask students to imagine they don't know the meaning of the phrase in blue. Elicit what clues there are that could help them do the matching (*anyone* – there will be a reference to a family member; *wrong way* – the phrase probably has a negative connotation). Elicit what they think the correct answer is. Students then complete the exercise in pairs. Elicit the answers, but don't look at the meaning of the expressions in blue yet.

Answers
1 i 2 d 3 h 4 j 5 a 6 f 7 b 8 e 9 c 10 g

2 Look at question 1 in Exercise 1 again and re-elicit the matching answer. Tell students not to look at the meanings in Exercise 2, but to try to rephrase the question, e.g. *Is there anyone in your family who annoys you / gets on your nerves?* Students do the same with the other questions and then look at the meanings and do the matching. Elicit the answers.

FAST FINISHERS

Ask fast finishers to look at the answers a–j in Exercise 1 and find useful vocabulary items and phrases. When everyone has finished, the students can present the words and phrases they found and what they mean, e.g. *ruin, vital, row, winding me up*. You could also look at ways of agreeing and disagreeing which are used in the responses and ask students to note them down in groups: those showing strong agreement (*Absolutely*), weak agreement (*To some extent, yes; I suppose so*), weak disagreement (*Not necessarily; Maybe, but*) and strong disagreement (*Definitely not*).

Answers
1 see eye to eye with 2 rubs (somebody) up the wrong way 3 are on good terms with 4 family ties 5 are not on speaking terms with 6 spoil 7 a family unit 8 come between 9 are attached to 10 miss out on 11 close-knit 12 siblings

3 When you put students into pairs, you could tell one student in each pair to ask the odd-numbered questions and one to ask the even-numbered questions so that they take turns to ask and answer. Set a time limit of about four minutes and then invite students to share anything interesting that they learned about their partner.

Answers
Students' own answers

CONTINUED ON PAGE 18

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BACKGROUND INFORMATION

The boomerang is mainly associated with Aboriginal tribes in Australia. The name came from a tribe called the Turuwal, who lived south of Sydney. Some boomerangs found in Australia are over 10,000 years old.

Boomerangs have also been found in other parts of the world. One found in Poland was made of mammoth tusk. King Tutankhamun of Egypt owned a collection of them. They are thought to have been used for hunting, fighting, as a musical instrument and even as a form of communication.

4 Elicit the meaning of *boomerang* and then discuss the literal meaning of the phrase with the class, e.g. *a generation that comes back to where it started*. Give students one minute to quickly read through the introduction to the text. Tell them that, even though the answer can be found in the first sentence, they should look through the whole text to get an idea of what it is about. Elicit the answer from the class.

Answers

Students' own answers

PREPARE FOR THE EXAM

C1 ADVANCED

Reading and Use of English Part 1

In this part of the exam, students read a text with eight gaps (plus one example). For each gap, there is a choice of four options, only one of which is correct. All four options will be the same kind of word, e.g. all nouns or all verbs in the same tense. The task tests understanding and knowledge of vocabulary, including the precise meaning of individual words, collocations, set phrases and phrasal verbs. Also, some questions test knowledge of a grammatical aspect of vocabulary, e.g. knowing which option which fits correctly with a following preposition or verb form.

Tips Students should first read the text quickly without worrying about the gaps to have an understanding of what it is about. They then look at each gap and try to think of what the missing word could be. If the same word is not one of the options, they should choose the one with a similar meaning or which collocates with the lexical item before or after the gap.

5 Look at the example with the class. Elicit the correct answer and what the phrase *it's safe to say* means, i.e. *it is fairly obvious*.

Answer

b

6 When students have read the sentences for gaps 1 and 2, they look at the questions in pairs. Elicit the answers and what they mean e.g. a *proportion* can be a fraction (e.g. ½), a percentage (e.g. *50%*) or a ratio (e.g. *one in three*). *Overwhelming majority* has a similar meaning to *vast majority, huge majority,* etc.

Answers

1 B 2 A

7 Students work alone. Allow about six minutes, as they have already answered two of the questions. When they have finished, elicit the answers and the meanings of any phrases or collocations which might not be obvious, e.g. *get along with* means 'to be able to live together without arguing'.

Answers

3 D 4 A 5 C 6 A 7 D 8 C

» PREPARE FOR THE EXAM TEACHING NOTES AND ANSWER KEY TB PAGE 278

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

8 Before students read the text, ask them to write down the four names in their notebooks and, when they have read the article, to make notes of the positive and negative aspects about moving back home that each mentions. Invite the class to share their ideas and reasons for them. Elicit the meaning of *sponge off* (*borrow from someone all the time*) and *pester* (*keep asking for something*).

Possible answers

Alex had the most positive experience and Oscar had the least. Caitlin is happy, but her siblings can be annoying. Charlotte is living with her grandparents out of a sense of duty.

9 Students work alone. Set a time limit of about five minutes and then elicit the answers. Ask the students which person they think they would be most similar to if they were returning home as an adult in the future, and why.

MIXED ABILITY

Weaker students work in groups of four. They read about one person each and answer the corresponding questions. The students then tell each other the answers and show each other where the information for each can be found in the text.

Possible answers

1 There is a negative stereotype about adults who live with their parents that they are lazy or taking advantage of their parents.
2 He helps with shopping and bills, his parents are retired and want his company and also they get on well with his friends, so he can have his friends over.
3 She used to want peace and quiet, but while travelling, she felt she was missing out on family life.
4 Her sisters borrowing her things and her brothers bothering her for help with homework
5 His dad and brother are intolerant of Oscar's different ideas and are unpleasant to him. He doesn't share the same interests as his dad and brother. His brother has tried to come between him and his mum.
6 She seems to feel a sense of duty towards them as they cared for her when she was a child.

TALKING POINTS

Students work in groups of three or four. Give a time limit of one minute for each student to think of ideas alone and then ask them to share their ideas as a group. They should give reasons for their ideas. Set a time limit and then invite groups to share their ideas and reasons with the class.

COOLER

Students work in groups of four. They imagine they are the parents of a boomerang child. They think of some rules for the child for when they come back to the family house. Set a time limit of about three minutes and then elicit ideas for the rules. Ask who they think would find the situation more difficult – the parents or the children – and why.

» ALSO REFER TO WORKBOOK PAGES 4–5

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THE BOOMERANG GENERATION 01

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.

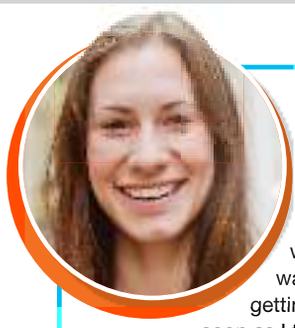
Of course, there are **(6)** _____ to returning home. It can be frustrating not to be able to throw parties, and your siblings might still **(7)** _____ on your nerves. Nevertheless, for those who can't afford to go it alone, moving home is often the **(8)** _____ best thing.

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?

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GRAMMAR
HABITUAL ACTIONS (PAST AND PRESENT)

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

1 Now when my brother **criticises** me, I usually just **ignore** him.
2 **I'll do** the weekly shop and pay the utility bills.
3 These days **I'm taking** care of my elderly grandparents.
4 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.
5 I was mainly brought up by my grandparents as my parents **used to be** in the military.
6 My dad **would buy** me anything I asked for – within reason.
7 I'm really proud of my mum and dad, but as a child I **was constantly begging** them to come home.

Present habits

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

Past habits

5 To talk about states in the past we use _____.
6 To talk about past habits, we use *used to* or _____.
7 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.

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

0 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.
1 Mandy often interrupts when I'm speaking, which I don't like.
2 When I was younger, I was a huge hip-hop fan.
3 Lee has recently started doing Pilates every morning.
4 I hated sharing with my sister as she often messed up our room.
5 My dad and I hardly ever missed a Saturday match.
6 Our coach sometimes gives us a lift home after a match.

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

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

7 » TURN TO PAGE 150.

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GRAMMAR
HABITUAL ACTIONS (PAST AND PRESENT)

WARMER

Students work in pairs and think of habits which they find annoying, e.g. tapping on the table, not putting milk back in the fridge. Set a time limit of about two minutes and then elicit ideas. Ask the students if they have any of the habits mentioned by other students.

1 Look at the first sentence with the class and elicit what tense the two verbs are in (*present simple*) and what kind of structure this is (*It's like a zero conditional with* when *instead of* if.). Students then work in pairs to discuss the structures and complete the rules. Elicit the answers.

Answers

1 present simple 2 *will* 3 present continuous 4 present continuous, *keep* 5 *used to* 6 *would* 7 past continuous

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 291

2 Look at the first pair of sentences with the class and elicit what the difference is: *In b, the use of the continuous form indicates that this is a recent or temporary habit, whereas in a, the use of the present simple shows the action to be longer lasting and permanent*. Students do the same in pairs for the other pairs of sentences. Elicit the answers from the class.

Answers

1 Meaning is different: a is talking about an established habit; b is talking about a new habit or a temporary habit.
2 Meaning is similar.
3 Meaning is similar. In b, the speaker is slightly more annoyed.
4 b could express annoyance.
5 Meaning is similar.
6 Meaning is different: a is past habit; b most likely means that she refused to play with them. Only if the context was very clear could it refer to a past habit.
7 a suggests a more frequent action, and sounds more critical than b.

3 Tell the students to cover the word box and try to think of a word or phrase which could be used to complete each gap. Students then uncover the word box and complete the text. Elicit why we could use *used to* in gaps 1 and 2, but *would* only in gap 2. (*We can only use* would *for past actions, not states.* Used to *can be used for both.*)

Answers

1 used to 2 would 3 always 4 usually 5 'll/will 6 keep 7 forever 8 'm going

4 Tell students to compare their life now with their life when they were a child. Elicit the kinds of things they could talk about, e.g. school work, free time, afterschool activities, housework, relationships. Give students a minute to think of ideas alone before they share their ideas in pairs. Invite students to tell the class one way in which their life has changed.

Answers

Students' own answers

5 Look at the example with the class. Ask if we could use any of the other ways of talking about past habits here *(No –* would *can't be used for a state,* always/constantly + -ing *doesn't work here, as it isn't talking about someone's annoying habit but a past situation)*. Students work alone or in pairs to rewrite the other sentences. Elicit the answers and point out that sometimes more than one answer could be correct.

MIXED ABILITY

To help weaker students, give them a key word which they have to use in each alternate sentence. They can then look back to Exercise 1 to see how to form the sentences correctly. Ideas for key words: *1 keeps, 2 used, 3 is, 4 always, 5 would, 6 will*

Possible answers

1 Mandy is forever interrupting when I'm speaking.
2 I used to be a huge hip-hop fan when I was younger.
3 Lee is doing Pilates every morning these days.
4 I hated sharing with my sister as she kept messing up / was always/forever messing up our room.
5 My dad and I never used to miss / would never miss a Saturday match OR My dad and I used to / would go to the match every Saturday.
6 Our coach will sometimes give us a lift home after a match.

6 Students work alone and then compare answers in pairs. Before eliciting the answers, elicit how many of the sentences were correct and which ones they were. Then elicit the corrected forms of the other sentences.

Answers

1 … parents and children **didn't use** to discuss problems …
2 It **used to be** more common …
3 *Correct*
4 … her classmates **kept leaving** her out. / her classmates **were constantly leaving** her out.
5 Sameer **used** to rub …
6 … I **used to** be / I **was** so shy …

7 Look at Exercise 7 on page 150 with the class. Look at the first idea in the box and ask the class what sort of question they could ask, e.g. *Did you use to ask a lot of questions in class? Are you constantly asking questions?* Set a time limit of about three minutes for students to write some questions they could ask other students. When they are ready, the students mingle and ask and answer their questions. Point out that they should ask a follow-up question whenever someone answers 'yes' to a question. When students have talked to a few other students, stop the activity and invite them to share any interesting information that they found out.

Answers

Students' own answers

» PRACTICE EXTRA: UNIT 1 – GRAMMAR – HABITUAL ACTIONS (PAST AND PRESENT)
» GRAMMAR WORKSHEET: UNIT 1
» ALSO REFER TO WORKBOOK PAGE 6

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VOCABULARY
PHRASAL VERBS WITH LITERAL AND IDIOMATIC MEANINGS

1 Before students look at the exercise, put them into pairs and ask them to look at the phrasal verbs in the box and try to think what they mean. They then do the exercise in pairs. Point out that they should use the phrasal verb in each a and b pair. Elicit the answers, but don't elicit the non-literal meanings yet.

Answers
The a sentences have a literal meaning.
1 a get on b get on
2 a ran down b ran down
3 a broke off b broke off
4 a come over b come over
5 a count on b count on
6 a get over b got over

2 Before students look at Exercise 2, ask them to look at sentence 1b in Exercise 1 again and elicit what it means, e.g. *I am friendly with, I have a good relationship with*, etc. Students do the same with the other b sentences in the exercise and then do the matching in Exercise 2. Elicit the answers.

Answers
1 get on with – have a good relationship with 2 run down – criticise 3 break off – end 4 come over (as) – seem
5 count on – depend on 6 get over – recover from

3 Students work alone and then compare answers in pairs. When they have finished, elicit the answers.

Answers
1 criticising repeatedly and unkindly 2 don't punish 3 cheated
4 tell you about it and get your opinion

4 Students complete the activity alone and compare answers in pairs. Elicit the answers and the difference between a *ladder* and a *stepladder*.

Answers
1 rip, off 2 get at 3 run/running by 4 let, off

THREE-PART PHRASAL VERBS

02 5 When students have listened to the recording, they discuss in pairs what they remember about the situation and what Becky and Zack think. Elicit the answers and ask if anyone sympathises with Callum.

Answers
Amy has split up with Callum because of his poor behaviour. Zack and Becky approve.

02 6 Students read through the gapped sentences before they listen again. When they have listened , elicit the phrasal verbs, but not their meaning yet. You can point out that three-part phrasal verbs are always inseparable.

Answers
1 keep up with 2 get away with; stood up to 3 looks down on
4 put up with 5 make up for 6 look up to 7 catch up with

» AUDIOSCRIPT TB PAGE 309

7 Look at the first meaning in Exercise 7 with the class and elicit the phrasal verb it matches from Exercise 6 (*make up for*). Students could do this alone or you could elicit all the meanings from the whole class.

Answers
1 make up for 2 look up to 3 keep up with 4 stand up to
5 catch up with 6 get away with 7 look down on
8 put up with

PREPARE FOR THE EXAM

C1 ADVANCED
Reading and Use of English Part 4
In this part, students are given a full sentence followed by a gapped sentence and a word written in capital letters. They have to complete the second sentence using between three and six words, including the word in capital letters, so that it has the same or a similar meaning to the first sentence. They can't change the form of the word in capital letters. In this exercise, all the sentences test phrasal verbs or past and present habits, but in the exam, a variety of grammatical structures and vocabulary items are tested.

Tips For marking, each answer is divided into two parts, and one mark is given for each part answered correctly, e.g. question 1: *to look down* = 1 mark; *on* = 1 mark.

8 Students complete the exercise alone. Elicit the answers and tell students what each mark would be awarded for.

FAST FINISHERS
Students look at the phrases needed in the gapped sentences and use one or two of them to make sentences of their own, e.g. 1 *look down on – Some people look down on you if you don't follow the latest fashions.* When everyone has finished the exercise, elicit sentences from the fast finishers.

Answers
1 (for you) to LOOK down | on OR if you LOOK down | on
2 to COME over/across | as
3 takes Adrian AGES | to get OR takes AGES for Adrian | to get OR takes AGES | before Adrian gets
4 usual/normal/typical for me | to CATCH up
5 GETTING at me | for not
6 order to / an attempt to / an effort to | MAKE up for

» PREPARE FOR THE EXAM TEACHING NOTES AND ANSWER KEY TB PAGE 279

9 Look at the first sentence on page 150 with the class and elicit what it means, e.g. *What kind of image do young people try to present of themselves on social media?* Set a time limit of about four or five minutes for students to discuss the questions and then invite the class to discuss them together.

Answers
Students' own answers

COOLER
Ask students to work in pairs and choose one of the phrasal verbs they have looked at during the lesson and think of a way of miming it. You could give them an example of getting on a bus. When students are ready, invite them to act out their mime and see if the other students can guess the phrasal verb.

» PRACTICE EXTRA: UNIT 1 – VOCABULARY – PHRASAL VERBS WITH LITERAL AND IDIOMATIC MEANINGS; THREE-PART PHRASAL VERBS
» VOCABULARY WORKSHEET: UNIT 1
» ALSO REFER TO WORKBOOK PAGE 7

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VOCABULARY

PHRASAL VERBS WITH LITERAL AND IDIOMATIC MEANINGS

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

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?**



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

02

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

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.

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9 » WORK IN PAIRS. TURN TO PAGE 150.

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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.

03 **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.

04 **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.

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LISTENING

WARMER

Write on the board:

Things I remember as a young child: people, places, adventures, holidays, games, fears

Tell students to think alone about the different headings. Set a time limit of two minutes and then ask students to discuss their ideas in pairs.

1 Look at the question with the class. If you did the Warmer, tell students to change partners and share one of the memories they thought of in the Warmer. If you didn't do the Warmer, give students about 30 seconds to think of a memory and then tell their partner. Encourage students to ask each other questions about their memory where appropriate.

Answers

Students' own answers

PREPARE FOR THE EXAM

C1 ADVANCED

Listening Part 1

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

Tips The two questions for each extract have different focuses, e.g. identifying feeling, attitude, opinion, gist, detail, etc. Usually all the information for question 1 comes before the information for question 2. However, in some cases, e.g. when question 2 is a global question, some information for question 2 may come before some information for question 1. Therefore, it is essential that students read the questions and options carefully before they start listening so they know what they should be listening out for.

2 You can do this task with the whole class. Ask a student to read out the three situations and elicit that each one tells you who the speakers are (friends) and either what they are talking about (childhood friendship, a documentary) or a speaker's feelings (angry).

Answer

You are told the relationship between the speakers and what they are discussing.

3 Set a maximum number of key words for students to identify. This will help them to focus on the most important words to listen out for. Elicit their ideas and reasons why the words are important.

Answers

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.

03 **4** When you elicit the answers, ask the students to cover Exercise 5 and try to elicit what the speakers said that showed which answers were correct, e.g. *1 A I never worried about things like that, you were more cautious, I was the rebellious one*; *2 C our relationship could be quite stormy at times, we always patched things up before long.* Elicit what the students remember, but don't give them any examples they can't remember, as they will look at these in Exercise 5.

MIXED ABILITY

All students listen to Extract One without the audioscript to try to identify the correct options. You could then offer weaker students the chance to look at a copy of the audioscript when they work in pairs to try to identify why the other options are incorrect.

Answers

1 A Correct B Overall, they speak positively about the things they did together, but not in this case. C It's the man, not the woman, who brings up the fact that the derelict house incident didn't end well.
2 A They were close, but their relationship was 'stormy' rather than 'easy-going'. B As far as we know, they didn't have siblings: 'the brother/sister I never had'. C Correct

» AUDIOSCRIPT TB PAGE 309

5 Students work in pairs. Give them one minute to look at the parts from Extract One and discuss them. They may have remembered some of these when giving the answers to Exercise 4. Elicit the answers and ask if there were any parts of the conversations that they hadn't remembered.

Answers

Parts 1 and 2 highlight the differences in their personalities:
(1) I was desperate to explore, but you were reluctant to go in.
(2) I never worried about things like that, but you were a more cautious child, weren't you? I was the rebellious one …
Parts 3 and 4 imply they fought occasionally but got over it rapidly: *(3) … it wasn't always a walk in the park, (4) … we always patched things up before too long.*

04 **6** This time students work as if in an exam. Give them 30 seconds to read through the questions and options for Extracts Two and Three before they listen. Play the recording twice and then elicit the answers. If students have different answers, ask them to explain why they chose their answer. If necessary, play the recording a third time to check the correct answers.

Answers

3 A 4 C 5 A 6 B

» AUDIOSCRIPT TB PAGE 309
» PREPARE FOR THE EXAM TEACHING NOTES AND ANSWER KEY TB PAGE 282

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

Answers

Students' own answers

» ALSO REFER TO WORKBOOK PAGE 8

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SPEAKING
TALKING ABOUT YOURSELF

1 Look at question **a** with the class and elicit as many different ways to complete it as possible, e.g. *like, enjoy, look forward to, prefer, dream about*. Students then work in pairs to think of an appropriate way to complete questions b–f. Elicit ideas; students then ask and answer the questions together.

FAST FINISHERS

Ask fast finishers to think of as many alternative ways of completing each question as possible, as in the example above for question a. When everyone has finished, elicit these alternative ideas as well.

Possible answers

1 (most) enjoy/like 2 Do you prefer to / Would you rather
3 (especially) like/dislike OR would change 4 qualities/attributes
5 close / closest / most attached 6 favourite/preferred

05 **2** As students listen, they note one or two key words that the speaker says which will help them do the matching. Stop the recording after the first response and elicit which question it's answering (*f*) and key words notes students noted, e.g. *status, post, TikTok, share*. When students have listened to the other responses, elicit the order and the key words students heard.

Answers

The order is: f, a, e, d, b, c
Students' own answers

» AUDIOSCRIPT TB PAGE 309

06 **3** Although there are pauses on the recording, it might be best to pause the recording yourself after the first response and elicit the answer to question a. For questions b–f, students answer the questions in pairs in the pause provided on the recording. When they have listened to all the responses, elicit the answers.

Answers

a Three (*extremely keen*, *don't find sailing enjoyable at all*, *We're all totally into*)
b To be honest
c First of all, Another thing, Actually
d to be trustworthy, tolerant, open-minded
e looks up to, sort out, get on
f present simple (*get together*), *will* (*I'll just do one*)

» AUDIOSCRIPT TB PAGE 310

4 Look at the first extract with the class and elicit what heading it should come under in the *Prepare to speak* box (*Likes*). Students write *huge fan of* in the first gap. They then complete the rest of the box alone or in pairs. Elicit the answers.

Answers

1 huge fan of 2 totally into 3 don't find … enjoyable 4 bear
5 really my kind of place 6 matter to me if 7 bothered about

PREPARE FOR THE EXAM

C1 ADVANCED
Speaking Part 1

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

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

5 When the students ask and answer the questions from Exercise 1, encourage them to try to speak for 30 seconds on each one, giving as much relevant detail as they can. Invite six students to answer one of the questions each in front of the class.

Answers

Students' own answers

6 Put students into pairs. One student closes or covers their book and the other one chooses one of the six questions to ask (not necessarily question 1). When the question has been answered, the students swap roles and the other student chooses a different question. They continue until they have asked and answered three questions each. By asking the questions in a random order and not allowing the student answering the questions to look at their book, the students are forced to concentrate on what the questioner is asking and come up with a fairly spontaneous answer.

Answers

Students' own answers

» PREPARE FOR THE EXAM TEACHING NOTES AND ANSWER KEY TB PAGE 284

COOLER

Students work in small groups. They look at the *Prepare to speak* box and make their own sentences using the same phrases, e.g. *I'm a big fan of heavy-metal music*. When they have finished, ask each group to share one or two of the sentences they said and ask other students to guess which group member said them.

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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.**

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

05 **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?**

06 **3** **Listen again. Pause the recording after each of the girl's answers and answer these questions.**

After question …

a how many ways does she express likes and dislikes?
b what common phrase does she begin her answer with?
c what phrases does she use to organise her points?
d what qualities does she look for in a friend?
e which phrasal verbs does she use?
f 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.**

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

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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.

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2 MAKING A POINT

Unit Overview

TOPIC	Language and communication
VOCABULARY	Communication; Colloquial expressions
READING	Do animals have languages?
GRAMMAR	The grammar of multi-word verbs
WRITING	An informal email
EXAM TASKS	Reading and Use of English Part 5; Reading and Use of English Part 2; Writing Part 2 (an informal email)

Digital Resources

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

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 160; TB page 291
PREPARE FOR THE EXAM: SB pages on TB pages 257, 260, 269; TB pages 278, 279, 282
WORKBOOK: pages 10–15
VIDEO AND VIDEO WORKSHEET: Getting the message across
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 2; Vocabulary worksheet Unit 2

WARMER

With books closed, elicit two or three different ways of communicating by speaking, e.g. *speak, inform, ask, whisper*, and write these on the board. Students then work in small groups. Set a time limit of about two minutes for groups to think of more verbs. Elicit their ideas and the meanings of any verbs that you think some students won't know.

ABOUT YOU

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

VOCABULARY & READING
COMMUNICATION

1 When students have read the extract, put them into pairs to discuss whether they think the horse was clever or, if not, how they think the trick was done. Elicit ideas, but don't give any information yet.

Answers
Students' own answers

2 Look at the introduction with the class and, without them looking at the extracts a–i, elicit what words could come next, e.g. *who was, who could, who knew, who people said*. Students find the part which follows (*c*). Students then complete the ordering in pairs. Tell them not to look at page 150 yet.

Elicit the answers by asking different students to read out one part each in the correct order and then discuss with the class how they think Hans did it. Once they have looked at page 150, elicit the actual answer.

You could also give students a few more details. When experts couldn't see any deliberate signals from von Osten, a commission asked a psychologist to investigate. He found that even with a different questioner, the horse could answer the questions. However, he then found that when the questioner was standing further away or didn't know the answers, the horse couldn't answer correctly. It was affected by unconscious signals such as a visible relaxation on the part of the questioner when it reached the correct number. This led to the discovery of the phenomenon of unconscious cueing, which is the unintentional influence of a researcher on the answers given by their subjects.

FAST FINISHERS

Ask fast finishers to add one more sentence which answers the question in the last section (i). When everyone has finished, but before they have looked on page 150, invite fast finishers to give their extra sentence.

Answers
The order is: c, e, g, d, f, a, h, b, i

3 Look at the words *flicking through* with the class and elicit what it might mean, e.g. *going through the pages quickly looking for something interesting to read*. Ask in what situations students might do this, e.g. *looking through magazines in a hairdressers or a dentist's waiting room.* Students then look at the other words in pairs. Elicit their ideas.

Possible answers
flicking through – looking quickly at
raise eyebrows – cause surprise
giving away – revealing
reputedly – supposedly
put … down to – thought … was caused by
asserted – claimed
launch into – start
denoted – represented
attributed … to – thought … was caused by
winking – closing one eye

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BACKGROUND INFORMATION

Eva Meijer is a Dutch philosopher, novelist, visual artist and singer-songwriter. She grew up surrounded by animals and became a vegetarian at the age of 11. She claims that: 'People say animals cannot speak. Of course they speak. They speak to us all the time. The only thing is that we don't really listen.' Eva is not only interested in animal communication, but also the rights of animals and she is optimistic about the future of animal rights. Perhaps one reason is that there is a Dutch political party called Party for Animals in the Netherlands, which won five seats in parliament in 2017.

PREPARE FOR THE EXAM

C1 ADVANCED

Reading and Use of English Part 5

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

Tips The questions follow the same order as the information in the text. Students should use scanning skills to find the parts of the text where the information can be found and then read that section of text more carefully to decide which option is correct. Some questions clearly indicate which paragraphs they refer to (e.g. question 2 – paragraph 2, question 4 – paragraph 4, question 6 – the final paragraph).

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

4 Give students a minute to read the questions to find out what information in the text they are trying to find. At this stage, they don't need to look at the options. As they read the text, they mark it where the question topic is mentioned, e.g. question 1: *dog owners* are mentioned in lines 3–4, 6 and 9 of paragraph 1. They then return to those sections and read the text more carefully to decide which option is correct. Elicit the answers and what it says in the text to back up the answers.

MIXED ABILITY

Although it is useful for all students to use this opportunity to practise an exam task as if they were in the exam, you could help weaker students by giving them the first two or three answers and asking them to find the information that shows that they are the correct answers. They would then find the information and choose the correct options for the later questions.

Answers

1 C *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.*
2 A *The confident tone of its title, and its use of the plural 'conversations' gives away her plans for an unambiguous and decisive yes.*
3 B *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'.*
4 A *… it's unclear whether the sounds Kosik was able to make in fact signified anything to him at all.*
5 D *… realising that the old scientific dogma of staying out of the way and remaining invisible was ineffective.*
6 B *… she draws conclusions without backing them up; … why didn't she support her ideas with more evidence?*

PREPARE FOR THE EXAM TEACHING NOTES AND ANSWER KEY TB PAGE 279

TALKING POINTS

Students work in small groups. Give a time limit of one minute for students to think of ideas alone and then ask them to share their ideas as a group. Students should give reasons for their views and examples if they can, e.g. for the second question. Set a time limit and then invite groups to share their ideas and reasons with the class. Start by asking them what the book is about and what sort of information it includes and then elicit whether or not students would want to read it.

COOLER

Students work in small groups. They discuss animal videos that they have seen online or in documentary films and discuss what these tell us about animals' intelligence or behaviour. Set a time limit of about two to three minutes and then discuss some of the examples as a class.

ALSO REFER TO WORKBOOK PAGES 10–11

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DO ANIMALS HAVE LANGUAGES?





07

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?

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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.

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

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

1 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*).
2 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*).
3 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.

1 There was no scientific research to back _____ up _____. (the theory)
2 There was no scientific research to back _____ up _____. (it)
3 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.

1 I don't earn much but I manage to get by it.
2 Jake failed an exam last week and he still hasn't got it over.
3 We have a history test next week, so I need to read up on the Second World War.
4 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.

1 Marc's parents _____ (bring up / him) to speak Italian at home.
2 We'll be studying the Renaissance next term, so I'd like you to _____ (read up on / that) in the holidays.
3 Lucinda _____ (take after / her mum) – she picks up languages really quickly.
4 The lesson was difficult today, and I'm not sure I succeeded in _____ (take in / it all).
5 My young cousin drew me a picture of him fighting a dinosaur, which really _____ (cheer up / me).
6 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.

1 Are you more likely to leave a voicemail for a friend that you _____, or call back later?
2 Is there anyone _____? In what way?
3 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?
4 If you're ever feeling a bit down, what's the best way _____?
5 When you're speaking to someone, do you find that _____ if you use your hands?

a yourself up to cheer
b in after your take you family who
c to up on something read
d across it's get your easier to point
e 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**!



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GRAMMAR
THE GRAMMAR OF MULTI-WORD VERBS

WARMER

Students work in small groups. They choose a phrasal verb which has a literal and non-literal meaning. Together they define the non-literal meaning and also think of a mime to show the literal meaning. When everyone is ready, one student from the group reads the definition, while one or more of the others act out the mime. The other students have to guess what the phrasal verb is.

1 Students work in pairs. Elicit the answers and then ask: *Can you say 'flicking the book through'?* (No) *Can you say 'brought up Washoe'?* (Yes) *Can you say 'Staying the way out of'?* (No) *Can you say 'backing up her ideas'?* (Yes)

Answers

1 after the particles 2 after the verb; before the particles

2 Students work in pairs. Elicit the answers and point out that it wouldn't be grammatically incorrect to separate the phrasal verb in the last sentence. However, it would sound awkward because there is such a large gap between the verb and the particle that it becomes more difficult for the listener to understand.

Answers

1 *Both are possible.* 2 back it up 3 back up the unusual and highly unlikely theory

3 Make sure that students realise that this is only for separable phrasal verbs, as it states in the instructions. Students work in pairs. Elicit the answers and then elicit what you can and can't say using the verbs and information in sentences 2 and 5 of Exercise 1 (can: *brought Washoe up, brought up Washoe, brought her up*; can't: *brought up her*; can: *back her ideas up, back them up, back up her ideas*; can't: *back up them*).

Answers

1 after 2 before 3 after 4 after 5 before 6 after

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 291

4 Students work in pairs to try to correct the mistakes. Elicit the answers and the meanings of the phrasal verbs (*get by* – live on the money you earn; *get over something* – stop being sad because of something; *read up on* – revise, learn about; *look forward to* – excited by something which will happen in the future).

Answers

1 I don't earn much but I manage to **get by**.
2 Jake failed an exam last week and he still hasn't **got over it**.
3 *Correct*
4 Thanks for inviting me for the weekend – I'm really looking forward **to it**.

5 Set a time limit of about one minute for students to read the text quickly. Look at the first phrasal verb with the class. Ask: *Is there an object?* (Yes, 'the news') *Is the verb separable or inseparable?* (Inseparable because it has three parts.) Students work in pairs. If they aren't sure if a verb is separable or not, they should try saying it with the verb and particle separated to see if it sounds right. When they have finished, elicit the answers.

Answers

separable	inseparable	intransitive
check … out get … across tracked … down took … off	kept up with looked up to listen out for	was going on was growing up was turning up dressing up

6 Before students start, tell them not to give the answer to sentence 1, but to just vote on whether more than one answer is possible (*No*). Students complete the exercise alone and check in pairs. Elicit the answers and which of the verbs are separable (*1, 4, 5, 6*).

Answers

1 brought him up 2 read up on that 3 takes after her mum
4 taking it all in 5 cheered me up 6 (had) let down our coach / let our coach down

7 Tell students to cover the mixed-up words a–e and look at the gapped sentences. Students work in pairs to think of a phrasal verb that could be used in each gap. Elicit ideas and then ask students to look at the mixed-up words. They may recognise some of the phrasal verbs from the ideas elicited. When they have finished, elicit the sentences. Then invite the class to share their answers to the questions.

FAST FINISHERS

Fast finishers think of similar questions to ask using some of the other phrasal verbs from the lesson, e.g. *Is there something you are looking forward to next weekend?* When everyone has finished and the class have discussed the five questions in the exercise, you can ask the fast finishers to share their questions and invite other students to answer them.

Answers

1 e – can't get through to on the phone
2 b – in your family who you take after
3 c – to read up on something
4 a – to cheer yourself up
5 d – it's easier to get your point across / it's easier to get across your point

» PRACTICE EXTRA: UNIT 2 – GRAMMAR – THE GRAMMAR OF MULTI-WORD VERBS
» GRAMMAR WORKSHEET: UNIT 2
» ALSO REFER TO WORKBOOK PAGE 12

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VOCABULARY
COLLOQUIAL EXPRESSIONS

1 When students have done the matching, ask if they have ever heard any of these expressions before and, if so, where. Invite students to share similar English colloquial expressions that they know and can explain the meaning of.

Answers

The colloquial sentences are underlined.
Check it out. – Look at this.
What a pain (in the neck)! – That's inconvenient.
You can say that again! – I totally agree.

08 2 Students look at the four situations and think about what they could be about and what words they might hear, e.g. *sentence a: turning up late for a date – sorry, delay, tried to phone*, etc. Elicit some ideas and then play the recording. When students have listened, they discuss the conversations in pairs. Elicit the answers and more details about each conversation: *1 finding people to play the main parts in a play; 2 being late for the cinema; 3 laughing when meeting his sister's boyfriend; 4 trying to find a shop to get a phone screen replaced.*

Answers

1 c 2 a 3 b 4 d

08 3 Students look through the sentence halves before they listen again to match them. When they have listened, elicit the answers. The students are going to look at the definitions in the next exercise, so don't elicit these yet.

Answers

1 g 2 c 3 d 4 i 5 a 6 b 7 e 8 h 9 j 10 f

» AUDIOSCRIPT TB PAGE 310

4 Look at the first meaning with the class and elicit the correct matching expression (*get off on the wrong foot*). When students have finished, elicit the answers and see how many of the expressions they can use about their own lives. You could start with an example, e.g. *When I left university, I found out about some jobs abroad that were up for grabs but I didn't want to leave this country.* Students work in small groups to discuss the expressions. Set a time limit of about three minutes and then invite groups to share one or two of their ideas with the class.

Answers

1 get off on the wrong foot 2 know something inside out
3 up for grabs 4 all over the place 5 up in the air
6 keep someone in the picture 7 keep a straight face

5 Put students into groups of three if possible. Each student answers one of the three questions and then thinks of a different situation to illustrate the meaning of the phrase, e.g. *1 couldn't care less – I couldn't care less what people think of my taste in music. I love this album and I'm not ashamed to admit it!* When students have thought of ideas, they tell each other in their groups. Invite groups to share one of their ideas with the class.

Answers

1 I couldn't care less 2 easier said than done
3 It's about time!

PREPARE FOR THE EXAM

C1 ADVANCED
Reading and Use of English Part 2

In this part, students have a text containing eight gaps, each of which they have to complete with one word only. There is also an example.

The task tests knowledge of grammatical items such as auxiliary verbs, prepositions, pronouns and relative pronouns, as well as vocabulary items such as phrasal verbs, dependent prepositions, linkers and parts of set phrases.

Students need to understand the overall meaning of the text as well as recognising the structure of the language. Correct spelling is essential.

Tips Look at the instructions with the class and elicit what they must not do (use more than one word). Point out that, in this task, the emphasis is on colloquial expressions, whereas in the actual exam, a variety of word types will be needed.

6 Students read through the text quickly without worrying about the gaps. Set a time limit of about one minute and elicit that the text is about someone who moved to Australia. Students then complete the task individually. Encourage them to cover the first column of the page so they can't refer to the expressions that are tested. When they have finished, if there are any words they can't remember or aren't sure are correct, they can check in the book.

Answers

1 until/till 2 keep/put 3 all 4 was/came 5 somewhere
6 out 7 off 8 than

» PREPARE FOR THE EXAM TEACHING NOTES AND ANSWER KEY TB PAGE 278

7 Students work alone and then compare answers in pairs. Check the answers before they ask and answer the questions to make sure the students have completed them correctly. When they have discussed them all, invite students to share any interesting answers they gave.

MIXED ABILITY

To help weaker students, you could give them one key word for each gap. This would make it easier to find the appropriate expression in a previous exercise if they couldn't think of how to complete the sentences. Suggested words: *1 straight, 2 wrong, 3 over, 4 air, 5 grabs.*

Answers

1 couldn't keep a straight face 2 got off on the wrong foot
3 all over the place 4 up in the air 5 up for grabs

COOLER

Students work in pairs. They choose a different expression from the page to those used in Exercise 7 and write a similar question. Put the students into groups of four or five so that they are in a different group to their partner. The students take turns to ask the other students their question. When everyone has asked and answered the questions, they go back to their original pairs and tell each other the most interesting answer they were given to their question.

» PRACTICE EXTRA: UNIT 2 – VOCABULARY – COLLOQUIAL EXPRESSIONS
» VOCABULARY WORKSHEET: UNIT 2
» ALSO REFER TO WORKBOOK PAGE 13

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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.

08 **2** **Listen to four short conversations. Which is about …**

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

EP 08 **3** **Listen again and match the sentence halves.**

1 But when the main roles were up
2 Not sure, it's all up in
3 Well I hope they'll keep you
4 It's about
5 Look Darren, I couldn't
6 I think we might have got off
7 … when I shook his hand, I couldn't keep
8 In the end, yeah, but it was easier said
9 I thought I knew it
10 Well, I went all over

a care less what colour shirt you have on!
b on the wrong foot, I'm afraid.
c the air at the moment.
d in the picture. I mean, you want to know if you're in it or not!
e a straight face. He must have thought it was a bit weird.
f the place looking for this little shop.
g for grabs, no-one wanted them!
h than done. Took me ages!
i time! We said seven, not ten past!
j inside out. Where all the shops are, all the street names …

4 **Which of the expressions in Exercise 3 means …**

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

5 **Which of the expressions might you use if**

1 you have no interest in something (and are possibly a bit annoyed)?
2 something which sounds simple is actually difficult?
3 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.**

1 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?
2 Have you ever _____ with someone when you first met them, only to become friends with them later?
3 What's your room like? Do you have stuff _____, or is everything very tidy?
4 Have you made plans yet for the weekend after next, or are things still _____?
5 If a friend messaged the whole class to say they had one spare ticket _____ to see your favourite band, how would you reply?

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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

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WRITING
AN INFORMAL EMAIL

WARMER

Write the words *informal email* on the board. Put students into groups to discuss who might write an informal email and who to, and why you would write an email rather than another form of communication. Set a time limit of two minutes and invite each group to give their ideas.

1 Students work in groups of three or four. Set a time limit of three minutes and then invite groups to share their ideas with the class. Ask the class if they have ever given a presentation that didn't go well. Invite students to share with the class what went wrong and what they learned from the experience.

Answers
Students' own answers

2 Set a time limit of one to two minutes and tell students to note down or mark in the email any pieces of advice that Noah gives. Elicit these and ask how useful the students think each one is (*think about what the audience already knows, prepare thoroughly, rehearse the presentation, don't read from a script, make eye contact*). Ask the class which of these they do before a presentation and, if they don't, ask them if they think they might try these ideas next time.

Answers
Students' own answers

3 Look at the first gap with the class before they look at the choices in Exercise 3. Elicit what might go in the gap, e.g. *It's great that you're / I can't believe that you're*. Students do the same in pairs for the other gaps and then look at the choices in Exercise 3 and complete the text. Elicit the answers. Ask students to think of other situations in which they might use these expressions, e.g. *Tell you what, why don't I see if we can use the school gym for football practice in the evenings? Whatever you do, don't stay up all night revising before your exams – it won't help you.*

FAST FINISHERS

Students look at the rest of Noah's email and find informal or colloquial expressions. They think of a formal alternative. When everyone has finished the exercise, elicit the answers and then invite fast finishers to give their formal alternatives and see if students can find the informal equivalents in the email (e.g. *come up with – thought of, going on about stuff – talking about information, next to no time – very little time*).

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

4 Students discuss their ideas in pairs. Encourage them to discuss each point in turn, saying whether they think the phrases do each thing and saying which phrases best illustrate each one, e.g. *1 Do you think the phrases make Noah sound friendly? Yes, I do, especially the phrase 'Good on you for …' It will make Francis feel better that he made the decision to volunteer.* Elicit ideas from different students and, if necessary, tell them that the phrases do all the things in Exercise 4 and all of them make it sound more like spoken English.

Answers
They are all true.

5 Look at the message from Francis in Exercise 2 and elicit what he wants to know, i.e. the best way to prepare for the presentation and how to deliver it effectively. Students then look at all the comments in Exercise 5 and read the email. They think about their opinions alone and, if they disagree with any of the comments, they should think about why. When they have finished, they compare answers in pairs. Elicit ideas from different students with their reasons (*3 is untrue because it is an informal email. In a formal email or essay this wouldn't be so acceptable; 4 is untrue – this use of punctuation is appropriate for an informal email*).

Answers
1 Yes 2 Yes 3 No 4 No 5 Yes

6 Tell students to find the word *this* and *that* in each sentence. Look at the first sentence with the class and elicit what *this* refers to here (*the tips that Noah is going to mention next*). Students then find the best match (*f*). Students complete the exercise in pairs. Elicit the answers and ask why we use *that* in sentences 4 and 5. (*These are second conditional sentences and* that *is used to show distance from reality. In a first conditional sentence, we would write* If you do this … / Believe me, this is the last thing your audience will want.)

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

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7 Look at the first extract with the class and ask which use from Exercise 6 it matches (*f*). Elicit that with this use, we need the word *this*. Students do the same with the other sentences in the exercise in pairs. When they have finished, elicit the correct word in each one and elicit why we use *this* or *that* in each case.

Answers
1 this 2 that 3 that 4 this 5 that 6 that 7 that 8 This

8 Tell students to cover the extract from the email and to look at sentence 1. Students try to work out how it could be completed in two to three words. Elicit ideas and then ask students to do the same with the other five sentences. When they have finished, elicit possible phrases for each gap. If any of them are incorrect grammatically, try to elicit why from the students. Students then uncover the extract and complete the gaps with the appropriate phrases. When they have finished, ask them to read the extract again and guess the place it refers to (St Petersburg).

Answers
1 another thing 2 apart from that 3 not to mention / as well as
4 in any case 5 as well as 6 not just

9 Put students into small groups. Look at the three situations and ask one question about each, e.g. *1 Should I finish everything on the plate or should I leave something? 2 What sort of gift should I bring? 3 Should I start talking to people?* Students then think about the questions you ask and other possible questions a foreigner might ask in these situations. When they have discussed their ideas, ask one group to share one of their ideas with the class. Other groups then comment on that idea or add other ideas of their own.

Answers
Students' own answers

PREPARE FOR THE EXAM

C1 ADVANCED
Writing Part 2 (an email)

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

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

10 Students have 45 minutes for each writing task in the exam, which includes planning time. Tell them that they shouldn't rush their writing. They could even allow themselves 15 minutes to plan, note down vocabulary and organise their ideas. If they do this planning effectively, it will make their writing much easier to do well. The students could do the writing in class or at home. Whichever you decide, set some time during the lesson for them to plan their email. Before they start planning, look at the task with the class and ask how many points they have to address (three – examples of politeness in their country, importance of politeness, whether attitudes will change in the future). Also look at the *Prepare to write* box and encourage students to use some of these expressions in their emails.

MIXED ABILITY
Allow weaker students to plan their email together. They discuss some ideas of how to answer the questions in the task, decide on useful vocabulary to use from the lesson and how to organise the email into paragraphs and link ideas together. Although they will write the email alone, it will make the planning process easier if they collaborate.

Model answer
Hi Taj,
Nice to hear from you. Sounds like an interesting thing to be researching. It probably goes without saying that politeness is considered important in my country, although this is probably more true of the older generations. In the past, people used to think it really mattered that, for example, a man would wait until a woman sat down before sitting down himself, or hold a door open for a woman to go through first. You don't see that kind of thing happening these days, perhaps because the idea of male chivalry seems a little old-fashioned. Come to think of it, you could even say it's slightly sexist.
Because my generation spends a lot of their time on phones, a big part of what I consider politeness revolves around the way you treat people online. For example, if a friend likes one of my photos, I'll probably respond by liking one of theirs back. If I didn't do that, my friend might be offended, or think I wasn't interested in him. These friendly online gestures are the little things that keep a friendship going. So that's why they matter.
I'll tell you what I think will happen in the future. I reckon we'll view politeness more in terms of how we interact with others online, rather than being concerned with things like whether someone eats with their elbows on the table, or their mouth open. I predict that stuff like that will become less and less important in the future.
Hope that helps.
Good luck with it!
Noreen

» PREPARE FOR THE EXAM TEACHING NOTES AND ANSWER KEY TB PAGE 282

COOLER
Students work in small groups. Look at Exercise 9 again and elicit other situations where politeness is important, e.g. going on a date, in a classroom, etc. Students choose one situation and discuss things that would be considered impolite but which a foreigner might not realise. Set a time limit of two or three minutes and invite each group to present their ideas to the class.

» ALSO REFER TO WORKBOOK PAGES 14–15

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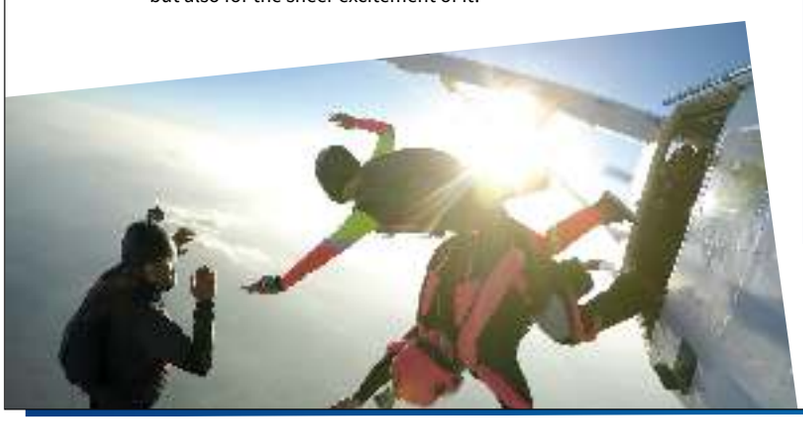
7 **Choose *this* or *that* to complete these extracts from messages.**

1 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….
2 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.
3 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.
4 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!'
5 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.
6 This morning, I overslept, woke up with a headache – and missed the bus! Isn't _____ typical!
7 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.
8 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!

1 The Topkapi Palace is one of Istanbul's must-see attractions, and _____ you shouldn't miss is the Grand Bazaar.
2 I've been doing my homework, but _____, I haven't done much – just chilling out really.
3 The Pizza Festival is a weekend of fun and entertainment – _____ the amazing food of course!
4 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.
5 Near my home, there's a national park where you can go caving and climbing, _____ kayaking and mountain biking.
6 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 …?

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LIFE SKILLS COMMUNICATION

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
- **b** their eyes
- **c** their clothes
- **d** their voice
- **e** their confidence
- **f** *your own answer*

2 What kind of first impression do you make? People probably think …
- **a** I'm shy.
- **b** I'm confident.
- **c** I'm polite.
- **d** I'm funny.
- **e** I'm serious.
- **f** *your own answer*

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?

09 **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?

09 **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

10 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.

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LIFE SKILLS

Overview

TOPIC	Communication: Creating a positive first impression
VOCABULARY	Creating an impression: confident, seem like, come across as, laidback, absent-minded, behave, courteous, being introduced, greeting, taking your leave, respond, paying attention, indicate, nodding, paraphrasing, come in handy, absolute no-go
READING	First impressions last
PROJECT	Role play: Making a good impression In the project stage, students create a role play and act it out in front of the class.

BACKGROUND INFORMATION

In a survey of 2,000 managers, a third said they would decide who they wanted to employ at an interview after just 90 seconds. Just over half said that they would make a decision about whether the candidate should progress to the next round of the interview process based solely on their handshake.

In another study, some interviews were filmed. Experts watched the interview after the initial personal chat so they weren't influenced by the first impressions gained by the actual interviewers. When interviewees made a good first impression, the interviewer tended to rate their subsequent answers more highly than the experts who watched the film. When interviewees made a bad impression, interviewers rated their subsequent answers lower than the experts. This is called the *halo* or *horn effect* and shows that the first impression can influence later opinions.

WARMER

With books closed, put the students into pairs. Ask them to think of a time when they met someone for the first time. The students tell each other what they thought about the person and why, and whether they later found out that their first impressions were correct or wrong. Set a time limit of about two to three minutes and then invite students to share their anecdotes with the class.

LIFE SKILLS

Creating a positive first impression

Look at the *Life skills* box with the class. Ask students how they think they come across to others when they first meet them. Invite the class to share any meetings in which they tried to give a false impression of their character, either by being more outgoing than they really are or by attempting to seem more polite or sensible than they really are. Follow up by asking the class to imagine a new teacher coming to take over the class. Ask the class what the teacher could do to make a good or bad first impression on the students.

1 When students have answered the questions and discussed them in pairs, invite them to share their ideas with the class and give more details, e.g. *I notice their smile. There are different kinds of smile; some are very warm and friendly, others you can tell aren't genuine. It's more like they are smiling because they think they are better than you*.

FAST FINISHERS

Ask fast finishers to think of other ideas for choice f in question 1. Encourage them to think of both things that make a good impression and things that make a bad impression, e.g. *haircut, jewellery, tattoos*. When everyone has finished, invite the fast finishers to share their ideas with the class.

Answers

Students' own answers

2 Set a time limit of about three minutes for students to read the article quickly. When they have finished, they discuss the points in question 3 of Exercise 1 and what the text said about them. Invite students to share their ideas as a class and say whether they agree with the text or not.

Answers

Students' own answers
Some of the ideas mentioned are: smiling, remembering the other person's name, being appropriately formal, being friendly when saying goodbye, making a positive impression, showing interest in the other person, not just talking about yourself, putting away your phone

3 Ask the students to look quickly at the paragraph and find all the questions. If you did the Warmer with the class, you could change the pairs so that they are hearing about a new person. Tell the students that, while they are listening to their partner, they should do some of the things mentioned in the text, i.e. listen, show interest and respond appropriately to what their partner says.

Answers

Students' own answers

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

4 Tell students to read the text carefully, even if they think they know the answers already. They should mark the sections of the text in which the answers to the questions can be found. When they have finished, ask students to discuss their answers in pairs and then elicit the answers from the class.

Possible answers

1 Being invited to an interview, being given an opportunity, the other person taking the time to talk to you
2 They show you in a better light.
3 To show the person you are interested in them and to avoid dominating the conversation.
4 That you think they're less interesting than what's on your screen.

CONTINUED ON PAGE 42

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09 **5** Put the students into small groups. Look at the questions with the class and then tell them to look at the questions in Exercise 6. Using the information in those questions, the students discuss possible answers to the questions in Exercise 5, e.g. *1 He's a football coach, so perhaps he's watching his team.* Set a time limit of two or three minutes and then invite the groups to share their ideas with the class. When they have listened once, elicit the answers to Exercise 5.

Answers

1 He's at (Green Heights) Summer Camp.
2 He's starting work as a volunteer.
3 His mum and his sister
4 Melanie is one of the managers. Sandeep is another volunteer.

09 **6** Students work in pairs and look again at the questions. They discuss anything they can remember before listening again. Elicit the answers and anything else that the students remember about the conversation, e.g. *Jack has never worked at a summer camp before*.

Answers

1 He enjoys the fact that the kids are great and he learns a lot.
2 The person who was going to do it has dropped out.
3 He answers his phone during their conversation.
4 He doesn't/wouldn't have time.
5 Teaching arts and crafts
6 He was replying to a message on his phone.

» AUDIOSCRIPT TB PAGES 310–311

7 Students work in pairs and look again at the questions. Set a time limit of about two minutes for them to discuss what they remember about the conversation. After that, you could play the recording again so they can check their ideas or add details. Then invite the students to answer the questions as a class.

MIXED ABILITY

To help weaker students, you could make a copy of the audioscript and give it to students in pairs. They could then find the tips and phrases which Jack uses and also examples of where he makes a bad impression on Melanie and Sandeep.

Answers

1 He's polite and friendly. He's positive and enthusiastic about his football coaching experience. He responds well to being asked to take on some basketball coaching.
2 I look forward to working with you; I didn't catch your name.
3 He should have been on time. He shouldn't have used his phone. He could have shown an interest in what Sandeep was saying.

PROJECT ***Role play: Making a good impression***

Look at the project stages with the class. Make sure they read the introduction carefully, so that they know who the two people are and what the situation is. To keep students working at a similar speed, ask them to look at stage 1 first and set a time limit of about two minutes for them to read the situation and think about what they could say, especially Riley, who wants to make a good impression. Students then move on to stage 2. This time, set a time limit of about four or five minutes. They work together to think about how the conversation should develop. Faster students can think of how to extend the dialogue rather than moving on to the next stage. When the time limit is up, tell the students to stop writing and give them another two or three minutes to practise. If they carry on writing, they won't have a chance for the practice stage. For stage 3, it is important that students listen to each other and don't continue planning their own dialogue during other students' presentations. You could move the students before they start watching, so they aren't tempted to talk to each other. The students carrying out the role play should try to do it without looking at the written dialogue. If they forget some of it, they should try to improvise.

Ask for feedback when all the presentations have finished. Start by eliciting positive feedback. If students are finding it difficult to think of positive feedback, try to think of your own positive feedback to give. When eliciting ideas for improvements, try to avoid situations where students are too negative about each other.

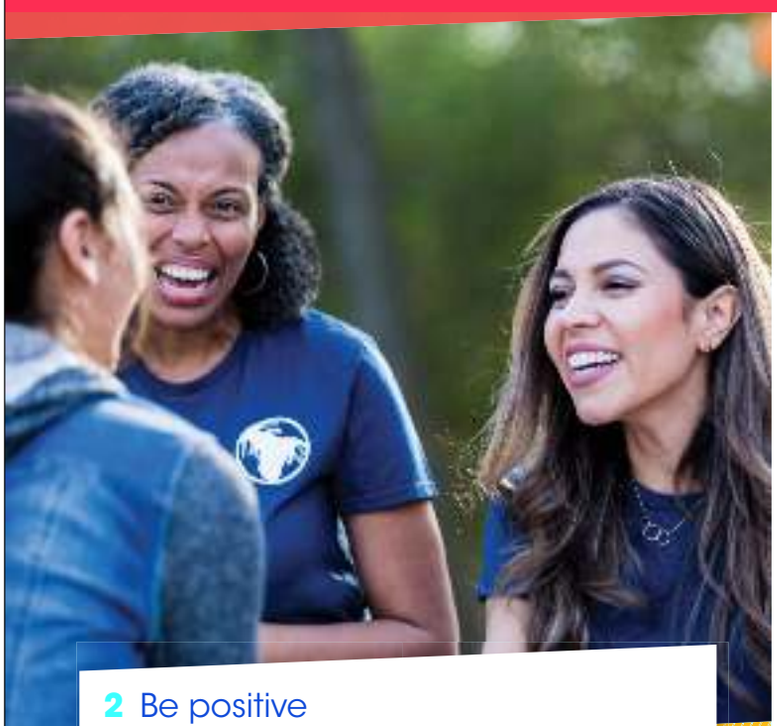
PROJECT EXTENSION

Look back at Exercise 7 and re-elicit why Sandeep might have been upset with Jack (*He wanted to talk about the arts-and-crafts activity that he is going to be in charge of because he's worried about it.*). Put students into pairs and ask them to write a similar dialogue between Jack and Sandeep, but this time Jack responds appropriately with questions and reassurance. Set a time limit of about three minutes for students to prepare a dialogue and then allow them to practise it. Invite one or two pairs to act out their dialogue in front of the class.

COOLER

Put students into groups of four or five. Ask for one volunteer from each group. These students come to the front of the class. Tell them that they have to imagine they are a new student. Quietly, without the rest of the class hearing, give them an adjective which shows their character, e.g. *shy, friendly, disinterested, self-centred*. The students go out of the classroom or into a corner if they can't go out. Tell the class there are a number of new students who are joining them and you want to the class to welcome them and get to know them. The students return to their groups and play the role of their given character. They don't tell the group what it is. After three or four minutes of conversation, stop the activity and ask the other students to describe their new classmate. See how many of them guess the character correctly.

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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?

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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

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

1 From the dark clouds, it looks as though rain is imminent.
2 As her trial is pending, she's not allowed to speak to the press.
3 I need to save some money, so I won't be going out for the foreseeable future.
4 Before you go for an interview, try and anticipate what questions you might be asked.
5 This essay is overdue, so I really must get it finished today.
6 In the short term, Jason plans to help in his dad's business, but his long-term goal is to be an IT consultant.
7 Fortunately, we had the foresight to book our flights a year in advance, so we got good value for money!
8 With exams ahead, the coming weeks are going to be busy!
9 It is envisaged that the new stadium will be open by July.
10 '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.

1 Do you have any plans for the _____ weekend?
2 If a family member told you they were in _____ danger of losing their job, what would you say to them?
3 Is there anything you're planning to buy in the _____ future?
4 What do you _____ that you'll be doing five years from now? Is it important to have _____ plans?
5 If you had your bike stolen when it wasn't locked, would you say this was due to lack of _____, or just bad luck?
6 Do you have any tasks _____ that you've been putting off for a while?
7 Do you think that changes in the law to reduce the gender pay gap are long _____ in your country and will _____ be introduced?
8 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?

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

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3 WHEN TOMORROW COMES

Unit Overview

TOPIC	Dreams and ambitions (the future)
VOCABULARY	Thinking of the future; Commonly confused words
READING	Could you be a superforecaster?
GRAMMAR	Review of future tenses
LISTENING	A talk about living on Mars
SPEAKING	Discussing options
EXAM TASKS	Reading and Use of English Part 2; Reading and Use of English Part 1; Listening Part 2; Speaking Part 3

Digital Resources

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

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 161; TB page 291
PREPARE FOR THE EXAM: SB pages on TB pages 256, 257, 271 and 276; TB pages 278, 283 and 285
WORKBOOK: pages 16–21
VIDEO AND VIDEO WORKSHEET: The foreseeable future
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 3; Vocabulary worksheet Unit 3

WARMER

With books closed, tell the students to close their eyes and think about three points in the future: next weekend, when they finish school and when they are aged about 30. Allow them to think about each point for about 20 seconds. When they have finished, they work in pairs and tell each other their thoughts. Invite students to say whether they think their partner is an optimist or a pessimist, and what their partner said which makes them think that.

ABOUT YOU

▶ 03 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the *About you* box with the students. Put students into pairs to discuss the questions. Set a time limit of two minutes and invite students to share their ideas with the class. When you have elicited ideas for the second question, ask the students what the benefits of both ways of making arrangements are, e.g. *making arrangements in advance – everything is planned and organised; leaving things until the last minute – you can be more flexible and react to changes that might happen.*

VOCABULARY & READING
THINKING OF THE FUTURE

1 Students work in pairs. They read through the sentences and discuss the words and phrases in blue, trying to guess any that neither of them knows. They then do the matching, using the context to help them with any words and phrases they don't know the meaning of. Elicit the answers and ask students to rephrase the sentences to show what they mean, e.g. 1 *From the dark clouds, it looks as though it is going to start raining very soon*.

MIXED ABILITY

Allow weaker students to look up any words and phrases they don't know in the dictionary or online. They should first match any sentences to meanings that they are sure about and then look up other words and phrases if necessary.

Answers
1 c 2 d 3 e 4 g 5 f 6 i; j 7 k 8 h 9 b 10 a

2 Look at the first sentence with the class. Ask why we can't use *pending* here. (*It is used for something that is going to be arranged. The weekend just happens naturally.*) Elicit the correct word and then ask students to complete the rest of the exercise in pairs. Elicit the answers before students discuss the questions to make sure they have written the correct words. When they have discussed the questions in pairs, invite the students to share any interesting answers with the class.

Answers
1 coming 2 imminent 3 foreseeable 4 envisage/anticipate; long-term 5 foresight 6 pending 7 overdue; shortly 8 in the short term

3 Look at the three situations and elicit one benefit and one drawback of each situation, e.g. *If you know how long you'll live, it can help you with financial planning. If you know the result of a future sports event, there isn't any point in watching it. If you know what the best jobs in the future will be, you can get relevant qualifications so you can get one of those jobs.* Students then discuss the question. Set a time limit of two minutes and then invite students to discuss the issues with the class.

Answers
Students' own answers

CONTINUED ON PAGE 46

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4 Before students read the text, ask them to look at the four things and discuss how these might relate to predicting the future. Allow students one minute and elicit any ideas they have. Set a time limit of two or three minutes for students to skim the text quickly and find what it says about the four things in the exercise. Students discuss what they understood in pairs. Ask students to cover the text and elicit what the text said about each thing.

Answers

It's possible to guess the number of piano tuners in a city by making a series of related estimates. This technique is called a Fermi estimate.
Professor Tetlock likened the predictions of experts to the behaviour of chimpanzees.
More people are more likely to become farmers than librarians; considering this is termed taking the 'outside view', and enables people to approach a problem sensibly and scientifically.
To be good at forecasting, it's important to change your mind if new evidence makes a prediction less likely.

BACKGROUND INFORMATION

Enrico Fermi was born in Rome in 1901. He studied physics at university and, in 1938, was awarded a Nobel Prize for Physics. He then escaped from Italy before the start of World War 2 and moved to the USA, where he worked on the Manhattan Project, which was concerned with developing the atomic bomb. In physics, there is often a need to make accurate predictions about difficult problems, and these can take years of research. Fermi became famous for being able to make quick and accurate predictions. His method has also been called the Fermi problem, the Fermi calculation, the Fermi question and the Fermi quiz.

Philip Tetlock was born in 1954 and is a Canadian-American political scientist. He has spent 40 years investigating predictions and how to make them more accurate. He helped to set up the Good Judgement Project in 2011, which aims to use people's expertise to forecast future events. With the help of government funding, they also set up the Good Judgement Open, which identifies potential superforecasters and trains them so that they can make accurate predictions. They also provide services to companies to help them make better judgements about the future.

PREPARE FOR THE EXAM

5 **C1 ADVANCED Reading and Use of English Part 2**
Briefly review what students need to do in this part of the exam and, if necessary, read out the C1 Advanced box on TB page 34.

Look at the instructions with the class and elicit ideas. When you check the answer, ask why 'advanced' vocabulary isn't tested here. (*There would be too many possible words which could fit the gaps.*) The task is aimed at testing grammatical and structural items where only one answer is possible. Occasionally more than one word might fit a gap, such as *could, may, might* for speculation.

Answer

Only 'advanced' vocabulary would not be tested.

6 Look at the example gap and elicit what it is testing (*formation of question tags*). Students work alone as if in the exam. Set a time limit of about eight minutes and tell students to check their work carefully when they have finished. Elicit the answers and the types of word that have been tested (*1, 3 pronoun; 2, 4, 8 preposition; 5 determiner/definite article; 6 article; 7 verb*).

Answers

1 nothing 2 without 3 it 4 in 5 that/this/the 6 an 7 gives 8 out

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

7 Tell students to read the statements and then, as they read the complete text, to mark where each statement is mentioned. They then read those sections of the text more carefully to decide if the statements are true, false or not stated and to find the extracts which give them the answers. For example, 1 He says that consulting experts is as accurate as getting a chimpanzee to throw darts; 2 It says *top political scientists … failed to realise,* but doesn't say whether this means some or all of them; 3 It says that this task was long overdue, which implies it hadn't been done before; 4 He says *be sure to consider 'the outside view'* and then says that what most people consider is the inside view.

FAST FINISHERS

Ask fast finishers to look at the text and find phrasal verbs, set phrases and collocations that could be tested in a Reading and Use of English Part 2 task, e.g. *named after, as a way of, turn to, prevent it from*. When everyone has finished, invite fast finishers to share some of these phrases with the class and encourage other students to make a note of any that are new for them.

Answers

1 T 2 NS 3 F 4 T

TALKING POINTS

Put students into groups of three or four. Give them some areas of life that they could discuss for the first question, e.g. *setting up a business, choosing a university course, deciding where to live*. Set a time limit of three or four minutes and then invite students to share their ideas with the class.

COOLER

Look at Exercise 1 sentence 7 and Exercise 2 sentence 5 with the class. Students work in the same groups as for the *Talking Points* activity and discuss any times they used foresight successfully or failed to use foresight and had a problem because of it. Set a time limit of about three minutes and elicit ideas from different groups.

ALSO REFER TO WORKBOOK PAGES 16–17

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COULD YOU BE A SUPERFORECASTER?

11

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)** _____ 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)** _____ two million. And perhaps one **(4)** _____ a hundred people having a piano sounds about right. Double **(5)** _____ figure though, because schools and other places have them too. So 40,000 pianos would not be too bad **(6)** _____ 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)** _____ us a total of 30 full-time piano tuners, which turns **(8)** _____ 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?

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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?**

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GRAMMAR
REVIEW OF FUTURE TENSES

WARMER

Ask the students to draw a horizontal line in their notebooks. The left of the line represents now and the right side is the future. Students think of four things that will happen in their lives and when they think they will happen. On the line, they draw four Xs and the month (this year) or year (later in the future) that their four events will take place. They don't write what the events are. Students then work in pairs and take turns to show each other their lines. Their partner tries to guess what the four events are, using the years as clues. They have a maximum of eight guesses each. The winner is the one who guessed the most things correctly. Invite students to share some of the events and when they think they will take place with the class.

1 Students work in pairs to do the matching. Elicit the answers and then point out that *will be* is also used to talk about future facts, e.g. *I will be 18 next year. Christmas Day will be on a Thursday this year.*

Answers

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

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 291

2 Look at the first sentence with the class. Elicit the correct form (*will have been sending*) and what this means (*That mankind started sending vehicles into space in the mid-20th century.*). Ask whether this is true or not. Students then do the same with the other sentences in pairs. Elicit the answers and the students' opinions about them.

Answers

1 will have been sending (True – first spacecraft was launched in 1957.) 2 is to survive 3 we were all going to have 4 will have orbited (True) 5 will be living

3 Look at the first sentence with the class. Elicit the correct verb form and what it means. (*She started the job 20 years ago and is still doing it. She has been doing it for over 19 years at this moment and will reach her 20th anniversary at the end of the year.*) Students complete the rest of the exercise in pairs. Elicit the answers and which use of future tenses each one corresponds to.

FAST FINISHERS

Fast finishers think of examples of sentences using the same tenses as in the exercise, e.g. *By the end of the year, I will have been learning English for eight years*. When everyone has finished the exercise, elicit the answers and then invite fast finishers to share their sentences with the class.

Answers

1 will have been doing 2 is to pass 3 'll be relaxing 4 were going to become 5 'll have gone 6 will own

4 You could do the matching as a whole class, as there are lexical clues which make the matching very easy. Elicit the answers and then ask the students what the phrases mean and which one is slightly different to the others (due to *is used to say something should happen at a fixed time; the others all mean that something is going to happen very soon.*). Elicit or point out that *on the verge of* is often used to talk about something negative that is about to happen, e.g. *on the verge of tears / extinction / splitting up*.

Answers

1 a 2 d 3 c 4 b

5 Students complete the exercise in pairs. Elicit the answers before they ask and answer the questions. Point out that sentences 2 and 4 can both be completed with *on the verge of* or *on the point of*. However, because sentence 4 has negative connotations, *on the verge of* is better here. Sentence 2 doesn't have negative connotations, so *on the point of* is better here. When students have discussed the questions, invite them to share their ideas with the class.

Answers

1 due to 2 on the point/verge of 3 about to
4 on the verge/point of

6 Students work alone. When they have finished, have a class vote on which sentence they think is correct. If there is some disagreement, tell the students the correct answer (*sentence 4*) and then elicit the corrected forms of the other sentences.

Answers

1 We'll **be** having some friends round this evening, …
2 … ZentraCorp is on the verge **of going** bankrupt.
3 With the basketball season due to **get** started at the weekend, …
4 *Correct*
5 … that I **was** going to be promoted.
6 I expect that my sisters will all **have** passed / all **pass** their driving test …

7 Look at the example sentence with the class and ask them if they agree or not. Try to elicit a similar sentence but with a different future form, e.g. *By 2050, scientists will have started inserting computer chips into people's brains.* Students work in pairs to make similar sentences. Set a time limit and tell all the students to write the sentences down, not just one student in each pair. Don't elicit any ideas yet.

Possible answers

1 Most people will be driving electric vehicles within 20 years. / In 20 years' time, electric cars will have become very popular.
2 If climate change is to be reduced, people will have to travel much less (regularly).
3 I doubt that scientists will ever discover intelligent life on other planets.

8 Put students into groups of four or five, with students in different groups to their original partners. They share their ideas in their new groups and discuss them. When they have finished, invite each group to share one or two of their sentences and what they thought about them.

Answers

Students' own answers

» PRACTICE EXTRA: UNIT 3 – GRAMMAR – REVIEW OF FUTURE TENSES
» GRAMMAR WORKSHEET: UNIT 3
» ALSO REFER TO WORKBOOK PAGE 18

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VOCABULARY
COMMONLY CONFUSED WORDS

1 Look at the question with the class and elicit the answers. Model and drill the two vowel sounds /ə/ (*accept*) and /ɪ/ (*except*) to see if the students can hear the difference and pronounce the two words correctly.

Answers

The words sound similar (though not exactly the same), but they are spelled differently and have different meanings: *accept* = (verb) *say yes to an offer*; *except* = (preposition) *apart from*.

2 Students read through the example sentences a–e. Elicit the meanings of the words in blue and the differences between similar ones, e.g. *to ensure* means 'to make sure of something'; *to insure* means 'to take out an insurance policy in case something happens'. They then look at sentences 1–6 in pairs and discuss which words they think need changing. Elicit the answers and why the wrong words are wrong.

Answers

1 *Correct* 2 ~~accept~~ except 3 ~~assures~~ ensures 4 ~~affect~~ effect
5 *Correct* 6 ~~historical~~ historic

3 Look at the first sentence with the class and have a vote on who thinks it is true for them. Elicit reasons why it might or might not be worthwhile. Students think alone for one minute about the sentences and then discuss their answers and reasons in pairs. Invite students to share their ideas as a class.

Answers

Students' own answers

4 Look at the first sentence with the class without them looking at the word box. Elicit what the missing word could be, e.g. *told, promised*. Students do the same with the other sentences in pairs, then uncover the word box and complete the sentences. Elicit the answers and why other choices were incorrect.

MIXED ABILITY

Weaker students can look up the words as they do the exercise. Alternatively, you could tell the students which seven words are correct and they then decide which gaps the words go into.

Answers

1 assured 2 historic 3 ensure 4 acquire 5 council
6 historical; affected

12 5 Play the recording once for students to write the words and then play it again for them to complete the ways of remembering the spelling. Elicit the answers and then ask the students if they can think of any better ways of remembering the words, e.g. *If a couple separate, they PART from each other. Apparently his PARENTs are angry with him.*

Answers

Word	Suggested way to remember
separate	PAR as in Paris
definitely	FINI as in finish
apparently	envisage the word written down
accommodation	two (consecutive) pairs of double letters
embarrassing	two double letters
unnecessary	N from prefix; N from adjective
believe	I before E if the sound is 'ee' …
receive	… except after C

» AUDIOSCRIPT TB PAGE 311

6 Look at the instructions with the students and tell Student A to look at page 150 and Student B to open their notebooks and write the words Student A tells them. When Student A has finished telling Student B the words, they swap roles, with Student B reading the words on page 152. When they have both finished, tell them to swap answers and check their partner's spelling. Ask the students to put their hands up if they spelled all the words correctly.

Answers

Students' own answers

PREPARE FOR THE EXAM

7 **C1 ADVANCED Reading and Use of English Part 1**

Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 18. Students should look at the gaps and try to think of what word is needed before they look at the options. Students can eliminate any options they know are incorrect and then choose the correct option from those remaining.

Remind students that it is always useful to read texts quickly to get an overall understanding of what they are about. This will help them to understand the meaning of the gapped words and these might even come to mind subconsciously as they are reading through the text.

Answers

To make a list of your goals / objectives

8 Look at the example with the students. Ask them if they can say why the other options are wrong, e.g. *option A – It is unlikely that you would predict something you thought of yourself. You might predict whether or not you would achieve them; option C – Again, you are unlikely to advise yourself about something. Someone else would give you advice; option D – 'Agree' is something you are more likely to do with someone else. It is possible to agree with yourself, but the word 'with' would be needed.*

Students do the exercise alone. Elicit the answers and encourage students to note down useful phrases and collocations, e.g. *set yourself goals, research indicates, the long term, have a transformative effect on*.

Answers

1 B 2 D 3 C 4 A 5 A 6 D 7 C 8 B

COOLER

Put students into small groups. One person in each group is the designated writer. They need a pen and a piece of paper. Tell students you are going to read out some words for them to spell. When you have finished, the groups swap word lists. Elicit the correct spellings and write these on the board. Students mark the list of words they were given and then hand them back to the original group so they can see how many they got right.

Possible words: *accommodation, recommendation, acquaintance, desperate, hygiene, neighbour, queue, rhythm, successful, vacuum*

» PRACTICE EXTRA: UNIT 3 – VOCABULARY – COMMONLY CONFUSED WORDS
» VOCABULARY WORKSHEET: UNIT 3
» ALSO REFER TO WORKBOOK PAGE 19

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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.



12 **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
separate	*PAR as in Paris*

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)** *B* 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

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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.**

13

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?

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LISTENING

WARMER

Write some words which are made up of two different words on the board, e.g. *faction, infotainment, docusoap, fanzine, infomercial*. Students work in groups to try to think of what these words mean. Set a time limit of two minutes and elicit ideas and examples that they know of (*faction* = fact + fiction, *infotainment* = an entertaining film or programme which is also informative, *docusoap* = a documentary about people's lives, *fanzine* = a magazine for fans, *infomercial* = a commercial for a product which also informs).

1 Look at the instructions with the class. Elicit what *edu-tainment* means (*something educational and entertaining*). Students then discuss the questions in pairs, giving examples of science-fiction films which can educate us. Set a time limit of two or three minutes and then invite students to share their ideas.

Answers

Students' own answers

2 Students discuss the ideas in small groups. Each group has to try to come to an agreement for each one. When they are ready, have a vote on whether each one is real or fictional and then tell students the correct answer.

Answers

They are all real. More details are below:

1 Search for 'Lunar ring Solar Power Generation on the Moon' at the Shimizu Corporation website (https://www.shimz.co.jp/en/).
2 This was known as Project A119, and was a top-secret project set up by the US military in the 1950s. More information can be found on the 'Project A119' page on Wikipedia.
3 Search for 'Elon Musk: A Million Humans Could Live on Mars By the 2060s' at the National Geographic website (https://www.nationalgeographic.com/).
4 More information is available on the 'Planetary Resources' page on Wikipedia.

3 Students work in pairs. Tell them to imagine they are in a speaking exam. Encourage them to discuss each one and ask for opinions, give opinions and agree and disagree politely with reasons. Tell them to try to keep speaking for three minutes and then invite students to share their ideas.

Answers

Students' own answers

4 Students work alone. Set a time limit of about one minute. Elicit their ideas and then tell the students the correct answers.

Answers

1 a – A day on Mars is 24 hours and 37 minutes.
2 a – The iron oxide on the surface is red.
3 c – Olympus Mons is both a volcano and a mountain, and is 21 km high.
4 a – Temperatures vary from about –143 degrees C in winter to +35 degrees C in summer.
5 c – The fine dust in Mars's atmosphere enables blue light to pass through more efficiently.

5 In pairs, students think of a way of rephrasing the quotes so that they are clear to someone who doesn't understand them. Elicit ideas and then discuss the students' views about them. (*1 We might be hit by a meteorite. If humans lived on two planets, some would survive. 2 Some people living on Earth now will be living on Mars when they give birth. 3 He wants to spend the final years of his life there.*)

MIXED ABILITY

Put students into groups of three. Each student looks at one of the quotes and tries to understand it. They then explain to the other two students what their quote means.

Answers

Students' own answers

6 Look at the instructions with the class. Elicit one possible problem, e.g. *the time taken to get there*, and then put students into small groups. Set a time limit of two minutes for them to discuss more possible problems and then invite them to share their ideas with the class.

Answers

Students' own answers

PREPARE FOR THE EXAM

C1 ADVANCED
Listening Part 2

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

Tips Students should read through the gapped sentences before they listen so they understand what they have to listen out for and to prepare for the listening.

7 Look at the instructions with the class and then look at the first gap. Tell students not to think of an actual word but the sort of word it will be, e.g. *It's a countable noun and it describes some sort of disaster*. Students do the same in pairs for the other gaps. Look back at the first gap with the class and elicit what the word or short phrase could be, e.g. *nuclear war, climate disaster, meteorite strike, pandemic*. Then look at the other gaps, elicit the kinds of word needed and then some examples.

Answers

Students' own answers

13 8 When students have listened once, allow them to compare answers in pairs. They then listen again to check their answers and complete any gaps they haven't already filled in. Encourage them to check their answers for sense and spelling. Elicit the answers.

Answers

1 ice age 2 atmosphere 3 snowstorms 4 (dense) cloud
5 radiation 6 greenhouse effect 7 (hydrogen) bomb 8 soil

» AUDIOSCRIPT TB PAGE 311
» PREPARE FOR THE EXAM TEACHING NOTES AND ANSWER KEY TB PAGE 283

9 Give the students about one minute to think of ideas alone and then put them into pairs to share their ideas. Set a time limit of two to three minutes.

Answers

Students' own answers

» ALSO REFER TO WORKBOOK PAGE 20

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SPEAKING
DISCUSSING OPTIONS

1 Elicit the meaning of *aspirations* and then tell the students your aspirations as a child and what you would now like to achieve in work and in life. Students do the same thing in pairs. Set a time limit of two minutes and then invite students to share any interesting ideas with the class.

Answers
Students' own answers

2 Look at the different pieces of advice with the students and tell them to discuss them as if it were an exam task. You could tell them how many pieces of advice should be followed (*four*) and they discuss each one in turn, finally rejecting the three they don't think are correct and giving justifications for their answers. Set a time limit of three minutes and elicit the correct answers.

Answers
a, b, c, f

14 **3** Give students time to look at the task that the two students are carrying out, as well as the questions below. When they have listened, allow them to discuss what they heard in pairs. Elicit the answers and, if students aren't sure, give them the information from the answer key below.

Answers
1 They discuss getting a large number of followers on social media, winning a TV talent show and emigrating. No, it doesn't matter that they don't discuss all five.
2 a Svetlana: *I think actually what we need to do is consider what we might find difficult, if we were going to do these things in the future. We need to try and stick to that.* Yes, this could possibly help Svetlana get a better mark, as she is taking the initiative in the conversation and helpfully guiding Igor. Igor might have misunderstood what to do, and she is tactfully letting him know this.
b Igor: *What might be challenging about appearing in a TV talent show?* No, this wouldn't help him get a good mark. Instead of demonstrating that he can use a wide range of language, he is just repeating the question.
c Svetlana: *Another one we could discuss is relocating to another country.* Yes, this could possibly help her get a better mark, as she is demonstrating she can use a wide range of vocabulary.
d Svetlana: *So what you basically mean is that one challenge is to pick the social media sites now that people will still be using in the future.* Yes, this could possibly help her get a better mark, as she is demonstrating that she is interacting with Igor, listening to and considering his ideas.
3 He could have simply asked a question with fewer words, such as 'Which two do you reckon?'.
4 No. Their discussion is relevant to the examiner's question, and they seem to be on the way towards making a decision. It seems likely they would manage this if they had more time.

14 **4** Look at the *Prepare to speak* box with the class. Elicit ideas from the class of the phrases used in the recording and then play the recording again for students to check and find any other phrases they used.

Answers
So why don't we get going with …?
We need to try and stick to that.
What we need to do is consider …
Moving on to …
Another one we could discuss is …
So, what you basically mean is …
So you mean …

» AUDIOSCRIPT TB PAGE 312

PREPARE FOR THE EXAM

C1 ADVANCED
Speaking Part 3

In this part, students have a two-way conversation. They are given spoken instructions by the examiner and have written stimuli which they have to follow. The conversation is split into different sections. First, students have about 15 seconds of preparation time to read the task and then they have a discussion for about two minutes. Finally, they have another minute to come to a decision based on the task set.

Tips Students should exchange ideas, express and justify opinions, and respond to each other politely and appropriately. The aim is to reach a decision through negotiation. Students will lose marks for not speaking much or not responding to their partner's ideas, but they should also refrain from dominating the conversation too much.

5 Allow students 15 seconds to look at the task. When they have done this, put the students into pairs and read out the instructions as if you were an examiner: *Now I'd like you to talk about something together for about two minutes. Here are some different decisions that young people have to make about their future and a question for you to discuss. Talk to each other about the best ways to make these decisions about your future.*

When students have finished, have a class discussion about the ideas they had.

Answers
Students' own answers

6 Working in the same pairs, students then answer the follow-up question. Encourage them to agree on a decision. When everyone has finished, have a class vote on the least important decision.

FAST FINISHERS
Fast finishers put all the different decisions in the speaking task in order from least important to most important. Encourage them to try and agree on the same order. When everyone has finished, elicit the orders from the fast finishers, encouraging them to justify their opinions.

Answers
Students' own answers

» PREPARE FOR THE EXAM TEACHING NOTES AND ANSWER KEY TB PAGE 285

COOLER
Students work in pairs. Together they think of two more possible prompts for the task in Exercise 5, e.g. *when to start a family, whether to have a pet*. Each student writes one of the ideas. The students then mingle and ask each other what the best way to make a decision about their idea is. When they have finished, invite students to tell the class what their idea was and what the best idea they heard was.

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SPEAKING
DISCUSSING OPTIONS

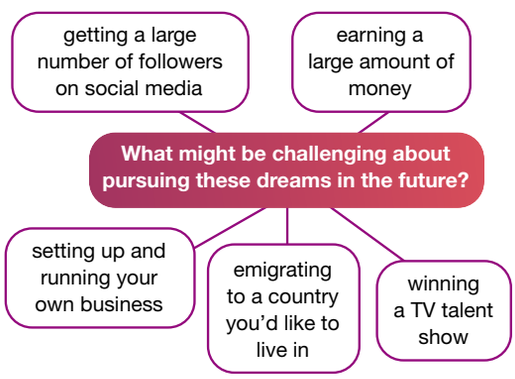
1 **What were your main aspirations as a child? How different are the aspirations you have now about your future life and work?**



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.

14 **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?

14 **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 …

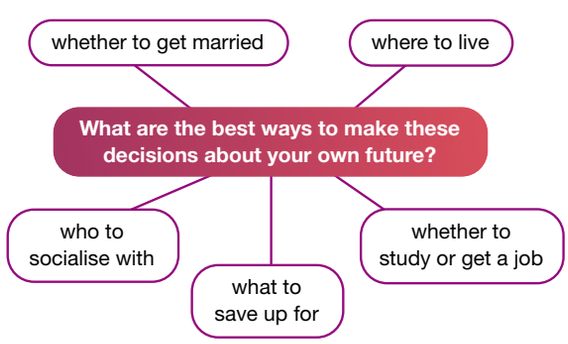
Asking for clarification
So am I to understand that …
Just to check that I understand you,

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

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4 FOOD FOR THOUGHT



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.

1 Do you believe that some foods give your brain power a _____?
2 Do you know where in the mouth your _____ are located?
3 At what time of day do you have the best _____?
4 How would you describe your country's _____ heritage?
5 In your house, are _____ thrown away or eaten the next day?
6 What's your favourite restaurant _____?
7 How well-informed are you about the _____ value of food?
8 Have you ever been served an _____ meal in a restaurant? What did you do?
9 Do you usually have a _____ to eat when you get home from school?
10 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 …

1 has a different view from the others on people's motivations for starting a pop-up restaurant?
2 shares chef C's view about how much money pop-ups tend to generate?
3 expresses a similar view to chef A on the most suitable location for a pop-up restaurant?
4 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)*

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4 FOOD FOR THOUGHT

Unit Overview

TOPIC	Food and drink
VOCABULARY	Food and drink; Food idioms and expressions; Word formation: Suffixes
READING	The pop-up revolution
GRAMMAR	Infinitives and gerunds
WRITING	An essay
EXAM TASKS	Reading and Use of English Part 6; Reading and Use of English Part 3; Writing Part 1

Digital Resources

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

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 162; TB page 291
PREPARE FOR THE EXAM: SB pages on TB pages 258, 262 and 267; TB pages 278, 280 and 281
WORKBOOK: pages 22–27
VIDEO AND VIDEO WORKSHEET: Something to chew on
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 4; Vocabulary worksheet Unit 4

WARMER

With books closed, write the word *food* on the board. Divide the class into two halves. Then, divide each half into smaller groups. Ask one half of the class to think of nouns on the topic of food but not actual food items. The other half think of adjectives on the topic of food. Give an example to start with, e.g. *taste* (n), *tasty* (adj). Set a time limit of two minutes and then elicit words from both halves of the class.

ABOUT YOU

▶ 04 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the *About you* box with the students. Put students into groups of three or four and set a time limit of about three minutes for them to discuss the questions. Invite students to share their ideas and, if anyone says they are adventurous, ask them what the strangest food they have tried is.

VOCABULARY & READING

FOOD AND DRINK

1 Students read the text quickly to see what it is about. Set a time limit of about one minute and then elicit that it is about the variety of food available in London. They then work in pairs to try to work out the meaning of unknown words from context. Elicit the answers and the type of words they are, e.g. *culinary – an adjective*. Ask students which words can be both a noun and a verb (*boost*, *bite*, *taste*, *chain*).

Answers

culinary – related to cooking
inedible – not fit to eat
foodie – someone who loves different kinds of food
boost – an extra amount of something
bite to eat – a snack
appetite – a feeling that you want to eat
chain – a number of shops or restaurants owned by the same company
taste buds – that part of your tongue that recognises different tastes
nutritional – related to healthy eating
leftovers – parts of a meal that haven't been eaten

2 When students have completed the questions, elicit the missing words and phrases in each sentence to make sure they have completed them correctly. When they have asked and answered the questions, discuss them as a whole class. Ask the class if they think their country is good for foodies and, if so, which cities would be best to go to and which foods foreign foodies should try.

MIXED ABILITY

Weaker students can work in pairs. One student completes questions 1–5 and the other student completes questions 6–10. They ask and answer the questions in pairs in the same way as the other students in the class.

Answers

1 boost 2 taste buds 3 appetite 4 culinary 5 leftovers
6 chain 7 nutritional 8 inedible 9 bite 10 foodie

3 Ask students to cover the text in Exercise 3. Look at the instructions with the class and elicit ideas. When they have read the text, elicit the answers and ask if they know of any famous pop-ups (as an example, Ikea celebrated its 20th anniversary in Spain by opening pop-up shops in Madrid and Barcelona for just one week).

Answers

A 'pop-up' is a temporary restaurant. There could also be pop-up shops, galleries and ice-skating rinks.

CONTINUED ON PAGE 58

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BACKGROUND INFORMATION

There are a number of examples of pop-ups that led to permanent restaurants. Smokestak in London started as a street-food idea. It then had stalls at music festivals and Street Feast festivals around the UK. Finally, in 2016, it opened a restaurant in London.

Pizza Pilgrims was started by two brothers who fixed a pizza oven into a small three-wheel van. They then drove to Italy, finding and trying out new recipes until they were ready to return home and open a stall at a London market. By 2021, they had 14 pizza restaurants, mainly in London.

PREPARE FOR THE EXAM

C1 ADVANCED

Reading and Use of English Part 6

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

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

4 Look at question 1 in Exercise 5 with the class before looking at the instructions in Exercise 4. Elicit the key words in the question, e.g. *motivations for starting*. Now look at Exercise 4 and the highlighted sections of the text. Give students two minutes to find the relevant information in Text C and Text D. They could work in pairs and look at one text each if preferred. Elicit, in the students' own words, the main motivations mentioned by each writer, e.g. *A – see if it will work (= is viable); B – check reactions (= test the water); C – make money (= exploit people); D – see what people think (= gauge the response)*. Now elicit the one that is different and what the other three have in common (*They all say the motivation is to see if a permanent restaurant might be successful.*).

Answers

C Those who start pop-ups do so in order to exploit people who are willing to pay double the market rates for the latest nutritional craze or inedible dishes with exotic-sounding names.
D 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.
The highlighted text in paragraphs A, B and D reveals similar ideas. C has a different view.

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

5 Tell students to look carefully at questions 2–4. As they are reading the whole text, they mark the sections where the relevant information can be found and then go back and look at these sections carefully to see what each person said and answer the questions. Elicit the answers and the reasons for them.

Answers

1 C 2 B (Both think that pop-ups can make a lot of money.)
3 D (Both suggest somewhere that will be seen by a lot of people passing by.) 4 C (A – improve culinary ability, learn about costing and menu planning; C – unlikely to enhance know-how in the kitchen / restaurant, but could boost promotional expertise)

PREPARE FOR THE EXAM TEACHING NOTES AND ANSWER KEY TB PAGE 280

6 Look at the highlighted sections of texts A and B and elicit that these showed the chef's motivation. Discuss any useful phrases with the class which show the reason or motivation for opening a pop-up. Students then work in pairs to complete the table. Elicit the answers – the students may identify more than is shown in the instructions but, if they consider the phrases useful, that is fine.

FAST FINISHERS

Ask students to look at other useful words and phrases in the text which don't relate to the four headings in the table. When everyone has finished, elicit some of these and their meanings, e.g. *create a tremendous buzz = create lots of interest.*

Possible answers

Motivation	Money	Location	Learning
valuable function primary incentive do so to exploit desire to gauge the response	viable a money-spinner break even more affordable extremely lucrative big spenders the cash to roll in cover your costs spend a fraction of	trendy settings accessible venue off the beaten track less central site abandoned buildings a warehouse a disused shop on the high street	finding out more about gain knowledge of professional growth enhance your know-how a steep … learning curve

TALKING POINTS

Students work in small groups. Look at the first question with the class and elicit one advantage, e.g. *It gives people more variety*. Set a time limit of about three minutes and then elicit ideas from different groups with reasons for their choices.

COOLER

Students work in the same groups as for the *Talking Points* activity. They now plan a pop-up restaurant, thinking about a name, a cuisine, a location and how to attract customers. Set a time limit of about four minutes and then invite groups to present their idea. Students then vote on the best idea, apart from their own.

ALSO REFER TO WORKBOOK PAGES 22–23

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THE POP-UP REVOLUTION

15

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.



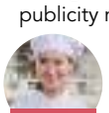
Chef B

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?

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GRAMMAR
INFINITIVES AND GERUNDS

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

1 In recent years, we have **heard** people **use** the term 'pop up' more and more.
2 Most of those who start pop-ups do so **to exploit** people …
3 **To open** a pop-up restaurant is a dream for many chefs.
4 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

HOME POST RECIPES BLOGS

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.**

5 If you want to start one, experts **advise targeting** the more adventurous diner.
6 A clever marketing plan will ensure your pop-up is on-trend and **succeeds in attracting** the big-spenders.
7 … **running** your own pop-up will be a steep learning curve
8 … 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.**

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

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

1 Have you ever seen someone _____ something dangerous?
2 Has anyone ever advised you not _____ in certain activities?
3 What would you do if you overheard someone _____ about your friend behind their back?
4 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.**

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GRAMMAR
INFINITIVES AND GERUNDS

WARMER

With books closed, write these verbs on the board: *like, refuse, try, avoid, hate.* Now write the words *Fussy eater*. Tell the students to work in pairs to write a definition of a fussy eater starting: *A fussy eater is someone who …* followed by one of the verbs on the board. Elicit ideas. If anyone uses a gerund or infinitive in their answer correctly (e.g. *A fussy eater is someone who refuses to eat lots of different kinds of food*), write a tick on the board. If they use a gerund or infinitive incorrectly, write a cross. If they don't use a gerund or infinitive, write a dash. When you have elicited the students' sentences, ask the class if they know why you were writing the tick, cross or dash. Students then open their books and you can tell them.

1 Students do the matching in pairs. When they have finished, look at the first rule and say: *I was asleep when I felt a spider crawling up my leg.* Ask: *Why isn't this sense verb followed by an infinitive without 'to'?* (*It isn't a complete action – the spider was still crawling up the leg.*) Elicit more examples for the four rules in the box.

Answers

1 a 2 c 3 b 4 d

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 291

2 Tell the students to cover the text. Look at the title of the blog – *The Spice of Life* – and elicit what cuisine it could be about, i.e. which cuisines are famous for tasty spices. Elicit some ideas and then ask students to read the text quickly to find out (*Moroccan / North African / Middle Eastern*). Students then complete the blog. Make sure they realise that all the gaps need the infinitive form; they don't need to decide if they should be infinitives or gerunds. Elicit the answers and ask why 2 and 7 don't need the word *to* (they are sense verbs followed by a completed action).

Answers

1 to avoid 2 prepare 3 to focus 4 To start 5 to reach
6 to find out 7 whisper 8 to become

3 Students do the exercise in the same way as Exercise 1. Elicit the answers and again, ask the students to think of their own example for each rule. Elicit these to make sure students have completed the sentences correctly.

Answers

5 h 6 g 7 f 8 e

4 Look at the instructions with the class and ask how this exercise differs from Exercise 2 (*They now have to decide if the verb should be in the infinitive or the gerund.*). Students work alone and then compare answers in pairs. If they have any different answers, they look at the two sets of rules in Exercise 1 and Exercise 3 and decide which one the gap corresponds to and which of them is correct. Elicit the answers.

FAST FINISHERS

Ask fast finishers to think about a cuisine they would write about if they had a food blog. When everyone has finished the exercise, elicit the answers and then invite the fast finishers to tell the class which cuisine they would choose and why. Elicit anything the students know about the different cuisines they mention.

Answers

1 To get 2 to cook 3 to go 4 cooking 5 burning 6 using
7 Creating 8 trying out

5 Students work alone and then compare answers in pairs. Elicit the answers and which rule each sentence corresponds to (*1 rule c; 2 rule g* – object to*; 3 rule a – The action was completed; 4* claim *is one of the verbs followed by the infinitive; 5 rule d*).

Answers

1 We need to add more soda to the drink **to** make it less strong.
2 Maria objected to **giving** a tip when the service had been so poor.
3 I once watched a man **eat** four whole pizzas in 15 minutes.
4 Ana claimed not **to know** anything about her own country's cuisine.
5 Alfredo made the ambitious decision **to** open a second restaurant.

6 Look at the first sentence with the students and elicit possible verbs, e.g. *doing, trying, eating, holding*. Students then complete the sentences alone. When they have finished, don't elicit their words, but ask the students if the verbs they used were in the infinitive or gerund form (*1 It could be either, depending on whether it was completed or not; 2 infinitive; 3 gerund; 4 infinitive without* to*, as this is already written in the sentence*).

Possible answers

1 do (if complete action) / doing (if part of the action)
2 to take part / to participate / to get involve
3 talking/gossiping
4 achieve/reach

7 Look at the instructions with the class. Elicit possible follow-up questions to the questions, e.g. *1 Where was it? What happened? 2 Who was it? Did you follow their advice? 3 Has this ever happened to you? Would you want to know if they were talking about you? 4 What are your life goals? Do you think you will achieve them?* When students have asked and answered the questions, invite different students to talk about the four different situations.

Answers

Students' own answers

» PRACTICE EXTRA: UNIT 4 – GRAMMAR – INFINITIVES AND GERUNDS
» GRAMMAR WORKSHEET: UNIT 4
» ALSO REFER TO WORKBOOK PAGE 24

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VOCABULARY
FOOD IDIOMS AND EXPRESSIONS

1 Before students look at the word box, ask them to work in pairs and take turns describing what they can see in the photos. When they have finished, elicit ideas and ask them to find the idioms which match them. Elicit these and what the metaphorical meanings of the idioms are (*have a lot on your plate = be very busy; spill the beans = give away a secret or some unknown information*).

Answers
1A/B have a lot on your plate
2A/B spill the beans

2 Students discuss any idioms they know and then try to guess which idioms match the other meanings. Elicit ideas, but don't give the students the answers yet.

Answers
Answers will be heard in Exercise 3.

16 3 When students have listened to the recording once, elicit the answers. Ask students to translate the idioms into their own language and go through them all, asking if they are similar to local idioms or if they sound very strange in their language.

Answers
1 not my cup of tea 2 cheap as chips 3 have a finger in every pie 4 want to have your cake and eat it 5 food for thought
6 take it with a pinch of salt

» AUDIOSCRIPT TB PAGE 312

4 Students work in pairs to complete the dialogues with the expressions from Exercise 1. When they have finished and you have checked the answers, invite different pairs to act out one of the dialogues each.

Answers
1 taken with a pinch of salt 2 have a finger in every pie
3 my cup of tea 4 got a lot on my plate 5 spill the beans
6 food for thought

5 Look at the sentences with the class. Elicit the verb form in each sentence and the meaning of the words: *cater for = offer something for; catering = providing the food (not just cooking, but drinks and other related services); caterer = person or company doing the catering; self-catering = where no meals are provided with the room.*

Answers
1 cater – verb 2 catering – noun 3 caterer – noun
4 self-catering – adjective

6 Put students into small groups. Ask the groups to choose one suffix from each column and think of an example word for each. Set a time limit of about one to two minutes and elicit ideas. Students then complete the exercise in pairs. Elicit the answers and the meaning of some of the words, e.g. *look appetising = look good to eat; addictive = you can't stop eating it.*

MIXED ABILITY
You could help weaker students by telling them the kind of word needed in each sentence. They can then use a dictionary and, if there is a choice of word available, they have to work out which is the right one, e.g. *1 tasteless, tasteful, tasty*.

Answers
1 tasteless 2 appetising 3 eater 4 fruity 5 organically
6 bakery 7 addictive 8 ripen

PREPARE FOR THE EXAM

C1 ADVANCED
Reading and Use of English Part 3
In this part, students read a text with eight gaps (plus an example). They are given eight root words and have to complete the text with the correct form of these words. The task tests knowledge of different word forms and also an understanding of which type of word is needed to fit the grammar and meaning of the text. In the exam, adjectives, adverbs, nouns and verbs are tested.

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

7 Tell students to read the text quickly without worrying about the gaps. Elicit what it is about (the increase in vegetarianism and how food companies are catering for new demands from customers). Students then complete the exercise alone. When they have finished, allow them to compare answers in pairs and then elicit the answers.

Answers
1 consumers 2 Sustainability 3 strategically 4 alternatives
5 increasingly 6 undeniable 7 baseless 8 nutrients

» PREPARE FOR THE EXAM TEACHING NOTES AND ANSWER KEY TB PAGE 278

8 Look at the exercise on page 150 with the class. Ask them to discuss questions 2–4 in pairs and set a time limit of two to three minutes. Invite students to share their ideas with the class and then put pairs together into groups of four. Students now answer question 1 and brainstorm food idioms in their language. When they have thought of two or three, they discuss where the idioms might have come from and then discuss the idioms together as a class.

Answers
Students' own answers

COOLER
Students work in small groups. Tell the class one or two food jokes and then ask them to think of their own joke or translate a food joke from their language to English. Invite students to share their jokes with the class. Example jokes: *Q: When do you go at red and stop at green? A: When you are eating a watermelon; I was going to grow a herb garden but I couldn't find the thyme (time).*

» PRACTICE EXTRA: UNIT 4 – VOCABULARY – FOOD IDIOMS AND EXPRESSIONS
» VOCABULARY WORKSHEET: UNIT 4
» ALSO REFER TO WORKBOOK PAGE 25

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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

16 **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. — NOTE / CONSUME / SUSTAIN

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. — STRATEGY / ALTERNATE / INCREASE

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. — DENY / BASE / NUTRITION

» PREPARE FOR THE EXAM PAGE 130

8 » WORK IN PAIRS. TURN TO PAGE 150.

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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.

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WRITING AN ESSAY

WARMER

With books closed, ask students to draw a circle in their notebooks representing a plate. They then divide it into four parts to show the proportion of food which they eat on a regular basis that is: fruit and vegetables / meat and dairy / grain and cereal / sweets and snacks.

The bigger the size, the more of that kind of food the students eat. Some foods might be included in two categories, in which case the students decide which is more appropriate, e.g. a fruit yoghurt is dairy; cheese-flavoured crisps are snacks. When they have divided their plate, they get into groups of three or four and compare plates, explaining what sort of things they eat. Invite students to tell the class about the biggest and smallest sections on their plates.

1 Before students look at the questions, they work in pairs and describe two photos each. Set a time limit of about two minutes for them to describe what food they can see and then elicit ideas from the class and ask students how each one makes them feel. The students then work in pairs to discuss the questions. Set a time limit of about three to four minutes and then invite students to share their ideas with the class.

Answers

Students' own answers

2 Tell students not to look at the task yet. They read the five statements and discuss in pairs whether they think they are true or false. Invite students to share their ideas as a class, but don't comment yet about whether they are correct or not. They then read the task to check their ideas. When they have done this, ask the students to cover the information again and elicit what they have to do in this section. Ask questions, e.g. *What kind of writing is it?* (An essay) *How many words do you have to write?* (220–260) *How many points do you have to address?* (Two) *What should you do if you decide to mention some of the opinions in the task?* (Rephrase them into your own words). Ask students to now look at the three ways mentioned which could encourage young people to eat more healthily. Students work in small groups to discuss what they think of each idea. Set a time limit of about two minutes and then invite groups to say which idea they think is the best and why.

Answers

1 False 2 False – The student must decide what style is most appropriate. 3 True 4 True – They are there to help you with ideas. 5 False – You must choose one or the other.

3 Ask the students to read the student's essay before they look at the questions. When they have read it, they work in pairs and say what they liked or didn't like about the essay. Invite students to share their ideas with the class. Don't comment on their ideas at this point. Students then read the questions and work in pairs to find the answers. Elicit the answers and have a class vote on what mark they would give the essay on a scale of 1 to 10. If students give low marks, ask them to explain why.

FAST FINISHERS

Ask fast finishers to look at the instructions and find how the writer has rephrased information in the two ideas and the opinions that they have made use of. When everyone has finished, invite these students to share what they found with the class, e.g. *fast food = junk food; eat more healthily = adopt healthier diets; don't like to be forced = reluctant to try*. Point out that sometimes it is fine to use the same words as those which appear in the instructions, but, where appropriate, using their own words will make their essay more impressive.

Answers

1 To introduce the topic and give structure to the essay by saying which of the ways the writer is going to discuss
2 Banning advertising – the power of advertising is very strong; stronger than healthy-eating messages. Offering children fruit and vegetables to eat at school – to make eating this kind of food part of a child's daily routine; teachers may be more successful than parents in persuading children to try new foods; children may not want to appear fussy in front of their friends.
3 In the conclusion (but it doesn't have to be)
4 Habits developed in childhood last a lifetime.
5 It is a bit extreme, as occasionally eating unhealthy food is not too bad.

FROM SB PAGE 33

4 Look at the *Prepare to write* box with the students. When the students have found the expressions, elicit the answers. Then look at the first section and elicit which of the other two expressions could directly replace *I would like to consider* (*In the following paragraphs I will …*) and why the other expression (*After that, I will …*) couldn't replace it (*The word* that *doesn't refer to anything earlier in the essay.*). Students do the same thing with the other highlighted expressions in the essay to see which other expressions could be used instead and which would necessitate changes.

Answers

1 I would like to consider
2 One solution to the problem (of …) is
3 My second suggestion (…) is
4 namely
5 There are several reasons
6 In my experience
7 I would like to end by saying that

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5 Look at the first gap with the class. Ask if any of the first three expressions in the *Signposting structure* section of the *Prepare to write* box fit the gap. Elicit that none of them do, so students will have to find an appropriate expression in one of the other sections. Elicit or point out that, whichever expression they use, it must be followed by a gerund. Students work alone and then compare answers in pairs. If they have used different expressions, they should discuss whether they are both possible or if one (or both) of them have made a mistake. Elicit the answers and any possible alternatives.

MIXED ABILITY

Put students into groups of three and ask them to look at one of the three extracts each. When they have finished, they tell each other which expressions they used and check each other's work to see if it makes sense and fits grammatically. They then complete the gaps in the texts which they didn't look at themselves.

Possible answers

1 including
2 In the following paragraphs I will
3 After that, I will
4 The main argument for
5 From my perspective
6 There are several reasons
7 Secondly
8 This is exemplified by
9 The arguments I have presented indicate that
10 I am convinced (that)

PREPARE FOR THE EXAM

C1 ADVANCED
Writing Part 1 (an essay)

In this part, students have a compulsory essay to write. There is always a task with three points or aspects of a topic to discuss from which the students choose two. The task requires them to discuss two of the given points and then to choose one of these as the most important/useful, etc., giving reasons for this choice. They have a word limit of 220–260 words. It is essential that students read the task carefully and follow the instructions completely.

Tips Tell the students that they have plenty of time to plan and organise their ideas before starting to write. They can follow the layout of the sample answer in Exercise 3 with an introductory paragraph, a paragraph for each of the two points chosen and a summary in which they say which factor they think is most important and why.

6 If the students are going to write the essay in class, give them about ten minutes to note down on a spare piece of paper any useful vocabulary from the lesson that they might want to use and to make a plan of the layout of the essay. Tell them that, when they write the essay, they should use just these notes to help them and try not to refer to the exercises in the Student's Book, although this will be open so that they can refer to the task. Therefore the notes should be clear and contain all the information they need.

Answers

Students' own answers

7 Allow about 30 minutes for students to write the essay and check it when finished. Alternatively, the essay can be set as homework. If so, allow the students to plan during the lesson and even work together to think of ideas. Encourage them to try to write the essay at home in a maximum of 30 minutes to get used to the amount of time they will have in the exam.

Model answer

In spite of the widespread availability of convenience foods in supermarkets, most people would agree that cooking is a useful skill for young people to acquire. In this essay, I will discuss two ways that cookery skills can be developed: through classes at school and through TV and online videos.
In the past, schools often taught students – particularly girls – to cook. This was a good way to provide young people with the basic techniques, but in my view, this is no longer an effective use of the school day. This is because, with the technological revolution, more subjects have been introduced to the curriculum and subjects like IT are more essential than cookery.
It seems to me that in the modern world, TV cookery programmes and online videos are a more effective way for young people to learn cookery skills. For one thing, they can choose if and when to watch as part of their leisure time. What is more, there is a huge range of programmes on different cuisines, so people can choose the type of cooking that interests them. Finally, the competitive element to some of these shows is highly motivating.
To sum up, my personal view is that young people would be more inspired to learn to cook by watching TV programmes and online videos than by classes at school which would take time away from more useful subjects.

» PREPARE FOR THE EXAM TEACHING NOTES AND ANSWER KEY TB PAGE 281

COOLER

Students work in groups of three or four. They look at the three ideas in the essay task in Exercise 6 and discuss which of these they have done and who or what they have learned the most about cooking from. Set a time limit of three to four minutes and then invite students to share their experiences with the class.

» ALSO REFER TO WORKBOOK PAGES 26–27

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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 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.

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.**

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LIFE SKILLS LEARNING TO LEARN

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?

17 **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?

18, 19, 20 **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 
Specific?	*Y get first-aid certificate*	*N – too general*	
Measurable?			
Achievable?			
Relevant?			
Time-limited?			

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LIFE SKILLS

Overview

TOPIC	Learning to learn: Setting realistic goals
VOCABULARY	Setting and achieving goals: specific, measurable, achievable, relevant, time-limited, motivation, deadline, accomplish, demotivating, attain, clearly defined, measure your progress, achieve a goal, realistic
READING	Get SMART – setting realistic goals
PROJECT	Setting goals using the SMART method In the project stage, the students work alone to set themselves two goals using the SMART method. They carry this out at home and report back to the class on their progress.

WARMER

With books closed, write the word *goals* vertically on the left of the board. Using the *g* as the first letter, write the phrase *get a degree.* Students work in groups of three or four to write a goal using each of the other letters as the first letter of a verb. When they have finished, elicit ideas for each letter (e.g. ***o****wn a Ferrari,* ***a****ppear on TV,* ***l****earn a language,* ***s****et up my own business*).

BACKGROUND INFORMATION

SMART goals aren't the only type of goals that can be aimed for. There are others with similar acronyms:

CLEAR objectives are *Collaborative, Limited, Emotional, Appreciable and Refinable*. The main differences here are the *collaborative* aspect, which is especially important for work-related goals, and *refinable*, which means that the goal can be changed over time.

FAST goals are *Frequently discussed*, so always in your mind, *Ambitious*, which means they should be achievable but not too easy, *Specific* and *Transparent*. The last point means that they should be visible to others as well.

There is also SMARTER, which adds the following to the SMART goals: *Evaluate*, which is to think about how well you are making progress, and *Readjust*, which is similar to *Refinable* in that the goal can be adjusted depending on circumstances.

LIFE SKILLS

Setting realistic goals

Look at the *Life skills* box with the class. Don't look in too much detail at the vocabulary in the box at this point as the students will discuss some of the important ideas in Exercise 3. Ask the students for examples of small and large goals that people of their age might have.

1 Give the students about 30 seconds to read the three questions and to think about them. Then give them another one or two minutes to discuss their ideas in pairs. Ask the students to tell the class any goals they had for these times before they looked at the exercise, i.e. goals that they were already planning to achieve. Ask how likely they think it is that they will achieve these goals.

Answers
Students' own answers

2 Give students about one minute to discuss the question in pairs and then invite students who want to tell the class about their experience to share their anecdotes. Ask if they think the goal was too ambitious or if they could have achieved it if they had been more determined.

Answers
Students' own answers

3 Look at the first word (*Specific*) with the class and elicit what this might mean in the context of having a goal, e.g. not something vague like *do well at school*, but actually setting a target, e.g. *getting 60% or more in all my end-of-year exams*. Students then discuss the other words. Elicit ideas for each one.

Answers
Students' own answers

4 Tell students to read the section marked *Specific* and quickly find a definition or examples to show what it means. Elicit the words used in the text, e.g. *clearly defined, know precisely*, not just *a qualification* but a specific example: *C1 Advanced*. Students do the same for the other four sections of the text and then, with the text covered, discuss with a partner what they found out. Elicit words and phrases used in the text which helped them.

MIXED ABILITY

Weaker students can work in pairs or groups of four. They then read either two sections or one section each to find out what it says. The students then tell each other what they found out and any key words or examples their section contained.

Answers
Students' own answers

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

5 While students read the whole text carefully, they mark the sections where the answers to the questions can be found. Elicit the answers and the words in the text which helped them to decide.

FAST FINISHERS

Ask fast finishers to think of a second question for one or more of the paragraphs, e.g. Paragraph 1: *What is wrong with having the aim of 'getting an English qualification'?* When everyone has finished, elicit the answers to the questions and then invite fast finishers to ask the class their question to see if the other students can give the answer.

Answers
1 It's difficult to work towards.
2 They help you to make a plan and to measure your progress.
3 You can create a series of smaller goals.
4 We feel less motivated if the goal isn't really our own.
5 You may never get round to achieving your goal.

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17 **6** Give the students about one minute to look at Exercises 6 and 7. When the time is up, ask the students to put their hands up if they can answer question 2 in Exercise 6. If any students put their hands up, ask how they know (by looking at Exercise 7, we can see that Rachel wants to get a first-aid certificate, which involves learning how to help others). Tell students that reading questions and thinking logically can sometimes help them to answer questions (although in an exam, the tasks will be written carefully in order not to give clues away). When students have listened to the recording, elicit the answers and any information they heard which helped them decide. (*1 – wants to learn Italian to be able to talk with his father's side of the family; 2 – wants to do first-aid training and become a leader in a climbing group; 3 – stopping bad eating habits, starting going to the gym and doing exercise*)

Answers

1 Pete's 2 Rachel's 3 Kumar's

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18, 19, 20 **7** Tell the students not to write while they are listening. After listening to Rachel, students work in pairs to complete the table. They then do the same for Kumar and Pete. Elicit the answers and, after eliciting the answers for each person, play the recording once more so that students can hear any details that they missed before.

Answers

	Rachel	Kumar	Pete
Specific?	Y – get a first-aid certificate	N – too general	Y – learn / get fluent in Italian
Measurable?	Y – by doing training, taking test, getting certificate	N – no exercise or diet plan	Y – learn 20 phrases a week, practise every other day with father
Achievable?	Y – only needs basic training certificate, it doesn't take long and it's not expensive	Y –he's still young, but not achievable in a few weeks	N – not enough time before summer
Relevant?	Y – needs it – wants to become leader in mountain-climbing group, thinks it will be interesting	Y – worried about health, wants to change	Y – wants to talk to cousins, likes the language
Time-limited?	N – hasn't decided when	N – 'a few weeks' is vague	Y – by the time he gets to Rome in the summer

» AUDIOSCRIPT TB PAGES 312–313

PROJECT ***Setting goals using the SMART method***

Look at the project stages with the class. Students think for about 30 seconds about the goals they want to choose. If they think the goals they discussed before are unrealistic, they can think of new ones. Look at stage 2. Students work in pairs to match the questions and phrases from the text to the different sections of the table. When they have done this, they work alone to complete the table for their own goals. Set a time limit of three to four minutes. If some students haven't completed their table, they can do this in stage 3, with help and ideas from their partner if necessary.

For stage 4, allow the students to mingle and tell each other about their goals. Allow them time to talk to five or six different students if possible. Invite the students to tell the class if they found anyone with similar goals to their own.

Now look at stage 5 with the students. Set a time for when they should report back to the class on what they have achieved and any problems they have faced. They could do this in groups of four or five at the start or end of lessons every two weeks.

PROJECT EXTENSION

Ask the class to keep a goal diary for a certain length of time. The diary should include things they have done to help them achieve their goals, actual achievements reached and any problems which have prevented them from achieving what they hoped. Different goals will take different lengths of time to achieve, so tell the students that it doesn't matter if they haven't completed their goal when they hand in the diary. The important thing is that they have described the process of reaching a goal.

COOLER

Tell the students to make up a new short-term realistic goal (it doesn't have to be something they really want to achieve). When they have thought of something, they get into groups of three or four. The students take turns to tell their group their goal and each of the other students has to give them some advice about how to achieve it. When they have finished, invite the groups to share some of their goals with the class and the best or worst advice that was given.

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Get SMART – setting realistic goals

21

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.

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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.

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REVIEW 1 UNITS 1–4

Overview

VOCABULARY	Relationships; Phrasal verbs with literal and idiomatic meanings; Three-part phrasal verbs; Communication; Colloquial expressions; Thinking of the future; Commonly confused words; Food and drink; Food idioms and expressions; Word formation: Suffixes
GRAMMAR	Habitual actions (past and present); The grammar of multi-word verbs; Review of future tenses; Infinitives and gerunds
EXAM TASKS	Reading and Use of English Part 1; Reading and Use of English Part 2

Resources

PHOTOCOPIABLE WORKSHEETS: Grammar worksheets Units 1–4; Vocabulary worksheets Units 1–4; Review Game Units 1–4; Literature worksheet; Speaking worksheet; Writing worksheet

Digital Resources

Lesson Plus: Review 1
Practice Extra: Units 1–4
Test Generator: Unit tests 1–4

WARMER

Put students into groups of four. Each student in the group looks at a different unit and chooses one vocabulary item that they think the other students may have forgotten. They write down the word and a definition. The students then take it in turns to read out their definition for others in the group to guess the word. When they have finished, each group chooses one of their words and tests the rest of the class.

VOCABULARY

1 Look at the first pair of sentences with the class. Elicit what the phrasal verb means in both sentences (*a criticising, b reach*). Elicit the correct phrasal verb and the form it should be in both sentences (*a present continuous for annoying habits, b base form after a modal*). Students then do the rest of the exercise in pairs.

MIXED ABILITY

To help weaker students, you could give them the verbs needed for the sentences, either in the correct order (*get, come, get, break, run*) or in a random order. They then have to think of the correct particle to go with each one and the correct form of the verbs.

Answers

1 a getting at, b get at
2 a come over, b comes over
3 a get over, b got over
4 a break off, b broke off
5 a running / run down, b run down

2 When students have finished the exercise, elicit the answers and an example sentence for each of the wrong options, e.g. *1 The decision is pending; 2 The storm was foreseeable and we should have been prepared; 3 The changes were a long time coming; 4 We'll be leaving shortly; 5 We envisage that sales will double in the next year.*

Answers

1 coming 2 imminent 3 overdue 4 in the short term
5 anticipate

3 Students work in pairs and read the dialogue out loud together. They then look at their character's part of the dialogue and decide alone which phrases in the box could replace the phrases in italics. When they have finished, they read the dialogue again, this time with the new phrases and try to decide if their partner has used the correct phrases. Invite two students to read out the new dialogue in front of the class to check the answers.

Answers

1 inside out 2 You can say that again 3 easier said than done
4 It's about time. 5 I couldn't care less

4 Before students look at the text, ask them to work in pairs and look at the words in the box. They discuss which words they know the meaning of. They then read the text and complete the gaps they are sure of and look again at the remaining words to see if they can guess which words should go in which gaps. Elicit the answers and the meanings of the words.

Answers

1 flicking through 2 attached to 3 attributed
4 raised some eyebrows 5 asserted 6 gave away 7 rubbing
8 on speaking terms 9 good terms 10 missed out on

5 Students work in pairs. Set a time limit of about three minutes and then ask the class what food items they used (including the words *food* and *plate*). Then elicit the complete phrases and what each idiom means (*1 don't really like it; 2 tell me; 3 do lots of different things; 4 don't believe her; 5 a lot to think about; 6 very busy*).

Answers

1 cup of tea 2 Spill the beans 3 finger in every pie
4 pinch of salt 5 food for thought 6 lot on her plate

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GRAMMAR

1 Look at the first gap with the class. Elicit the correct verb from the box and the correct form to use (*keep telling*). Students complete the rest of the exercise alone. Elicit the answers and what the different forms are used for (*keep doing, constantly doing, always doing – often for annoying habits; would – past habits; used to – past habits or states; will usually – present habit with a zero conditional meaning*).

Answers

1 keep telling 2 would often fight 3 was constantly bothering
4 used to have 5 will usually call in 6 is always borrowing
7 didn't use to keep up with 8 kept (on) asking

2 Look at the example sentence with the class. Elicit the phrasal verb here (*take out*) and that it is separable and that we could say *Don't take out your anger on me,* but we couldn't say *Don't take out it on me*. Students complete the exercise alone and then compare answers in pairs. Elicit the answers and which phrasal verbs are separable (*bring someone up, cheer someone up, let someone down*) and which are inseparable (*keep up with someone, get over something, go on about something*).

Answers

1 I can't keep up with her. 2 Lily brought them up …
3 I can always cheer him up … 4 We let him down …
5 Sara got over it … 6 Tracey won't stop going on about it.

3 Students work alone to correct the mistakes in the sentences. As a class, elicit which sentence is correct, then ask students to tell you the corrected sentences.

Answers

1 Cheryl was worried about **passing** the exam.
2 *Correct*
3 Annette made the difficult decision **to give up** the job she loved.
4 The reason I wrote the email was **to tell** Jo how I felt.
5 **Talking** to my boss is very frustrating.
6 Isla heard footsteps **coming** down the corridor.

4 Students look at the first sentence. Elicit whether it is talking about the past, present or future (*future*). Elicit the form that is needed for the sentence including the words *this November* (*Future perfect continuous is the best, but future perfect simple is also possible.*). When students look at the other sentences, tell them that sometimes more than one form will be possible. Elicit the answers and encourage students to offer alternative forms if they have written them to see if they are also possible.

Answers

1 will have been living 2 'll/will be doing 3 was going to move / was going to be moving / would be moving 4 was to have been shut down / was going to be shut down 5 is going to get / will get 6 are to save / are going to save

PREPARE FOR THE EXAM

5 C1 ADVANCED Reading and Use of English Part 1

There are examples of this task type in Units 1 and 3. Elicit what the students have to do and any helpful tips that they can remember. If necessary, read out the *C1 Advanced* box on TB page 18.

Students first read the text quickly without worrying about the gaps to find out what it is about. Set a time limit of about a minute and elicit ideas, e.g. *how languages change over time*.

Tell students that if they aren't sure of an answer, they should cross out any that they are sure are wrong and then read the sentence containing the gap with the options remaining to see which sounds right.

Students do the task under exam conditions in ten minutes. Elicit the answers and ask students which gaps they found the most difficult.

FAST FINISHERS

For both Exercise 5 and Exercise 6, you could ask fast finishers to summarise what the text says and think about how the situation in their own country is similar or different to the situation in the text, i.e. in Exercise 5 – how their own language has changed over time; Exercise 6 – how worried they are about jobs being lost to automation. Students can then tell the class their ideas.

Answers

1 B 2 D 3 A 4 B 5 C 6 B 7 D 8 A

PREPARE FOR THE EXAM

6 C1 ADVANCED Reading and Use of English Part 2

There are examples of this task type in Units 2 and 3. Briefly review what students need to do in Part 2 and, if necessary, read out the *C1 Advanced* box on TB page 34.

As students have seen this task type before, you could tell them to do this 'under exam conditions'. Allow them ten minutes and then elicit the answers. Ask the students if they read the text quickly before looking at the gaps to see what it was about. Point out that it is always a good idea to have an idea of the topic of the text before they start. Elicit what language point each gap in the text is testing: *1 phrasal verb; 2 time expression; 3 relative pronoun; 4 dependent preposition; 5 idiomatic phrase; 6 conjunction of contrast; 7 set phrase; 8 phrasal verb.*

Answers

1 off (*place* is also possible) 2 before 3 which 4 of 5 stop
6 Despite 7 least 8 taking

COOLER

Put students into groups of three or four. Half of the groups look at Exercise 5 and the rest look at Exercise 6. They work together to think of their own tips to help other students prepare for and do well in this kind of task. Set a time limit of five minutes and then invite groups to present their tips to the class.

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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

1 My parents _____ me I should study more but I'm working as hard as I can. (keep)
2 As I child, I _____ with my siblings but we get on really well nowadays. (would often)
3 When we were younger, my oldest brother, in particular, _____ me. (constantly)
4 Patrick _____ a great relationship with his uncle but now they're not on speaking terms. (used)
5 When I'm in town, I _____ to see my auntie for a cup of tea. (will usually)
6 Sarah _____ my car and forgetting to put petrol in it! (always)
7 Miguel _____ fashion but he does now. (use)
8 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.

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

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

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

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

1 My parents _____ in this house for 30 years this November. (live)
2 What do you think you _____ in five years' time? (do)
3 Only a month ago I was sure I _____ to New York in the autumn. (move)
4 The library _____, but the protesters managed to save it. (shut down)
5 It looks like the economic situation _____ worse over the next few months. (get)
6 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.

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

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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.**

1 Occasionally I wear a tailored designer jacket so I look effortlessly stylish!
2 Whenever I have money, I like to go on a spending spree and splash out on something nice to wear.
3 There are definitely some colours which are flattering on me, and others that I don't look so good in.
4 I'd describe myself as a bit of a trendsetter, because once I start wearing something, others do too.
5 I wouldn't be seen dead wearing seconds. I prefer to buy everything in perfect condition.
6 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.
7 I'd rather have an eclectic collection of clothes, not just lots of things in a similar style.
8 It'd be interesting to go shopping in another country, because the shops would stock completely different stuff to what's available here.

a without trying
b have things available to sell
c varied; combining different styles
d shaped to fit your body
e noticeable and immediately appealing
f shopping session where someone buys a lot
g something which makes someone look nice or attractive
h slightly damaged clothing that is sold at a reduced price
i be accepted by and similar to other members of a group
j 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.

1 Have you seen that really _____ shirt Tom's bought? It's got stripes of lots of different colours and widths.
2 I see from all those carrier bags that you've been on a _____.
3 Why don't you get one of these loose-fitting shirts? Everyone's wearing them, so you'll _____ with all your friends!
4 Why is it that some shops sell faulty items as _____ at lower prices, but other shops don't?
5 The clothes Stella wears are so _____ – vintage floral shirts, ripped jeans and high heels one day, then tracksuit and cowboy boots the next!

a Yes, I went into town and splashed out on some jeans and this _____ jacket.
b I know – and she manages to look good _____, whatever she wears, doesn't she!
c I know, but it doesn't suit him. I think a plain black shirt would be more _____ on him.
d It's because some shops will only _____ clothes in perfect condition which they can sell at full price.
e 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
B Take your time
C Act with awareness
D Stick to your budget
E Change your mindset

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

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

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5 ON TREND

Unit Overview

TOPIC	Fashion and trends
VOCABULARY	Clothes and fashion; Compound adjectives and nouns
READING	Because less is more – the mindful way to shop
GRAMMAR	Review of modals; Expressions with modal meanings
LISTENING	An interview about the fashion industry
SPEAKING	Comparing photographs
EXAM TASKS	Reading and Use of English Part 3; Reading and Use of English Part 2; Listening Part 3; Speaking Part 2

Digital Resources

Lesson Plus: Unit 5
Practice Extra: Unit 5
Test Generator: Unit test 5

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 163; TB page 291
PREPARE FOR THE EXAM: SB pages on TB pages 257, 258, 272 and 274; TB pages 278, 283 and 285
WORKBOOK: pages 28–33
VIDEO AND VIDEO WORKSHEET: Fashion statement
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 5; Vocabulary worksheet Unit 5

WARMER

With books closed, students work in pairs. They tell each other about the clothes they are wearing, where they were bought, who bought them and how old they are. They then tell each other why they decided to wear those clothes to school this morning.

ABOUT YOU

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

VOCABULARY & READING
CLOTHES AND FASHION

1 Look at the first sentence with the class and, without the students looking at the definitions, elicit what they think the sentence means. When you have elicited one or two ideas, the students try to find the two definitions that match the highlighted words. Elicit the answers and then students do the same thing in pairs; first trying to understand the sentence and then looking for the matching definitions. Elicit the answers.

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

2 Look at the first sentence again. Ask the class if they have ever had any clothes tailored especially for them. If so, elicit ideas. If not, ask the students which famous people they think look effortlessly stylish and then ask if they really think it is effortless or not. Students then give their opinions about the other sentences, using the ideas in the instructions, and add details to explain or justify their answer. Invite students to share anything interesting they heard from their partner with the class.

Answers
Students' own answers

3 Look at the first gapped sentence with the class. Elicit the correct answer and ask students to think of any other adjectives they might use to describe Tom's shirt, e.g. *cool, fashionable, strange*. Students then complete the rest of the exercise in pairs. Elicit the answers.

FAST FINISHERS

Fast finishers look at some of the related vocabulary in the exercise which wasn't highlighted in Exercise 1 and make sentences using it, e.g. *I like wearing vintage clothes, but they're difficult to find in our town*. When everyone has finished Exercises 3 and 4, invite fast finishers to share their sentences with the class.

Other possible words: *loose-fitting, floral shirts, ripped jeans, high heels, splash out on, suits (me).*

Answers
1 eye-catching 2 spending spree 3 fit in 4 seconds 5 eclectic
a tailored b effortlessly c flattering d stock e trendsetter

4 When students have done the matching, ask one student to read out sentence 1 and then ask another student to respond with the correct sentence a–e. Do the same with the other sentences.

Answers
1 c 2 a 3 e 4 d 5 b

CONTINUED ON PAGE 78

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BACKGROUND INFORMATION

Mindfulness is to focus fully on what we are doing at the current moment in time and not be distracted by what is going on around us. This should help us to make informed decisions and not think about past experiences or worries about the future. Mindfulness can reduce stress, help us make better decisions, and help us have a greater awareness of ourselves and others. Although mindfulness is something we are all capable of, it is easily forgotten because of external factors. Some suggestions of how to practise mindfulness are: Start the day with an intention to achieve something; take deep breaths and notice the rise and fall of your chest; when eating, focus on every mouthful of food and enjoy it; do exercise and focus on how it makes you feel mentally and physically; use problems such as traffic jams to relax rather than getting stressed.

5 Set a time limit of about one minute for students to read the text quickly. Elicit the answers and ask students to think in pairs about other possible vicious cycles, e.g. *Poverty means that children have less access to books or computers (or space) at home, so don't do as well at school as other children. This then affects their chances of getting qualifications for good jobs, which means they are more likely to remain in poverty when they are adults and have children.*

Answers

A vicious cycle is created when one problem causes another problem that then makes the first problem worse.
Students' own answers

PREPARE FOR THE EXAM

6 C1 ADVANCED Reading and Use of English Part 3

Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 62. Remind students that, in an exam, this task can test knowledge of four different word types (nouns, verbs, adjectives and adverbs). These could also involve the use of prefixes, suffixes and compound words.

Remind students that as well as choosing the right word class (noun, verb, adjective or adverb), other factors may be important. For example, if an adjective is needed, should it have a positive or negative meaning (e.g. *fashionable* or *unfashionable*)? Should a noun be singular or plural (e.g. *shopper* or *shoppers*)? Should it be a person or an idea (e.g. *designer* or *designing*)? Are there any details of spelling to check?

Give students a time limit of about six minutes. When they have finished, they should re-read the sentences which contain gaps and make sure their answer is both grammatically and logically correct. Elicit the answers and the spelling of words such as *characteristic*, *tendency* and *conscientious*.

Answers

1 retailers 2 impulsive 3 rewarding 4 characteristic
5 discounts/discounting 6 pressure 7 tendency
8 conscientious

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

7 Tell students not to look at the headings yet. As they read through the article, they should note the key words and ideas in each paragraph, e.g. in the paragraph after gap 9 *rethink way we shop, process, research, head as well as my heart, mindful approach*. When students have read the text, they discuss the words they noted in pairs and try to summarise each paragraph in a few words or a sentence, e.g. in the paragraph after gap 9: *Think before you buy*. They then look at the headings and do the matching. Elicit the answers and the students' own summaries to see how similar they were.

MIXED ABILITY

Put weaker students into pairs. Give them the answer to the paragraph after gap 9 and ask them to discuss why it is correct, e.g. *It is about changing your attitude to shopping and being more mindful.* They then read two paragraphs each and do the matching for them. When they have finished, they tell each other which headings matched the paragraphs and why.

Answers

9 E 10 C 11 A 12 B 13 D

8 Put students into pairs and ask them to discuss the writer's points about these things. Elicit the answers and then set a time limit of about three minutes for students to discuss their opinions and give reasons for them. Invite students to share their ideas with the class. Ideas mentioned by the writer:

1 damaging effects – overspending, buying things you don't really need
2 how shops get us to buy more clothes than we need – storing card details to make purchasing even easier
3 how soon after first looking at something you should buy it – don't rush, think for a few days, compare with other items

Answers

Students' own answers

TALKING POINTS

Students work in small groups. Set a time limit of three to four minutes and then discuss the questions as a class. Ask the students how often they go shopping and whether they usually buy things online or in shops.

COOLER

Put students into small groups. Ask them to think about the next item of clothing that they want to buy. Students tell each other why they want to buy it, how long they have been thinking about buying it, and where and when they think they will buy it. When they have all shared their ideas, invite the groups to tell the class about one of the items they are planning to buy.

ALSO REFER TO WORKBOOK PAGES 28–29

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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?

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GRAMMAR
REVIEW OF MODALS

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

1 This **can** be accomplished with the adoption of a mindful approach to buying.
2 Many of us really **ought to** rethink the way we shop.
3 How **might** this T-shirt fit in with the rest of my wardrobe?
4 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.
5 For a new item to come in, an old one that I don't wear any more **must** go to the charity shop.
6 Have you ever come back from a shopping spree and realised you **shouldn't have** spent so much?

a advice
b obligation
c regret or advice about the past
d speculation
e permission
f ability

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

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

» GRAMMAR REFERENCE AND PRACTICE PAGE 163

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

1 I'm wondering about buying a new jacket, but I probably _____ get one because my old one still fits.
2 This tie only cost five euros, so it _____ be made from silk. Surely it _____ be polyester, which is much cheaper.
3 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.
4 Clothes Are Us are claiming that they've reduced prices, but they _____ done, because prices are the same as they were last week.
5 I _____ remember to take my sports gear with me, because I'm playing tennis straight after school.
6 My granddad complains that he _____ get his old suit mended because there are so few tailors.
7 For a full refund, items _____ be returned unused with a receipt within 14 days of purchase.
8 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.

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

a prohibition
b obligation
c permission / right
d 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.

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

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GRAMMAR
REVIEW OF MODALS

WARMER

With books closed, tell students to work alone. Dictate the following sentences and ask them to write them down and complete them with a word or short phrase.

I _____ go shopping this weekend.

I _____ to buy some new shoes.

I _____ careful with my money.

Students compare sentences in pairs. Elicit some of the sentences that students wrote, e.g. *I want to go / I might go / I can't afford to go shopping this weekend.* Invite students to share more details about their plans.

1 Students do the matching in pairs. Before they look at the rules box in Exercise 2, elicit other examples of sentences for each function, e.g. *a (advice) – You should save some of your money; b (obligation) – I must learn how to iron; c (regret or advice about the past) – I shouldn't have worn my new trousers on the walk – they're all muddy now; d (speculation) – They might sell out of these shirts soon; e (permission) – I could go to concerts with friends when I was fourteen; f (ability) – I can sew a button on my shirt.*

Answers

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

2 Students complete the rules box in pairs. Elicit the answers and ask follow-up questions, e.g. *What is the difference between* must *and* have to*?* (must *is usually a rule we make for ourselves;* have to *is usually an external rule we have to follow.*) *What verb form comes after* could have, ought to have, might have? (*past participle*)

Answers

1 obligation 2 advice 3 speculation 4 regret or advice about the past 5 speculation 6 Ability; permission

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 291

3 Look at the first sentence with the class. Ask why this won't use a modal of speculation. (*We don't use* probably *with modals of speculation. With* probably *we would use* will/won't.) Elicit what function the sentence is illustrating (*advice to the person themselves*) and the answer (*shouldn't*). Students do the same in pairs. They identify the function of each sentence and then decide on a modal verb. Elicit the answers and the functions.

Suggested answers

1 shouldn't (advice) 2 can't; must (speculation)
3 shouldn't have / oughtn't to have (retrospective advice)
4 can't have (deduction) 5 must (obligation)
6 can't (ability) 7 must (obligation) OR may/can (permission)
8 might/may/could have (speculation)

EXPRESSIONS WITH MODAL MEANINGS

4 Look at the instructions with the class. Elicit the meanings of the four functions (*prohibition – something you are not allowed to do; obligation – something you have to do; permission/right – something someone says you can do; ability – something you are able to do*). Students then work alone and compare answers in pairs. Elicit the answers and ask students to make other sentences using the same expressions, e.g. *It's 3 o'clock, the lesson has finished and you're free to go!*

FAST FINISHERS

Students rephrase the sentences using an appropriate modal, e.g. *1 Of course you can try it on.* When everyone has finished, elicit the answers and then invite students to share their transformed sentences with the class.

Answers

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

PREPARE FOR THE EXAM

5 **C1 ADVANCED Reading and Use of English Part 2**

Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 34. Remind students that they should always read through the text once without worrying about the gaps to get an overall understanding of what it is about.

Remind them that in order to correctly identify some of the missing words, they will need to read the whole sentence around a gap, not just a couple of words before and after it.

Give students one minute to read the text quickly and elicit what it is about (rules about clothes during the reign of Queen Elizabeth I). Then elicit the answer to the question in the instructions.

Answer

She was allowed to wear purple silk.

6 Encourage the students to cover the rest of the page and try to complete the text without looking at the words used earlier in the lesson. Elicit the answers and ask how many answers the students got correct. Elicit which of the functions in Exercise 4 can be found in the text (*be entitled to – permission; be permitted to – permission; make it illegal – prohibition*).

Answers

1 to 2 for 3 than 4 from 5 may/might/could 6 it 7 who 8 have

7 When students have completed the three laws, elicit or give some fashion ideas or ways of dressing that some people laugh at or criticise, e.g. *wearing sandals with socks, wearing trainers without socks, wearing flared trousers*. Give students about 30 seconds to think alone about one thing they dislike about fashion and then put them in pairs to share their ideas and agree on one law they would make. Invite students to tell the class about the thing they would ban and why.

Answers

1 couldn't 2 banned/prohibited 3 permitted/allowed
Students' own answers

» PRACTICE EXTRA: UNIT 5 – GRAMMAR – REVIEW OF MODALS; EXPRESSIONS WITH MODAL MEANINGS

» GRAMMAR WORKSHEET: UNIT 5

» ALSO REFER TO WORKBOOK PAGE 30

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VOCABULARY
COMPOUND ADJECTIVES AND NOUNS

1 Before students look at the exercise, point to the whiteboard (or blackboard) and elicit what it is. Ask them which two words it is formed of and what kinds of word they are (*white – adjective; board – noun*). Students then look at the exercise and do the matching. Elicit the answers and which are positive, negative and neutral in meaning.

Answers

hard-wearing; high-heeled; long-lasting; long-sleeved, loose-fitting; old-fashioned; short-sleeved, tight-fitting
Suggested answer: *long-lasting* and *hard-wearing* have positive meanings; *old-fashioned* sometimes has a negative meaning; the rest are neutral.

23 2 When students have finished, elicit the answers and ask them to discuss in pairs any other useful vocabulary they heard. Play the recording again and elicit words and meanings, e.g. *1 freedom of movement, baggy; 2 falling to bits; 3 drives me insane; 4 vintage look; 5 contemporary; 6 go with (just about) anything.*

Answers

1 Pippa – top – loose-fitting 2 Matt – trousers – hard-wearing
3 India – coat – long-lasting 4 Toby – bow tie – old-fashioned
5 Ben – shirt – short-sleeved 6 Alice – cowboy boots – high-heeled

» AUDIOSCRIPT TB PAGE 313

3 Tell students to read the texts without worrying about the missing words. When they have finished, elicit what each one is about (*Jack1999: a cyclist who is looking for a waterproof jacket; SamLovesFashionWithAPassion: someone whose expensive shoes got holes; ZanyZoe: someone who bought sunglasses that looked like they were from the 1970s; FranZ: someone who wears big shirts*). Students then work in pairs to try to think of the best compound adjective without looking at Exercises 1 and 2. They only look if they can't remember the correct adjective. Elicit the answers and ask students to explain, e.g. *Jack1999 needs something hard-wearing because of the weather.*

Answers

1 tight-fitting 2 hard-wearing 3 high-heeled
4 long-lasting 5 old-fashioned 6 short-sleeved
7 loose-fitting 8 long-sleeved

4 Students label as many pictures as possible alone and then check in pairs and add any words that they missed before. Elicit the answers and then elicit the meaning of some of the words in the boxes, e.g. *a bow, sweat, a gown*. Sometimes the meaning of the compound noun is easy to explain, e.g. *A bow tie is a tie which you tie in a bow and an evening dress is a dress you wear in the evening. Sweatshirts were traditionally worn by athletes while training and were designed to absorb sweat*. Students should note the words carefully as, although most are written as two words, some (*raincoat, wetsuit, sweatshirt*) are written as one word.

MIXED ABILITY

Students work in pairs. One student looks at the top row of words in the first box, i.e. *bow, dinner, dressing, evening*, and the other student looks at the bottom row, i.e. *rain, sweat, swimming, wet*. They find the four words that match them in the bottom box, using a dictionary if necessary. When they have found all four compound nouns, they tell each other their four compound nouns and which photos they match.

Answers

1 raincoat 2 swimming trunks 3 evening dress 4 wetsuit
5 bow tie 6 sweatshirt 7 dressing gown 8 dinner jacket

5 When students have discussed what they would wear in each situation, they think of a new situation and write it on a piece of paper. Students swap these with a different pair and now act as fashion advisers. They decide exactly what their clients should wear, including items, styles, colours, etc. They then get together in groups of four and give each other their advice. Invite groups to tell the class what their situations were and what advice they were given.

Answers

Students' own answers

COOLER

Tell students they are going to think of more compound adjectives and compound nouns. Give an example of your own, e.g. *This is a popular item of clothing in the USA and other countries. You wear it on your head, sometimes backwards. It is a compound of a sport and an item of clothing.* (*baseball cap*)

Put students into small groups. They think of three more compound adjectives or compound nouns. These don't have to be on the topic of clothes and fashion if they can't think of any. They then think of a definition. When the groups are ready, invite the students to read out their definitions and see if other students can guess the compound adjective or noun.

» PRACTICE EXTRA: UNIT 5 – VOCABULARY – COMPOUND ADJECTIVES AND NOUNS
» VOCABULARY WORKSHEET: UNIT 5
» ALSO REFER TO WORKBOOK PAGE 31

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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.**

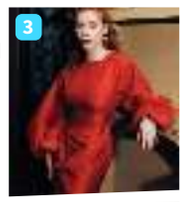
EP **4** **Name the items of clothing using a word from each box to make one-word and two-word compound nouns.**

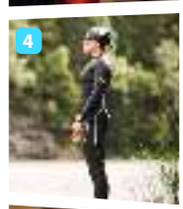
bow dinner dressing evening
rain sweat swimming wet

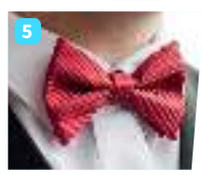
coat dress gown jacket
shirt suit tie trunks

















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 things 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

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LISTENING





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

1 What is the appeal for some people of learning about clothes and fashion in these ways?
2 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.**

A 'Catwalk models are examples to us all about how gorgeous we could look.'
B 'Spending vast amounts on luxury clothing when people are starving is utterly immoral.'
C 'The fashion industry creates an unrealistic image of what it is to be beautiful.'
D '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.**

24

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

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.

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.**

24

2 When Marcus talks about Cassidy's department store, what point is he making?
A Shopping fails to make people happy.
B It's easy to become addicted to shopping.
C Some shops are designed to be difficult to leave.
D People get confused by too much choice in shops.

3 Marcus is critical of high-end designers for
A charging prices that people can't afford.
B talking about issues they don't really care about.
C producing things that aren't genuinely sustainable.
D encouraging people to buy things they don't need.

4 Zoë and Marcus agree that the goal of all fashion designers is to
A break the rules of fashion.
B design clothes that are good enough for royalty.
C produce designs that are different from previous ones.
D challenge people's expectations about what clothes should look like.

5 What does Zoë find surprising about fashion magazines?
A They contain misleading fashion advice.
B People look to them for advice when fashions change.
C Competent people still rely on them to choose what clothes to buy.
D They devote so little space to clothing that's suitable for the workplace.

6 Zoë tells the anecdote about the editor she knows to suggest that
A the fashion world has the wrong priorities.
B people who work in fashion can be difficult to talk to.
C fashion publications are of little interest to intelligent people.
D fashion is partly responsible for some of the world's most serious problems.

» PREPARE FOR THE EXAM PAGE 144

6 **Discuss the following questions.**

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

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LISTENING

WARMER

Before students open their books, tell them you are going to say a word and they have to write down the first word that they think of associated with it. When they have written their words, read out your list again and elicit words associated with each one. Discuss any reasons for their words if they aren't immediately obvious, e.g. *fashion, model, material, shopping, boots, matching*.

1 Students work in pairs and start by each describing one of the photos on page 42. When they have discussed the questions, invite the students to share their ideas and elicit any useful vocabulary that they used to describe the photos (e.g. *catwalk, fashion show, models, outfits, magazine*).

Answers

Students' own answers

2 Read the instructions with the class and then give students one or two minutes to read the statements and think about their own opinions. Ask students to compare their ideas with a partner and, if they disagree, to explain why to each other. Invite students to share their opinions with the class.

FAST FINISHERS

Pairs who finish quickly should try to think of another statement showing their opinion about clothes or the fashion industry. When everyone has finished and discussed the statements in the exercise, invite the fast finishers to tell the class their additional statement and their opinion about it.

Answers

Students' own answers

PREPARE FOR THE EXAM

C1 ADVANCED

Listening Part 3

In this part, students listen to a longer interview or discussion involving two or more speakers. It lasts about three to four minutes and has six multiple-choice questions, each with four options. The questions focus on, for example, speakers' opinions, attitudes, purpose and agreement, as well as details or gist. The questions follow the same order as the conversation.

Tips Students should read through the questions and options in the time allowed before the listening starts so that they have a good idea of what they are listening for.

24 3 Look at the question and the options with the class and elicit some key words from both (question: *choice of clothes, teenager*; options: A *spending, could afford*; B *fit in, peers*; C *look more mature*; D *reflecting her personality*). Play the recording once. Students match the underlined parts of the question with the similar ideas from the listening extract beside it. Elicit answers.

Answers

approaching adulthood – C
'I belong with these people!' – B
All that weekend job money spent – A
I still just looked like me – D

4 When the students have chosen the correct option, elicit the answer and the reasons for it and why the other options are wrong: *B is correct because she wanted to be like the people of her age and slightly older; A is wrong because spending all her money was a consequence of her actions, not a motivation for them; C is wrong as she says she was approaching adulthood but doesn't mention wanting to look older; D is wrong because she realised that the clothes didn't reflect her personality*. Point out once again that the other questions will be similar, with information that is connected to each option in the text, but only one leads to the correct answer.

Answer

B

24 5 Give students about a minute to read through the other questions and options. Play the recording twice without the students checking answers together between the two listenings. When they have listened twice, elicit the answers and the information in the text which helped them to decide. If anyone gives a wrong answer, try to elicit why it is wrong. If a lot of students get one of the questions wrong, you could play the recording again to see why it is wrong.

Answers

2 A … *you can easily tell from their miserable faces! You never hear laughter in these places …*
3 D … *but they're basically talking young men and women into wasting their money on new versions of things that haven't come to the end of their life, and so there's no point in replacing them …*
4 C … *as long as they don't resemble last season's stock in any way whatsoever!*
5 C … *they can't choose their wardrobe without consulting these publications! It beats me!*
6 A … *she said to me once that in the spring collections the colour metallic grey would be – and I quote her exactly – 'extremely important'. And I was like 'extremely important'? Climate change is important. Poverty is important. We're only talking handbags.*

» AUDIOSCRIPT TB PAGE 313
» PREPARE FOR THE EXAM TEACHING NOTES AND ANSWER KEY TB PAGE 283
» ALSO REFER TO WORKBOOK PAGE 32

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SPEAKING
COMPARING PHOTOGRAPHS

1 With books closed, ask the students how fashion might be like eating. Elicit some ideas and then ask them to look at the quotes on page 43. When students have done the matching, elicit the answers and what the quote about food means (e.g. *Don't always wear the same style of clothes*). When students have discussed their ideas in pairs, elicit which statements the students agree with and why.

Answers
1 c 2 b 3 a

2 Students work alone. When they have decided which pictures they would talk about, they discuss their choices in pairs and tell each other some of the things they would mention, e.g. *The football supporters want to identify with their team, feel proud, feel a part of the group*. Invite students to share their ideas with the class.

Answers
Students' own answers

3 Students look at the exercise in pairs. When they have discussed all the points, elicit the answers and why points 3 and 4 aren't a good idea, e.g. *3 There isn't time to do this and answer the question in the time allowed, so make the description brief; 4 The more you paraphrase what the examiner said, the more you can show off your vocabulary knowledge.*

Answers
You shouldn't do 3 or 4, but should aim to do all the others.
8 isn't critical, as students should ideally still be talking after one minute. They should focus on talking rather than worrying about completing the task.

25 **4** When students have listened to the recording, they work in pairs. Tell the students to imagine they are examiners and they are discussing the performance of the two students. They go through the list and then give an overall impression of both students' performances. Invite students to share their ideas with the class.

MIXED ABILITY
When the students have listened to the recording, you could give some students a copy of the audioscript so that they can find which of the points in Exercise 3 Gonzalo did and didn't do and also refer to what Rosa said and see if she answered the task she was given.

Suggested answers
1 No 2 Yes 3 No 4 No 5 Yes 6 Yes 7 Yes 8 No – he hasn't yet addressed how the skateboarders' clothing might make them feel, but this is unlikely to affect his mark.
Yes, Gonzalo would get a good mark (based on his performance in this part of the test). Rosa's response is less successful, as she doesn't speak about the groups of people in the photos, which is what she should do.

25 **5** Look at the *Prepare to speak* box with the class. Elicit any phrases they can remember the two students using and then play the recording again. Elicit one or two sentences about the photos in Exercise 2 using different expressions from the *Prepare to speak* box, e.g. *I assume that they're going to a party. I'm not an expert on skateboarding, but I know that it's easy to hurt yourself.*

Answers
Gonzalo uses the following:
I assume that …
Presumably, …
They might be -ing …
They can't have + past participle
I haven't got a clue …
I'm not an expert on …, but …
Who knows
if I'm not mistaken …
judging by
From what I know about
I guess that'll be why

» AUDIOSCRIPT TB PAGE 313

PREPARE FOR THE EXAM

C1 ADVANCED
Speaking Part 2
In this part, students are given three photos and asked a question. Students have to choose two of the photos to compare, describe, speculate about and express opinions on. They have one minute in which to do this. It is important that students listen carefully to the question and don't just describe what they can see in the photos. The second student will also be asked for their opinions when their partner has finished. This is a very short response, but will show if they have been paying attention and thinking about the task while the other student was talking.

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

6 Tell one student to listen, note down expressions their partner uses, and keep an eye on the time to bring things to a halt after about one minute. They then swap roles and the second student should speak about the photo the first student didn't choose as one of their two photos. When they have both finished, discuss the photo of the girls going to a party with the class.

Answers
Students' own answers

7 Students could do this in groups of three. They each have a turn playing the examiner, being Student A and being Student B. The examiner reads out the task to Student B and then asks Student A the follow-up question. The student who was Student B becomes the examiner, Student A becomes Student B and the examiner becomes Student A. They change in the same way for the third round.

Answers
Students' own answers

» PREPARE FOR THE EXAM TEACHING NOTES AND ANSWER KEY TB PAGE 285

COOLER
Students work in small groups. Tell them to look at the quotes in Exercise 1 again. Students then work together to think of their own quote about clothes or fashion. Set a time limit of two or three minutes and invite students to share their ideas with the class.

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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 *Taiwanese 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

25 **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?**

25 **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

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6 THE GREAT ESCAPE



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?

1 Which of these holidays appeals to you most?
a a week lying on an unspoilt beach
b trekking in remote or lesser-known places
c visiting world-famous historical sites

2 What is your ideal weekend away?
a a shopping trip to Milan or Paris
b a music festival with a large group of friends
c a city break to Prague or Budapest

3 How do you feel about package tours?
a I avoid them – they're not exciting enough for me.
b They're great – you can get some brilliant deals.
c They're OK for a last-minute getaway.

4 Which once-in-a-lifetime holiday would you choose?
a experiencing indigenous culture in a yurt
b a road trip down the US from north to south
c staying in an igloo and seeing the northern lights

5 How do you feel about long-haul travel?
a I don't enjoy the long flight, but it's worth it.
b It's uncomfortable and not very eco-friendly.
c The further the better – I love visiting far-off places.

6 Do you think you would enjoy being a solo traveller?
a No, travel is only fun with family and friends.
b Yes. It's a good way to meet new people.
c Maybe, as long as it wasn't for too long.

7 Which seasonal job would you be willing to do?
a fruit picker in the English countryside
b chalet cleaner in a French ski resort
c lifeguard on a beach in Australia

8 How would you feel about a trip to Venice?
a I've always wanted to go on a gondola!
b Venice is such a tourist trap. It's not for me.
c 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?**

A There have been a number of impacts resulting from the changes to holiday trends.
B Traditional holidays have many advantages, but the new holiday trends are even better.
C 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

1 Always read the whole text first to get an idea of the _____. Finish the task by reading through the complete text including your choices.
2 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.
3 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*.
4 Make sure that the paragraph you have chosen links _____ with the paragraph that follows.
5 Start by identifying the paragraph that doesn't fit any of the gaps. This should be _____ once you have read through the text.
6 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

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6 THE GREAT ESCAPE

Unit Overview

TOPIC	Travel and tourism
VOCABULARY	Travel and tourism; Adverbs and adjectives
READING	Travel trends
GRAMMAR	Modifying comparative and superlative adjectives
WRITING	A review
EXAM TASKS	Reading and Use of English Part 7; Reading and Use of English Part 1; Writing Part 2 (review)

Digital Resources

Lesson Plus: Unit 6
Practice Extra: Unit 6
Test Generator: Unit test 6; Term 1 Test

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 165; TB page 291
PREPARE FOR THE EXAM: SB pages on TB pages 256, 264 and 269; TB pages 278, 280 and 282
WORKBOOK: pages 34–39
VIDEO AND VIDEO WORKSHEET: Hit the road
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 6; Vocabulary worksheet Unit 6

WARMER

With books closed, tell the class to work in pairs and write down a time period between one day and 30 days. Pairs swap time periods with a different pair. Tell the students that the time they have been given is the time the other pair has got for a holiday. They have to think of a good idea for spending the time, e.g. *one day – a day trip to their country's capital to visit some museums and galleries, as well as suggestions about how to travel, what to eat*. Set a time limit of about two minutes and then put the two pairs together to give each other their suggestions. Invite students to tell the class how much time they had and what they thought of the suggestion they were given.

ABOUT YOU

▶ 06 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the *About you* box with the students. If possible, put the students into groups of four. They each think about their answer to one of the questions. Each student tells the group their ideas and then asks the other students for their views on the same question. Set a time limit of four or five minutes and then invite groups to share their ideas about the three most important ingredients for a good holiday.

VOCABULARY & READING
TRAVEL AND TOURISM

1 Ask students to try to do the quiz alone without looking up any of the words and phrases in blue. When they compare answers in pairs, they discuss what the blue words and phrases might mean and try to think of either a definition, e.g. *an unspoilt beach – a beach that is not touristy, doesn't have crowds, loud music or lots of noisy boats off-shore*, or an example, e.g. *an unspoilt beach – Cala del Plomo beach in the south of Spain is unspoilt. There are no facilities and it is always very quiet, even in the summer.* Set a time limit of about three minutes and then go through each question with the class, eliciting reasons for their answers and what the words and phrases in blue mean.

FAST FINISHERS

Ask students who finish the quiz early to try to think of a different question they could ask about holiday preferences, e.g. *What do you dislike most about travelling abroad?* They then try to think of three options, e.g. *A I can't understand the language; B I miss our country's food; C I don't like travelling long distances.* When everyone has finished the quiz, go through their answers and then invite fast finishers to ask the class their questions. Allow the rest of the class to discuss the options and give their reasons.

Answers
Students' own answers

2 Tell the class that they should read the first column of the article quickly in the order that it is written. They then discuss in pairs which summary is best and why. The students then look at the other paragraphs A–G. These are not in the correct order, but they might find some additional information in some of the paragraphs which will help them to confirm their ideas about the correct summary or change their minds. Elicit the answer and any evidence from the text which helped the students to decide (problems with traditional holidays mentioned are: *crowds and queues* in paragraph 1; *vie for a space by the pool, fighting their way through sandcastle-making kids* in paragraph F).

Answers
Summary C

CONTINUED ON PAGE 90

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BACKGROUND INFORMATION

A survey in 2020 found that there had been an increase in the number of people in the UK thinking about going on a package holiday. Reasons given were security, financial protection if a company went bankrupt and being looked after. When asked where they planned to go in the next year, around a third said Spain and then, in order of popularity, France, the USA, Italy and Greece. When the percentages given for other destinations were added, the overall percentage was higher than 100%, indicating that many people hoped to visit more than one country the following year.

PREPARE FOR THE EXAM

C1 ADVANCED

Reading and Use of English Part 7

In this part, students read a long base text from which six paragraphs have been removed. The extracted paragraphs are in jumbled order after the text, along with a seventh paragraph, which is on the same topic but does not fit any of the gaps. Students have to decide which extracted paragraph (A–G) fits each of the gaps in the base text.

The task tests understanding of the way a text is organised. Students need to use their understanding of coherence (how ideas are linked and connected) and of cohesion (how paragraphs and sentences are connected by grammar and vocabulary). Clues indicating links between paragraphs can include: related vocabulary; conjunctions and linkers showing cause, contrast and addition; and reference words such as pronouns and determiners.

Tips The first sentence in a paragraph often contains a link to an idea or specific words in the previous paragraph. When students check their answers, they should make sure that the previous paragraph does link to the extract they have chosen.

3 Students complete the advice and discuss together which one is wrong and why. Elicit ideas and then tell the students which one it is.

Answers

1 structure 2 opposite 3 links 4 logically 5 obvious 6 grammar

Wrong advice is given in 5. You will not be able to identify the unnecessary paragraph straight away. All the options should be considered until the end.

4 Ask students to look at the introduction and the following paragraph and ask how these two could be linked together by the missing paragraph (the missing paragraph should show a contrast with the idea of a relaxing holiday and introduce some problems). Students identify the correct paragraph (*F*). They now check that their choice has grammatical and lexical links, e.g. *The reality, though* contrasts the imagined holiday and the problems; *And those who* links to the word *holidaymakers* in paragraph F; *coastal getaway* is another way of referring to a beach holiday, which is described in Paragraph F and referred to in the introduction (*unspoilt beaches, relax, swim, sunbathe, water sports*).

Tell students to work alone and look at the rest of the gaps in the same way. When students have finished, remind them to read through the complete text to make sure it makes sense. Elicit the answers, but don't ask for explanations yet.

Answers

1F 2E 3B 4A 5C 6G

5 Re-elicit the clues the students identified to help them with the first gap. Students then work in pairs to do the same for the other gaps. When they have finished, if there were any answers to Exercise 4 which students didn't all agree on, elicit which answers are correct and why. Then elicit the clues for the answers which the class all agreed on.

MIXED ABILITY

Assuming you looked at the clues for gap 1 with the whole class, put weaker students into groups of five if possible. They each look at one of the other gaps and find the clues which help to identify the correct missing paragraph. Remind them that this could be rephrased words and lexical and grammatical links which can be found in the preceding and proceeding paragraphs, as well as the missing paragraph. The students then share their information as a group.

Answers

1 F – *no more relaxing than the coastal getaway described. For many, the crowds and queues* (after the gap) tells you that the missing paragraph contains a negative view of a beach holiday.
2 E – *this need for a more peaceful break* (after the gap) tells you that the missing paragraph mentions somewhere peaceful. Paragraph E mentions *tranquil surroundings*.
3 B – *community-based tourism, which ensures local people are impacted in positive ways* in paragraph B links to *aspires to give something back to the places visited* before the gap and *contributing positively to the place they are visiting* after the gap.
4 A – *insight into indigenous cultures* before the gap and *motion-based travel, which consists of trekking, mountain biking or horse-riding a pre-determined route* in paragraph A match *Trips in these categories, involving moving around or developing oneself* after the gap. The reference in paragraph A to *achievement travel* links to the reference to *developing oneself* in the following paragraph.
5 C – *These longer-than-average trips* in paragraph C links to *many people are spending months travelling* before the gap and to *For those who are not able get away for months at a time in this way* after the gap.
6 G – *If a company has paid for an employee's flight* in paragraph G links to *tagging a few days onto a business trip* before the gap and *Integrating work and holidays* after the gap.

» PREPARE FOR THE EXAM TEACHING NOTES AND ANSWER KEY TB PAGE 280

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

TALKING POINTS

Tell students to look at the first question alone for about 30 seconds. They then get into small groups and share their ideas. When they have done that, they discuss the other two questions together. Set a time limit of about four minutes and then discuss the questions as a class.

COOLER

Students work alone. Say *One place I will never go on holiday is … (say a place) because … (give a reason).* Then, ask the students to work alone and do the same. Students then get into groups and share their ideas. The other students should say whether they agree or not. Invite one or two students to share their ideas as a class.

» ALSO REFER TO WORKBOOK PAGES 34–35

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Travel trends

26





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?

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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*.**

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

1 Modifiers such as *even*, *a great deal*, *substantially* and *somewhat* can be used before _____ adjectives.
2 Modifiers such as *by far*, *easily*, *one of* and *among* can be used before _____ adjectives.
3 *No* or *not any* can form the negative before a _____ adjective.
4 We can use a postmodifier (e.g. *possible*, *ever*, *by far*) to make the _____ stronger, in the structure _____ + postmodifier or _____ + noun + postmodifier.
5 A _____ adjective can be followed by a *to* infinitive (+ *than* + *to* infinitive).
6 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.**

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

3 **Use the prompts to make sentences.**

0 The north / beautiful coastline / the south (as … as)
The north has as beautiful a coastline as the south.
1 Going by train / not / economical / way to travel / used to be. (as … as)
2 I / never / had / terrifying / experience / meeting a great white shark face to face. (such … as)
3 Kite-surfing / almost / exciting / sport / regular surfing. (as … as)
4 Pedro / not / adventurous / person / his brother. (such … as)
5 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.**

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

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

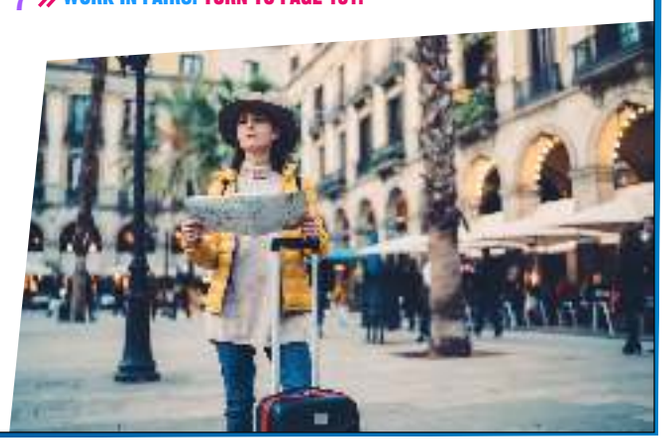
5 **Are both options correct? If not, choose the correct one.**

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

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

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

7 » WORK IN PAIRS. TURN TO PAGE 151.



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GRAMMAR
MODIFYING COMPARATIVE AND SUPERLATIVE ADJECTIVES

WARMER

With books closed, put students into groups of three or four. They each write down a place to go for a holiday. Encourage them to be as imaginative as possible, e.g. Fiji, Ecuador, Madagascar. They then have to think of reasons why their idea is better than the other ideas, e.g. *Fiji has the best beaches. The Galapagos Islands in Ecuador are more interesting than the other two places.* Set a time limit of two minutes and then invite one group to share one of their ideas with the class. Other groups then suggest one of their ideas and again give reasons why it is better.

1 Students work in pairs to complete the rules. Elicit the answers and then ask them to make similar sentences using their own ideas. If they did the Warmer, they can work in the same groups as for that and use the ideas they had before, e.g. *Fiji has by far the best beaches of the three places.* Set a time limit of two or three minutes and elicit ideas.

Answers

1 comparative 2 superlative (Note: They can also occasionally be used before comparative adjectives.) 3 comparative
4 superlative (x3) 5 comparative 6 adjective (x2)

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 291

2 Look at the first sentence with the class and elicit the correct answer and why the other word is wrong (Considerably*, like* substantially *and the other examples in rule 1, is used with comparative adjectives.*). Students complete the exercise alone and then compare answers in pairs. Elicit the answers and which rule they correspond to.

Answers

1 easily (rule 2) 2 somewhat (rule 1) 3 among (rule 2)
4 *Both* (rule 1) 5 ever (rule 4)

3 Look at the example sentence with the class and re-elicit what kind of word we use with *as … as* (an adjective). Remind students to be careful to add the word *a* between the adjective and noun in this sort of sentence. Students work in pairs. Elicit the answers.

FAST FINISHERS

Ask fast finishers to rewrite some of the sentences using rules 1–5 rather than rule 6. They can use whichever modifiers they feel fit best, e.g. *The north has a much more beautiful coastline than the south.* When everyone has finished, elicit the answers and then invite fast finishers to share their sentences with the class.

Answers

1 Going by train is not as economical a way to travel as it used to be.
2 I have never had such a terrifying experience as meeting a great white shark face to face.
3 Kite-surfing is almost as exciting a sport as regular surfing.
4 Pedro is not such an adventurous person as his brother.
5 Backpacking was/is not as pleasant an experience as I'd hoped it would be.

4 Before students look at the exercise, write the following on the board: *hot, nice, pretty, handsome, expensive*. Students work in pairs to make comparative or superlative sentences using the five adjectives. When they have finished, invite students to share one of their sentences with the class. For each adjective, elicit what students have to remember when forming comparatives or superlatives (*hot* – double final consonant; *nice* – add *-r/-st*; *pretty* – change *y* to *i*; *handsome* – add *more/most*; *expensive* – add *more/most*). Students then look at the exercise in pairs. Elicit the answers.

Answers

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

5 Look at the first sentence with the class and elicit what rule this corresponds to in Exercise 4 (rule b). Elicit that *more right* is the correct answer. Students then complete the exercise in pairs. Elicit the answers and the rules they correspond to (1 b, 2 c, 3 a, 4 d, 5 b, 6 a).

Answers

1 more right 2 *Both are correct.* 3 more shocked
4 *Both are correct.* 5 more sure 6 more spoilt

6 Students work in pairs. When you have checked answers, look at sentence 1 and elicit the difference in meaning between this sentence and one which starts *The best time …* The sentence written in the exercise implies that there are other, equally good times to visit; the dry season is just one of them. Elicit or point out that sentence 3 could also be made correct by removing the noun *option*.

Answers

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

7 Look at sentence 1 and elicit what kind of word would be needed in the gap (*a superlative adjective*). Elicit another adjective, apart from those in the box, which could be used here, e.g. *best*, *most disappointing, coldest*. Students work alone and then discuss their sentences in pairs using the example to help them. Invite students to share some of their interesting travels with the class and encourage other students to ask more follow-up questions.

Answers

Students' own answers

» PRACTICE EXTRA: UNIT 6 – MODIFYING COMPARATIVE AND SUPERLATIVE ADJECTIVES
» GRAMMAR WORKSHEET: UNIT 6
» ALSO REFER TO WORKBOOK PAGE 36

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VOCABULARY
ADVERBS AND ADJECTIVES

1 Before students look at the book, ask them to name countries beginning with the letter B. If they say *Bhutan*, ask them what they know about it. Then look at Exercise 1 and, if the questions haven't been answered yet, elicit guesses.

Answers
Students' own answers
It's a kingdom in South Asia on the eastern end of the Himalayas.

27 2 Tell the students not to write while they are listening. When they have heard the recording, students work in pairs to discuss anything they can remember from the conversation. Elicit a general description of the country rather than too many details, as this will be looked at in Exercise 3.

Answers
It's small and fascinating with stunning scenery.

27 3 Before students listen again, they look at the words and match any that they remember. When they have listened, elicit the answers and ask students if they can think of any other examples of these descriptions for other places.

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

» AUDIOSCRIPT TB PAGE 314

4 When students have identified the extreme adjectives and done the matching, they work in pairs to think of other adjective pairs, e.g. *cold – freezing*. Set a time limit of one minute and elicit ideas from the class.

Answers
terrifying – scary
fascinating – interesting
stunning – attractive

5 When students have finished the activity, elicit the answers and ask the students for an extreme alternative for sentence 2 (e.g. *absolutely silent*).

Answers
1 absolutely 2 very 3 absolutely 4 very 5 absolutely

6 Write on the board *This is a good book. This is an amazing book.* Students say the sentences with the adverbs in the box to help them decide where to put them in the table. Elicit the answers.

Answers

with gradable adjectives	with ungradable adjectives
a bit, extremely, fairly, incredibly, pretty, quite, really	completely, quite, really, totally, utterly

7 Look at the two sentences with the class and elicit the correct answer. Model the pronunciation of *quite* in each pair of sentences.

Answers
A (gradable adjectives) – *quite* makes the meaning weaker.
B (ungradable adjectives) – *quite* makes the meaning even stronger.

28 8 When students have listened to the recording, elicit the answers and discuss the students' thoughts about them.

Answers
It is carbon negative and wearing national dress is compulsory.

» AUDIOSCRIPT TB PAGE 314

9 Students look at the sentences in pairs and discuss what they think the missing words are. Check the answers as a class.

Answers
1 unique 2 aware 3 committed 4 unusual 5 accepted

PREPARE FOR THE EXAM

10 **C1 ADVANCED Reading and Use of English Part 1**
There are examples of this task type in Units 1 and 3. Elicit what the students have to do and any helpful tips that the students can remember. If necessary, read out the *C1 Advanced* exam box on TB page 18.

Ask students to read the first sentence of the text containing the example. Ask them if the missing word should be an adverb that modifies a gradable or ungradable adjective (This is a trick question as *different*, like *unspoilt* in Exercise 3, can be modified by both kinds of adverb – *very different / totally different*.). Elicit the correct answer and that, as in Exercise 9, some adverbs only collocate with certain adjectives.

Students do the task under exam conditions in ten minutes. Before you elicit the answers, ask the students if they read through the whole text quickly to see what it was about before trying to choose the correct words. Remind them that this doesn't take much time and can help them to understand the text better.

Answers
1 A 2 A 3 B 4 B 5 A 6 C 7 D 8 D

11 Look at page 151 with the class. Set a time limit of about three minutes for students to prepare their talk. They shouldn't script their talk, just note down useful vocabulary items. Put the students into groups of three or four. When they have all given their talks, invite each group to tell the class about one good and one bad place they discussed.

MIXED ABILITY
Tell weaker students that they can use just three adverb + adjective combinations, but that they must use at least one gradable and one ungradable adjective.

Answers
Students' own answers

COOLER
In pairs, students think of five things that they might see, do, use, etc. on holiday and write these with an adverb + adjective pair, e.g. *the food – absolutely disgusting.*

Then, they take turns to tell another pair one of their things and the other pair tries to guess what adverb and adjective they used.

» PRACTICE EXTRA: UNIT 6 – ADVERBS AND ADJECTIVES
» VOCABULARY WORKSHEET: UNIT 6
» ALSO REFER TO WORKBOOK PAGE 37

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VOCABULARY
ADVERBS AND ADJECTIVES

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

27 **2** **You will hear two friends, Arlo and Gemma, talking about Gemma's holiday to Bhutan. What does she say about the country?**

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

27

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

EP **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*.**

1 The scenery is _____ stunning.
2 The villages in Bhutan are _____ tranquil.
3 Bhutanese culture is _____ fascinating.
4 The fortresses are _____ remote.
5 The descent into Paro is _____ terrifying.

EP **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*	with ungradable adjectives e.g. *terrifying*
very,	*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.

28 **8** **You will hear the rest of Arlo and Gemma's conversation about Bhutan. What two facts about the country surprised Arlo?**



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

accepted aware committed unique unusual

1 Something which is **totally** _____ about Bhutan is that it's carbon negative.
2 People in Bhutan are **fully** _____ of the importance of protecting the planet.
3 … and the government is also **deeply** _____ to environmental sustainability.
4 It's **highly** _____ that wearing the national dress is compulsory when out in public.
5 … 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.

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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?**

A

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.



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.

C

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.



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.

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WRITING
A REVIEW

WARMER

With books closed, students work alone. Ask them to imagine they are now adults and have enough money to do what they want. Tell them to decide what kind of holiday they would go on, e.g. *a beach holiday, a safari, a trekking holiday*. Invite students to share their ideas with the class, saying why they would choose this kind of holiday.

1 Students look at the questions as a class. Find out who has been on an activity holiday and elicit some of the activities they did. Students then discuss the two questions in pairs and ask each other questions to find out more about their experiences or thoughts. Invite those students who have been on activity holidays to share their thoughts about them and then invite those who haven't to say what they think they would and wouldn't enjoy about going on one.

Answers

Students' own answers

2 Tell students to cover the text in the three adverts. In pairs, they look at the photos and discuss where they think each photo was taken and what sort of activities might be mentioned in each. Elicit some ideas from the class and then ask them to read the texts quickly to find the answers. They then read them again more carefully and make notes about what they like the sound of and don't like the sound of in each one. When they have finished, they discuss in pairs which holiday they like the best and why. Invite students to share their opinions as a class.

MIXED ABILITY

Students work in groups of three. They start by describing one photo each and saying what kind of activities they think the text will mention. They then just read the text for their photo and, when they have finished, they take turns to describe their holiday. The three students then discuss which sounds most attractive to them and why.

Answers

Students' own answers

3 Before students look at the exercise, elicit the kind of accommodation on the three holidays (*A basic homes of locals; B hostels or hotels; C chalets*). Now look at the first point in Exercise 3 and elicit some ways of comparing the different kinds of accommodation using the phrases in the box, e.g. *The homes are by far the least luxurious of the three; A hotel is a great deal more luxurious than a hostel; A chalet is considerably more luxurious than a local home; The chalet is easily the most luxurious option; A hotel is nearly as luxurious as a chalet; A chalet is slightly more luxurious than a hotel.*

Students work in pairs and write one sentence for each of the other points. Set a time limit of about four minutes. Elicit sentences from the class.

FAST FINISHERS

Ask fast finishers to make extra sentences using some of the nouns used in 1–6 but with different adjectives, e.g. *The local home is easily the most interesting accommodation*; *The activities in B are slightly more exciting than the activities in C.* When everyone has finished, elicit sentences using the adjectives in the exercise and then invite fast finishers to share their alternative sentences with the class.

Possible answers

1 The accommodation isn't nearly as luxurious on Trip A as on Trip C.
2 The activities are slightly more varied on Trip B than on Trip C.
3 Trip A is by far the most suitable for non-swimmers.
4 Trip A is in an area that is a great deal more remote than the other trips.
5 Trip A is a considerably better opportunity to experience indigenous culture.
6 The diving safari is easily the riskiest of the three holidays.

4 Ask students to find the first question in the task (*Have you been on one?*). Explain or elicit that this isn't one of the three questions referred to in the instructions. The writing task assumes that they have been on an activity holiday. Students have to find the three things they have to address in their review and rephrase the task as questions. Students work in pairs, but ask both students to write the questions. When they have finished, elicit their ideas.

Answers

1 Which activities were the most enjoyable?
2 How well organised was the trip?
3 Why would you recommend or not recommend the trip to other student groups?

5 Students work alone to find the answers to the three questions. Tell them not to worry about the question about how formal the language is yet. Elicit the answers the writer gave to the questions and then put students into pairs to find examples of formal or informal language. Elicit these and whether the students think the review is written in a formal or informal style.

Answers

1 Zorbing and quad biking
2 Very well organised
3 Yes, I'd recommend it, even though the accommodation is neglected – you will be too tired to care.

The language is semi-formal. There are some informal expressions like *you'll have a blast* and *had the time of our lives*, but there is no slang.

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6 Look at the *Prepare to write* box with the students and elicit the other impersonal phrase in the review (*it's fair to say that*). Students then complete the box. Elicit the answers and ask what the adverbs of attitude refer to, i.e. the complete phrase which follows them – *it was unfortunate that the activities were sometimes unfairly distributed and it was unfortunate that some students missed out on a few of the most popular ones.*

Answers

1 It's fair to say that 2 My absolute favourite 3 Without a doubt
4 The only downside 5 utterly exhausted 6 Unfortunately, …

7 Look at the first expression in red in the review in Exercise 5 with the class and elicit the meaning (*had a really good time*). Students then do the same in pairs for the other expressions. Elicit which are positive and which negative and, if it isn't clear, what they mean, e.g. *mind-blowing – incredible*.

Answers

Positive: had the time of our lives, mind-blowing, appeal to, thrilling, the most fun I've ever had, another highlight, did a fantastic job, worked like clockwork, clear and concise, have a blast
Negative: unfairly distributed, missed out on, a bit neglected, in need of a coat of paint

8 Look at the first gap with the class and elicit which word from the box is correct (*surprisingly*). Ask why it was a surprise that kayaking was her favourite activity (*It says she isn't a strong swimmer, so she might have felt quite nervous before she tried it.*). When students have completed the text, elicit the answers.

Answers

1 Surprisingly 2 absolutely terrified 3 hugely enjoyable
4 It seems to me 5 extremely well-run 6 very efficiently
7 frankly 8 Based on my experience

9 Encourage students first to try to correct the sentences without looking at the sample review in Exercise 5 and then to check to make sure the form they used is the same as in the review.

Answers

1 The only downside **was** the food.
2 It is fair **to say** that the centre did not meet our expectations.
3 I enjoyed everything but **my** absolute favourite activity was skiing.
4 It is **worth** noting that the centre is situated far from a town.
5 *Correct*
6 It seems **to** me that the number of staff on duty was inadequate.

10 Students work alone and match the sentences to the phrases they are sure about. They then compare answers in pairs. Elicit the answers.

Answers

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

PREPARE FOR THE EXAM

11 C1 ADVANCED Writing Part 2 (a review)

Elicit what the students have to do and any helpful tips that they can remember. If necessary, read out the *C1 Advanced* exam box on TB page 38. You may wish to remind students that they should use the correct style and tone, depending on the target reader. In this task, the review is for a leisure website and so should be semi-formal or neutral in tone and register. It is essential that students read the task carefully and follow the instructions completely, using paragraphs to order ideas logically and clearly.

Tips Students can use the reviews in Exercise 5 and Exercise 8 to help them organise their own review and they can note down useful phrases from Exercise 8 and Exercise 10 that they might be able to use.

Encourage students to copy the grid into a notebook so they have more space for their notes and examples of vocabulary they can use. Set a time limit of about ten minutes for the writing of the plan and the discussion.

Answers

Students' own answers

12 The students can do the writing in class or at home. If doing it at home, tell them to try to complete it in 30 minutes to mirror the time they will have in the exam (45 minutes, which includes planning time). Encourage them to read their review through when they have finished to check for mistakes. If they do the writing in class, they can also swap reviews with a partner to see if any errors can be picked up.

Model answer

My family and I had the good fortune to be there for the highly anticipated opening of the Island of Adventure theme park last month. Having won tickets for the very first day, my brother and I were extremely excited and arrived at the park before it even opened.
The theme park is, in my opinion, most suitable for older children and teenagers. There are at least ten mega-rides for thrill-seekers like me, as well as several adventure-based attractions, which are not as fast but still great fun. To my surprise, there were only a few rides aimed at children under five, so in my view, this would not be an ideal day-out for a family with very young children.
There are two rides which stood out for me, which I believe may become world-famous. The first was The Tower of Doom, which takes you up very slowly and drops you down at high speed. It is apparently higher than any other similar ride. The second is the Runaway Train roller-coaster. You start as if you're on a normal train, but suddenly, the ride goes mad! It is genuinely terrifying.
A few aspects of the park's management could be improved. The staff could do with more training, as the queuing system is quite chaotic at times. Nevertheless, it is hard to put into words how fantastic the Island of Adventure theme park is. I strongly advise you to go and see for yourself.

COOLER

Put students into groups of three or four. They think of places in their town that they all know and have been to, e.g. a shopping centre. They choose one of the places and each write one good and one bad thing about it. They then discuss their ideas to see how many they all agree with and which ones they disagree with. Invite groups to tell the class the place they chose and some of their opinions about it.

ALSO REFER TO WORKBOOK PAGES 38–39

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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

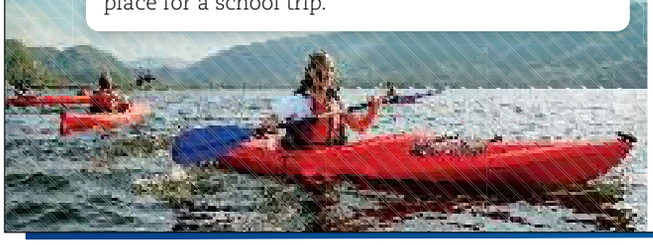
My school trip to the Beacon Falls Activity Centre was something I'll never forget. Not being an adventurous type, I was initially somewhat reluctant to take part in some of the activities, but by the end, I'd tried most of them.

[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.**

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LIFE SKILLS COLLABORATION

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!

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LIFE SKILLS

Overview

TOPIC	Collaboration: Organising a trip
VOCABULARY	Group planning and organising: concrete plans, deal with an issue, cause arguments, agree in advance, rearrange, cancelling plans, share responsibilities, compromise, overplan, put a strain on friendships, go with the flow, brainstorm possibilities, feel more involved, similar tastes, spontaneity, stumble upon, last-minute invitation, schedule, blow up into a quarrel
READING	Don't trip up when planning your trip
PROJECT	Planning a trip In the project stage, the students work together in groups to plan a trip and present it to the class.

BACKGROUND INFORMATION

There are a number of trip-planning websites now. Some, such as Itineree, combine information from other websites such as TripAdvisor and Booking.com to help people plan all aspects of their holidays more easily. On others, such as TripHobo, you can input the places you'd like to visit and the time available and it will organise the perfect trip for you. That way, a group of friends can avoid any problems about arguments and do what the website suggests. However, they are also free to edit the planned trip if they wish. There are also websites which will book all your transport tickets, excursions and accommodation for you for a small fee.

WARMER

With books closed, put the students into small groups, but tell them to work alone at first. They should imagine they are going to go on their perfect holiday. They have to make notes for each heading you read out. The headings are: *Country, Type of place (e.g. city, beach), Accommodation, Activities*. When they have finished, the students compare their answers in their groups. Invite students to tell the class how many of the things they agreed on and what differences there were between them. Ask how easy or difficult they think it would be to organise a holiday together.

LIFE SKILLS

Organising a trip

After the students have read the *Life skills* box, ask if anyone has been on a holiday with other friends or even for a day trip somewhere, which they have had to organise together. If so, elicit whether they all decided what to do together and if there were any disagreements or problems.

1 Set a time limit of three to four minutes for students to answer the questions. When they have finished, before they look at page 151, the students discuss their answers in pairs and try to think about what the answers mean. When they have read the information on page 151, they again discuss what it said and what they think about this. Invite students to tell the class whether or not they agreed with the quiz results and why.

Answers

Students' own answers

FAST FINISHERS

Ask fast finishers to look through the questions and options in the quiz and find interesting phrases or collocations, e.g. *1b concrete plans*. When everyone has finished and discussed the quiz, invite students to share these phrases with the class and say what the different phrases mean. Possible items: *concrete plans, deal with the issue, if it arises, see where each day takes you, what's in store, it would mean cancelling the plans.*

2 Look at the words in a–e and elicit what they mean. When students have done the matching, elicit the words in the text which are synonyms of words in the exercise or paraphrase the meaning of the ideas in the exercise, e.g. *1 destination – location, places; 2 share responsibilities – lots to do, each take something on; 3 compromise – make sure there's something for everyone, don't let the more insistent members of the group take over; 4 overplan – leave room for spontaneity and the unexpected, Include some free time; 5 wait until you've left to discuss money – amount to spend, finances, Deciding a budget, agreeing a spending limit*

Answers

1c 2a 3b 4e 5d

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

FROM SB PAGE 50

3 Tell students to look at the questions and then, while reading the text, note where the information about each can be found. Students then go back to the marked information and read the sections carefully to find the answer. Students discuss their answers in pairs. Tell the students to then close their books or cover the text and their answers to Exercise 3 and elicit the answers in the students' own words.

MIXED ABILITY

Put weaker students into pairs. When the students have read the whole text, one looks at the introduction and paragraphs 2 and 4 to find the answers to questions 1, 3 and 5. The other student looks at paragraphs 1, 3 and 5 to find the answers to questions 2, 4 and 6. You can point out that each paragraph contains the answer to one question. The students then tell each other the answers they have found and show each other where the information is located in the text.

Answers

1 Not everyone likes the same things, some people preferring to go with the flow while others like everything planned, different attitudes to money
2 'Tick both boxes' refers to both choosing a destination that appeals to everyone and is somewhere nobody has been.
3 There's a lot to do.
4 The more laid-back members of the group
5 wandering into a pretty square by accident, stumbling upon a local festival, new friends inviting you to do something at the last minute
6 Mention any worries you have, agree a budget, set a spending limit before you go.

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30 **4** Before students listen to the recording, re-elicit what the three traveller types are (*spontaneous, laid-back, organised*) and the differences between them. When students have listened, elicit the answers and any information from the recording that helped them to decide, e.g. *Sophie: I don't really mind, it really depends on what you guys want; Tom: get a map … and stick a pin in it, It would be an adventure; Maggie: I'd rather we chose somewhere properly.*

Answers

Sophie – laid-back; Tom – spontaneous; Maggie – organised

30 **5** Students read through the questions in pairs and discuss any answers they think they can remember. When they have listened again, elicit the answers and what the people said in the recording, e.g. *1 I changed planes in the airport once; 2 My mum and dad did that; 3 you two really, really,* really *wanted to see* Sharpener *2; 4 Maggie – Sweden, Sophie – Norway, Tom – Denmark; 5 I'll have to ask my parents to lend me some money.*

Answers

1 Sophie 2 Tom 3 Tom and Maggie 4 All of them 5 Tom

30 **6** Students again read through the sentences. They discuss in pairs who they think said each one. When they have listened, elicit the answers.

Answers

1 Maggie 2 Sophie 3 Sophie 4 Sophie 5 Tom 6 Tom 7 Sophie

» AUDIOSCRIPT TB PAGE 314

7 Students work alone to think of ideas. Set a time limit of about two minutes and then allow students to share their ideas in pairs. Elicit what they discussed and ask the class who they think they would find it most easy to go on holiday with out of the three and why.

Possible answers

They choose their destination well, although it takes them a while to decide, and Maggie and Tom ignore Sophie at first. They (eventually) decide to share responsibilities for researching different countries. Tom raises the issue of money and they deal with it well by deciding a budget, but then Maggie takes over.

PROJECT *Planning a trip*

Look at the project stages with the class. Set a time limit of two or three minutes for students to think about the first stage alone. If they can access the internet in the classroom, they could have slightly longer and research some interesting places in their choice of countries.

When the students look at stage 2, first ask them to tell each other in their groups which two countries they chose and what there is to do there. The three students then decide together which destination to choose. Set a time limit of about three minutes for this and, if students all have different ideas, they should try to compromise or perhaps do what Tom suggested and choose one place at random. When they have chosen their place, allow plenty of time for the students to make their detailed plan. Faster students can add more details, while slower students don't have to plan the entire week.

You could discuss stage 3 with the whole class. Elicit any problems that students encountered and what they learned about their characters while they were discussing ideas.

During the presentations, make sure that all the students are listening to each other and not discussing what they are going to say in their own presentations (or what they should have said if they have already given theirs).

The feedback stage can again be done with the whole class. Invite students to say which presentation they liked best and why.

PROJECT EXTENSION

Students create a written itinerary for their plan. They can do this for homework. The itinerary should have plans for each day of the holiday (possibly with alternatives depending on the weather): transport and accommodation options, an estimated overall budget and any other information they think would be useful. Remind them to allow some free time and not to overplan.

COOLER

Students work in pairs. They think of a type of holiday they would like to go on, but not a specific location, e.g. *a beach holiday with the chance to do some shopping, great food, a good nightlife and guaranteed good weather*.

When they have finished, they swap ideas with a second pair. They now look at the other pair's requirements and discuss the best place for them to go and why, e.g. southern Spain near Málaga would be a good option for the example above. It rarely rains, and there are lots of shops and good restaurants in the city, as well as nightclubs.

The two pairs then get together to give each other their suggestions. Elicit some of the requirements and ask whether students think the suggestions were good or not and why.

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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?

30 **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 .....

30 **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.

30 **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?

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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.**

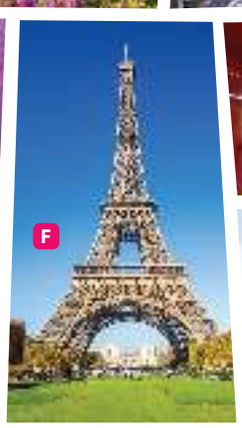
Match each of photos B–G to one of the remaining words.

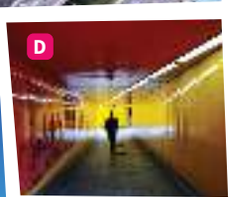
alleyway coastline coordinates cove flyover
landmark landowner rocky scenic summit
underpass vegetation

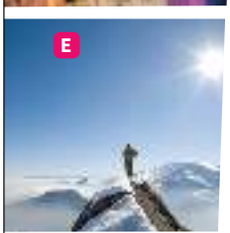


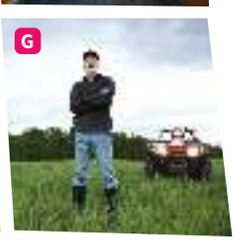












2 **Complete the sentences with a word from Exercise 1 in the correct form.**

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

3 **Have you heard of waymarking? Quickly read the first paragraph of the article on page 53 to find out what it is.**

4 **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.**

5 **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 …**

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

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7 DIGITAL PLANET

Unit Overview

TOPIC	Environment and technology
VOCABULARY	Landscape; Homophones, homonyms, homographs
READING	The wonderful world of waymarking
GRAMMAR	Conditionals and conjunctions
LISTENING	Five short extracts about innovative technologies and the environment
SPEAKING	Contrasting opinions
EXAM TASKS	Reading and Use of English Part 1; Reading and Use of English Part 4; Listening Part 4; Speaking Part 3 and Part 4

Digital Resources

Lesson Plus: Unit 7
Practice Extra: Unit 7
Test Generator: Unit test 7

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 166; TB pages 291
PREPARE FOR THE EXAM: SB pages on TB pages 256, 259, 273, 276 and 277; TB pages 278, 279, 284, 285 and 286
WORKBOOK: pages 40–45
VIDEO AND VIDEO WORKSHEET: To the ends of the earth
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 7; Vocabulary worksheet Unit 7

WARMER

With books closed, ask the students to think of their journey from home to school. They should note down any natural or man-made landmarks that they pass, e.g. crossroads, bridge, river, factory, etc. When they are ready, they work in pairs and tell each other what they wrote down, explaining any words that their partner doesn't understand. Elicit some of the interesting landmarks that students mentioned.

ABOUT YOU

▶ 07 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the *About you* box with the students. Put students into pairs to discuss the four questions. Encourage them to give extra information in their answers, e.g. *I really like the ones where they use a tiny camera to get right up close to the animals, so you really get an idea of what their lives are like*. Set a time limit of about four minutes and invite students to discuss their ideas as a class. If any students aren't sure about the answer to the last question, you could give them some examples, e.g. *Zoom meetings have cut down on the need for business travel, which is a good thing for the environment, but the manufacture of computers and mobile phones (and their disposal) creates a huge amount of carbon emissions, and new technology requires a huge amount of electricity to keep going.*

VOCABULARY & READING
LANDSCAPE

1 Before students look at the word box, ask them to look at photo A and elicit a description of what they can see and how they would feel if they were in this place. Students then work in pairs and just look at the first task. When they have matched the words, elicit the five words that could describe things in the photo and what they mean. Students then match the other words to the other pictures. Point out that one of the words is not used. Elicit the answers and, if you did the Warmer activity, ask if they could have used any of the words in the activity to talk about things they pass on the way to school and, if so, where these things are. Elicit the word not used (*coordinates*) and point out that it relates to the photo on the top right of the page.

Answers

A coastline, cove, rocky, scenic, vegetation
B flyover C alleyway D underpass E summit
F landmark G landowner

2 Look at the first sentence with the class and elicit which word from the box could be used to describe a landscape with few trees or plants (*rocky*). Students work alone and complete as many gaps as they can. If they aren't sure, they should leave the gap blank. When they have finished, they work in pairs to compare answers and to complete any sentences they couldn't do alone. Elicit the answers and ask the students to paraphrase the sentences to make the meaning of the missing words clear, e.g. 4 *Traffic congestion has been greatly reduced since they built a kind of bridge allowing traffic on one road to drive over the other roads without needing traffic lights or roundabouts to control the traffic flow.*

FAST FINISHERS

Ask fast finishers to look at the words they didn't use in Exercise 2 and to write a sentence using each one, e.g. *The drive to the coast was very scenic and pretty.* When everyone has finished Exercise 2, invite some of the fast finishers to share their sentences with the class.

Answers

1 rocky 2 alleyways 3 summit 4 flyover 5 underpass

CONTINUED ON PAGE 106

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BACKGROUND INFORMATION

In April 2021, there were 1,121 waymark categories, containing nearly a million waymarks, on the waymarking website. These are listed in departments, which are broader categories. As an example, the Oddities department includes such categories as Ghosts and Haunting, and Human Error. Clicking on the Human Error category, you can find such things as a level-crossing sign but no railway in Finland, Notre Dame Cathedral after the 2019 fire, and memorials which contain spelling mistakes. The Culture department has categories from Flags of the World to Artistic Seating and even Garage Door Art (a separate category from graffiti).

3 Before students look at the text, put them into pairs to discuss what *waymarking* could mean. Set a time limit of about 30 seconds and then give students one minute to look through the first paragraph on page 53. Tell them not to worry about the gaps for now. When they have finished, they discuss what they understood in pairs. Invite students to share their answers as a class.

Possible answer

It involves finding, photographing and sharing interesting places around the world.

4 First look at the example and elicit what *innovative* means (*new, different and better*). Students should then cover the options and look at gap 1. Elicit one or two ideas for words which could go into the gap. Students then think alone for 30 seconds and share their ideas in pairs. Elicit some ideas from the class.

Possible answer

For example, *interesting*, *special*, *unusual* would fit the meaning, but *interesting* and *unusual* could not fit the gap because they can't follow the word *a* because they begin with a vowel.

5 Now ask the students to look at the options offered for the first gap to see if any of their ideas from Exercise 4 are mentioned. If not, elicit the correct answer and what it means (literally: *worth making a note of; important or interesting enough to be worth our attention*).

Answer

B

PREPARE FOR THE EXAM

6 **C1 ADVANCED Reading and Use of English Part 1**

There are examples of this task type in Units 1, 3 and 6 and Review 1. Elicit what the students have to do and any helpful tips that they can remember. Encourage them to follow the tips that their classmates mention.

Students work alone under exam conditions. Set a time limit of about eight minutes and tell them that, if they aren't sure of any of the answers, they should reject any options that they are sure are wrong and then make a guess about the correct answers. They can't lose marks for getting a wrong answer, so they should never leave a gap blank. Elicit the answers and the meanings of the correct options.

Answers

1 B 2 B 3 C 4 C 5 B 6 D 7 B 8 A

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

7 Tell students to read through the remaining three paragraphs quickly to find out what categories of waymarking each person is interested in and why. Elicit their answers: Ben – graffiti – he loves art and using it to convey a message; Skylar – beaches – she likes surfing and discovering new places; Marcus – oddities – he is interested in random facts. Students then read through the questions and mark who they think each one matches. When they have read the texts thoroughly, elicit the answers and the information in the paragraphs which helped them to decide.

MIXED ABILITY

Weaker students work in groups of three. They choose one of the people each and decide which of the questions relates to their person. When they have all finished, they tell each other which questions they chose and what it says in the text which gave them the correct answer. If more than one student has matched the same question to their text, they have to decide who is correct and why. If no one matched one of the questions, they get together to try to find out who it matches.

Answers

1 Skylar 2 Ben 3 Ben 4 Marcus 5 Ben 6 Marcus 7 Ben 8 Skylar

TALKING POINTS

Put the students into groups of three or four. Give them 30 seconds to think of ideas alone and then allow about three minutes to discuss the questions together. When they have finished, have a class vote on who would or wouldn't like to try waymarking and invite one or two students to say why or why not. Then invite the groups to share their ideas about the third question with the class.

COOLER

Put students into small groups. Each group thinks of a few possible waymarking categories, e.g. historic buildings, viewpoints, shop-window displays. They then swap their list with a different group. Groups now have to try to think of examples of these categories in their home town or other places they know. Set a time limit of about two minutes and then elicit some of the categories and examples that students thought of.

» ALSO REFER TO WORKBOOK PAGES 40–41

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The wonderful world of waymarking

Three members of the waymarking community tell us about their favourite categories 31

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

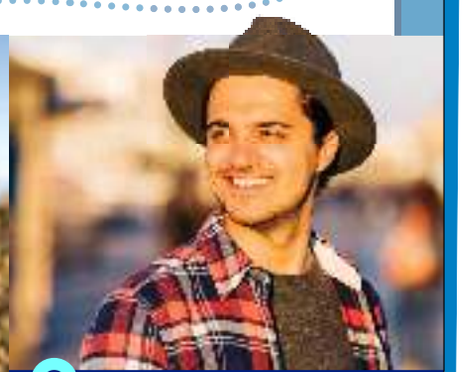
I first became interested in graffiti when I was a child. I used to go to school via an underpass which was full of the most imaginative and colourful pictures and messages. It really brightened up my walk. Gradually, I came to know the artists and learned about the messages they were trying to convey. 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?

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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.

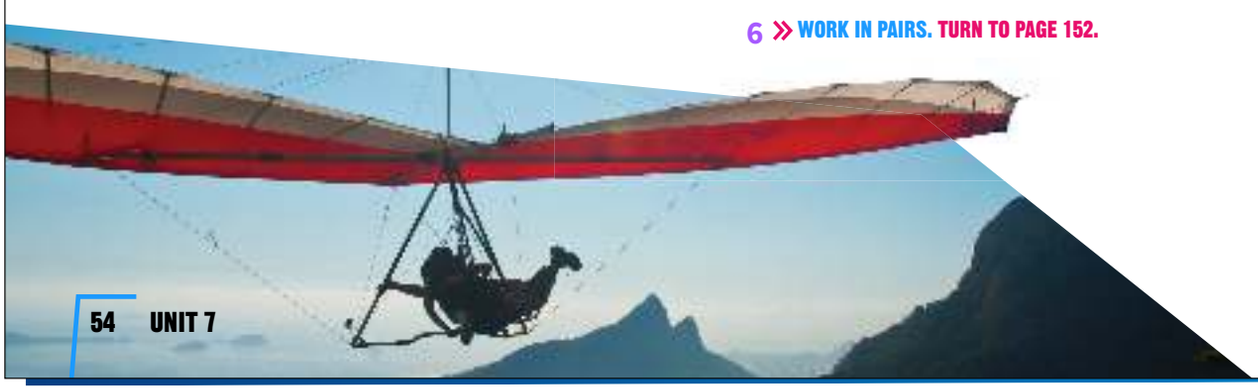
PREPARE FOR THE EXAM

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.



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GRAMMAR
CONDITIONALS AND CONJUNCTIONS

WARMER

Tell students that you are going to dictate the beginnings of four sentences. They should write these and then complete each one with their own ideas. Students then work in small groups to compare ideas and correct each other's sentences if necessary. Elicit some of the examples students wrote.

Say: *If I have more free time next week,*

If I had more free time,

If I had had more free time last week,

Unless I have more time next week,

1 Look at the first heading with the class and ask what a zero conditional tells us about (*something that is always true*) and how it is formed (*usually:* If + *present simple* + *present simple*). Elicit which sentences talk about something that is a general truth (*a, f, h*). Students do the same in pairs for the other headings. Elicit the answers and the uses and form of the different conditionals.

Answers

1 a, f, h 2 b, g 3 c 4 e 5 d 6 provided that, even if, as long as, only if 7 unless 8 whether or not

2 Look at rule 1 with the class and elicit the correct answer. Students then do the same in pairs with the other rules. Elicit the answers and try to elicit example sentences for each conjunction used, e.g. *Even if it rains, we'll have a good time*.

Answers

1 Unless 2 Whether or not, even if 3 provided that, as long as, only if

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 291

3 Tell students that some of the verbs will have to be made negative. They work in pairs to discuss the form needed for the conditional given and whether either verb should be made negative for it to make sense. Elicit the full form of the first sentence: *If farmers had known the harmful effects of chemical fertilisers, they wouldn't have used them*. Students then do the same for the other sentences. Elicit the answers and ask the class if they think that sentences 1, 2 and 3 are true or not and why.

Answers

1 had known, wouldn't have used 2 wouldn't know, hadn't been invented 3 is, will be able to 4 weren't/wasn't, wouldn't have discovered 5 would join, had

4 Students read through the sentences in pairs and decide which is written correctly. Elicit which one (sentence 3) and then students work in pairs to rewrite the others correctly. Elicit the answers, including two ways of correcting sentence 1 if students haven't given both possibilities (*if you don't start out early; unless you start out early*).

FAST FINISHERS

Tell fast finishers to choose one half of the sentences in the exercise and complete them in a way which is different to that used in the exercise, e.g. *1 It is impossible to reach the summit unless* ***you have the right equipment****. /* ***You will get stuck in traffic if*** *you don't start out early in the morning*. They can change the conditional if appropriate, e.g. *4 If I was more creative,* ***I would study art at university***. Invite students to share their sentences with the class when everyone has finished the activity.

Answers

1 … unless **you start** out early in the morning / … **if** you don't start out early in the morning.
2 We could have grown vegetables here **if** the ground had been less rocky.
3 *Correct*
4 If I **was / were / had been** more creative, I would have become a graffiti artist.
5 The landowner let the scouts camp on her land **provided that / as long as** they didn't leave any mess.

PREPARE FOR THE EXAM

5 **C1 ADVANCED Reading and Use of English Part 4**

Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 22. Remind students that there are two possible marks for each answer.

Look at the first question with the class and tell the students that one mark will be given for the part of the answer that includes a word with the opposite meaning of *lend* and the noun which already appears in the original sentence. The second mark will be for a phrase meaning *if* which contains the word in capitals. Remind students to stick to the word limit (between three and six words) and not to change the form of the word in capitals in any way. Students complete the activity alone and then compare answers in pairs. For each question, tell the students what they need to write for each mark in the answer.

Answers

1 borrow my car | as LONG as / so LONG as
2 WHETHER or not | Sam approves
3 ONLY if | it doesn't/does not snow / there's/there is no snow / it hasn't/has not snowed
4 PROVIDED (that) | you tell (us) the
5 hadn't/had not made FUN | of David
6 UNLESS you have/you've been trained OR UNLESS you have/you've | had/received/undergone (some) training

6 Look at the exercise on page 152 with the students. Elicit some ways of completing the first sentence, e.g. … *unless I was a farmer; … unless I had a helicopter to get to the city quickly; … unless I was retired*. Set a time limit of about three or four minutes for students to complete the sentences. Students who finish more quickly should think of alternative endings for some of the sentences which are either also true or which are false. When they discuss the sentences in pairs, they can see if their partner can guess which statement is false. Invite students to share one or two of their sentences with the class.

Answers

Students' own answers

» PRACTICE EXTRA: UNIT 7 – GRAMMAR – CONDITIONALS AND CONJUNCTIONS

» GRAMMAR WORKSHEET: UNIT 7

» ALSO REFER TO WORKBOOK PAGE 42

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VOCABULARY
HOMOPHONES, HOMONYMS, HOMOGRAPHS

1 Look at the instructions with the class. Give one example, e.g. *a tracking device which is connected to endangered animals so that their position can be monitored*. Students then work in small groups to think of other ideas. Set a time limit of about two minutes and invite students to share their ideas with the class.

Answers
Students' own answers

32 2 When students have listened to the introduction once, ask them to discuss what they heard in pairs and then elicit the second idea mentioned (*driverless cars*). Ask students for their opinions about driverless cars and their reasons for them. Then play the recording a second time for them to complete the introduction. Don't check answers yet.

Answers
Students' own answers

» AUDIOSCRIPT TB PAGE 314

3 When students have compared answers, elicit the words and the spelling, pronunciation and meaning of each one. Ask the students if there is anything they notice about the six words. (*They all have either the same spelling or pronunciation (or both) as other words with different meanings.*)

Answers
1 hard 2 allowed 3 current 4 some 5 object 6 lives

4 When students have finished, elicit the answers and ask the students which of the words from Exercise 2 can be both a homonym and a homophone (*The answer is* current, *as it also has a homophone* currant, *which is a kind of fruit.*).

Answers
a allowed; sum = the total of two amounts or an amount of money; aloud = not quietly / silently
b hard; current = flow of water or electricity; hard = not soft
c lives; object /ˈɒbdʒekt/ = an item; lives /lɪvz/ = third person singular of *live*

33 5 Tell students to look at the photo on page 55 and discuss in pairs what the conversation might be about. When they have listened, elicit the problem and how technology might help it (*It can use infrared cameras and pilotless planes to identify animals and also poachers.*).

Answer
How to keep track of endangered species

» AUDIOSCRIPT TB PAGE 315

6 Look at the first choice of words with the class. Elicit the correct answer and what it means (*It is the past participle of the verb* to lead.). This is also more complicated because the verb *lead* is a homograph of *lead* (the metal). Students complete the exercise alone and then compare answers in pairs. Elicit the answers and the meanings of the wrong words.

MIXED ABILITY
Students work in pairs and do as much of the exercise together as they can. For any words they are unsure of, they each look up the meaning of one of the two homophones and tell each other their definition. Together they decide on the correct choice.

Answers
led, role, planes, past, course, weather, way, find
Meaning of other words: lead – infinitive of the verb / a heavy metal; roll – move in a circular direction / a small loaf of bread for one person; plains – large areas of flat land; passed – past tense of *pass*; coarse – rough, not smooth or soft; not in very small pieces; whether – if; weigh – to measure how heavy something is; fined – made to pay a sum of money as a punishment for breaking a law

34 7 Make sure students cover the audioscript extract in Exercise 8 while they are listening. When they have listened to the recording, they discuss what they heard in pairs and then uncover and quickly read the text in Exercise 8 to check.

Answers
Driverless cars are safer, but experts disagree over what their impact on the environment will be.

34 8 Before students listen again, ask them to look at the first pair of meanings and elicit which word could mean both (*while*). Students then do the same in pairs for the other meanings. When they have listened again, they work together to decide which meaning is correct. Elicit the answers.

Answers
1 while (a) 2 mean (a) 3 trips (b) 4 close (b) 5 minute (a) 6 complex (b)

» AUDIOSCRIPT TB PAGE 315

9 Look at the first highlighted word in Exercise 8 (*mean*) and elicit whether it is a homonym or homograph (*a homonym*). Students work in pairs to decide whether the rest of the words are homonyms or homographs. Elicit answers.

Answers
homonyms: mean, trips, while, complex
homographs: close, minute

35 10 Look at the first pair of sentences and elicit the pronunciation of *desert* in both. Students do the same for the other sentences. When they have listened, elicit the answers and then drill each highlighted word in both ways.

Answers
1 a 2 a 3 b 4 a 5 b

» AUDIOSCRIPT TB PAGE 315

COOLER
Tell students you are going to dictate some sentences for them to write them down. They then compare answers in pairs to see if they used the homophones correctly:
I heard a herd of buffalo.
The past has passed me by.
We found a way to weigh things without scales.
I will swim whether the weather is good or bad.
The planes flew over the plains.
Some sums are harder than others.

» PRACTICE EXTRA: UNIT 7 – VOCABULARY – HOMOPHONES, HOMONYMS, HOMOGRAPHS
» VOCABULARY WORKSHEET: UNIT 7
» ALSO REFER TO WORKBOOK PAGE 43

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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?**

32 **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.**

EP **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?

33 **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.

34 **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?**

EP 34 **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?**

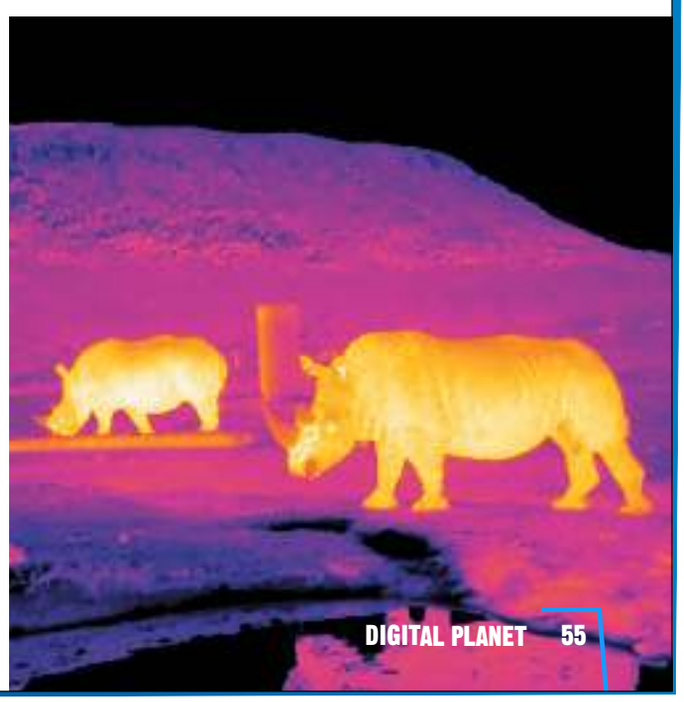
Now, most of us love the idea of driverless cars but how safe are they and what will their introduction to our roads mean? Well, the truth is that most accidents happen when the driver behind gets too close. Even a minute delay in a driver's reaction when the car in front brakes can have serious consequences. 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?**

35 **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.



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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?**

1 All the extracts are monologues.
2 You will hear four different speakers.
3 All the speakers talk about different topics.
4 You must complete the same two tasks for all the speakers.
5 There are six options to choose from in each task.
6 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?

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

37

» 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.**

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

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LISTENING

WARMER

Write one or two homophone pairs on the board, e.g. *weak, week*. Students work in pairs to think of similar word pairs. Elicit some of their ideas and the meanings and spellings.

1 Look at the first photo and elicit what kind of technology it is. Elicit anything they know about this sort of technology and why it is useful. Students then do the same in pairs for the other photos. Invite students to share their ideas.

Possible answers

A solar cooker B webcams in nesting boxes
C ride-sharing apps D a smart home

2 Elicit anything the students know about Part 4 of the Listening exam and then go through each statement with the class, eliciting whether it is true or false.

Answers

1 True 2 False – five 3 False 4 True 5 False – eight 6 False

3 Look at the first phrase in the box (*a bit concerned about*) and elicit which column it goes in (*Expressing attitudes and feelings*). Students then complete the table alone. Elicit the answers.

Answers

Relating to the topic of technology and the environment	Expressing attitudes and feelings
charcoal generates inventors raw materials solar rays tide	a bit concerned about a complete eye-opener always assumed hadn't realised it upsets me luckily for us obsessed with

PREPARE FOR THE EXAM

C1 ADVANCED

Listening Part 4

In this part, students listen to five short monologues on one topic. Each of these lasts about 30 seconds. They have to match each speaker to the correct answer in the two sets of options. In each set, there are eight options to choose from, so three are not matched. Students listen twice, so can try to do both tasks at once and then check their answers on the second listening or concentrate on one task each time; however, if they do this, they can't check their answer to the second part of the task. The questions test things such as attitudes, feelings, opinions, purpose or gist.

Tips Students should read through the questions and options in the time allowed before the listening starts. There may be some false clues in the texts which students should be aware of.

4 Look at the instructions with the class and elicit an answer to the question, e.g. they may hear one of their words in the recording. Set a time limit of about two minutes for students to do the same for Task Two, but you may want to warn them they won't have that much time in the exam.

MIXED ABILITY

Put weaker students into groups of four if possible. They each look at two of the points in Task Two and think of synonyms or words with similar meanings to the key words in the task. They have about one minute to do this and then share their ideas as a group and note down the words the other students thought of.

FAST FINISHERS

Ask fast finishers to look at Task One and see if they can think of one or two more synonyms or similar words apart from those in the Student's Book, e.g. *B cheap, surprising*.

Possible answers

A invasion of privacy (spy on, private life)
B deeply rooted fear (get over, long-held, afraid, scared)
C part, solution (a bit of, not all, fix, solve)
D unsuitability, climates (bad, weather)
E expense, future development (cost, price, improve, advances)
F lack of concern, safety (not worried, dangers, security)
G accept change (get used to, different, alter)
H time required, process, information (time needed, deal with, details)

36 5 Students look at the options chosen by the three people and look at their notes for those options. When they have listened twice, they discuss answers in pairs. Elicit the correct answers and why the other options weren't correct, and why the other students got confused.

Answers

Task One H Task Two B
Task One: Speaker 1 – Marion is correct (H) – The speaker says … *the best thing is its application in parts of the world where there's no access to electricity*.
Task Two: Speaker 1 – Darius is correct (D). The speaker says *The solar rays here are rarely powerful enough.*

» AUDIOSCRIPT TB PAGE 315

37 6 Tell students to try to listen for the answers to both tasks on the first listening so that they can use the second listening to check their answers. When they have listened twice, elicit the answers.

Answers

Note: Possible distractors are given in brackets.
Task One: Speaker 2 B (D) Speaker 3 F (B, C, D) Speaker 4 G (C) Speaker 5 D (A, B)
Task Two: Speaker 2 B (A, E, F, G) Speaker 3 C (D, E, H) Speaker 4 H (D) Speaker 5 A (F)
The key words from the options are unlikely to be in the audio.

» AUDIOSCRIPT TB PAGE 315

» PREPARE FOR THE EXAM TEACHING NOTES AND ANSWER KEY TB PAGE 284

7 Re-elicit the five innovations and write them on the board: *solar cookers, sharing economy, seabin, webcam for bird watching, alerts about people leaving the house*. Give students one minute to order them and then two minutes to compare lists and discuss the reasons for their choices.

Answers

Students' own answers

8 Set a time limit of about three minutes for students to discuss the questions in pairs. Invite students to share their ideas as a class.

Answers

Students' own answers

» ALSO REFER TO WORKBOOK PAGE 44

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SPEAKING
CONTRASTING OPINIONS

1 Look at the questions with the class and elicit what they remember from the listening lesson. Students then discuss any other ideas for each question that they can think of.

Possible answers

1 The sharing economy refers to sharing assets or services between private individuals, such as renting out a room in your house or renting out your car when you're not using it, typically via the internet.
2 It can screen visitors; detect intruders; detect fire and gas leaks; remotely operate heating, lights and cooker; switch on lights and music as you enter the room; allow access through bio-metrics, etc.
3 Energy that does not pollute the atmosphere, e.g. electricity, nuclear, solar, wind, geothermal, biomass, hydroelectricity, hydrogen, ocean.

PREPARE FOR THE EXAM

2 C1 ADVANCED Speaking Part 3

Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 54. A stronger student who is aware that their partner isn't saying much can help them by asking them for their opinion and why they feel that way. Doing this will also count in the stronger candidate's favour on the Interactive Communication assessment scale.

Look at the examiner's instructions and the task with the class and elicit what they might mention. Students then look at the questions in pairs. Elicit the answers.

Answers

1 Your partner 2 About two minutes 3 Yes (but not much – about 15 seconds) 4 Five 5 No 6 No

38 **3** When students have listened, they compare the number of ticks they wrote. Elicit who asks the most questions (*Javier*), who agrees most often (*Javier*) and who changes the topic most often (*They are equal.*).

Answers

	Javier	Elena
asks a question	(6 ticks)	(3 ticks)
agrees or partially agrees with their partner	(4 ticks)	(2 ticks)
changes the topic	(2 ticks)	(2 ticks)

38 **4** Students discuss what they remember in pairs. When they have listened again, elicit the answers.

Answers

1 true, about 2 said 3 (you know) technically 4 what 5 ways of looking 6 one; other

» AUDIOSCRIPT TB PAGE 315

5 Set a time limit of two minutes for the students to carry out the Part 3 task.

Answers

Students' own answers

39 **6** Look at the instructions with the class. When the students have listened to the recording, they discuss the answers in pairs. Elicit what the students thought of their performance.

Answers

They choose petrol-less cars and solar/wind power. They are successful because they listen and respond to each other, use some appropriate phrases and reach agreement within the time frame.

» AUDIOSCRIPT TB PAGE 316

7 Read out the examiner's instructions from Exercise 6 and allow the students one minute to do the task.

Answers

Students' own answers

8 Students say which two statements are false. Elicit what the true answers would be.

Possible answers

1 – The questions all relate to the topic of Part 3; 2 – You will interact with the other candidate as well as the examiner.

PREPARE FOR THE EXAM

C1 ADVANCED
Speaking Part 4

The questions in Part 4 link thematically to the topic of the discussion in Part 3. The examiner can ask one of the two candidates one of the questions and then ask the other candidate if they agree or disagree, or the examiner can ask both candidates at the same time.

40 **9** Play the recording and elicit the answers. Ask students who they agree with most and why.

Answers

1 Different 2 Similar 3 Similar 4 Different

40 **10** Students listen again and note down the specific examples that they give to each question.

Answers

1 Paper-less courses, frequent upgrades to mobile phones
2 Biofuel hasn't been explored enough. 3 Giving away a lawnmower, renting rooms in homes leading to fewer hotels being built 4 We spend too much money on things we don't need. If we don't look after the environment, we'll have nowhere to live. On the other hand, we all need homes, food, jobs, and the things we buy provide work for other people to enable them to live.

» AUDIOSCRIPT TB PAGE 316

11 Students work in pairs to discuss the questions.

Answers

Students' own answers

» PREPARE FOR THE EXAM TEACHING NOTES AND ANSWER KEY TB PAGE 286

12 Look at the task on page 151 with the students. When both pairs have spoken, they discuss what they liked about each other's answers.

Answers

Students' own answers

COOLER

In pairs, students compare two photos from page 56, saying how technology is used in each, and which is the most useful idea.

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SPEAKING
CONTRASTING OPINIONS

1 **Discuss with a partner.**

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

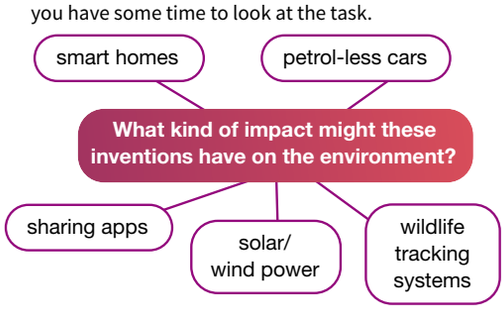
PREPARE FOR THE EXAM

Speaking Part 3

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

1 Will you be speaking mainly to the examiner or your partner?
2 How long do you have for the task?
3 Do you have preparation time?
4 How many items are there to discuss?
5 Do you have to talk about all the items for discussion?
6 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.

38 **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		



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.**

39 **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?**

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

PREPARE FOR THE EXAM

Speaking Part 4

40 **9** **Read the Part 4 questions. You will hear Javier and Elena discuss them. Do they have similar or different opinions on each one?**

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

40 **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.

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8 FAME AT LAST!



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

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8 FAME AT LAST!

Unit Overview

TOPIC	Entertainment and celebrities
VOCABULARY	Celebrity; Dependent prepositions
READING	Celebrity worship syndrome
GRAMMAR	Relative clauses; Participle clauses
WRITING	A formal email
EXAM TASKS	Reading and Use of English Part 8, Reading and Use of English Part 3; Writing Part 2 (a formal letter or email)

Digital Resources

Lesson Plus: Unit 8
Practice Extra: Unit 8
Test Generator: Unit test 8

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 167; TB page 292
PREPARE FOR THE EXAM: SB pages on TB pages 258, 266 and 269; TB pages 278, 280 and 282
WORKBOOK: pages 46–51
VIDEO AND VIDEO WORKSHEET: Don't you know who I am?
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 8; Vocabulary worksheet Unit 8

WARMER

Tell students to work in small groups. Each group has to think of a very famous person. They then write five clues about the person, starting with something vague, e.g. *It's a man*, and finishing with something that makes the person easy to guess, e.g. *He won an Oscar for the film* The Revenant, *but his most famous film is* Titanic. (*Leonardo de Caprio*) When students are ready, one group reads out their clues one by one. After each one, the other groups can choose whether to guess or not. They get five points if they guess correctly after one clue, four points after two clues, and so on. However, each group is only allowed one guess so, if they are wrong, they can't guess again after the next clue.

ABOUT YOU

▶ 08 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the *About you* box with the students. Students work in small groups. Set a time limit of two or three minutes and then invite students to tell the class about any celebrities they have met and have a class vote on whether or not they would like to be famous.

VOCABULARY & READING

CELEBRITY

1 Tell students not to worry about the words in blue for this exercise. They can look for other clues which will help them do the matching, e.g. *giving birth – baby*. When students have finished, elicit the answers and any words which helped them.

Answers
1 e 2 a 3 c 4 b 5 d

2 Look at sentences 1 and e. Ask students to say, in their own words, what the pop star hasn't done and what will happen when she does. Students work in pairs to do the same for the other sentences. Elicit their ideas and give correct definitions if necessary.

Answers
public appearance – a time when a person (usually a famous person) takes part in an activity and is seen by other people, especially members of the public
aspire to – want something very much or hope to achieve something or be successful
sneak into – enter a place while trying not to be noticed
endorsed – make a public statement of your approval or support for something or someone
in the spotlight – receiving a lot of public attention
A-list celebrity – person who is extremely famous, especially a top pop star or actor
credibility – the fact that someone can be believed or trusted
big names – famous people
stalker – a person who illegally follows and watches someone over a period of time
hit the headlines – suddenly be in the news

3 Look at the first sentence with the class. Elicit the correct answer (*public appearance*). Students then complete the exercise alone and compare answers in pairs. Elicit the answers, but don't ask the students the questions yet.

MIXED ABILITY

Help weaker students by looking at what types of words the highlighted words and phrases are:

Verbs: *aspire to, endorse, sneak into*

Nouns: *public appearance, A-list celebrity* (starts with a vowel), *big names* (plural), *stalker, credibility* (uncountable)

Phrases: *(be) in the spotlight, hit the headlines*

Answers
1 public appearance 2 aspire to 3 A-list celebrity
4 sneak into 5 endorsed 6 stalker 7 big names
8 in the spotlight 9 credibility 10 hit the headlines

4 Students work in pairs. Set a time limit of about four minutes and then discuss the questions as a class.

Answers
Students' own answers

CONTINUED ON PAGE 118

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BACKGROUND INFORMATION

Robin Dunbar is possibly most famous for stating that there might be a limit to the number of real friends a person can have, i.e. the number of people you can maintain social relationships with. He claimed that most people have about 150 people who they know by sight and have some sort of relationship with, of which only five are really close, intimate friends.

Wanna One were an 11-member K-pop band. They formed in June 2017 and split up two years later after five albums and six hit singles. In Korea, there is a special word for a fan who becomes so obsessed with a celebrity that they become a stalker. It is a *sasaeng fan*. The word translates as 'private life', as these fans invade their heroes' private lives.

5 Students discuss the question in pairs for about one minute. Elicit some ideas and then give students two minutes to read the text quickly. When they have finished, elicit what they found out and ask them to write a short definition of *celebrity worship syndrome* in pairs. Invite students to share their definitions with the class.

Answers

Students' own answers

6 Students stay in pairs and look again at the text; this time, they read two sections of the text each and then summarise these to their partner. When they have done this, they decide which writer they would choose and why. Invite students to share their ideas with the class. (There is no correct answer, but A explains what the issue is; B looks at different levels of fan worship and touches on the problems of the highest level; C tells us about obsessions and gives an example of what fans have done; D questions how important celebrity gossip is and its impact on celebrities.)

Answers

Students' own answers

PREPARE FOR THE EXAM

C1 ADVANCED

Reading and Use of English Part 8

In this part, students read one text divided into four or five sections, or four or five shorter texts on a common topic. They have to match ten questions with the relevant information in the different sections or texts. There is only one possible answer for each question. However, some ideas may be present in more than one section or text, so students must be careful to decide which section or text contains the precise answer for each question, and why the other options are incorrect. The task tests understanding of detail, attitude and opinion.

Tips To avoid re-reading each section for each question, students should read the whole text first to have an understanding of what each section is about and how they differ. This will help them to do the matching more quickly. This is what they have done in Exercises 5 and 6. They then read each section in turn and choose the questions which match it. Encourage students to highlight the parts of each section where the answers to the questions can be found and to put the question numbers next to them; this will make it easier for students to check their answers. If, when they have finished, they find that they have matched the same question twice or failed to match a question, they should re-read the text to check and complete their answers.

7 Give students about one minute to look through the ideas 1–10 and note key words, e.g. *beneficial, common*. Students then read the paragraph by writer A and find the information about the four points mentioned in Exercise 7. Elicit this, i.e. *poster – just about every adolescent has a poster of a celebrity stuck on their bedroom wall; animals – identify and look up to the strongest; hunting – people used to respect the best hunters, now we look for something else; Robin Dunbar – we're fascinated by celebrities but might not actually try to copy them*. Students then look again at the ideas 1–10 below and see if any of the information they found matches these.

Answers

a poster of a pop star – idea 2
how animals behave – not mentioned
hunting – idea 5
the quote from Dr Robin Dunbar – idea 10

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

8 Students may have an idea of which paragraph the ideas should link to from what they found out in Exercises 5 and 6. Students do the same for paragraphs B, C and D as they did for paragraph A in Exercise 7. They then go back through all the paragraphs if they weren't able to do any of the matching. Elicit the answers and the information in the paragraphs which helped them to decide.

FAST FINISHERS

Ask fast finishers to look through the paragraphs to find words which they think other students might not know, e.g. *to replicate*. When everyone has finished the exercise, elicit the answers and then invite the fast finishers to tell the class their words and where they are in the text. The other students try to give a definition for them or paraphrase the sentence in which they appear, e.g. *It aims to copy what happens with animals in their natural habitat.*

Answers

1 B 2 A 3 D 4 C 5 A 6 D 7 B 8 B 9 C 10 A

» PREPARE FOR THE EXAM TEACHING NOTES AND ANSWER KEY TB PAGE 280

TALKING POINTS

Ask students to look at the questions alone and think about their own answers and the reasons for them. Give them about one minute and then put them into small groups to share their ideas. When they have finished, ask the class what they know about certain famous people, even those who they aren't particularly interested in, e.g. *I know that George Clooney went to Prince Harry and Meghan Markle's wedding.* Students discuss some stories and where they heard the news.

COOLER

Look at paragraph A with the class again. In groups of three or four, students tell each other which posters they have put up in their bedrooms since they were young and whether they have any posters now. Invite groups to share some of the information with the class.

» ALSO REFER TO WORKBOOK PAGES 46–47

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CELEBRITY WORSHIP SYNDROME

41

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?

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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 –

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

2 Choose the correct option to complete the rules.

a Sentences 1 and 3 include **defining** relative clauses. The information in a defining relative clause *is / isn't* an essential part of the sentence.
b 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.
c 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*.
d 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*.

0 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.
1 I've met several A-list celebrities. I can't say that many of them were particularly friendly, to be honest. (few)
2 We had a day at DisneyWorld. We spent most of it queuing for rides. (the majority)
3 I was listening to a podcast about Suzanne Collins. I've read every book she's written. (all)
4 Listen to these recordings of the sea. They will help you to relax. (the sound)
5 There were lots of my parents' cousins at the wedding. I didn't recognise many of them. (hardly any)
6 I've just read a hilarious article about reality TV stars. There are reality TV stars who are only famous for being famous. (some)
7 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.

a Find me one person who didn't have a poster of a pop star stuck on their bedroom wall when growing up.
b First coined by Dr John Maltby, the term 'celebrity worship syndrome' describes this phenomenon.
c While fans may believe that following stars around is a great compliment, those being followed rarely agree.
d After having photographed themselves with the band, they then demanded to be let off the aircraft.

1 past participle clause, with passive meaning
2 perfect participle clause, with *having* + past participle
3 present participle clause, with passive meaning, being used as a relative clause
4 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

0 Please take everything with you, as any items *left* behind in the auditorium will be thrown away. Thank you.
1 People _____ to be famous should consider whether or not they'd actually enjoy being constantly in the spotlight.
2 Any passengers _____ for two hours or more are entitled to a refund.
3 _____ outside the venue, the photographers took pictures of the celebrities as they arrived.
4 _____ everywhere, Marta was forced to concede that she wasn't going to find her phone.
5 Police say it is unlikely that the goods _____ in the robbery will ever be recovered.
6 People _____ on television may find that they get recognised later by complete strangers.
7 _____ all over the world nowadays, coffee was once completely unknown outside of the Arabian peninsula.
8 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.

1 It must be amazing to get paid for something you enjoy doing it.
2 I'd be more likely to buy branded jeans been endorsed by a celebrity.
3 Anyone having over 1,000 followers must be exceptionally talented in some way.
4 It's a shame that the jobs society needs most are not the jobs for people get famous.
5 Most of the contestants entered talent shows are doing it mainly because they crave attention.
6 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.

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GRAMMAR
RELATIVE CLAUSES

WARMER

With books closed, put the students into small groups. Tell them you are going to dictate the beginnings of some sentences and they have to complete them in their own words. For example:

A stalker is someone who …

Being famous is something which …

Hollywood is a place where …

When students have finished, invite them to share some of their sentences with the class and elicit what they think the grammar section will be about.

1 When students have completed the exercise, elicit the answers and ask why there are three possible answers to sentence 1 (*We can use* which *or* that *as a pronoun for things in defining relative clauses. We can leave out the relative pronoun in defining relative clauses if it describes the object of the sentence – in this sentence, the object is* fame and fortune.).

Answers

1 that/which/– 2 where 3 whereby 4 whom

2 Look at the first rule with the class. Ask a student to read out sentence 1 in Exercise 1 up to the word *something*. Ask if this makes sense (*No*) and then elicit the correct option for the first rule. Students then do the same for other three rules. Elicit the answers and elicit when we use *whom* instead of *who.* (*Whom* refers to the object of a sentence, but is generally only used after a preposition, e.g. *many of whom, to whom, with whom*, etc. In informal sentences we tend to use *who*, e.g. *He's the man who I talked to yesterday. He's the man* ***to whom*** *I talked yesterday.*)

Answers

a is (sentence 1: defining relative clause is *that/which we aspire to*)
b would still c 1 (*that/which* can be omitted) d 4

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 292

3 Look at the example sentence with the class and elicit the changes made. Now look at sentence 1 with the class. Ask what or who the relative pronoun will refer to (*A-list celebrities*) and how the relative clause will start (*few of whom*). Students complete the rest of the activity in pairs. Elicit the answers and what the relative pronouns refer to in each case.

Possible answers

1 I've met several A-list celebrities, few of whom were particularly friendly, to be honest.
2 We had a day at Disney World, the majority of which we spent queuing for rides.
3 I was listening to a podcast about Suzanne Collins, all of whose books I've read.
4 Listen to these recordings of the sea, the sound of which will help you to relax.
5 There were lots of my parents' cousins at the wedding, hardly any of whom I recognised.
6 I've just read a hilarious article about reality TV stars, some of whom are only famous for being famous.
7 The football association has set up a new website, the purpose of which is to raise money for training camps for young players.

PARTICIPLE CLAUSES

4 Look at the first description with the class and elicit the sentence it matches (*sentence b*). Ask the students to make a sentence with this information using a relative clause and starting: *The term …* (*The term 'celebrity worship syndrome', which was first coined by Dr John Maltby, describes this phenomenon.*) Students do the rest of the matching in pairs and try to rewrite sentences a and c with a relative clause. Elicit the answers and alternative sentences (*a … when they were growing up*; *c … those who are being followed*). Ask, if the participle clauses in sentences a–c replace relative clauses, what structure does *having* + past participle replace in sentence d? (*It replaces the past perfect – They demanded to be let off the aircraft after they had photographed themselves with the band.*)

Answers

a 4 b 1 c 3 d 2

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 292

5 Look at the example sentence with the students and ask them why the missing word is *left* (*It is a passive form – the items are left, people leave them.*). Students then look at sentence 1. Ask if this is passive or active (*Active – the people are the ones who want to be famous.*). Students work alone and then compare answers in pairs. Elicit the answers.

Possible answers

1 wanting 2 delayed / having been delayed 3 Standing
4 Having searched 5 stolen 6 appearing 7 Consumed
8 seeking

6 Look at the instructions with the students and ask them to find the two correct sentences first. Elicit ideas and tell the students who is correct if they don't all agree. The students then work in pairs to correct the other four sentences and discuss them. When they are ready, elicit the corrected sentences and invite students to share their ideas about them.

Answers

1 It must be amazing to get paid for something you enjoy **doing**.
2 I'd be more likely to buy branded jeans **that/which had** been endorsed by a celebrity OR jeans endorsed by a celebrity.
3 *Correct*
4 It's a shame that the jobs society needs most are not the jobs **people get famous for** OR for **which** people get famous.
5 Most of the contestants **entering** talent shows are doing it mainly because they crave attention.
6 *Correct*

7 Look at the exercise on page 151. Elicit the words needed to complete the first sentence and then ask students to work in pairs to complete the other five. Elicit the answers before the students discuss whether they think they are true or not. When they have finished, invite them to share their opinions as a class.

FAST FINISHERS

Ask fast finishers to make different sentences using some of the words in the two boxes, e.g. *After eating Thai food in Bangkok, I realised that the Thai food we get in this town is not very authentic!* When everyone has finished the activity, invite fast finishers to share their sentences with the class.

Possible answers

1 If asked / When asked 2 Before going 3 When … charged / Once … charged / If … charged / After being ... charged 4 after eating / after having eaten 5 Almost universally admired
6 Anyone meeting / Anyone who meets

» PRACTICE EXTRA: UNIT 8 – GRAMMAR – RELATIVE CLAUSES, PARTICIPLE CLAUSES
» GRAMMAR WORKSHEET: UNIT 8
» ALSO REFER TO WORKBOOK PAGE 48

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VOCABULARY
DEPENDENT PREPOSITIONS

1 Look at the photo of the two actors and ask students if they know who they are (*Claire Foy and Matt Smith*). Elicit or tell students that they appeared in a series called *The Crown*. Discuss as a class what students know about the series and why it has been so popular.

Answers

Students' own answers
The Crown is a television series made by Netflix about the life and times of Elizabeth II, Queen of the United Kingdom. It covers British history from the 1930s to the present day and was made with a large budget. Different actors play the Queen and members of her family at different ages, and the series has received widespread critical acclaim.

42 **2** When the students have listened to the recording, elicit the answer and ask the students if anyone has ever persuaded them to watch something they didn't want to watch and then found that they actually enjoyed the programme.

Answers

She changes her mind about whether or not to watch *The Crown*. Her friend persuades her that it is good and that she should watch it.

42 **3** When students have listened to the recording again, elicit the answers and the meaning of *engrossed in* (*very interested in*), *imposed on* (*forced people to accept something*) and *misled over* (*told facts which aren't true*).

Answers

1 central to 2 coverage of 3 outbreak of 4 engrossed in
5 portrayal of 6 sympathetic to 7 adviser to 8 imposed on
9 misled over

» AUDIOSCRIPT TB PAGE 316

4 Students work in pairs and try to remember the correct prepositions without referring back to Exercise 3. When they have finished the exercise, they check their answers. Elicit the complete sentences before students start discussing them. When students have finished, invite them to share their opinions with the class.

Answers

1 to, d 2 on, a 3 of, c 4 about, b 5 about, e

5 Look at the first sentence with the class and elicit the correct missing words (*sympathetic to*). Ask the class if any other changes are needed to the sentence (*No*). Students then do the same for the other sentences. When they have finished, elicit the correct answers.

Answers

1 sympathetic to 2 coverage of 3 portrayal of 4 engrossed in
5 adviser to

6 Look at the three film types and elicit names of any famous examples of films or actors in such films, e.g. *silent film – Charlie Chaplin*. Students then work in small groups to share examples of films they have seen. Invite students to share some of their ideas and ask them to try to persuade the rest of the class that they should watch them.

Answers

Student's own answers

PREPARE FOR THE EXAM

7 **C1 ADVANCED Reading and Use of English Part 3**
Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 62. Remind students that they should read through the text once without worrying about the gaps to get an overall understanding of what it is about. Tell them it is important to use the context to understand whether a plural form or a word with a negative meaning is needed.

Students cover the words on the right-hand side of the text and read it quickly without worrying about the gaps. Set a time limit of about one minute and then elicit what it is about (*the film 'Singin' in the Rain'*). Ask how it relates to the three types of film in Exercise 6. (*It is a musical about the making of a black and white film at the time when films were changing from silent to colour, and the problems they had making it work.*)

Students then complete the exercise alone. Elicit the answers and ask questions about the words they used, e.g. *Why does gap 6 need a negative prefix?*

Answers

1 transformation 2 Central 3 breakthrough 4 adaptation
5 problematic 6 inappropriate 7 replacement 8 awareness

8 Students work alone and then compare answers in pairs. When they have finished, elicit the answers and discuss the sentences. For sentence 1, ask which film this could be describing; for sentences 2 and 3, ask the students if they know these films and what they think about them. For the last sentence, ask if there have been any transformations of areas in their town or, if not, which areas need transforming most of all and why.

MIXED ABILITY

To save time, tell weaker students that the phrases needed are from gaps 1, 6, 7 and 8 in Exercise 7, but they still have to decide which expression fits which gap.

Answers

1 inappropriate for 2 awareness of 3 replacement for
4 transformation of … from … into

COOLER

Students work in small groups. They choose a film that they all know and work together to describe the plot in a similar way to the description of *Singin' in the Rain*. When they are ready, invite students to tell the class their summary without mentioning the film. The other students guess what the film is.

» PRACTICE EXTRA: UNIT 8 – VOCABULARY – DEPENDENT PREPOSITIONS
» VOCABULARY WORKSHEET: UNIT 8
» ALSO REFER TO WORKBOOK PAGE 49

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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?**

42 **2** **Listen to the conversation. What does the woman change her mind about, and why?**

EP 42 **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 <u>positive</u> politicians in your country?
2 Do you think there's enough <u>time devoted to</u> 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 <u>representation of</u> you?
4 Are you ever so <u>busy concentrating on</u> something on your phone that you actually forget where you are!?
5 If you were an <u>expert whose job was to give guidance to</u> 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.

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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] _____

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WRITING
A FORMAL EMAIL

WARMER

With books closed, tell the students to imagine they are famous. They write down the best and worst thing about their life as a celebrity, e.g. *good service in restaurants, no privacy*. They then get into small groups to compare ideas. Invite students to share some of their ideas with the class. You could discuss whether all famous people face the same problems and advantages or whether different people (e.g. politicians, sportspeople, film stars, pop stars) experience different situations.

1 If students do the Warmer, they can stay in the same groups to see how many of their ideas are mentioned in Exercise 1 and then discuss the questions together. If they didn't do the Warmer, they can work in pairs and discuss the questions together. Set a time limit of about two minutes and then ask the class how they could avoid the things they didn't like, e.g. *reporters waiting outside your home – create a hidden escape route which takes you away from them; false stories – take the newspapers to court if they write anything untrue*.

Answers

Students' own answers

2 When students have read the task, they discuss together what the two questions are. Elicit these and ask the class what sort of ideas they might use in such an email, e.g. *It is only a small minority of people who are like this*. You could also ask about other aspects of the email, e.g. how formal or informal it should be (*As it is to the editor of a newspaper, it should be fairly formal.*).

Answers

Why do you disagree? What are young people's attitudes to becoming famous?

3 When students have read the email, they cover it and discuss in pairs the writer's answers to the questions from Exercise 2. They then read the email again to find out what arguments the writer uses to disagree (*It doesn't apply to all young people; no evidence is given to back up the argument; there's nothing wrong in wanting to be famous for achievements; most young people are aware that they won't become superstars.*). Elicit these and what the students think about the email overall.

FAST FINISHERS

Ask fast finishers to look at the email again and find interesting words or expressions, apart from the ones highlighted, e.g. *a sweeping statement*. They look up any that they aren't sure of the meaning of. When everyone has finished, invite the fast finishers to tell the class the vocabulary items they chose and what they mean (possible words: *priorities, sweeping statement, goals in life, excelling, judgemental, Needless to say, deluded*).

Answers

Yes, she's completed it successfully.

4 Tell students to look at the email in Exercise 3 in pairs without looking at the word box in Exercise 4 and discuss what could go in each gap, e.g. *1 inaccurate*. Elicit ideas and then have students look at the box and complete the email. Elicit the answers and what the sentences which include them mean, e.g. *1 I felt that the way you described people of my age and what we consider to be important in life was very wrong and unfair*. Finish by asking the class if they agree with the writer or not and why.

MIXED ABILITY

To help weaker students, elicit which three phrases from the box could finish a sentence or a question (*after all, what's wrong with that; highly misleading; not the case*). Of the others, elicit which is part of a question (*isn't it fair to say*) and for the other three phrases, what word they would be most likely to be followed by (*it has to be said **that**, the same is true **of**, there's no reason **to/for/why***). Students then use these clues to help them complete the email.

Answers

1 highly misleading 2 not the case 3 the same is true
4 it has to be said 5 there's no reason 6 isn't it fair to say
7 after all, what's wrong with that

5 Look at the *Prepare to write* box with the class and elicit what a *rhetorical question* is (*a question which isn't expecting an answer*). Students work in pairs to complete the box. Elicit the answers. You could try to elicit other possible words for different sections, e.g. *Adding points – Moreover*.

Answers

1 I would like to respond to the views expressed
2 Furthermore,
3 The writer claims that
4 as an 18-year-old myself,
5 I for one
6 Isn't it fair to say
7 after all, what's wrong with that?
8 I don't accept for a moment that
9 No evidence is provided to back up this allegation.

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6 Ask students to cover the endings. Look at the first beginning and ask students to say what the next word will be (*to*). Students work in pairs and do the same for all the beginnings and then uncover the endings and do the matching. Elicit the answers.

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

7 Look at the first sentence with the class and elicit what the mistake is and what it should be. Ask what kind of clause this is (*a passive participle – reduced from the relative clause* which were expressed). Students then work in pairs to correct the other sentences. Elicit the answers.

Answers
1 … to the views **expressed** …
2 … whereas this is clearly not **the** case.
3 … but isn't the same also true **of** older people?
4 … which I would like to **take** issue with.
5 I don't accept **for** a moment …
6 … it has to be **said** …
7 No evidence was provided in the article to back **up** the writer's claim …
8 … but there's **no** reason to jump to conclusions …

8 Put students into groups of three. Each student looks at one of the questions. They then take turns to ask the other two to discuss their question as if they were doing a Speaking Part 4 task. When they have asked and answered all three questions, discuss them with the class.

Answers
Students' own answers

PREPARE FOR THE EXAM

9 **C1 ADVANCED Writing Part 2 (a formal letter or email)**
Elicit what the students have to do and any helpful tips that they can remember. If necessary, read out the *C1 Advanced* exam box on TB page 38. You may wish to remind students that they should use the correct style and tone, depending on the target reader. In this task, the email is to the editor of a website criticising an article, so the language should be semi-formal or neutral. Opinions should be expressed strongly but politely. It is essential that students read the task carefully and follow the instructions completely, using paragraphs to order ideas logically and clearly.

Tips The vocabulary activities in Exercises 4–7 and the *Prepare to write* box give the students the sort of vocabulary necessary to state opinions and link ideas. In addition, the example email in Exercise 3 provides a model that they can follow to organise their email. Encourage them to read the task very carefully, marking or underlining the sort of information they need to provide.

Look at the task with the students and then elicit the answer to the first point with reasons (*They shouldn't do this because the task says that you believe the article's ideas are too negative.*). Students do the same in pairs for the other seven points. When they have finished, elicit the answers and tell the students once again that they should always read the task very carefully and underline the key points in it which show them what they have to do.

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

10 The students can do the writing in class or at home. If doing it at home, tell them to try to complete it in 45 minutes, spending about 10 minutes on planning, 30 minutes for the writing and 5 minutes at the end to check their grammar and spelling and make sure they have done everything required.

Model answer
Dear Sir or Madam,
Having read with interest your article about role models, I have to admit that I take issue with several of the points made, which I would like to elaborate on here.
The article seemed to assume that the most popular role models for young people are those who have substantial numbers of followers on social media. In fact, it even suggested that the more 'Insta-famous' a person is, the more likely young people are to look up to them. Speaking for myself and people I know, I'd say that the figures most likely to become role models are those who have achieved outstanding things, for example by defending human rights or raising awareness of environmental issues, regardless of how many followers they happen to have on social media.
The article also implied that those of us who look up to high-profile YouTubers are somehow shallow. This is clearly not the case – these people have achieved great things and captured the attention of the public largely because they are entertaining and articulate. These attributes make them ideal role models, as we can learn from their communication skills.
Many other role models that my contemporaries and I look up to are from the world of business, sport or entertainment, such as Elon Musk, whose drive and creativity are an inspiration to those of us who would like to work in the field of technology in the future.
In short, we all need role models to make ourselves and the world a better place.
Jan Stepak

COOLER
Put students into small groups. Ask the groups to discuss any other comments they have read about young people in newspapers, online, on TV or by members of their own family, which they disagreed with. Set a time limit of about three minutes and then invite each group to tell the class about some of the comments they discussed.

» ALSO REFER TO WORKBOOK PAGES 50–51

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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.



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LIFE SKILLS DIGITAL LITERACY

BEHAVING APPROPRIATELY ONLINE

44

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 …

43 **2** **Listen to the podcast. Does Donna mention any of your ideas?**

43 **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.

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LIFE SKILLS

Overview

TOPIC	Digital literacy: Behaving appropriately online
VOCABULARY	Digital responsibility: sharing images, without permission, sub-tweeting, cyberbullying, false news stories, group chat, group chat members, offended, share, fall for
READING	Online comments
PROJECT	Improving online behaviour In the project stage, the students write a questionnaire about online behaviour and present their findings to the class, along with recommendations about how the class in general could improve its behaviour.

WARMER

With books closed, ask the students to work in pairs. They discuss things they like and dislike about social media. Set a time limit of two or three minutes and then invite students to share their ideas with the class. For the things they dislike, ask the class how they could change these things.

LIFE SKILLS

Behaving appropriately online

Students read the *Life skills* box alone. If they did the Warmer activity, ask them if they noted online behaviour as something that they didn't like about social media. Tell the class to imagine that you have never used social media. Ask them to explain what sorts of inappropriate behaviour there might be online.

BACKGROUND INFORMATION

A study by Ofcom, the Office of Communications in the UK, in 2019 revealed some interesting statistics. The average British adult spent 3.75 hours online every day and this is growing by 7% a year. Seventy percent of them said there should be stricter rules for social media sites. Seventy-nine percent of children (15 and under) had had an online experience which was or could have been harmful to them in the previous year.

In 2021, the problem of racism online towards black football players, and sexism towards women players and referees, resulted in all football clubs boycotting social media for a few days in an attempt to force social media companies to do more to stop the problem. Prince William also joined the boycott, as he is the president of the English Football Association. One club, Manchester United, said that in one and a half years, the amount of online abuse had risen by 350%. Some celebrities have also boycotted social media to protest against the spread of hate online, although in many cases this was only a 24-hour boycott.

1 Set a time limit of two to three minutes for students to discuss the question. When they have finished, elicit the things people should do and then ask for examples of things that people shouldn't do. For each of the latter, ask the students to put their hands up if they have ever done these things, but don't ask for details or reasons.

Answers

Students' own answers

43 **2** When students have listened to the recording, they discuss what they heard in pairs. Elicit any ideas that Donna mentioned that they also mentioned and then ask if anyone heard any other ideas that Donna mentioned but no one in the class thought of.

Answers

Students' own answers

43 **3** Students discuss the questions in pairs. When they have listened again, they discuss what they heard in pairs. Elicit the answers and ask the students what they think about using capitals, sharing photos without permission and sub-tweeting.

Answers

1 Because it's the equivalent of shouting / it appears angry.
2 To express the idea that we are always communicating with another human being online
3 Saying thank you, congratulating someone for an achievement rather than criticising their mistakes
4 It can be hurtful, embarrassing and even illegal.
5 When it's ongoing or a group of people gang up on an individual.
6 We can check several sites to ensure the story is true and we can consider who has written the story.

» AUDIOSCRIPT TB PAGES 316–317

4 Set a time limit of about three minutes for students to discuss the questions and then invite students to share their ideas with the class. Elicit some of the problems the students discussed in Exercise 1 which Donna didn't mention, and invite them to share their experiences of bad behaviour and how different things make them feel.

Answers

Students' own answers

5 Students read through the four texts alone and then find the answers to the questions. They then cover the texts and, in pairs, discuss what they were all about, the answers to the questions and the problems that each text highlighted (*A using capitals, unfair person comments; B posting a video of someone without their consent; C sub-tweeting; D posting a joke which some people believe*).

MIXED ABILITY

Put the students into pairs. One student in each pair looks at the comments A and B on page 64 and the other looks at C and D on page 65. They find the answers to their questions and then tell each other about the comments and the answers to the questions.

Answers

1 By telling him/her/them the correct lyrics to the song in the video
2 At first he finds it funny, but after he realises the video was taken and posted without Stanley's knowledge, he becomes critical of Milo and James.
3 She only uses 'she' or indefinite language such as 'somebody' and 'that person'.
4 Because the post is by a comedian.

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6 Look at the first kind of behaviour with the class and elicit where they can find an example of it (*Text A where EZeePZee answers a question to help GothBilly 9, who responds with thanks, and EZeePZee replies again in a friendly way*). Tell students that in behaviours 2 and 5 there are two gaps because there are examples of these things in two different texts. When students have found the examples, elicit the texts they are in and where exactly in the texts the things can be found.

You could follow up the reading task by putting the students into small groups and asking them some related questions to discuss, e.g. *A Why do people get so upset if someone criticises a singer, actor or sportsperson that they are fans of? Is it wrong of TammyZ, who isn't a fan of Orange Fields, to be commenting about their song on a site which is for fans? B Do you think Stanley will be really upset or quite enjoy being the centre of attention? C Do you think the person Kylie is talking about should comment and defend herself or not? D Do you think Blake05 really believed the story or knew it was a joke and wanted to see what reaction it would get? If the latter, how long should someone wait before telling people that it is a joke if no one realises?*

Invite students to share their ideas as a class and ask if any of the texts reminded them of situations they have been involved in on social media.

FAST FINISHERS

Ask fast finishers to look at one or two of the texts and imagine that they have been reading them as they are being written. For each one, they should think of a comment to make, e.g. for Text A they could write: *Hey, guys, that isn't very nice. Everyone has their own taste in music!* When everyone has finished the exercise, elicit the answers and then invite the fast finishers to tell the class what their comments are.

Answers

1 A 2 A, D 3 C 4 B 5 A, D 6 D

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

PROJECT *Improving online behaviour*

Ask students to look at stage 1 so they know exactly what they have to do. Put the students into groups of four or five and set a time limit of about five minutes for them to write their questions. The number of questions doesn't matter; faster groups will write more and slower groups fewer. Each person in the group should write the same questions so that they can share the results of their interviews when they get back together.

For stage 2, change the groups so that there are now four or five groups, each made up of one person from each of the original groups. To make this simple, give everyone in the original groups a letter (A–E) and then tell all the As to sit in one part of the room, all the Bs in another and so on. They each take turns to ask their questions and note down the answers. Students then go back to their original groups and share the information they were given. They then use this to make sentences similar to those in the examples. Elicit other ways of writing statistical information, e.g. *a quarter, the vast majority, just under half.*

When the students look at stage 3, tell them that when they give their presentation, they should all tell the class one thing they discovered from their survey. The students decide together which person will present which bit of information. During the presentations, make sure that all the students are listening and not discussing their own group's presentation.

Look at stage 4 with the whole class and invite students to share their ideas.

PROJECT EXTENSION

As a follow-up, ask the students to find an example of good or bad behaviour online from their own social media accounts. They can either print these with names blanked out, or type out the message without including the names. They then bring these to a future lesson and discuss the messages in groups of four or five. When they have done that, each group tells the class about one of the messages, what it contained and what kind of behaviour it illustrated.

COOLER

Students look at Text A and think of something they are interested in. They get a blank piece of paper, write the topic of the discussion at the top and make a comment like EZeePZee did about the song. They then pass the paper to the person on the left. They follow up by agreeing, disagreeing or asking a question. The paper keeps getting passed round for students to add comments. When the activity has finished, the papers are returned to the original writer. Students look for examples of good or bad behaviour in the comments.

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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!

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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.

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REVIEW 2 UNITS 5–8

Overview

VOCABULARY	Clothes and fashion; Compound adjectives and nouns; Travel and tourism; Adverbs and adjectives; Landscape; Homophones, homonyms, homographs; Celebrity; Dependent prepositions
GRAMMAR	Review of modals; Expressions with modal meanings; Modifying comparative and superlative adjectives; Conditionals and conjunctions; Relative clauses; Participle clauses
EXAM TASKS	Reading and Use of English Part 3; Reading and Use of English Part 4

Resources

PHOTOCOPIABLE WORKSHEETS: Grammar worksheets Units 5–8; Vocabulary worksheets Units 5–8; Review Game Units 5–8; Literature worksheet; Speaking worksheet; Writing worksheet

Digital Resources

Lesson Plus: Review 2
Practice Extra: Units 5–8
Test Generator: Units tests 5–8; Term 1 test

WARMER

Put students into groups of four. Each student in the group looks at a different unit. They write a sentence containing a highlighted vocabulary item from the unit (they can use a sentence from the book if they can't think of their own sentence). When they are ready, they take turns to read out their sentences and then ask the rest of the group the meaning of the highlighted word. The other students have to work together to give a definition. Students then share some of the words they used as a class.

VOCABULARY

1 Students cover the word box and look at the text in pairs. They quickly read the text without worrying about the gaps and then discuss what it is about. They think together of possible words which could be used in each gap, e.g. *1 normal, boring, package, traditional*. They then uncover the word box and see how many of the words they thought of it contains. Elicit the answers and alternative words they thought of.

Answers
1 package 2 rocky 3 unspoilt 4 vegetation 5 summit
6 lesser-known 7 landmark 8 once-in-a-lifetime
9 tourist traps 10 scenic

2 Put students into pairs. One looks at the a sentences and one at the b sentences. When they have completed them, they compare answers. Elicit the answers and the spelling or pronunciation of the words in the two sentences where they are different.

Answers
1 a and b object (different pronunciation) 2 a role, b roll
3 a and b row (different pronunciation) 4 a whether, b weather

3 Students work alone and compare answers in pairs. Elicit the answers and the meaning of the sentences where it might not be obvious, e.g. *portrayal of the Queen – acting as the Queen.*

Answers
1 about 2 to 3 of 4 in 5 to 6 about 7 to/towards 8 of

4 Students work alone. Elicit the answers and what the sentences mean using different adverbs and adjectives, e.g. *1 it is very beautiful.*

Answers
1 absolutely 2 fairly 3 utterly 4 totally 5 highly 6 deeply

5 Give students about a minute to look quickly at the blog post. When they have finished, ask them to cover the text and ask them questions, e.g. *What awards ceremony was it?* (Grammys) *Which celebrities were mentioned?* (Lizzo, Ariana Grande, Dua Lipa, Shawn Mendes, Billy Porter). Students then work together to find the words and phrases.

Answers
1 tailored 2 fit in 3 eye-catching 4 trend-setters
5 spending spree 6 eclectic 7 effortlessly 8 flattering

6 Students work alone or in pairs. Set a time limit of about three minutes and then elicit what is wrong and what the correct words should be. Where a completely wrong word has been used, elicit the meanings of the word used (*endure, inspire, hide*) and the words that should have been used (*endorse, aspire, sneak*).

MIXED ABILITY

Help weaker students by saying what is wrong with each sentence, e.g. *1 wrong form of the words – should be adjective + noun, not adverb + past participle; 2 wrong kind of light; 3 wrong form of the word; 4 wrong word with the same beginning; 5 wrong word with the same ending; 6 wrong verb, correct particle.*

Answers
1 public appearance 2 in the spotlight 3 credibility 4 endorse
5 aspire to 6 sneak into

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GRAMMAR

1 Look at the first sentence with the class. Ask what kind of sentence this is (*zero or first conditional, depending on whether we are talking about holidays in general or a specific holiday*) and how this kind of sentence is usually formed: *If* + present simple + *will* (present simple for zero conditional). Elicit that *may, might* or *could* are also possible because the result of the cancellation is not certain. Students complete the exercise in pairs. Elicit the answers and any alternative forms they might have used.

Answers

1 may/might/will/could/should be entitled to (*are entitled to* is also possible.) 2 were/are supposed to 3 are/were not permitted to 4 needn't have 5 ought to be / should be banned 6 are free to

2 Look at the first sentence with the class and elicit the form of the verb which has to follow *provided that* (*in this sentence, present simple as this is a zero conditional*). Elicit the correct form of *be able to* (*are able to*). Students then complete the sentences alone and compare answers in pairs. Elicit the answers.

Answers

1 are able to 2 had (been) sold 3 will be provided
4 are introduced 5 is wearing / wears 6 would … be playing
7 works 8 paid

3 Look at the instructions with the students and elicit what a reduced relative clause is (*one in which the relative pronoun and usually the verb* to be *can be left out*). Students complete the activity in pairs. Elicit the answers and, if reduced relative clauses have been used, which words were omitted. You may wish to point out that in number 6, the students need to change the indefinite article *a* to *the* to start the sentence.

FAST FINISHERS

Ask fast finishers to look at the last sentence and ask them to think of sentences which would also use relative clauses that could explain some of the changes, e.g. *The café where my mum used to work closed down three years ago. The town centre, which was never very pretty, is now even worse.* When everyone has finished the exercise, elicit the answers and then invite fast finishers to share some of their sentences with the class.

Answers

1 There are many international students at the school, the vast majority of whom come from Asia.
2 The film was three hours long, the whole of which I slept through.
3 Students ~~who are~~ willing to help should meet in the hall after classes.
4 My son has a nice group of friends, all of whose parents work at the hospital.
5 Flights ~~which were~~ cancelled because of the storm will be rescheduled in the next few days.
6 The small seaside town where I grew up / in which I grew up has changed a lot in recent years.

PREPARE FOR THE EXAM

4 C1 ADVANCED Reading and Use of English Part 3

There are examples of this task type in Units 4, 5 and 8. Briefly review what students need to do in Part 3 and, if necessary, read out the *C1 Advanced* box on TB page 62. Answers may include nouns, verbs, adjectives and adverbs, and students also have to decide whether plural or negative forms are needed.

Students have already seen this task type, so you could tell them to do this one 'under exam conditions'. Allow them ten minutes and then elicit the answers. Encourage them to read the text quickly first to understand what it is about and then to think carefully about what kind of word is needed in each gap.

Elicit the answers and what kind of words they are, as well as the spelling. Words that students may find difficult to spell are: *emphatic, prioritising/prioritizing, credibility.*

Answers

1 demanding 2 production 3 diversity 4 emphatic
5 Prioritising/Prioritizing 6 increasingly 7 credibility
8 economical

PREPARE FOR THE EXAM

5 C1 ADVANCED Reading and Use of English Part 4

There are examples of this task type in Units 1 and 7. Briefly review what students need to do in Part 4 and, if necessary, read out the *C1 Advanced* box on TB page 22.

Students have already seen this task type, so again, you could tell them to do this one 'under exam conditions'. Allow them ten minutes and then elicit the answers. Elicit what each question is testing: 1 *not as/so … as* and the position of the modifier *nearly*; 2 passives, *obliged* followed by infinitive; 3 the phrase *in the event (of)*, adjective + noun in place of verb + adverb; 4 relative clauses, phrasal verb; 5 third conditional, *such* + adjective + noun; 6 past modal with *should*, phrasal verb. As you go through the answers, explain how each one is marked, so that students can see if they would have got 2, 1 or 0 marks for each answer.

Answers

1 NEARLY as/so | exciting as
2 were OBLIGED | to wear
3 in the EVENT of | heavy rain / in the EVENT | it rains heavily
4 of which | TURNED out to
5 hadn't / had not been | SUCH a cheap
6 have taken OUT | (such) a

COOLER

Learn to learn: Ask students to look at the text in Exercise 4 and find interesting vocabulary that wasn't focused on during the exercise. They then use the vocabulary or phrase in their own sentence, e.g. *The Spanish **are known** for being effortlessly stylish – My friends **are known** for not being able to concentrate on their work.*

When students have written their sentences, invite them to say the word or phrase they used and to share their alternative sentences with the class.

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GRAMMAR

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

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

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

1 Thailand is a great place to have a holiday provided that you _____ stand the heat. (be able to)
2 The organisers were determined the show would go ahead whether or not all the tickets _____. (sell)
3 In the event of a power failure, candles _____. (provide)
4 Assuming the anti-poaching laws _____, it may be possible to save several species. (introduce)
5 Supposing another guest _____ the same dress, what will you do? (wear)
6 If it wasn't for my wonderful agent, I _____ still _____ minor roles in films no-one watches. (play)
7 Only if everyone _____ together will it be possible to reverse environmental damage. (work)
8 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.

1 **There are many** international students at the school. The vast majority of the students come from Asia.
2 **The film was** three hours long. I slept through the whole of the film.
3 Some **students** are willing to help. They should meet in the hall after classes.
4 **My son has** a nice group of friends. All of his friends' parents work at the hospital.
5 **Flights** were cancelled because of the storm. They will be rescheduled in the next few days.
6 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, DEMAND

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. — PRODUCT, DIVERSE, EMPHASIS, PRIORITY, INCREASE

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. — 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.

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

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9 FIT AS A FIDDLE



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 – theses **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?

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9 FIT AS A FIDDLE

Unit Overview

TOPIC	Health and fitness
VOCABULARY	Health and fitness; Health: idioms; Health: collocations
READING	Beauty, health and fitness fads
GRAMMAR	Cleft structures
LISTENING	Three short conversations about health and fitness
SPEAKING	Discourse markers
EXAM TASKS	Reading and Use of English Part 2; Reading and Use of English Part 4, Listening Part 1; Speaking Part 1

Digital Resources

Lesson Plus: Unit 9
Practice Extra: Unit 9
Test Generator: Unit test 9

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 168; TB page 292
PREPARE FOR THE EXAM: SB pages on TB pages 257, 259, 270 and 274; TB pages 278, 279, 282 and 284
WORKBOOK: pages 52–57
VIDEO AND VIDEO WORKSHEET: In shape
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 9; Vocabulary worksheet Unit 9

WARMER

With books closed, write the following on the board: *I feel unfit. I feel tired. I look old.* Put students into groups of three to think of advice to help you. Set a time limit of two or three minutes and then elicit ideas for each of the three problems.

ABOUT YOU

09 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the *About you* box with the students. If students did the Warmer, they can stay in the same groups to discuss the questions. Set a time limit of about three minutes. Invite each group to share one of their ideas with the class. Follow up by asking the students if they ever use a gym, if they have ever followed a celebrity or other unusual diet, and if they have any long-term goals for their fitness, e.g. one day running a marathon.

VOCABULARY & READING
HEALTH AND FITNESS

1 Students look at the words and phrases in blue together before they start doing the quiz. They try to guess the meaning of any words that they don't know by looking at the context or using clues in the words or phrases themselves. For example, they may know what a *muscle* is and, from their own experience of sports injuries, understand what *pulling a muscle* means. Or they may know the meaning of *therapy* and so be able to guess the meaning of *therapeutic*. When they have gone through all the words and phrases together, they do the quiz alone. Students then compare what they have written and ask each other for more details, e.g. if one chose 1a, the other could ask which fitness crazes they have tried out and whether they were successful. Invite students to share their answers as a class.

MIXED ABILITY

Put students into groups of three. Each student looks at one question. They look up any of the words in blue in their question that they don't know. They then each ask the other two members of the group their question and explain any words the other students don't understand. When they have all asked and answered their questions, they note the meanings of any words in blue from the exercise that they didn't know before.

Answers

Students' own answers

2 Look at the first sentence with the class and elicit the correct word for the first gap (*therapeutic*). Look at the first part of the sentence (*Colouring is supposed to be very therapeutic*) and ask the class if they or anyone they know uses a colouring book for relaxation. Students then complete the exercise in pairs. Elicit the answers and then discuss the sentences in appropriate ways, e.g. for question 2, ask the students if they agree with the statement or not, with their reasons. For question 3, ask the students if they remember any crazes, to do with health or not, which were popular when they were young but aren't so popular now.

Answers

1 therapeutic; mindfulness 2 fads 3 craze 4 well-being
5 burn off 6 get back into shape 7 did … the world of good
8 wrinkles 9 stamina 10 pulled a muscle

CONTINUED ON PAGE 138

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BACKGROUND INFORMATION

Tightlacing was achieved using a garment called a corset, which could be tightened by laces once it was put on. It started to become fashionable in the 16th century and continued until the 19th century. However, it is believed that both male and female Minoans in ancient Crete used a similar technique. A woman named Ethel Granger managed to achieve a 33cm waist using a corset, about 25cm smaller than her natural size.

The stiff collar was detachable so could be washed without having to wash the whole shirt. It was nicknamed the 'father killer'. The danger was that, in the evening, men might fall asleep in them and, when their head nodded forward, the air supply was cut off and stopped the blood flow.

3 Set a time limit of about one or two minutes for students to read the text. Elicit the fads mentioned and ask the students if there are any other fads nowadays that people in the future will look back on in horror or amusement.

Answers

The fads are tightlacing for women, tight collars for men and fish pedicures. The writer says all three are harmful.

4 Look at the first sentence with the students again and elicit whether this is testing vocabulary or grammar (*Grammar – it is an object pronoun.*). Give students 30 seconds to look at the rest of the gaps again and then elicit the answer to the question.

Answers

The focus is on grammar.

5 Look at the first piece of advice with the class. Elicit that this is a good piece of advice and that this is what they have already done in Exercise 3. Students then discuss the other sentences in pairs and decide which one is wrong and why.

Answers

Advice 3 is wrong. It isn't necessary to complete the gaps in order. It's better to start with the ones you are confident of and come back to the harder ones.

PREPARE FOR THE EXAM

6 **C1 ADVANCED Reading and Use of English Part 2**

Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 34. Remind students that they should read through the text once without worrying about the gaps to get an overall understanding of what it is about.

Look at the sentence containing gap 1 with the class. Point out they should not just look at the word either side of the gap, but other words in the sentence, too. Ask which of the four words best fits the gap and why. Elicit that all four options fit grammatically, but that *back* is the correct answer because of the phrase *historical practices.* We need a phrase that means 'to think about the past', so *look back on* is the correct answer.

Answers

back is the correct answer because we need a phrase that means 'to think about something in the past'.

7 Set a time limit of about five minutes and ask the students to do the exercise alone under exam conditions, i.e. without talking or looking things up. When they have finished, ask them if they have followed advice 5 in Exercise 5. If not, give them another minute to read through the text quickly and then elicit the answers.

Answers

2 which 3 What/Something 4 Nor 5 While/Whilst/Although/Though 6 whose 7 another 8 addition

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

8 Ask students to mark each trend that is mentioned in the text as they read through and then discuss in pairs the writer's opinions about each. Elicit the answers and then discuss the students' opinions about them with the class.

Answers

Positive – anti-pollution skincare; sound healing
Negative – workouts led by unqualified social media stars or 'celebrity trainers'; energy drinks
Students' own answers

9 Students work alone to find the answers to the questions. When they have found them, they discuss their answers in pairs and, if one of the students has written something that the other one didn't note down, they look back at the text and add it to their own notes if they feel it is important. Elicit the answers and discuss the questions with the class.

FAST FINISHERS

Ask fast finishers to look at the first sentence of the text after the gap-fill exercise. Ask what *prevailing notion* means (*the existing idea*). Students then look at the rest of the text to find other words and phrases that they think other students might not understand. When everyone has finished, ask the fast finishers to share some of the vocabulary items they found and where they are in the text. Other students try to rephrase them.

Possible answers

1 Virtual fitness classes are free, you don't have to leave the house and doing classes with social media stars is motivating. The disadvantage can be that the media stars often have no training or experience, which can result in participants being injured.
2 They give you a boost and make you look cool at the gym, but they have too much sugar and caffeine and are bad for health in the long run.
3 As well as using sun protection, we can use products to protect us from harmful substances in the atmosphere, such as toxic emissions from vehicles.
4 It makes you relaxed and can put you in a meditative state.

TALKING POINTS

Put the students into groups of three or four and set a time limit of about three to four minutes for them to discuss the questions. When they have finished, discuss each question in turn with the class and elicit examples and reasons for their answers.

COOLER

Put students into small groups. Give them about three minutes to try to invent a new, strange health fad. When they are ready, invite each group to present their ideas to the class and try to persuade people that it is a good idea. Students can then vote on the best or funniest idea.

ALSO REFER TO WORKBOOK PAGES 52–53

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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?

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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'.

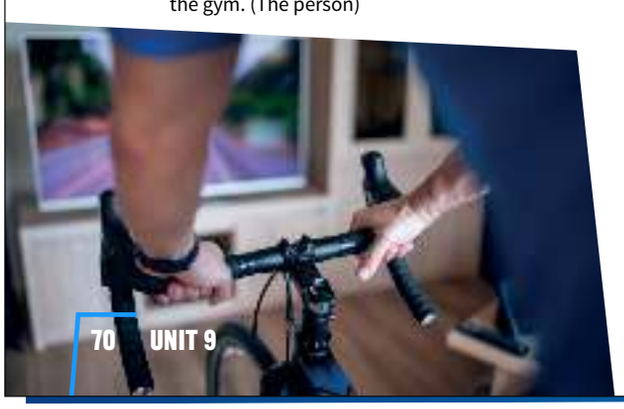
As well as *what*, other relative pronouns like *who*, *why* and *where* can be used in cleft sentences. However, we don't usually use these words by themselves. Instead, we use phrases like:

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.**

1 I don't go swimming any more because the chlorine hurts my eyes. (The reason)
2 The Japanese invented the concept of smart fabrics. (It)
3 We can apply mindfulness techniques in our studies. (One area)
4 The therapeutic treatment of sound healing interested me most. (What)
5 I was at my fittest when I was at college. (The time)
6 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

1 _____ (that) I do to ensure I stay healthy is drink plenty of water.
2 The _____ thing (that) I never eat is red meat.
3 _____ I want is to be fit and healthy.
4 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.**

1 I make sure I'm wearing my fitness tracker just before I get into bed at night. (The last thing …)
2 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 …)
3 It is supposed to prevent boredom, but for me, it's just not the same as being out in the fresh air. (What …)
4 Zara taught me the benefits of not consuming junk food. (The person …)
5 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.**

1 All the thing I wanted was to be fit enough to participate.
2 The last thing I didn't want was for Mo to injure himself.
3 The place what sound baths are offered is too far away.
4 What you should be doing eating a proper lunch.
5 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.**

1 Hidden sugar is dangerous to children's health. **POSES**
Something _____ children's health is hidden sugar.

2 Amber absolutely adores doing ballet. **PASSION**
One _____ for is doing ballet.

3 I don't object to spending money on the treatment. **COST**
It's _____ the treatment I object to.

4 I enjoy all exercises except star jumps. **DOING**
The one _____ star jumps.

5 We made the mistake of not training enough. **WENT**
Where _____ not training enough.

6 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

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GRAMMAR
CLEFT STRUCTURES

WARMER

With books closed, put the class into small groups. Each group thinks of an opinion about health or fitness which they all agree with, e.g. *Going to a gym is a good idea*. When students have thought of an opinion, ask each group to present theirs starting: *What we think is …*

1 When students have looked at the sentences and discussed them, elicit the answers and point out that, in sentence 1, after the purple words, we could continue *… that people will go …* as in the alternative sentence below.

Answers

Form: 1 What … is 2 it's … which
Meaning: The first sentence in each pair (the cleft sentence) emphasises certain information within the sentence.

2 Students work in pairs. Elicit the answers and then look at the three example sentences and try to elicit what a non-cleft equivalent would be in each case (e.g. *3 This is so popular because it offers the convenience of …*).

Answers

a people b reason c area

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 292

3 Look at the first sentence with the class and elicit the appropriate cleft structure. Students then complete the exercise in pairs. Elicit the answers and remind students to make sure their cleft sentences have the same tense as the originals.

MIXED ABILITY

To help weaker students, give them the next word for each sentence, i.e. *1 why, 2 was, 3 where, 4 interested, 5 when, 6 who*.

Answers

1 The reason why I don't go swimming any more is because the chlorine hurts my eyes.
2 It was the Japanese who invented the concept of smart fabrics.
3 One area where we can apply mindfulness techniques is in our studies.
4 What interested me most was the therapeutic treatment of sound healing.
5 The time when I was at my fittest was when I was at college.
6 The person who first introduced me to the fitness classes at the gym was Jaime.

4 Look at the instructions with the class and point out they should use each word from the box once. Students work alone and then compare answers in pairs. Elicit answers and ask if students can think of alternative answers for each sentence (e.g. *1 One thing / All, 2 one, 3 One thing / Something, 4 only/first*).

Answers

1 Something 2 only 3 All 4 last

5 Look at the photo with the students and elicit which trend from the box it matches and what they think *immersive cycling* means (*You wear a VR headset so you feel as if you are cycling outside.*). Students then look at the other headings in pairs and discuss what they might mean. Elicit ideas, but don't tell students what the things are yet.

Answers

Students' own answers
Answers are given in Exercise 6.

6 Look at the first sentence with the class and elicit which trend in Exercise 5 it matches. Do the same with all the sentences and then ask students to work in pairs to rewrite the sentences. When they have finished, elicit the answers and then discuss which idea sounds the most interesting or useful.

Answers

1 The last thing I do before I get into bed at night is make sure I'm wearing my fitness tracker. (**sleep-monitoring apps** – linked to smartwatches, fitness tracker, etc. to monitor how long and how deeply you sleep)
2 The reason (why) I decided to switch everything off was that I'd forgotten about life's simple pleasures like reading a book or listening to the birds. (**digital detox** – when you stop using tech devices such as televisions, tablets, social media)
3 What it is supposed to do is prevent boredom, but for me, it's just not the same as being out in the fresh air. (**immersive cycling** – combining exercise bikes with cinema and interactive gaming)
4 The person who taught me the benefits of not consuming junk food was Zara. (**clean eating** – eating as close to nature as possible: food that isn't processed, packaged or made in a factory)
5 Something I've always wanted is a jacket which keeps me warm in the winter and cool in the summer. (**smart fabrics**)

7 Look at the first sentence with the class. Elicit that they could correct the sentence in two ways; either by removing *All* or by removing *the thing*. Students then complete the other sentences in pairs. Elicit the answers.

Answers

1 **All I** wanted / **The (one) thing I** wanted was to be fit enough to participate.
2 The last thing I **wanted** was for Mo to injure himself.
3 The place **where** sound baths are offered is too far away.
4 What you should be doing **is** eating a proper lunch.
5 It is breakfast **that/which** should be the biggest meal of the day.

PREPARE FOR THE EXAM

8 **C1 ADVANCED Reading and Use of English Part 4**

Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 22. Remind students that there are two possible marks for each answer. Remind students to stick to the word limit (three to six words) and not to change the form of the word in capitals in any way.

Students complete the activity alone and then compare answers in pairs. For each question, tell the students what they need to write for each mark in the answer and point out that, in the exam, this type of exercise will test a variety of grammar and vocabulary items.

Answers

1 that/which POSES | a danger/risk/threat to
2 thing/activity (that) Amber | has a PASSION
3 not the | COST of
4 exercise (that) I dislike/hate/avoid | DOING is
5 we WENT wrong | was (in)
6 we were ACCUSTOMED to | was being

» PRACTICE EXTRA: UNIT 9 – GRAMMAR – CLEFT STRUCTURES
» GRAMMAR WORKSHEET: UNIT 9
» ALSO REFER TO WORKBOOK PAGE 54

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VOCABULARY
HEALTH IDIOMS

46 **1** Look at the instructions with the class. Ask them to guess words which they might hear in the conversation, e.g. *sick, temperature, sore*. When they have listened, elicit the answer and any health words they remember, e.g. *aches and pains*.

Answer
Graham

46 **2** Students read through the sentences in pairs and discuss any idioms they remember. When they have listened, elicit the idioms and tell the students to cover Exercise 3. Elicit what they think each of the idioms means and what a *fiddle* is (*It is a kind of violin which is used for folk or popular music rather than classical.*).

Answers
1 fiddle 2 colour 3 frog 4 aches 5 feet
6 picture 7 beans 8 hard

» AUDIOSCRIPT TB PAGE 317

3 Students look at the definitions to see how close their guesses were and then do the matching. Elicit which idioms have similar equivalents in their language and which are different, e.g. the French say they have a cat in their throat, the Italians have a toad, and the Czechs have a dumpling.

Answers
1 (have) a frog in my throat 2 aches and pains
3 fit as a fiddle; the picture of health 4 back on your feet
5 be full of beans 6 a bit off colour 7 hard of hearing

4 Look at the photos with the class and elicit what they can see. Students then use the correct idiom to describe them.

Answers
1 have a frog in your throat 2 hard of hearing 3 a bit off colour

5 Ask students to cover Exercise 2 and to look at conversation 1. Elicit what B's response should be (*full of beans*). Students complete the exercise in pairs. Encourage them to try to complete the conversations without referring back to the idioms, but to then look again to check or complete their answers.

Answers
1 full of beans 2 back on your feet 3 hard of hearing
4 picture of health 5 off colour 6 aches and pains
7 a frog in my throat 8 fit as a fiddle

HEALTH: COLLOCATIONS

47 **6** Look at the table with the class and elicit examples of medication (e.g. *painkillers*) and treatments (e.g. *a course of physiotherapy*). When students have listened to the conversation, they compare forms in pairs. Elicit the answers.

Answers
Serious injuries/illnesses – NO
Operations – YES
Recent medications – antibiotics
Current treatments – massage

47 **7** When students have completed the collocations, elicit the meanings of *alleviate the symptoms* (*make the problems caused by the illness less severe*), *sustain an injury* (*get an injury / become injured*) and *be prescribed medication* (*to be told by a doctor which medicines you should take and be given a note which you can take to a chemist to get it*).

Answers
1 miss 2 sustain 3 contract 4 undergo 5 prescribed
6 alleviate 7 have 8 consult

8 Look at the first sentence with the class and elicit that *met* is wrong. Ask them in which situation they could use *I met a doctor* (socially, e.g. *I met a doctor in the café today*). Elicit the answers and ask which part of the *C1 Advanced* exam this might help them with (*Part 1, which is a multiple-choice gap fill, testing collocations and vocabulary meaning*).

Answers
1 met 2 expert 3 a process 4 undertake 5 fail 6 calmed
7 took 8 sustain

9 Look at the instructions with the class and point out that the gaps can be filled with one word or a phrase from Exercise 2 or Exercise 7. When students have finished, elicit the answers and ask whether the students would be worried and go to a doctor if they were Harry or just take aspirins and hope that their headache goes away.

FAST FINISHERS
Ask fast finishers to think of other things they might consult an online doctor about rather than going immediately to their own doctor, e.g. *a skin rash – first noticed it after gardening. It's on my left arm from the wrist to the elbow.* When everyone has finished the activity and you have elicited the answers, invite fast finishers to share their problems and ask for advice. Invite other students to try to help them.

Answers
1 the picture of health / as fit as a fiddle 2 off colour
3 sustained/suffered 4 recover / get back on my feet
5 aches and pains 6 have/undergo an operation
7 specialist/consultant

10 Look at the instructions on page 152 with the students. Set a time limit of about five minutes for students to complete and practise their dialogue. Encourage faster-working students to add more detail to the patient's description of their problem. When the time limit is up, tell the students to finish writing so they can all listen to each other's dialogues.

Answers
Students' own answers

11 Encourage the students to act, not just read their dialogues, so the patient can look and sound as if they are unwell and the doctor can be patient and reassuring. After each dialogue that is acted out, ask a student to tell the class which idioms and collocations they heard.

COOLER
Students work in groups of four or five. They sit in a circle and each person thinks of some problems you might go to the doctor about, e.g. *a headache, a sore throat*. One person starts by whispering one of the problems to the student on their left, who has to mime that problem. The other students guess the problem. The second student then whispers a problem for the student on their left to mime. They continue to do this until everyone has mimed at least one problem.

» PRACTICE EXTRA: UNIT 9 – VOCABULARY – HEALTH IDIOMS; HEALTH: COLLOCATIONS
» VOCABULARY WORKSHEET: UNIT 9
» ALSO REFER TO WORKBOOK PAGE 55

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VOCABULARY
HEALTH IDIOMS

46 **1** **Listen to two friends, Diana and Adam. Who has not been feeling very well lately?**

EP **2** **Listen again and complete the idioms you hear.**

46

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
2 general physical discomfort
3 in perfect health (2 idioms)
4 recovered from an illness/surgery
5 be very energetic
6 slightly unwell
7 a bit deaf

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

47 **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	

EP **7** **Listen again and complete the collocations.**

47

alleviate consult contract have
miss prescribed sustain undergo

1 _____ an appointment
2 _____ an injury
3 _____ an illness
4 _____ an operation
5 be _____ medication
6 _____ the symptoms
7 _____ treatment
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.

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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?**

48 **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 ✗?**

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.

48 **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?

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LISTENING

WARMER

Before students open their books, put them into groups of three or four and ask them to think of any famous diets they have heard of. Give them one minute and then elicit diets to see what the class know about them, if anything.

1 Students work in pairs and describe two photos each without looking at the words in Exercise 1. They then do the matching together. Elicit the answers and anything the students know about them.

Answers

A spinning (a gym class on static bikes)
B caveman diet (a diet consisting mainly of meat and some fruit)
C chrono-nutrition (a diet which focuses on eating at particular times of day)
D smoothie (a drink made with fruit, vegetables and possibly milk or yoghurt)

2 Look at the instructions with the class and before they look at the task in Exercise 7, elicit in what ways they might have to compare speakers' views, e.g. they have the same opinion; one is more optimistic. Students then look quickly at the questions in the exam task without looking at the options. Elicit the answer and the key words which helped them to decide (*agree, disagree, agree*).

Answers

Questions 1, 3 and 5

48 **3** Allow the students a few seconds to read the questions and the options before playing the recording. When they have listened, ask the class who is sure about both answers, who is sure about answer 1 only, who is sure about answer 2 only, and who is not sure of either. Don't confirm the answers at this stage.

Answers

Students' own answers

4 Students work alone to find the option that the man and woman have similar answers to. They compare their ideas with a partner. Elicit ideas.

Answer

B

5 Students work alone to compare each option with what the man actually says on the right and to decide if what he says means the same as the option. Elicit ideas, but don't confirm answers, as the students will listen to Extract One again to confirm their answers in Exercise 6.

Answers

A same B different B different

48 **6** Play the recording again and ask students to make a final decision on their answers to questions 1 and 2. Elicit answers as a class.

Answers

1 B 2 A

AUDIOSCRIPT TB PAGE 317

PREPARE FOR THE EXAM

49 **7** **C1 ADVANCED Listening Part 1**

Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 25. Remind students that the two questions for each extract usually have different focuses, e.g. identifying feeling, attitude, opinion, gist, detail, etc. Information necessary to answer question 2 may sometimes occur before some information necessary to answer question 1. This is especially the case when question 2 is a gist or global question, i.e. a question which asks about the extract as a whole. Therefore, it is essential that students read the questions and options carefully before they start listening so they know what they should be listening out for.

Allow a few seconds for the students to read through the two questions and think about what they might hear. Tell them to try to mark the correct answer on the first listening and then check it and think why the other answers are wrong on the second listening. Elicit the answers and the reasons why the other options are wrong.

MIXED ABILITY

When the students have listened to the recording, ask the stronger students to discuss anything they heard in the recording which showed them that the other options were wrong. At the same time, give weaker students a chance to look at the audioscript and find what was said to show which was the right option and why the other two options were wrong.

Answers

3 B – Man: *You can get three of your five fruit and vegetables a day in one glass!* Woman: *Mm, I'm not convinced by that because a lot of people just juice the fruit and lose the fibre and stuff, and then the nutritional value is reduced. It would be nothing like what you'd get from fresh fruit and vegetables.*
4 C – … *there's always something extra hidden in the list of ingredients. Actually, not hidden, but in the small print so you don't notice.*
5 A – Man: *And why use words that no one understands? Just call it the 'when to eat' diet.* Woman: *It's actually a really obvious idea with an unnecessarily fancy label.*
6 C – … *it would include fruit and even nuts. What you wouldn't eat is carbs – so no bread, rice or pasta, which we do consume too much of.*

AUDIOSCRIPT TB PAGES 317–318

8 Set a time limit of about three minutes for students to discuss the questions. Encourage them to treat the questions as if they were doing Speaking Part 4, giving reasons for their answers and agreeing or disagreeing politely with their partner's opinion. Invite them to share their ideas with the class.

Answers

Students' own answers

ALSO REFER TO WORKBOOK PAGE 56

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SPEAKING
DISCOURSE MARKERS

1 Students work in pairs. One student starts by reading out the beginning in sentence 1. The other student has to find the correct ending. They then swap roles for 2 and keep taking turns to start and finish the questions. Elicit the questions and invite students to answer them.

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

2 50 Look at the information box with the students. Elicit some examples of discourse markers, e.g. *Anyway* (changing the subject) and *I guess* (expressing uncertainty). When students have listened to the recording, they discuss the question in pairs. Elicit their ideas and any examples of discourse markers they can remember, e.g. *which means, in fact, you know, I suppose that*.

Answers
Martina gives better answers because she uses a wider range of discourse markers.

3 50 Look at the *Prepare to Speak* box with the class and elicit any discourse markers they can remember from the recording. When students have listened again, elicit the discourse markers they both use. Point out that Luca's answers aren't terrible; he gives extended answers and is grammatically accurate, but the fact that he uses *well* to start all three of his utterances shows a lack of variety. If he had used *Well, actually it's very important …, I suppose it would be skiing* and *Well, to be honest, if it was left to me …* without any other changes to his answers, it would have sounded much better.

Answers
Martina: actually, in fact, you know, I suppose, well, eventually, apparently, to be honest, I'd say
Luca: uses *well* three times

» AUDIOSCRIPT TB PAGE 318

4 Look at the first sentence with the class and elicit the answer. Ask what *On the whole* means (*Generally*). Elicit when they would use *To my mind* (*when stating an opinion, which the person isn't doing here*). Students then work in pairs to complete the exercise. Elicit the answers and alternative words and phrases that could be used instead, e.g. *1 As a rule, 2 In fact, 3 finally, 4 To be honest, 5 Actually, 6 I suppose*. Point out that not all discourse markers in one section can be used in place of others, e.g. in 6 you couldn't use *apparently* because that implies that this is something you don't know, but have heard from some other source or have deduced. It wouldn't make sense in the context of sentence 6.

Answers
1 On the whole 2 Actually 3 eventually 4 In fact
5 To be honest, 6 I reckon

5 Students work alone. When they have finished, they swap texts with a partner and read the complete text to see if it makes sense. They correct each other where necessary. Elicit the answers and alternatives where appropriate.

FAST FINISHERS
Fast finishers choose a different question from Exercise 1 and think about how they would answer it in an exam. Tell them not to write anything but, when they are ready, to work with a partner to answer the question. When everyone has finished the exercise, invite students to ask and answer their question in front of the class.

Possible answers
1 on the whole / by and large / as a rule
2 Actually, / In fact, / To be honest, / Above all, / The thing is,
3 I think it's fair to say that / I reckon
4 I think it's fair to say that / I'd say / I reckon / Quite honestly, I think
5 As a rule, / Nine times out of ten, / On the whole, / By and large,
6 Once / Recently / A while ago
7 you see / you know

PREPARE FOR THE EXAM

6 C1 ADVANCED Speaking Part 1
Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 26. Remind students that they should give extended, but relevant, answers to the questions. Encourage them to try to keep talking for 30 seconds for each question.

Tell the students to look at the first question together and use the *Prepare to Speak* box to help them. When they have finished, invite one or two students to answer the question in front of the class. Now tell the students to take turns answering two of the remaining questions each. The student who is speaking should try not to refer to the *Prepare to Speak* box. The student who is listening should note down any discourse markers their partner uses.

Answers
Students' own answers

COOLER
Put students into pairs. Each student imagines that they are a famous person, e.g. a famous singer, businessperson or sports star, and are going to be interviewed. They think of three questions that they want to be asked about their life or career and write these down and also think about the answers that they will give to the questions, and the discourse markers they could use. When they are ready, they swap questions with their partner. One starts by 'interviewing' the other, asking the questions, and the other answers them, using discourse markers where appropriate. For example, 'How did you become famous?' 'Well, actually, it all started when …' When both students have had their interview, invite one or two students to be interviewed by the class.

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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?

50 **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.

50 **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?)

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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.

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10 MAKE OR BREAK

Unit Overview

TOPIC	Challenges and achievements
VOCABULARY	Challenges and achievements; Verb phrases with *make*, *take*, *have* and *get*
READING	Mike Horn – The world's ultimate adventurer
GRAMMAR	Fronting; Inversion
WRITING	An essay
EXAM TASKS	Reading and Use of English Part 5; Reading and Use of English Part 2; Writing Part 1

Digital Resources

Lesson Plus: Unit 10
Practice Extra: Unit 10
Test Generator: Unit test 10

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 169; TB page 292
PREPARE FOR THE EXAM: SB pages on TB pages 257, 260 and 267; TB pages 278, 279 and 281
WORKBOOK: pages 58–63
VIDEO AND VIDEO WORKSHEET: Going to extremes
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 10; Vocabulary worksheet Unit 10

WARMER

Talk to the class about reality shows in which contestants are given challenges. Elicit some ideas of these, e.g. having to eat something disgusting or being left in a cage with non-venomous snakes. Then put the students into small groups to design some new challenges that are difficult or scary but not too dangerous. Students share their ideas as a class and discuss what they would find most or least difficult and why.

ABOUT YOU

▶ 10 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the *About you* box with the students. Put the students into small groups – if they did the Warmer, they can stay in the same groups. Set a time limit of three or four minutes for them to discuss the questions. Invite groups to share their ideas with the class.

VOCABULARY & READING
CHALLENGES AND ACHIEVEMENTS

1 Tell the students to try to guess the meanings of the words in blue from the context. If they can't work them out, they can look the words up. When they have finished, they get together in pairs to tell each other which choices they made and why. Encourage faster students to add a third option to each situation, which they could share with the class when everyone has finished, e.g. *1C Well, if we have extra time, we can think of some more information that we can add to the presentation.* Elicit the meanings of the words in blue and discuss the students' answers and reasons.

MIXED ABILITY

Put students into pairs. One student looks up the blue words in 1 and 3; the other looks up the blue words in 2 and 4. They then tell each other the meaning of the words and do the quiz together, telling each other their choices and reasons for them.

Answers

Students' own answers

2 Look at the first sentence with the class. Elicit the word or phrase that best fits the gap (*pitfall*) and what the last part of the sentence means (*avoid the problem of not having enough drinking water*). Students then complete the exercise in pairs. Elicit the answers. You could follow this up by putting the students into small groups and asking them to think of their own sentences using some of the words and phrases in the exercise, e.g. *One of the main pitfalls of relying on new technology is that if it goes wrong, we won't be able to function properly*. Set a time limit of two or three minutes and then invite groups to share their sentences with the class. Follow up by asking students about their own lives, e.g. *Have you ever done something that was a long shot because you had nothing to lose? Have you ever been in a situation that was more than you bargained for? When did you put in a lot of effort which really paid off?*

Answers

1 pitfall 2 've got nothing to lose 3 is hanging in the balance; pay off 4 on track 5 more than she bargained / was bargaining for 6 a long shot 7 gruelling; rose to the occasion

CONTINUED ON PAGE 150

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BACKGROUND INFORMATION

Børge Ousland was born in Norway in 1962. In 1990, he was one of the first two explorers to reach the North Pole unsupported. In 1994, he went back to the North Pole unsupported, this time solo – another new first. In 1996/97, he made the first unsupported solo crossing of the Antarctic.

Mike Horn was born in South Africa in 1966. His father was a rugby star and Mike was a keen sportsman as a schoolboy. His father died while Mike was serving in the army and, when he finished his army service, he decided to explore the world.

Broad Peak is the 12th highest mountain in the world. It was first climbed in 1957. In 2013, a group of Polish climbers made the first ascent of the mountain in winter, but two of them were lost during the descent. Some of the same climbers had thought they had reached the top in 1988, but later realised they had reached a different summit, 23 metres below the highest point.

3 Look at the first activity with the class and elicit any problems that might be associated with it, e.g. *the cold*. Students work in pairs to discuss why each of the four things would be difficult and then try to agree on the most difficult with reasons. Invite students to share their ideas with the class.

Answers

Students' own answers

4 Set a time limit of about three minutes for students to read the article, find the key words (*Antarctica, second highest mountain, equator, Arctic, helicopter, watch, peak*) and find out what the article says about each one. Elicit the answers and what they can say about Mike Horn (e.g. *He takes risks, but knows when something is too dangerous to try.*).

Answers

1 He hasn't managed to do b – yet.
2 He refused to be rescued from the ice by helicopter. He used his watch to help him when abseiling down Broad Peak. He decided it was unsafe to carry on to the summit of a mountain peak, a decision which saved his life.

PREPARE FOR THE EXAM

5 C1 ADVANCED Reading and Use of English Part 5

Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 30.

Remind students that for an option to be the correct answer, the whole of what it says should match what's written in the text. An incorrect option may at first seem to express a similar idea, but it will contain something that is clearly different from what's said in the text.

Tips Once students have read the text all the way through, they should look back at the sections relating to each question and read them carefully to find the right answers. Students could then try to answer the questions in their own words without looking at the four options. They then find the option that best mirrors their own answer. If it's still hard to identify the correct option, students could start by eliminating options that they feel confident are incorrect.

Students work alone under exam conditions. Encourage them to read the whole text first, marking the parts which answer each question and then returning to them to find the correct answers. When they have finished, elicit the answers and the reasons why each option is correct. You could also elicit why other options are wrong if necessary.

FAST FINISHERS

Ask fast finishers to find words in the text that could be tested in the *C1 Advanced* Reading and Use of English Part 3, e.g. paragraph 1: *dark – darkness, survive – survival*. When everyone has finished the exercise, invite the fast finishers to test their classmates on some of the words they found, e.g. *What is a noun made from* dark*?* (other useful words: *underestimate, inflatable, adjustment, judgement, combination, hazardous, manufacturers*)

Answers

1 B – *You'd ask to be rescued, right? Well, not if you're Mike Horn, survival legend … no way were they going to accept a helicopter rescue.*
2 C – *They found themselves being carried backwards on floating ice chunks, leaving them with more ground to cover than they had bargained for.*
3 A – *He still had the same number of daily meals, but the adjustment meant his rations covered a greater period of time …*
4 B – *It's this combination of self-confidence and the wisdom to evaluate a situation that has stood Mike in good stead throughout his adventures.*
5 D – *… whatever he does, he always aims to go one step further.*
6 A – *At least, that's the official version, although one wonders whether this was dreamed up by the marketing team of the luxury watch manufacturer who have enthusiastically made Mike Horn the face of their brand.*

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

TALKING POINTS

Put the students into small groups to discuss the three questions. Set a time limit of about three minutes and then ask students to share their ideas. When they have finished, discuss the three questions as a class. After they have discussed each one, ask follow-up questions, e.g. *If you were travelling with Mike Horn, would you feel safe because you were with him? Would you like to go to a talk by him? Do you think society has different standards for men who leave their families to risk their lives and women who do the same?*

COOLER

Students work in pairs. They imagine they are interviewing Mike Horn. Together they think of some questions and answers and then practise acting out the interview, with one student playing the part of the interviewer and one playing Mike. When students are ready, invite different pairs to act out their interview in front of the class.

» ALSO REFER TO WORKBOOK PAGES 58–59

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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.

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.

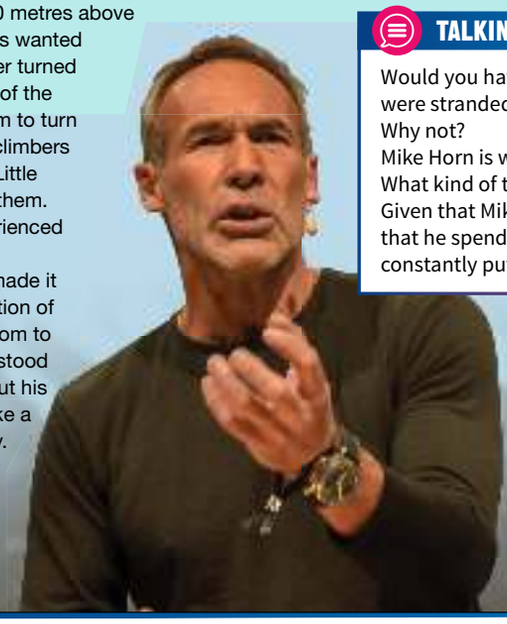
Mike's experience has taught him many things, not least of which is quick thinking. Abseiling down from the summit of the 8,047-metre Broad Peak can be hazardous at the best of times. When Mike ran out of pitons (metal spikes used by climbers), he had the idea of wedging his watch into a crack in the 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?



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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.

52 **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?**

52 **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.

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GRAMMAR
FRONTING

WARMER

Tell the class some of the situations from the story in the text on page 75 and elicit anything the students remember about each situation. Example situations: *the ice moving, running out of provisions, K2, helicopter rescue.*

1 Students do the matching in pairs. Elicit the answers and then give alternative words or phrases and ask students to complete the sentences in any way they think appropriate, e.g. *So bright was the sunshine …, Best of all …, More exciting than any other challenge …, Behind us were ….*

Answers

1 a 2 d 3 b 4 c

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 292

2 Look at sentence 1 of Exercise 2 and ask which sentence from Exercise 1 this is similar to (*sentence 4*). Students look at how the sentence there was written and choose the correct option (*was a huge snake*). They then do the rest of the exercise alone. Elicit the answers.

Answers

1 was a huge snake 2 is the rollercoaster
3 was the temperature 4 is the amazing architecture

3 Look at the first underlined phrase with the class and elicit how to rewrite it using fronting (*So disorientated was he …*). Students then look at the other underlined sections in pairs. When they have finished, elicit the answers.

Answers

1 So disorientated was he that he lost his way.
2 Over a week later, he unknowingly crossed the border from Morocco into Algeria.
3 Even more incredible was the revelation that he had travelled 180 miles from where he got lost.
4 So remarkable is his story of survival that Netflix have made a documentary about it.
5 Most surprising of all perhaps / Perhaps most surprising of all is that Prosperi went on to compete in the Sahara Marathon another six times.

INVERSION

4 Do the matching with the whole class and elicit the things mentioned (phrase with a negative meaning – *No way*; phrase with a limited meaning – *Little*; inversion in second clause – *were they able*).

Answers

1 a 2 c 3 b

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 292

5 Look at the first sentence with the class and elicit the correct inverted form. Students complete the exercise in pairs. Elicit the answers.

Answers

1 Not only did we get lost, but we ran out of food as well.
2 Rarely have I seen such bravery.
3 No way would I swim in the sea if sharks were around / if there were sharks around.
4 Only when the country is carbon-neutral will we stop campaigning.
5 Little did we know what was going to go wrong.

6 Look at the question with the class and elicit an idea, e.g. *a special 18th-birthday celebration*. Students then work in small groups to think of other examples. Set a time limit of about two minutes and then elicit ideas from the class.

Answers

Students' own answers

7 When students have read the text, they cover it and discuss what the tradition is in pairs and what the boys probably think. Invite students to share their ideas as a class.

Answers

Students' own answers

52 **8** When the students have listened, they discuss in pairs what they heard and what the differences were. Invite them to share their ideas with the class.

Answers

The presenter makes his description of the ritual more dramatic by using various 'fronting' devices.

52 **9** Elicit the first sentence with the class. You could also ask the class if there is an alternative way of inverting this sentence (*It could also be written starting:* Living deep in the Brazilian Amazon …). Students work in pairs to rewrite the other sections. When they have all finished, play the recording for students to compare their versions with the recording.

MIXED ABILITY

You could give students the first word of each section to help them: *1 deep, 2 more painful, 3 so, 4 inside*. When they have rewritten the sentences, they compare them with a partner and take turns to read out the completed text to check their answers.

Answers

1 Deep in the Brazilian Amazon live the indigenous Sateré-Mawé tribe
2 more painful than anything else in the Amazon is the sting of a particular species of ant – the Paraponera clavata
3 so potent is their sting
4 Inside these gloves are the bullet ants
5 Under no circumstances can the boys remove the gloves
6 not only can the boys suffer hallucinations

» AUDIOSCRIPT TB PAGE 318

10 Look at the instructions on page 152. Choose a situation and an object, e.g. *a solo traveller in the Arctic* and *a mirror*, and give an example sentence or elicit ideas, e.g. *So bright was the sun that I used the mirror to signal to a passing plane which came to rescue me* or *Only when I looked at myself in the mirror did I realise that I was suffering from frostbite.* Students work in pairs or groups of three to devise their story. Set a time limit of about five minutes and then invite students to share their stories with the class.

Answers

Students' own answers

» PRACTICE EXTRA: UNIT 10 – GRAMMAR – FRONTING; INVERSION
» GRAMMAR WORKSHEET: UNIT 10
» ALSO REFER TO WORKBOOK PAGE 60

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VOCABULARY
VERB PHRASES WITH *MAKE*, *TAKE*, *HAVE* AND *GET*

53 **1** Look at the photo on page 77 with the class and elicit ideas of what the story might be about. When they have listened, students discuss in pairs what they heard and what could happen next. Invite students to share their ideas as a class.

Answers
Students' own answers

» AUDIOSCRIPT TB PAGE 318

54 **2** When students have listened to the rest of the conversation, they discuss what happened in pairs. Elicit a one-sentence summary from different pairs, e.g. *When a boy was hurt playing football, his friends asked for help from a girl who had had first-aid training and knew exactly what to do to help him.*

Answers
Students' own answers

» AUDIOSCRIPT TB PAGE 318

55 **3** Students read through the phrases in pairs and discuss what they can remember from the recording. When they have listened to the whole conversation, elicit the answers but don't elicit the meanings of the phrases yet.

Answers
1 have no effect 2 get out of hand 3 have no option but to
4 get your hands on 5 take stock of 6 get a move on 7 make it
8 take an interest in 9 make a point of + *-ing* 10 get the hang of

4 Look at the first definition with the class and elicit which phrase it matches (*make it*). Students work in pairs to do the rest of the matching. When they have finished, elicit the answers.

Answers
1 e 2 f 3 g 4 j 5 i 6 b 7 a 8 d 9 h 10 c

5 Look at the first pair of sentences. Elicit which of the phrases from Exercise 3 means *hurry up* (*get a move on*). Students complete the exercise alone and then compare their answers in pairs. Elicit the answers and ask students to imagine what the situation is in sentences 1 and 4.

Answers
1 get a move on 2 get their hands on 3 make it
4 had no option but to 5 having no effect

6 Elicit what dangers there might be to going swimming in the sea or a lake. Students work in pairs to think of advice they would give. Set a time limit of one or two minutes and elicit some ideas.

Answers
Students' own answers

7 Tell the students not to worry about the gaps yet. They should just find the advice given. When they have read the text, they discuss the advice in pairs. Elicit this and ask students if they had any different ideas in Exercise 6 (advice given: *take your time, conserve energy, swim close to the land, try breathing from both sides in case of waves, look at a fixed object so you swim in a straight line, relax, enjoy your surroundings*).

Answers
Students' own answers

PREPARE FOR THE EXAM

8 **C1 ADVANCED Reading and Use of English Part 2**
Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 34. Remind students that they should read through the text once without worrying about the gaps to get an overall understanding of what it is about.

As students have seen this task type several times before, you could tell them to do this 'under exam conditions'. Allow them ten minutes and then elicit the answers. Elicit what language point each gap in the text is testing: 0 the phrase *such as*; 1 making a negative sentence with a positive verb form; 2 the phrase *get your hands on*; 3 quantifiers; 4 comparatives; 5 the phrase *get a move on*; 6 preposition of position; 7 the phrase *get the hang of*; 8 the phrase *make a point of.*

Answers
1 no 2 on 3 few 4 than 5 get 6 along/near/alongside/by
7 of 8 make

9 Check the answers after students have matched the sentence halves before they ask and answer them. Encourage them to give extended answers to the questions with examples and to ask questions for further details. When everyone has finished, invite students to share one of their answers with the class.

FAST FINISHERS
If some students finish earlier than others, ask them to think of a different question for one of the phrases and discuss that, e.g. *When learning a language, is it important to take an interest in the culture of the country as well as the language?* When everyone has discussed the questions, invite the fast finishers to ask the class their extra questions.

Answers
1 d 2 e 3 b 4 c 5 a

COOLER
Students work in small groups. They look at the text in Exercise 8 and think of a different activity to give advice for. Set a time limit of about three minutes and then invite groups to present their activity and advice to the class.

» PRACTICE EXTRA: UNIT 10 – VERB PHRASES WITH *MAKE*, *TAKE*, *HAVE* AND *GET*
» VOCABULARY WORKSHEET: UNIT 10
» ALSO REFER TO WORKBOOK PAGE 61

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VOCABULARY

VERB PHRASES WITH *MAKE, TAKE, HAVE* AND *GET*

53 **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.**



54 **2** **Now listen to the rest of the conversation and see if you were right.**

EP 55 **3** **Listen to the whole conversation and complete the phrases with a preposition or other word.**

1 have ___ effect (on)
2 get ___ ___ hand
3 have ___ option ___ to
4 get your hands ___
5 take stock ___
6 get a move ___
7 make ___
8 take an interest ___
9 make a point ___ *+ -ing*
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 googles 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 the hang of things quickly
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?

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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 / theirselves* 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.

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WRITING
AN ESSAY

WARMER

With books closed, write on the board: *hazardous activities*. Students work in pairs to list three or four jobs which could be hazardous, giving reasons for their choices, e.g. *mining – sometimes the mines collapse trapping miners inside.* Invite students to share some of their ideas with the class.

1 Ask students which emergency service is shown in the photo (*firefighters*) and what the other emergency services are (*police and ambulance; the coastguard is also sometimes considered as an emergency service*). Students work in small groups and take turns to answer the first two questions. When they have all spoken, they discuss question 3 together. Invite the students to share their ideas as a class.

Answers

Students' own answers

2 Tell students to work alone. When they have read the task and answered the questions, they share their ideas in pairs. Go through the points a–g with the class and elicit their ideas about them. If they disagree with each other, tell them the correct answers and why they are correct.

Possible answers

a No, it wouldn't be relevant to the question.
b No, the question tells you that if you want to refer to the opinions, you should use your own words, not quote them.
c Yes, you only discuss two of the services.
d No, it wouldn't be relevant to the question.
e Yes, you don't have to refer to any of the three opinions if you don't want to.
f Yes, this would be acceptable.
g No, it wouldn't be relevant to the question.

3 Ask students to read the essay once to get an overall impression of it. They then work alone to answer the two questions. Students then share their answers and opinions in pairs. Discuss the essay with the class and point out that there is nothing wrong with ignoring the opinions given and using your own ideas like Marta has done.

Answers

1 She does c and e. She doesn't refer explicitly to any of the three opinions.
2 Yes

4 Look at the first set of options with the class and elicit the correct answer (*others*). Ask students what this refers to (*other people*). Students work alone and then compare answers in pairs. Elicit the answers and, where appropriate, what the words refer to, e.g. *2 This – the fact that there are people who are willing to put themselves in danger to help others.*

FAST FINISHERS

Ask fast finishers to re-read the essay and choose five words or phrases that they think show that the student has a good range of vocabulary. When everyone has finished, invite fast finishers to tell the class what the words are and what they might have used instead if they hadn't known these words (e.g. *out of hand – uncontrollable; perish – die; eventuality – outcome or result; substantially – considerably*).

Answers

1 others 2 This 3 the former 4 themselves 5 the latter
6 These 7 such 8 fewer 9 it 10 them

5 Look at the three points (A–C) and then the first sentence. Elicit that the words *dangerous* and *fact* have been used twice. Ask the class to think of a word that the writer could have used in place of the second use of *dangerous*, e.g. *hazardous, risky, perilous,* and another expression to replace *in fact*, e.g. *actually*. Students do the same for the other sentences and, if they have time, decide how they could make the sentences more interesting. They may have to change or reduce the information the sentences include. Elicit the answers and invite students to share their alternative sentences, e.g. *2 Doing a job can be dangerous. Astronauts take a lot of risks in their work, and a career as a firefighter may cost you your life; 3 Some jobs involve a high level of risk; 4 The act of jumping out of an aeroplane is the ultimate proof that someone is brave enough to do such a thing; 5 In my opinion, all healthcare workers are heroes and this fact should be acknowledged. It isn't right that people are admired because of a hobby that they do.*

Possible answers

1 A – 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 C – Doing a job can be dangerous. Being an astronaut is very risky, and firefighting may cost you your life.
3 B – Some jobs are dangerous because of the high level of risk involved in doing the work.
4 B – The fact that someone isn't afraid to jump out of an aeroplane shows that they are brave enough to do it.
5 C – 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.

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6 Look at the example with the class and ask why the end of the sentence is unnecessary (*Because the fact that they are redundant means that we know they are not needed.*). Students do the same with the other sentences in pairs. When they have finished, elicit the unnecessary words and why they can be left out.

Answers

1 also OR In addition 2 euros 3 together 4 broad OR wide
5 pm OR in the evening 6 In my opinion OR I believe that

7 Look at the example with the class. Students work alone or in pairs to complete the exercise. Elicit the answers. You could follow up by putting students into small groups to try to think of alternative words with the same meaning, e.g. *0 change – transformation – conversion, alteration*. Set a time limit of about two minutes and elicit ideas.

MIXED ABILITY

You could treat this like a *C1 Advanced* Reading and Use of English Part 3 task and tell students which words match each sentence (*1 difficult, 2 centre, 3 concerned, 4 improve*). They then just have to make the correct form of the word and decide which word or phrase it replaces. The only difference is that, for sentence 2, they also have to replace *in* with *to*. You could either tell them that *in* needs replacing with a different word or see if they notice without any help.

Answers

1 ~~problems~~ difficulties 2 ~~important in~~ central to
3 ~~complaints~~ concerns 4 ~~higher marks are~~ improvement is

8 Look at the *Prepare to write* box with the class. Encourage them to try to complete it without looking at the Grammar section on page 76. Elicit the answers and then follow up by inviting students to suggest another word (verb or noun). Write this on the board and elicit ways of rewriting it, e.g. *house – home, abode, residence*.

Answers

1 inversion 2 fronting 3 paraphrases 4 pronouns

9 Put the students into groups of three or four. Look at the first question with the class and elicit why each of the three things could be stressful. Set a time limit of three to four minutes for students to discuss the questions and then invite them to share their ideas with the class.

Answers

Students' own answers

PREPARE FOR THE EXAM

10 **C1 ADVANCED Writing Part 1 (an essay)**

Remind the students about what is required when writing an essay. If necessary, look back at page 33 in the Student's Book and elicit what they wrote for that task.

Tips Encourage the students to read the task very carefully, including the section at the bottom which says they should explain which area of education they think is more important. They will lose marks if this isn't addressed.

The students can do the writing in class or at home. If doing it at home, give them time in the lesson to note down useful ideas and vocabulary which they might be able to use. Tell them to try to complete the essay in 30 minutes to mirror the time they will have in the exam (45 minutes including planning time). Encourage them to read their essay through when they have finished to check for mistakes and to make sure they have addressed everything in the task and avoided too much repetition of vocabulary items or structures.

Model answer

In this fast-changing world, education plays a greater role than ever in preparing children for adulthood. These days, not only do children need to learn the basics, such as reading, writing, maths and science, they also need to learn essential skills to equip them for life in the adult world.

The ease of access to credit cards and high-interest loans has become a serious issue for society, and many individuals and households have found themselves burdened with debts they cannot repay. Schools can help children avoid finding themselves in such a situation when they grow up by providing lessons on money management which cover topics such as personal spending, budgeting the weekly income and saving for the future. Helping them understand how money works will provide them with an essential tool for adult life.

Another important social concern is the rising number of unfit adults in the population. Living in an urban environment encourages people to lead sedentary lives, spending long hours in front of the computer. In addition, the easy availability of fast food results in them eating food which is not particularly nutritious. Children need to learn about healthy eating and the benefits of regular, moderate exercise, such as walking every day. Schools should also teach children to talk about and share their feelings and moods, and to know how to get support if they are unhappy or anxious.

Of the two areas, I believe that the area of health is the more important. No matter how proficient we are at managing our finances, we can't function well in society without good physical and mental health.

COOLER

Tell the class what *tautology* is (the addition of redundant words which have the same meaning as words already used). Give them some examples: *a new innovation, an evening sunset, frozen ice, a prediction about the future, 2 pm in the afternoon, a necessary requirement*. Put the students into groups to see if they can think of one or two of their own examples of tautology. Set a time limit of about three minutes and then invite the groups to share their ideas with the class.

» ALSO REFER TO WORKBOOK PAGES 62–63

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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.



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LIFE SKILLS EMOTIONAL DEVELOPMENT

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.'

56 **5** **Listen to a conversation between two friends. Which of these things does Rachel give Leroy advice about?**

a studying maths
b using maps
c being confident in front of others
d improving his singing

56 **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?

57

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.



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LIFE SKILLS

Overview

TOPIC	Emotional development: Developing a growth mindset
VOCABULARY	Using our minds: positive thoughts, make all the difference, hinder, develop our potential, shun challenges, mindset, motivated by challenge, rebound, failure, perseverance, determination, achieve, deal with mistakes, resilient, neuroscience, neural connections, comfort zone, disheartened, trial and error, desired outcome, acquire skills
READING	How to grow your mind
PROJECT	Achieving a growth mindset In the project stage, the students discuss abilities or skills they lack or need to improve and then create a plan to help each other achieve this.

BACKGROUND INFORMATION

Carol Dweck's 'power of yet' was inspired by a high school in Chicago. They didn't use fail grades in tests but the words *Not yet*. This would help students to realise that success would come and they were on a path where they would reach a pass grade in the future. The word *fail*, on the other hand, doesn't give any indication that things might change one day.

An increasing trend now is not to give grades, but to implement a mastery-based learning system. Students are told what they have to achieve over the course and are given feedback about what they have done and what they still have to master.

WARMER

With books closed, ask the students to work in pairs and think of something they have tried to do in their lives but not succeeded at. The students tell each other what the situation was, how they felt at the time and what happened afterwards. When they have finished, invite students to share their stories with the class.

LIFE SKILLS

Developing a growth mindset

Look at the *Life skills* box with the class and ask how our beliefs about learning might hinder our progress, e.g. *If we believe that some people are good at some things and other people aren't, we might not bother trying*. Invite students to guess what creating a 'growth mindset' might involve.

1 Students discuss the photo. Ask how this might relate to the information in the *Life skills* box, e.g. *It is an illustration of a growth mindset and positive thinking*. Don't confirm students' ideas yet.

Answers
Students' own answers

2 When the students have read the paragraph and discussed their answer, ask the pairs to explain to each other in their own words the difference between a *fixed mindset* (*a belief that ability and intelligence can't be changed*) and a *growth mindset* (*a belief that we can learn from failures and achieve whatever we set out to do*). Then tell the students to discuss which kind of mindset they have, giving reasons and examples to back up their ideas. Invite students to share their ideas with the class.

Answers
Students' own answers

3 Tell the students to cover the headings in the exercise. They read the four paragraphs and then try to summarise their main points in one sentence or phrase. Give an example for the introduction, e.g. *The difference between fixed and growth mindsets*. When students have written their summaries, they compare answers in pairs and then uncover the headings to do the matching. Elicit the answers.

FAST FINISHERS

Ask fast finishers to choose one paragraph and think of a lexical or grammatical point that it contains, e.g. paragraph 1 has dependent prepositions: *based on, react to, deal with, back up*. When everyone has finished, invite fast finishers to tell the class what points they noticed, e.g. paragraph 2: reflexive pronouns *tell yourself, set yourself, remind yourself, push yourself*; paragraph 3: linking words *or, even though, and, instead of, but, but instead*; paragraph 4: imperatives *remember, replace, don't let, help.*

Answers
1 C 2 A 3 D 4 B

4 Elicit the difference between this task and the *C1 Advanced* Exam Reading and Use of English task, in which students have to put parts of a text in the correct places (*In the exam, they work with paragraphs not sentences.*). Remind them that there should be clues in the extracts which can help them to decide. For example, there are reference words such as *this* in phrases 1, 4 and 5 and *that* in phrase 6. There are also clues in the text which will help them, e.g. the verb *ask* will match to phrases 2 or 6, as these are questions. When students have finished, elicit the answers and the clues which helped them.

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

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

56 **5** Look at the instructions with the class. It might be helpful to point out that more than one answer might be correct. When the students have listened, ask which of the four things were mentioned (*All except the maps, although Rachel did tell a story about getting lost.*). Of the other three, elicit which answered the question (*a and c*) and which didn't and why (*d – Rachel tells Leroy he is a good singer, but doesn't give him advice*). Ask what the advice was in both cases (*a Look back over wrong calculations to see where you went wrong; c You shouldn't worry about what other people think*)

Answers
a and c

CONTINUED ON PAGE 162

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56 **6** Tell students to try not to make too many notes as they are listening or they will miss the next part of the recording. When they have finished, they work in pairs to discuss what they heard and put the information from their notes into sentences. Play the recording once more for the students to listen without writing and then elicit the answers.

MIXED ABILITY

Put weaker students into groups of three. Each student concentrates on a different question and makes notes just about this. When they have listened to the recording, the students tell each other what they heard.

Answers

1 She tells Leroy his attitude to his exam mark won't help him; she focuses on his improvement from 4/10 to 6/10. She shares the advice her teacher Mr Hiley gave her. She encourages Leroy to audition for the musical. She points out that nobody gets their lines or the dancing right first time. She comments that she wasn't a great singer at first but with practice got better.
2 He's fed up with his exam mark, even though it's an improvement on the previous one. He thinks he wasted his time studying and doesn't think he'll ever be good at maths. He's reluctant to audition for the musical at first because he doubts he'll be good at learning his lines and dancing. He thinks Rachel learns really quickly, implying he thinks she doesn't need to make an effort.
3 He (albeit a little reluctantly) agrees to try out Mr Hiley's advice. He decides in the end to go to the audition.

» AUDIOSCRIPT TB PAGES 318–319

58 **7** Look at the four questions with the students and ask them to guess in pairs what the answers might be, e.g. *1 even more depressed.* Elicit ideas and then play the recording. Students discuss what they heard in pairs. Elicit the answers and how close the students' ideas were.

Answers

1 He's glad he took it.
2 Making mistakes when dancing / not being able to learn the dance moves
3 She thinks his attitude is negative.
4 His marks in maths have improved.

58 **8** Students discuss what they remember before they listen again. When they have listened a second time, they try to agree on the best answer with reasons for their choice. Have a class vote for the four choices and invite people who chose each one to give their reasons.

Answers

The answer could be either b (a little) or c (a lot), depending on how you interpret the evidence. There is evidence of change in that he has actually been going to rehearsals and, according to Rachel, getting better. He has also put into practice the advice she gave him for maths and is now much more confident that he will keep improving. However, in terms of the musical, he still finds it hard to overcome feeling negative about mistakes.

» AUDIOSCRIPT TB PAGE 319

9 Look at the question with the class and ask students to give examples about themselves or other people they know to back up their answers. Set a time limit of about two minutes and then invite students to share their ideas with the class.

Answers

Students' own answers

PROJECT ***Achieving a growth mindset***

Look at stage 1 with the class. Tell students to draw a 2x2 table in their books and make notes about the four questions in the four squares. Set a time limit of about three minutes for this.

Look at stage 2 and encourage them to give as much detail as possible, e.g. if the students say they struggle with maths, they should say exactly what they find difficult, such as remembering equations or understanding geometry. Allow about five minutes for this stage, which is about one minute each for the two things they would like to be better at.

Students concentrate on their problem with lessons. One student writes their plan and their partner gives them ideas about what to write, repeating some of the advice from stage 2 and adding more details if necessary. They then swap roles. When they have both made a plan for the subject that is giving them problems, they work alone to make a plan for the activity or skill they want to be good at. They then tell each other what they have written and suggest more ideas if appropriate.

Set a deadline with the class for when they will report their partner's progress to the class. It is up to the students how they share this information together: it could be outside of the classroom, using social media or there could be a few minutes of a future lesson devoted to this. The presentation should mention what the problem or wish was, how the partner went about trying to achieve success, any problems they encountered, whether the project has changed their mindset and if so, how.

PROJECT EXTENSION

As a follow-up, ask the students to think about someone they know who has a blind spot about an everyday task, e.g. a grandparent who gets confused about mobile phones or a friend who claims they can't cook. The student talks to them about growth mindsets and uses some of the ideas from the project to try to help them become more positive about learning the necessary skill. They also encourage the person to practise and learn from their mistakes. They could also give a presentation about what happened during this project and how it helped the other person and themselves, e.g. making them realise that they can explain things clearly and be patient.

COOLER

The students work in small groups. Tell them they are going to embrace the 'power of yet'. Each person in turn says something they can't do or haven't got yet, e.g. *I can't speak Spanish yet, I haven't got my driving licence yet*, each time emphasising the word *yet*. The students do this three or four times. When they have finished, end the lesson, positively, by saying *… but you will*.

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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)** _____



58 **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?

58 **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.

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11 JOG YOUR MEMORY



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?

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11 JOG YOUR MEMORY

Unit Overview

TOPIC	History, the past and important events
VOCABULARY	Memory and forgetting; Prefixes; Negative prefixes
READING	The past isn't what it used to be!
GRAMMAR	Passive review; Causatives
LISTENING	A talk about the role of a historical interpreter
SPEAKING	Comparing photographs
EXAM TASKS	Reading and Use of English Part 8; Reading and Use of English Part 3; Listening Part 2; Speaking Part 2

Digital Resources

Lesson Plus: Unit 11
Practice Extra: Unit 11
Test Generator: Unit test 11

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 170; TB page 292
PREPARE FOR THE EXAM: SB pages on TB pages 258, 266, 271 and 274; TB pages 278, 280, 283 and 285
WORKBOOK: pages 64–69
VIDEO AND VIDEO WORKSHEET: If memory serves
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 11; Vocabulary worksheet Unit 11

WARMER

With books closed, put students into small groups. Ask them to try to remember something that happened in their school or class in a previous year, e.g. a school trip or a strange incident. It should be something that they can all remember. They then work alone for one minute to try to remember where it happened, who was involved and any other details. When they are ready, they discuss the incident and see if their memories are exactly the same or if they disagreed about certain details. Invite students to share their findings with the class.

ABOUT YOU

▶ 11 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the *About you* box with the students. Put students into groups of three or four to discuss the questions. Set a time limit of about four minutes and encourage students to give extended answers to the questions as if they were in an exam, with examples for the first two questions and reasons for their answers to the third. Invite students to share some of their ideas with the class.

VOCABULARY AND READING
MEMORY AND FORGETTING

1 Look at the first sentence with the class. Ask them what clues there are to help them decide the meaning, e.g. *plastic is harmful to sea life* is a very brief summary of what the lecture probably said. The word *but* contrasts *the gist* with *the detail.* Therefore we know it is a word which is almost an opposite of *detail* and means something like *a short summary*. Students do the same with the other sentences. When the students have finished, elicit the answers and clues from the students.

MIXED ABILITY

For students who are likely to take longer to do the exercise, ask them to first look at the blue words they know and, in pairs, explain the meanings to each other. For the other sentences, they look up half in a dictionary and follow the procedure outlined above for the other half of the unknown words.

Possible answers

1 gist – most important information about something
2 slipped my mind – got forgotten
3 planted – secretly put something somewhere
4 fabricated – invented a false story in order to deceive someone
5 vague – not accurate; lacking detail
6 retrieve – get something back
7 flashbacks – sudden memories of an unpleasant past event
8 discrepancy between … and – difference between two things that should be the same
9 make sense of – understand
10 triggered – caused something to start happening

2 Ask the students to cover Exercise 1 and look at the first sentence in Exercise 2. Ask them what the missing word(s) might be. If nobody can guess, they look at Exercise 1 and find the correct words. Students then complete the exercise in pairs. Elicit the answers and ask students to rephrase the sentences to show the meanings of the words, e.g. 1 *What is the best way of remembering something you need to do, so that you don't forget about it?*

Answers

1 slip your mind 2 fabricated 3 flashbacks 4 make sense of
5 retrieve 6 the gist 7 trigger 8 discrepancy between
9 plant 10 vague

3 Look at the first question with the class. Give them an example, e.g. *a piece of work needs handing in on a certain day,* and ask them how they ensure they don't forget to bring it with them to school on that day. Students then work in small groups to ask and answer the other questions. Set a time limit of about five minutes and then invite students to share some of their most interesting answers with the class.

Answers

Students' own answers

CONTINUED ON PAGE 166

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BACKGROUND INFORMATION

In research on false memories, some witnesses were shown a film of a fight breaking out in a bar. In some groups, the participants were joined, unknown to them, by actors. After witnessing the fight, the witnesses discussed what they had seen. The actors had been instructed to give false details, but in a very convincing manner. In a group with no actors, 32% of the eye witnesses gave incorrect statements due to things such as a poor memory or eyesight. In the group where an actor had tried to feed false information, 52% of the other participants gave the wrong information. In a group with two actors who were backing each other up, nearly 80% of the participants gave incorrect statements about what had happened. The research concluded that it is very easy to implant false memories in people, as so many people are unsure of their own memories.

PREPARE FOR THE EXAM

4 C1 ADVANCED Reading and Use of English Part 8

Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 118. Remind students that some ideas may be present in more than one section or text, so they must be careful to decide which reference gives the answer for each question, and why the other options are incorrect.

Set a time limit of about three minutes for the reading. When the students have finished discussing the extracts in pairs, invite them to summarise the key information in each of the extracts.

Answers

Students' own answers

5 Students work in pairs. When they have found the answers, elicit these and ask how they know, e.g. for sentences 1 and e, *getting somebody to do something* matches to *deliberately making them do it*; *believe that something happened when it didn't* matches to *false memory*; *is actually easier than* matches to *how easy*.

Answers

1 e 2 c 3 d 4 b 5 a

6 You could ask students to write a complete sentence as in the example or just paraphrase or find synonyms for the key words, e.g. *6 create – make*; *false memory – a mistaken recollection*; *different from – not the same as*. Set a time limit of about three minutes and elicit ideas from different students.

Answers

Students' own answers

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

7 There are different ways of dealing with reading tasks, but the following approach is recommended for most students. First, look quickly though the questions, and then through the whole text (all four profiles in the text here) to get an idea of how it's organised, what it contains and where answers might be found. This is what students have done in Exercises 4–6. Now students should read each text in turn carefully, starting with A. As they do this, they mark sections which provide the answers to some of the questions. They then go through the same process for texts B–D.

Finally, students check each question again, looking at the information they marked to check that it really does answer the question they matched to it. Elicit the answers and the relevant information from the text.

FAST FINISHERS

If some students finish more quickly than others, ask them to think of different memories from their childhood for different emotions, e.g. *a happy moment, an exciting moment, a time when they were very bored, a big surprise*. When everyone has finished, invite fast finishers to tell the class about one of these memories, saying which parts are very vivid and which details are vague.

Answers

1 C (*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.*)
2 A (*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 …*)
3 A (*Without it, even getting the most basic of tasks done, such as getting to basketball practice, would become impossible …*)
4 B (*… insignificant details that are going to be of no interest or use, such as what you ate …*)
5 A (*Gist memories are quite resilient, whereas details fade fast.*)
6 B (*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, …*)
7 D (*Misinforming him would be in his best interests.*)
8 B (*… a false memory (getting lost) comes into being in order to make sense of a genuine one (feeling anxiety in the shop).*)
9 D (*Some police forces engage memory experts to train officers not to use leading questions …*)
10 C (*Unsurprisingly, the 'smashed' group reported that the car was travelling much faster than the 'hit' group did.*)

TALKING POINTS

Put students into groups of three or four. Look at the questions with the class and elicit anything that was said about these things in the text, e.g. for the first question, it has been shown to be possible to change a memory by using different words to describe what happened (the traffic accident in C). For the second question, it might be useful for stopping unhealthy or dangerous activities by making people believe that they have experienced ill-effects before (the ice cream in D). Set a time limit of about three minutes for students to discuss the questions and then invite the students to share their ideas.

COOLER

Students stay in the same groups as for Talking Points. They should make up a false memory of something that didn't actually happen in the school, e.g. a theft. One student starts by asking the others if they remember the incident. The student should pretend they do and discuss it, each adding another false detail. Set a time limit of about three minutes and then invite groups to share their imaginary stories with the class.

ALSO REFER TO WORKBOOK PAGES 64–65

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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?

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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 being 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.

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GRAMMAR
PASSIVES REVIEW

WARMER

With books closed, tell the class to think of one good and one bad memory of something that has happened in their life since the last lesson. Give students about 30 seconds to think of an idea and then invite them to share their sentences with the class. After each sentence, write the letter *A* or *P* on the board, depending on whether the sentence was active or passive. Don't tell students why. When you have finished, invite the students to guess what the *A* and *P* stand for.

1 Students do the matching in pairs. Elicit the answers and then ask the students to think of their own examples for each structure. Set a time limit of about two minutes and then elicit example sentences from the class.

Answers

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

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 292

2 Look at the first sentence with the class and first elicit which verb is needed (*repair*). Elicit how to form the passive sentence. If students are unsure, elicit an active sentence, e.g. *I've arranged to repair my computer*. As *arranged* is followed by the infinitive in the active form, it will also be followed by the infinitive in the passive. Students then do the rest of the exercise in pairs. Elicit the full sentences and then the structure of each one (in brackets in the Answer key).

Answers

1 to be repaired (b) 2 is being taught (a)
3 got/was promoted (c/d) 4 being told (f)
5 was retrieved (d) 6 has been stolen (e)

CAUSATIVES

3 Look at the photo at the bottom of the page and elicit what the students can see. When you have elicited ideas, tell them there are different possible structures: *The camera is taking his photo; He is taking a photo of himself; His photo is being taken; He is having his photo taken*. Write the last of these on the board and ask what kind of structure this is. Students then look at Exercise 3 in pairs. When students have finished, look again at Exercise 2, sentence 1 and elicit how to make this a causative sentence: *I'm having / going to have my computer repaired.*

Answers

1 The participants 2 The researchers 3 She arranged for someone else to do it. 4 No 5 No 6 Someone else
7 The receptionist

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 292

4 Look at the first sentence with the class and elicit where the verb *have* should go (between the words *plans* and *the town*) and what form it should be (*to have*). Elicit the whole sentence and then have students complete the exercise in pairs. Elicit the answers and discuss as a class which piece of information they think is false. When different students have suggested ideas, tell them the correct answer.

MIXED ABILITY

For weaker students, you could give them the form of the verb *to have* or *to get* needed in each one: *1 to have, 2 had, 3 to get, 4 –, 5 has had*. They can then use this information to help them rewrite the sentences.

Answers

1 The government of Sweden announced plans **to have** the town of Kiruna **demolished and rebuilt** elsewhere, because underground mining had made it unsafe.
2 In the 17th century, Mughal emperor Shah Jahan **had** the Taj Mahal **constructed** for his wedding. (False – it was built after his wife died.)
3 In March 2020, fitness trainer Joe Wicks managed **to get** 950,000 people **to take part** in a live-stream fitness workout, a new world record.
4 The Prime Minister of Albania said that he **wanted** all the buildings of the capital Tirana **painted** bright colours.
5 Melanie Martinez **has had** five of her homes **destroyed** by hurricanes, earning her the title 'unluckiest woman in America'.

5 Look at the first sentence with the class and elicit what is wrong (being *should be* been). Students complete the exercise alone. Elicit the two correct sentences (*3 and 4*) and the correct forms of the other sentences.

Answers

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 **be** built in the city centre.
3 *Correct*
4 *Correct*
5 Jacob got his copy of *Sapiens* **signed** by the author.
6 Whenever I'm in New York, I always go and have **my eyes tested** by this amazing optometrist in the Bronx.

6 Look at the exercise on page 152 with the class and elicit sentence 1. Students then complete the other sentences alone and compare answers in pairs. Elicit the correct forms and elicit what a *mnemonic* is (*It can be any tool which aids the memory.*). Ask how the mnemonic in sentence 5 works (*It replaces the names of the colours of the rainbow with different words starting with the same letter – red, orange, yellow, green, blue, indigo, violet.*).

Answers

1 be taught in schools 2 get you to 'remember' something
3 to be preserved, or to be knocked down and replaced
4 getting pupils to watch 5 Were you ever made to learn

7 Students work in pairs to discuss the questions. Set a time limit of about three minutes and then discuss the questions as a class.

Answers

Students' own answers

» PRACTICE EXTRA: UNIT 11 – GRAMMAR – PASSIVES REVIEW; CAUSATIVES
» GRAMMAR WORKSHEET: UNIT 11
» ALSO REFER TO WORKBOOK PAGE 66

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VOCABULARY

PREFIXES

60 **1** Ask the students to describe the photo at the top of the page and say which era in history they think it is from (*medieval*). When they have listened, elicit the answers and if there are any similarly themed restaurants in their country.

Answers
1 It's a history-themed restaurant.
2 Students' own answers

60 **2** Students work in pairs to see how many words they think they can make with the prefixes and words. When they have listened to the recording, ask them if they had thought of any different words and, if so, what they mean.

Answers
reconsider, redone, outdated, outgrown, overcharged, overqualified, undercooked, understaffed

» AUDIOSCRIPT TB PAGE 319

3 Do the matching with the whole class. Elicit the meanings of the words from Exercise 2 and ask students if they have ever been given undercooked food in a restaurant or been overcharged in a shop or restaurant. They think of similar questions to ask each other in pairs using the other words.

Answers
a over b under c re d out

4 Look at the first sentence with the class and elicit which verb they think should go in the gap and with which prefix. When you have elicited *reintroduce*, elicit what this means (*to introduce it again, bring it back*). Students complete the exercise in alone and compare answers in pairs.

FAST FINISHERS
Tell fast finishers to try to think of other verbs which could take the same prefixes, e.g. *restart*. When everyone has finished the exercise, elicit the answers and then invite fast finishers to share some of their words with the class.

Answers
1 reintroduce 2 overprotective 3 reapply 4 underpaid
5 outnumber 6 overpriced 7 underestimated

NEGATIVE PREFIXES

5 Students work in pairs. First they look just at the words in blue and discuss what they mean. Elicit the meanings and then look at the first sentence with the class. Students say which blue word matches it (*disrespectful*). Students do the same for the other three sentences. Elicit their ideas.

Answers
1 Being rude about someone else's cooking (especially a grandparent's) might be considered **disrespectful**.
2 There might have been a **misunderstanding**. Arguably Josie is being **inconsiderate** by keeping her friend waiting.
3 Flora is being **inconsiderate** towards other passengers.
4 Putting your feet up on the desk appears **disrespectful** and **unprofessional**.

6 Look at the first blue word (*disrespectful*) as a class. Ask if the prefix *dis-* means 'not' or 'badly/incorrectly'. Elicit that it means 'not'. Students work alone to decide the meaning of the other prefixes. Elicit the answers as a class.

Answers
meaning 'not': un-, dis-, in-
meaning 'badly/incorrectly': mis-

PREPARE FOR THE EXAM

7 **C1 ADVANCED Reading and Use of English Part 3**
There are several examples of this task type in previous units and Review sections. Elicit what the students have to do and any helpful tips that they can remember.

Students work in pairs to discuss their ideas. Elicit what they think the situation might be and explain that the phrase *to get a new lease of life* is used about companies or organisations which have been in danger of closing down, but which have been saved in some way.

Answers
It refers to changes that are going to be made to the museum to improve it.

8 If you haven't already elicited this as a tip from the students, ask them to quickly read the text without worrying about the gaps, to find out what the new lease of life the museum got was. Elicit this (*The council gave it extra funding, it is appealing to a wider variety of people, and it is being modernised.*). Then look at the example with the class and elicit the meaning of the first sentence (*'Useful' isn't strong enough a word. It is 'very useful' or 'essential' to the town.*) Students then complete the text alone. Elicit the answers and remind students that, in the real exam, the task will test a variety of word forms, not just prefixes.

Answers
1 disrepair 2 unsustainable 3 outweighed 4 unforeseen (*unforeseeable* is also possible.) 5 outcry 6 overturn
7 overcrowded 8 disadvantaged

9 Look at the exercise on page 152 with the class. Elicit the word needed for the first gap (*undesirable*). Students work in pairs to complete the activity. Elicit the answers.

Answers
1 undesirable 2 overrated 3 outdated 4 misleading
5 disrespectful 6 disillusioned 7 unwind

10 Set a time limit of about three or four minutes for students to discuss their opinions and reasons and then invite students to discuss the questions as a class.

Answers
Students' own answers

COOLER
Remind students of mnemonics (techniques to remember things better). Dictate the following mnemonic and have them listen and write down the first letter. They work in groups to work out the mnemonic.

My very excellent mother just served us noodles.

(It is to remember the order of the planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune. (Pluto hasn't been recognised as a planet since 2006.))

» PRACTICE EXTRA: UNIT 11– VOCABULARY – PREFIXES; NEGATIVE PREFIXES
» VOCABULARY WORKSHEET: UNIT 11
» ALSO REFER TO WORKBOOK PAGE 67

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VOCABULARY
PREFIXES



60 **1 Listen to two friends and answer the questions.**

1 What was unusual about the restaurant the boy went to?
2 Would you like to go there? Why? / Why not?

EP 60 **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

1 There hasn't been military service in my country for many years, but I think they should _____ it.
2 If parents are _____, it stops their children from becoming independent.
3 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.
4 If you feel that you are overworked and _____, you're likely to hate your job.
5 In five years' time people who work from home are likely to _____ people who work in an office.
6 The food in restaurants is always _____ and rarely good value for money.
7 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.

1 Jake was rude about his grandmother's cooking.
2 Sara arranged to meet her friend Josie at eight o'clock in the café, but Josie still hasn't turned up.
3 Flora put her backpack on the seat beside her on the train. Some people had to stand.
4 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 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.

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LISTENING

1 **Look at the photograph and discuss the questions.**

1 What do you think the man with the red feather in his hat does for a living?
2 What might be enjoyable about this kind of work?

61 **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.**

62 **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.**

a Which two other jobs did Tom mention?
b How do you know these two jobs aren't the answer to question 1?
c 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

63 **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?**

1 I'd had my heart set on being an emperor _____

2 that goes without saying _____

3 nothing could be further from the truth _____

4 that's the last thing I was expecting _____

5 they usually go down well _____

a People normally enjoy them.
b I really wanted to do it.
c That's totally wrong.
d It was a big surprise.
e 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.'

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LISTENING

WARMER

With books closed, ask the students to imagine they have a time machine and could go back into any time in their country's history before their own birth. Ask them to think about which time they would go back to and why. Set a time limit of about two minutes to think of an idea and discuss it in pairs and then invite students to share their ideas with the class.

1 Set a time limit of about one minute for students to discuss the questions in pairs and then elicit ideas. Ask how they think the people listening to him feel.

Answers

Students' own answers

61 **2** When the students have listened to the recording, elicit the man's job and anything else they learned about him (*He's a historical interpreter; he takes on the role of a character from history, works at historical sites or museums, he doesn't give any information about his feelings or what he finds enjoyable, but he does say that he interacts with the public.*).

Answers

Students' own answers

» AUDIOSCRIPT TB PAGE 319

3 Write one adjective on the board, e.g. *entertaining*, and one attribute, e.g. *a loud voice*. Students then work in pairs to think of three more things that would be useful. Set a time limit of about one or two minutes and then elicit ideas from the class.

Answers

Students' own answers

62 **4** Tell students to cover the script and to look at the first two gaps. Elicit what kind of information is needed in each one (*1 a job or position of a person from the past; 2 could be his job, his education, his knowledge, etc.*). When students have listened and read the first part of the script, elicit the answers, but don't look at the distractors yet.

Answers

1 agricultural labourer 2 costume

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 listeners 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.

» AUDIOSCRIPT TB PAGE 319

5 Students work in pairs to compare the words they underlined and crossed out in Exercise 4. Elicit the distractors and what they referred to (*1 history teacher – the person who hired him, emperor – what he would have liked to portray; 2 equipment, working conditions – these are things he always thinks he will be asked about.*).

Answers

a history teacher and emperor
b See recording script
c [I] hadn't anticipated so many [questions] concerning …

PREPARE FOR THE EXAM

63 **6** **C1 ADVANCED Listening Part 2**

Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 53. Remind students that the words they need as answers will be the same as the speakers use, but the rest of the sentence will be rephrased, so that they need to understand what the speakers are saying in order to identify the correct word or words. Having an idea of what they are listening out for by looking at the gaps will make this easier.

Allow students one minute to read through the text and think about what kinds of words might be missing, e.g. 3 a noun; something that isn't history but to do with the region they are in, e.g. *architecture*, *climate*. When the students have listened twice, ask them to read the sentences through to make sure they make sense with the words they have used and to check their spelling. Elicit the answers and the spelling of any words that students might have difficulty spelling, e.g. *concise, ghosts.*

Answers

3 wildlife 4 research 5 diverse 6 concise 7 ghosts 8 jokes

» AUDIOSCRIPT TB PAGES 319–320

7 Students cover the definitions and look at the sentences in pairs. They discuss what they might mean and then uncover the definitions to do the matching. Elicit the answers. You could then play the recording again for students to listen to Tom saying the phrases and elicit what he was referring to.

FAST FINISHERS

If some students finish more quickly than others, they can think of one or two sentences using the same phrases which are true for them, e.g. *I have my heart set on being a doctor.* When everyone has finished, elicit the answers and then invite fast finishers to share their sentences with the class.

Answers

1 b (the job he wanted to do)
2 e (needing to know about the past)
3 c (people thinking Tom's work might be repetitive)
4 d (learning that the group were interested in ghosts)
5 a (Tom's jokes)

8 Before the students start discussing the statements, ask them to vote for the statement they agree with most. Try to have students with different opinions in each group if possible. Set a time limit of two minutes for the students to discuss their views and reasons and then have a class discussion.

Answers

Students' own answers

» ALSO REFER TO WORKBOOK PAGE 68

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SPEAKING
COMPARING PHOTOGRAPHS

1 Students work in pairs. Set a time limit of about two minutes to describe the photos and answer the question. Then, ask the class if there are any other old objects which they would like to try out and if so, what and why.

Answers
Students' own answers (The objects are an old camera, a bow and arrow, and a motorbike with a sidecar.)

64 **2** Students read through the six points and the two questions about the objects. When they have listened, they discuss their ideas in pairs. Elicit the three things Sandro does and his answers to the two questions.

Answers
Sandro does a, c and e. He doesn't have a problem because of a word he doesn't know (d), and successfully finds a suitable synonym (*weapon*).

65 **3** When the students have listened, elicit what Alicia does and doesn't do, and then ask students whose answers they preferred and why.

Answers
Alicia does g and j.

» AUDIOSCRIPT TB PAGE 320

4 Students then discuss the points in pairs and what Alicia should have done. Set a time limit of about two minutes and then invite students to share their answers with the class.

Answers
It is advisable to do a, c, e, g, h, i. Alicia needed to say a little more in order to demonstrate her range of language. She could have expanded her answer by explaining why she thinks the motorbike would be fun, why she doesn't find the others so interesting.

64 **5** Look at the *Prepare to speak* box with the class. Students work in pairs to see if they can remember or think of any of the words for the gaps. When they have listened, elicit the answers and what Sandro was talking about when using each phrase (*1 being shown things; 2 The old objects are intriguing; 3 It has novelty value; 4 It could be a lesson / explaining how something works; 5 how useful they are; 6 The motorbike doesn't motivate you to learn; 7 Motorbike is fun – girl needs to learn*).

Answers
1 common 2 cases 3 true 4 Likewise 5 differentiates
6 say 7 contrast

» AUDIOSCRIPT TB PAGE 320

6 When students have decided the answers, ask them to use the phrases to talk about the things Sandro talked about which were identified in Exercise 5, e.g. *1 Whereas the first picture features someone learning a skill, the other one shows something which is purely fun; 2 The first picture shows something rarely seen nowadays, and in the same way, the other picture features a vintage motorbike which is very different to modern motorbikes; 3 The people in the first picture seem to be an instructor and student, unlike the ones in the other picture, who are simply enjoying being the centre of attention.*

Answers
Describing similarities: sentence 2
Describing differences: sentences 1 and 3

7 Look at the first phrase in the *Prepare to speak* box and ask: *What else, apart from both featuring people being shown things, do the two photos have in common?* Elicit ideas, e.g. *Both show people wearing special clothes of the same vintage as the items they are using.* Students work in pairs to make sentences using the phrases in the *Prepare to speak* box. When everyone has finished, invite students to share their sentences with the class.

MIXED ABILITY
It might not be easy for some students to think of new ideas for each of the phrases from the *Prepare to speak* box. Tell weaker students that, if they are having problems, they could make sentences comparing the photo with the camera to Sandro's photos.

Answers
Students' own answers

PREPARE FOR THE EXAM

8 C1 ADVANCED Speaking Part 2
Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 86. Remind students that when it is their partner's turn to talk, they should listen carefully, so that when they are asked to comment briefly, they can give an appropriate and relevant answer.

Set a time limit of about one minute for one student in each pair to talk and ask their partner to use the checklists in Exercises 2 and 3 to judge whether their partner has answered appropriately.

9 The second student then answers the Student B question briefly, but making sure they develop their answers. Students can now swap roles and repeat Exercises 8 and 9, but one of the photos that the new Student A chooses to describe must be the one that their partner didn't describe.

Answers
Students' own answers

COOLER
Put the students into small groups. Ask them to discuss any ideas they use or have used to help them remember new words in a foreign language. Set a time limit of two or three minutes and then allow students to share their ideas with the class and say which techniques they found the most useful and why.

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SPEAKING
COMPARING PHOTOGRAPHS

1 **Which of the old objects in the pictures would you most like to try out, and 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

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?**





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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

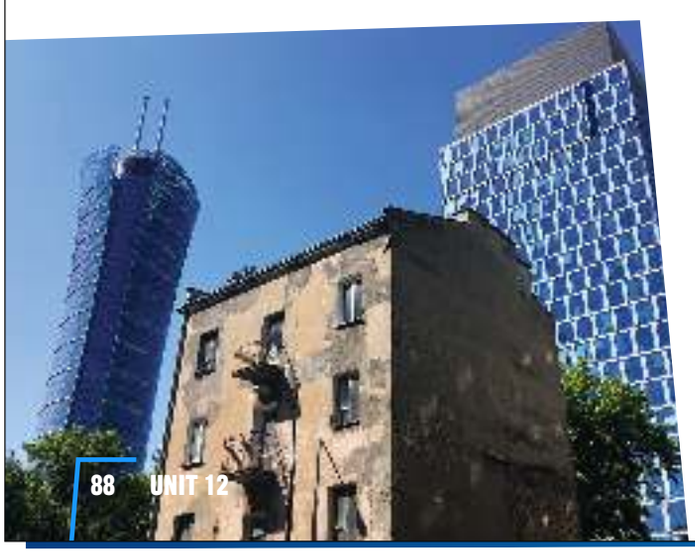
SOCIAL CHANGE

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

1 Many people find it difficult to make ends meet. Some don't even have the means to feed their families.
2 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.
3 Housing is unaffordable for many young people and as a result they often live with their parents well into adulthood.
4 The government needs to tackle the pay gap between the genders.
5 Many workers have been laid off in recent years, which has meant that everyone has had to tighten their belts.
6 Affluent people should help those who are less well off.
7 The education system should be reformed as one way of achieving equality.
8 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.

1 In city centres, _____ can lead to a wide range of social and health-related problems.
2 The salaries of senior officials should be made public to prevent a _____, where women doing the same job are paid less than men.
3 If we can _____ the tax system, hopefully workers will have more _____ at the end of the month.
4 Everyone in the country will need to _____ to get through the current crisis.
5 Owning their own home is an _____ dream for many young people, who barely even have the _____ to pay rent.
6 When John was _____ from the factory, he found it very hard to _____ until he found a new job.
7 To _____ the problem of social inequality, we need to adjust taxes so that the _____ pay more to help the less well-off.
8 If your _____ exceed your income, you will get into debt.

4 Discuss the questions with a partner.

1 In what ways is society unequal nowadays?
2 How could society be made more equal?
3 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?

1 The main focus of Part 6 is identifying writers' opinions and attitudes.
2 You read four academic texts on the same topic.
3 The texts do not contain in-depth specialist knowledge of the topic.
4 There is always one question that asks you to identify one text that differs from all the others.
5 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

1 has a different opinion from the others on how equality should be defined?
2 shares expert B's opinion on the importance of education in reducing inequality?
3 expresses a similar view to expert C regarding the possibility of full employment?
4 has a different view from expert A on the role of the law in creating a more equal society?

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12 CHANGING TIMES

Unit Overview

TOPIC	21st-century living, social change and issues
VOCABULARY	Social change; Synonyms and antonyms
READING	Achieving social equality
GRAMMAR	Modal passives
WRITING	A proposal
EXAM TASKS	Reading and Use of English Part 6; Reading and Use of English Part 1; Writing Part 2 (a proposal)

Digital Resources

Lesson Plus: Unit 12
Practice Extra: Unit 12
Test Generator: Unit test 12; Term 2 test

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 171; TB page 293
PREPARE FOR THE EXAM: SB pages on TB pages 256, 262 and 269; TB pages 278, 280 and 282
WORKBOOK: pages 70–75
VIDEO AND VIDEO WORKSHEET: All things being equal
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 12; Vocabulary worksheet Unit 12

WARMER

With books closed, put the students into small groups. Ask them to imagine their grandparents' lives when they were the same age as the students are now. Elicit one or two ways that society was different then and write these on the board, e.g. *Most women were housewives and didn't work*. Set a time limit of two or three minutes for students to discuss other ideas. Invite groups to share some of their ideas as a class. Don't focus on whether things were better or worse at this point.

ABOUT YOU

▶ 12 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the *About you* box with the students. Put the students into small groups and set a time limit of three or four minutes for them to discuss the questions. Invite groups to share their ideas with the class.

VOCABULARY & READING

SOCIAL CHANGE

1 Students complete the exercise alone and compare in pairs. When they have finished, elicit the answers by asking students to read out the sentences but using the phrases from the box in place of the blue phrases, e.g. 1 *Many people find it difficult to afford what they need. Some don't even have the financial resources to feed their families.*

MIXED ABILITY

You could put weaker students into pairs or groups of four. They each look up words in blue that they don't know in two (or four) of the sentences. The students then tell each other which words and phrases from the box match their blue words.

Answers

1 afford what they need; financial resources
2 expenses; money left after bills, rent, etc. have been paid
3 too expensive
4 try to deal with; unequal salaries
5 lost their jobs; spend less money
6 wealthy
7 changed
8 too many people in a space

2 Before students look at the exercise, ask them, in pairs, to look at the photo at the bottom of the page and discuss how it might relate to the vocabulary in Exercise 1. Set a time limit of about a minute and elicit ideas, e.g. *the pay gap, affluent people in modern high-rise buildings which are unaffordable to others*. Discuss the first sentence with the class. If students think it is true, ask why they think this situation exists – whether it is the fault of the government or individuals, or a combination of both. Give students one or two minutes to look at the sentences in Exercise 1 alone and then set a time limit of four minutes for students to discuss their ideas in pairs. When they have finished, invite them to share their ideas and reasons as a class.

Answers

Students' own answers

3 Look at the first sentence with the class and elicit which nouns or noun phrases could fit grammatically, i.e. *means, outgoings, disposable income, overcrowding*. Elicit which of these makes the most sense and why: *overcrowding* is a problem that affects health and social problems. The other words on their own are not problems. Students complete the exercise alone and then compare answers in pairs.

FAST FINISHERS

Ask students to choose one of the sentences and imagine that they are an opposition politician. They think of ways to improve the situation in their country, e.g. *overcrowding – build more subsidised homes for poorer people*. When everyone has finished, elicit the answers and then invite fast finishers to share their ideas with the class.

Answers

1 overcrowding 2 pay gap 3 reform; disposable income
4 tighten their belts 5 unaffordable; means
6 laid off; make ends meet 7 tackle; affluent 8 outgoings

CONTINUED ON PAGE 178

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4 Look at the first question with the class and elicit some of the ideas which have come up in the lesson so far. Write these on the board, e.g. *wages*. Set a time limit of about four minutes for students to discuss the issues in pairs and then divide the class into three groups. Invite the first group to discuss their ideas about question 1, then do the same for the other two groups and the other two questions.

Answers

Students' own answers

BACKGROUND INFORMATION

Income, or wealth quality, is measured by the Gini coefficient. This is a scale between 0, where everyone in society would have exactly the same income, and 1, where one person earns everything in society and everyone else gets nothing. Therefore, the higher the number, the more unequal society is. It was developed by Italian statistician, Corrado Gini, in 1912.

In the UK in 2020, the index (which is the coefficient expressed as a percentage) stood at 34.6%. (The highest before that was in 2008 before the economic crash, when it reached 38.6%.) This reflects disposable income. Before tax, the index stood at 49.7%, but then the rich have to pay more in tax.

In 2018, countries in the EU had indices ranging from 24.6% in Slovenia to 41.3% in Bulgaria.

5 Students read the statements and discuss them in pairs. When they have read them, elicit whether each is true or false and, for the false one, what the true statement would be, e.g. *5 The other questions might ask you to identify a text which expresses a similar view to one of the texts or they could ask you to identify a text which expresses a different view (cf. question 4 in Exercise 6).*

Before students do the exam question, you could put them into four groups. Each group should read one of the texts (A, B, C or D). The students work together and note down what the writer says about the following: the definition of equality, the role of education, employment or unemployment, the role of the law. Now form new groups of four so that each of the students in the group has read a different text. The students discuss each topic above in turn, telling each other what their text said and noting any similarities or differences in opinion.

Answers

5 is incorrect (it could express a different view).

PREPARE FOR THE EXAM

6 **C1 ADVANCED Reading and Use of English Part 6**

Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 58. Remind students that key words in the questions may not be used in the text but will be rephrased. Distraction is also likely: the point or idea that a question asks about will be referred to in three or four of the texts, but only one text will contain the correct answer to that question.

Tips Students should look at the key words in the questions and try to anticipate how they might be expressed in the texts, e.g. *equality – same chances, no discrimination, same opportunities; defined – definition, expressed, my understanding of*. Give students about one minute to look at the questions and then elicit ideas.

Tell the students that, when they answer the questions, they should note down the information which helps them to decide the correct answers, e.g. for 1 they should note down what each person says about how equality should be defined. If you did the groupwork in Exercise 5, they will already have identified the opinions expressed. When they have finished, elicit the answers and the information which helped them to decide.

Answers

1 C (C believes that equality is about giving everyone a similar standard of living, whereas the other three believe it means giving people the same opportunities to do well or badly.)
2 D (B and D both think education is vital. A and C are doubtful about how helpful this will be.)
3 A (A and C both suggest that full employment is possible, and that it will help reduce inequality. However, B and D don't share this view: B … *universal employment is not realistic* … and D *Unemployment is inevitable* … .)
4 D (A believes that laws will protect everyone, but D says that current laws meant to protect the poor haven't done so.)

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

TALKING POINTS

Put students into groups of three or four and set a time limit of about three to four minutes for them to discuss the questions together. Invite groups to share their ideas with the class and allow other students to disagree if necessary. When the students have discussed the second point, ask which jobs should be paid the most (and how much) and which the least (and how much).

COOLER

Put students into groups of three or four. Write on the board: *education, law, unemployment benefit, women's rights, racial discrimination*. Ask the students to discuss how one or two of these areas of life could be improved. Set a time limit of about three minutes and then allow students to discuss their ideas as a class.

ALSO REFER TO WORKBOOK PAGES 70–71

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ACHIEVING **SOCIAL EQUALITY**

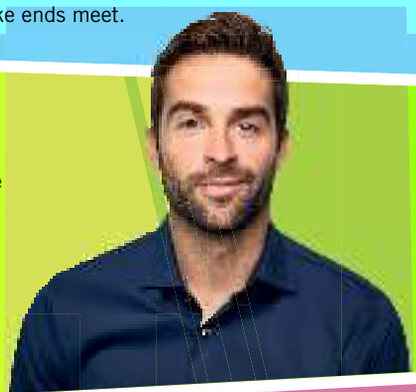
66



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?

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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

1 In 19th-century London, poverty became so serious that it **had to be tackled** by the government.
2 Not all jobs are equal, but everyone **should be given** access to work that allows them to make ends meet.
3 This **can be achieved** by having a clear legal framework.
4 Inequality **should have been eliminated** by now, but it clearly hasn't.
5 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

1 The postcard _____ by Lucy – she's the only one on holiday at the moment. (send)
2 In the UK people _____ from organising protests or marches but the police must be informed of them in advance. (stop)
3 The new shopping centre _____ by the end of this year but we're not sure. (complete)
4 Unemployment _____ if we are to create a more equal society. (reduce)
5 All children _____ free school meals – only those that really need it. (give)
6 Your great grandmother _____ a degree from Oxford as they only started giving women degrees in 1920. (award)
7 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.**

1 It was necessary to tell the mayor what local people wanted.
The mayor _____ what local people wanted.
2 It's a good idea to improve public transport in rural areas.
Public transport _____ in rural areas.
3 Children are not allowed to use drones without adult supervision.
Drones _____ under adult supervision.
4 The unpopularity of his policies was probably why the president lost the election.
The election _____ by the president due to his unpopular policies.
5 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.**

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GRAMMAR
MODAL PASSIVES

WARMER

With books closed, elicit some of the ideas about equality that students discussed in the Vocabulary and Reading section. Ask students to write one statement about equality starting: *In my country, we should …* Students then mingle and tell each other their sentences, agreeing and disagreeing with each other and giving reasons for their opinions. Elicit some of the students' statements.

1 Students do the matching alone and compare answers in pairs. Elicit the answers and what the words in the box mean, e.g. *deduction – something you believe to be true based on the evidence you have*. Ask which famous literary character was famous for his/her deductions (*Sherlock Holmes*).

Answers

1 obligation (past) 2 recommendation (present/future)
3 possibility (present/future) 4 regret/criticism (past)
5 deduction (past)

2 Look at the grammar rules with the whole class and elicit the missing words. Look at the final sentence in the box with the class and ask how to make a past deduction using *must* (*must have been*).

Answers

1 *be* 2 future 3 *have been*

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 293

3 Look at the first sentence with the class and ask if it is talking about the past or present (*past*) and what function it has (*deduction*). Elicit the correct verb form (*must have been sent*) with reasons for their choice – Lucy was the only possibility, as everyone else was in class. Students then complete the exercise in pairs. Elicit the answers and ask students to try justify their choice if they disagree with each other.

Answers

1 must have been sent
2 can't be stopped
3 should/might/could be completed
4 must be reduced / has to be reduced / should be reduced
5 don't have to be given / shouldn't be given / can't be given
6 couldn't have been awarded / can't have been awarded
7 shouldn't have been passed

4 Look at the first sentence with the class and what function it matches (*obligation*) and what tense the original sentence is (*past*). Elicit the missing words. Students then complete the exercise in pairs. Elicit the answers as a class.

Answers

1 had to be told
2 should be improved
3 must be used / have to be used / can only be used
4 must have been lost
5 can't have been offered

5 Elicit what the students can see in the photo and then give them one minute to think of ideas in pairs. Before they read the text, elicit some of their ideas, e.g. *robots taking jobs, illnesses*. Then set a time limit of about one minute to read the text to find out what it is about and elicit the possible answers (*populations falling, more old people needing care, overwhelmed health services, nurses suffering back injuries*).

Answers

Students' own answers

6 Ask one student to read out the first sentence aloud. Ask the other students if they could hear anything wrong with it and, if so, what. Elicit that *reduce* should be changed to *reduced*. Students then do the same in pairs. They take turns to read out one sentence each and their partner tries to decide if it is correct or not. When they have finished, elicit the mistakes in the text and the correct forms.

FAST FINISHERS

Ask students to look at the final two sentences of the text. The writer says that there are advantages for both patients and carers. It mentions an advantage for carers, but not for patients. Ask fast finishers to think of some possible benefits for patients of having a robot nurse. When everyone has finished the exercise, elicit the answers and invite fast finishers to share their ideas with the class.

Answers

1 might be **reduced** by up to 50%
2 healthcare systems **could/might** be overwhelmed
3 that **can** be programmed
4 people should **be** prepared
5 The technology could **have** been implemented
6 must **have been** cut dramatically

7 Put students into groups of three. Tell them to imagine that two of them are patients in a hospital and one is a visitor. The visitor has to ask them questions about how they are feeling and what life in hospital is like. The two patients have robot nurses to look after them. One thinks it's a great idea and is very happy. The other doesn't like the idea. Together they plan a conversation and practise it. Set a time limit of about five minutes and then invite one or two groups to act out their conversations in front of the class. Finally, as a class discuss how students would feel about being looked after by a robot nurse.

Answers

Students' own answers

» PRACTICE EXTRA: UNIT 12 – GRAMMAR – MODAL PASSIVES
» GRAMMAR WORKSHEET: UNIT 12
» ALSO REFER TO WORKBOOK PAGE 72

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VOCABULARY
SYNONYMS AND ANTONYMS

67 **1** Before listening, ask students to look at the photo. Discuss where they think it is and why the buildings look the way they do. When students have listened to the recording, ask them to discuss what they understood in pairs. Discuss each question with the class, but don't introduce words from Exercise 2 at this point unless the students volunteer them.

Answers

1 universal suffrage / the right to vote 2 urban, rural and seaside 3 the decline of mining and manufacturing, disappearance of coal mining and shipbuilding 4 loss of unity and communal spirit, housing shortages, overcrowding, tensions between family members

67 **2** Tell students not to worry about the meanings of the words in the box yet, but just to listen out for which is used in which sentence. Elicit the answers and, without looking at Exercise 4, ask students to guess what the words and phrases mean.

Answers

1 suffrage 2 deprivation 3 shortage 4 manufacturing
5 diversify 6 income 7 housing 8 jobless

» AUDIOSCRIPT TB PAGE 320

3 When the students have done the matching, elicit the answers and ask some follow-up questions, e.g. *If universal suffrage is the right to vote, who were the suffragettes and what were they fighting for?* (*women who wanted the right to vote as, when first introduced, the right was only given to adult males*)

Answers

1 income 2 shortage 3 manufacturing 4 diversify 5 jobless
6 deprivation 7 suffrage 8 housing

4 Look at the first question and elicit that a *salary* is what you get for working. Ask how someone who doesn't have a job could earn an income (e.g. *dividends from shares, rent from spare houses*). Students then discuss the other questions in pairs. Elicit the answers and some follow-up questions about some of the words, e.g. *What else could 'accommodation' refer to?* (e.g. *holiday accommodation*) *What industries are there apart from those involved in manufacturing?* (e.g. *services such as tourism or health*).

Answers

1 salary 2 jobless 3 diversify 4 suffrage 5 deprivation
6 shortage 7 housing 8 manufacturing

68 **5** Look at the instructions with the class and give them one minute to discuss ideas that might be mentioned. Invite the students to share their ideas as a class before they listen. When they have listened, students discuss what they heard in pairs. Elicit the answers and how the students think they would work.

Answers

Incentives to businesses if they relocate, grants to develop tourism and agriculture in rural areas, increase in government expenditure on training

68 **6** Ask students to look at the words. Ask what the opposite of *weak* could be (e.g. *strong*). Students discuss the other words in pairs. When they have listened, ask them to put their hands up if they have all the words. If a number of students haven't got all of them, play the recording again while the students read the script on SB page 153 and then elicit the answers.

Answers

1 depressed (*deprived* is also possible, but occurs later in the script.)
2 plentiful 3 wealth 4 powerful 5 discrimination 6 rural
7 expenditure 8 communal

» AUDIOSCRIPT TB PAGE 320

PREPARE FOR THE EXAM

7 C1 ADVANCED Reading and Use of English Part 1

There are several examples of this task type in previous units and Review sections. Elicit what the students have to do and any helpful tips that they can remember. Encourage them to follow the tips that their classmates mention.

Set a time limit of one minute for students to read the text quickly without worrying about the gaps. When they have finished, ask them what *gentrification* is (*when an area becomes more affluent and the locals are priced out by richer new residents*). Look at the example with the class and elicit different synonyms which could have been used to complete the gap, e.g. *prosperous*. Students then work alone to complete the exercise. Elicit the answers and ask questions about some of the alternative options, e.g. *How would the sentence have to change to make 2C correct?* (*… usually means it is impossible …*).

Answers

1 D 2 B 3 A 4 C 5 C 6 D 7 A 8 B

8 Set a time limit of about two to three minutes for students to complete the sentences in pairs. Elicit the missing words and make sure that, if students didn't complete the whole exercise, they write them down while you are eliciting them. When students have discussed the questions, invite them to share their ideas as a class.

MIXED ABILITY

Give weaker students the first letter of the missing words to make it easier for them to think of the words or find them somewhere on the page. Where more than one word is possible, give the students just one of the letters (1 h, s; 2 i; 3 u; 4 d, p; 5 j).

Answers

1 housing; scarcity/shortage
2 industry/manufacturing
3 urban/rural/depressed/deprived
4 deprived/depressed; prosperous
5 unemployed/jobless

COOLER

Students work in pairs. Tell half the pairs that they are optimists. The other half are pessimists. The optimists think about their town and the good things about it, e.g. a nice new estate, low unemployment. The pessimists think about the bad things, e.g. a deprived area, high crime rates. Give them about two minutes to think of some ideas and then join optimists and pessimists together in groups of four to compare their ideas. Finish with a class vote on whether they should be optimistic or pessimistic about life in their town.

» PRACTICE EXTRA: UNIT 12 – SYNONYMS AND ANTONYMS
» VOCABULARY WORKSHEET: UNIT 12
» ALSO REFER TO WORKBOOK PAGE 73

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VOCABULARY
SYNONYMS AND ANTONYMS



67 **1 Listen to Ruby, a social historian, talking about inequality between different areas of a country.**

1 What did people hope would reduce inequality?
2 What types of area suffer poverty?
3 What major causes of unemployment does she mention?
4 What are the social and economic effects of these?

EP 67 **2 Listen again and complete the extracts with a word from the box.**

deprivation diversify housing income jobless manufacturing shortage suffrage

1 Many believed the introduction of universal _____ would give a voice to the weak.
2 It's not only in urban areas that there is _____.
3 Rural and seaside towns are also suffering from unemployment and a _____ of housing.
4 The decline of _____ in some areas means …
5 … it was assumed the job market would _____
6 … whole villages lost their main source of _____.
7 A scarcity of _____ means that often …
8 … 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 …

1 means money from working only? *salary* / *income*
2 is used in less formal contexts? *unemployed* / *jobless*
3 means intentionally expand the range or scope of something? *vary* / *diversify*
4 is used in formal contexts? *suffrage* / *the right to vote*
5 often refers to both economic and non-economic problems? *deprivation* / *poverty*
6 implies a temporary lack of something? *shortage* / *scarcity*
7 usually refers to places to live in permanently and is often used in a general sense? *housing* / *accommodation*
8 refers only to making things? *manufacturing* / *industry*

68 **5 Listen to the next part of Ruby's talk. What solutions to the problem of unemployment in certain areas are suggested?**

EP 68 **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.

1 What type of _____ is available in your home town? Is there a _____ of accommodation? If so, what do you think the solution might be?
2 What kind of _____ is there in your region? How successful is it?
3 What kind of problems are there in _____ areas in your country?
4 How do you think _____ areas of the country could be made more _____?
5 How would you pass your time if you were _____?

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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.

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WRITING
A PROPOSAL

WARMER

Before students open their books, put them into small groups. Students discuss where young people in their town tend to hang out and whether there are any places which are specifically designed for young people. For each place they think of, whether specifically for young people or not, they should list the good and bad things about it. Set a time limit of about three minutes and then tell the class to imagine that you are a teenager who has just moved into the town. Each group presents a place that you could meet friends in and try to sell the idea to you.

1 Look at the instructions with the class. Elicit what a youth club is and what sort of activities can be done there. Students can use the photo on page 92 to help them with their ideas. Write on the board: *benefits – safe; problems – vandalism*. Set a time limit of about three minutes for students to discuss the questions in Exercise 1 and think of more ideas for both headings. When the time is up, invite students to share their ideas as a class. You could have a class vote about who goes (or would go if one doesn't exist) to a youth club.

Answers

Students' own answers

2 Look at the task with the class. Ask them to tell you what they think the reason for closing the club is (*probably financial, as the task asks for suggestions of alternative ways of funding it*). Students then answer the questions in pairs. Elicit the answers and how this might affect their writing style, e.g. it is for the town council, so it should be formal and businesslike. For the last question, point out that this doesn't mean that it all has to be in the present. Students could use the present perfect to say how long the youth club has existed and the future to show how the alternative ways of funding the youth club will affect the club and the council in the future.

Answers

1 The town council
2 Formal
3 Save the youth club
4 The importance of the club and alternative ways of funding it
5 Present

3 Tell students to read the proposal quickly without looking at the instructions in Exercise 3. When they have done that, they discuss it in pairs as if they were members of the council who had received the proposal. Ask them to decide if they think it is suitably formal and whether its arguments might persuade them to change their minds. Students then read the proposal more carefully and find the answers to the questions. Elicit these and any interesting vocabulary items that the students noticed, e.g. *heart-breaking, reversed, supportive environment, wide range of activities, numerous, financial considerations, premises, charge a modest fee, a lifeline, by any means possible.*

FAST FINISHERS

Ask fast finishers to look at the section in the proposal with the heading *Funding*. They think of which local companies they would approach about advertising if this was a youth club in their town, e.g. a local café which is popular with young people, a clothes shop which appeals to young people. They could also think of alternative fund-raising activities. When everyone has finished the exercise, invite the fast finishers to share some of their ideas with the class.

Answers

It is divided into five sections. Three ways of funding are suggested (*selling advertising space; charging a fee for members; organising fund-raising activities*).

FROM SB PAGE 93

4 Look at the introduction with the class and ask them to identify a word or phrase that appeals to the emotions (*heart-breaking*). Students then work in pairs to find more examples of language that appeals to the emotions, as well as words and phrases to match the other headings. Elicit the answers.

Answers

1 heart-breaking, supportive environment, safe space, a lifeline
2 improve the social confidence of their members by up to 40%
3 A 1987 study by Simons and Dwight
4 Where would young people go to socialise, learn and develop if there were no youth club?
5 *our* youngsters, *We* can solve this, protect *our* young people, *we* can solve this

5 Look at the *Prepare to write* box with the class. When the students have matched the green phrases with the correct headings, elicit the answers. Point out that not all the phrases can replace the others in the same section without alterations to the text. Elicit what students would have to change if they used *This can be overcome by …* in place of *Another solution would be …* (*They would have to use the gerund* charging *instead of the infinitive* to charge.).

Answers

1 have even led to
2 Where would young people go …?
3 We can solve this by
4 Another solution would be
5 A … study by … revealed that

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6 Look at the first gap with the class. Elicit which section the phrase needs to come from (*Introducing evidence*) and which option would fit the gap (*According to*) and why (*The others would require changes to the structure of the sentence.*). Students complete the exercise alone and then compare answers in pairs. Elicit the answers and, if a student chooses the wrong option, ask the class to say why it is wrong.

Answers

1 According to 2 If these plans go ahead
3 This can be overcome by 4 Another solution would be
5 states that 6 how could you possibly

7 Students work alone. When they have finished, elicit the answers and then ask follow-up questions to practise the emotive words, e.g. *What else could transform young people's lives? What decision at this school would devastate you? What local council budget would you slash?*

MIXED ABILITY

Put weaker students into pairs and ask them to choose four of the words each. They can look up any of their words if they don't understand them. They then do the matching for their four words and tell each other their answers and what the words mean.

Answers

1 transformed 2 devastated 3 tragic 4 slash 5 urge
6 conceal 7 doomed 8 surrender

PREPARE FOR THE EXAM

8 **C1 ADVANCED Writing Part 2 (a proposal)**

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

Tips Encourage the students to read the task very carefully, and to make sure they include all the relevant information. Headings should explain concisely what each section of the proposal is about.

Look at the task with the students before they look at the table. When they have read it, ask them what the problem is (*lack of job opportunities for young people*), what the suggestions are (*free training and work experience*) and the two things you have to address (*the benefits to young people and businesses, and how to encourage businesses to participate*). Students then match the notes to the table sections. Elicit the answers and any other ideas students have for any of the sections.

Answers

Sections: F
Persuasive techniques: B, H
Benefits to young people: D, E
Benefits to businesses: C, G
Ways to encourage businesses to participate: A

9 The students can do the writing in class or at home. If doing it at home, tell them to try to complete it in 30 minutes to mirror the time they will have in the exam (45 minutes including planning time). Encourage them to read their proposal through when they have finished to check for mistakes and make sure they have addressed everything in the task.

Whether students do the writing at home or in class, they can plan their proposal in the classroom, either alone or in pairs. Students should also use the planning stage to think of reasons for their proposal, phrases to justify their ideas and relevant vocabulary which is appropriate for the topic of the proposal.

Model answer

Introduction
The reason for this proposal is our concern over the job prospects of young people in the Newbridge area. As things are, many of our school and college leavers face a hopeless future. Our proposal offers high-quality professional training and support which will guarantee their employability on completion of the programme.
The scheme
Unemployment among the youth in our town has risen to 25%, leading to a range of social issues. One possible solution is to offer incentives to local businesses to give free training and work experience to jobless youngsters. Ofuji (2020) reports the positive impacts of youth employment schemes like the one proposed.
Benefits
The scheme would offer advantages to both employers and young people. In addition to learning useful skills, the trainees would receive a small allowance and a certificate describing the experience they have gained. For some, this might lead to an offer of permanent employment. Employers would benefit from the contribution of the trainees and would also be recognised as a 'youth friendly' business. Other incentives for the trainees may include discounts at local shops, giveaways and 'local hero' awards.
Encouraging participation
Business owners would be invited to attend presentations at which the scheme and its benefits would be explained to them. The scheme's website, which would be linked to the council's, would offer free advertising to all participating companies. Case studies would be featured, giving the companies additional publicity.
Conclusion
A town that ignores its greatest asset – its young people – does so at its peril. It is essential that measures are taken urgently to provide our young people with a secure future.

COOLER

Put students into small groups. Ask students to think of something they feel is lacking at school, outside of the normal classroom time, e.g. after-school clubs, a school newspaper, school trips, etc. They choose one thing and discuss what is lacking, why it would be better if it existed, and how it could be beneficial to both the teachers and students. Set a time limit of about two minutes and then invite groups to share their ideas with the class.

» ALSO REFER TO WORKBOOK PAGE PAGES 74–75

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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.**

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LIFE SKILLS SOCIAL RESPONSIBILITIES

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.
2 = I agree up to a point.
3 = I largely disagree.
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.



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LIFE SKILLS

Overview

TOPIC	Social responsibilities: Making a difference
VOCABULARY	Social issues: free health care, waste, single-use plastic bags, unreliable electricity supply, blackouts, refugees; Being responsible: protect the environment, clean-ups, organise petitions, ban, community, inspire, innovators, inspirational stories, ground-breaking ideas, volunteer work, recycled glasses, tackle issues
READING	Three fact files
PROJECT	A presentation about a social issue In the project stage, the students research a social issue and give a presentation of what they have learned and how other students could help tackle the problem.

BACKGROUND INFORMATION

Bali's beaches are often covered in plastic waste. On just two days, 90 tonnes of rubbish was collected from three beaches on the island, most of it washed up from the sea.

The Bali Environment Agency says that about 3,500 tonnes of rubbish is produced every day on the island, though single-use plastics were banned in 2018. A new tourist tax of $10 could be used to help pay to clean up the island properly.

It is estimated that only 10–12% of people living in Sierra Leone's cities and 2% of those living in the countryside are connected to the electricity supply. The country is now using hydro power from rivers, but in the dry season there can be blackouts from February to April.

The Sight Learning website estimates that there are 700 million young people who need glasses but can't afford them. Yash Gupta started wearing glasses when he was five and broke them while doing taekwondo training.

WARMER

With books closed, write *Making a difference* on the board. Elicit a famous person who is making a difference in the world (e.g. *Greta Thunberg*). When you have elicited a name, invite the class to share as much information about the person as they can. Students then work in small groups and think of another person who is making a difference. Invite each group to tell the class about their person.

LIFE SKILLS

Making a difference

Ask students to read the *Life skills* box and then elicit some ways in which we can help those less fortunate (e.g. shopping for old people) and the world as a whole (e.g. recycling rubbish).

1 Look at the question and the scoring with the class. Students work alone to read the social issues a–e and write a number for each that reflects their opinion. Encourage them to think of reasons for their answers. When they have finished, set a time limit of about two or three minutes for students to discuss the issues.

Answers

Students' own answers

2 Look at the instructions with the class. Elicit that they should choose one statement from Exercise 1 for each fact file and then decide if any apply to all three fact files. Tell students to read the fact files quickly and set a time limit of about two minutes. When the time is up, students compare ideas in pairs. Elicit the answers and why the students chose those opinions (*1 The two girls participated in beach clean-ups, which is evidence that individuals should be involved in protecting the environment; 2 It says he inspires other young people to help their community; 3 Yash helps young people receive free glasses for their eyesight, which is a part of health care. All three texts are about young people making positive changes.*).

Answers

Fact file 1 a Fact file 2 e Fact file 3 d
Statement c applies to all three.

FROM SB PAGE 95

3 Look at the first sentence with the class. Elicit who this could relate to (*Although students may think it could relate to Kelvin and the problem of blackout, it is more likely that we are looking for a single event i.e. the breaking of Yash's glasses.*). Students complete the activity alone. Elicit the answers and more details for each sentence, e.g. *1 The problem was not having glasses; 2 The person in authority was the governor of Bali; 3 The event was the World Economic Forum; 4 He taught himself electronics; 5 He has helped people in Mexico, Honduras, Haiti and India; 6 The problem was the blackouts.*

FAST FINISHERS

Students look at each text and find examples of collocations or dependent prepositions in each, e.g. *1 set up a campaign, participate in*. When everyone has finished, invite the fast finishers to share the items they found and encourage other students to note them down if they didn't know them before.

Answers

1 Yash Gupta 2 Melati and Isabel Wijsen 3 Melati and Isabel
4 Kelvin Doe 5 Yash Gupta 6 Kelvin Doe

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

4 Tell the students to discuss each person in turn. They should think about how difficult it was for them to do what they did and how helpful their campaign has been. Set a time limit of about three minutes and tell the groups to try to speak for a minute about each person. When the time has finished, tell the students they have one more minute to try to come to an agreement. Invite each group to say who they chose and why they chose the person.

Answers

Students' own answers

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70 **5** Tell the students to read through the topics before they listen to the recording. When they have listened, the students discuss which topics they chose in pairs and any details they can remember. Elicit the answers and ask follow-up questions about the details, e.g. *a What is the name of the volunteer organisation?* (Refugee Assistance Project) *c Why does she think young people should help others?* (There is always someone who needs help.) *d How can young people help others?* (stand up for people, join a volunteer group, sign a petition, etc.)

Answers

She talks about a, c and d.

70 **6** Students discuss the questions in pairs to see what they can remember. Tell them not to write anything while they are listening. When they have listened again, the students discuss the questions in pairs and write the answers. Elicit these from the class.

MIXED ABILITY

Give weaker students a copy of the audioscript after they have listened once. When they listen again, they read the audioscript as well. When they have finished, they turn over the audioscript, or hand it in, so that they discuss the answers from memory rather than by referring back to it.

Answers

1 About their lives, their backgrounds and the experiences they'd undergone to get to where they are
2 Young people everywhere
3 Unequal access to education or health care; poverty (neighbours struggling to make ends meet); discrimination; loneliness and lack of independence for older people; homelessness; lack of local facilities for teenagers; recycling; lack of kindness in general
4 Standing up for someone suffering discrimination, signing a petition calling for more recycling

» AUDIOSCRIPT TB PAGE 320

7 Re-elicit the issues Gabriela talks about; not the ones her refugee organisation deals with, but the examples she gives of other issues that need tackling. Set a time limit of about three to four minutes for students to discuss the questions and add any other issues that they can think of. Invite students to share their ideas with the class.

Answers

Students' own answers

PROJECT ***A presentation about a social issue***

Put students into groups of three or four and look at stage 1 with the class. Set a time limit of one minute for the groups to agree on an issue, but tell them that it must be one that young people can help with.

Tell the class that they will have time to do the research at home. At this stage, they have to agree on how to organise their presentation and who should be responsible for which part. If it is going to be a multimedia presentation, they need to decide who is going to design it using the content that each group member contributes. Tell them that, when they actually give the presentations, everyone should play an active part, so it would be good if they all see the finished presentation before they have to speak. Give them a realistic deadline to complete it and encourage them to practise giving their part of the presentation in front of family or friends to get feedback on the content and their presentation skills.

Remind students that they should write notes rather than script the whole presentation, as they should be looking at the audience when giving their presentations rather than looking down at a piece of paper. A multimedia presentation should contain minimal writing and the students should explain what each slide is about using their notes, memorising as much as possible.

Before students give their presentations, look at stage 4 with the class so that the other students know that they should be making notes and thinking of questions to ask. After all the presentations, ask the students to vote for the best one, apart from their own. You could then discuss awards shows that the students have watched and the sort of things people say at them. The winning group can make their speech in the same lesson as the presentations or, if they feel they need more time to plan their speech, in the following lesson.

PROJECT EXTENSION

As a follow-up, ask the students to research other inspiring young people on the internet. They should choose one who they think has made a difference to society and write a fact file similar to those on SB pages 94 and 95. In a future lesson, put the students into groups of three or four and ask them to tell each other about the person they chose. Each group then chooses one person to tell the class about.

COOLER

The students work in small groups. They each think about their school or town and any issues that they think need tackling. Give an example, e.g. *School dinners should be vegetarian*. Each group thinks of their own issue. They then give a reason for their idea, e.g. *Meat production is a major cause of global warming*. *Young people could learn to cook alternative, healthy meals at school and teach them to their parents.* Set a time limit of about two minutes for students to do the same for their issue. Put the students into new groups so they are with students from different groups to their own. They take turns to tell each other their issue and why it is important. Finish by inviting students to say which campaigns they think are the most important and why.

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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.**

70 **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

70 **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'.

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REVIEW 3 UNITS 9–12

VOCABULARY

1 Complete the sentences with a suitable word or phrase. The first letter or two have been given.

1 I'm glad to hear you are getting away on holiday. It'll do you the w_____ of _____.
2 Lots of adults do colouring these days as they find it quite th_____.
3 I think I've pu_____ a mu_____ in my back carrying those heavy bags.
4 We've been quite lazy over the winter, so I think it's time to g_____ b_____ into s_____.
5 Josh is a fast runner but I don't think he's got the st_____ for a marathon.
6 Health is no longer defined as the absence of illness, but rather as physical and mental w_____-b_____.
7 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

1 Add saffron if you can _____ some.
2 We need to _____ where we are before deciding what our next move should be.
3 Jan _____ checking on his elderly neighbour every day.
4 Extra police officers were called in because the situation _____.
5 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.

1 His visa application was rejected because of a **discrepancy among** the date of birth on his passport and his application form.
2 When caught inside his neighbour's garden, Ollie **fabricated a story** about a missing cat.
3 I was supposed to pick up my mum's dry cleaning but **it slipped out of my mind**.
4 Mandy saw an old man walking his dog and it **triggered her a memory** of her grandfather.
5 I've been reading through these legal documents for hours but I can't **make the sense of them**.
6 When I questioned Tara, she was **very vague about** what her plans were.
7 Physically Jaime has recovered well from the accident but he keeps having **sparkbacks** to that awful day.
8 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

1 Some young people object to following traditions they see as _____.
2 Alicia spilt a drink over her art project and now has to _____ the whole thing.
3 Michael's manager said he was _____ in allowing his friends into the event for free.
4 I think you've _____ me. I only had one drink, not two.
5 Petra hasn't studied economics and has no previous experience – she's really _____ for the role.
6 I think there must have been a _____. I didn't mean to offend them.

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REVIEW 3 UNITS 9–12

Overview

VOCABULARY	Health and fitness; Health: idioms; Health: collocations; Challenges and achievements; Verb phrases with *make*, *take*, *have* and *get;* Memory and forgetting; Prefixes; Negative prefixes; Social change; Synonyms and antonyms
GRAMMAR	Cleft structures; Fronting; Inversion; Passives review; Causatives; Modal passives
EXAM TASKS	Reading and Use of English Part 2; Reading and Use of English Part 4

Resources

PHOTOCOPIABLE WORKSHEETS: Grammar worksheets Units 9–12; Vocabulary worksheets Units 9–12; Review Game Units 9–12; Literature worksheet; Speaking worksheet; Writing worksheet

Digital Resources

Lesson Plus: Review 3
Practice Extra: Units 9–12
Test Generator: Units 9–12; Term 2 test

WARMER

Before students open their books, put them into pairs. Tell them to think about health and fitness and write words or phrases on the topic. Set a time limit of one minute. Choose one pair to start. They read out their words and phrases. If any other pair have the same, they shout out and they get one point each for that word or phrase. If no one else has the same word or phrase, the pair get two points. Elicit words and phrases from each pair in turn and ask them to count up the total points they won.

VOCABULARY

1 If you did the Warmer, the students can stay in the same pairs. Ask the students to read through the sentences quickly and see if any of their ideas from the Warmer would fit the gaps. They then work together to complete the other sentences. Elicit the sentences and what the words and phrases mean.

Answers
1 world of good 2 therapeutic 3 pulled a muscle 4 get back into shape 5 stamina 6 well-being 7 burn off

2 Give the students one minute to read the text quickly without worrying about the gaps. Ask them to cover the text and ask questions, e.g. *When did the race take place?* (1981) *How long was his boat?* (6.5 metres) *What made the hole in his boat?* (a whale or shark) *How long was he in his life raft for?* (76 days) *Where was he rescued?* (off the coast of Guadeloupe). Students then complete the text alone. Elicit the answers and what the words and phrases in the box mean.

Answers
1 got more than he bargained for 2 on track 3 pitfalls
4 gruelling 5 a long shot 6 hung in the balance
7 rose to the occasion 8 paid off

3 Tell the students to do just the first part of the exercise to start with, i.e. choosing a verb for a–d. Elicit the answers and then ask students to do the second part of the task. Elicit the answers and ask the students to rephrase them to show the meaning of the expressions from the first part of the exercise.

Answers
a take b get c make d have
1 get your hands on 2 take stock of 3 makes/made a point of
4 was getting / had got out of hand 5 had no effect

4 Tell the students to look at the first sentence and ask them if they think the words in bold are used correctly or not and, if not, how they could correct them. Elicit ideas without commenting on whether they are right or wrong and then tell the class the correct answer. Students then do the rest of the exercise in pairs. Elicit the two correct sentences and then the correct forms of those which contained mistakes.

Answers
1 discrepancy between 2 *Correct* 3 it slipped my mind
4 triggered a memory 5 make sense of them 6 *Correct*
7 flashbacks 8 retrieve

5 Ask students to look at the first set of three words. Ask them if they can think of a prefix that would go with one of the words. Elicit the meaning of the word and what the other two words mean with the same prefix (*outdated* means 'old-fashioned'; *outsell* means 'to sell more than someone else'; *outgrow* means 'become too big or old for something'). Students do the same with the other words. Elicit the answers before they do the second part of the exercise. When they have finished, elicit the answers.

MIXED ABILITY

Put weaker students into groups of two or three. They then look at two or three sets of words each, using a dictionary to check the meanings of words with different prefixes. They can work in the same groups for the second part, this time working together and discussing which words should go in which gaps.

Answers
a out b over/under c dis d re e mis f un
1 outdated 2 redo 3 unprofessional 4 overcharged
5 underqualified 6 misunderstanding

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GRAMMAR

1 With books closed, write: *I could happily get used to …* on the board. Students work in pairs to complete it in any way they like. Elicit some ideas and the fact that *get used to* is followed by a gerund. Students then look at the sentence in their books. Ask them what the sentence is testing (*A passive form, so the verb* to be *will have the gerund form with the past participle of the verb* to drive.). Elicit the full sentence and then ask the students complete the exercise in pairs. Elicit the answers.

Answers

1 being driven 2 to be invited / to have been invited
3 decorated 4 (to be) checked 5 being made
6 had been questioned / was questioned
7 to be/get paid / being/getting paid 8 to fix

2 Students work alone to choose the correct option and then compare answers in pairs before working together to match the sentences to the functions. Elicit the answers and then discuss some of the sentences with the class, e.g. *How can taking photos damage artwork?* (Taking photos without a flash definitely doesn't harm photos. There is some debate as to whether the light from camera flashes can harm them.) *Who might want to be in a quieter part of a restaurant?*

FAST FINISHERS

Ask fast finishers to look at some of the sentences, and to think about what the situation might have been and what happened, e.g. *1 Maybe some children only ever eat fast food and don't use a knife and fork so, when they reach school age and have school dinners, they don't know what to do. Perhaps it was a group of children from a different country where knives and forks aren't used, such as in countries where people use chopsticks.* When everyone has finished, invite fast finishers to share their ideas with the class.

Answers

1 had to be (obligation) 2 mustn't (prohibition) 3 needn't (lack of obligation) 4 can (possibility) 5 shouldn't (regret/criticism) 6 Could (request) 7 may (deduction) 8 should (recommendation)

3 Look at the first sentence with the class. Elicit what the next word will be. When someone guesses correctly, elicit the next word and continue until the sentence is complete. Remind students that, although *any more interruptions* is plural, the verb *to be* has to agree with the word *thing* so is singular. Students complete the exercise in pairs.

Answers

1 The last thing we need is (any) more interruptions to this meeting.
2 The reason (why) the negotiations failed was that both sides were too ambitious.
3 Harder than anything else was being away from my family.
4 Something I use to make my skin look less pale is spray tan.
5 So complicated were the rules of the game that no-one could understand them.
6 Best of all was our stay on the island.
7 What my gran has never understood is why people spend so much time on social media.
8 Only a few minutes' walk away is / there's a beautiful lake.

PREPARE FOR THE EXAM

4 **C1 ADVANCED Reading and Use of English Part 2**

There are several examples of this task type in previous units and Review sections. Elicit what the students have to do and any helpful tips that they can remember. Encourage students to follow the tips that their classmates mention.

Students do the task under exam conditions. Allow them ten minutes. Before you elicit the answers, ask the students whether they quickly read through the whole text to see what it was about before trying to choose the correct words. If they didn't, point out that this doesn't take up much time and can help them to understand the text better.

Answers

1 whole 2 Although/Though/While/Whilst 3 none/few
4 who/that 5 in 6 most 7 until/till 8 being

PREPARE FOR THE EXAM

5 **C1 ADVANCED Reading and Use of English Part 4**

There are several examples of this task type in previous units and Review sections. Elicit what the students have to do and any helpful tips that they can remember. Encourage students to follow the tips that their classmates mention.

Ask students to do the task under exam conditions. Allow them ten minutes and then elicit the answers. Elicit what each question is testing and tell students what they would need to write to earn both marks for each question. The first three all test some sort of emphatic or cleft sentences, 4 and 6 both test past modals and 5 tests reported speech using the reporting verb *insisted*. Point out that, in the exam, there would be more variety of structures tested.

Answers

1 Irina who/that | got the HANG 2 no OPTION but/except to OR no OPTION | other than to 3 upsetting WAS | the news that Justin 4 have been | ABLE to 5 insisted on BEING told/informed | as soon 6 have BEEN | given / provided with

COOLER

Put students into groups of three. Each group chooses three words from Units 9–12; one to mime, one to define and one to draw. Set a time limit of about two minutes and then allow each group to present their three words for the other students to guess.

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GRAMMAR

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

1 I could happily get used to _____ around by a chauffeur. (drive)
2 Paula was delighted _____ to the movie premiere. (invite)
3 I'd like to have my new flat _____ before I move in. (decorate)
4 Martin says he wants the report _____ by the end of the day. (check)
5 On our trip to Amsterdam, we saw wooden clogs _____ in the traditional way. (make)
6 The suspect _____ five times by police before his arrest. (question)
7 My dream is _____ for doing the work I love. (pay)
8 Can you get someone _____ my television? (fix)

2 Choose the correct option. Then match the sentences to the functions in the box below.

1 Some of the children *had to be* / *must have been* taught how to use a knife and fork.
2 To protect the artwork, photos *don't have to* / *mustn't* be taken inside the gallery.
3 More affluent elderly people *needn't* / *need to* be given free transport – they can afford to pay for it.
4 It is amazing what *should* / *can* be achieved if we work together.
5 The students *shouldn't* / *can't* have been given so much homework – they need a rest.
6 *Shall* / *Could* we be moved to a quieter part of the restaurant, please?
7 The police think the fire *may* / *can* have been started deliberately.
8 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.

1 We don't need any more interruptions to this meeting. (The last)
2 The negotiations failed because both sides were too ambitious. (The reason)
3 Being away from my family was harder than anything else. (Harder)
4 I use spray tan to make my skin look less pale. (Something)
5 The rules of the game were so complicated no-one could understand them. (So)
6 I enjoyed our stay on the island the most. (Best)
7 My gran has never understood why people spend so much time on social media. (What)
8 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.

1 Irina was the one who understood the new system first. **HANG**
It was _____ of the new system first.
2 They forced me to sign the forms. **OPTION**
I was given _____ sign the forms.
3 The news upset Justin to the extent that he broke down in tears. **WAS**
So _____ broke down in tears.
4 The hacker managed to get into the system, which we didn't expect to happen. **ABLE**
The hacker shouldn't _____ get into the system.
5 Ira said we must tell her immediately the baby was born. **BEING**
Ira _____ as the baby was born.
6 I feel sure they were not trained adequately. **BEEN**
They can't _____ sufficient training.

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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?

1 Most people I know are too smart to be _____ by online fraudsters and would be able to identify a financial _____ immediately.
2 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.
3 People are more likely to _____ lies if the person telling them is good-looking, regardless of how _____ the lie is.
4 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.
5 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?

A what fake news is
B how to identify fake news
C why fake news is so common

PREPARE FOR THE EXAM

Reading and Use of English Part 3

5 Read the first two paragraphs again and use the word given in brackets to form a word that fits in the gap.

6 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?

7 Quickly read the rest of the article on the opposite page. Did you guess correctly what the 'Great Moon Hoax' was?

8 Read the whole article again. Are the following statements true, false, or is it impossible to say from the article?

1 The 'Great Moon Hoax' is an early example of fake news.
2 John Herschel had access to the world's best telescope.
3 Herschel sent regular reports of his research.
4 The reports about Herschel's findings aroused considerable interest.
5 Richard Adams Locke made up the stories in order to boost newspaper sales.
6 The article about Herschel's findings had appeared in another publication before it appeared in *The Sun*.

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13 ECONOMICAL WITH THE TRUTH

Unit Overview

TOPIC	Fact and fiction
VOCABULARY	Truth and lies; Phrasal verbs and nouns
READING	The Great Moon Hoax
GRAMMAR	Impersonal reporting structures; Structures used with reporting verbs
LISTENING	An interview about lying
SPEAKING	Agreeing and disagreeing
EXAM TASKS	Reading and Use of English Part 3; Reading and Use of English Part 1; Listening Part 3; Speaking Part 3

Digital Resources

Lesson Plus: Unit 13
Practice Extra: Unit 13
Test Generator: Unit test 13

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB pages 171–172; TB page 293
PREPARE FOR THE EXAM: SB pages on TB pages 256, 258, 272 and 276; TB pages 278, 283 and 285
WORKBOOK: pages 76–81
VIDEO AND VIDEO WORKSHEET: That's news to me
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 13; Vocabulary worksheet Unit 13

WARMER

With books closed, put students into small groups. Ask them to think of three occupations which they associate with honesty and truth, and three occupations which they associate with dishonesty and lying. Set a time limit of about three minutes for students to discuss their ideas and reasons and to try to come to an agreement. Invite students to tell the class about one of the jobs they chose and why they chose it.

ABOUT YOU

▶ 13 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the *About you* box with the students. Put students into groups of three or four to discuss the questions. If you used the Warmer, they can stay in the same groups. Set a time limit of about three minutes and encourage students to give extended answers to the questions as if they were in an exam, e.g. for the first question they should mention one or two examples of things they have read recently. When they have finished, discuss the third question with the class and elicit examples of when there might be an argument for telling a lie.

VOCABULARY & READING

TRUTH AND LIES

1 Students quickly read the two emails and discuss in pairs what the situation is and what they think of Ryan's response. Elicit some ideas and then set a time limit of one or two minutes for students to discuss what they would do if they were Liam. Invite students to share their ideas as a class.

Answers
Students' own answers

2 Students work alone and try to think of a way that they could paraphrase the words in blue so that the paragraph has the same meaning. They then compare their ideas in pairs. If they aren't sure of any meanings or disagree with their ideas, they look up the unknown words to check their answers.

MIXED ABILITY

Allow weaker students to work in pairs and discuss the words they know. They then look up any words that they are unsure of. When they know the meanings, they read one email each, replacing the highlighted words with the synonyms or definitions that they have found.

Answers
Students' own answers

3 Look at the beginning of the first sentence with the class up to the words *by online fraudsters*. Elicit the correct word and the form it should be in and then elicit the same sentence using the synonym or definition they found in Exercise 2, e.g. *Most people I know are too smart to be fooled by online fraudsters.* Students complete the exercise in pairs or alone. When they have finished, elicit the answers and alternative ways of saying the sentences using different words to those in blue in the emails.

Answers
1 taken in; scam 2 supposedly; fake 3 fall for; far-fetched
4 concocts; hoax 5 plausible; credibility

CONTINUED ON PAGE 198

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BACKGROUND INFORMATION

The Nanyang Technological University in Singapore examined articles on fake news and came up with these categories:

News satire: Funny articles which make fun of real-life events for entertainment

News parody: Similar to satire but made to look like real stories

Propaganda: Information used by governments to influence the people of the country, e.g. in times of war

Photo editing: Using edited photos to create images that didn't actually happen. Advertisements are made to look like real news.

News stories which are made up or exaggerated.

Fake news existed even before the Moon Hoax. In 1798, President John Adams said that there had been more falsehoods in the press in the previous ten years than in the 100 years before that.

4 Set a time limit of two minutes for students to find the answers to the questions without worrying about the gaps. When they have finished, elicit the correct summary and elicit why B and C are wrong (*There is no information about being able to spot the fake news. It does mention that it is big business, i.e. that it can be profitable, but this isn't the main focus.*).

Answer

A

PREPARE FOR THE EXAM

5 **C1 ADVANCED Reading and Use of English Part 3**

Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 62. Remind students that they should read through the text once without worrying about the gaps to get an overall understanding of what it is about. Point out they have already done this in Exercise 4. Tell them it is important to use the context to understand whether a word with a negative meaning or a plural form is needed (although no plurals are needed in this exercise).

Look at the example with the class and ask why it needs a negative example (*It is contrasting* accurate *with something that means the opposite.*). Students complete the exercise alone and then compare answers in pairs. Elicit the answers and reason why 1 and 6 are negative (*1 is a negative adjective less strong than* false*; 6 is a verb which tells us what fake news does.*).

Answers

1 unreliable 2 distortion 3 biased 4 disclosing
5 questionable 6 misinform 7 fraudulently 8 deception

6 Put students into pairs to discuss how the four items could be linked in a story. Set a time limit of one or two minutes and then invite pairs to share their ideas with the class.

Answers

Students' own answers

7 Set a time limit of two minutes for students to find the key words *telescope*, *moon*, *newspaper* and *goat* in the text and then find out what the story is about. Students discuss what they learned in pairs. Invite one student to quickly summarise what they think the story is about. Other students can add information if necessary.

Answers

Students' own answers

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

8 Tell the class that, as they read the text, they should note the sections of the text where the information can be found. They then read those sections more carefully to find evidence to show that the sentences are true or false or decide if there is no clear evidence either way. When they have finished, elicit the answers and the information in the text which helped them to decide.

FAST FINISHERS

Ask fast finishers to find one word in each paragraph of the rest of the text which could be tested in a Reading and Use of English Part 3 task. When everyone has finished the exercise, elicit the answers and then invite fast finishers to share the words they found with the class, e.g. Paragraph 5: *reveal – revelation, possible – impossible*.

Answers

1 True – It is by no means a new phenomenon, as the Great Moon Hoax illustrates.
2 Impossible to say – According to the articles, John Herschel, a British astronomer working at an observatory in South Africa, had constructed the most powerful telescope ever made; this doesn't mean it is true but it could have been, as he was indeed undertaking astronomical observations.
3 False – *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.*
4 True – *within just a few days,* The Sun's *circulation had shot up from 8,000 to 19,000.*
5 True – *The whole story was a scam, intended to sell newspapers.*
6 False – There is no mention of it appearing anywhere previously and all the evidence is that, as they caused such a sensation, the stories were new.

TALKING POINTS

Put students into pairs. Set a time limit of about three minutes for students to discuss the questions and then invite them to share their ideas with the class, including justifications for their opinion for the second question. You could discuss things like April Fool's Day stories and ask if these are fake news or something different.

COOLER

Students work in groups of three or four. Tell them to imagine that they are newspaper owners who want to publish a fake news story which would be sensational and might convince some people that it is true, at least for a day. Set a time limit of three or four minutes for students to think of an idea and then invite groups to share their story idea with the class.

ALSO REFER TO WORKBOOK PAGES 76–77

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71

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?

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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

1 _____ were said to have been seen, carrying their infants in their arms.
2 _____ were claimed to be humans on the moon, with wings on their back.
3 _____ 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

a We can report what was said without _____.
Chief scientist Dr Morgan is said to have left the research institute unexpectedly.
b Statements can also be reported by _____.
It has been reported that Morgan had fallen out with the other board members.
c *There is said to be* can be used to say _____:
There is said to be anger among the rest of the board.
d Other _____ can also be used.
There were rumoured to be 'differences of opinion' within the group.
e 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.**

1 We anticipate that the work will take six months.
The building work _____.
2 The experts judged that the painting was a forgery.
The painting _____.
3 People expect there'll be a bus drivers' strike next week.
There _____.
4 The belief is that global warming will affect us all.
It _____.
5 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.

1 She *persuaded me to go* / *persuaded to go* to the festival.
2 The boss *threatened sack* / *threatened to sack* Mike if he was late again.
3 She *accused the media of exaggerating* / *accused the media to exaggerate* the story.
4 Football legend Gary Cosford *admitted not paying* / *admitted not to pay* any tax on his huge salary.
5 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

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GRAMMAR
IMPERSONAL REPORTING STRUCTURES

WARMER

Put the students into groups of three or four. They discuss things that famous people have claimed. Give an example, e.g. *Scientists have claimed that sea levels will rise by 3 cm by the end of the century.* Students don't have to know exact information but can give an approximation of the real claims. Set a time limit of about two minutes and then invite students to share some of the claims with the class.

1 Students complete the sentences in pairs. Elicit the answers and, if you did the Warmer activity, ask the students to use the structures in Exercise 1 with their own claims.

Answers

1 Beavers 2 There 3 It

2 Before students look at the rules, ask them to look at the three sentences in Exercise 1 and, in pairs, try to think of a simple explanation for when to use *It*, *There* or a noun. Elicit ideas and then students stay in their pairs to complete the rules. Elicit the answers.

Answers

a naming the speaker b beginning the sentence with *It*
c what exists d tenses and reporting verbs e perfect infinitives

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 293

3 Look at sentence 1 with the class and elicit how to complete the second sentence and which rule it corresponds to (*rule a*). Students complete the exercise alone and then compare answers in pairs. Elicit the answers and the rules that each sentence matches. Follow up by asking students to give alternative forms for some of the sentences, e.g. rewrite sentence 1 starting with *It* (*It is anticipated that the work will take six months.*).

Answers

1 is anticipated to take six months. (rule a)
2 was judged to be a forgery. (rule a)
3 is expected to be a bus drivers' strike next week. (rule c)
4 is believed that global warming will affect us all. (rule b)
5 is estimated that half the stories on that website are fake. (rule b)

STRUCTURES USED WITH REPORTING VERBS

4 Look at the information box with the students and then put them into groups of three or four. Set a time limit of one minute for the groups to think of as many reporting verbs as possible. When the time has finished, elicit the verbs they have thought of. Students complete the exercise in pairs. Elicit the answers and also the structure of the reporting verbs used.

Answers

1 persuaded me to go
2 threatened to sack
3 accused the media of exaggerating
4 admitted not paying
5 refused to give me

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 293

PREPARE FOR THE EXAM

5 C1 ADVANCED Reading and Use of English Part 1

There are several examples of this task type in previous units and Review sections. Elicit what the students have to do and any helpful tips that they can remember.

Give the students about one minute to read what the text is about. Elicit this (*a competition to find the biggest liar, which takes place in a town where a notorious liar used to live*). Look at the example with the class and elicit what the sentence means. The idea here is not that people boast about having the deepest lake or tallest mountain; *boasts* here is just used to express the idea that the town has some impressive features. The word *contains* could also be used; *boasts* just makes the idea more positive.

Students do the exercise alone and then compare answers in pairs. If there is any disagreement, they should try to convince each other that they are right. Elicit the answers and, if there are any wrong answers, elicit or explain why they are wrong, if possible. For some questions, only one word has the correct meaning. However in other questions, some options have the correct meaning but would require a different sentence structure, e.g. in question 7, option A *suggested* has the correct meaning but would need to be worded … *suggested that he should remove* …

FAST FINISHERS

Ask fast finishers to imagine they were taking part in the competition. They try to think of a lie they would tell to try to win. When everyone has finished, elicit the answers and then invite the fast finishers to share their ideas with the class.

Answers

1 D 2 C 3 A 4 A 5 D 6 B 7 C 8 D

» PRACTICE EXTRA: UNIT 13 – IMPERSONAL REPORTING STRUCTURES; STRUCTURES USED WITH REPORTING VERBS
» GRAMMAR WORKSHEET: UNIT 13
» ALSO REFER TO WORKBOOK PAGE 78

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VOCABULARY
PHRASAL VERBS AND NOUNS

1 Tell the students to cover the sentence endings. They choose one of the sentence beginnings in pairs and think of how it could finish. When they are ready, invite pairs to read out their endings and ask the rest of the class to guess which beginning it matches. Students then uncover the endings and do the matching in pairs.

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

2 Before students look at the definitions in Exercise 2, ask them to look at the sentences in Exercise 1 and discuss in pairs what they mean. They then look at Exercise 2 and do the matching. Elicit the answers and ask follow-up questions, e.g. *What plans are there in your town that you think will go ahead in the near future? What else should schools crack down on?*

Answers
1 go ahead 2 turn over 3 pay out 4 cut back
5 crack down 6 tip off

72 3 Tell students not to decide on the correct answer until they've listened to the complete discussion. When they have listened, elicit the stories that were chosen and any details they remember. Also ask why they rejected 1 and 4 (*They covered the story about the airport a month ago and they don't think their listeners will be interested in the school funding story.*).

Answers
They intend to feature stories 2, 3, 5 and 6.

72 4 Before the students listen again, elicit what a *phrasal noun* is (*a noun formed from the same words as a phrasal verb*). Give the students an example, e.g. *When I flew for the first time, I was worried about the take-off.* When the students have listened, elicit the phrasal nouns they heard. Point out that sometimes the two parts of the phrasal verb are combined to make one word and sometimes they are joined by a hyphen. As a follow-up, ask students if they spotted another phrasal noun (start-up, *from the phrasal verb* start up).

Answers
cutbacks, turnover, go-ahead, tip-off, crackdown

» AUDIOSCRIPT TB PAGE 321

5 Students work in pairs. When they have finished, elicit the answers and ask them to paraphrase the sentences to illustrate the meaning of the phrasal nouns, e.g. *The customers are going to receive some money in compensation from the company.*

Answers
1 turnover 2 payout 3 go-ahead 4 crackdown 5 cutbacks
6 tip-off

6 Tell the students to look at the first sentence and elicit what the students think the dog's *upkeep* is (*the money needed to keep it – for food, vet's fees, equipment, etc.*). Students do the same for the rest of the texts, working out the meaning from context and then doing the matching.

MIXED ABILITY
Weaker students work in groups of three. They look at one text each and match their blue words. They then tell the other two students what their text was about and what their words mean. The three students then discuss the follow-up question in the instructions together rather than in pairs.

Answers
1 setback 2 downturn 3 upkeep 4 outgoings 5 outcome
6 outset

7 Students complete the rules in pairs. When they have finished, elicit the answers and point out that the words in which the participle comes first don't necessarily match the meaning of the phrasal verb with the verb and participle reversed. Sometimes such a combination might not even exist, e.g. *upkeep* is the cost of keeping something; *keep up* means to stay at the same pace as everyone else. *Outgoings* are expenses, but *go out* has a literal meaning or can be used to talk about a light or flame not burning any more.

Answers
1 crackdown 2 downturn 3 upkeep 4 tip-off 5 cutback
6 outcome

8 Look at the first sentence with the class and elicit the correct answer (*crackdown*). When the students have completed the activity, elicit the answers and ask which answers consist of one word (*1, 3, 4, 5, 6, 8*) and which consist of two words combined with a hyphen (*2, 7*).

Answers
1 crackdown 2 go-ahead 3 outgoings 4 payout 5 upkeep
6 cutbacks 7 tip-off 8 setback

COOLER
Students work in groups of three. They choose one of the stories in Exercise 1. Two of them play the radio presenters and the third student is involved in the story in some way. Together they make up a short interview about the situation for the radio show. When they have presented their interviews, invite them to act it out in front of the class.

» PRACTICE EXTRA: UNIT 13 – VOCABULARY – PHRASAL VERBS AND NOUNS
» VOCABULARY WORKSHEET: UNIT 13
» ALSO REFER TO WORKBOOK PAGE 79

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VOCABULARY
PHRASAL VERBS AND NOUNS

1 **Match the sentence halves to make news headlines.**

1 Airport expansion to go
2 Education authority to crack
3 Phone manufacturer must pay
4 Council forced to cut
5 Local company says they've turned
6 Smuggler arrested after customs officials were tipped

a over €1 million after just two years.
b down on exam cheating at local school.
c off about contents of suitcases.
d back payments made to schools after accounting error.
e out millions after misleading adverts about battery life.
f ahead despite false claims about environmental impact.

2 **Match the definitions to the phrasal verbs in Exercise 1.**

1 take place as planned
2 earn an amount of money as a business
3 pay a large amount of money to someone
4 reduce the amount of money spent
5 start taking strong action in order to prevent something
6 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?**



4 **Listen again. What phrasal nouns made from the phrasal verbs in Exercise 1 were used in the conversation?**

72

Example payout

5 **Complete the summaries with the phrasal nouns you identified in Exercise 4.**

1 The _____ of a new company run by a teenager has exceeded €1 million.
2 Callnow customers are going to receive a _____ from the company after false claims about battery life were made.
3 The _____ has been given for the construction of a new runway.
4 Local authorities have announced a _____ on exam cheating.
5 Pupils' dinners actually improved after their school had to make _____ to their catering budget.
6 Police received a _____ from the wife of a smuggler.

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.**

1 something that happens and causes delays or problems
2 reduction in the amount or success of something
3 cost of looking after something
4 amount of money regularly spent
5 result
6 start

a 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?
b 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?
c 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.**

1 The _____ on littering will be enforced with on-the-spot fines.
2 Jane and her classmates are hoping they'll get the _____ to organise the school ball next term.
3 With a poorly paid part-time job, Jez is worried that his income won't be enough to cover his _____.
4 With my insurance policy the maximum _____ if my phone is stolen is $400.
5 When deciding whether to buy a pet, you need to consider the cost of their _____.
6 Due to recent _____, they can only afford to run one train per hour, instead of two.
7 After a _____ from his dad, Marcus quickly sold all his shares in Spandifex.
8 Our team suffered a major _____ when two of our best players were injured.

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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.**

73 **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

73 **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?**

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LISTENING

WARMER

Put the students into pairs. Tell them that they are going to ask each other questions and they must either tell the truth or not answer at all. They cannot lie. Students think of some questions to ask and see which ones their partner answers. When they have finished, have a class survey about who refused to answer at least one question. Don't ask what the questions were, but ask the class generally how easy or difficult it is to always tell the truth.

1 Students work in pairs. Set a time limit of about two or three minutes for them to discuss the questions. Start a discussion about the second question by asking the students if telling children about things like Santa Claus is a lie and, if so, if is it wrong or not. Then elicit what other things adults lie about and if the lies can be justified or not.

Answers

Students' own answers

2 Set a time limit of about three minutes for the students to do the matching and discuss the sayings. When they have finished, go through the sayings one by one. Elicit students' opinions on each one and explain who said them.

Answers

1 b (Abraham Lincoln: 19th-century US president) 2 c (Mark Twain: 19th-century American writer) 3 d (Kushandwizdom: 21st-century meme) 4 a (geckoandfly.com: 21st-century meme)

3 Ask the class if they understand what the game hide-and-seek is. If a student does know it, ask them for an explanation of the rules. If not, tell them that one person is a 'seeker'. They have to close their eyes and count up to a certain number while the other players hide. The seeker then has to look for them. The last person to be found is the winner. Students then discuss the game as a class or any similar games they played as a child.

Answers

Students' own answers

4 Look at the first question in Exercise 8 with the class and point out that, even though several words in the question and options are key, they should try to limit their choices to one or two in each. Elicit their ideas and write them on the board. Some students may have chosen different words, so there could be more than two key words chosen altogether.

Possible answers

Question: hide-and-seek, insights
Options: A games, successfully; B effectively, convey information; C understand, deception; D liars, older

5 Look at question 1 in Exercise 8 with the class and elicit how it could be rephrased, e.g. *A child's behaviour during the hiding game may help him or her to better understand …* Students look at the options together then discuss ways of paraphrasing the key words as a class.

Possible answers

Question: hide-and-seek (hiding game), insights (understanding)
Options: A games (activities), successfully (well); B effectively (well), convey information (explain); C understand (get it), deception (misleading); D liars (people who lie), older (adults)

73 6 Students read and listen to the first part of the exam task and answer question 1. Elicit answers and the key words in the script that match the question (*grasped – understand; idea – concept; believe something completely false – deception*).

Answer

C

7 Set a time limit of about two minutes for students to do this alone. Point out that they won't have so much time in the exam. Don't elicit answers or ideas at this stage, but tell students that they have simply done this for their own benefit to prepare them for what they are likely to hear.

Answers

Students' own answers

PREPARE FOR THE EXAM

73 8 **C1 ADVANCED Listening Part 3**

Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 85. Remind students that they should always quickly read through the questions before the recording starts, as they have just done, so that they know what they are listening out for. They should also be careful of information which is mentioned in the recording but doesn't lead to the correct answer.

When students have listened to the recording once, tell them that they should use the second listening to check their answers, even if they are confident they are correct, because they may hear something that makes them change their answer. Elicit the answers and the information they heard which helped them to decide.

MIXED ABILITY

You could photocopy the rest of the script. After the first listening, hand out the copy to weaker students. They then listen and read on the second listening to check or complete their answers and understand why the other options are incorrect.

Answers

2 A 3 D 4 C 5 C 6 A

» AUDIOSCRIPT TB PAGE 321

9 Look at the instructions with the class. Ask if any of them have seen the Jim Carrey film *Liar Liar*. If not, tell them that, in the film, he is a lawyer who suddenly finds out that he can't lie for a whole day because of a promise he makes to his son. Elicit ideas of what problems he might have in his personal life and as a lawyer. Students then work in groups of three or four to discuss the question. Set a time limit of about three minutes and then invite students to share their ideas as a class.

Answers

Students' own answers

» ALSO REFER TO WORKBOOK PAGE 80

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SPEAKING
AGREEING AND DISAGREEING

1 Tell students to cover Exercise 1 and ask them to discuss the photo, saying who they think the people are, what they are doing and what might happen next. Elicit ideas from the class and then look at the question with the class. Ask in what way the girl is deceiving people (*deceiving the examiners by pretending she knows more than she does; deceiving the boy by copying without him knowing; deceiving herself by making herself believe that she is entitled to do this*). Students then discuss the question in pairs and as a class.

Answers
Students' own answers

2 Look at the instructions with the class and make sure they understand that one statement can't be followed by a short response from the list. Students work alone and then compare answers in pairs. Elicit the answers and ask the students to work in pairs to think of a short dialogue in which they could use at least two of the responses. When they are ready, invite one or two pairs to act out their dialogues in front of the class.

FAST FINISHERS
Ask students to think of a sentence about themselves, e.g. *I go to extra French lessons*. When everyone has finished the exercise, elicit the answers and then invite the fast finishers to share their sentences with the class. Invite one other student to respond appropriately each time, e.g. *So, do I. Really? Why?*

Answers
1 e 2 b, d 3 g 4 f 5 a 6 d 7 c 8 can't be matched with any of the responses, as the speaker doesn't refer to him/herself. You could respond by saying, e.g. *I'm not convinced*, *I know exactly what you mean* or *You're dead right*.

3 Look at page 153 with the class. Look at the instructions with the students and elicit ideas about the first thing, e.g. *Copying homework could be justified for example if someone has been ill for a long time and can't catch up unless they use other people's homework. However, they shouldn't hand it in and pretend it's their own work in order to get a good mark.* Set a time limit of about two minutes for students to think about the different situations alone.

Answers
Students' own answers

4 Look at the examples with the class. Students then share their opinions and agree and disagree appropriately. When they have finished, say: *(Student's name), I don't think copying a classmate's homework is ever morally acceptable.* The student whose name you said has to respond appropriately. They then do the same, choosing a different student and making a different statement. Continue like this for as long as necessary.

Answers
Students' own answers

74 **5** Look at the task with the class and then at the point on the top left: *checking out customer reviews of a new computer game*. Elicit why these might not always be true and why it is difficult to know. Students then look at the other points before listening to the recording. Elicit the answers and then put students into pairs to discuss the point below the task. Set a time limit of about one minute and elicit ideas.

Answers
They speak about adverts for phones, looking at reviews, learning facts about the Earth, listening to a young child, reading stories on social media. They agree about reading customer reviews.

74 **6** Look at the *Prepare to speak* box with the class. Students work in pairs to think about what the missing words could be before they listen again. When they have heard the conversation again, elicit the phrases.

Answers
1 Nor 2 say 3 two of 4 dead 5 Point 6 sure 7 convinced

» AUDIOSCRIPT TB PAGES 321–322

PREPARE FOR THE EXAM

7 C1 ADVANCED Speaking Part 3
Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 54. Remind students that the idea isn't to come to an agreement as quickly as possible or to try to dominate the conversation. Instead, the students should discuss as many of the points as possible together whilst agreeing or disagreeing appropriately and giving reasons for their views. A stronger student who is aware that their partner isn't saying much during the exam can help them by asking them for their opinion and why they feel that way.

Put students into pairs and tell them to listen to you and to look at the task. Read out the examiner's instructions (in the Exercise 7 rubric) and then give students about 30 seconds to read the task and think of ideas. Students do the task; after two minutes tell them that they should stop.

Answers
Students' own answers

8 Re-elicit that the students have about one minute to do this part. When the time is up, invite pairs to say which situation they thought would be the most justifiable in which to not tell the truth. You could discuss whether a piece of written work could ever be described as a lie or whether it is merely using the imagination.

Answers
Students' own answers

COOLER
Put the students into small groups. Each student writes three facts (one sentence for each fact) about themselves, one of which is untrue but not obviously so. They take it in turns to tell each other their sentences; the other members of the group have to guess which one is a lie. Elicit some of the sentences from different groups and see if other students can guess whether they are true or not.

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SPEAKING

AGREEING AND DISAGREEING



1 **Why do people sometimes deceive others? Can it ever be justified?**

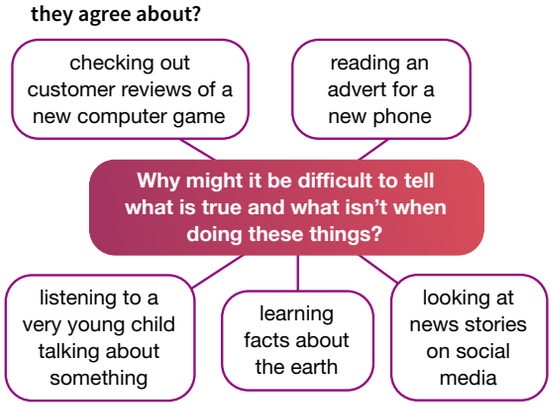
2 **Match the statements 1–8 to the short responses a–g. One statement has two possible answers. Which statement can't be matched with any of the responses, and why? How else could you respond to that statement?**

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.

74 **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.

74 **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.

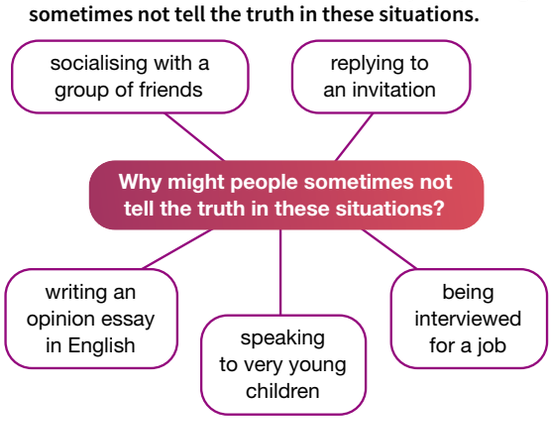
Suggesting mild disagreement
I'm not so [6] _____ about that.
I'm not [7] _____.

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.**

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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.**

1 Are there people who are out of a job in your home town?
2 Why might someone not be able to hold down a job?
3 What jobs are often considered to be a vocation?
4 If you could start an enterprise of your own, what would it be?
5 What reasons do people give for resigning from their job?
6 What steps do employers take to ensure they appoint the right staff?
7 Do you see yourself climbing the corporate ladder in the future?
8 How important do you think it is to have a steady job?
9 How easy would it be for an IT company to find well-qualified staff in your home town?
10 What type of employers in your town often recruit young people straight from school?

a officially choose someone for a job
b work which is likely to continue for a long time and pays regularly
c avoid being sacked
d unemployed
e having suitable experience or formal qualifications
f being promoted several times to higher positions in the company
g a business or activity that will earn money
h select and persuade someone to work for a company
i a type of work you are well-suited for and prepared to devote yourself to
j 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.

1 We hope to _____ someone as a social media co-ordinator before the end of the year.
2 My older brother just got another promotion – he's already starting to _____.
3 When we _____ staff, we get candidates to do a presentation as part of the process.
4 How would you pass your time if you were _____.
5 Since I was young, I've known that nursing was my _____.
6 However _____ you are, jobs are still hard to come by.
7 There is plenty of casual work around but getting _____ is a challenge.
8 Do you work for a charity or a commercial _____?
9 Katie _____ her job because she wanted to travel the world.
10 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?

i more details about the traditional jobs mentioned
ii a case study of a person who joined the family business
iii 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.

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14 I'M WORKING ON IT

Unit Overview

TOPIC	Work
VOCABULARY	Work and careers; Expressions with *work*; Complex prepositions
READING	You do what?
GRAMMAR	Reported questions; Reported offers, requests, suggestions
WRITING	A report
EXAM TASKS	Reading and Use of English Part 7; Reading and Use of English Part 4; Writing Part 2 (a report)

Digital Resources

Lesson Plus: Unit 14
Practice Extra: Unit 14
Test Generator: Unit test 14

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 173; TB page 293
PREPARE FOR THE EXAM: SB pages on TB pages 259, 264 and 269; TB pages 279, 280 and 282
WORKBOOK: pages 82–87
VIDEO AND VIDEO WORKSHEET: Just the job
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 14; Vocabulary worksheet Unit 14

WARMER

With books closed, write the words *A dream job* on the board. Put students into groups of three or four and ask them to think of a description of a dream job. Students shouldn't just give a job title, but should give a couple of sentences detailing the job, e.g. instead of just *a tour guide*, they should say *a tour guide on a Thai island who takes boatloads of tourists to hidden beaches and goes scuba diving with them and then joins them for a barbecue every day*. Set a time limit of about two minutes and then invite groups to share their ideas with the class. Have a vote on the best idea.

ABOUT YOU

▶ 14 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the *About you* box with the students. Put the students into small groups and set a time limit of about three minutes for them to discuss the questions. When they have finished, have a class vote to see whether students have already decided what job they would like to do in life or not.

VOCABULARY & READING

WORK AND CAREERS

1 Ask students to cover the definitions and to look at sentences 1–10 in pairs. They discuss any of the phrases in blue they know and work together to try to guess the meaning of any phrases that they don't know. Students then uncover the meanings and do the matching. Elicit the answers, but don't ask any of the questions yet.

Answers
1 d 2 c 3 i 4 g 5 j 6 a 7 f 8 b 9 e 10 h

2 Look at the first question in Exercise 1 with the class and elicit an answer. Follow up by asking what reasons there are for people to be out of a job, e.g. *They have just lost a job and are looking for a new one; they are lazy or unemployable and will never have a job; they are nearing retirement age and companies prefer to employ younger people; there is generally a high level of unemployment*. Encourage students to answer the other questions in as much detail as possible, too. When they have finished, invite students to discuss the questions as a class.

Answers
Students' own answers

3 Look at the first sentence with the class and elicit the answer (recruit *would also be correct in sentence 1 and* appoint *in sentence 3, as they are almost synonymous.*). Students then work alone to complete the sentences. When they have finished, they compare answers in pairs. Elicit the answers by asking students to read out the whole sentences, not just the missing words or phrases.

FAST FINISHERS

Ask students to look at sentence 4 and to think of ways they would pass their time if they were out of a job and also how they would go about finding a new job. When everyone has finished, elicit the answers to the exercise and then invite fast finishers to tell the class what they would do if they were unemployed.

Answers
1 appoint 2 climb the corporate ladder 3 recruit
4 out of a job 5 vocation 6 well-qualified 7 a steady job
8 enterprise 9 resigned from 10 hold down a job

CONTINUED ON PAGE 210

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BACKGROUND INFORMATION

The hotel in Finland which advertised for a professional sleeper was the Hotel Finn in Helsinki. Applicants had to write a daily blog about their experience and be able to speak Finnish, English and, preferably, Russian. Several hundred people applied for the position.

Professional sleepers are also used by scientists and doctors to discover more about different sleep disorders. The sleepers' brains are connected to machines which can monitor their activity. Another example of people getting paid to sleep was in 2009, when women were invited to sleep at an art gallery as part of a living-art exhibition.

Hippotherapy gets its name from *hippos*, the Greek word for *horse*. The word *hippopotamus* is made up of the words *hippos* and *potamos* (river), so its literal meaning is 'river horse'. Hippotherapy has been used to treat people with a number of different problems, from autism to head injuries, multiple sclerosis and behavioural disorders.

4 Look at the first job and elicit ideas of what the job could involve, e.g. *It might be someone who tests beds to see if they are comfortable. It could be someone who takes sleeping tablets to see how effective they are. It could be someone who sleeps in your home while you are away in case there are burglars.* Elicit as many ideas as possible and then ask students to do the same with the other jobs. Set a time limit of two minutes and then elicit ideas. Then give students two or three minutes to find the information and elicit what each job entails.

Answers

Students' own answers

PREPARE FOR THE EXAM

5 **C1 ADVANCED Reading and Use of English Part 7**

Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 90. Remind students that they should be able to see how any pronouns or other linking words in the paragraph they are inserting refer to people, things or ideas in the paragraphs before and/or after the gap. The paragraph should also make sense in the overall structure of the text.

Tips Encourage students to think about what information the missing paragraph is likely to include before they look at the options available. This will help them decide which one is correct.

Tell students not to look at the three suggestions yet. They should read the opening paragraph and paragraph 1 and summarise them in pairs. Elicit what they are about, e.g. *Opening paragraph: People asking you what you want to do in life and making suggestions. Paragraph 1: Possibilities for interesting part-time work without giving up your proper job.* Now ask students how these two paragraphs could be linked together, e.g. *Talking about someone who doesn't want to do a normal job that their family will approve of but is looking for something more interesting.* Students then look at the choices and decide the best one. Elicit why the other choices are wrong: *i Paragraph 1 implies that something has been introduced on the topic of interesting jobs, not traditional jobs; ii There is no reference to a family business, and the pronouns in paragraph 1 refer to the reader, not to the subject of a case study.*

Answers

iii *something more interesting … water slide tester … online reviewer* all suggest that the idea of unusual jobs has been introduced.

6 Students now read paragraphs A–G and decide which one best fits gap 1. They can compare their answer with a partner before you check answers as a class.

Answer

Paragraph G

7 Set a time limit of about ten minutes for students to do the rest of the activity. They should follow the procedure used in the previous exercise; first summarising the paragraphs before and after the gap, then thinking about how they could be linked, and finally choosing the option that best matches their ideas. Elicit the answers and how each of the extra paragraphs links to the paragraph before and after.

Answers

2 B 3 F 4 A 5 D 6 C

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

8 Without looking at the text, students write as many jobs as they can remember. Set a time limit of about one minute and then ask students to compare lists in pairs. Students then look at the text again to try to find all 18 (*police officer, nurse, teacher, water-slide tester, accountant, online reviewer, listening officer, chocolate taster, cool hunter, professional sleeper, hippotherapist, trend watcher, colour expert, horticultural therapist, food stylist, doctor, lawyer, engineer*). Allow students one minute to choose the six jobs they want to talk about and think of reasons, and then another two minutes to discuss their ideas in pairs.

MIXED ABILITY

Weaker students can just choose two or three jobs they would and wouldn't like to do in the text, without having to find all 18. This will give them more time to think of reasons why they would or wouldn't like to do them.

Answers

Students' own answers

TALKING POINTS

Put students into small groups and set a time limit of about three to four minutes for them to discuss the questions together. When they have finished, invite them to share their ideas with the class. Ask the class if they are worried about finding work in the future and what they think they would do if they couldn't find the job they really wanted to do.

COOLER

Students think for 30 seconds about their interests, skills, character and abilities. They then get into small groups. Each person in turn tells the group about themselves and the other students have to recommend an unusual job that they think that person would be good at and would like. Invite students to tell the class which job they were recommended and if they think it would suit them.

» ALSO REFER TO WORKBOOK PAGES 82–83

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YOU DO WHAT?

75



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.

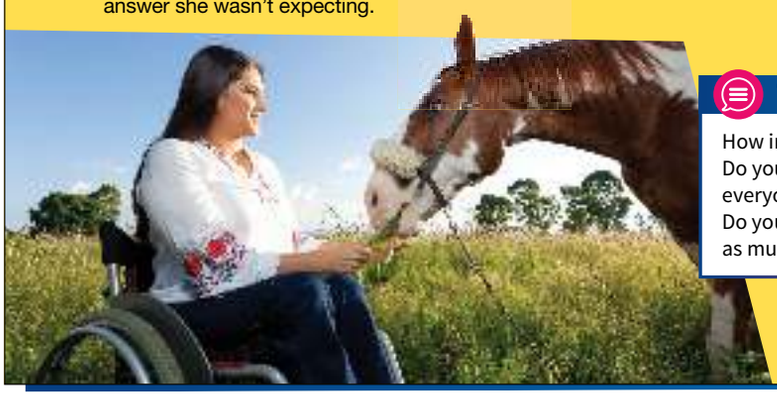
C If you're not a style guru or a fashionista but are an animal-lover who enjoys working with people, hippotherapist could be the job for you. This type of therapy uses the natural movement of a horse as part of patients' physical and psychological treatment plans.

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?

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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?
b What you wanted to be?
c What do you want 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 identify 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.

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GRAMMAR

REPORTED QUESTIONS

WARMER

With books closed, ask the students to write a question that they could ask other members of the class. It can be about anything they like. When they have written their questions, the students mingle and ask and answer each other's questions. When they have asked and answered several questions, the students sit down. Elicit questions they were asked using different tenses, e.g. present simple, present continuous, present perfect, past simple. See how many different structures were used by the class.

1 Look at the instructions with the class and tell the students that each sentence may match to more than one of the rules, and the same rule can match to more than one sentence. Look at the first point with the class and elicit that a and d are both examples of reported *wh-* questions. When students have done the matching, elicit the answers.

Answers

1 a, d 2 b 3 e 4 a 5 b, c, d, e 6 enquires (c), wonder (d, e)

2 Students work alone. When they have completed the exercise, elicit the answers and point out that rule c also means that for present and past simple verbs, we do not use the auxiliary verb *do* because this isn't used in an affirmative sentence. For rule d, elicit which tenses or structures can't 'go back one', e.g. *should, would, past perfect*.

Answers

1 whether I had 2 which 3 I had 4 had passed 5 asked

3 Look at the exercise with the whole class. Ask which two are grammatically correct sentences (*c and d*) and then elicit the correct answer and the reason why d is wrong. (*The past simple in the reported question relates to the present simple in the direct question.*)

Answer

c

4 Students work alone and then compare answers in pairs. Elicit the answers and why the tense in the sentences doesn't change in the reported form (*The information being reported is still true.*).

Possible answers

b How do they make food look so delicious in advertisements?
c Have you chosen your future career?
d What are people saying about our products and services?
e Does my dream job actually exist?

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 293

REPORTED OFFERS, REQUESTS, SUGGESTIONS

5 Look at the grammar rules with the class. Then look at the first sentence. Elicit that the gapped sentence is a reported suggestion and point out that the number in brackets indicates that five words are needed. Elicit the two possible reported forms (*suggested applying for, suggested that I apply for*) and elicit that the latter is correct because it contains five words. Students then complete the exercise alone and compare answers in pairs.

FAST FINISHERS

Ask fast finishers to complete the sentences using different forms where possible (sentence 2 is not possible) that require a different number of words to be used, e.g. *3 asked me if I could swap; 4 suggested that we go; 5 asked (me) if I would mind parking.*

Answers

1 suggested that I apply for 2 offered to help me 3 asked me to swap 4 suggesting going 5 asked/told me to park / requested that I park

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 293

6 Students work alone. Elicit the correct sentence (*sentence 5*) and the correct versions of the other sentences.

Answers

1 Ian **asked his** manager if he could have a pay rise.
2 My dad asked me why **I didn't** want to become a lawyer.
3 Tiago **offered to help** me find a job.
4 Cheryl enquired **whether/if** the company had any vacancies.
5 *Correct*
6 My son asked me **whether/if he could** do work experience at my company.

PREPARE FOR THE EXAM

7 **C1 ADVANCED Reading and Use of English Part 4**

Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 22. Remind students that there are two possible marks for each answer. In the first answer, one mark can be given for the part including the reporting verb (*wanted to KNOW*) and one mark for the structure that follows the reporting verb.

Remind students to stick to the word limit (three to six words) and not to change the form of the word in capitals in any way. Students complete the activity alone and then compare answers in pairs. For each question, tell the students what they need to write to get each mark.

Answers

1 wanted to KNOW | whether/if I had / I'd
2 was URGED | to tell
3 suggested / proposed / recommended / advocated / was in favour of | TAKING on
4 WONDER why | Selena didn't / did not get / wasn't / was not given / wasn't / was not offered
5 PROMISED not to | tell anyone who / reveal who
6 ADVISED me | to apply / ADVISED me | (that) I should apply

8 Look at page 153 with the class. Students write their job at the top of a piece of paper. Give them about two to three minutes to write questions in a variety of different tenses and structures. Allow one minute for students to read their partner's questions and think of some possible answers. Students make notes of each other's answers.

Answers

Students' own answers

» PRACTICE EXTRA: UNIT 14 – GRAMMAR – REPORTED QUESTIONS; REPORTED OFFERS, REQUESTS, SUGGESTIONS

» GRAMMAR WORKSHEET: UNIT 14

» ALSO REFER TO WORKBOOK PAGE 84

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VOCABULARY
EXPRESSIONS WITH *WORK*

1 Draw a spidergram on the board with a central circle containing the word *work*. Around this draw three more circles with the words *phrasal verbs, phrases* and *collocations*. Elicit that the example *be out of work* is a phrase and *a work of art* is a collocation and write these in the diagram. Elicit a phrasal verb with *work*, e.g. *work out*, and add this to the diagram. Students copy the diagram into their notebooks and work in small groups to brainstorm more vocabulary items. Invite students to share their ideas with the class. Add their ideas to the board and encourage students to do the same in their notebooks.

Answers
Students' own answers

76 **2** Look at the word box with the students and, for each one, elicit a few words that the second speaker might say, e.g. *calming – calm down, don't worry; encouraging – you can do it*. When students have listened, elicit the answers and any expressions they heard that they had thought of.

Answers
1 encouraging 2 unconcerned 3 surprised 4 delighted
5 stressed 6 sympathetic 7 calming 8 unenthusiastic

76 **3** Students read the sentences and try to remember any of the missing words from the recording. When they have listened again, elicit the phrases and their meanings and encourage students to add them to the diagrams they drew for Exercise 1.

Answers
1 your way up 2 cut out 3 made short 4 works
5 against the clock 6 do all the donkey 7 up
8 get down to

» AUDIOSCRIPT TB PAGE 322

4 Look at the example and elicit what the phrase means (*We had everything it was possible to get.*). Students work in pairs. When they think they have the correct phrase, e.g. 1 *do the donkey work*, they then make a suitable sentence to follow on from the sentence in the exercise (*They're the ones who do the donkey work.*) or replace the information in the sentence (*… but what about those who do the donkey work?*). When students have finished, elicit the answers.

Possible answers
1 What about those who do the donkey work?
2 Zoë has worked her way up.
3 We need to get down to work. / We haven't got down to work yet.
4 Jeremy got worked up when his manager asked to see him.
5 Melanie made short work of her meal.
6 Pablo is working against the clock to finish his report.
7 The drama teacher has her work cut out.

COMPLEX PREPOSITIONS

5 Look at the question with the class and elicit one or two ideas, e.g. *How does this machine work?* Set a time limit of about one minute for students to think of other questions and invite them to share these.

Answers
Students' own answers

77 **6** Look at the four things mentioned in the exercise and ask students to guess the order in which the manager mentions them. When students have listened, elicit any details about the four points that they can remember.

Answers
d, c, a, b

77 **7** Students read through the sentences in pairs and try to remember or think of any of the gapped expressions. When they have listened to the recording again, elicit the answers and when they might use them, e.g. a student representative to the head of a school: *I am here **on behalf of** all the students to talk about the school policy on jewellery*.

Answers
1 behalf 2 charge 3 accordance 4 means 5 place 6 lack
7 ahead 8 way

» AUDIOSCRIPT TB PAGE 322

8 Students work in pairs to match the words and phrases in the box to the sentences in Exercise 7. Elicit the answers and point out that *in accordance with* cannot be used as a synonym for all meanings of the word *following*. It is specifically about following rules, advice, regulations, etc.

Answers
1 On behalf of – As a representative of 2 in charge of – responsible for 3 in accordance with – following 4 by means of – using 5 in place of – instead of 6 for lack of – due to not having 7 ahead of – before 8 by way of – as

9 Look at the first sentence with the class and elicit which option is correct and why (*In accordance with* because it is talking about following certain rules.). Students complete the exercise alone and then compare answers in pairs. Elicit the answers and re-elicit the meanings of the phrases.

Answers
1 In accordance with 2 for lack of 3 in place of 4 ahead of
5 on behalf of 6 in charge of

10 Set a time limit of about four minutes for students to complete the questions and ask and answer them. When they have finished, discuss the questions as a class.

MIXED ABILITY
Help weaker students to complete the sentences by giving them a key word for each one, e.g. *1 clock, 2 behalf, 3 up, 4 down, 5 charge.*

Answers
1 work against the clock 2 on behalf of 3 worked up
4 get down to work 5 in charge of

COOLER
Students choose an expression with *work* from Exercise 3. They think a situation to illustrate it, similar to the ones in Exercise 4, e.g. *I have to read this book for a literature exam on Tuesday. I'm on page 5 of 350 pages.* When they read out their situation, the other students comment on it using the correct phrase with *work*, e.g. *You've got your work cut out!*

» PRACTICE EXTRA: UNIT 14 – EXPRESSIONS WITH *WORK*; COMPLEX PREPOSITIONS
» VOCABULARY WORKSHEET: UNIT 14
» ALSO REFER TO WORKBOOK PAGE 85

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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

76 **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

EP 76 **3** **Listen again and complete the expressions with *work*.**

1 If you stay there, you can work _____.
2 You've really got your work _____ getting through all that by yourself.
3 Wow, you _____ work of that!
4 Sam got me presents, flowers, dinner at a fancy restaurant – the _____.
5 We're working _____ at the moment …
6 It's really annoying that we have to _____ work, but the boss gets all the credit.
7 Don't get so worked _____.
8 Right, students, stop talking and _____ work.

4 **Write a suitable comment for each of these situations using an expression with *work*.**

0 Our hotel room had 10 movie channels, a jacuzzi, plunge pool, a pillow menu, butler service ….
We had the works.
1 That designer is celebrated for his skills but what about those who do the long hours of cutting and sewing?
2 Zoë started as a shop assistant, then she became a supervisor and now she's a retail manager.
3 We've been talking about this project for a long time, sharing ideas, but we haven't actually started yet.
4 When Jeremy's manager told him she wanted to see him in her office, he got very nervous and anxious.
5 Melanie had a huge plate of fish and chips. Five minutes later she'd finished it.
6 Pablo has a deadline of 9 am to finish the report.
7 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?**

77 **6** **You will hear a manager welcoming trainees to a work placement. In which order does he do the following?**

a explain changes to the schedule
b show a video
c explain the emergency procedures
d introduce himself

EP 77 **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.**

1 On _____ of Maynards and Co I would like to welcome all new starters.
2 My name is Tony Saunders and I'm in _____ of training.
3 Now, before we begin, in _____ with health and safety regulations, …
4 … please exit the building calmly by _____ of the emergency staircases.
5 In _____ of the factory tour …
6 The factory manager regrets he's had to cancel the visit today for _____ of available staff.
7 … which means our final briefing _____ of starting work on Monday …
8 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.**

1 *In accordance with* / *By way of* international health guidance, the cabin will be sprayed with insecticide before take-off.
2 The case against the suspect was dropped *in place of* / *for lack of* evidence.
3 Most colleges have sports sessions *by means of* / *in place of* lessons on Wednesday afternoons.
4 We need to read the report in full *in accordance with* / *ahead of* next week's meeting.
5 Speaking *on behalf of* / *in charge of* local residents, the chairperson rejected the council's proposal.
6 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.**

1 Tell me about a time when you had to _____ to finish something?
2 How would you feel if you had to speak _____ other students in your class?
3 What kind of things do you get _____ about?
4 When it's time to do your homework, how difficult do you find it to _____?
5 What would you do if you were put _____ an important project at school or a club?

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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.

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WRITING
A REPORT

WARMER

With books closed, ask the students what events, apart from entertainment, are organised in their town. You could give them an example, such as a day when people get together to pick up litter or a day on which people are encouraged to give blood. Students work in pairs or small groups to discuss ideas. Set a time limit of one or two minutes and then elicit ideas. Ask who has attended any of the days and invite those students to say what happened, whether they enjoyed it, and what could have made it better. You could also ask the class what events they think should be organised by the town.

1 Set a time limit of about two minutes for students to describe the photo in pairs and then discuss what they think is happening, how the people are feeling, etc. Remind the students to use modals of speculation if they aren't sure. Invite students to share their ideas with the class. Don't tell them what it is yet.

Answers

Students' own answers

2 When the students have read the paragraph, elicit what the event in the photo actually is (*a careers fair*) and what happens there (*Companies offer information about working for them; there are talks about different careers and leaflets and other pieces of information for people to take away with them.*). Ask the students if they have ever been to something similar and, if so, what they found out. Students then discuss the question in pairs. Set a time limit of one or two minutes and then invite students to share their ideas with the class.

Answers

Students' own answers

3 Look at the task with the class and elicit the three things they need to write about, as well as how formal they think it should be and why (*It is to be sent to the school principal.*). Elicit how a report is organised, i.e. there are different headings to separate the different parts of the report.

Answers

The three aspects are: (1) what happened on the day; (2) how effective it was; (3) recommendations about whether to send students in the future. The style should be fairly formal.

4 Ask students to read the student's report once to get an overall impression of it. They then discuss their thoughts with a partner and, in pairs, choose the best headings and decide how well the report fulfilled the task. Invite students to share their thoughts with the class with reasons for their choice of heading (e.g. *The short, one word headings are the most effective, but the first paragraph doesn't evaluate how useful the conference was; it explains what the report will be about.*).

FAST FINISHERS

Ask fast finishers to think of a comment that the teacher could write about the report. This should point out the positive aspects first, e.g. *You have used formal writing suitably and shown a good range of vocabulary.* They can then comment on what was not done so well, e.g. *However, you did not address the first part of the task, which asked for an explanation of what happened on the day.* Invite students to share their comments with the class.

Answers

The better headings are: Introduction, Evaluation, Recommendations
Only two out of three points were covered: the writer has not explained what happened on the day. Also, the report is too short – under 220 words.

5 Before the students look at the two paragraphs in Exercise 5, you could ask them to write their own paragraph about what happened on the day. Set a time limit of about three or four minutes for students to write the paragraph and then ask them to compare their writing in pairs, saying what they like about each other's work. Students then look at the paragraphs in Exercise 5 together and choose the one they think is best. Elicit their ideas and why they chose that one and what heading they would use. Students could vote for the heading they like best (*B gives more details of what happened.*).

Answers

B, Suggested heading: *The day of the fair*

FROM SB PAGE 109

6 Look at the *Prepare to write* box with the class. Students work in pairs to try to think of what the missing phrases could be before they look back at the sample report on page 108. When they have found the phrases, elicit what they are. You could follow up by asking the students to think of their own suggestions and recommendations for a similar report, e.g. *It would be useful to discuss the careers fair with students before it happens so that they are aware of what it involves and how they can make the most of the opportunities it presents.*

Answers

1 It would be useful / One suggestion might be
2 It might also be worth
3 One suggestion might be / It would be useful
4 It was suggested

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7 Encourage students to do the exercise without referring to the *Prepare to write* box. They compare answers in pairs and, if they have chosen different options for any of the questions, they see if they can decide who is correct from the sentences in the *Prepare to write* box.

Answers

1 considering 2 to recruit 3 to invite 4 be 5 to consult 6 moving

8 Write the word *hotels* in the middle of the board. Elicit jobs that students might be able to do in a hotel and write these around the word, e.g. *cleaning rooms, working on reception, porter carrying bags from cars to the reception desk if the hotel has such a position*. Elicit what training students would need for each of the jobs and then set a time limit of about four minutes for students to discuss the other places in the box in groups of three or four. You could tell half the groups to look at the first three places (*restaurants and cafés, sports centres, shops*) and the other half to look at the other three (*factories, private homes, hospitals and care homes*). Invite groups to share their ideas with the class.

Answers

Students' own answers

PREPARE FOR THE EXAM

9 **C1 ADVANCED Writing Part 2 (a report)**

Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 38. Remind them that it is important that they use an appropriate style and register for the task they choose to write. Reports are not always written for a teacher, but can also be for a peer group, in which case a more informal style would be appropriate.

Tips Encourage the students to read the task very carefully, and to make sure they include all the relevant information. The report should be divided into different sections introduced by brief headings. Students should use complete sentences with a variety of linking devices used both within and across sentences. Bullets with phrases or incomplete sentences should not be encouraged. Students should also use the planning stage to think of some useful topic-related vocabulary that they can use in their report.

Set a time limit of about five minutes for students to brainstorm ideas. When they have finished, encourage them to note down phrases from the *Prepare to write* box which they are likely to use, as well as the headings they want to use and the three main aspects of the task. Then, when they do the writing, they should try to do it without referring to the sample report or exercises and approach it as an exam task.

MIXED ABILITY

You could help weaker students by giving them the headings, e.g. *Introduction; Evaluation; Areas to improve; Recommendations*. When the students have discussed their ideas in pairs, allow them to change partners and see someone else's ideas. They then go back to their original partner and discuss which of the other students' ideas they could use.

Answers

Students' own answers

10 The students can do the writing in class or at home. If doing it at home, tell them to try to complete it in 30 minutes to mirror the time they will have in the exam (45 minutes including planning and checking time). Encourage them to read their report through when they have finished to check for mistakes, to see if the register they have used is appropriate, and to make sure they have addressed everything in the task.

Model answer

Introduction
The training programme for new staff at Vegan Village restaurant took place on the weekend of 25th/26th July. Six trainees took part and all successfully completed the programme.
Evaluation
The introductory training for new recruits was invaluable for all participants. It was particularly useful for the four trainees who did not have previous experience of restaurant work. The most valuable aspect was learning about plant-based food and how to advise customers with allergies. What benefitted me the most was learning how to address customers and deal with any complaints in a courteous way. Although it was an intense two days, it was also a pleasurable experience for us all. By far the most enjoyable aspect of the weekend was getting to know our future colleagues and taking part in role-play activities.
Areas to improve
The main issue with the training programme was that it was extremely intensive. Although a weekend course seems to be a good use of time, it was difficult to retain so much information in just a few days. In addition, many of us felt it would be useful to include some supervised interaction with customers to put into practice what we had learned.
Recommendations
I would recommend preparing a study pack for trainees to read through before starting the programme. This would enable them to process the information presented and avoid overload. We suggest that the second day should be devoted to hands-on experience within the restaurant so that we could be more confident when starting work on Monday.

COOLER

Students work in groups. Tell them that their school has decided to introduce a training programme for first-year students. Set a time limit of about three or four minutes for students to discuss what sort of training to give the new students, e.g. *fire safety, finding their way round the school, how to address teachers*. Invite groups to explain what their training programme would consist of.

» ALSO REFER TO WORKBOOK PAGES 86–87

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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.**



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LIFE SKILLS CRITICAL THINKING

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.

78 **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*

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LIFE SKILLS

Overview

TOPIC	Critical thinking: Evaluating ideas, arguments and opinions
VOCABULARY	Evaluating information: statement of opinion, factual statement, checked, proved, disproved, evidence, belief, influencers, exploited, impact (on sales), trustworthy, distinguish fact and opinion
READING	Extracts from different text types
PROJECT	Analysing the news In the project stage, the students analyse a news story, comparing three different articles about the same story to note how they differ and to decide which is the most factual.

WARMER

With books closed, write on the board:

100% increase in murder rate.

Tiny increase in murder rate.

Ask the students to look at the two headings and discuss what the situation might be in both places. Elicit some ideas and then tell students that these are both headlines about the same story. Elicit how this could be possible, e.g. a city or country that had two murders last year and four murders this year. Ask why such different headings might be written, e.g. one could be from a newspaper that is pro the current government and wants to stress how well they are doing, the other could be from a newspaper that is anti the government and wants people to vote for a different administration.

BACKGROUND INFORMATION

Bias in news stories

There are different ways in which newspapers can influence public perception of events or people without actually lying. These are just three of the ways:

Omission: This means leaving out stories completely or leaving out one side of an argument so that only a favoured view of the world is given.

Labelling: Using terms such as *left-wing* or *right-wing* to talk about political policies which are, in fact, just slightly left or right; using pejorative metaphors, e.g. *a flood of complaints, a swarm of refugees* or synonyms which have different connotations, e.g. *terrorist* or *freedom fighter*.

Placement: Deciding where to place stories and in what sized font. Some newspapers also place photos and headlines so that they seem to be about the same story but aren't. Thus, you could have a famous person's photo and underneath the headline 'Liar!' whereas, in fact, the story about the famous person is next to the photo and the headline refers to a different story.

LIFE SKILLS

Evaluating ideas, arguments and opinions

Look at the *Life skills* box with the class. If you did the Warmer, point out that both headlines are factually correct but, when reading the articles, you might find that the writers have added details which are not facts, even if they are written to suggest they are.

1 Look at the question with the class and elicit what kind of information they look for, e.g. *news, weather, what's going on in their town, politics, sport*. Students then discuss the question in pairs. Set a time limit of two minutes and then invite students to share their ideas with the class.

Answers

Students' own answers

2 Look at the first sentence with the class and elicit that it is a statement of opinion because it uses the word *should*. Students look at the rest of the sentences in pairs. Elicit the answers and how the students know that some are facts and some opinions (*3 seems to be factual, but the number is vague for a fact; 4 'would benefit' – there is no evidence to show this; 6 'more useful' – no evidence for this; 7 The fact that there are still librarians suggests this isn't true*). You could then add that, even if an article makes a factual statement, it may not actually be true.

Answers

1 opinion 2 factual statement 3 opinion 4 opinion
5 factual statement 6 opinion 7 opinion 8 factual statement
How did you distinguish between the two? Students may come up with answers that are close to the actual definitions in Exercise 3. However, they might think that if a statement contains one factual element (e.g. in 7 *we have the internet*), then the rest of the statement is factual, although this is not the case. They may also think that those with numbers in them are factual, although this too would be wrong.

3 Look at the two sentences and elicit the answers. Note that the first sentence backs up the idea that not all 'factual' sentences are true. It means that they use 'facts' or 'figures' that someone could have made up.

Answers

1 factual statement 2 statement of opinion

78 **4** When students have listened to the recording, they compare which items they ticked from Exercise 2 and then discuss anything they can remember about them. Elicit the answers and other details that they heard, e.g. *All pilots have to speak a good level of English, but they don't have to be fluent.*

Answers

1, 6 and 8

78 **5** Students read through the questions before listening again and discuss anything they can remember from the recording. When they have listened again, elicit the answers and discuss them in as much detail as possible, e.g. *1 Riley makes a reasonable sounding statement (that all pilots have to be fluent in English), which Harry accepts as it sounds as if it could be true. She then tells him that it wasn't true and what the true information is.*

Answers

1 That a statement presented as factual might not be true.
2 They refer to subjective ideas such as beauty or ugliness.
3 'The report argues that …' signals an opinion, whereas 'The report confirms that …' signals a fact.
4 By checking for evidence
5 They can be invented.
6 They are not always accurate, sometimes deliberately so.

» AUDIOSCRIPT TB PAGES 322–323

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6 Although students might be able to do this task almost immediately, set a time limit of about three minutes so that they have one minute to quickly read each text. When they have finished, elicit the answers and how the students could recognise the differences (e.g. *The encyclopedia entry has headings, references, short, informative sentences; the newspaper/magazine article is written as an opinion piece – although it references a report and quotes people, it shows the views of the writer as well; the news report is more factual, with lots of statistics and an attempt to give both sides of the story.*). Students then cover the texts and discuss in pairs or small groups what each text was about and what details they remember.

Answers

1 c 2 b 3 a

7 Look at the first sentence in each of the stories with the class. In 1, the year of birth is factual, as is the information about him being one of the richest entrepreneurs in the world. In 2, this is a personal opinion, especially when it says *unfairly*. In 3, this is a factual statement in that the description has been made. However, *potentially dangerous* is quite vague and it might not actually be dangerous. Students discuss the three texts. They don't have to analyse every sentence. Set a time limit of about ten minutes and tell the students to try to divide the time so that they can look at each text to a certain extent. Elicit sentences that are factual or show opinion from each text.

MIXED ABILITY

You could ask weaker students to analyse just one of the three texts in pairs. When they have finished, they join up with students who have analysed the other two texts and tell each other what they found.

FAST FINISHERS

Ask fast finishers to look at text 3 again and imagine they are thinking of buying some Velocerade. Ask them to think how they would feel having read the article – whether it would make them more or less likely to buy the drink and why. When everyone has finished, invite students to share their ideas with the class.

Answers

Students' own answers

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

8 Set a time limit of three to four minutes for students to discuss the questions. Their analysis in Exercise 7 should help them to answer the questions. When they have finished, invite the students to share their ideas as a class.

Possible answers

1 Fairly trustworthy, as most of the information is referenced, although there is some opinion (Kennings being well-known, the user-friendliness of the app, Kennings being a demanding boss).
2 More opinion: The writer says influencers are 'unfairly' dismissed as they are not doing a real job; they quote an exploited influencer and says 'it's hard to argue with that'; they say it's 'unfortunate' that influencers are unlikely to get much public sympathy – this is also a statement not backed up by evidence; they talk about the growing sense of solidarity among influencers as 'good news'.
3 The writer is not very fair to Bevory as they don't give any information about how the Bevory researchers came up with their findings, which may well be accurate. Also, they quote a spokesperson for Medmoore but not one for Bevory, which is not balanced.

PROJECT ***Analysing the news***

Put students into pairs and look at stage 1 with the class. Set a time limit of about four minutes for students to discuss the stories, what they are about and why the students decided to read them. If they don't know some of their partner's stories, they should ask questions to find out more details where necessary.

Look at stage 2 with the class and tell them they have 30 seconds to agree on which story they will analyse. When the time has finished, invite each pair to tell the class what their story is about. Encourage the students to find three quite different sources for their story, e.g. if it is about a celebrity, they could find a story on a fans' website, a serious newspaper and a sensationalist tabloid. Students can do the analysis at home, but will have to make sure they analyse the same three sources.

For stage 3, students should get together, either in a subsequent lesson or outside the classroom, to discuss their thoughts about the three articles.

Students can look at stage 4 in the lesson, even if they haven't yet done stages 2 and 3. Elicit ideas from the class and also discuss any sources online or in print which the students think are very reliable or notoriously unreliable.

PROJECT EXTENSION

As a follow-up, ask the students to present their findings to the class. The presentation should be quite short and contain: an outline of the story they chose; the sources they used; some examples of factual and opinion statements from the three articles; and their overall decision about which one was the most factual and why (as well as, perhaps, looking at the one which was the least factual).

COOLER

Tell the students the expression *economical with the truth*. This means that, although everything stated is true, a story also deliberately misses out some other details which are also true but which would create a different impression in the eyes of the readers. Tell students that there are some times in which they might also be economical with the truth, e.g. a parent might ask about exam results at school and the student might say: *I got 86% in English and 78% in maths.* However, they wouldn't mention getting 23% in history, for example. Put students into small groups and ask them to think of a situation in which they would be economical with the truth. Set a time limit of two or three minutes and elicit ideas.

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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

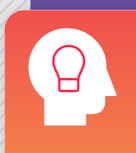
Choose one of the stories you discussed and find three articles online about this story. Find examples in each of:

- 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?

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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

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15 BORN TO LEAD

Unit Overview

TOPIC	Heroes and leaders
VOCABULARY	Heroes and leaders; Metaphors, similes and euphemisms
READING	Inspired youth
GRAMMAR	Ellipsis and substitution
LISTENING	Five short extracts about who people admire
SPEAKING	Collaborative task
EXAM TASKS	Reading and Use of English Part 5; Reading and Use of English Part 2; Listening Part 4; Speaking Part 3 and Part 4

Digital Resources

Lesson Plus: Unit 15
Practice Extra: Unit 15
Test Generator: Unit test 15

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 174; TB page 293
PREPARE FOR THE EXAM: SB pages on TB pages 257, 260, 273, 276 and 277; TB pages 278, 279, 284, 285 and 286
WORKBOOK: pages 88–93
VIDEO AND VIDEO WORKSHEET: Leading lights
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 15; Vocabulary worksheet Unit 15

WARMER

With books closed, put students into small groups. Ask them to think alone of an example of a great leader from the past or present. When they are ready, the students take turns to tell the group who they chose and why. The group then try to agree on which of the leaders was the most important or inspirational. Invite each group to present their choice and their reasons to the class.

ABOUT YOU

▶ 15 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the *About you* box with the students. Put students into pairs to discuss the questions. Set a time limit of about three minutes and encourage them to give extended answers to the questions as if they were in an exam. Invite students to share their ideas with the class.

VOCABULARY & READING
HEROES AND LEADERS

1 Ask students to look at the photo at the top of the page. In pairs, they describe what they can see and discuss how the photo relates to the idea of leadership (*The photo shows Greta Thunberg, a young Swede who has become famous for her stance on environmental issues.*). Set a time limit of two minutes and then elicit ideas. Look at the first sentence with the class. Ask students to put their hands up if they know the meaning of the word *spokesperson*. If they don't know the word, ask them to look at the words it is formed from: *spoke* (*to speak*) and *person*. Elicit what it could mean, e.g. *a person who speaks on behalf of an organisation or government*. Then discuss the sentence with the class and ask if this is true for them or for people they know. Students then do the same in pairs for the other sentences, working out the meaning of words and phrases from context or from the words they are formed with and then discussing the sentences. Elicit the meanings of the words and discuss the sentences with the class.

Answers
Students' own answers

2 Look at the first sentence with the class. Ask the students not to look at Exercise 1 but to try to think of how to complete the sentence in their own words, e.g. … *people who can work independently and make decisions*. Students then look through the words and phrases from Exercise 1 and choose the correct one (*take the initiative*). Students then complete the exercise alone and compare answers in pairs. Elicit the answers and ask the students to rephrase the sentences, as with sentence 1, to show the meaning of the words and phrases in blue.

FAST FINISHERS

Ask students to choose one sentence from Exercise 1 that they either agree with or disagree with. They think of reasons why. When everyone has finished the exercise, elicit the answers and then invite fast finishers to tell the class which sentence they chose and why. When they have given their opinions about the sentences, invite other students to say whether they feel the same or not and why.

Answers
1 take the initiative 2 uncompromising 3 Campaigners
4 self-assured 5 be a voice for 6 advocate 7 spokesperson
8 resourceful 9 committed; unsung heroes

3 Look at the first question with the class and elicit some ideas and reasons for their choices. Then set a time limit of two or three minutes for students to read the text quickly and find the names of other young heroes and what they have achieved. They don't need much detail – give them examples from the introduction: *Greta Thunberg – campaigning against climate change; Malala Yousafzai – campaigning for education for girls*. Elicit the names of the people in the text and what they have done (*Helena Gualinga – fighting oil companies in Ecuador and protecting rainforests; Valerie Weisler – set up the Validation Project to help victims of bullying; Patricia Manubay – collecting school supplies for poor children; Veer Qumar Mattabadul – campaigning against pollution in Mauritius*). Finally, elicit who the girl in the photo is (*Patricia Manubay*).

Answers
Students' own answers

CONTINUED ON PAGE 226

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BACKGROUND INFORMATION

In the mid-2000s, Ecuador was said to be suffering the highest deforestation rate in South America. As of 2021, there were 3,430 oil wells and 9,500 km of roads running through the forest. Between 1990 and 2008, 499,000 hectares of forest were lost.

Valerie Weisler's idea started when she was bullied at school after her parents got divorced. She was shy beforehand, but the divorce made her shyness worse and she was told she was stupid. However, it was when she saw someone else being bullied, this time about their weight, that she had her idea. She told the person not to listen to the bullies and that he was important and mattered, and later used her babysitting income to set up a blog and the Validation Project.

As well as dream boxes, Patricia Manubay helps young people by mentoring and coaching them in things such as presentation and leadership skills. She also gives presentations on mental health and mental disorders. She studied psychology at the University of San Francisco.

4 Students work alone. They read the questions and answer them. Elicit the answers and then ask students to work in pairs and to look at the options for each question. They underline the key words.

MIXED ABILITY

Weaker students can work in groups of three. Each student looks at two questions. They decide whether their questions focus on the whole article, mention a specific paragraph or mention a specific word. The students then tell each other what they found.

Answers

1 Question 6 2 Questions 1 and 4 3 Question 5

PREPARE FOR THE EXAM

5 C1 ADVANCED Reading and Use of English Part 5

Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 30.

Remind students that for an option to be the correct answer, the whole of what it says should match what's written in the text. An incorrect option may at first seem to express a similar idea to what's in the text, but it will contain something that is clearly different from what's said in the text.

Tips Once students have read the text all the way through, they should look back at the sections relating to each question and read them carefully to find the right answers. If they find that the options for a question are confusing or complicated, they could try answering the question without looking at the options. They could then find the option that best mirrors their own answer. If it's still hard to identify the correct option, students could start by eliminating options that they feel confident are incorrect.

Students do the exercise alone and mark the text where they find the information which helps them to decide the correct answer. When they have finished, they compare answers in pairs and, if they have answered any differently to each other, they use the information they marked in the text to decide who is correct. Elicit the answers and the information which helped them to decide.

Answers

1 D (*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.*)
2 A (*Influenced primarily by her aunts and uncles, who were criminalised for trying to prevent deforestation, …*)
3 B (*Having been bullied herself, she understands the power of a compliment and a smile to help people through difficult times.*)
4 C (*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.*)
5 D (*… the next time someone makes a sweeping generalisation about young people …*)
6 C

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

TALKING POINTS

Put students into groups of three or four. Look at the first question and elicit the causes mentioned (*environment, bullying, poverty, pollution*). Ask students if they are interested in each of these things and have a class vote on which one they are most interested in. Set a time limit of three to four minutes for students to discuss the questions in their groups and then invite them to share their ideas with the class.

COOLER

Students stay in the same groups as for the Talking Points activity. Tell them to imagine they were going to vote for a class spokesperson to represent the students. Each group chooses one member to be the class spokesperson and has to say why they think he or she would be a good choice. Invite each group to present their candidate to the class.

ALSO REFER TO WORKBOOK PAGES 88–89

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INSPIRED YOUTH

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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 Qumar 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)
B strict (line 66)
C aware (line 71)
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?

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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.**

1 Not content just to change attitudes, **Weisler's 'Teens for Clean' project has collected and donated 10,000 toiletry items** to homeless shelters.
2 … if the resources weren't enough to motivate students, **letters and words of encouragement might be**.
3 Greta and Malala are just two young people who are committed to improving the world and **happened to become well known because of it**.
4 **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
b verbs, including auxiliary verbs
c pronouns, including relative pronouns
d clauses

3 **Cut unnecessary words from these sentences.**

1 Sol resigned from her job, but no-one knows why Sol resigned from her job.
2 I attended three protests last year and my brother attended two protests last year.
3 The most prestigious title that Malala ever received was Glamour magazine's Woman of the Year back in 2013.
4 This year's conference was one of the best conferences.
5 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?**

5 When we think of inspirational young people, a few prominent ones immediately spring to mind.
6 She has devoted her life to fighting against big oil companies that have damaged the rainforests or threaten to do so.
7 So, the next time someone makes a sweeping generalisation about young people, remember those who are trying to make a difference.
8 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*

» GRAMMAR REFERENCE AND PRACTICE PAGE 174

6 **Substitute the parts of the sentence *in italics*.**

1 Sophie made a donation to a local charity and William made *a donation to a local charity* too.
2 My teacher said I should study medicine and I would *study medicine* if the course wasn't so long.
3 I would like to practise my English with native speakers, but I don't know *native speakers.*
4 Both Darius and Sara are good students, but *Darius and Sara don't like* speaking in front of the class.
5 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)** _____. Diseases caused by contaminated water are still common in many areas, **(2)** _____ such initiatives vital. Fortunately, children in Tanzania have access to education, which the elder generation **(3)** _____ 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)** _____ are the SWASH heroes trained in keeping their communities healthy, but they also learn **(5)** _____ best to pass on the message to others. Both are equally important if this life-saving information is to spread. It is not **(6)** _____ to teach within their own households; the volunteers must also raise awareness among their peers so that they can do the **(7)** _____. In terms of improving the health of their country, **(8)** _____ have contributed as much as these young SWASH heroes.

8 **Correct any mistakes in these sentences.**

1 I might contact you for more information if I need.
2 Of all the flats I've seen, this is the one I prefer.
3 Of all the campaigners I've met, he is the most dedicated.
4 Malala started speaking out for girls' rights when she was 11 and has not stopped do so since then.
5 Many young people in Mauritius regularly clean up the beaches as Veer has always done so.

9 » WORK IN PAIRS. TURN TO PAGE 153.

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GRAMMAR
ELLIPSIS AND SUBSTITUTION

WARMER

Ask students to work in pairs to write a short dialogue in a shop between a customer and shop assistant. Invite students to act out their dialogues. If they use ellipsis or substitution, make a note of the words they use on the board. At the end, elicit what words have been left out or substituted.

1 Don't give students any clues. Put them into pairs and then, when they have finished, elicit their ideas.

Answers

1 Weisler's 'Teens for Clean' project has collected and (**has**) donated 10,000 toiletry items
2 letters and words of encouragement might be (**enough to motivate students**).
3 and (**who**) happened to become well known because of it
4 There are thousands more (**teenagers** / **young people**) out there

2 When the students have done the matching, look at the extracts from Exercise 1 again. Point out that sentence 3 would sound less awkward without ellipsis than the other sentences, since it doesn't involve the repetition of a word already used.

Answers

a 4 b 1 c 3 d 2

3 Look at sentence 1 with the class and elicit which words could be cut. Students work in pairs to do the same for the other sentences. Elicit the answers and what kinds of words or phrases they cut for each one.

Answers

1 Sol resigned from her job but no-one knows why (**Sol resigned from her job**).
2 I attended three protests last year and my brother attended two (**protests last year**).
3 The most prestigious title (**that**) Malala ever received was Glamour magazine's Woman of the Year back in 2013.
4 This year's conference was one of the best (**conferences**).
5 I've written to the school and (**have**) thanked them for their kind offer.

4 Look at the instructions with the class. Students work alone and compare answers in pairs. Elicit the words used as substitutes and the words and phrases they replace.

Answers

5 When we think of inspirational young people, a few prominent **ones** immediately spring to mind. (inspirational young people)
6 She has devoted her life to fighting against big oil companies that have damaged the rainforests or threaten to **do so**. (damage the rainforests)
7 So, the next time someone makes a sweeping generalisation about young people, remember **those** who are trying to make a difference. (the young people)
8 We meet some unsung heroes … While **few** are widely known, **all** are a source of inspiration. (the unsung heroes)

5 When students have finished, elicit the answers and then ask them to rephrase the first sentence in Exercise 3 using subsitution instead of ellipsis, e.g. *Sol resigned from her job, but no-one knew why she did so.*

Answers

e 5 f 7 g 8 h 6

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 293

6 Look at the first sentence with the class. Elicit the answer and then ask students to complete the exercise alone. Elicit alternative forms where they are possible, i.e. 2 *do / do so* and 4 *neither likes / neither of them likes*.

FAST FINISHERS

Ask fast finishers to decide whether any of the sentences in the exercise could be shortened using ellipsis instead of substitution. When everyone has finished, elicit their ideas (e.g. In sentence 2, ellipsis is possible: *My teacher said I should study medicine and I would if the course wasn't so long.*).

Answers

1 one 2 do (so) 3 any 4 neither likes / neither of them likes
5 those/these

PREPARE FOR THE EXAM

7 **C1 ADVANCED Reading and Use of English Part 2**

Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 34. Remind students that they should read through the text once without worrying about the gaps to get an overall understanding of what it is about.

Give students one minute to find out what SWASH heroes are and what they do (*young people who use their educational knowledge to keep people in their communities healthy*). Students then complete the exercise alone under exam conditions. Set a time limit of about six minutes and elicit the answers.

Answers

1 so/this/that 2 making 3 did 4 only 5 how 6 enough
7 same 8 few

8 When students have completed the exercise, elicit which sentences were correct. Then elicit the changes needed for the other sentences. In sentence 4, the final word *then* could also be left out.

Answers

1 I might contact you for more information if I need **to/it/any**.
2 *Correct*
3 *Correct*
4 Malala started speaking out for girls' rights when she was 11 and has not stopped **doing** so since then.
5 Many young people in Mauritius regularly clean up the beaches as Veer has always done **so**.

9 Look at page 153 with the class. Elicit the answer to the first sentence (*to*) and then ask students to complete the activity in pairs. Elicit the missing words before they ask and answer the questions. Set a time limit of about three minutes for students to discuss the questions and then invite students to share their ideas with the class.

Answers

1 to 2 ones 3 these 4 ones
5 has (NB This sentence is also correct without *has*.)

» PRACTICE EXTRA: UNIT 15 – GRAMMAR – ELLIPSIS AND SUBSTITUTION
» GRAMMAR WORKSHEET: UNIT 15
» ALSO REFER TO WORKBOOK PAGE 90

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VOCABULARY
METAPHORS, SIMILES AND EUPHEMISMS

1 Ask students to look at the three examples and elicit what they might mean, e.g. *1 very good; 2 You travel along a path and have adventures along the way; 3 He had to be humanely killed by the vet.* Students then read the text and do the matching. Elicit any other examples of the three things that the students can think of.

Answers
1 simile 2 metaphor 3 euphemism

81 2 When students have listened to the recording, they work in pairs to compare notes and decide who the best candidate is and why. Invite students to share their ideas with the class.

Answers
Becky: Strengths – kind, generous, helpful, reliable, organised, pleasant, considerate; Possible weaknesses – may scare people
Nick: Strengths – organised, calm, good under pressure, works hard; Possible weaknesses – shy, might not accept the post

81 3 Students read through the sentences and discuss any words they remember. When they have listened again, elicit the missing words and whether they are similes, metaphors or euphemisms.

Answers
1 gold (M) 2 star (M) 3 clockwork (S) 4 prisoners (E)
5 pie (S) 6 socks (M) 7 between (E) 8 feet (M)

» AUDIOSCRIPT TB PAGE 323

4 Students work in pairs. When they have finished, elicit the answers and ask if they have similar expressions in their own language. The origins of most of the expressions are fairly straightforward, but you could ask what *takes no prisoners* means literally (*when soldiers in a war shoot captured enemy troops rather than taking them prisoner*).

Answers
1 takes no prisoners (negative) 2 (has a) heart of gold (positive)
3 an absolute star (positive) 4 get cold feet (negative)
5 works (his/her) socks off (positive) 6 like clockwork (positive)
7 between jobs (negative) 8 sweet as pie (positive)

5 Students work alone to find the examples. When they have found them, they compare answers in pairs and discuss what they mean. Elicit the answers and students' ideas about the meaning of the expressions. Again, ask them for any similar expressions in their own language.

MIXED ABILITY
Give weaker students the line numbers where the expressions occur and whether they are similes, metaphors or euphemisms so they can find them more quickly and have time to discuss them in pairs. Paragraph 1: line 3 (M), lines 5/6 (S), line 7 (M); Paragraph 2: lines 2/3 (E), lines 5/6 (S), line 10 (E)

Answers
Similes: like a fish out of water (uncomfortable); as quick as lightning (very quickly)
Metaphors: a roller-coaster ride of emotions (frequently changing emotions); pull yourself together (get control of your feelings or actions)
Euphemisms: people on low incomes (the poor); on the streets (homeless)

6 Look at the first sentence with the class. Elicit what it means and why the euphemism has been used. Students discuss the other expressions in pairs. Elicit ideas from different students and then tell them the correct answers.

Answers
1 *died* – The speaker feels sad. Many British people avoid using the word 'died' about loved ones.
2 *wasn't very good* – Maybe the speaker didn't want to be seen to criticise too strongly.
3 *old* – It is not polite to say someone is old. 'Getting on a bit' softens the message.
4 *used, second-hand* – Speakers use the euphemism 'pre-owned' when selling to make the item sound more attractive to buyers. In this case, the speaker may have been sensitive about not being able to afford a brand-new car.
5 *tells lies* – This is obviously not a very nice thing to say about someone, so a euphemism is used to make it sound less harsh.
6 *is intolerant* – This is a kinder way of saying that the person can be a bit too direct with people they think are stupid.
7 *toilet – Rest room* is an Americanism used to avoid drawing attention to bodily functions.
8 *going bald* – Some men can be sensitive about losing their hair, so this euphemism softens the message.

7 Ask students to cover the word box. Students look at the sentences in pairs and discuss what the missing adjectives could be. Elicit ideas from different pairs before asking students to uncover the word box and complete the sentences.

Answers
1 solid 2 sick 3 clear 4 regular 5 quiet 6 good 7 light
8 white

8 Look at page 153 with the class. Tell the students there is no correct answer and they can complete the expressions however they wish. Look at the first sentence and elicit some possible answers, e.g. *an oven, the equator*. Set a time limit of about three or four minutes.

Possible answers
1 a a deep-fat fryer b you've won the lottery c an angel
2 a My cat is the queen of the house. b My phone is my world. c Football is joy.
3 a Would you like to take early retirement? b I need some peace and quiet. c I regret to tell you your driving hasn't reached the required standard.

9 When students have discussed their ideas in pairs, join students into groups of four. They choose the best idea for each sentence. Invite the groups to share these with the class.

Answers
Students' own answers

COOLER
Put the class into two halves and divide the board into two halves. Ask one half of the class to write simple nouns on their half of the board and the other half to write simple adjectives. When the board has about 20 of each, put students into small groups and ask them to make similes using combinations of the nouns and adjectives. Set a time limit of about two minutes and elicit ideas.

» PRACTICE EXTRA: UNIT 15 – VOCABULARY – METAPHORS, SIMILES AND EUPHEMISMS
» VOCABULARY WORKSHEET: UNIT 15
» ALSO REFER TO WORKBOOK PAGE 91

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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 81 **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
2 very kind
3 a great person
4 change your mind about something you agreed to do
5 hardworking
6 very efficiently
7 unemployed
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 Aunty 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.

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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?**

82

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
B commitment to a cause
C determination to overcome obstacles
D kindness to others
E willingness to break boundaries
F natural talent
G intellectual capacity
H sense of humour

Speaker 1 [1]
Speaker 2 [2]
Speaker 3 [3]
Speaker 4 [4]
Speaker 5 [5]

7 **Listen again to Speaker One and complete Task Two. Which of these phrases led you to the correct answer and which are distractors?**

82

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.
B I changed my career path.
C I altered my lifestyle.
D I followed my dream.
E I moved to a new country.
F I took up a new hobby.
G I entered a competition.
H I started doing voluntary work.

Speaker 1 [6]
Speaker 2 [7]
Speaker 3 [8]
Speaker 4 [9]
Speaker 5 [10]

8 **Listen twice to Speakers 2–5 and complete Tasks One and Two.**

83

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?

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LISTENING

WARMER

Before students open their books, ask them to think of a celebrity that they admire. They describe the person to a partner, and see if their partner can guess who it is. Invite one or two students to share their description with the class for other students to guess who it is.

1 Students choose one person from each category and discuss why they admire them. Set a time limit of about four or five minutes and then elicit one person from each category for the students to discuss.

Answers

Students' own answers

2 Tell students that it doesn't matter if they don't recognise the people. They can use modals of speculation and expressions such as *look like* to say who they think they are. Invite students to share their ideas with the class.

Answers

Students' own answers (The answers will be heard in the Listening task.)

3 As students have looked at examples of this exam task before, elicit the answers to questions 2 and 3 before they look at the instructions to Exercise 6. Students then look at Exercise 6 to find the topic of the monologues.

Answers

1 Someone they admire 2 Two 3 Three

4 Look at option A in Exercise 6 (*physical appearance*). Students find the matching phrase in the box (*looks are everything*). Elicit what this means (*looks are very important*). Students then work in pairs to do the same for the other options B–H. You may wish to tell them that one of the options doesn't match to any of the words and phrases, and that some of the words and phrases match to more than one option. When they have finished, elicit the answers and what some of the words and phrases mean.

FAST FINISHERS

Ask students to choose one of the Task One options and use their imagination to think what it might be about, using the phrases from the box that they have matched to it, e.g. *A physical appearance – looks are everything. It could be about a model who campaigned against size zero models in the modelling industry.* When everyone has finished, invite fast finishers to share their ideas with the class.

Possible answers

A looks are everything B leading campaigner for; didn't put her off C didn't put her off; risk rejection D patient, calm and generous; admire her courage E be a pioneer
F born to run G – H witty; joking around

5 Look at the question with the class and elicit the reason why the word *main* is important.

Answers

Because speakers may give more than one reason. Secondary reasons may be distractors.

PREPARE FOR THE EXAM

82 **6** **C1 ADVANCED Listening Part 4**

Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 113. Remind students that they will listen to the recording twice and, in the exam, they can try to answer both tasks on the first listening and then use the second listening to check their answers or choose to answer one task on the first listening and the other on the second. However, this means they don't have a chance to check their completed answers. Before listening, they should read through the two tasks before they listen.

Allow students a few seconds to read the options in Task One and the words from Exercise 4 again before they listen to the recording. When they have listened, they discuss what they think the answer is and why. Elicit the answer and also ask the students which photo at the top of the page shows the person (the actress playing the female footballer) and what the obstacle was that she had to overcome (a bad burn on her leg).

MIXED ABILITY

Copy the script for Speaker 1 for the weaker students. As they listen, they mark the phrases from Exercise 4, then discuss the speaker's main reason for admiring the person and which phrases show this and which are distractors.

Answers

didn't put her off (C – correct answer)
risk rejection (C – correct answer)
looks are everything (distractor for A)

82 **7** Students work in pairs to discuss which they think is the correct option based on what they heard. They then listen again and discuss in pairs the phrases which helped them and those which were distractors.

Answers

Correct answer: D (I'd always wanted; right from when I was very young; stick with my ambition)
Possible distractor for B, C or F: a model

» AUDIOSCRIPT TB PAGE 323

83 **8** This time, students do the task under exam conditions. When they have listened twice, elicit the correct answers and any information they can remember from the recording which helped them, as well as any possible distractors that each recording contained.

Answers

Speaker 2: Task One F, Task Two H
Speaker 3: Task One E, Task Two F
Speaker 4: Task One D, Task Two C
Speaker 5: Task One B, Task Two A

» AUDIOSCRIPT TB PAGE 323

9 Set a time limit of about three minutes for students to discuss the questions in pairs and then invite students to share their ideas with the class.

Answers

Students' own answers

» ALSO REFER TO WORKBOOK PAGE 92

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SPEAKING
COLLABORATIVE TASK

1 Tell students to work together in pairs when they make their choice so that they don't choose the same group. Students then think for about 30 seconds about their answer before discussing their ideas in pairs. Go through all five groups with the class, eliciting reasons why people admire them.

Answers
Students' own answers

84 **2** Look at the instructions with the students. When they have listened to the recording, elicit the answers and elicit more details where possible, e.g. *1 factors mentioned: talent, good looks, lifestyle, voice, stage presence, self-confident.*

Answers
1 B 2 A 3 E 4 A 5 B
They don't discuss environmental activists.

84 **3** Look at the *Prepare to speak* box with the class and elicit any of the phrases students think they remember. When they have listened again, elicit the expressions used and ask the students if they can remember how the speakers completed them.

Answers
It's probably because of …
Take (for example) …
… and so on.
A case in point is …
The reason I say … is …
The best example is …
as
due to (the fact that) …

» AUDIOSCRIPT TB PAGES 323–324

85 **4** Students discuss in pairs which two groups they will choose. Elicit ideas and reasons why the students think that. When they have listened, ask the students which two groups they would have chosen and why (*They choose actors and singers as one group and sportsmen and women for the other.*).

Answers
Students' own answers

» AUDIOSCRIPT TB PAGE 324

5 Set a time limit of two minutes for the first part of the task and then an extra minute for the second part of the task, which the students on the recording carried out in Exercise 4. When students have finished, invite them to share any reasons they gave for admiring the different groups which the students in the recording didn't give.

Answers
Students' own answers

86 **6** Before students listen to the recording, ask them to work in pairs and predict key words that the speakers might use in answer to each question, e.g. *a bad role models, b excessive earnings, c not everyone can do it, d reality TV*. When students have listened, elicit the answers and any of their ideas which were mentioned.

Answers
d, b, a, c

86 **7** Students look at the *Prepare to speak* box again and work in pairs to discuss any of the phrases they remember. When the students have listened again, elicit the expressions they use.

Answers
thanks to …
and so forth
Why I believe that is
(The best) illustration of that is
… and so on
… and things like that
For instance,
…, for example

» AUDIOSCRIPT TB PAGE 324

8 Students take turns to speak first. When the student who speaks first in answer to question a has said all they want to say, they act as the examiner and ask their partner what they think. The students then swap roles for each subsequent question so that each speak first twice and second twice.

Answers
Students' own answers

PREPARE FOR THE EXAM

87 **9 C1 ADVANCED Speaking Parts 3 and 4**
Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB pages 54 and 114. Remind students that in Part 3, the idea isn't to come to an agreement as quickly as possible or to try to dominate the conversation, but to discuss as many of the points as possible together whilst agreeing or disagreeing appropriately and giving reasons for their views. Part 4 links thematically to the topic of the discussion in Part 3. The examiner can ask one of the two candidates one of the questions and then ask the other candidate if they agree or disagree, or the examiner can ask both candidates at the same time so they discuss their opinions together.

Play the recording, which is the examiner giving the instructions. There is a pause during which students should look at the task. When they have listened, the pairs have two minutes to discuss the question. Stop the activity after two minutes.

Answers
Students' own answers

» AUDIOSCRIPT TB PAGE 324

88 **10** Play the recording, which has the instructions for the second part of the task. Students listen and then answer the question in pairs.

Answers
Students' own answers

» AUDIOSCRIPT TB PAGE 324

11 For Part 4, students follow the same procedure as in Exercise 8, taking turns to start the answer.

Answers
Students' own answers

COOLER
Students work in small groups. They think of a celebrity and tell the others why the person is and isn't a good role model. The other students have to guess who the celebrity is. Invite groups to share their ideas for one of their choices to see if other students can guess who it is.

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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.**



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.**

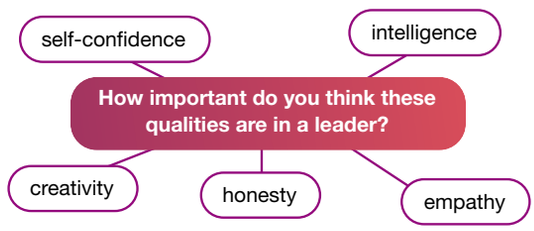
86 **6** **Listen to Aurelia and Edmundo doing Part 4. Number the questions in the order in which they are discussed.**

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?

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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?

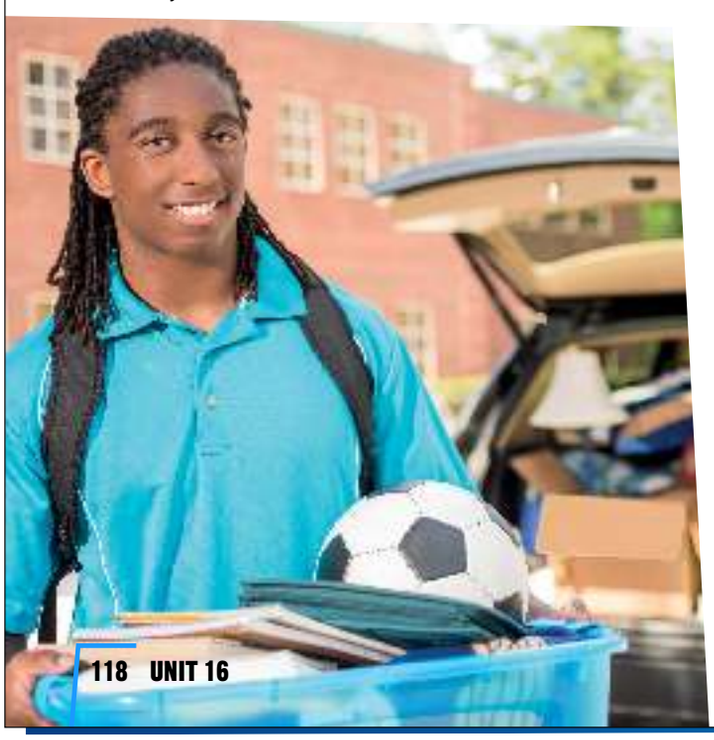
VOCABULARY & READING

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?

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16 A NEW CHAPTER

Unit Overview

TOPIC	Education
VOCABULARY	Work and study; Compound adjectives; Verb suffixes
READING	So, what next?
GRAMMAR	Wishes, regrets and preferences
WRITING	An email of application
EXAM TASKS	Reading and Use of English Part 8; Reading and Use of English Part 3; Writing Part 2 (an email of application)

Digital Resources

Lesson Plus: Unit 16
Practice Extra: Unit 16
Test Generator: Unit test 16; Term 3 test; End-of-year test

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 175; TB page 293
PREPARE FOR THE EXAM: SB pages on TB pages 258, 266 and 269; TB pages 278, 280 and 282
WORKBOOK: pages 94–99
VIDEO AND VIDEO WORKSHEET: The school of life
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 16; Vocabulary worksheet Unit 16

WARMER

With books closed, write the word *education* on the board. In pairs, students write ten words related in some way to education, e.g. *school*. Students then join together with a second pair. One pair starts by trying to guess the other pair's ten words. They have one minute. At the end of the minute, the other pair tell them how many words they guessed. The two pairs swap roles. When they have both finished, invite students to tell the class any words which weren't guessed.

ABOUT YOU

▶ 16 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the *About you* box with the students. Put the students into small groups and set a time limit of three or four minutes for them to discuss the questions, giving reasons for their answers. When they have finished, invite students to discuss the questions as a class.

VOCABULARY & READING

WORK AND STUDY

1 Students try to do the matching alone. When they have finished, they get into pairs. One student starts by reading out sentence 1 and the other student gives the appropriate reply from a–h. They do this for four sentences and then swap roles. If they think their partner has given the incorrect answer, they discuss together which is the correct response and why. Elicit the answers by asking different pairs to read out a statement and reply and then elicit the meanings of the blue words.

MIXED ABILITY

Students work in pairs. One student looks at the statements 1–4 and makes sure they understand them. If there are any words they are unsure of, they can look them up. The other student does the same for sentences 5–8. They then tell each other what words they looked up and what they mean. They then work together to do the matching, looking up any words they don't know together.

Answers

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

2 Look at the first sentence with the class and elicit the answer (*numeracy*). Ask the students if they agree or disagree with this and why, e.g. *Everyone has a calculator on their phone, so numeracy skills are less important nowadays.* Students then complete the exercise in pairs and discuss the statements in the same way. Elicit the answers and invite students to share their ideas with the class. Follow up by eliciting the meaning of some words in the sentences: *get ripped off, enhance their prospects, run smoothly, compulsory*. Students work in pairs to think of their own sentences which illustrate the meaning of these words. Set a time limit of about four minutes and then elicit sentences from different pairs, e.g. *Don't buy things from the market. You'll get ripped off because they know young people won't try to argue about the prices.*

Answers

1 numeracy 2 apply themselves 3 trade; humanities
4 on-the-job training 5 schooling 6 workshop
7 assignments; dissertation 8 learn the ropes

CONTINUED ON PAGE 238

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PREPARE FOR THE EXAM

3 C1 ADVANCED Reading and Use of English Part 8

Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 118.

Tips There are different ways of dealing with Part 8 reading tasks, but the following approach is recommended for most students. First, students should look quickly though the questions, and then through the whole text (all four profiles here) to get an idea of how it's organised, what it contains and where answers might be found. Then they read Text A more carefully and write the letter *A* next to the questions that it seems to answer. They should also underline the parts of the text and write the relevant question numbers next to the underlined sections. They can then go through the same process for texts B–D.

Set a time limit of about two minutes for students to do the reading. They then cover the text and try to summarise in pairs what the four people said.

4 Look at the first question in Exercise 5 with the class and elicit the key words. Students may suggest *influenced*, *example*, *other students*. Students do the same for the other questions. When they have looked at them all, they compare ideas in pairs and then as a class.

Answers

Students' own answers

BACKGROUND INFORMATION

Study Abroad programmes offer a wide variety of opportunities. Students can go abroad for a single term or semester or for the whole academic year. There are also summer programmes, which take place during the university holiday time, and shorter programmes of a week or two, which take place during other holidays. These holiday courses can also be offered to high-school students as well as university students. As well as studying, young people can do internships abroad, do voluntary work, teach or study a language intensively. Finally, some young students decide to do their complete degree course abroad, living there permanently for three or more years.

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

5 Set a time limit of about ten minutes for students to do the reading task alone. Tell them to check their answers at the end to make sure that the information in the text they have chosen really matches the question and isn't used just as a distraction. Elicit the answers and the extracts from the text which helped them to choose.

FAST FINISHERS

Ask students who finish quickly to look at the last sentence in Text A: … *after weighing up the pros and cons* … . Elicit what this means and then ask the students to weigh up the pros and cons of going straight to university, going on a Study Abroad programme or doing an apprenticeship scheme. When everyone has finished the exercise, invite fast finishers to share their ideas with the class. Have a class vote on which idea sounds the most attractive.

Answers

1 A (*But then I met a group of people who had taken part in something called the Study Abroad programme. Its appeal was immediately obvious*.)
2 D (*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*.)
3 A (*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*.)
4 C (*Although I anticipated a long and arduous process of applications, shortlists and interviews, I ended up getting an offer in no time*.)
5 A (*So after weighing up the pros and cons, I decided I would rather just apply for the internship*.)
6 C (*… I decided to apply for a professional apprenticeship as a way of differentiating myself and offering employers something extra*.)
7 D (*… 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*.)
8 B (*It's sometimes said that placement students are just there to make the coffee – in actual fact, nothing could be further from the truth*.)
9 C (*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!*)
10 B (*In most cases, they're given real responsibilities and can make a genuine contribution*.)

TALKING POINTS

Put students into groups of three or four and set a time limit of about three to four minutes for them to discuss the questions together. When they have finished, invite students to share their ideas with the class. If students like the idea of a year abroad, ask where they would like to go and why.

COOLER

Ask students to think of a time when they made a decision which was influenced by someone else. It doesn't have to be a life-changing decision; it could be a decision to try a new pizza restaurant for example. Students think for a few seconds and then join together in groups of three or four to tell each other about their decisions, who influenced them and whether it turned out to be a good idea or not. Invite groups to share their most interesting stories with the class.

» ALSO REFER TO WORKBOOK PAGES 94–95

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SO, WHAT NEXT?

89

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?

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GRAMMAR
WISHES, REGRETS AND PREFERENCES

1 Complete the extracts from the article with the words in the box.

should sooner only wishing would

1 I realised I'd _____ enrol on a course on another continent …
2 If I did that, I'd spend half my time _____ I'd gone somewhere more exotic!
3 … more young people would be attracted to them if _____ the wages were higher.
4 They're starting to think they _____ have taken the apprenticeship route instead!
5 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*

1 To express a preference about the future, we can use _____ or _____ plus infinitive (without *to*)
2 To make a statement with *I'd sooner* or *I'd rather* _____, just add *not*: *I'd rather not move.*
3 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.*
4 To express a wish about _____, we use *I wish* + past simple: *I wish I didn't have so much homework.*
5 To express a wish or regret about the past, we use *I wish* + _____ or *should / shouldn't* + *have* + past participle
6 To complain about a current situation, we can use *I wish* + _____: *I wish you'd pay more attention!*
7 To express a wish or regret more strongly, we use _____: *If only I had more money!*
8 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.

1 Do you reckon that Darren ever wishes
2 Which would you rather do:
3 Larissa's always wished she
4 Our exam is next week – I hope
5 My mum can be so embarrassing – I wish she
6 I wish I'd never come here. If only I

a the students (start) revising.
b that he (not dye) his hair pink?
c (take) a year out, or (go) straight to university after school?
d (not always show) my friends photos of me as a baby when they come round.
e (listen) to my parents!
f (have) a better singing voice.

4 Complete the second sentence so that it has a similar meaning to the first, using the word given.

1 Carl's ambition is to be given a place at university. **HOPING**
Carl _____ accepted at university.
2 I wish I hadn't got angry yesterday. **TEMPER**
If only _____ yesterday.
3 It was wrong of the footballer to swear. **SHOULDN'T**
The footballer _____ bad language.
4 Louisa prefers to be optimistic. **SOONER**
Louisa _____ bright side of life.
5 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.



1 **a** I wish my mum won't take selfies all the time – she's SO embarrassing!
b Family holidays are great, except that I wish my dad wouldn't play such dreadful music in the car!
c I wish I haven't eaten all that ice cream!
d Don't you just wish German was taught at our school? I'd love to learn.
2 **a** Opera – boring! I'd sooner to watch paint dry!
b 'Coming to the beach?'
'I'd rather not today.'
c I'd sooner the window was kept shut. It's cold.
d I'd much rather studying in the evenings than get up early to work.
3 **a** My exam results were awful – if only I was working harder!
b If only my school had its own swimming pool, I'd use it every day!
c I'll lend you my racket, but if only you give it back by the end of the day.
d 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 …*

1 Your dad has offered to drive you to school, but he's still eating breakfast! You say …
2 The waiter tells you that the starter of raw snails is particularly good today. You say …
3 You're in your swimming costume at the beach, but the weather's turned really nasty. You say …
4 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 …

1 something that you hope *happens / has happened* next week
2 a bad habit you wish you *won't have / didn't have*
3 whether there's another country *you'd rather / you wish* live in
4 something in your life that you wish you *have done / had done* differently
5 something annoying that you wish a family member *wouldn't / won't* do
6 what you'd rather *be doing / have done* now

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GRAMMAR
WISHES, REGRETS AND PREFERENCES

WARMER

With books closed, put students into pairs. Tell them to imagine they have been looking into a Study Abroad programme. They should think of: a subject, a country and a length of time, and give two alternatives for each, e.g. *Australia* or *India*, *computing* or *physics*, *one term* or *one year*. Students then discuss the ideas, what they think of them and which they prefer and why. Elicit one or two options from different pairs and invite other students to say what they think of them and why.

1 When students have completed the sentences, elicit the answers and then ask them to match the sentences to the three things in the lesson title (point out that a regret is the same as a past wish – something you wish you had or hadn't done): *present or future wishes (3), regrets or past wishes (2, 4) and preferences (1, 5).*

Answers

1 sooner 2 wishing 3 only 4 should 5 would

2 Look at the first rule with the class and elicit which words could complete it (*I'd rather, I'd sooner*). You can point out that the example sentences in the rules box sometimes give them the missing words, so they can do this alone and quite quickly. Elicit the answers and ask students to think of their own example sentences for each rule.

Answers

1 *I'd sooner*; *I'd rather* 2 negative 3 past simple 4 the present or future 5 past perfect 6 *would/wouldn't* 7 *if only*

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 293

3 Look at the first sentence beginning with the class. Ask why this can't match ending f (*There is no question mark at the end of the sentence.*). Elicit the correct answer (*b*) and the correct verb form (*hadn't dyed*). Students then complete the exercise in pairs. Elicit the answers and the rules from Exercise 2 that each one matches (*1b – rule 5; 2c – rule 1; 3f – rule 4; 4a – rule 8; 5d – rule 6; 6e – rule 7*).

Answers

1 b hadn't dyed 2 c take; go 3 f had 4 a have started
5 d wouldn't always show 6 e had listened

4 Students work alone and then compare answers in pairs. Elicit the answers and then ask the students to look at the last sentence and decide whether the person has dropped out of college yet (*Probably not – if they had, the speaker would use a past wish: I wish you hadn't dropped out of college.*).

Answers

1 is HOPING to be 2 I hadn't / had not lost my TEMPER
3 SHOULDN'T have used 4 would SOONER look on the
5 wish you WOULDN'T

5 Look at the instructions with the students so that they are clear that two of the sentences in each group are correct. Look at sentence 1a with the class and ask if this is correct or not (*No, because it uses* wish + *present simple instead of* wish + *past simple to talk about a present wish*). Ask students to identify the incorrect sentences in each set first. Elicit the answers and then ask the students to correct the ones which are wrong. Elicit the correct forms of these sentences.

Answers

1 a I wish my mum WOULDN'T TAKE c I wish I HADN'T eaten
2 a I'd sooner WATCH d I'd much rather STUDY
3 a if only I HAD WORKED c but ONLY IF you give it back

6 Look at the first situation with the class and elicit something the student might say to their father, e.g. *I wish you would hurry up*. Then ask them to imagine the student has rung a friend. Elicit what they might say to the friend, e.g. *I wish I had taken the bus*. Elicit more ideas, e.g. *I wish I'd gone with Mum. If only we didn't have a maths test in our first lesson. Oh well, I'd sooner be late than walk!* Students then work alone to write their sentences. Encourage them to use each form (*I'd sooner, I wish, If only* and *I'd rather*) once each.

FAST FINISHERS

Ask fast finishers to write alternate sentences for some of the situations using forms not given in the instructions. If they wrote *I wish you would hurry up* for sentence 1, they could then use a different idea, e.g. *I should have taken the bus. I hope I'm not late.* Elicit all the alternate sentences when eliciting the answers to the exercise.

Possible answers

1 Dad, I'd rather/sooner you hadn't offered me a lift.
2 I'd rather/sooner have something else.
3 If only / I wish the weather would improve.
4 If only / I wish I hadn't spent all that money.

7 Look at the first idea with the class and elicit the correct option (*happens*). Elicit all the correct options from the class and then set a time limit of one or two minutes for students to think of ideas. Before they discuss their ideas with a partner, give them a sentence of your own for the first idea, e.g. *I hope it doesn't rain next weekend*. Elicit an appropriate question, i.e. *Why?,* and follow up by explaining why, e.g. *Because I have arranged to go cycling on Saturday and I won't be able to go if it rains*. Encourage students to build up similar mini dialogues when they talk in pairs. When the students have finished, invite them to tell the class about each situation and encourage other students to ask questions.

Answers

1 happens 2 didn't have 3 you'd rather 4 had done
5 wouldn't 6 be doing
Students' own answers

» PRACTICE EXTRA: UNIT 16 – GRAMMAR – WISHES, REGRETS AND PREFERENCES
» GRAMMAR WORKSHEET: UNIT 16
» ALSO REFER TO WORKBOOK PAGE 96

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VOCABULARY
COMPOUND ADJECTIVES

1 Look at the question with the class and write *interests* on the board. Tell the class that one way of deciding who to go on holiday with is shared interests. Students then work in pairs to think of other things that would help them to decide. Set a time limit of about two minutes and then elicit ideas.

Answers
Students' own answers

90 2 Students look at the statements before listening. When they have listened, elicit the answers and any other details they remember. Ask how many of the ideas they had in Exercise 1 were mentioned, e.g. *character, arguments, money, food preferences, possessions, habits*. Ask the class what they would do if they were Oliver.

Answers
1 True – they're all like-minded.
2 True – they're trustworthy.
3 False – it won't be stress-free.
4 True – it'll be rent-free.
5 False – he's health-conscious.
6 True – he often asks whether it's gluten-free.
7 True – Oliver should be more broad-minded.
8 False – he wishes he could have a soundproof tent.

90 3 Students work in pairs to see if they can link any of the words from A and B. When they have listened, elicit the correct answers and what the compound adjectives mean. Students will look at the definitions again in Exercise 4, but it will help weaker students if they discuss them here as well.

Answers
like-minded trustworthy stress-free rent-free
health-conscious vitamin-rich broad-minded waterproof
soundproof

» AUDIOSCRIPT TB PAGE 324

4 Encourage students to try to complete the compound adjectives without referring back to Exercise 3. They then check any they aren't sure of and do the matching. Elicit the answers and ask students to make true sentences using some of the adjectives, e.g. *My coat isn't waterproof, but I wear it because it looks cool.*

Answers
1 rent-free d 2 waterproof g 3 soundproof a
4 trustworthy b 5 health-conscious f 6 broad-minded e
7 like-minded c 8 stress-free h

5 Look at the exercise on page 153 with the class. Students work in pairs to complete the sentences without looking at page 121 of the Student's Book. Elicit the missing words and then set a time limit of about three minutes for students to discuss the sentences, giving reasons for their answers. Invite the students to share their ideas as a class.

Answers
1 broad-minded 2 fashion-conscious 3 trustworthy
4 rent-free 5 like-minded 6 soundproof

VERB SUFFIXES

6 Look at the examples with the class. Ask what the verb *to reside* means (*to live in a place*). Then elicit the meaning of the adjective and noun. Students work in pairs to complete the exercise. Elicit the answers and elicit other measuring verbs which are formed in a similar way to *widen*, e.g. *lengthen, shorten, heighten, strengthen, deepen*.

Answers
1 simplify; simple; simplification
2 widen; wide; width
3 economise; economical; economy
4 isolate; isolated; isolation

7 When students have completed the sentences, they compare answers in pairs. Elicit the correct words and then set a time limit of about two to three minutes for students to discuss the questions. Invite students to share their ideas.

MIXED ABILITY
In the exam task in Exercise 8, students are given the root word and only have to think of the correct form. You could help weaker students here by giving them a root word for each gap, e.g. *1 reside, 2 simple, 3 economy, 4 wide.*

Answers
1 residing 2 simplified 3 economise 4 widened

PREPARE FOR THE EXAM

8 **C1 ADVANCED Reading and Use of English Part 3**
There are several examples of this task type in previous units and Review sections. Elicit what the students have to do and any helpful tips that the students can remember.

Ask students to read the text quickly without worrying about the gaps and elicit what it is about (*A man was going to sail to the South Pacific from Italy but he broke down and got a job on an Italian island where he lived for 30 years.*). Students then do the task alone. Elicit the missing words and what type of words they are.

Answers
1 isolated 2 resident 3 ensuring 4 threatened 5 increasingly
6 sympathised/sympathized 7 critical 8 disagreement(s)

9 Students work in pairs and make a list of pros and cons. Set a time limit of about two minutes and ask students how many advantages they noted and how many disadvantages. Invite students to share their opinions with the class.

Answers
Students' own answers

COOLER
Look at ending of the text again. Divide the class into two halves. Half the class support Morandi and think of reasons why he should be allowed to return to the island. The other half want to make it an environmental observatory and think of reasons why Morandi can't come back. Allow about two minutes for students to brainstorm ideas and then put students into pairs made up of one student from each side. They give their reasons for their opinions and try to persuade their partner to change their mind.

» PRACTICE EXTRA: UNIT 16 – COMPOUND ADJECTIVES; VERB SUFFIXES
» VOCABULARY WORKSHEET: UNIT 16
» ALSO REFER TO WORKBOOK PAGE 97

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VOCABULARY
COMPOUND ADJECTIVES



1 How would you decide which of your friends to go travelling with?

90 **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.

EP 90 **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	*resid*e	*resid*ent	*resid*ent
1	_____ify	_____e	_____ification
2	_____en	_____e	_____th
3	_____ise	_____ical	_____y
4	_____ate	_____ated	_____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?

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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**.

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WRITING
AN EMAIL OF APPLICATION

WARMER

Before students open their books, write *part-time job* on the board. Divide the class into two halves. Elicit a part-time job from one half of the class. Elicit another from the other half and keep doing this until one group can't think of any more examples.

1 Put the students into pairs. One student in each pair discusses the top two photos (*gardener and barista*), explaining what they are and answering the questions in the exercise. The second student does the same for the bottom two photos (*takeaway delivery cyclist and cleaner*). When they have both finished, ask them to discuss which of the four jobs they would most like to do and why. Invite students to share their opinions and reasons with the class.

Answers

Students' own answers

2 Students do the matching in pairs. Go through each of the openings/closings and examples of when they may use each one, e.g. *1 When you are writing to a hotel about accommodation and don't know if the person opening the email will be male or female; 2 When you are writing to a large organisation but you are not sure which department to write to, e.g. if you are complaining about some local government service; 3 When you are writing to the headteacher of your school; 4 When you are writing to a friend; 5 When you are writing about the possibility of working in a company but you don't know the name of the person in charge of human resources.* With the endings, remind students that if they have mentioned a surname, they should use *Yours sincerely*; if not, *Yours faithfully*.

Answers

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

3 Look at the question with the class and elicit the informal opening and closing. Ask when they might use the other choices, e.g. *3 when responding to an advert on which the name of the person to write to was given.*

Answers

4 and 6 because they are too informal.

4 Look at the first piece of advice and ask if this is a good idea. Elicit that it isn't good in the real world or in an exam. Elicit why not (*You may forget to include important information, you may later realise you could have written it better, etc.*). Students then look at the other points in pairs. Elicit the answers and why points 4 and 8 are not good ideas (*4 because the reader would expect the letter to be formal and serious; 8 because anything relevant will be on the actual application form – age might be relevant if it asks for a specific age, but ethnicity should never be an issue in an application form.*).

MIXED ABILITY

If you look at the first sentence with the whole class, you could put the weaker students into groups of three so that they each look at three of the other sentences and decide whether it is something they should or shouldn't do in real life and the exam. They then tell each other what they thought and, if the other two students disagree, they explain why.

Possible answers

1 Neither 2 R, E 3 R 4 Neither 5 R 6 R, E 7 R 8 Neither 9 R 10 R, E

5 Look at the first choice with the class. Elicit or tell the class that both options are correct, but *attracting* is the better choice because *getting* is a very basic word and it is good for the students to show a greater range in their writing. Students do the same for the second option in sentence 1 and the other sentences. Elicit the answers and encourage students to always try to think of a synonym for basic verbs such as *make, do, get*, etc.

Answers

1 attracting; generated 2 interact 3 operating; ensuring 4 demonstrating 5 client-focussed 6 proposed; enhance the interior appearance of the café

6 Look at the task with the class. Elicit the three things that students would have to do. Ask the class if they think they would really be a suitable candidate for the job. If not, they would have to invent some details. You could point that saying *invent some details* is a nicer sounding way of saying *lie* and elicit that this is called a euphemism, which they looked at in Unit 15.

Elicit that they would probably also have to invent details about how it could help them achieve their career goals and then give students two or three minutes to think in pairs about what sort of details would help their application e.g. they could say they have had experience working with certain computer graphics programs. Invite students to share their ideas as a class.

Answers

You are asked to explain why you are a suitable candidate for the work placement, say what you could do to help the company and say how the placement would help you achieve your career goals. You would have to invent what the company does (and possibly its name). The content of your answer could be invented, or it could be based on your own situation.

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7 Students work alone. Without looking at Exercise 8, they decide what they think of the email and what could be improved. When they are ready, they join together in pairs to try and agree on an overall mark (e.g. out of ten) and some main comments they could give to the student about what he has done well and what he could have done better. Invite students to share their ideas with the class.

Answer

He has answered all three points.

8 Ask the students to read through the teacher's comments quickly and see if any were similar to their own ideas in Exercise 7. Students then do the matching. Elicit the answers and then ask students to close their books or cover the exercise. Ask them what they have learned about writing an email of application from the previous four exercises (e.g. *use more ambitious vocabulary, keep the email relevant, avoid informal language and short sentences, use advanced grammar, make yourself sound an attractive choice*).

FAST FINISHERS

Ask fast finishers to read through the email again and think of questions they might ask the candidate at an interview, e.g. *How have you used your artistic skills recently?* When everyone has finished, invite the fast finishers to share their questions with the class and ask other students to use their imagination to answer them.

Answers

1 D 2 H 3 A 4 F 5 I 6 B 7 C 8 J 9 G 10 E

9 Look at the *Prepare to write* box with the class. Students work alone or in pairs to complete the box. Elicit the answers and then ask follow-up questions about some of the words and phrases used, e.g. ask for a better synonym for *have* (*possess*); a better synonym for *showed* (*demonstrated*); a better way of saying *I have wanted to* (*It has been my ambition to*); a better way of saying *I would be able to* (*This would enable me to*).

Answers

1 I am well suited to
2 I have always been fascinated by
3 gave me valuable insights into
4 team player
5 excellent spoken and written communication skills
6 gain a qualification
7 a career that I would find fulfilling
8 I would like to thank you for considering my application

PREPARE FOR THE EXAM

10 **C1 ADVANCED Writing Part 2 (an email of application)**
Briefly review what students need to do in this part of the exam and, if necessary, read out the *C1 Advanced* box on TB page 38. In this task, the email is part of a job application, so the language should be formal. It is essential that students read the task carefully and follow the instructions completely, using paragraphs to order ideas logically and clearly.

Tips The vocabulary activities in Exercises 5 and 9 and the sample email and teacher's comments in Exercises 7 and 8 give the students the sort of vocabulary necessary, as well as providing a model that they can follow to organise their email. Encourage them to read the task very carefully, marking or underlining what they are actually applying to do and the information they need to provide.

Although the beginnings and endings of letters of application can use set phrases, emphasise that the main body of letters of application should not be 'generic' (i.e. pre-rehearsed/neutral), but must be specific to the particular job being applied for and the kinds of skills/background which can be brought to it.

The students can do the writing in class or at home but, if possible, they should do the planning in the lesson so that weaker students can work together and brainstorm ideas. If writing their email of application at home, tell them to try to complete it in 30 minutes to mirror the time they will have in the exam (45 minutes including planning time). Encourage them to read their email through when they have finished to check for mistakes, to see if the language is formal enough and to make sure they have addressed everything in the task.

Model answer

Dear Mrs Hardy,
I was pleased to learn that a group of Portuguese pupils will be attending our school next term, and I would like to apply to head the team responsible for their programme of activities and for making them feel at home here.
I believe that I would be well suited to this role, having been a mentor to two students who joined our class last term. I ensured that my classmates welcomed them and that they didn't feel left out. Having been captain of the hockey team last year, I have some experience in leading and motivating a team, which I think would be useful in this role.
Coming to a new school may be daunting for our visitors, so I would make sure that the social activities we arranged, such as picnics and outings to local places of interest, would give them the opportunity to make friends and to practise their English. Along with this, we would organise a number of cultural activities, such as a visit to the local museum and an evening of traditional music performed by our college music society.
I am confident that I possess the skills and the kind of sociable personality which would make me thoroughly enjoy fulfilling this role.
If it is appropriate, I would be pleased to have the opportunity to discuss my application further at an interview.
Kind regards,
Marina Kosova

COOLER

Students work in groups. They look at the task in Exercise 10 and brainstorm some activities they could organise for the foreign pupils which would be interesting for them and also help them to settle in. If the students are going to write the application at home, this might help them think of ideas; if they have already written the email, they can share any ideas they mentioned in their applications. Set a time limit of three to four minutes and then invite groups to share their ideas with the class.

» ALSO REFER TO WORKBOOK PAGES 98–99

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7 **Read a student's email. How effectively has he completed the exam task?**

[1]Dear 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 [2]really like art. [3]Even when I was a young child, I was extremely creative and really enjoyed drawing and designing posters. [4]I did some work experience at a publishing company last year, and I really enjoyed it, and I have decided to become a graphic designer. [5]I am a strong team player with excellent spoken and written communication skills with a proven track record of achieving impressive results.
[6]If 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 [7]nothing short of totally awesome! [8]The experience would be very useful. It would enable me to gain experience which I could use when I apply for university next year.
[9]This could lead to a qualification and career that I would find fulfilling, and that would enable me to make a contribution to society.
[10]I 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**.

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LIFE SKILLS COMMUNICATION

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.

91 **3** Listen to the seminar. Does the trainer mention your ideas?

91 **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?

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 places 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.



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

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LIFE SKILLS

Overview

TOPIC	Communication: How to write a CV
VOCABULARY	Writing a CV: personal statement, employers, covering letter, contact details, work experience, education, skills, qualifications, volunteering, apply, applicant, interview, resumé
READING	A job advert and two CVs
PROJECT	Creating a CV In the project stage, the students choose one of two jobs. They plan and write a CV in order to apply for it. They look at the CVs of other students who want one of the jobs and decide who they would employ and why.

WARMER

Tell the class to think of a summer job they would like to do, e.g. *work as a waiter*. When they are ready, they get into groups of four or five. They take turns to tell the other members of the group what they would like to do. The other students have to ask one question each about their skills or abilities that would be relevant for that job, e.g. *Are you hard-working? Can you carry a tray of drinks without dropping it?* Invite one or two students to tell the class the job they would like and some of the questions they were asked.

BACKGROUND INFORMATION

The German *Abitur* is an end-of-school certificate gained after passing the final exam, the *Abiturprüfung*. It was first introduced in 1788. It has a final grade out of 6, with 1 being the highest, and needs a minimum of 300 points to pass. A 1.0 is rarely achieved and a 1.3 is the next highest mark.

PADI stands for the Professional Association of Diving Instructors. The Open Water Diver course consists of three parts: knowledge development, confined-water dives (e.g. in a pool) and open-water dives up to a depth of 18 metres.

LIFE SKILLS

How to write a CV

Look at the start of the *Life skills* box with the class and elicit or tell the students that the word *resumé* is more popular in the USA. It is also increasingly used in the UK in place of *CV*. Elicit what *CV* stands for (*curriculum vitae*, which is Latin for *course of life*). Ask the students if any of them has ever written one and, if so, whether they used a template from the internet, advice from friends or something else.

1 Ask students to look at the photo without looking at the questions in the exercise. They describe what they can see and speculate about the photo. Elicit what they think the situation is and then what stages led up to it.

Possible answers

The situation is a job interview. The man and woman on the right and left are the interviewers. The woman in the centre is the interviewee.
She will have seen a job advert and applied for the job. This will most likely have involved sending the company her CV and a covering letter.

2 Elicit one piece of advice from the class, e.g. *It should be clearly organised*. Set a time limit of about two minutes for students to discuss their ideas and then elicit what students discussed.

Answers

Students' own answers

91 **3** When students have listened to the recording, elicit any ideas that they had which were mentioned and then ask them if they heard any different ideas. Ask the students to discuss in pairs what they think the most important three pieces of advice were and why. Advice mentioned: *Don't address the CV to anyone; if you use a photo, make sure it looks professional; don't put a postal address, just email; put voluntary work into the work-experience section; add start and finish dates, position and duties to the job-experience section; add external qualifications to school and university results; list things in reverse order, so the most recent is at the top; add a personal statement but don't mention hobbies or interests in it; keep it short – no more than two pages; keep it simple.*

Answers

Students' own answers

91 **4** Students read through the sentences and note any that they think they remember. When they have listened again, students compare answers in pairs and discuss what they heard in the text which helped them. Elicit the answers and any information which backs them up, e.g. *1 False – it isn't a letter – don't write* Dear Sir *or* Dear Madam.

Answers

1F 2F 3F 4T 5T 6T 7F

» AUDIOSCRIPT TB PAGES 324–325

CONTINUED ON PAGE 250

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5 Students read the job advert without looking at the questions and then cover it. Ask some questions about the job, e.g. *What time of year is the job for?* (anytime) *Do I need some experience with turtles?* (No) *Do I need any specific exam qualifications?* (No, just a knowledge of English and an ability to swim). Students then look at the questions and, with the advert still covered, try to answer the questions in pairs. They then look at the advert to check or complete their answers. Elicit the answers and ask if the students would be interested in a job like this and why or why not.

Answers

1 It involves monitoring the turtle nests, keeping records and cleaning beaches.
2 They need to be fit, be able to cope with adverse weather conditions, be able to swim and have B2 level English or above. Previous volunteering experience is also desirable.
3 April 30th

6 Tell the students that neither of the CVs is perfect. Some things one person has done well; some things the other person has done well. Ask them to look at both CVs without reading them, just to get an overall impression and elicit who has followed each piece of advice (e.g. *Heidi – keep it simple*) and who hasn't (e.g. *Cristiano – too many different fonts and styles*). Students then look at both CVs in detail and make a list of what each person has done right and wrong. When they have finished, invite students to share their ideas with the class.

FAST FINISHERS

Ask fast finishers to work in pairs. One is Cristiano and the other is Heidi. The student who is playing Heidi looks at Cristiano's CV and gives him advice about how to improve it, e.g. *I don't like those headings and the font you've used. I know the black background makes them easy to see but they don't look very serious.* They then swap roles. When everyone has finished the exercise and you have elicited what is wrong, invite two of the fast finishers to act out their role play in front of the class.

MIXED ABILITY

Ask weaker students to work in pairs. Each pair looks at one of the CVs and analyses it based on the advice from the listening. When they have finished, they join together with a pair that were analysing the other CV and tell each other what they thought about their CV and why.

Answers

Heidi's CV ignores the following: She puts a postal address but not an email address. Her photo is not appropriate. She doesn't include a personal statement, which, though not necessary, the trainer recommends.
Cristiano's CV ignores the following: He has a personal statement but addresses it 'Dear director' and puts it in the wrong place. He includes a photo, which is not necessary, and he gives his social media handle, which he shouldn't. His education is listed in the wrong order and goes back too far. The formatting and style is rather messy.

7 Look at the questions with the class. Students think about the first two questions alone. Set a time limit of about one minute for this. Students then get together in pairs and compare their ideas. They imagine they are responsible for choosing someone for the position and discuss question 3 together. When they have finished, have a vote on who the students would choose for the job and ask them to explain why.

Answers

Students' own answers

PROJECT ***Creating a CV***

Before students look at stage 1 of the project, ask them to read the two job adverts and choose the one they would prefer.

Look at stage 1 with the class and tell students to make their skills and qualifications as relevant as possible to the job. First students underline key words in the advert they have chosen to make sure their CV makes them a good choice for the job.

Look at stage 2 with the class and then at Cristiano's personal statement. Elicit what the students shouldn't write (*Dear director*) and then look at why his statement is relevant (*He says he is passionate about conservation, has grown up on the coast and has participated in clean-up projects.*). Ask students to write a similar-length statement (30–40 words).

Before students write their CV, re-elicit the advice given by the trainer in the recording in Exercise 3. Set a time limit of about ten minutes for students to design and write their CV with the personal statement in the correct place. Tell students to use a false name and contact details.

Ask students to put their completed CVs in two piles: one pile for those who are applying for the music festival job and the other for those applying for the football job. Put students into groups of three and give each group three CVs from one of the two piles. If the number of CVs isn't divisible by three, some students can have two to look at instead of three. The students discuss the CVs and decide which one sounds best.

Invite students to tell the class about the CV they chose and what they liked about it.

PROJECT EXTENSION

As a follow-up, you could discuss job interviews and the sorts of questions that interviewers might ask an applicant. Students take their CVs from the project and find a partner who applied for the same job as them. If possible, they then join together with a pair who applied for the other job at the project stage. If the numbers aren't even, it doesn't matter if some pairs work together with students who applied for the same job. The students in their pairs now imagine that they are interviewers for the job that the other pair applied for. Set a time limit of five minutes for students to think of questions to ask. They can use the other students' CVs to help them so, for example, if a student has mentioned some work experience, they can ask for more details about it. When they are ready, the pairs take turns to interview each other. When they have finished, they discuss in their pairs who they think the best candidate is and why.

COOLER

Students work in groups of three or four. They take turns to tell their group about any work experience they have had, including voluntary work. They then take turns to talk about their skills. When they have finished, invite groups to tell the class about some of the things they mentioned and see if other students can guess who each skill or experience relates to.

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CRISTIANO BRUNO



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+6911613282265

INSTAGRAM AND TIKTOK

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WORK EXPERIENCE

October 2020 to present **Il Migglior 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

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?

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?

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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.

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REVIEW 4 UNITS 13–16

Overview

VOCABULARY	Truth and lies; Phrasal verbs and nouns; Work and careers; Expressions with *work*; Complex prepositions; Heroes and leaders; Metaphors, similes and euphemisms; Work and study; Compound adjectives; Verb suffixes
GRAMMAR	Impersonal reporting structures; Structures used with reporting verbs; Reported questions; Ellipsis and substitution; Wishes, regrets and preferences
EXAM TASKS	Reading and Use of English Part 1; Reading and Use of English Part 3

Resources

PHOTOCOPIABLE WORKSHEETS: Grammar worksheets Units 13–16; Vocabulary worksheets Units 13–16; Review Game Units 13–16; Literature worksheet; Speaking worksheet; Writing worksheet

Digital Resources

Lesson Plus: Review 4
Practice Extra: Units 13–16
Test Generator: Units 13–16; Term 3 test; End-of-year test

WARMER

Put the class into two groups. Choose one student from each group to sit at the front of the classroom facing the other students. Tell the students that the two students at the front can't look at the board. The students facing the board have to define the word or phrase you write and the two at the front have to guess it. The students facing the board can't spell, translate or say the word(s). Whoever guesses the word or phrase first wins a point for their team. Swap both students after each correct guess.

Use some words from Units 13–16 which aren't tested here, e.g. *broad-minded, crack down on, outgoings, vocation*.

VOCABULARY

1 Students look at the words in the word box in pairs without looking at the sentences. They discuss what each one means and look back through the Student's Book if neither of them knows. When they have finished, elicit the answers by asking for full sentences to make sure students have changed the form where necessary.

Answers
1 hold down a job 2 recruiting 3 climbing the corporate ladder 4 out of a job 5 enterprise 6 resigned from 7 appoint/recruit 8 a steady job

2 Students work alone and then compare answers in pairs. Elicit the answers and what the phrases mean. Ask the students which idea from Exercise 1 the word *up* might refer to in sentence 2 of Exercise 2 (*up the corporate ladder*).

Answers
1 made short work of 2 work your way up 3 working against the clock 4 got my work cut out 5 get down to work 6 done the donkey work

3 Ask students to look at the photo and guess where the young man might be from and what he might be talking about. Elicit some ideas and then ask students to read the text quickly to find out (*He is from South America and is talking about the environment.*). Students then complete the text. Elicit the answers and what the phrases mean, e.g. *1 An unsung hero is someone who isn't very famous or as famous as they should be considering what they have achieved.*

Answers
1 unsung 2 voice 3 uncompromising 4 spokesperson 5 committed 6 self-assured

4 Before students look at the sentences, elicit what a phrasal noun is and how it differs from a phrasal verb. (*In phrasal verbs, the verb always comes before the particle. In phrasal nouns, the verb can sometimes go first, but can also come after the particle. The two parts join together to make one word or two words separated by a hyphen.*) When students have finished the exercise, elicit the answers and whether the words are combined or separate.

MIXED ABILITY

To help weaker students, you could tell them that the words they need start with the following words: *1 out, 2 out, 3 up, 4 down, 5 tip, 6 go, 7 turn, 8 pay*. The students still need to think about which words they combine with to make phrasal nouns and whether they need to be linked with a hyphen. They do as many as they can before looking back to page 101 to find how to complete the exercise.

Answers
1 outcome 2 outset 3 upkeep 4 downturn 5 tip-off 6 go-ahead 7 turnover 8 payout

5 Look at the first sentence with the class. Elicit the correct choice and ask how the words are similar (*They both refer to something which is not real.*) and how they are different ('*Fake*' *refers to a physical object which is not real; 'a hoax' refers to an action such as a phone call or message which is not what it pretends to be.*). Students complete the exercise in pairs. Elicit the answers and ask students to explain the difference between the options.

Answers
1 fake 2 far-fetched 3 taken in 4 supposedly; hoaxes 5 credibility 6 scam

6 Students work alone and then compare answers in pairs. Ask the class which two compound adjectives finish in the same way (*2 and 4 both end with 'proof'.*). Elicit the answers and what the adjectives mean, e.g. *1 stress-free – living without any stress in one's life.*

Answers
1 stress-free 2 waterproof 3 like-minded 4 soundproof 5 untrustworthy 6 health-conscious

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GRAMMAR

1 Look at the instructions with the class and ask how this differs from the Reading and Use of English Paper Part 4 (*In that section, students aren't told how many words to use other than the fact that they can use between three and six words, and they can't change the form of the word in brackets.*). Elicit what structure this exercise is testing (*impersonal reporting structures*) and tell students that, if they can't work out how to complete the sentences with the correct number of words, they should refer back to page 100 to help them. Elicit the answers.

Answers

1 is believed to be 2 There are known 3 is/was alleged to have
4 is thought to have 5 There are expected 6 It is hoped
7 is anticipated

2 Students work alone and then compare answers in pairs. Elicit the answers and look at sentences 3, 4 and 5. In 3, we don't have to put the tense 'one back' (although we can) because it is still true. In 4, we can't put the tense 'one back' because *would have* can't go back further (i.e. we can't say *would had*). In 5, we could report this using the past perfect (*how often I had visited*), but if we use *used to*, it can't go 'one back'.

Answers

1 He asked how long I'd/he'd/she'd/we'd/they'd been working at the bank.
2 She wanted to know whether/if I/he/she/we/they would be going to Marina's wedding the following Saturday.
3 He wondered what the difference between Emperor and Gentoo penguins is/was / …what the difference is/was between Emperor and Gentoo penguins.
4 We inquired what our house would have been worth in the 1960s.
5 He asked how often I/he/she/we/they used to visit my/his/her/our/their grandparents as a child.
6 They wanted to know whether I/he/she/we/they had realised the whole thing was a hoax.

3 Look at the first sentence with the class and ask what the first word of the sentence would be (*I'd*). Elicit the whole sentence and then ask students to complete the exercise in pairs. Elicit the answers. Sometimes more than one answer may be correct, e.g. *2 If only I wasn't too young to travel across Europe alone. / If only I was old enough to travel across Europe alone. 6 I should have waited until I found a new job because now I'm unemployed.*

FAST FINISHERS

Ask fast finishers to use one or two of the phrases they made using the words in brackets, e.g. *I'd sooner …, If only I were …,* to make sentences about themselves. When everyone has finished the activity, invite the fast finishers to share their sentences with the class.

Answers

1 I'd sooner write a letter than make a complaint in person.
2 If only I were older, I could travel across Europe alone. / If only I were old enough to travel across Europe along.
3 Concha wishes she had trusted you.
4 I'd rather you hadn't given away my paintings.
5 I wish I hadn't wasted my time at school.
6 I shouldn't have resigned without a new job. / I should have got a new job before resigning / before I resigned.
7 I'd rather you didn't play ball inside the house.

PREPARE FOR THE EXAM

4 C1 ADVANCED Reading and Use of English Part 1

The students have had examples of this task type several times during the course. Elicit what they have to do and any tips that they can remember which can help them do well. Encourage students to follow the tips that their classmates mention.

Look at the example with the students and elicit which word can be rejected because of its form ('*seek', as it is the only word which isn't both a verb and a noun, just a verb.*). Remind them that sometimes saying each phrase to themselves might help them to recognise which one sounds familiar or right, even if they aren't sure.

Students do the task under exam conditions. Set a time limit of about ten minutes and then elicit the answers and encourage the students to note useful phrases that they had forgotten or didn't know, e.g. *to take the initiative to do something – to do it yourself rather than rely on others.*

Answers

1 B 2 D 3 C 4 B 5 C 6 A 7 C 8 D

PREPARE FOR THE EXAM

5 C1 ADVANCED Reading and Use of English Part 3

There are several examples of this task type in previous units and Review sections. Elicit what the students have to do and any helpful tips that they can remember. Encourage students to follow the tips that their classmates mention.

Ask students to look at each gap without looking at the words in capitals. They should decide what kind of word is necessary and whether it is singular or plural if a noun, or positive or negative if an adjective or adverb.

Students do the task under exam conditions. Set a time limit of about ten minutes and then elicit the answers and how the students knew that gap 1 and 2 should be negative (*1 is talking about students who can't go to university; 2 is talking about how bad having a debt is*).

Answers

1 unattainable 2 intolerable 3 acquisition 4 supervision
5 complexity 6 Availability 7 prospective 8 retention

COOLER

Put students into pairs. Write six parts of the *C1 Advanced* exam on the board and elicit what each consists of (e.g. *Reading and Use of English Part 1 – multiple choice; Reading and Use of English Part 7 – insert paragraphs into the text; Listening Part 3 – a long discussion with six multiple-choice questions; Listening Part 4 – matching five speakers to two different sets of options; Writing Part 1 – an essay; Speaking Part 2 – describing photos*). Tell students to discuss these as if they were doing a Speaking Part 3 activity, with the task being to talk about the positive and negative aspects of each part and to try to agree on which one they would omit from the exam if they had the chance. Set a time limit of three to four minutes and then elicit ideas of which one they would omit and why.

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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

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PREPARE FOR THE EXAM C1 ADVANCED

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



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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

1 They tried a number of different dishes, most of _____ they thoroughly enjoyed.
2 Several people collaborated _____ the research project.
3 In _____ event of a power cut, emergency lighting always comes on automatically.
4 _____ having seen parrots in the area before, he was still surprised to see so many in one place.
5 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.



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PREPARE FOR THE EXAM C1 ADVANCED

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'.	ASTOUND SPECIFY DEEP
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.	PRESERVE ALTERNATE RESEMBLE INTEREST CERTAIN GEOLOGY



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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.

1 People say that this map is one of the oldest in the world.
a This map *is among some of* the oldest ones in the world.
b This map *is said to be among* the oldest ones in the world.

2 She didn't go swimming because the sea was too rough.
a If the sea had *not become calmer, she wouldn't* have gone swimming.
b If the sea had *been calmer, she'd* have gone swimming.

3 The teacher was very surprised that not many students had read the book.
a The teacher *couldn't believe that so* few students had read the book.
b 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.

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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.

1 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

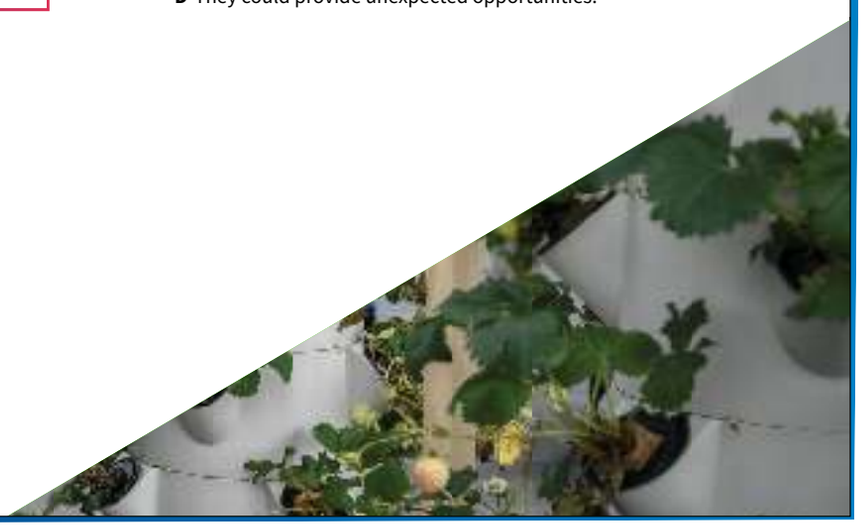
2 What point does Pascal Hardy make in the second paragraph?
A It is important to be realistic about urban farming's potential impact.
B People are becoming increasingly critical of intensive farming techniques.
C There is opposition to the idea of devoting space in cities to growing food.
D Using urban farming to feed large populations inevitably involves compromises.

3 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.

4 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

5 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.

6 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.



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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 carparks. 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.
59 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.



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PREPARE FOR THE EXAM C1 ADVANCED

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?



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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.



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PREPARE FOR THE EXAM C1 ADVANCED

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.**

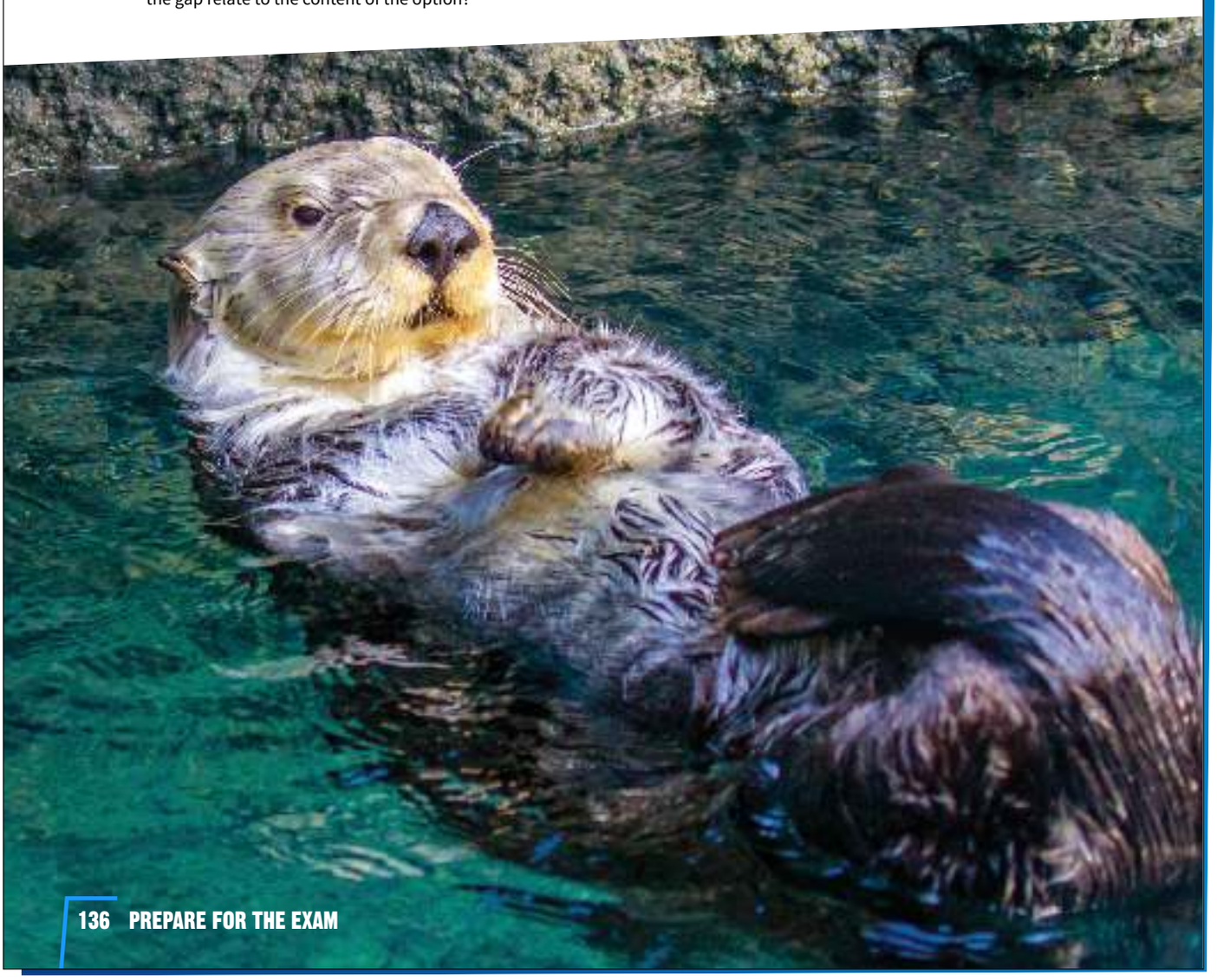
a Who does 'he' refer to in this option?
b Which word in the option refers to the idea that seagrass beds were thriving despite the pollution in the estuary?
c How does 'Then' at the beginning of the paragraph after the gap relate to the content of the option?

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.



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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%.

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PREPARE FOR THE EXAM C1 ADVANCED

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.

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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			

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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.**

a How many words must you write for the essay question?
b What is the topic of the essay?
c How many paragraphs are there in the model answer?
d In which paragraphs are the two bullet points covered?
e 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.



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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

[1]The aim of this proposal is to suggest ways in which tourism could be promoted in the town. [2]Two ideas are suggested which [3]could significantly increase the number of tourists visiting the area, both from abroad and nationally.

As a resident who has lived here all my life, [4]I have excellent knowledge of what we have to offer visitors to [5]our beautiful town. [6]The town has many assets and people from outside the area are often not aware of [7]our 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 [8]which visitors can buy to gain entry to places of interest without having to queue to buy a ticket at each attraction. The pass [9]could be offered at a discount to individual entry ticket prices [10]so that tourists see that they are saving money by buying one. [11]This would also have the advantage that places that are not so well-known are visited more frequently, such as our [12]fascinating 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, [13]would be highly popular.

[14]In conclusion, a day-entry pass scheme to local attractions and promoting an important local industry [15]would 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.

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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?**

92 **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?**

92 **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.

93 **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.

1 The boy thinks that people who watch several episodes of a TV series in one sitting
- **A** show a remarkable lack of self-control.
- **B** frequently miss vital elements of the plot.
- **C** risk the experience proving disappointing.

2 Why does the girl describe what she did recently?
- **A** to present an alternative perspective
- **B** to justify her own viewing habits
- **C** to demonstrate that the man is mistaken

Extract Two

You hear part of an interview with a well-known chef.

3 When answering the question about her first job, she
- **A** regrets ignoring advice she was given.
- **B** admits to having felt overwhelmed at times.
- **C** denies having had doubts about her own abilities.

4 How does she feel about her career?
- **A** amused at her current fame
- **B** astounded by her own success
- **C** content with her achievements

Extract Three

You hear a man telling a friend about learning to drive.

5 Why did he decide to learn to drive?
- **A** He needed to overcome a childhood fear.
- **B** He hoped it would improve his employment prospects.
- **C** He came under pressure to do so from people he knew.

6 What do the friends agree about?
- **A** how influential the driving instructor is
- **B** how awkward the city centre is to navigate
- **C** how demanding it is to take in so much information



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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?**

94 **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.



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PREPARE FOR THE EXAM C1 ADVANCED

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.

1 **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?**

95 **2** **Listen to the first part of the recording, from 'Today' to 'at home'. Which option in question 1 is correct?**

95 **3** **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.

95 **4** **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.

1 What does Damian say about his first dance school?
A It often featured in films about ballet.
B It was notorious for being extremely strict.
C Some teachers used unconventional methods.
D The students were from a variety of backgrounds.

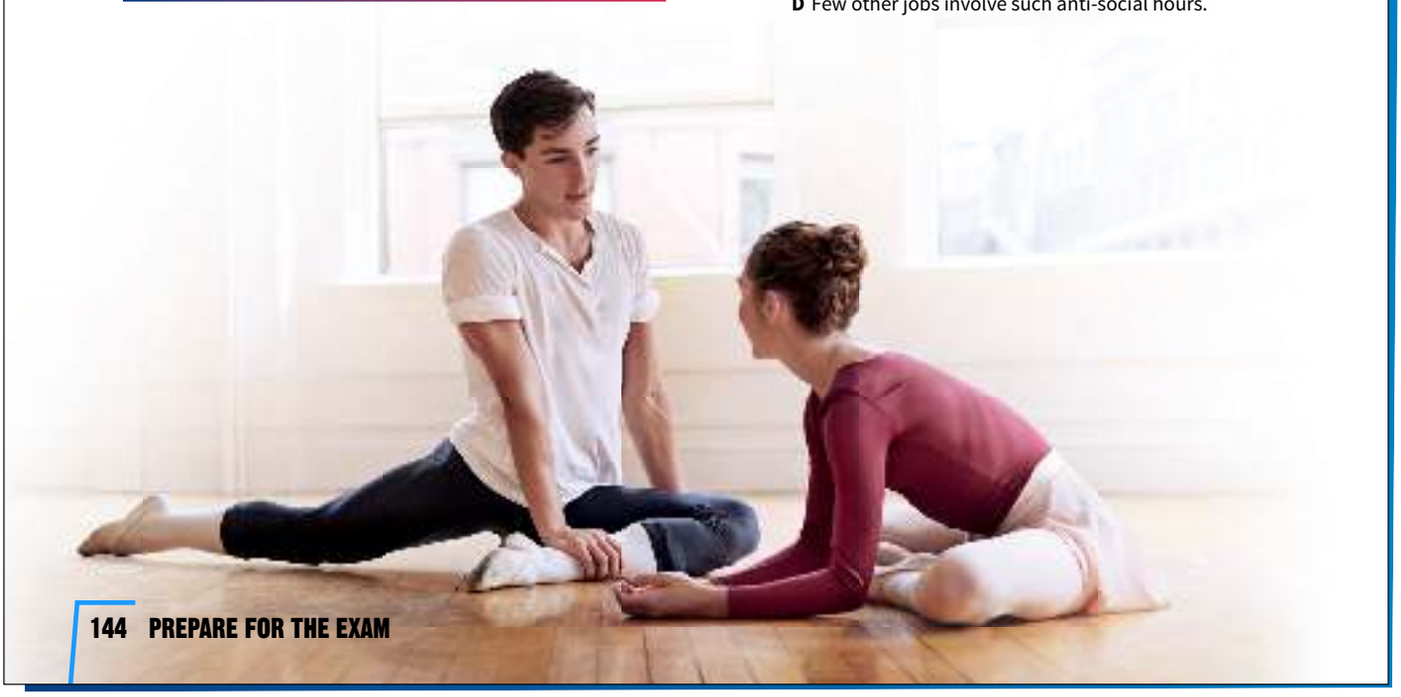
2 Why was Tara attracted to dance as a child?
A It combined two of her main interests.
B Some of her role models were dancers.
C It had the potential to make her wealthy.
D She enjoyed being the centre of attention.

3 Tara says that her dance partners need to be
A willing to consider her suggestions.
B tolerant of unavoidable errors.
C confident in their own judgment.
D prepared for the unexpected.

4 Tara and Damian both say that being injured
A motivated them to work harder.
B reminded them of their limitations.
C impacted significantly on their careers.
D allowed them to explore alternative approaches to training.

5 How does Damian feel about his recent promotion?
A unsure that he can deliver
B puzzled at his good fortune
C relieved his gift has been recognised
D relaxed about his new responsibilities

6 What do Tara and Damian agree about their schedules?
A Taking time off is almost impossible.
B It is difficult to maintain such a busy lifestyle.
C Achieving a good work-life balance is crucial.
D Few other jobs involve such anti-social hours.



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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.**

96 **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?**

97 **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
B afraid of appearing ignorant
C optimistic about making friends
D impatient to get started
E anxious about the workload
F grateful to have been offered a place
G determined to be outstanding
H enthusiastic about gaining technical skills

Speaker 1 [ ] 1
Speaker 2 [ ] 2
Speaker 3 [ ] 3
Speaker 4 [ ] 4
Speaker 5 [ ] 5

TASK TWO

For questions **6–10**, choose from the list (**A–H**) what surprised each speaker about their course.

A the frequency of deadlines
B the diversity of opinions
C the relevance of the topics
D the attendance rate
E the innovative tuition methods
F the administrative efficiency
G the collaboration between students
H the dedication of the teaching staff

Speaker 1 [ ] 6
Speaker 2 [ ] 7
Speaker 3 [ ] 8
Speaker 4 [ ] 9
Speaker 5 [ ] 10



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PREPARE FOR THE EXAM C1 ADVANCED

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?

98 **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.

99 **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.

100 **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.

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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?







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PREPARE FOR THE EXAM C1 ADVANCED

SPEAKING PART 3

Units 3, 7, 13, 15

EXAM INFORMATION

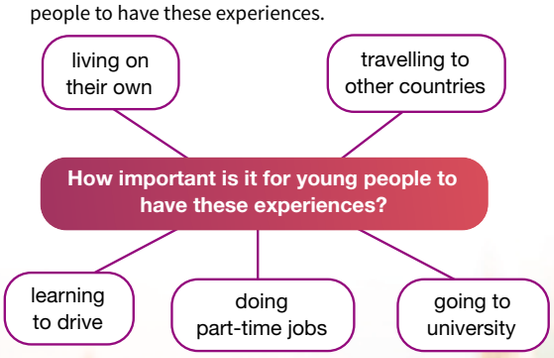
Speaking Part 3

- 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.

101 **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.



102 **2 Listen to the examiner. What do the candidates have to do next?**

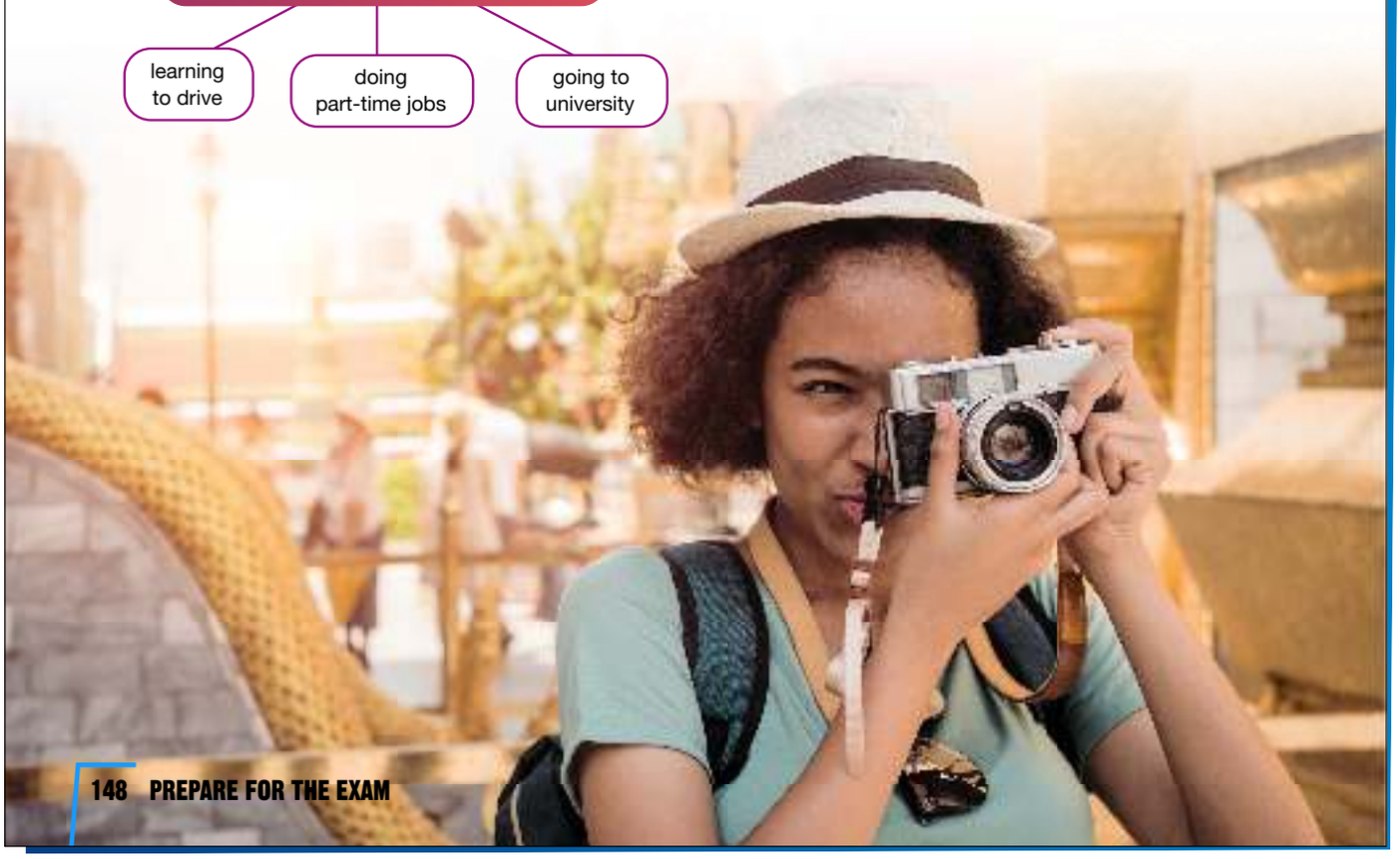
103 **3 Listen to Maria and Daniel make their decision. What is their conclusion? Do they agree?**

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.



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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.

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?**

1 Do schools in your country prepare students well for adult life?
2 Some people say that being at university is the best time in someone's life. Do you think that might be true?
3 How important is it for schools and universities to offer students advice on their future careers?
4 Who do you think has the biggest influence on people when they are growing up: their families or their friends?
5 Do young people need role models to look up to or is it better for them to find their own way of doing things?
6 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

1 Well, I suppose so.
2 I'm really not sure about that.
3 I couldn't agree more.
4 Well, you might be right.
5 I take your point but …
6 You're absolutely right.
7 Maybe, but on the other hand …
8 Well, up to a point, yes.
9 That's a good point.
10 Yes, to some extent.

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
2 on balance
3 however
4 overall
5 what's more
6 although
7 and so
8 in addition

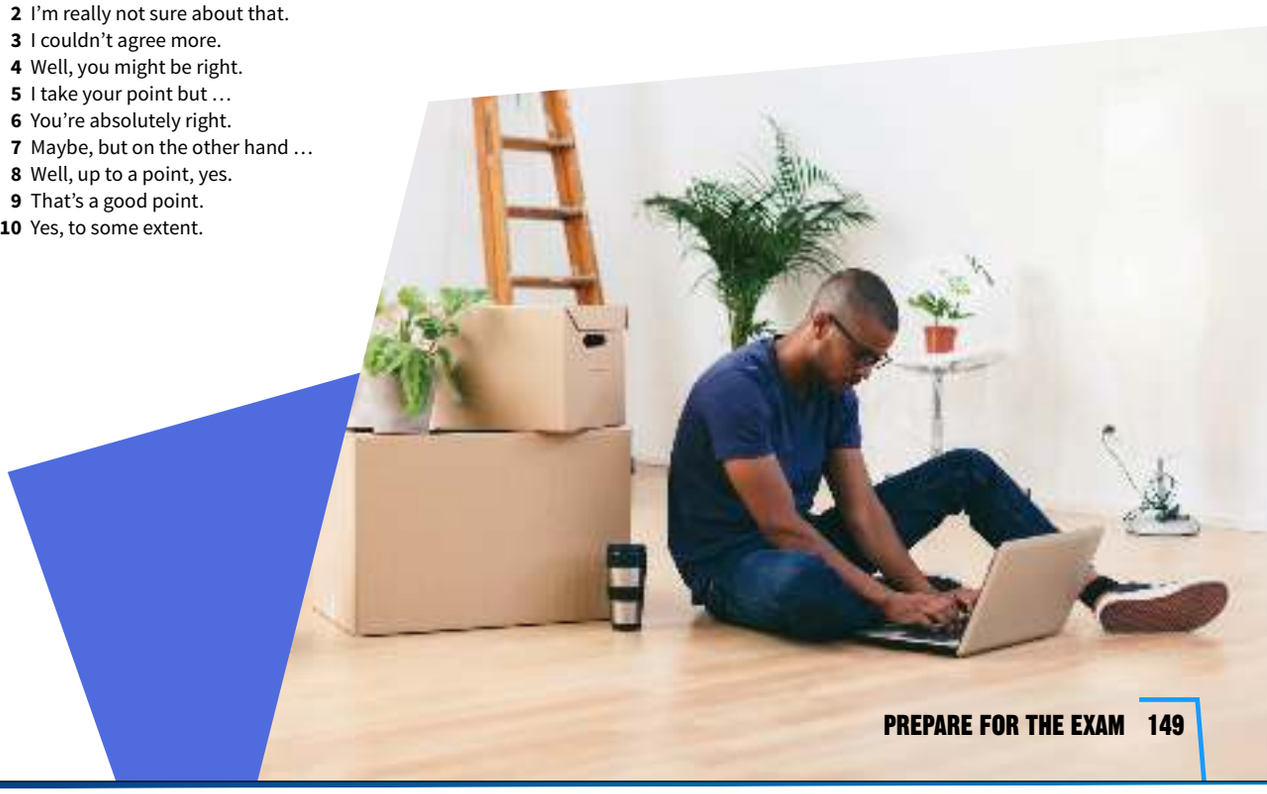
Making extra points to support your argument	
Expressing consequences	
Admitting there could be another side to the argument	
Coming to a conclusion	

104 **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.



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PREPARE FOR THE EXAM C1 ADVANCED

TEACHING NOTES AND ANSWER KEY

READING AND USE OF ENGLISH

READING AND USE OF ENGLISH PART 1

MULTIPLE-CHOICE CLOZE (UNIT 1, UNIT 3, UNIT 6, UNIT 7, UNIT 12, UNIT 13, REVIEW 1, REVIEW 4)

Remind students of the format of Reading and Use of English Part 1 and refer them to the exam information and tip boxes. This part is also practised in the Student's Book on pages 8, 25, 37, 47, 52, 91, 100 and 127 and in the Workbook on pages 4, 9, 19, 33, 37, 40, 69, 73, 78 and 93.

1 Give students two minutes to read the text quickly and to ignore the gaps. Students discuss in pairs which alternative title is best and why. Elicit the answer with reasons (*what is it for – to be entertaining without being distracting*).

Answer
c

2 Students discuss what they remember from the text in pairs. If they can't remember the answer, give them a few seconds to find the relevant information in the text. (It's in the first seven lines.)

Answer
To provide a pleasant background noise which does not distract from the task

3 Ask students which options they would find easiest to reject and why, e.g. *run out* is followed by *of*: *to run out of something*. Remind them that if they aren't sure of the correct answer, they should reject the obviously wrong options and decide which of the others to choose.

Answer
to carry out a task means 'to do a task'.

4 Students work in pairs to try to explain the other verbs in the example options and use them in sentences. Elicit the answers and example sentences.

Answers
to act out a story = to perform a story
to deal out = to distribute
to run out = to not have any more of something that you used to have

5 Ask students to complete this exercise individually. Then tell them to compare their answers with a partner before checking as a whole class. Remind students of the importance of learning strong collocations, e.g. *a delicate balance*, and dependent prepositions, e.g. *to call for something = to require*.

Answers
1 A 2 C 3 B 4 D 5 C 6 B 7 A 8 C

READING AND USE OF ENGLISH PART 2

OPEN CLOZE (UNIT 2, UNIT 3, UNIT 5, UNIT 9, UNIT 10, UNIT 15, REVIEW 1, REVIEW 3)

Remind students of the format of Reading and Use of English Part 2 and refer them to the exam information and tip boxes. This is also practised in the Student's Book on pages 17, 22, 37, 40, 68, 77, 97 and 114 and in the Workbook on pages 9, 12, 16, 30, 45, 52, 57, 61, 81 and 90.

1 Look at the types of words listed (a–e) and elicit an example of each before students look at the sentences. When they look at the sentences, tell them not to think of the missing word yet, just what kind of word should go in each gap.

Answers
1 c 2 a 3 e 4 d 5 b

2 Students work alone and then compare in pairs. If they have different answers, they should try to explain why their partner's choice is incorrect, e.g. in sentence 1 *most of them* is wrong. It would have to be a separate sentence. Elicit the answers from the class.

Answers
1 which 2 on 3 the 4 Despite 5 have

3 Look at the example with the class and then ask students to complete this exercise individually. Elicit the answers and the types of words or structures being practised.

Answers
1 in 2 for 3 rather 4 with 5 whose 6 every/each/any
7 as 8 be

READING AND USE OF ENGLISH PART 3

WORD FORMATION (UNIT 4, UNIT 5, UNIT 8, UNIT 11, UNIT 13, UNIT 16, REVIEW 2, REVIEW 4)

Remind students of the format of Reading and Use of English Part 3 and refer them to the exam information and tip boxes. This is also practised in the Student's Book on pages 31, 38/39, 61, 67, 85, 98/99, 121 and 127 and in the Workbook on pages 21, 25, 28, 45, 49, 67, 69, 76, 93 and 97.

1 Students work alone and then compare in pairs. Elicit the answers by row rather than by column, so that the students use the same root for each type of word. Where there are alternatives, elicit the different meanings, e.g. *comparable* means 'similar', *comparative* collocates with *adjective* or *adverb*, *incomparable* is usually used to mean someone or something far better than anyone else, e.g. *an incomparable actor*.

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Answers

NOUN	VERB	ADJECTIVE	ADVERB
comparison	compare	(in)comparable/ comparative	
mechanism		mechanical	mechanically
prosperity	prosper	prosperous	
awareness		aware	
(ir)relevance		relevant	(ir)relevantly

2 Look at the first sentence containing the example gap with the class and elicit the answers. Ask the class what other words could have been tested here with the same meaning, e.g. *an amazing, an inconceivable*.

Answers

Amount is a noun, so the word needed in the gap is an adjective, to qualify the noun.

3 Elicit what the two endings are (*-ing* and *-ed*) and then put students into pairs to think how they would explain the difference to a lower-level student of English. When they are ready, invite pairs to share their explanations with the class.

Answers

-ed and *-ing* are possible endings
*astound**ed*** describes how a person can feel (very surprised);
*astound**ing*** describes a person, an object or an idea, and means 'very surprising'.

4 Ask students to complete this exercise individually and remind them to spend the first minute reading the text quickly to get an overall idea of what it is about. Elicit the answers and the types of words needed in each gap.

Answers

1 specific 2 depth(s) 3 preservation 4 Alternatively
5 resemblance 6 Interestingly 7 uncertainty 8 geologists

READING AND USE OF ENGLISH PART 4

KEY WORD FORMATION (UNIT 1, UNIT 7, UNIT 9, UNIT 14, REVIEW 2, REVIEW 3)

Remind students of the format of Reading and Use of English Part 4 and refer them to the exam information and tip boxes. This is also practised in the Student's Book on pages 11, 54, 67, 70, 97 and 106 and in the Workbook on pages 7, 21, 33, 42, 54, 57, 81 and 84.

1 Students work in pairs to discuss the sentences. Elicit the answers, but don't ask why the wrong options are incorrect yet.

Answers

1 b 2 b 3 a

2 Students discuss in pairs how to explain why the other options are wrong. Elicit explanations and ask the students how this might help when they do this sort of activity (e.g. they should check that their sentence has a similar meaning to the original, uses the same tenses).

Answers

1 Option **a** is incorrect because it states a fact about the map, but the first sentence means that this is what people say – it isn't definitely true.
2 Option **a** is incorrect because it means that she went swimming, whereas the first sentence means that she didn't go swimming.
3 Option **b** is incorrect because it means that the teacher had not expected any students to have read the book, whereas the first sentence means that the teacher had expected more students to have read the book.

3 Look at the example with the class and ask the students how the marking scheme works (*There are two marks for each question – here they would get one mark for using the correct verb* insist *plus the preposition* on*, and one mark for using the correct form of the verb* speak*, which was used in the original sentence.*). Tell students to do the activity alone and then compare answers in pairs. If they have different answers, ask them to listen to their partner reading their sentence out loud to see which sentence sounds incorrect. Elicit the answers and explain what each mark is awarded for in each sentence.

Answers

1 I hadn't / had not | TAKEN on 2 be INCAPABLE of | telling
3 was BOUND to | be the first 4 get HOLD of Harry | after
5 a great/good DEAL | of opposition
6 fascination with/for cars | INSPIRED her

READING AND USE OF ENGLISH PART 5

MULTIPLE-CHOICE LONG TEXT (UNIT 2, UNIT 10, UNIT 15)

Remind students of the format of Reading and Use of English Part 5 and refer them to the exam information and tip boxes. This is also practised in the Student's Book on pages 14/15, 74/75 and 112/113 and in the Workbook on pages 10/11, 58/59 and 88/89.

1 Set a time limit of about two minutes so that students can't read the text thoroughly but have time to find the answers to the questions. Elicit the answers and ask what makes the students think that the writer's attitude is positive (*There are some positive descriptions: aromatic, enriched, booming; the final paragraph looks at the advantages of urban farming.*).

Answers

The farm is on top of a building. The writer's attitude is positive (A).

2 Look at the first question with the class and ask how much of the text they will have to read to answer it (*The first paragraph – it is mentioned in the question.*). Students work alone and then compare answers in pairs. Elicit the answer and the extracts from the text which helped students to decide.

Answers

The correct answer is B.
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.

3 Students work alone and mark the relevant information in the text. When they have finished, they compare answers in pairs. Elicit the answers and the information which helped them choose the correct options.

Answers

1 B 2 A 3 C 4 A 5 D 6 B

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READING AND USE OF ENGLISH PART 6

CROSS-TEXT MULTIPLE MATCHING (UNIT 4, UNIT 12)

Remind students of the format of Reading and Use of English Part 6 and refer them to the exam information and tip boxes. This is also practised in the Student's Book on pages 28/29 and 88/89 and in the Workbook on pages 22–23 and 70–71.

1 When students have looked at the first question, ask them what they will have to look for in the four texts (*opinions about the need for museums to display as many objects as possible*). Also ask what they will find (*one person who agrees with D and two who either don't agree or don't mention the topic*).

Answers

has a similar opinion to D regarding the need for museums to display as many objects as possible?

2 Ask students to read the whole of text D. They then discuss in pairs what D says about displaying objects (*Quality is better than quantity*). Elicit what they are now looking for (*one other person who doesn't think that it is necessary for museums to display as many things as possible*).

Answers

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 …
Opinion: Museums don't need to display as many objects as possible.

3 Students work alone. When they have finished, elicit what each person said about museums and the number of items on display.

Answers

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 …
Opinion: Museums should display as many objects as possible.
B: No opinion on this subject
C: … (it) 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.
Opinion: Museums should not display as much as possible.

4 Elicit the correct text and ask the class why this one is similar (*People can appreciate items even when they aren't on display; museums don't have to cram too many exhibits into each room*).

Answer

C

5 Students work alone. Tell them to use the same technique for questions 2 and 3. For question 4, they will have to read all four texts to see what their opinions are on the topic and whose opinion is different. Elicit the answers and the information in the texts which helped them to decide.

Answers

1 C 2 B 3 A 4 B

READING AND USE OF ENGLISH PART 7

GAPPED TEXT (UNIT 6, UNIT 14)

Remind students of the format of Reading and Use of English Part 7 and refer them to the exam information and tip boxes. This is also practised in the Student's Book on pages 44/45 and 104/105 and the Workbook on pages 34/35 and 82/83.

1 Set a time limit of about two minutes. Students should read the introduction and paragraphs 1–6 at this stage, as this will give them an idea of the text. Reading paragraphs A–G might be confusing as they are out of order and the references aren't always clear. Students compare what they learned in pairs. Elicit the answer and any other interesting information students remember.

Answer

The otters help seagrass to grow in the water.

2 Students read the byline more carefully and then the opening paragraph of the main text. In pairs, they discuss what the opening paragraph is about and how it might link to a paragraph that would fit in gap 1. Students work together to choose the correct option and then check it is correct by trying to answer the questions.

Answers

1 F a Brent Hughes b mystery c It continues the narrative: *For a long time, he made no progress. Then …*

3 Students work alone and, when they have finished, they compare answers in pairs. If they have any different answers, they try to justify their choice. Elicit the answers and the main clues in each option they chose: the final question in paragraph C is answered in paragraph 2; in paragraph G *This was the mechanism* refers back to the sea slugs cleaning the leaves; in paragraph E *But the discovery that sea otters could also be important players in estuaries* contrasts with the fact that they already knew about sea otters living in the ocean; in paragraph A *these projects* refers back to the conservation efforts in California and British Columbia; in the final paragraph *these predators* refers to the great white sharks mentioned in paragraph D.

Answers

1 F 2 C 3 G 4 E 5 A 6 D

READING AND USE OF ENGLISH PART 8

MULTIPLE MATCHING (UNIT 8, UNIT 11, UNIT 16)

Remind students of the format of Reading and Use of English Part 8 and refer them to the exam information and tip boxes. This is also practised in the Student's Book on pages 58/59, 82/83 and 118/119 and in the Workbook on pages 46/47, 64/65 and 94/95.

1 Look at the question with the whole class. Elicit the answer and what *to criticise* means. (*It means to say that you dislike someone's behaviour, appearance, etc. You can also criticise inanimate objects, e.g. buildings which are ugly or out of proportion to the area they are in.*)

Answer

A negative opinion (criticism)

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2 Look at question 1 again. Ask the class what the person might say which means 'lack patience' but is said in a different way, e.g. *always in a hurry, too impatient*. Students read the four texts quickly and then decide who expresses this opinion. Encourage them to continue reading even if they find the answer in an early text. This will give them an idea of what each person talks about. When they have found the answer, elicit it and in what way people are impatient (*in a hurry on the road*).

Answers

C Jo: … *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.*
Jo says that some drivers get impatient with cyclists: *some drivers are reluctant to slow down*. Jo also criticises the drivers for this: *They need to accept …*

3 Students discuss anything they remember from the other texts. Elicit the answer and also ask whether anyone else criticises other people (*A – a slight criticism of obsessive cyclists going out in the rain; B – a slight criticism of her friend's view of cyclists*).

Answers

In text D, Fran's dad is described teaching Fran to cycle. But he didn't lack patience – on the contrary, he was very patient.

4 Students work alone. Tell them to use the same approach laid out in the *Exam tips* box. When they have finished, elicit the answers and the information in the texts which helped them to decide.

Answers

1 C 2 B 3 A 4 C 5 D 6 B 7 A 8 D 9 C 10 B

WRITING

WRITING PART 1

ESSAY (UNIT 4, UNIT 10)

Remind students of the format of Writing Part 1 and refer them to the exam information and tip boxes. This is also practised in the Student's Book on page 33 and 79 and the Workbook on pages 27 and 63.

1 Look at the first example in the table *Attendance and time-keeping*. Tell students to work in pairs and tick any points which could include information about attendance and time-keeping. Elicit who ticked which points and why. Point out to students that this exercise is to focus on the need to keep their essays relevant to the topic of the essay.

Possible answers

		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	✓		

Some ways to use the examples:
Consideration for other students
Mobile phones in the classroom: can be distracting
Behaviour in lessons: the need to listen to the teacher and other students, follow instructions, work together
Behaviour towards other people: being thoughtful, showing consideration and respect for other people and their ideas, bullying
Student safety
School uniform/clothes worn to school: wearing clothing appropriate for school activities
Fire and accident procedures: knowing what to do in emergencies and following instructions
Using internet sites: using these safely and appropriately
Student–teacher relationship
Behaviour towards other people: creating an environment based on mutual respect between students and teachers
Tests and exams: providing fair / impartial assessments to monitor students' progress
Rewarding achievement: giving constructive feedback, recognising hard-work / effort

2 Tell the class to read the task on page 139 and the essay on page 140 and then to discuss in pairs their opinions about it and what they liked and didn't like.

3 Students discuss the questions in pairs. Elicit the answers and which two points the model essay discussed (*consideration for other students and student–teacher relationship*).

Answers

a 220–260 words b Purposes of school rules c Four
d In paragraphs 2 and 3 e Two (paragraph 2: consideration of other students and bullying; paragraph 3: rules to prevent disruptive behaviour and students and teachers showing each other respect and fairness)

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4 Set a time limit of about ten minutes for students to plan their essays. You could allow them to do this collaboratively so that weaker students can learn tips on how to approach this from stronger students. Then set a half-hour time limit for the actual writing, which students should do as if in an exam, followed by a few minutes in which to read through their essays to check for mistakes.

Model answer

One of the most important decisions we make after finishing school is what to do next. Many students decide to find employment straight away, while others decide that they want to go to university. There are two reasons I believe are significant to their decision. One is to have a recognised qualification and the other is to gain independence.

Students plan very carefully for the next step in their lives, and many will choose to go to university in order to gain a qualification which is recognised not only in their own country, but maybe abroad too. Having an internationally recognised qualification, such as in medicine, means they can practise their profession virtually anywhere in the world. A university qualification gives you a head start in today's highly competitive job market, and a greater chance that you will have a well-paid and secure job.

For the vast majority of students who choose to go to university, it is seen as the period of their lives when they become truly independent. Having to look after themselves, pay their own bills, and even decide what to cook each day, for example, are ways in which they develop their independence. They learn to stand on their own two feet and no longer rely so heavily on other people.

I believe that learning to be independent of your family and other people is the more important reason for choosing to go to university. After all, once you are independent, you feel more self-confident and can make your own decisions concerning your future.

WRITING PART 2

DIFFERENT TASK TYPES (UNIT 2, UNIT 6, UNIT 8, UNIT 12, UNIT 14, UNIT 16)

Remind students of the different task types possible in Writing Part 2 (*an email or letter, a report, a review, a proposal*) and refer them to the exam information and tip boxes. This part is also practised in the Student's Book on pages 19 (informal email), 49 (review), 63 (formal email), 93 (proposal), 109 (report), and 123 (email of application) and in the Workbook on pages 15 (informal email), 39 (review), 51 (formal letter or email), 75 (proposal), 87 (report) and 99 (email of application).

1 Look at the third point of the *Exam information* box (*write in an appropriate style*) and the information about proposals. Elicit the style used for each target audience (*college principal, boss, town council – formal; members of a college club, colleagues at work – semi formal*). Students read the sample answer, discuss their thoughts about it in pairs and then do the matching together.

Answers

introducing the purpose of the proposal	1
making suggestions or recommendations	9, 13
persuasive language	3, 4, 5, 6, 7, 11, 13, 15
impersonal structures	2, 9
giving opinions	5, 6, 12, 13
explanation	3, 8, 10
summarising the proposal	14

2 Look at the task and elicit who it is to (*the college principal*) and how this will affect their writing (*It will be formal in style.*). Set a time limit of about ten minutes for students to underline key information in the task and to plan their proposals. Then set a half-hour time limit for the actual writing, which students should do as if in an exam, followed by a few minutes in which to read through their essays to check for mistakes.

Model answer

Proposal to: The Principal
Subject: International student visit

The objective of this proposal is to provide suggestions for a day's cultural visit by international students to take place next month. The proposal covers trips to two places of interest from which the students would learn about the area's history and culture.

The central mosque

One of our area's most recent architectural developments has been the central mosque, which was built five years ago on the edge of the city centre. A building made entirely of recycled and eco-friendly materials, it has received an international prize for its design. A morning tour can be easily arranged and entry would be free. The students would learn about a significant community of our city and its history from such a visit.

The Stone Circle

In the afternoon, a trip to the ancient Stone Circle, 20 minutes by bus outside the city, would be both relaxing and informative for the students. It is suggested that the trip should be accompanied by one of the history teachers, who would be able to tell them what archaeologists have recently discovered about an ancient civilisation who lived in the region many thousands of years ago. This would be a fascinating place to visit in the countryside away from the urban environment. Apart from the small cost of travelling there, this visit would also be free.

These two suggestions would provide the students with a different view of our culture and history from what is normally offered to visitors. Furthermore, it would be cost-effective and easy to organise.

LISTENING

LISTENING PART 1

SHORT MULTIPLE-CHOICE (UNIT 1, UNIT 9)

Remind students of the format of Listening Part 1 and refer them to the exam information and tip boxes. This is also practised in the Student's Book on pages 12 and 72 and the Workbook on pages 8 and 56.

1 Look at Extract One in Exercise 5 with the class. Ask the questions from Exercise 1 and elicit the answers. Ask how they know the boy's opinions are negative (*the wording in the options referring to a lack of self-control, missing vital elements and a disappointing experience*).

Answers

Two friends: a boy and a girl. The boy's opinions are negative.

2 Set a time limit of about one minute to think about question 2 in Exercise 5. Elicit ideas from the class and reasons for their ideas.

Answer

Any relevant topic-based guess is valid, but perhaps she watched a TV series online, possibly even in one go.

92 3 When students have listened to Extract One, ask them to compare answers in pairs and discuss reasons for their answers. Don't elicit their ideas yet.

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92 **4** Look at the question in Exercise 4 with the class. Tell them to work in pairs so that one notes down what the boy says and the other what the girl says. When they have listened, elicit the correct answers and ask students if they changed their answers during the second listening. Elicit what was said which helped them to answer the questions and what the actual answer to Exercise 2 was (*She binge-watched an entire TV series in one go.*).

Answers
1 C 2 A
Question 1: *I wonder if it might not be more satisfactory, ultimately, to watch over a longer period of time.*
Question 2: *I must say I'm with you on that. This obsession with watching the whole of a series immediately can seem a little excessive … although I'd never have thought it, it was fabulous!*

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93 **5** Students work alone this time and follow the procedure from Exercises 3 and 4. On the first listening, they try to answer both questions and on the second, they check their answers and note anything that is said by the speakers to back up their choices. They will listen to Extract One again and can use the opportunity to listen for distractors in the recording and note why they lead to the wrong answers. When students have listened twice, elicit the answers and the reasons for them.

Answers
1 C 2 A 3 B 4 C 5 B 6 A

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LISTENING PART 2

SENTENCE COMPLETION (UNIT 3, UNIT 11)

Remind students of the format of Listening Part 2 and refer them to the exam information and tip boxes. This is also practised in the Student's Book on pages 26 and 86 and the Workbook on pages 20 and 68.

1 Tell students not to worry about the gaps at this stage. They quickly read the gapped text and discuss in pairs what it is about. Elicit the answer and what a *mystery shopper* does (*finds out how well businesses are run by acting as a customer without anyone knowing their real job*).

Answers
The speaker is a man called Deni. He is going to talk about his part-time job as a mystery shopper.

2 Students read the first sentence of the gapped text. Tell them not to try to guess the missing word(s), just as much information as they can work out from the rest of the sentence. Elicit ideas and reasons for their choice (*It is probably a plural noun which refers to some other group of people who share similar skills as mystery shoppers.*).

Answers
(i) a kind of person, probably a job (ii) probably a plural noun

3 Students look at the words just before and after second gap. Elicit what these are and how they can help the students to identify the missing word(s) (*buy a … in a department store – this is a singular noun which is something that can be bought in a department store.*). Students do the same with the other gaps in pairs. Elicit what information is needed for each gap.

Answers
2 probably a singular noun 3 a type of department in a company 4 probably a noun 5 probably an adjective to describe a type of restaurant 6 probably a singular noun 7 probably an adjective that can qualify the word *skills* 8 the name of an agency

94 **4** When students have listened, elicit the answers and ask why *spies* is the wrong answer (*The speaker disagrees with people who compare mystery shoppers with spies.*).

Answers
correct answer – actors; also mentioned – spies

94 **5** Students do the listening under exam conditions. When they have completed the gaps, ask them to read through their answers to make sure that they fit grammatically and they are spelled correctly. Elicit the answers and ask students if they used capital letters for the last answer (as it is the name of the agency).

Answers
1 actors 2 coffee maker 3 customer services 4 refund policy 5 vegetarian 6 good reputation 7 transferable 8 Retail Trackers

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LISTENING PART 3

LONG MULTIPLE-CHOICE (UNIT 5, UNIT 13)

Remind students of the format of Listening Part 3 and refer them to the exam information and tip boxes. This is also practised in the Student's Book on pages 42 and 102 and the Workbook on pages 32 and 80.

1 Students quickly look at the exam task in Exercise 4 and the six questions. Tell them not to worry about the options at this stage. When they have finished reading, elicit the answers to the question in Exercise 1.

Answers
Two dancers (a man and a woman) and an interviewer. The topics are: 1 Damian's first dance school 2 why Tara first liked dance 3 the qualities that Tara wants her dance partners to have 4 something about the dancers' injuries 5 Damian's feelings about a new position 6 Tara and Damian's schedules

95 **2** Students look at the options for question 1. For each option, ask the students to think of an alternative way of phrasing the key words, e.g. *A was the location for some scenes in films; B had a bad reputation for discipline; C not traditional; D wide range of social classes or ethnicities*. When students have listened, ask them to vote for the correct answer, but don't tell them who is correct yet.

95 **3** When students have listened, ask if anyone changed their mind. Elicit the correct answer and the words used which helped them to choose the correct option.

Answer
B *… the reputation it had. Everybody else, including my parents, knew how tough it was – no breaking any rules there, I can tell you!*

95 **4** Students do the listening as an exam task. When they have listened twice, ask them to compare answers in pairs and discuss what was said which helped them choose the correct answers. Elicit the answers and any important information they can remember that was said in the recording.

Answers
1 B 2 A 3 D 4 B 5 B 6 C

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LISTENING PART 4

MULTIPLE MATCHING (UNIT 7, UNIT 15)

Remind students of the format of Listening Part 4 and refer them to the exam information and tip boxes. This is also practised in the Student's Book on pages 56 and 116 and the Workbook on pages 44 and 92.

1 Students quickly read the relevant parts from Exercise 7. Elicit who the speakers are and what they are going to talk about. Ask how knowing this will help (*It doesn't help find the answers, but knowing context makes it easier to follow conversations and understand what the people are talking about.*).

Answer

You are going to listen to university students talking about their geography courses.

2 When students have looked at the two instructions, elicit what the key words are in each one. Students then read the lists to find out what the options are.

Answers

TASK ONE: For questions **1–5**, choose from the list (**A–H**) how each speaker felt before beginning their course.
TASK TWO: For questions **6–10**, choose from the list (**A–H**) what surprised each speaker about their course.

96 **3** Look at question in Exercise 3 with the class. When the students have listened, they discuss the question in pairs. Don't elicit their answers yet.

Answer

TASK ONE

4 Students stay in their pairs and discuss which two answers they think are correct and why. Don't elicit the answers, but ask students if they all agreed with each other or if some people chose different answers to their partner.

96 **5** When students have listened again, elicit the two correct answers and what the speaker said which helped them decide. Also elicit the answer to Exercise 3 and remind students that they won't always hear the answer to TASK ONE first, as it says in the third point of the *Exam Tips* box.

Answers

TASK ONE: E *I started to doubt whether I'd cope all right with everything I'd have to do on the course.*
TASK TWO: H … *the lecturers' total commitment to their students. They've invariably ensured we have all the in-depth information and support we need before submitting any work. There's a big project every month but they've seen to it that we're always on top of it.*

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6 Students work in pairs and look at all the other options in TASK ONE or TASK TWO. They decide together if there were any distractors in the recording which could have led to someone making the wrong choices. Elicit their ideas and play the recording again if you feel it would help students recognise which information relates to a distractor and which information is key to answering the question.

Answers

Yes. TASK ONE: *rather than being really pleased and happy about it, as I should have been* (option F); TASK TWO: *There's a big project every month …* (option A)

97 **7** Students complete the activity under exam conditions. When they have listened twice, elicit the answers and any information students can remember about each speaker which helped them choose the correct options.

Answers

1 E 2 B 3 C 4 G 5 D 6 H 7 B 8 E 9 C 10 G

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SPEAKING

SPEAKING PART 1

INTERVIEW (UNIT 1, UNIT 9)

Remind students of the format of Speaking Part 1 and refer them to the exam information and tip boxes. This is also practised in the Student's Book on pages 13 and 73.

1 Look at the first question with the class and elicit the topic. Students do the same for the other questions. You could follow up by dividing the class into five groups. Each group looks at a different topic from Exercise 1 and works together to think of more questions that could be asked for that topic. Set a time limit of two to three minutes. These questions could then be used for further practice when students have completed Exercises 2 and 3.

Answers

1 Free-time activities 2 Personality / personal life
3 Personal life 4 Fashion 5 Travel

98 **2** When students have listened to the recording, they compare ideas in pairs. Elicit the answers and how well the students think Daniel achieved the task and what vocabulary they felt was good, e.g. *sociable, feel frustrated, proud of the fact, solo performance, talk me into it, overcame my nerves, to be honest, more or less, can't be bothered.*

Answers

He answers questions 2, 3 and 4. His answers have the correct level of detail; he is concise but expands his answers by giving examples.

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3 Look at the first question with the class. Elicit some things they might talk about and any useful phrases that come to mind, e.g. *in common, on the other hand*. Students work alone to think of ideas. Set a time limit of about two minutes and then ask students to ask and answer the questions in pairs. When they have finished, invite different students to answer one question each in front of the class.

Answers

Students' own answers

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SPEAKING PART 2

LONG TURN (UNIT 5, UNIT 11)

Remind students of the format of Speaking Part 2 and refer them to the exam information and tip boxes. This is also practised in the Student's Book on pages 43 and 87.

1 Put students into groups of three. Each student looks at one of the photos on page 147. Set a time limit of about one minute and then ask each student to explain their ideas about their photograph to the others. Invite different students to share their ideas about each of the three photos. When they have done this, discuss with the class how students in the exam might answer the questions. Give an example to start, e.g. *Photo 1: They might talk about the need to concentrate for safety in chemistry lessons or for future homework or exams.*

Answers

Students' own answers

99 **2** When students have listened to the recording, they compare the vocabulary that they noted down in pairs. Elicit examples and then invite students to discuss as a class what Maria said and whether or not they agree with her, giving reasons for their answers.

Possible answers

Good vocabulary and phrases: *test tube, liquid, container, it could be a disaster, consequences, stay focused, on the other hand, disqualified, perfectly still*
Students' own answers

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3 This time, ask the students to work in groups of three and to discuss how the candidates might answer each question first. Set a time limit of one minute and then ask the students to brainstorm useful vocabulary for each photo, e.g. *4 receive an award; 5 reach the summit; 6 graduate from university*. When they have done this, the students again discuss one photo each, using their ideas to help them. Invite students to share their ideas and useful vocabulary as a class.

Answers

Students' own answers

100 **4** Follow the same procedure as for Exercise 2. Elicit the vocabulary students noted down and whether they agree with his answer.

Possible answers

Good vocabulary and phrases: *reach their goals, reached the summit, high-fiving, elated, in comparison, a graduation ceremony*
Students' own answers

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5 Before students do the activity, play the two recordings again and elicit what extra information Daniel and Maria gave when they were asked to give their opinions about their partner's photos. (*Daniel said that the artist faces the biggest challenge because of the time needed, the results if the mind wanders and the distractions. Maria suggested that the graduates get more satisfaction because of the effort needed and the possible future benefits.*) Ask students to add their opinions in a similar way once their partner has finished their talk.

SPEAKING PART 3

COLLABORATIVE TASK (UNIT 3, UNIT 7, UNIT 13, UNIT 15)

Remind students of the format of Speaking Part 3 and refer them to the exam information and tip boxes. This is also practised in the Student's Book on pages 27, 57, 103 and 117.

101 **1** Look at the task with the class. Choose one of the ideas, e.g. *living on their own*, and ask the students if this is important and, if so, why. Do the same with the other ideas in the task. Play the recording once to see which of their ideas were mentioned and then play it again for students to think about whether they agree with Maria and Daniel and why. Invite the students to share their ideas as a class.

Answers

Students' own answers

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102 **2** Look at the question with the class and elicit what they think the examiner will ask the students to do. When they have listened, ask the students for the answer and the time allowed.

Answers

They have to decide which experience would be the most challenging for young people. They have a minute to make this decision.

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103 **3** Give students a few seconds to predict in pairs what the decision will be. When they have listened, elicit the answer and the speakers' reasons (*It's very challenging, some people can't do it so move back home.*). Invite the class to say whether they would have made the same decision.

Answers

They decide that **living on your own** is the most challenging experience for young people. Although Daniel says that at first it was difficult to decide between living on your own or working, in the end he agrees with Maria.

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4 Remind the students of the ideas they brainstormed in Exercise 1 and their opinions from Exercise 3. Tell them that they should carry on talking until you tell them to stop. Everyone should start at the same time. After two minutes, read out the instructions that the examiner gave in Exercise 2 and give the students another minute. Invite pairs to say which idea they chose as the most challenging and why.

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SPEAKING PART 4

DISCUSSION (UNIT 7, UNIT 15)

Remind students of the format of Speaking Part 4 and refer them to the exam information and tip boxes. This is also practised in the Student's Book on pages 57 and 117.

104 **1** Look at the first question with the class. Elicit what they would expect the candidates to say about schools preparing students for adult life. Students then think about the other five questions in pairs. Set a time limit of about two to three minutes and elicit ideas. Before students listen, tell them to make notes about alternate questions, i.e. one student in each pair makes notes about questions 1, 3 and 5 and one about questions 2, 4 and 6. Students then discuss what they heard. Invite different students to share their ideas as a class.

Answers

They are asked questions 1, 3, 4 and 6.
Students' own answers

2 Look at the first expression and elicit that it is a less strong form of agreement. Elicit how students might say it so that they don't sound entirely sure about whether they agree or not. Students discuss the other expressions in pairs. Elicit the answers and how each expression might be said (either forcefully for strong agreement; less forcefully for less strong agreement; and politely, almost apologetically, when showing disagreement).

Answers

1 less strong agreement 2 polite disagreement 3 strong agreement 4 less strong agreement 5 polite disagreement 6 strong agreement 7 polite disagreement 8 less strong agreement 9 strong agreement 10 less strong agreement

3 Students work in pairs to complete the table. Follow up by putting students into eight groups. Each group looks at a different word or phrase from Exercise 3 and makes one or two sentences on the topic of one of the questions from Exercise 1, e.g. *There is no careers advice at our school and, as a result, no one really knows what field they would enjoy working in.* Invite students to share their sentences with the class.

Answers

Making extra points to support your argument: *what's more, in addition*
Expressing consequences: *as a result, and so*
Admitting there could be another side to the argument: *however, although*
Coming to a conclusion: *on balance, overall*

104 **4** When students have listened to the recording, they discuss what they heard in pairs. You could then play the recording again, stopping after each phrase of agreement or disagreement. Students then repeat the phrase using the same intonation as the speakers on the recording.

Answers

Do schools in your country prepare students well for adult life? Maria says yes, to some extent; Daniel agrees, but wishes they could learn more about money and law.
How important is it for schools and universities to offer students advice on their future careers? Daniel thinks it's really important and that both teachers and parents can help you. Maria doesn't really agree. She thinks schools don't have time to give careers advice and that students don't know what they want to do at that age. She thinks it's more important at university, though.
Who do you think has the biggest influence on people when they are growing up? Maria thinks it's parents when you're young, then your peers at secondary school. Daniel partly agrees, but thinks parents still have a big influence at secondary-school age and it depends on the individual. Maria completely agrees that everyone's different.
At what age do you think someone becomes mature? Daniel says maybe once you're married or have children. Maria agrees and says maybe in your late 20s or older. They both agree with each other that it depends on the definition of maturity.

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5 Point out that, without an examiner, the students will have to ask each other for their opinions. Students take turns to be the first to answer the questions; one student is the first to answer questions 1, 3 and 5 and the other 2, 4 and 6. When they have given their opinion, they ask their partner what they think. The partner shouldn't interrupt but should wait to be asked.

Answers

Students' own answers

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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.

1 How do young people try to come over on social media these days?
2 Do you agree that most people can count on their family more than their friends? Why?
3 What kind of behaviour would cause you to break off a friendship?
4 Which of your friends or family do you look up to?
5 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.

1 Can you think of any food and drink-related idioms or expressions in your language? How do you think they originated?
2 Which nutrients might be lacking in a plant-based diet?
3 Do you agree that vegan meals can be as nourishing as ones containing meat?
4 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?

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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

1 The _____ place I've ever travelled to was …
2 My last holiday wasn't quite as _____ as …
3 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.

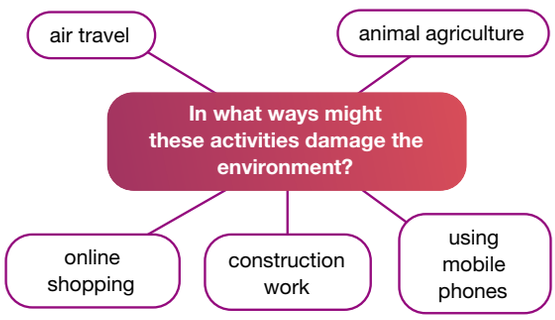
Mostly B: You like to be **laid-back**, which makes you an easy travelling companion, but don't just go with the flow if there's something you'd really rather (not) do. Compromise means finding what works for everyone, including how much you spend.

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

1 Some people think air travel should be more expensive to discourage people from travelling. What is your opinion?
2 Do you think mobile phone companies should be prevented from making their phones obsolete too soon?
3 Do you think it's a good idea to offer incentives, such as discounts to encourage people to shop in store rather than online?
4 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	B
after	admire
when	ask
if	go
before	eat
once	meet
almost universally	charge
anyone	

1 _____ politely, most famous people will be happy to let you take a selfie with them.
2 _____ to sleep, it's best to check all your apps for any updates or messages.
3 _____ fully _____, your phone actually works more efficiently.
4 Immediately _____, it's unhealthy to do any exercise for half an hour or so.
5 _____ by young people, celebrities have a responsibility to be good role models.
6 _____ a celebrity in person is unlikely to forget the experience.

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EXTRA ACTIVITIES

UNIT 7 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 …

UNIT 9 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.

UNIT 10 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 piece of rope
an empty plastic bottle
a mobile phone with a flat battery
a knife
a box of matches
a survival manual

UNIT 11 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 '**R**inse **O**ut **Y**our **G**ranny's **B**oots **I**n **V**inegar' to help you remember the colours of the rainbow? If so, what were they?

8 Ask and answer the questions in Exercise 7.

UNIT 11 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.

UNIT 3 PAGE 25 VOCABULARY

6 Student B: Give your partner these words to spell:

weird desperate accidentally responsible
acknowledge responsible

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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.

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GRAMMAR REFERENCE AND PRACTICE ANSWER KEY

UNIT 1
HABITUAL ACTIONS

1 **1** always/constantly/forever **2** used **3** keep **4** would **5** was **6** will/'ll

2 **1** used to / would collect **2** used to go / would go **3** would spend / used to spend **4** would get / used to get **5** was always pestering / always used to pester **6** 'd/would tear / used to tear **7** 'm/am looking for **8** visit / 'll/will visit **9** usually end up **10** 're/are always buying

3 **1** used **to** play **2** are always **arguing** **3** *Correct* **4** keep **telling** my dad **5** you **used to be** a vegetarian, **didn't** you **6** I'll sometimes **spend**

UNIT 2
THE GRAMMAR OF MULTI-WORD VERBS

1 **1** turn it down **2** fell through / have fallen through **3** looking forward to **4** put them away **5** set off **6** hand them out **7** takes after **8** puts up with him

2 **1** fill it in **2** ran into her **3** cheer you up **4** run out of coffee **5** came up with it **6** call it off **7** let me down **8** get over it

3 **1** thrown it away **2** *Correct* **3** face up to it **4** *Correct* **5** write it down **6** turn it up

UNIT 3
REVIEW OF FUTURE TENSES

1 **1** will have become **2** will be eating **3** will have reduced **4** will have increased **5** will be demanding

2 **1** … I think most people **will be working** from home.
2 I really thought there **was going to be** a thunderstorm.
3 … I'm sure people **will still be getting** married and having children.
4 … the popularity of online films **will have increased** so much that most cinemas **will have closed**.
5 If we **are to reduce** climate change significantly, …

3 **1** have finished **2** we'll be arriving **3** are to pass **4** we'll have been living **5** are to assemble

UNIT 4
INFINITIVES AND GERUNDS

1 **1** trying **2** hitting **3** yelling **4** strike **5** punching **6** shouting **7** opening and closing **8** get out **9** slam **10** walk

2 **1** I neglected to lock the door behind me.
2 The designer handbag proved to be a fake.
3 My brother finally succeeded in passing his driving test.
4 Sara always insists on buying everyone a birthday present.
5 The lorry driver confessed to falling / to having fallen / that he had fallen asleep at the wheel.
6 He couldn't find his keys, so (in the end) he resorted to climbing through a window.

3 **1** seeing **2** Speaking **3** to keep **4** falling **5** hit **6** to get

UNIT 5
REVIEW OF MODALS

1 **1** must have **2** is required to; are not allowed to **3** don't need to **4** ought to **5** must **6** didn't need to put

2 **1** can't **2** could have **3** couldn't **4** couldn't **5** weren't able **6** wasn't allowed **7** being able **8** couldn't **9** managed

3 **1** *Both correct:* **a** The pressure to finish is from an external source. **b** The pressure to finish is from the speaker.
2 *Both correct:* **a** They didn't take a taxi as it wasn't necessary. **b** They took a taxi, but it wasn't necessary.
3 *Only b is correct.* **a** We cannot use **could** to refer to a single past event. **b** We use **was able to** or **managed to** for a single past event.

UNIT 6
COMPARATIVE AND SUPERLATIVE ADJECTIVES

1 **1** … but our trip to Greece was **even better**.
2 … is his best **by far** / **by far** his best / his best **ever**.
3 … to cause **the least** (amount of) disruption possible / the least possible disruption.
4 … is **no more** expensive than / costs **no more** than driving.
5 … pays **substantially** less than I used to earn.

2 **1** consider**ably** **2** Max is **among** the best musicians … **3** as comfortable a journey **as** we **4** the **most stupid** / the **stupidest** article **5** that was the **best** steak ever

3 **1** **a** The clothes are very unusual, not just for her but for anyone. **b** These clothes are more unusual than other clothes she wears for work.
2 These three sentences have the same meaning.
3 **a** *Even colder* emphasises the comparison between this winter and last. **b** and **c** have the same meaning.

UNIT 7
CONDITIONALS

1 **1** **A:** had told; wouldn't have arrived
B: I'd / I had realised; 'd/would have called
2 **A:** will you do
B: will/'ll walk
3 **A:** would Phil's life be; had/'d won
B: 'd / would have given up; be travelling

2 **1** **Unless** I get my computer fixed, I won't be able to work.
2 **As long as** you have the right type of scanner, you can convert any text into a computer document.
3 **If you don't want** this printer, I'm going to get rid of it.
4 **Assuming** the weather holds up, we'll have a picnic on the beach this afternoon.
5 **Only if** you promise to tidy up afterwards **can you have** your party here.
6 **Whether or not** it's true, it's a very convincing story.

3 **1** **I'd** quit / I **would** quit **2** **I'll** / I **will** be playing **3** *Correct* **4** Unless **you tell** me / **If** you don't tell me

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UNIT 8
RELATIVE CLAUSES AND PARTICIPLE CLAUSES

1 Bridget Fonda, [1]**whose** aunt is the actor Jane Fonda, … Institute, [2]**where** she … the film [3]**which** first … the year [4]**when** *Single White Female* …, many of [5]**whom** are … the reason [6]**why** she chose … Henry Fonda, [7]**who** was her grandfather, …

2
1 We had to wait for hours for our flight**, which I found incredibly annoying**.
2 The people **I was telling you about yesterday** are standing right behind us.
3 To reduce city-centre congestion, they're bringing in a new scheme, **whereby traffic is diverted onto the ring road**.
4 The person **to whom this parcel is addressed** moved away from this area years ago.
5 They're hoping to sell their house, **the value of which is yet to be established**, later this year.

3
1 Walking along the path by the canal, we watched children opening and closing the lock gates to allow boats to pass through. OR Walking along the path by the canal, we watched children who were opening and closing the lock gates to allow boats to pass through.
2 Referring to written notes, the police officer described how he had heard someone screaming at the top of their voice. OR Referring to written notes, the police officer described how he had heard someone who was screaming at the top of their voice.
3 Before moving to Barcelona, Jeff lived near Houston in Texas, where he worked in a school, teaching English to students from other countries.
4 Built in 1889, the Eiffel Tower has dominated the Paris skyline for over a century, during which (period) it has been repainted 19 times.
5 Bob Marley, whose full name was Robert Nesta Marley, was a Jamaican singer who recorded the best-selling reggae album of all time.

UNIT 9
CLEFT STRUCTURES (FOR EMPHASIS)

1
1 What I'd really like (to do) is write stories for children. / What I'd really like to write is stories for children. / It's stories for children that I'd really like to write.
2 What the doctor advised me to do was reduce the amount of sugar I eat and do regular exercise. / It was the doctor who advised me to reduce the amount of sugar I eat and do regular exercise.
3 It was my best friend who suggested I should apply for a postgraduate degree course. / What my best friend suggested was that I should apply for a postgraduate degree course.
4 It was my father not my brother who/that lost his job when the office closed down.
5 It's me who's to blame, not you.
6 What I don't understand is why so many people voted for her. / It's why so many people voted for her that I don't understand.

2
1 No, it was at 6 o'clock ((that) we decided to meet).
2 No, it's in next year's election (that) I'm eligible to vote. / No, it's next year's election (that) I'm eligible to vote in.
3 No, it was Pete (who offered to lend us money towards our holiday).
4 No, it was because of a serious accident (that the motorway was closed).

3
1 **All I did was suggest** he should ask for advice if he wasn't sure what to do next. OR **All I suggested was that** he should ask for advice if he wasn't sure what to do next.
2 **The only thing you need to remember is** that most people have hidden talents.
3 **The last thing you should do is** apologise for something you haven't done.
4 **One thing you could do is** try to make up your differences with your brother.
5 **What I really wish is that** I could forget what happened at the weekend.
6 **Something that's just occurred to me is** (that) we haven't organised our holiday this year.

UNIT 10
FRONTING AND INVERSION FOR EMPHASIS

1
1 So excited were they about meeting the stars that they left their tickets behind.
2 Not once has she forgotten my birthday.
3 Not only have I spent all my cash, but I've used half my savings**.**
4 Scariest for me was the white-water rafting day.
5 Rarely have I seen such a stunning landscape.
6 Just after midnight came the news / the news came that the president had lost the election.

2
1 Never before **have I** witnessed …
2 Only when I got home **did I realise** that …
3 Most disturbing **was the suspicion** that one of our group had talked to the press.
4 Best **of** all was the wonderful view.
5 So disillusioned **was he** by the company's policies that he resigned. OR So disillusioned by the company's policies **was he** that he resigned.
6 *Correct*

3 ***Possible beginnings***
1 Ahead / In front of us on the road/motorway
2 Most worrying/alarming (of all)
3 Never / Rarely / Hardly ever
4 So scared/frightened/worried
5 More exhausted/tired than I've ever felt,

UNIT 11
PASSIVES REVIEW / CAUSATIVE VERBS

1
1 I sensed that I was being watched (by people) …
2 I have no idea why I was chosen for the job (by the governors).
3 Everything will be sold by the end of the month.
4 A city-centre gallery was broken into last night and paintings worth over 10 million dollars were stolen.
5 I insisted on being told what was being said about …
6 I'm quite happy to be given advice.

2
1 have/get the screen replaced.
2 have/get solar panels fitted to your/the roof.
3 get a jeweller to make it bigger (for you)?
4 get a courier service to pick it up / have a courier service pick it up from your house.

3
1 had **flowers sent**
2 to have all the diseased trees in the park **cut down.**
3 getting my friends **to** bring me homework
4 Can you imagine **being** woken up
5 I don't expect **to be** disturbed

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UNIT 12
MODAL PASSIVES

1 **1** must have been shown **2** ought to be cleaned **3** could have been made **4** might not have been given **5** may not been hacked **6** may not be opened

2 **1** must/should be worn **2** might not be held **3** should have been told **4** couldn't have been avoided **5** can/might be done **6** must have been warned **7** could/might have been solved

3 **1** must be **eaten** **2** should **have** been told **3** can be **purchased** **4** **can't** have been broken **5** should not **be** given homework

UNIT 13
REPORTING STRUCTURES

1 **1** **It is expected** that the injured man will make / The injured man **is expected to make** a full recovery.

2 **It is said** that there were only ten people / that only ten people were aboard the ferry when the storm hit. / **There were said** to be only ten people aboard the ferry when the storm hit.

3 **It is recommended** that people (should) take regular exercise. / People **are recommended** to take regular exercise.

4 **It is thought** that the head teacher is planning to retire. / The head teacher **is thought to be** planning to retire.

5 **It is believed** that climate change is accelerating faster than ever. / Climate change **is believed to** be accelerating faster than ever.

2 **1** Javier **recommended visiting** the Taj Mahal.

2 Mike **reminded me/him/her/us/them** to post Jeremy's birthday card.

3 The police **warned me/him/her/us/them not to drive** / **warned me/him/her/us/them against driving** when I/he/she was / we/they were tired.

4 Cara **agreed to lend** me/him/her/us/them the money.

5 Jackie **admitted/admits (to) cheating** / **to having cheated** in the exam.

6 Jo **congratulated me/him/her** on passing my/his/her driving test.

3 **1** was known **2** it was assumed **3** were understood **4** were strenuously denied **5** were rumoured **6** it was thought **7** It was even suggested **8** it was revealed

UNIT 14
REPORTED QUESTIONS

1 **1** Becky and Jo asked (us/me) if we/I could put them up next weekend / the following weekend.

2 We wanted to know how many of them would be coming.

3 I enquired if/whether there was anything special they he/she wanted to do while they were /he/she was with us.

4 We suggested (that) they/he/she (should) make concrete plans.

5 Becky wondered whether/if I/we/he/she/they had any recommendations.

6 I asked (them/him/her) whether/if they/he/she had any idea what time they'd/he'd/she'd arrive.

2 **1** Amy offered to help me/him/her with my/his/her assignment.

2 Matt suggested that we (should) take a picnic and go to the beach.

3 The agency asked if I/he/she could bring an example of my/his/her work to the interview tomorrow / the next day.

4 William suggested going for a walk later on.

5 Zoë offered to cook lunch.

3 **1** Jason asked Hanna what she was going to do after university. **2** Hanna said she'd love to work as an interpreter. **3** Jason said there had been a TV programme the previous night about a United Nations interpreter. He asked if/whether Hanna had seen it. **4** Hanna replied that she hadn't seen it / the programme. She asked if he/Jason had found it interesting. **5** Jason said (yes,) he had / replied that he had. The interviewer had asked her how she had become an interpreter. **6** Hanna wanted to know what she'd said. **7** Jason said that, apparently she'd done an interpreting course, worked for a foreign embassy for five years and then moved to the United Nations. **8** Hanna said that was exactly what she was hoping to do. **9** Jason encouraged Hanna to go for it.

UNIT 15
ELLIPSIS AND SUBSTITUTION

1 **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 **mine** ~~my sunglasses~~. I won't be needing **them** ~~my sunglasses~~ today.

4 *Correct*

2 **1** … only a <u>few</u> will go.

2 … we haven't <u>done so / been</u> recently.

3 … walking to college now. You should <u>do that / do the same</u>.

4 I haven't got <u>any</u>.

5 Do you have any red <u>ones</u>?

6 **B:** That's fine. <u>Either</u> will be OK.

3 **Ben:** Did you enjoy being a teenager?

Sam: No. I didn't really. / No, not really.

Ben: Why? / Why not? / Why didn't you?

Sam: Lots of reasons! For one thing, my mum didn't approve of my choice of clothes – except the ones she bought for me.

Ben: That must have been really irritating.

Sam: It was.

Ben: What did she say if you argued with her?

Sam: She wouldn't listen.

UNIT 16
WISHES, REGRETS AND PREFERENCES

1 **1** I really **wish I had asked** her for her phone number.

2 **If only I could be** a fly on the wall at tomorrow's meeting.

3 **I wish I was/were** less suspicious of other people's motives.

4 **If only I hadn't accused** him of lying.

5 **I wish I could forget** what happened.

6 **If only my brother would stop** asking me to lend him money. OR **If only my brother wouldn't keep** asking me to lend him money.

7 **I wish it would stop** raining. I'm getting fed up with it.

8 **If only I'd replied** to her email as soon as it arrived.

2 **1** I hope he's not too upset. **2** I hope you have a good time. **3** Yes, I'm hoping to study anthropology. **4** Yes. I hope we'll have time to meet up. / Yes. I hope there'll be time for us to meet up. **5** I hope you're working hard and enjoying yourself.

3 **1** I **hope** we get to the theatre in time (*He/She doesn't want to be late.*) OR I wish we **had got** to the theatre in time (*He/She regrets being late.*) **2** I'd rather you **didn't** repeat **3** We **hope to go** on a tour / We**'re hoping to go** on a tour **4** I **wish you wouldn't** talk **5** *Correct* **6** I wish I **could** play the guitar **7** I wish I **was/were** ten years younger. **8** hopes he **hasn't** offended you

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WORKBOOK ANSWER KEY AND AUDIOSCRIPTS

UNIT 1 FAMILY TIES

VOCABULARY AND READING

1 **1** eye **2** spoil **3** close-knit **4** good **5** come **6** up **7** ties **8** to **9** out **10** siblings **11** unit **12** on

2 **1** between **2** siblings **3** see **4** close **5** miss **6** wrong **7** terms **8** ties **9** speaking **10** spoil **11** attached **12** unit

3 **A** rub people up the wrong way **B** spoil **C** close-knit **D** attached to **E** be on good terms with **F** family unit **G** see eye to eye with **H** siblings **I** are on speaking terms **J** miss out on **K** family ties **L** come between

4 B

5 **1** A **2** D **3** B **4** B **5** C **6** A **7** D **8** B

6 **1** Federico **2** Irina **3** both **4** Federico **5** Federico **6** Irina **7** both **8** Irina

7 **1** moody **2** keeping my temper **3** have a tendency **4** knuckle down **5** frustrated

GRAMMAR

1 **1** usually **2** use to **3** forever **4** is working **5** constantly **6** kept **7** used to **8** keep **9** was always **10** 'll

2 **A** 10 **B** 4 **C** 3, 8 **D** 7 **E** 2 **F** 5, 6, 9

3 **1** A **2** A **3** C **4** C **5** B **6** A

4 **1** We used to be on speaking terms **2** I would never answer the teacher's questions **3** he is always winding me up **4** His father was constantly telling him **5** I usually accept every party invitation **6** why do you keep rubbing her up the wrong way

5 **1** used/wanted **2** constantly/forever/always **3** would **4** kept/was **5** usually/often **6** constantly/always/forever **7** keep

6 **1** My grandmother **didn't use to be able** to send a text message until I showed her. **2** Amanda **used** to tease her younger sister about her curly hair. **3** ✓ **4** The neighbour's dog **is forever** waking me up in the morning with its barking. **5** When Sam was just a little boy, he **used to be / was** afraid of nothing. **6** It winds me up that you **always turn / keep turning** up 5 minutes later than our agreed time. **7** It **used to be** much harder to get a bank loan than it is now. **8** ✓

VOCABULARY

1 **1** b **2** e **3** d **4** h **5** f **6** a **7** j **8** c **9** g **10** i

2 **1** ran down **2** get over **3** broke off / 's broken off / has broken off **4** run by **5** let (him) off **6** get on **7** ripped off **8** comes over **9** count on **10** getting at

3 **1** keep **2** get **3** stand **4** looks **5** put **6** catch **7** makes / made **8** looked

4 **1** can count on me | to **2** let her off | with **3** run the new timetable | by/past you **4** to put up with | rude/impolite **5** will not / won't | get away with **6** nobody/no one could | keep up with / abreast of

LISTENING

1 **1** girl, feel, penguins, documentary **2** They agree, documentary

2 **1** C **2** B

01
M: What did you think of it?
F: They're incredible birds, aren't they? Marching 100 kilometres from the sea to pair up and start their families.
M: They're funny creatures. Much more graceful swimming in the sea than when they're waddling around on the ice. They looked hilarious.
F: They're definitely cute. The mating pairs were like married couples – so devoted to each other and their children. I was in awe. They put up with so much hardship; I felt quite emotional watching them struggle.
M: Yeah, I thought the film-makers focused too much on that. Trying to tug at your heartstrings. More propaganda than hard facts, actually. They were trying to draw parallels with human behaviour, as if they wanted to present them as role models of traditional hard-working families.
F: Mmm . . . like they had a moral message to get across to the audience, rather than just present the information? Yes – it made me wonder if it was meant as a children's film.
M: I don't know. A lot of adults were very enthusiastic about it when it was first released. It won a few awards.
F: It was beautifully filmed, that's for sure.
M: Some of the underwater shots were a bit hard to make out though.

3 **1** 'They're incredible birds, aren't they? Marching 100 kilometres from the sea to pair up and start their families.'; 'I was in awe. They put up with so much hardship'; 'I felt quite emotional watching them struggle' **2** 'Trying to tug at your heartstrings. More propaganda than hard facts, actually.'; '... like they had a moral message to get across to the audience, rather than just present the information? Yes ...'

4 **1** 'start their families', 'The mating pairs were like married couples – so devoted to each other and their children' (A); 'They're definitely cute', 'They're funny creatures', 'They looked hilarious.' (B) **2** 'It was beautifully filmed, that's for sure' (A); 'it made me wonder if it was meant as a children's film.' (C)

5 **1** C **2** B **3** B **4** A **5** B **6** A

02
Narrator: Extract 1
You hear a conversation between two friends who have just seen a documentary film about penguins.
M: What did you think of it?
F: They're incredible birds, aren't they? Marching 100 kilometres from the sea to pair up and start their families.
M: They're funny creatures. Much more graceful swimming in the sea than when they're waddling around on the ice. They looked hilarious.
F: They're definitely cute. The mating pairs were like married couples – so devoted to each other and their children. I was in awe. They put up with so much hardship; I felt quite emotional watching them struggle.
M: Yeah, I thought the film-makers focused too much on that. Trying to tug at your heartstrings. More propaganda than hard facts, actually. They were trying to draw parallels with human behaviour, as if they wanted to present them as role models of traditional hard-working families.
F: Mmm . . . like they had a moral message to get across to the audience, rather than just present the information? Yes – it made me wonder if it was meant as a children's film.
M: I don't know. A lot of adults were very enthusiastic about it when it was first released. It won a few awards.
F: It was beautifully filmed, that's for sure.
M: Some of the underwater shots were a bit hard to make out though.

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Narrator: Extract 2

You hear the beginning of a radio interview with a child psychologist called Professor Donna Bailey.

M: A hundred years ago, the American child psychologist Stanley Granville Hall started the myth that 'only children' – children without any brothers or sisters – were in many ways disadvantaged compared to other children. As an only child myself, I can say that myth is still very much alive. I get judged. Whenever I say I'm an only child, people often go 'Oh, you don't seem like an only child.' I'm sure it's supposed to be a compliment, and I'm no longer shocked by it – but it still annoys me. 'What do you mean by that?' I always ask. Today, I'm talking to another child psychologist, Professor Donna Bailey, whose research into only children I found fascinating. Welcome, professor.

F: Thank you. Well, the common stereotype is that because only children don't have brothers or sisters, they'll be selfish, spoilt, generally a bit anxious and have a tendency to feel lonely. In fact, my research shows that in spite of the deep belief that they're different in some way, they're very much like other people. The data shows that there's either no difference, or, if there is a slight difference, it's to the advantage of the only child – in educational achievement and such . . .

M: Fascinating . . .

Narrator: Extract 3

You hear two friends talking about family holidays.

F: I'm really looking forward to going on holiday with the family this year. I always do!

M: Why?

F: Oh, you know, for most of the year we all get on with our separate lives – me and my brother at school, mum and dad at work – and we don't really get much time to talk to each other. When we do, me and Dan rub each other up the wrong way, anyway. But when we go off on holiday, it's different. We do things together, we talk, we laugh. It doesn't even matter where we go, it just gives us the space to spend time getting to know each other again, you know?

M: It's never really been like that for me. My family's a bit bigger than yours, so the dynamics are different. Everyone wants to do their own thing when we're on holiday, so it's no use trying to schedule any activities together. I'm always going off and doing my own thing. They probably wonder why they bother bringing me along because I only turn up at meal times. So, yeah – this year I'm giving it a miss. I'll just stay here and look after the house – that'll suit me fine!

READING AND USE OF ENGLISH

1 B

2 **1** out **2** down **3** up **4** forward

3 1, 2 and 7

4 3 and 8

5 **1** up **2** on **3** way **4** always/forever/constantly **5** to **6** will **7** out **8** see

6 They refer to the middle of something.

7 **1** centre **2** core (centre) **3** heart **4** eye

8 B (centre); 'centre of attention' is a fixed collocation.

9 **1** A **2** D **3** B **4** D **5** C **6** A **7** B **8** C

UNIT 2 MAKING A POINT

VOCABULARY AND READING

1 **1** g **2** d **3** i **4** c **5** f **6** a **7** c **8** h **9** b **10** e

2 **1** give away **2** flick through **3** attributed to / put down to **4** reputedly **5** assert **6** denote **7** raise eyebrows **8** launch into **9** winked **10** put (my illness) down

3 Students' own answers

4 A, B, D

5 **1** A **2** D **3** C **4** B **5** C **6** A

6 **1** presumption **2** sway **3** bridge **4** strain **5** rank

GRAMMAR

1 **1** through the book **2** me up **3** up with her **4** him down **5** my success down **6** up as a clown **7** up to your boss **8** Both correct **9** them off **10** dressing up

2 **1** told her off for **2** cheer up Daniel / cheer Daniel up **3** stay out of trouble **4** track him down **5** Have you checked out the new café / Have you checked the new café out **6** listen out for the doorbell **7** let you in on **8** read too much into

3 **1** We cheered him up. **2** I'm flicking through it. **3** My boss told us off. **4** Always back it up. **5** Stop going on about them. **6** They tracked him/her/them down.

4 **1** take it all in **2** cheered me up **3** check it out **4** stayed out of it

5 **1** I told you a secret and you gave it **away**. **2** ✓
3 The official report **put** this down to human error.
4 They carried **on working** after the meeting was over.
5 Paulo always tries his best – you shouldn't **run him down**
6 There's something I need to **bring to** your attention.

6 **1** off/out **2** up **3** back **4** when / and **5** later **6** down **7** Despite **8** on

VOCABULARY

1 **1** all over the place **2** couldn't care less **3** easier said than done **4** get off on the wrong foot **5** it's about time **6** keep you in the picture **7** keep a straight face **8** know something inside out **9** up for grabs **10** up in the air

2 **1** up for grabs **2** keep you in the picture **3** couldn't care less **4** get off on the wrong foot **5** keep a straight face **6** easier said than done **7** know something inside out **8** all over the place **9** up in the air

3 **1** couldn't care less **2** It's about time **3** keep me in the picture **4** up for grabs **5** got off on the wrong foot **6** easier said than done **7** keeping a straight face **8** knows it inside out **9** all over the place **10** up in the air

4 **1** I'm afraid we got off on the wrong foot. **2** They went all over the place looking for a nice café. **3** That sounds/is easier said than done. **4** I couldn't care less what he thinks. **5** Our holiday plans are still up in the air. **6** I know these streets inside out.

5 **1** about time, inside out **2** all over the place, up in the air, couldn't care less, keep you in the picture, easier said than done.

WRITING

1 Students' own answers

2 Students' own answers

3 Students' own answers

4 Students' own answers

5 **1** D **2** H **3** F **4** B **5** E (capital 'a') **6** I (capital 'b') **7** G **8** A (capital 'y') **9** J (capital 'i') **10** C

6 **A** so **if** you want a good tip, it's this: **B** **Having** said that **C** And in **any** case **D** I'll tell you **what** **E** **as** well as **F** But enough of **that**

7 **1** Having said that (add a full stop after 'hoped'; comma after 'that') **2** I'll tell you what (add a colon/dash after 'what') **3** But enough of that (add a full stop after 'down'; dash after 'that') **4** So if you want a good tip, it's this (add a colon after 'this') **5** And in any case (add a full stop after 'job' and a comma after 'case') **6** as well as

8 Students' own answers

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UNIT 3 WHEN TOMORROW COMES

VOCABULARY AND READING

1 **1** shortly **2** imminent **3** short term **4** overdue **5** foreseeable **6** coming **7** pending **8** foresight **9** long-term **10** anticipate

2 **1** coming **2** (great) foresight **3** shortly **4** imminent **5** overdue **6** short term

3 Students' own answers

4 C

5 **1** for/regarding **2** so **3** until/till **4** became **5** one/each **6** were **7** of **8** no/without

6 **1** NM **2** NM **3** F **4** F **5** NM **6** T **7** F **8** T

7 **1** manned **2** expertise **3** renowned **4** gifted **5** launched

GRAMMAR

1 **1** 're to recover **2** will have written **3** will be opening **4** was going to be **5** will win **6** will have been sending

2 **A** 6 **B** 2 **C** 5 **D** 3 **E** 1 **F** 4

3 **1** C **2** B **3** A **4** C **5** B

4 **1** is due to be renewed / expire / run out / (is due for renewal) next month **2** on the verge of phoning you when you rang the doorbell / , but then you rang the doorbell **3** on the point of giving up when I found the solution **4** her head away as/because she was about to sneeze

5 **1** I never believed that I **was** going to meet someone like you. **2** ✓ **3** What do you envisage you'll **be doing** this time next year? **4** I'll call you as soon as **I've heard / I have heard / (I hear)** the results of the test. **5** ✓ **6** She was on the verge **of quitting** when they offered her a pay rise.

6 **1** was going to have / would have **2** will/'ll have been pumping **3** are (going) to survive **4** will/'ll have cut **5** will bring **6** will be dealing

7 Student's own answers

VOCABULARY

1 **1** i **2** c **3** h **4** f **5** d **6** e **7** l **8** j **9** k **10** m **11** a **12** b

2 **1** council **2** affected **3** except **4** ensure **5** historic **6** enquired

3 **1** effect **2** enquire **3** historic **4** assure **5** affecting **6** acquired **7** historical **8** ensure, insure **9** counsel, council **10** accept, except

4 **1** separated **2** received **3** definitely **4** accommodation **5** Apparently **6** believe **7** unnecessary **8** embarrassing

5 **1** A **2** B **3** A **4** D **5** B **6** C **7** B **8** A

LISTENING

1 Students' own answers

2 C

3 psychology

4 engineering, science

5 **1** F **2** F **3** T

03 **Narrator:** You will hear part of a talk by a man called Dr Martin Stuart, who has just returned from a base in Antarctica where he did research for the European Space Agency.

M: Like many a youngster, I dreamed of becoming an astronaut. But I soon came to accept that wasn't a realistic long-term goal – a degree in engineering or science was achievable, but I wasn't suited to military service. Eventually I decided on psychology, and became a mental-health specialist.

So, you can imagine my excitement when I was invited to take part in a research programme by the European Space Agency in Antarctica. A manned flight to Mars will take around eight months – a long time to be in a confined space with other crew members. This mission in Antarctica seeks to understand the effect space travel has on humans – particularly the role of isolation.

Antarctica is a near-perfect place to simulate the extreme conditions of a flight to Mars. It's the coldest and darkest environment on our planet – and the crew of thirteen people have no possibility of leaving from February to November. Apart from zero gravity, all the conditions a Mars space crew will experience are there, with all the stress that involves.

Our base is our home for eight months. It keeps us warm and comfortable, where there is nothing but ice surrounding us for more than 1,000 kilometres – it's our life-support system. We all have our roles – I'm doing the behavioural research, but we have scientists doing their own thing – nothing to do with the space agency. And there is always the daily maintenance and occasional breakdown repairs to be done to keep us safe.

My role is to assess and document the mental state of the crew. One of my predecessors told me that boredom was the biggest challenge for these adventurous people living in these conditions. But what I've seen is that, as the winter progresses, people become introverted – there's a *closing off* that needs to be fought against, because it's dangerous.

Your senses aren't excited in the way they were back home – they become dulled, and you crave something new. The computer network only provides so much, but we're fortunate to have a chef who's very inventive, who constantly surprises us with new taste combinations. Our occasional trips to the outside help a bit, too.

I often envy those previous polar expeditions. They got letters delivered once a month, but because they had no internet, they were happily unaware of all the problems and bad news happening in the outside world – which we get constantly. However, they didn't even have TVs, which I would miss a lot, even if the news is sometimes worrying.

The long periods of darkness in this part of the world also take their toll. Vitamin D deficiency, which can affect your mood, is easily counteracted with supplements, but it can be hard to see the passage of time, and everyone's body clock is badly disrupted. Even if you do manage to avoid this, it's weird to wake up in the dark to start your day.

It's very important to keep busy. A tight schedule is essential to . . .

6 Students' own answers

7 **1** psychology **2** isolation **3** zero gravity **4** life-support system **5** closing off **6** chef **7** the internet **8** body clock

8 Students' own answers

READING AND USE OF ENGLISH

1 **1** B **2** A

2 **1** The phrase is 'be due to'. **2** 'Affect' is not a noun.

3 A get over **B** took

4 **1** took weeks for me / me weeks | to get **2** on the point of | leaving when **3** is still | up in the **4** was awarded | to everyone except **5** is/'s about time | you took **6** are | on the verge of

5 He was a Canadian professor who predicted the internet.

6 **A** The key requires a plural. **B** The key requires a noun.

7 **A** 1 noun, 2 adjective, 3 adverb, 4 adjective, 5 adjective, 6 noun, 7 noun, 8 adverb **B** 5 and 8 **C** 7

8 **1** foresight **2** historical **3** reputedly **4** global **5** incredible **6** interaction **7** characteristics **8** unacceptably

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UNIT 4 FOOD FOR THOUGHT

VOCABULARY AND READING

1 **1** d **2** f **3** h **4** j **5** e **6** a **7** g **8** c **9** i **10** b

2 **1** chain **2** bite to eat **3** nutritional **4** appetite **5** inedible **6** foodies **7** culinary **8** boost **9** taste buds **10** leftovers

3 Students' own answers

4 A, B, C, E, F, G, H

5 **Expert B:** A,C,E,F,G,H **Expert C:** A,C, F, H **Expert D:** A,B,C,E,F,G,H; No one: D

6 **1** C **2** D **3** B **4** C

7 **1** staple **2** All **3** rearing **4** the norm **5** livestock

GRAMMAR

1 Students write 'to' in questions 1, 3, 4, 6, 7, 9 (capitalised) and 10.

2 **1** consuming **2** to know **3** to try **4** To become / Becoming **5** rumble / rumbling **6** to dress **7** drop **8** setting up **9** ordering **10** to sample

3 **1** making **2** to do **3** preparing **4** say/saying **5** doing **6** to help **7** producing **8** to think

4 **1** to boost **2** Breaking **3** to open **4** using **5** to heat **6** to cook **7** sending **8** advise/advising, to order

5 **1** I recommend **adding** a little more salt to this dish. **2** Guests are permitted **to smoke** in the garden. **3** May I take this opportunity **to thank** you for a delicious meal. **4** ✓ **5** I have never seen Steven **cook** anything in my life. **6** ✓

6 Example answers: 1 do anything illegal **2** to get a good job **3** Hang-gliding **4** to water ski **5** feeding pets from the dinner table **6** to climb trees

VOCABULARY

1 **1** have your cake and eat it **2** food for thought **3** take it with a pinch of salt **4** not my cup of tea **5** spill the beans **6** have a lot on your plate **7** have a finger in every pie **8** cheap as chips

2 **1** spill the beans **2** take it/that with a pinch of salt **3** You can't have your cake and eat it **4** gives / 's given me / has given me / is / 's food for thought **5** That's / That is cheap as chips **6** has (got)/ 's got a finger in every pie **7** That's/ It's not my cup of tea **8** I have a lot on my plate / I've got a lot on my plate / I have too much on my plate / I've got too much on my plate

3 **1** communicative **2** existence **3** readily **4** lengthen **5** collection **6** celebrate **7** accidentally **8** beneficial

4 **1** happily **2** graduation **3** coincidence **4** tolerate **5** decorative **6** automatically **7** soften **8** industrial

5 **1** healthily **2** evidence **3** enable **4** unappetising/ unappetizing **5** consumption **6** beneficial **7** infancy **8** inconclusive

WRITING

1 Students' own answers

2 Students' own answers

3 Students' own answers

4 **1** C **2** A **3** D **4** B

5 **1** e (capitalised) **2** c (capitalised) **3** h **4** a **5** g (capitalised) **6** i **7** b **8** d (capitalised) **9** f

6 Yes

7 **1** exemplified **2** main **3** like **4** arguments **5** convinced **6** aspect **7** One **8** perspective **9** solution

8 **A:** 2, 6, 9 **B:** (1,) 7 **C:** 5, 8 **D:** 3, 4

9 Students' own answers

UNIT 5 ON TREND

VOCABULARY AND READING

1 **1** flattering **2** stock **3** trendsetter **4** effortlessly **5** fit in **6** spending spree **7** eclectic **8** eye-catching **9** tailored **10** seconds

2 **A** fit in **B** trendsetter **C** eye-catching **D** flattering **E** eclectic **F** effortlessly **G** seconds **H** stock **I** spending spree **J** tailored

3 **1** fitting **2** effortlessly **3** stock **4** flattering **5** spending spree **6** eclectic

4 A

5 **1** successfully **2** wasteful **3** problematic **4** hardship **5** inability **6** confidence **7** competitive **8** professionalism

6 **1** D **2** F **3** A **4** C **5** E **6** F **7** D **8** B **9** A **10** C **11** E **12** B

7 **1** unearthed **2** braced myself **3** advocates **4** scrutinises **5** mishap

GRAMMAR

1 **1** A **2** A **3** B **4** C **5** A **6** B

2 **A** 2 **B** 1 **C** 0 **D** 3 **E** 5, 6 **F** 4

3 **1** should / ought to / have to try **2** might/could/may be **3** shouldn't have done **4** can borrow **5** could repair **6** may/might/must have been delayed

4 **1** aren't / 're not / are not supposed to use **2** aren't / are not permitted **3** didn't / did not / couldn't / could not manage **4** you're / you are / you'll be / you will be entitled to

5 **1** If only I **had** known there was a designer clothes sale on yesterday. **2** Try these trousers – they **might/may/'ll** fit you. **3** Everyone is free **to choose** what activities they want to do tomorrow. **4** ✓

6 **1** to **2** without **3** Known **4** no **5** ought **6** something **7** by/at/about **8** be

VOCABULARY

1 **1** wearing **2** fitting **3** fashioned **4** sleeved **5** heeled **6** sleeved **7** fitting **8** lasting

2 **1** old-fashioned **2** tight-fitting **3** long-sleeved **4** High-heeled **5** long-lasting **6** hard-wearing **7** short-sleeved/tight-fitting **8** loose-fitting

3 **1** bow tie **2** raincoat **3** wetsuit **4** dinner jacket **5** dressing gown **6** evening dress **7** swimming trunks **8** sweatshirt

4 **1** swimming trunks **2** evening dress **3** raincoat **4** wetsuit **5** bow tie **6** dressing gown **7** dinner jacket **8** sweatshirt

5 Students' own answers

LISTENING

1 Students' own answers

2 motivated

3 Suggested answers: encouraged, inspired, caused, drove

4 **1** A

04 **F:** I come from quite an arty family. My mother's a portrait artist, and my dad's a sculptor. They were very productive. And they were both keen for me to develop my creativity. I ended up taking a slightly different path. I was enchanted by stories – both reading and, eventually, writing them. I loved literature of any kind – that's what really drove me in this direction. Add to that the fact that my mother was really into fashion, and that no doubt influenced me a little bit, too – though I was never as obsessed as she was. At least not until I started writing professionally about it. Now she comes to me for fashion advice!

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5 Underlined: 'I loved literature of any kind – that's really what drove me in this direction.'; Highlighted: 'They were very productive', 'they were both keen for me to develop my creativity', 'my mother was really into fashion, and that no doubt influenced me a little bit, too'

6 **1** A **2** A **3** A **4** B **5** D **6** B

05 **Narrator:** You'll hear an interview in which a fashion editor called Tina Green and a fashion photographer called Gary Mansfield are talking about their jobs.

M: Today we welcome two experts from the fashion industry – fashion editor Tina Green ...

F: Hi!

M: … and photographer Gary Mansfield.

M2: Hello.

M: Tina, can you tell us a bit about yourself and how you became a fashion editor?

F: I come from quite an arty family. My mother's a portrait artist and my dad's a sculptor. They were very productive. And they were both keen for me to develop my creativity. I ended up taking a slightly different path. I was enchanted by stories – both reading and, eventually, writing them. I loved literature of any kind – that's what really drove me in this direction. Add to that the fact that my mother was really into fashion, and that no doubt influenced me a little bit, too – though I was never as obsessed as she was. At least not until I started writing professionally about it. Now, she comes to me for fashion advice!

M: I bet she does. Gary, as a fashion photographer you have what many would describe as a dream job. Is it?

M2: It has a glamorous reputation – jetting all over the world to shoot in exotic places, hanging out with beautiful people. I first got into fashion photography because of the creative freedom it gives you – you're like an artist working on a blank canvas. But what I've really grown to love is the collaborative nature of it. Other photographers can find the job quite isolating – it's the opposite with fashion photography. I love it. Of course, there are downsides to the industry.

M: Really? What problems do you have with the fashion industry?

M2: Well, things are changing, slowly, but I hate the way it promotes a very narrow definition of what beauty is. There's a lack of representation of the huge variety of human beings of different shapes, sizes and colours. And, let's face it – the fashion industry produces a lot of unnecessary consumption and creates a lot of waste – as if there's not enough of that in the world!

F: I think things are changing as far as representation is concerned – we see a lot of models these days that you'd never have seen ten years ago or so. But I do think that it needs to sort out the ecologically damaging side of things. A lot of producers are trying to move to sustainable resources, but that unfortunately puts up prices, so it's difficult.

M: So how do you feel about being a fashion editor?

F: Well, a lot of people think that designers live in fear of fashion editors, but it's just not true. Nobody's in control, we just ride the wave like everyone else. It has its glamorous side, of course, but there's always so much to do: arranging shoots, attending shows, writing reviews, meeting people. I shouldn't complain. I'm extremely privileged to have such an interesting career – I just hope I can keep it up.

M: Gary, what advice would you give to someone with ambitions to become a fashion photographer?

M2: I took the university route, did a degree in photography, and took it from there. But, looking back, that's not necessary. You can train yourself to recognise what makes a good image, and the best way to do that is shoot, shoot, shoot. It's the only way to learn. Everything else is a bonus – yeah, you need to get yourself known, learn how to network and figure out how to manage your finances as a freelancer (that took me a while). But that's all secondary to putting in those hours of practice. I've been doing it for ten years and I'm still learning.

M: And where do you see yourself in the next ten years?

M2: For a while, I had ambitions to set up my own photography agency, and start bringing in the big money. But that would involve a lot a management skills, and in my heart, I see myself more as an artist. I might branch out a bit with my work – do more landscapes and portraits, maybe a bit of abstract if the urge takes me. Sometimes, I wonder if it's just become a boring routine – this fashion thing – but that feeling doesn't last long. At the moment, I'm quite content to stick with what I'm doing. There are definitely worse ways to pay the bills.

READING AND USE OF ENGLISH

1 **1** C **2** A

2 **1** A 'Resign' is in the wrong form., B The key word has been changed. **2** B 'Respectfully' adds information and does not go with 'like that'., C There are too many words. (You can use a maximum of six words per gap in Reading and Use of English Part 4.)

3 **1** much / lots of / a lot of / plenty of | food for thought **2** to | splash out on **3** aren't / are not | my cup of tea **4** 're/are free | to cancel **5** might/may | not have received **6** ought not to | have lent

4 **1** defined **2** named **3** mentioned **4** referred

5 C

6 **1** C **2** D **3** B **4** B **5** C **6** D **7** C **8** A

UNIT 6 THE GREAT ESCAPE

VOCABULARY AND READING

1 **1** lesser-known **2** seasonal **3** tourist **4** unspoilt **5** weekend **6** package **7** indigenous **8** solo **9** city **10** long-haul **11** getaways **12** a once-in-a-lifetime

2 **1** long-haul travel **2** package tour **3** solo traveller **4** lesser-known places **5** once-in-a-lifetime holiday **6** seasonal job **7** unspoilt beaches **8** tourist trap

3 C

4 **1** Two **2** Rupert (and his wife Frances) **3** Yes **4** Adrenalin Quarry

5 **1** F **2** B **3** G **4** E **5** A **6** C

6 **1** complimentary **2** well-equipped **3** suspended **4** glimpse **5** off-grid

GRAMMAR

1 **1** considerably **2** possible **3** such **4** one of **5** to rent **6** any **7** as

2 A 1 **B** 4 **C** 6 **D** 2 **E** 5 **F** 7 **G** 3

3 **1** such a skilful player as you (are). **2** greatest ever weekend getaway / greatest weekend getaway ever / by far **3** considerably / substantially / a great deal less expensive / cheaper than Paris **4** wasn't any less boring / wasn't any more interesting than the first (tour) **5** (easily) among the most beautiful cities I have ever visited / (easily / by far) one of the most beautiful cities I have ever visited by **6** as enthusiastic a traveller as her brother / as Simon

4 **1** Both **2** B **3** B **4** Both **5** A **6** B

5 **1** Springtime is **by far** the best season to visit my country. **2** I have never known such **a** gentle animal as my neighbour's dog. **3** ✓ **4** Your hair looks **more brown** than blond at the moment. **5** ✓ **6** Thankfully, it wasn't such **an** expensive hotel / **as** expensive **a** hotel as the one we stayed in last time.

6 **1** ever **2** more **3** such **4** great/good **5** far **6** better **7** than **8** one

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VOCABULARY

1

gradable	ungradable
excited	fascinating
fortunate	magnificent
fresh	stunning
hazardous	terrifying
remote	tiny
tranquil	unspoilt

2 **1** utterly **2** fairly **3** absolutely **4** reasonably **5** completely **6** totally

3 **1** W **2** S **3** S **4** W **5** W **6** S

4 **1** weakens **2** strengthens

5 **1** A **2** B **3** C **4** B **5** C

6 **1** A **2** C **3** D **4** B **5** A **6** D **7** A **8** B

WRITING

1 Students' own answers

2 Students' own answers

3 Did you enjoy the bike tour? How well was it organised? What kind of person is it most suitable for? Would you encourage other visitors to the city to go on this bike tour? Why? / Why not?

4 Did you enjoy the bike tour? – Yes; How well was it organised? – Very well; What kind of person is it most suitable for? – People of all ages who can cycle; Would you encourage other visitors to the city to go on this bike tour? – Yes; Why? – Fun, exercise, met other people, got tips and suggestions for rest of stay

5 **1** to my mind **2** it is worth noting that **3** seems to me that **4** the only downside **5** It is essential to **6** on my experience

6 **1** utterly **2** Hopefully **3** clockwork **4** blast **5** fair **6** coat **7** found **8** doubt **9** missed **10** frustrating

7 **1** without a doubt **2** missed out on **3** in need of a coat of paint **4** had a blast **5** utterly exhausted **6** worked like clockwork

8 Students' own answers

UNIT 7 DIGITAL PLANET

VOCABULARY AND READING

1 **1** alleyway **2** vegetation **3** flyover **4** landmark **5** rocky **6** summit **7** underpass **8** landowner **9** scenic, coastline **10** cove

2 **A** landowner **B** flyover **C** rocky **D** summit **E** cove **F** underpass **G** coastline **H** vegetation **I** scenic **J** alleyway **K** landmark

3 B

4 **1** A **2** C **3** C **4** D **5** A **6** B **7** D **8** C

5 **1** They're profitable and create jobs. **2** By gliding down to (a height of) 1,500 metres **3** Yes (It could go faster when the sun was bright.) **4** The demanding conditions on board the plane **5** Six years (hundreds of hours) **6** A non-stop balloon flight around the world **7** His ground team

6 **1** leverage **2** glided **3** profitably **4** smashing **5** leg

GRAMMAR

1 **1** is **2** have reached **3** wasn't **4** will **5** was **6** enjoy **7** would **8** 'd never

2 **A** 1, 6 **B** 4 **C** 5, 7 **D** 2 **E** 3, 8

3 **1** B **2** A **3** B **4** C **5** A **6** C **7** A **8** B **9** A **10** B

4 **1** Unless carbon emissions **are reduced**, pollution will become dangerous. **2** If early humans **hadn't discovered** agriculture, civilisation would be very different today. **3** ✓ **4** Provided it **has** enough charge, your GPS will get you to your destination safely. / Provided it had enough charge, your GPS **would** get you to your destination safely. **5** ✓ **6** The flight won't be able to leave on time unless the weather **improves** / **if** the weather doesn't improve.

5 **1** lend you my mobile | so/as long **2** even if | you don't / do not give **3** do | in the event of **4** lose unless | he's / he is / he gets tripped (up) **5** providing (that) | their revision has been **6** hadn't / had not been for | the kindness

VOCABULARY

1 **1** peace, piece **2** sum, some **3** weigh, way **4** allowed, aloud **5** passed, past **6** plain, plane **7** Grate, great **8** find, fined **9** heard, herd **10** whether, weather

2 **1** grown **2** choose **3** lead **4** role **5** plain **6** whole **7** scene **8** way **9** piece **10** grate

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

4 **1** D **2** D **3** D **4** S **5** S **6** S **7** D **8** D

5 **1** need **2** dose **3** now **4** fine **5** find **6** dives

LISTENING

1 a virtual reality headset, an electric bike, a laptop, a smart watch, a (video) camera

2 Students' own answers

3 Task One: reason, buying, device, change, workplace, enthusiasm, acquaintance, self-improvement, new experiences, useful skills, requirement, assignment, concern, environment, compulsion, keep up, recent developments; Task Two: problem, item, lost, attraction, lacked, instructions, caused, anxiety, required, updates, became, obsession, ceased, useful, technical flaw, unforeseen expenses

4 **1** c **2** d **3** b **4** e **5** a

5 **1** C **2** A **3** G **4** B **5** F **6** E **7** B **8** G **9** C **10** H

06 **Narrator:** You will hear five short extracts in which people are talking about technological devices they have bought.

Speaker 1: They were the must-have thing at one time, these smart watches. Well, I was a bit late to that party, but as I was out of shape, I bought one with my birthday money last year. It tracks your heart rate and how many footsteps you take in a day. So, I plugged it in to my laptop to update the software, and off I went. I did eleven thousand steps on the first day and twelve the next. After a while, I was checking it all the time, even taking unnecessary walks just to get the numbers in. That's when I knew I had to ease off a bit, before it took over my life!

Speaker 2: My company set up a work-from-home initiative. Something to do with lower costs and reducing pollution through commuting or something. Personally, I liked the idea of coming into the office less often, and my partner was keen on having me home more too, so I got myself a second-hand laptop. There was a lot of new software to get to grips with, though, and no proper manual, so I had to figure it all out for myself, which took longer than it should have. Finding a place to work took a while, too. I quickly tired of hunching over on the sofa – but I've got my own workstation now, and it's fine.

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Speaker 3: Sales of electric bikes have skyrocketed in recent years – you see them everywhere. Their tech has really advanced. When I took a test-ride, the first hill I came to made up my mind for me – I cruised up it as if it wasn't there. It was almost scary! The day after I took it home, the battery died. It turned out to be faulty. They replaced it immediately, and I've been riding happily now for six months. As a fairly ecologically conscious person, I'd been looking for alternatives to my old car for a while, but I didn't fancy arriving at work every day a sweaty mess. Problem solved!

Speaker 4: I'm not always up for trying something I've never done before, but I have to say this virtual reality headset really blew my mind – and not in an entirely enjoyable way. Someone I know on social media was going on and on about the one she'd just bought, and it sounded amazing – so I splashed out on one. It wasn't cheap! After about ten minutes of getting used to this new world, I put on a roller-coaster experience. Well, I lasted about 30 seconds before I had to take it off – I was absolutely terrified. Now I stick to the gentler, immersive games. You have to pay extra to download most of them, but that's to be expected.

Speaker 5: I was doing a night class in film, which consisted of lots of little projects, including a self-made short feature. I'd never used a video camera before, so when I bought it, I knew I'd have a bit of a learning curve to climb – but that was fine. It was a nice little camera, which fitted neatly into the palm of the hand, and I soon got really into it – carrying it with me everywhere. As I got more into it though, I realised I needed a few more bits and bobs – like a tripod, a screen and a light meter. Editing software, too. I ended up a lot poorer, but I learned a lot!

6 **Speaker 1:** 1 B, 6 E **Speaker 2:** 2 B, 7 M **Speaker 3:** 3 E, 8 M **Speaker 4:** 4 M, 9 M/E **Speaker 5:** 5 B, 10 E

READING AND USE OF ENGLISH

1 No

2 such

3 'so' cannot be followed by 'an'. (It would have to be *so amusing a person* or *a person so amusing.*)

4 **1** no **2** such **3** apart/aside **4** whether **5** come **6** far **7** say **8** long

5 adverb; verb/noun

6 **1** adjective **2** verb **3** adjective **4** verb **5** verb **6** verb **7** verb **8** verb

7 **1** adverb **2** adjective **3** noun **4** noun **5** adverb **6** noun **7** adjective **8** noun

8 4, 7

9 **1** especially/specially **2** renewable **3** efficiency **4** unreliability **5** Additionally **6** residents **7** unspoilt **8** maintenance

UNIT 8 FAME AT LAST!

VOCABULARY AND READING

1 **1** hit the headlines **2** A-list celebrities **3** credibility **4** endorse **5** public appearance **6** stalker **7** sneak into **8** big names **9** aspire to **10** in the spotlight

2 **A** big names, A-list celebrities **B** sneak into **C** in the spotlight **D** endorse **E** aspire to **F** hit the headlines **G** stalker **H** credibility **I** public appearance

3 **1** A-list, public appearance **2** aspire **3** sneak into **4** in the spotlight **5** hit the headlines **6** endorse, credibility **7** stalker **8** names

4 B

5 **1** C **2** A **3** D **4** C **5** B **6** D **7** C **8** A **9** B **10** D

6 **1** settle in **2** claim to fame **3** bottom line **4** in the flesh **5** different light

GRAMMAR

1 **1** that **2** whereby **3** whom **4** where **5** whose **6** which **7** which **8** that

2 A 1, 2, 5, 7, 8 **B** 3, 4, 6 **C** 1, 7, 8 **D** 3, 6

3 **1** all of whose **2** none of which **3** most of whom **4** few of whom **5** neither/none of which **6** all of which

4 **1** enjoying **2** disappointed **3** sneaking **4** aspiring **5** given **6** endorsed **7** specialising **8** based

5 **1** Katherine Hepburn is the actress **who (has) won** the most Academy Awards in history. **2** We went to a restaurant **which** was less expensive and better than the one you suggested. **3** The speaker gave a quick plot summary for those **who/that** had not seen the film. **4** ✓ **5** Reality TV shows are not something I'm really interested **in**. **6 Having detected** the problem, the camera operator was ready to shoot the scene again.

6 **1** reading **2** getting **3** Having taken **4** chained **5** directed **6** affected **7** having drunk **8** wishing

VOCABULARY

1 **1** g **2** c **3** e **4** d **5** b **6** j **7** i **8** h **9** f **10** a

2

to	**about**	**of**
adviser central sympathetic	knowledgeable (misled)	coverage outbreak portrayal
on	**in**	**over**
impose	engrossed	misled

3 **1** central to, misled over/about, portrayal of **2** engrossed in, sympathetic to, coverage of

4 **1** 'm/am (really/totally/completely) engrossed in **2** was misled over/about **3** role is central to **4** the government was/were / would be more sympathetic to

5 **1** obsession **2** coverage **3** unimaginable **4** misleading **5** knowledgeable **6** portrayal(s) **7** Central **8** insecurity

WRITING

1 Students' own answers

2 Students have to disagree that fans make life impossible for celebrities, disagree that celebrities have to work too hard and mention some benefits of being famous.

3 Yes, all the points are addressed.

4 **1** to **2** with **3** in **4** for **5** for **6** for **7** of **8** up **9** of **10** on **11** In **12** for

5 **1** 'First of all', 'Furthermore', 'As if this were not enough' **2** 'This seems to me to be a very sweeping statement', 'Supposedly' **3** 'I for one' **4** 'Isn't it fair to say that most people in the world work hard and often experience a great deal of pressure every day?' **5** 'I do not accept for a moment that', 'That is clearly not the case' **6** 'This seems to me to be a very sweeping statement', 'To be quite frank, it was disappointing to see such selfishness on display'

6 **1** For **2** brings **3** it **4** made **5** by **6** As **7** take **8** highly **9** with **10** true **11** like **12** no

7 **1** the same is true for **2** by suggesting that **3** anything like as **4** There is no reason to be **5** after all, what is wrong with that? **6** This brings me to my next point, **7** highly misleading **8** it has to be said

8 Why music festivals these days aren't wonderful or better than they used to be. Problems with music festivals these days based on your own experiences, giving examples of sound quality, cancelled performances and the food.

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UNIT 9 FIT AS A FIDDLE

VOCABULARY AND READING

1 **1** well-being **2** get back into shape **3** pull a muscle **4** wrinkles **5** craze **6** do you the world of good **7** burn off **8** mindfulness **9** moisturiser **10** therapeutic **11** stamina **12** fads

2 **1** craze(s), fad(s) **2** do you the world of good **3** wrinkles **4** stamina **5** well-being **6** get back into shape **7** moisturiser **8** therapeutic **9** pull a muscle **10** burn off **11** mindfulness

3 She paid nothing.; Because they see other people taking them seriously

4 **1** not **2** whose/where **3** their **4** one **5** to **6** how **7** is **8** a

5 **1** extreme high-intensity workouts **2** tai chi **3** tai chi **4** extreme high-intensity workouts **5** tai chi **6** tai chi **7** extreme high-intensity workouts **8** extreme high-intensity workouts

6 **1** planted **2** conventional wisdom **3** wriggling out of **4** buzzing **5** the genius of

GRAMMAR

1 **1** a muscle because she didn't warm up before exercising **2** how to meditate did him the world of good **3** older than you are because of the wrinkles around your eyes **4** burning off energy at the gym **5** stand eating liver

2 **1** It was **2** The reason **3** One area where **4** The last **5** All **6** The person

3 **1** (I think) you'd enjoy is a bit of sound healing **2** Simon wants is to get back into shape **3** I need to work on is stamina **4** was by training incredibly hard that she became a champion cyclist **5** (why) I never take my laptop to bed is because it disturbs my sleep

4 **1** Sophia who does power lifting to keep in shape; powerlifting that Sophia does to keep in shape; to keep in shape that Sophia does power lifting **2** It was Mario who/that injured his back at the gym.; It was his back that Mario injured at the gym.; It was at the gym where/that Mario injured his back.

5 **1** ✓ **2** The reason he's not coming to class today **is** because he's ill. **3** ✓ **4** The main thing **to remember is that** you must rest properly between sessions. **5** What I need to do is **(to) burn** off some energy.

6 **1** that did him| the WORLD of **2** thing I am/'m | WORRIED about is **3** didn't/did not EXPECT | was not coming/finishing (/ to not come/finish) **4** to PUT up with | is **5** (that/whom/who) I LOOK up to | most of / above **6** way to get / of getting / you get STRONGER | is to

VOCABULARY

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

2 **1** the picture of health **2** full of beans **3** fit as a fiddle **4** aches and pains **5** off colour **6** hard of hearing **7** back on your feet **8** a frog in your throat

3 **1** A **2** C **3** B **4** B **5** A **6** C **7** C **8** A

4 **1** had/underwent, fiddle **2** alleviate, hard **3** pains, appointment, prescribe **4** colour, throat **5** injury, feet **6** specialist, illness, health, beans

5 Students' own answers

LISTENING

1 **Extract 1:** a new gym, informal **Extract 2:** nutrition, formal **Extract 3:** school PE lessons, informal

2 **1** they, think, gym **2** motivates, man, continue, training programme **3** feel, public attitude, her work **4** what, doing, talks about *superfoods* **5** both believe, PE lessons **6** man feel, old PE teacher

3 Agreement: 1, 5; feeling: 2, 3, 6; function/purpose: 4

4 **1** C **2** B

07 **Narrator:** Extract 1

You hear two friends talking about a new gym.

F: Have you tried out the new gym in town yet?

M: Yeah, I went yesterday. It was pretty packed, but they have a good range of gear, and there's plenty of space. Thirty pounds a month is a bit pricy, though.

F: I thought it was reasonable. As you say, the facilities are excellent. What were the men's changing rooms like?

M: Basic but functional.

F: The ladies' were super clean.

M: I was surprised at how many people were there.

F: Maybe you went at the wrong time. I've been going in my lunch break, when it's quiet. How's your training going, anyway? Still doing that high-intensity stuff?

M: Yes, me and John are still following the programme – we absolutely love it.

F: It seems a bit tough to me. What's the attraction?

M: It is tough – there's no denying it. When I get home, sometimes I can barely move. John's the same.

F: That's what keeps you going?

M: Ha ha! No. It's the results. This kind of high-intensity training has been proven to stimulate growth hormones much more than an hour on an exercise bike, for example.

F: Well, I must say you do look in good shape.

M: Thanks. That's what it's all about!

5 **1** Thirty pounds a month, pricy, reasonable **2** packed, how many people, quiet **3** gear, facilities

6 As you say

7 **1** C **2** B **3** A **4** B **5** A **6** C

08 **Narrator:** Extract 1

You hear two friends talking about a new gym.

F: Have you tried out the new gym in town yet?

M: Yeah, I went yesterday. It was pretty packed, but they have a good range of gear, and there's plenty of space. Thirty pounds a month is a bit pricy, though.

F: I thought it was reasonable. As you say, the facilities are excellent. What were the men's changing rooms like?

M: Basic but functional.

F: The ladies' were super clean.

M: I was surprised at how many people were there.

F: Maybe you went at the wrong time. I've been going in my lunch break, when it's quiet. How's your training going, anyway? Still doing that high-intensity stuff?

M: Yes, me and John are still following the programme – we absolutely love it.

F: It seems a bit tough to me. What's the attraction?

M: It is tough – there's no denying it. When I get home, sometimes I can barely move. John's the same.

F: That's what keeps you going?

M: Ha ha! No. It's the results. This kind of high-intensity training has been proven to stimulate growth hormones much more than an hour on an exercise bike, for example.

F: Well , I must say you do look in good shape.

M: Thanks. That's what it's all about!

Narrator: Extract 2

You hear part of a radio interview with a nutrition researcher called Emma Beckett.

Interviewer: Today we welcome nutrition researcher Emma Beckett. Emma, that must be an interesting job!

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Emma: Yes, well – everyone eats food. This is one of the upsides of communicating science as a nutrition researcher: it will always be relevant, and everyone can see why it matters to them. But it's also one of the worst things because it means that everyone has an opinion, and feels as if they're an expert on food. I often find myself debating with people who have strong opinions on nutrition that aren't really backed up by the science.

Interviewer: Your most recent work has been about so-called *superfoods*. What can you tell us about them?

Emma: Superfoods are marketed as miracle foods that can apparently make you live longer, and cure and prevent all kinds of diseases. But take them with a pinch of salt. The science doesn't really support the hype. Once I searched 'superfoods' on the biggest public database of health and medical research and I got about three results. Then I searched the same thing on the internet and got literally millions – most from people who are making money off the word. Try it and you'll get the same result. I'm not saying that there's *no* scientific research into superfoods, but we scientists definitely don't call them 'super'.

Narrator: Extract 3

You hear two old schoolfriends talking about school PE lessons.

M: I'll tell you one thing I don't miss about school – PE lessons!

F: Really? I enjoyed them. PE gives you a chance to let off a bit of steam after sitting in a boring lesson for hours. Plus, you develop useful life skills, like teamwork and communication. That's why PE is on the national curriculum.

M: I'm not saying it shouldn't be compulsory. It should be. For some people, it's very useful. Simon Jenkins is a sports performance analyst now, and he loves it. But I was never the sporty type. I'd rather be in the library doing some proper studying.

F: You didn't like the teacher either, did you?

M: Mr McLusky? Oh, he was OK. At least he was creative. Do you remember the team-building activities he used to get us to do?

F: Yes, they were fun.

M: They were hilarious! I don't know about the educational value of racing to sort different-coloured tennis balls into separate buckets, but it was funny that he took it so seriously!

F: He was a pretty decent tennis player, actually.

M: Yeah, so I hear. I don't know why you think I didn't like him. It was just PE I hated!

READING AND USE OF ENGLISH

1 a kind of meditation / a health craze; sceptical; slightly negative

2 No

3 All except D are not possible.

4 towards

5 **1** known **2** from **3** about/in **4** being/getting **5** which **6** out **7** where/so **8** to

6 unless

7 you'll / you will get back on your feet is if you see a specialist / by seeing a specialist

8 B

9 **2** of which were/was (of) any **3** the first time he had/'d had **4** may/might have/need to undergo surgery **5** 's/is about time he consulted / asked / went to / saw **6** can count on Maria to be/arrive

10 **2** of which | were/was (of) any **3** the first time | he had/'d had **4** may/might have/need to undergo | surgery **5** 's/is about time | he consulted / asked / went to / saw **6** can count on Maria | to be/arrive

UNIT 10 MAKE OR BREAK

VOCABULARY AND READING

1 **1** bargained **2** rise **3** lose **4** pay **5** shot **6** pitfall **7** gruelling **8** hanging **9** track

2 **1** paid off **2** a long shot **3** had nothing to lose **4** gruelling **5** rise to the occasion **6** hanging in the balance **7** more than he bargained for **8** on track **9** pitfalls

3 B

4 **1** C **2** A **3** A **4** C **5** D **6** A

5 **1** crowdfunded **2** navigated **3** flair **4** secure **5** implausibly

GRAMMAR

1 **1** Not only **2** Little **3** Best **4** Funnier **5** No way **6** Just **7** So **8** Two hours later

2 **A** 7 **B** 4 **C** 2 **D** 1 **E** 5 **F** 6 **G** 3 **H** 8

3 **1** did I realise **2** was Ana's delight **3** were we permitted **4** did she feel **5** should you open the door **6** am I going to lend

4 **1** only **2** little **3** worst **4** until **4** So **5** Never **7** Just **8** way

5 **1** No way am I going to sell you my ticket. **2** Not only is he disappointed, (but) he is/'s angry as well/too / also angry. **3** Just five minutes' walk from here is a great pizza place. **4** Little did we know (that) we were going to get more than we bargained for. **5** So dull was the film that we walked out before it was over. **6** Not until you lose it/something do you realise how much you love something/it.

6 **1** Not only **are the routes long**, but they are also extremely difficult. **2** Never before **have/had** I climbed such a dangerous cliff. **3** ✓ **4** So furious **was the professor** that he could hardly speak. **5** ✓ **6** At no time **did I** ever feel in any real danger.

VOCABULARY

1 **1** your hands on **2** out of hand **3** no option but **4** a point **5** the hang of **6** an interest in **7** a move **8** no effect **9** it **10** stock of

2 **1** taken, got **2** get, had **3** get, get **4** taken, make **5** have, make

3 **1** on **2** of **3** on **4** in **5** of **6** to

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

5 **1** to **2** have **3** must/should **4** of **5** in **6** such **7** Only **8** out

WRITING

1 Students' own answers

2 Students' own answers

3 Students' own answers

4 Students' own answers; yes; yes

5 **1** one **2** Others **3** something **4** who **5** such **6** latter **7** whom **8** not **9** but **10** is **11** them **12** yourself **13** each **14** themselves **15** it **16** whose

6 **1** by trying skateboarding for themselves that people (can) appreciate the skill involved / when people/they try skateboarding for themselves that they/people (can) appreciate the skill involved **2** all else, people should consider the risk to others **3** even greater concern is the possibility that animal habitats might be harmed **4** makes bungee jumping so appealing is the fact that it is quite frightening

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7 **1** replace *difficulties* with *complications* **2** replace *effort* with *struggle* **3** replace the second *deal with* with *overcome* **4** replace *interesting* with *stimulating* **5** replace the second *obstacles* with *barriers*

8 Students' own answers

UNIT 11 JOG YOUR MEMORY

VOCABULARY AND READING

1 **1** retrieve/remember **2** discrepancies **3** flashbacks **4** vague **5** slipped my mind **6** plant **7** fabricated **8** the gist **9** make sense of **10** trigger

2 **1** plant **2** vague **3** the gist **4** fabricated **5** retrieve **6** make sense of **7** flashbacks **8** trigger **9** discrepancies **10** slipped my mind

3 C

4 **1** C **2** A **3** D **4** B **5** A **6** D **7** C **8** A **9** B **10** D

5 **1** shame **2** retained **3** rectifying **4** piece things together **5** turning things around

GRAMMAR

1 **1** were **2** to be **3** bitten **4** being **5** has been **6** being

2 **A** 6 **B** 4 **C** 2 **D** 3 **E** 1 **F** 5

3 **1** being / having been told anything about the deal **2** or you might get lost **3** was planted in his mind **4** to being experimented on **5** not to be misled (by anyone) / about being misled **6** has been noticed

4 **1** broken **2** to do **3** stay/staying, complain/complaining **4** fixed **5** deliver **6** handed in **7** behave/behaving **8** taken

5 **1** get a taxi to pick / have a taxi pick **2** being chosen **3** tyres were let down **4** have/get dinner delivered **5** this project (to be) finished **6** got my dad to repair / had my dad repair

6 **1** I'd appreciate **being informed** of any change in the schedule. **2** You should get your eyes **examined**. **3** Unfortunately, *History Today* magazine **isn't** distributed any more. **4** No experiments **have been** carried out yet. **5** Why don't you get someone **to** change your tyre for you? **6** ✓

7 Students' own answers

VOCABULARY

1 **1** overcharged, g **2** undercooked, c **3** reconsider, a **4** outdated, h **5** redo, e **6** outgrown, d **7** overqualified, b **8** understaffed, f

2 **1** reapply **2** outsell **3** underpaid **4** reintroduce **5** overprotective **6** outgrown

3 **1** inconsiderate **2** mislead **3** unprofessional **4** disrespectful **5** misunderstanding

4 **1** misleading, misunderstanding **2** inconsiderate, unprofessional, disrespectful

5 **1** inspiration **2** misleading **3** fictional **4** unprofessionally **5** outgrown **6** underpaid **7** consultant **8** disrespectful

LISTENING

1 Students' own answers

2 **1** noun **2** noun **3** noun **4** noun **5** noun **6** noun **7** noun **8** noun

3 Students' own answers

4 **A** 6 **B** 5 **C** 4 **D** 1 **E** 3 **F** 7

5 **2** a type of skill or experience, a certificate or qualification, some kind of payment **8** something annoying – a type of person, animal, weather, etc.

6 **1** (solving) mysteries **2** fee **3** farmhouse **4** tray **5** log book **6** cow's tooth **7** stretching session **8** treasure hunters

09 **Narrator:** You will hear part of a careers talk by an archaeologist called Sandra Liggins.

F: Hello, my name is Sandra Liggins, and I'm here to talk to you about my career in archaeology.

Like most archaeologists, history was my favourite subject at school, and it's what I did my degree in. But what attracted me to archaeology in particular was the rather romantic notion of solving mysteries. I was always trying to figure out who committed the crime when I watched a detective show or read a crime novel – and I thought archaeology would be like that. Ten years of fieldwork has broadened my view somewhat, but there is still that element there.

Volunteering on a dig is the way to go if you're interested in getting into archaeology as a career. A useful skill-set or some experience are both helpful, but not obligatory, to get on a dig. You'll probably have to pay a fee to cover your food and training. Accommodation is unlikely to be paid for either.

For my first dig, when I was a student, we had to make our own arrangements in that department. There was a campsite nearby, where most of the diggers went. I managed to book a room in a farmhouse for the two weeks I was there. Fourteen nights in a tent didn't appeal to me!

On the first morning, after our introduction to the site, we were given a bucket, a trowel and a tray, and shown to our digging area. We dug through the dirt and put it into a bucket. Anything that looked to be of interest we put in the tray and took to the supervisor.

Everything is meticulously catalogued. In the field, the supervisor will enter all finds into the *log book*. Then, at the end of the day, all the data is transferred to a spreadsheet, where it's collated and interpreted.

It's actually quite a thrill to find something, however insignificant it might seem. On my first day, I excavated a bone nail, a piece of painted pottery and a cow's tooth. That last item was actually awarded 'find of the day' in my group, and I was overjoyed. My friend found a glass bead, which came a close second.

It helps if you're in good shape, physically, because fieldwork can be quite demanding on the knees and back. Now that I'm a supervisor, I lead a stretching session for the diggers at the end of every break – as well as making sure everyone's hydrating properly and using sun cream. A daily massage for everyone would be a fantastic idea, but it's beyond most budgets.

Archaeologists aren't always welcome. Property developers, in particular, fear us because we have to check out their sites before building starts – and a site of archaeological interest can delay such projects for years. On the other side of the coin, treasure hunters are a nightmare for us on a dig. They come at night and take away whatever they find. Once something is removed from its context, it loses its value as a source of information. Infuriating.

Now let's move on to qualifications and salaries . . .

READING AND USE OF ENGLISH

1 **1** B **2** C

2 Items 1, 3, 5, 8

3 **1** C **2** A **3** B **4** C **5** D **6** A **7** B **8** D

4 Yes

5 inspiration, inspirational, inspirationally, inspiring, inspiringly, uninspiring, uninspiringly; *Inspiration* is the correct answer because it is a noun.

6 **1** adverb **2** noun **3** adjective **4** noun **5** adjective **6** adverb **7** adverb **8** noun

7 **1** effortlessly **2** Impatience **3** astronomical/astronomers' **4** consequence **5** unimaginable **6** reputedly **7** logically **8** misunderstanding

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UNIT 12 CHANGING TIMES

VOCABULARY AND READING

1 **1** disposable **2** reformed **3** affluent **4** unaffordable **5** tackle **6** means **7** ends **8** tighten **9** outgoings **10** gap **11** laid **12** overcrowding

2 **1** e **2** k **3** b **4** g **5** i **6** a **7** j **8** f **9** d **10** c **11** l **12** h

3 Students' own answers

4 Yes

5 **1** how the universal basic income should be funded **2** who ought to receive the universal basic income **3** how easy it would be to implement a universal basic income **4** how a universal basic income would affect people's motivation to work

6 how a universal basic income would affect people's motivation to work

7 **1** I would argue in favour of it being financed through taxation of the most affluent individuals in the country. **2** it should take the form of a monthly payment for all citizens **3** Such a scheme should be simple to run

8 **1** A **2** C **3** C **4** D

9 **1** labour force **2** fulfilling **3** bureaucracy **4** regardless of **5** fair share

GRAMMAR

1 **a** 3 **b** 1 **c** 8 **d** 7 **e** 2 **f** 9 **g** 5 **h** 4 **i** 6

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

3 **1** recommendation **2** request **3** deduction **4** regret/criticism **5** obligation **6** possibility/deduction **7** prohibition **8** lack of obligation

4 **1** have been given **2** be reduced **3** have been reformed **4** have been stolen **5** be invited / have been invited **6** have been arrested **7** be made **8** be allowed

5 **1** may/might not have been seen (by anybody) **2** has to / must be paid immediately **3** must/should never/not be forgotten (by anyone) / ought not to be forgotten (by anyone) **4** should / ought to be cancelled **5** can't/mustn't have been closed properly **6** can be seen from my window

6 **1** You **could/might/may** be asked to show some identification, so take some with you. **2** Everyone should **be** paid a basic income by the state, regardless of their wealth. **3** The pay gap is something that **must be** tackled soon. **4** ✓ **5** Education **has to / should / needs to / ought to be** reformed if we're going to eradicate inequality. **6** Will you send someone to our room so that our shower **can** be fixed?

VOCABULARY

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

2 **1** diversify **2** jobless **3** suffrage **4** income **5** deprivation **6** manufacturing **7** housing **8** shortage

3 **1** vary, diversify **2** jobless, unemployed **3** suffrage, right to vote **4** salary, income **5** poverty, deprivation **6** Manufacturing, industry **7** Accommodation, housing **8** shortage, scarcity

4 **1** prosperous **2** rural **3** discrimination **4** expenditure **5** weak **6** individual **7** wealth **8** plentiful

5 **1** B **2** C **3** A **4** C

6 **1** D **2** A **3** D **4** B **5** D **6** A **7** C **8** B

WRITING

1 Students' own answers

2 Students' own answers

3 Students need to say why the land should be used for a public park, suggest what to have in the park, and explain how local people would benefit.

4 **1** C **2** E **3** A **4** D **5** B

5 **1** Were these plans to go ahead **2** sets out **3** potential benefits **4** Numerous studies have shown **5** has resulted in **6** this has led to **7** How can the council possibly justify **8** One remedy would be

6 Paragraph B: enhanced, urge; Paragraph D: thrive, essential, valuable; Paragraph E: eyesore, persist, transform

7 **1** we can overcome this **2** According to **3** What would happen **4** Research proves that **5** this will mean **6** we can solve **7** as a result **8** another solution would be **9** Is it really worth

8 Four paragraphs; Possible headings: Introduction, What needs improving in the high street, Possible solutions, Conclusion

UNIT 13 ECONOMICAL WITH THE TRUTH

VOCABULARY AND READING

1 **1** scam, taken in **2** fake **3** fall for **4** far-fetched **5** hoax **6** supposedly **7** credibility **8** concocted **9** plausible

2 **1** concocted **2** fall for **3** hoax, scam **4** taken in **5** supposedly **6** fake **7** plausible **8** credibility **9** far-fetched

3 C

4 **1** universally **2** certainty **3** historians **4** references **5** unwilling **6** Nevertheless **7** humorous **8** successfully

5 **1** Mark **2** Alicia **3** Sam **4** Alicia **5** Mark **6** Alicia **7** Sam **8** Mark

6 **1** the equivalent of **2** not thinking straight **3** discount **4** establish **5** to make matters worse

GRAMMAR

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

2 **1** rumoured that schools will all be closed tomorrow **2** of pounds are/were said to have been lost in the scam **3** believed that the economy will recover next year **4** said to be a lot of support for the new legislation **5** was thought to have found the news shocking / to have been shocked by the news **6** was declared (to be) over (by scientists)

3 **1** writing **2** as **3** about **4** that **5** to have made **6** having

4 **1** I confessed to the lecturer that I **hadn't attended** (/ **didn't attend**) the previous day's class. **2** Greg is reputed to **be** an undercover police officer. **3** ✓ **4** My cat was alleged **to have killed** my neighbour's rabbit. **5** The ticket company reassured **us/me** that we would get a refund.

5 **1** A **2** D **3** D **4** B **5** D **6** A **7** B **8** D

VOCABULARY

1 **1** crack down on **2** go ahead **3** pay out **4** cut back **5** tipping them off **6** turn over

2 **1** pay out **2** turned over **3** cut back **4** go ahead **5** tipped off **6** crack down on

3 **2** turnover was bigger/higher than usual last year **3** (a) cutback(s) to the number of calories you consume if you want to lose weight **4** the go-ahead, or will it be cancelled **5** a tip-off about a fraudster operating in the area **6** a crackdown on fake news being uploaded to their platforms

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

5 **1** upkeep, outset, outgoings, cutbacks **2** downturn, goes ahead, outcome **3** pay out, setback **4** tip-off, crack down, turnover

LISTENING

1 Students' own answers

2 Students' own answers

3 people believe untrue things; students' own answers

4 Students' own answers

5 C

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10 **Interviewer:** Today we're talking about why people believe in things that aren't true with author Donna Hubbard and psychologist Derek Barker. Donna, why do people believe things that aren't true?

Donna: With the rise of the internet, there has been a huge growth in the adoption of false beliefs. We rely on it for so much these days, and the sheer volume of information available can be overwhelming. As to why false ideas are believed – whether they're bad science, conspiracy theories or simple internet hoaxes – it's not that people are stupid. Far from it. Highly intelligent people are as susceptible as anyone. The fact is that humans need explanations. This urge is behind every scientific advance in history. But it's easily misdirected.

6 underline: The fact is that humans need explanations.; highlight: We rely on it for so much these days, the sheer volume of information available can be overwhelming, they're bad science, people are stupid

7 opinion 2, 4, 5; agreement 3, 6

8 **1** C **2** A **3** A **4** C **5** C **6** D

11 **Narrator:** You'll hear an interview in which two experts called Donna Hubbard and Derek Barker are talking about why people believe things which are not true.

Interviewer: Today we're talking about why people believe in things that aren't true with author Donna Hubbard and psychologist Derek Barker. Donna, why do people believe things that aren't true?

Donna: With the rise of the internet, there has been a huge growth in the adoption of false beliefs. We rely on it for so much these days, and the sheer volume of information available can be overwhelming. As to why false ideas are believed – whether they're bad science, conspiracy theories or simple internet hoaxes – it's not that people are stupid. Far from it. Highly intelligent people are as susceptible as anyone. The fact is that humans need explanations. This urge is behind every scientific advance in history. But it's easily misdirected.

Derek: Yes, and I'm particularly interested in how bad science spreads.

Interviewer: For example?

Derek: There's the story put out by English police about how a full moon leads to higher crime rates. It was all over the internet for a while. People were saying, well, the moon controls the ocean tides and humans are like 90% water, so that'll be why. It's a joke, and I think it's quite outrageous that an official government body should be publishing this kind of nonsense. But incredibly, it caught on.

Interviewer: And it's not true?

Derek: No, it isn't – not only is the theory wrong, but so is the data. There's actually no increase in crime during a full moon! It was a statistical error.

Donna: My favourite is the notion of catching a cold because you're out in the cold. That's much older than the internet, of course.

Interviewer: That's not true?

Donna: Afraid not, although lots of people still believe it. I used to, myself. It kind of made sense as an observation – there's a correlation between the season of winter and people getting sick more. And the word 'cold' itself links the two distinct meanings: the low temperature and the illness.

Derek: And maybe if you were out in the cold for a long time, you'd start to feel effects similar to getting a cold – runny nose, shivers, etc. I believed it just like you, Donna. I knew a common cold was a virus, but I tried to link it to cold weather by speculating that maybe our immune system is more vulnerable at low temperatures! Not true, though.

Interviewer: It's extraordinary that I still want to believe that in spite of you two experts telling me it's false! Why is that?

Donna: That's a good question. The persistence of a belief depends on the nature of the belief. If it's a moral belief fundamental to your world view and you've lived your life by it, almost nothing will shift it. But even minor beliefs tend to persist. It's actually easier to add things to your mental model than to take things away. So, you think of a way to accept a new fact without discarding your old belief – like Derek did. To totally reshape your model takes a huge effort, which few are willing to make.

Interviewer: So how, in this age of mass communication, do we avoid catching false beliefs in the first place?

Derek: It would be easy to say more education about the psychological traps we are all prone to falling into is the answer, but that's only part of it. The internet is such an amazing resource – and you're going to come across a lot of info there – both true and false. What you need to do is be permanently on your guard. Examine your own beliefs and your reasons for coming to the conclusion that something should be accepted as true. People are easy to fool, and the easiest person to fool is yourself.

Interviewer: So how do you both feel about the future? Donna?

Donna: I have mixed feelings. On the one hand, youngsters are definitely getting a better grounding in science – and we really need to keep moving in that direction. But there are so many different methods of getting info out there these days – good and bad. And it's so indiscriminate – it's really hard to keep a lid on the nonsense. It's depressing.

Derek: I'm not convinced there's a rise in the quantity of nonsense – I just think the voices of the nonsense promoters are amplified. But everything will be fine as long as things like critical thinking are on the curriculum.

READING AND USE OF ENGLISH

1 **1** b **2** c, 3 a **4** d

2 No; The phrasal verbs with these particles do not make sense in context.

3 B; because it is part of a fixed phrase

4 **1** easier **2** to **3** down **4** could/might/may **5** in **6** such **7** nothing **8** of (/after)

5 2

6 success down to his

7 *successful* changes to *success; think he is sucessful because* changes to *(put) down to*

8 **1** success | DOWN to his/having
2 no/little OPTION | but to / except to / other than to
3 nothing (that/which) | he took ISSUE / he had an/ any ISSUE **4** was | taken IN by **5** should NOT / ought NOT to | have been arrested **6** matter HOW | hard we worked

9 See answers to Exercise 8

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UNIT 14 I'M WORKING ON IT

VOCABULARY AND READING

1 **1** enterprise **2** well **3** appoint **4** steady **5** vocation **6** recruit **7** hold **8** resign **9** climb **10** out

2 **1** a steady job **2** climb the corporate ladder **3** hold down a job **4** well-qualified **5** out of a job **6** enterprise **7** vocation **8** resign from **9** appoint **10** recruit

3 Students' own answers

4 B

5 **1** NM **2** F **3** T **4** F **5** F **6** T

6 **1** D **2** G **3** A **4** E **5** C **6** F

7 **1** smooth **2** churned **3** batch **4** competent **5** vacancies

GRAMMAR

1 **1** she was going **2** asked **3** had appointed **4** had been **5** whether **6** why

2 **1** Are you going to resign? **2** Why do you want to know? **3** Which candidate did you appoint? / have you appointed? **4** How long have you been out of a job? **5** Is the candidate well-qualified enough? **6** Why aren't you looking for a steady job?

3 **1** phoning **2** to help **3** to let **4** apply **5** work **6** having **7** bring **8** to reduce

4 **1** asked me to post her application **2** suggested that I/we recruit some new salespeople / suggested recruiting some new salespeople **3** asked me to phone (her) when I got home **4** offered to help me improve my interview technique / improve my interview technique **5** suggested that I find a better paid job / finding a better paid job **6** suggested staying / that we stay on holiday for another week

5 1, 3

6 **1** We asked ~~to~~ the candidate why she wanted the job. **2** They suggested **that I send / sending** my application before the end of the week. **3** ✓ **4** I was advised **to apply** for a wide range of jobs. **5** The manager enquired why **she hadn't** phoned to say she'd be late. **6** I begged him **to** appoint somebody to help me deal with all the work.

7 **1** advised Peter to | have/get his application **2** wonder why | I was not / wasn't **3** it impossible | to hold down **4** begged Sarah | not to ask him **5** wanted to know | if/whether I was **6** was promised | (that) I 'd/would be/get

VOCABULARY

1 **1** work your way up **2** the works **3** have your work cut out **4** be worked up **5** get down to work **6** make short work of **7** do the donkey work **8** working against the clock

2 **A** make short work of **B** be worked up **C** working against the clock **D** get down to work **E** have your work cut out **F** the works **G** work your way up **H** do the donkey work

3 **1** get down to work, against the clock, worked up **2** the works, made short work **3** my way up, work cut out, the donkey work

4 **1** accordance **2** behalf **3** place **4** charge **5** lack **6** way **7** Ahead **8** means

5 **1** in charge of **2** ahead of **3** For lack of **4** in accordance with **5** in place of **6** On behalf of **7** by means of **8** by way of

6 Students' own answers

WRITING

1 Students' own answers

2 Students' own answers

3 There are three elements to the question that can be covered in four sections: explaining what happened, evaluating how helpful the event was (positive aspects), evaluating how helpful the event was (negative aspects), recommendations

4 Suggested answers: **A** Introduction **B** Positive aspects of the day **C** Negative aspects of the day **D** Recommendations; They are all informal; No

5 **1** attend **2** proved **3** lasted **4** delivered **5** considering **6** allowing **7** provide **8** scheduling **9** implemented

6 It might be worth (+ -ing); it would also be useful (+ infinitive with 'to') **I** would also recommend (+ -ing)

7 **1** inviting **2** to cover **3** ask **4** finding out **5** should change **6** be given

8 Students' own answers

UNIT 15 BORN TO LEAD

VOCABULARY AND READING

1 **1** campaigners (/campaigning) **2** initiative **3** uncompromising **4** advocate **5** self-assured **6** spokesperson **7** unsung heroes **8** resourceful **9** voice **10** committed

2 **1** be a voice for **2** self-assured **3** unsung heroes **4** committed **5** campaigners **6** spokesperson **7** uncompromising **8** resourceful

3 A

4 C; Izzy Christiansen knows so much about living with relentless pressure that making significant, split-second decisions comes as second nature. It is all just another part of her job as an Everton and England football player.

5 **1** C **2** D **3** B **4** D **5** A **6** B

6 **1** tool **2** pursue **3** drifted by **4** sparked **5** radiating

GRAMMAR

1 **1** committed to human rights **2** (second) has **3** speeches **4** (second) I **5** that **6** they called off the protest **7** (second) a very resourceful campaigner **8** (second) are

2 **A** 3, 7 **B** 2, 8 **C** 4, 5 **D** 1, 6

3 **1** one (/ any) **2** neither **3** that **4** any (/ one) **5** do so **6** those **7** every one **8** the same

4 **1** did so **2** one **3** That/This **4** both **5** do too / do as well **6** neither is/are

5 **1** My partner has more time for activism than ~~what~~ I do. **2** Keeping up with the news is something I have always done ~~so~~. **3** I've wanted an electric bike for ages, so I was delighted when I got **one** for my birthday. **4** ✓ **5** The officers asked to see her travel documents, but she didn't have **any**. **6** His parents are committed environmentalists, but he isn't as interested in it as **they are / them**.

6 **1** until **2** same **3** neither **4** doing **5** That/This/Their **6** no one/no-one/nobody **7** whose **8** more

VOCABULARY

1 **1** gold **2** run **3** prisoners **4** star **5** pie **6** socks **7** feet **8** roller-coaster ride **9** pull **10** fish out of water

2 **1** get cold feet **2** as sweet as pie **3** heart of gold **4** star **5** runs like clockwork **6** work your socks off **7** take no prisoners **8** fish out of water **9** roller-coaster ride **10** pull yourself together

3 **1** homeless **2** die **3** very bad **4** old **5** used **6** tell lies **7** intolerant **8** the toilet **9** going bald **10** unemployed

4 **1** go a bit thin on top, getting on a bit **2** passed away, on the streets **3** leaves a lot to be desired, pre-owned **4** suffer fools gladly, economical with the truth

5 **1** lightning **2** a rock **3** thunder **4** houses **5** clockwork **6** a mouse **7** new **8** a feather **9** a sheet **10** a dog

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6 **1** This is as light as a feather. **2** You look/are/'re as white as a sheet. **3** Be as quiet as a mouse. **4** This butter is as solid as a rock. **5** He's as quick as lightning. **6** I am/feel as sick as a dog.

LISTENING

1 Students' own answers

2 Sample answers: A I'd like to make some new friends
B My father talked me into it. **C** I saw a star talk about it.
D It's outrageous that this is happening. **E** I wanted to feel like I was doing something. **F** I needed to do this as part of my studies. **G** I thought it would help me find a job.
H I'm really worried about the way things are going.

3 **1** F **6** D

12 **Speaker 1:** We've always been a political family, although I was never particularly active. It's what I'm doing at uni – philosophy, politics and economics. For my final project, I chose to examine student political activism, and joined a left-wing student society to see how they operated. I wasn't an impostor – I shared the political views of the group, pretty much. They were a committed bunch, I'll give them that. Unfortunately, their commitment frequently expressed itself in furious arguments among themselves over what seemed to me to be trivial differences. As a result, the group was almost entirely ineffectual. It was a useful learning experience, but membership is *not* something I'll put on my CV!

4 **1** For my final project, I chose to examine student political activism, and I joined a left-wing student society to see how they operated. **6** As a result, the group was almost entirely ineffectual.

5 Highlight: 1 'We've always been a political family', 'not something I'll put on my CV!' **6** 'I shared the political views of the group'

6 **1** F **2** D **3** A **4** G **5** C **6** D **7** H **8** G **9** A **10** B

13 **Narrator:** You'll hear five short extracts in which people are talking about being part of a campaigning organisation.

Speaker 1: We've always been a political family, although I was never particularly active. It's what I'm doing at uni – philosophy, politics and economics. For my final project, I chose to examine student political activism, and joined a student politics society to see how they operated. I wasn't an impostor – I shared the political views of the group, pretty much. They were a committed bunch, I'll give them that. Unfortunately, their commitment frequently expressed itself in furious arguments among themselves over what seemed to me to be trivial differences. As a result, the group was almost entirely ineffectual. It was a useful learning experience, but membership is *not* something I'll put on my CV!

Speaker 2: I'm a member of a small but active group that campaigns for the homeless in our city. It was set up by an actor who has quite a high profile – he provided the initial funding, although we're sustained by public donations nowadays. We're in the process of setting up a mobile canteen where the homeless can get a decent meal. This has been done in other cities, and it's worked really well, so I'm confident we can make a difference. It's frankly an outrage that in a supposedly civilised country, there are hungry people on the streets – that's why I had to do something. I'm the oldest person in the group, but that's never been an issue. Everyone's so welcoming.

Speaker 3: My parents are both very active politically, but it's not something that had ever really attracted me before. That is until we moved to a new city on the other side of the country. It was the middle of summer, and I wasn't due to start my new school for a month, so I joined a local environmentalist group – more to get out there and meet people than any altruistic motivation, to be honest. But I was really struck by the passion and dynamism of the group. Their enthusiasm was infectious. I was worried they might be a bit extreme for my liking, but that wasn't the case.

Speaker 4: So, yeah, I'm in the middle of a journalism degree – following in my father's footsteps. It's a competitive market, journalism, and although my dad has some connections, it's important that you can show you have a broad range of interests. So, I joined the student environmental activist group. It wasn't *just* about my CV. I am fairly concerned about climate change, and I thought it'd be good to get involved with people who felt the same. Turns out we weren't really the same. These guys were much more committed than me. Committed to the point of violence and vandalism. No thanks! They were suspicious of me from the start, and I didn't last long.

Speaker 5: I joined my local climate-change awareness group a couple of years ago. It was so good to have a sense of belonging and be working together towards a common purpose. Governments move so slowly, so it's up to us to spur them into action. I've been aware of the urgency of environmental action for years – my parents took me to a demo when I was six. Then it kind of faded until I saw a documentary about the planet by that famous biologist, whose name escapes me at the moment. And that's what spurred me to sign up again – the fact that at least I'm doing something means I sleep better at night.

READING AND USE OF ENGLISH

1 **1** into **2** in **3** to **4** in

2 **A** Because it is followed by the preposition 'to'.

3 **1** D **2** A **3** C **4** A **5** B **6** D **7** C **8** B

4

noun	**adjective**
example	exemplary
resourcefulness	*resourceful*
suitability	*suitable*
verb	**opposite adjective**
exemplify	–
–	unresourceful
suit	*unsuitable*

5 **1** verb **2** noun **3** adjective (opposite)

6 **1** exemplifies **2** resourcefulness **3** unsuitable **4** stardom **5** outstanding **6** continuously/continually **7** uncompromisingly **8** credibility

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UNIT 16 A NEW CHAPTER

VOCABULARY AND READING

1 **1** learn the ropes **2** intern **3** humanities **4** apply yourself **5** dissertation **6** trade **7** on-the-job training **8** numeracy **9** assignment **10** workshop **11** schooling

2 **1** workshop **2** on-the-job training **3** assignment **4** intern **5** dissertation **6** numeracy **7** learn the ropes **8** schooling **9** humanities **10** trade **11** apply yourself

3 **1** No **2** Yes, school **3** No (but training as a teacher) **4** Yes, university

4 **1** C **2** A **3** D **4** B **5** A **6** C **7** D **8** B **9** A **10** D

5 **1** misguided **2** enrolled **3** proficiency **4** engaged **5** take on

GRAMMAR

1 **1** had chosen **2** didn't go **3** attend **4** had accepted **5** apply **6** learn **7** have

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

3 **1** wouldn't/didn't play **2** had/'d decided **3** could **4** study **5** read, play **6** had (/ had had) **7** (will/'ll) start **8** have paid

4 Suggested answers: 1 wouldn't play the drums so loudly **2** I had more friends **3** watch/play football than basketball **4** not go to bed / stay up **5** it wasn't/weren't raining / it was/were sunny **6** I had/'d got the job

5 **1** I hope **to find** out who my roommate is soon. **2** If only I **had** a car – I could have picked you up from the station. **3** She'd much rather **go** home early than stay till 5 pm. **4** ✓ **5** Darren wishes he **hadn't** promised to help with my dissertation. **6** Frankly, I'd sooner not **spend** so much on a pair of shoes.

6 Students' own answers

VOCABULARY

1 **1** soundproof **2** like-minded **3** broad-minded **4** vitamin-rich **5** health-conscious **6** rent-free **7** stress-free **8** streetwise **9** trustworthy **10** waterproof

2 **1** rent-free **2** stress-free **3** waterproof **4** health-conscious **5** like-minded **6** trustworthy **7** streetwise **8** vitamin-rich **9** broad-minded **10** soundproof

3 **1** preside **2** intensify **3** frighten **4** theorise **5** estimate

4 **1** resides **2** widen **3** economise **4** terrify **5** demonstrate **6** decide **7** broaden **8** tolerate

5 **1** socialise/socialize **2** broadens **3** overcome **4** underestimated **5** discouraging **6** prospective **7** simplify **8** diversity

WRITING

1 Students' own answers

2 Students' own answers

3 Students' own answers

4 **1** C **2** A **3** D **4** B

5 **1** Ms **2** ambition **3** previous **4** qualifications **5** fulfilling **6** extend/expand **7** consider **8** opportunity **9** further **10** position **11** well-suited **12** combination **13** spoken **14** enable **15** player **16** faithfully; No, because the letter is written to a named person (Ms Yellin). The correct way to finish is 'Yours sincerely, [your name]'.

6 **1** a strong team player **2** relevant qualifications **3** consider my application **4** my ambition **5** well-suited **6** extend my knowledge **7** no previous experience **8** apply for the position **9** find fulfilling

7 **1** whom **2** Sir, Madam **3** best **4** Yours **5** Dear **6** Hi; Informal: 3 and 6

8 Students' own answers

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STUDENT'S BOOK AUDIOSCRIPTS

02 Unit 1, Student's Book page 11

Becky: So, have you heard the latest about Amy and Callum and their on–off relationship?

Zack: No. I really can't keep up with all the drama with your friends.

Becky: Well, Amy had let Callum get away with his thoughtless behaviour for too long and she's finally stood up to him. She told him frankly that it's unacceptable.

Zack: Do you mean the way he looks down on her family because they aren't as well off as his?

Becky: Well, that's part of it, but he was always forgetting to call her and going out with his mates when they were supposed to be meeting up.

Zack: I'd never put up with that kind of thing.

Becky: But guess what? Yesterday, he bought her flowers. He thought he could make up for the way he'd been acting with a bunch of roses!

Zack: Outrageous! What did she do?

Becky: She sent him packing!

Zack: I don't blame her. It shows she has self-respect.

Becky: Yes. I really look up to people who refuse to be treated badly. Anyway, it was great to catch up with you, Zack. Let's meet again soon.

03 Unit 1, Student's Book Page 12

Narrator: **Extract one**: You hear two friends talking about their childhood friendship.

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.

Man: It wasn't that. It was absolutely filthy and probably none too safe. There were cobwebs everywhere and all the windows had been smashed.

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.

Man: Yes, but do you remember how that little adventure ended? With that grumpy old man telling us off. You were forever leading me astray. But we had an incredible bond. You were like the sister I never had.

Woman: And you were like the brother I never had. 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.

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.

Woman: Really? I just thought you'd forgotten that we weren't on speaking terms!

04 Unit 1, Student's Book page 12

Narrator: **Extract two:** You hear two friends talking about having brothers and sisters.

Girl: You're so lucky that you're an only child. You won't believe what my brother's done now. He spilt the beans about me spending all the money Grandma gave me for my birthday on designer stuff instead of putting some of it aside for my college fund. Both of us are supposed to do that. I'm in so much trouble with Mom and Dad now! And the thing that really gets me is he told them behind my back when I was out for the day. And it's not the only time he's acted like that lately. You must be glad you don't have a sibling!

Boy: Well, actually, I would like one, but not for the reasons people expect. I've got plenty of cousins and friends to hang out with, so I can't say I'm lonely as such. But my parents push me to be a straight-A student, which might not be the case if I had a brother or a sister. Most of my classmates have siblings and like you, they sometimes say their brother or whatever gets on their nerves. I guess the bigger a family is, the more chaotic life is, but I'm only guessing of course.

Narrator: **Extract three:** You hear two friends discussing a documentary they have watched about multigenerational households.

Man: That was a fascinating documentary. I thought the family were taking advantage of the grandma. I mean, there's no harm in getting her to babysit occasionally, but I got the impression she'd rather be doing her own thing.

Woman: Oh, I thought she was utterly devoted to those children. Remember the part where the little one came off her bike and was in tears? It was Grandma she ran to, not her parents.

Man: That's the point. It shows she's become the main caregiver. Don't get me wrong. It's wonderful to see such a strong bond between grandparents and grandchildren, but they've done their bit.

Woman: You're such a cynic.

Man: Perhaps. I just thought the documentary exaggerated that it was a mutually beneficial arrangement. The parents can concentrate on their professional lives and the grandparents and grandchildren enjoy each other's company. But what about the downsides? You never found out what the grandparents were really feeling because the documentary maker seemed to have little interest in looking at things from their perspective. Multigenerational living's a good subject though, and I would've liked to hear more about the practicalities, like how to use space in the home effectively and what family rules people have.

05 Unit 1, Student's Book page 13

Narrator: First question

Girl: Well, actually I'm a huge fan of TikTok. I was getting a bit bored with some of the other sites where you just write a status and post a photo. With TikTok, you can be more creative and really have fun with it. Sometimes, my friends and I get together and make a video, or I'll just do one on my own and share it with others to make them laugh.

Narrator: Next question

Girl: My family are extremely keen sailors, but I don't find sailing enjoyable at all. So I'll sometimes tag along but just stay on the beach sunbathing, and when they come back, we'll all have a game of beach volleyball. We're all totally into action films, though. Whenever a new one comes out, we all rush off to the cinema to see it.

Narrator: Next question

Girl: Oh that's an easy one! My grandmother! She amazes me. She's achieved so much in her life but is so modest and humble. Everyone in our village looks up to her. She's always being asked to sort out disputes between neighbours as she's so sensible and tactful. She and I get on brilliantly and have had a very strong bond right from the day I was born.

Narrator: Next question

Girl: Well, the main thing is they have to be trustworthy. It doesn't matter to me if they're smart or popular, but they do have to be tolerant and open-minded. I loathe bullies, so I couldn't be friends with someone who picked on others or talked about people behind their backs. That would be a deal-breaker for me.

Narrator: Next question

Girl: To be honest, I'm quite fussy about who I hang out with. I can't bear people who show off or talk about how much money they have. I definitely prefer to associate with a few close friends I can count on and who share my interests. I'm not bothered about how many friends I have: it's what they're like that matters.

Narrator: Next question

Girl: Where do I start? There are so many things that I'd change. First of all, the town needs to be about ten times bigger, which is not really achievable. Another thing it needs is a better range of shops and entertainment facilities. Actually, it's not really my kind of place, and rather than trying to change one or two things, I think I'll move somewhere else when I'm older.

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06 Unit 1, Student's Book page 13

Narrator: Question a

Girl: My family are extremely keen sailors, but I don't find sailing enjoyable at all. So, I'll sometimes tag along but just stay on the beach sunbathing, and when they come back, we'll all have a game of beach volleyball. We're all totally into action films, though. Whenever a new one comes out, we all rush off to the cinema to see it.

Narrator: Question b

Girl: To be honest, I'm quite fussy about who I hang out with. I can't bear people who show off or talk about how much money they have. I definitely prefer to associate with a few close friends I can count on and who share my interests. I'm not bothered about how many friends I have: it's what they're like that matters.

Narrator: Question c

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Narrator: Question d

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Narrator: Question e

Girl: Oh that's an easy one! My grandmother! She amazes me. She's achieved so much in her life but is so modest and humble. Everyone in our village looks up to her. She's always being asked to sort out disputes between neighbours as she's so sensible and tactful. She and I get on brilliantly and have had a very strong bond right from the day I was born.

Narrator: Question f

Girl: Well, actually I'm a huge fan of TikTok. I was getting a bit bored with some of the other sites where you just write a status and post a photo. With TikTok, you can be more creative and really have fun with it. Sometimes, my friends and I get together and make a video or I'll just do one on my own and share it with others to make them laugh.

08 Unit 2, Student's Book page 17

Narrator: Conversation 1

Girl: We had a meeting today about the Shakespeare play we're doing – to decide who's going to play which part.

Father: Oh yeah – *Hamlet*, right?

Girl: But when the main roles were up for grabs, no-one wanted them!

Father: Well, they can't put on *Hamlet* if there's no-one to play Hamlet himself! Will the play go ahead, then?

Girl: Not sure. It's all up in the air at the moment. They're still trying to find someone who wants the part.

Father: Well, I hope they'll keep you in the picture. I mean, you want to know if you're in it or not!

Narrator: Conversation 2

Man: Hi, I'm so sorry! Have you been waiting long?

Woman: It's about time! We said seven, not ten past!

Man: I know, I'm sorry, I couldn't decide which shirt to wear, because the blue one's too –

Woman: Look, Darren, I couldn't care less what colour shirt you have on! I just want us to get to the film on time.

Man: All right, relax, it's only a couple of minutes …

Narrator: Conversation 3

Boy 1: I met my new boss for the first time today.

Boy 2: What's he like?

Boy 1: Cool, but I'm not too sure what he thought of me. I think we might have got off on the wrong foot, I'm afraid.

Boy 2: How come?

Boy 1: Well, just before I was introduced to him, I'd been watching a hilarious clip on my phone of a guy falling over. I'd been laughing so much that when I shook his hand, I couldn't keep a straight face. He must have thought it was a bit weird.

Narrator: Conversation 4

Girl 1: Did you manage to get the screen on your phone replaced?

Girl 2: In the end, yeah, but it was easier said than done. Took me ages!

Girl 1: How come?

Girl 2: Well … there's a shop in the city centre that does phone repairs, so I thought I'd go there.

Girl 1: Uh-huh?

Girl 2: But this city … I mean, I thought I knew it inside out. Where all the shops are, all the street names …

Girl 1: Right.

Girl 2: Well, I went all over the place looking for this little shop. It wasn't at all where I thought it was. Got there eventually, though!

09 Life Skills: Creating a positive first impression, Student's Book page 20

Narrator: Conversation 1

Melanie: Ah, at last! Jack Simmons, right? I was wondering where you'd got to.

Jack: I'm so sorry I'm late.

Melanie: Well, at least you're here now. Welcome to Green Heights Summer Camp. My name is Melanie Jones. I'm one of the managers and I'm in charge of the volunteers. You can call me Melanie.

Jack: Nice to meet you, Melanie. I look forward to working with you.

Melanie: This will be the first time you've worked at a summer camp, won't it?

Jack: That's right, yes.

Melanie: But according to your CV, it's not the first time you've worked with children, is it?

Jack: No, I coach a local under-15s football team at the weekend. I've been doing it for about two years, actually. I really enjoy it. The kids are great and I learn a lot. That's one of the things that appealed to me about working as a volunteer at this camp, coaching football. I'm really looking forward to that part of the work.

Melanie: That's great to hear. The thing is, the person who was going to be the basketball coach has had to drop out at the last minute, so we were wondering whether you'd be able to coach basketball as well.

Jack: Basketball?

Melanie: You see, 13 of the children have chosen basketball as their main sport, but now we don't have anyone to coach them. You would still coach football as well, of course, but it *would* mean a few more hours work every week.

Jack: Well, I've never coached basketball before, but I've played it a lot. Umm … Sure, why not? I'd be happy to. I like new challenges!

Melanie: That's great, thank you. I really appreciate it. It would've been terrible if we'd had to tell those children –

Jack: Oh, sorry! Just a moment. Let me just see who this is. Oh, it's my mum. She wants to know if I've arrived safely.

Melanie: Ah, well, it's nice that she's concerned.

Jack: Let me just reply. I won't be a sec! Just. Got. Here. The. Place. Is. Beautiful.

Melanie: Hmm … Maybe you could answer your mother in a –

Jack: I'll. Call. You. Later. Hugs.

Melanie: Er … Jack, I don't really think …

Jack: And kisses. Sorry about that. What were you saying?

Melanie: It doesn't matter. Let's go and look at the facilities, then I'll introduce you to the other volunteers. Did you have any questions?

Jack: Ah, yes. I don't have to get up really early, do I? I hate early mornings!

Narrator: Conversation 2

Melanie: Hi, Sandeep. This is Jack, he's one of the other volunteers. You'll be working together.

Sandeep: Hi, Jack. Nice to meet you.

Jack: Sorry, I didn't catch your name.

Sandeep: Sandeep.

Jack: Ah! Nice to meet you, Sandeep.

Melanie: I'll leave you two to get to know each other and I'll see you at the orientation meeting in the morning. It starts at nine in the main hall. Don't be late, Jack! It's not that early!

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Jack: No, I'm so sorry about that. It won't happen again.

Melanie: I hope not.

Sandeep: Oh dear – were you late on your first day?

Jack: Fifteen minutes! Doesn't look great, does it?

Sandeep: Not really. Is this your first time working as a volunteer?

Jack: At a summer camp, yes, but I volunteer as a coach for a kid's football team at home.

Sandeep: That must be fun. How old are the kids?

Jack: The youngest is 11, but most of them are about 14.

Sandeep: I take it you'll be coaching football here, then?

Jack: Yeah, but guess what? They've asked me to coach basketball as well because the other coach dropped out at the last minute, apparently.

Sandeep: Yes, they asked me about that too, but I'm already going to be coaching volleyball *and* teaching arts and crafts, so I wouldn't have enough time.

Jack: I don't mind doing both. It'll be fun – plus, I'll get to learn a new skill.

Sandeep: I'm a little bit nervous about teaching arts and crafts, to be honest. I've never done anything like it before.

Jack: I mean, coaching one sport can't be that different from coaching another, can it? And the kids are only about ten or 11 years old, so we're not talking professional basketball!

Sandeep: No, no, it's just about having fun. But the thing about arts and crafts is that –

Jack: Melanie said that 13 kids have chosen basketball. I wonder how I'm going to make teams with that number. Thirteen!

Sandeep: You could always –

Jack: Now who is it? Oh, it's my little sister. 'Don't forget to send me some photos.' Just. Check. My. Instagram. Will. Post. Everything. There. She's too young to have her own account, but mine's public so she can see whatever I post there. I've already uploaded about 20 pictures of the campsite and the mountains. It's so beautiful here. That's where those 15 minutes went, actually. I totally lost track of time. Anyway, you haven't told me what you're going to be doing here. Are you coaching a sport as well?

12 Unit 3, Student's Book page 25

Emma: Tell you what, even though English is obviously my first language, I still have to double-check my spelling sometimes.

Tim: Me too! You're not the only one! It's hard!

Emma: I mean, one thing that trips me up sometimes is getting the right vowel.

Tim: Such as?

Emma: Well, *separate*. Is it P-A-R or P-E-R in the second syllable? I can never remember …

Tim: P-A-R. I've got a good way to remember that.

Emma: Yeah? What's that?

Tim: Well, I always think of a French film I saw, and the couple go to Paris together, but then they don't get on, and in the end they decide to se-pa-rate – P-A-R as in Paris.

Emma: Very clever!

Tim: One word I often get wrong is *definitely*. What's after the N – I or A?

Emma: It's defin**IT**ely. Know how I remember that one?

Tim: Go on.

Emma: Well, we often say *definitely* at the end of a conversation. Like 'Let's meet up soon.' 'Yeah, definitely.' So you can use *definitely* when you finish a conversation. And both words have the letters F-I-N-I in, yeah?

Tim: Right! Another tricky thing is whether or not there's a double consonant.

Emma: What, like *apparently*?

Tim: Yes. Is it double P or double R?

Emma: It's A-double P-A-R-E-N-T-L-Y. So just one R.

Tim: One thing I do is envisage what it looks like written. Especially the double letters.

Emma: Right. Like *accommodation*, that's easy, it's got two Cs and two Ms.

Tim: Yeah, two consecutive pairs of double letters, that's how I remember it. Oh, what about, and it's a bit embarrassing to say I get it wrong, but what about *embarrassing*?!

Emma: Well, that's got two double letters – double R and double S.

Tim: Another one with two doubles.

Emma: Yeah. And then there are prefixes. You know, when there's a negative prefix, you sometimes end up with a double letter. One from the end of the prefix, and one from the start of the word you're adding.

Tim: Hang on, you've lost me.

Emma: Well, take *unnecessary*.

Tim: Double N!

Emma: Yes, the first is from the prefix *un*, and then you add *necessary*, so it's U-N, then N-E-C-E-S-A-R-Y.

Tim: Well, good point about the prefix, but there are two S's in *necessary*, not one.

Emma: What makes it hard is that there aren't many *rules* about how to spell, are there?

Tim: The only one I know is: I before E (except after C) if the sound is 'ee'!

Emma: Yes, so a word like *believe*, I've seen people misspell it B-E-L-E-I-V-E, but if you use the rhyme, it's I before E, so it's B-E-L-I-E-V-E. And in *receive*, because of the C, it's the other way round.

Tim: Exactly.

Emma: Well, if all this gives *us* a headache, just think what it's like if you're learning English as a foreign language!

Tim: Yeah. Nightmare. Sorry, guys!

13 Unit 3, Student's Book page 26

Narrator: **You will hear a lecturer, Dr Shaw, outlining why and how people could begin living on Mars.**

Speaker: Now, when you hear about travelling to Mars, you probably associate it with science-fiction films. Well, it's not science fiction any more. And here's why …

For the moment, we've got it pretty easy on Earth. Sure, we have the occasional meteor impact, but not on the scale of the one that resulted in the extinction of the dinosaurs. And we're enjoying warmer weather conditions, since we're between one ice age and the next, but when the next one comes, our planet will become uninhabitable. Now, if we're going to survive, at some time – hopefully well ahead of our lifetimes – we're going to need a Plan B – or a Planet B. And Mars is our best bet.

Of course, there are fundamental differences between Earth and Mars. For example, its smaller size means there's less gravity, so playing tennis on Mars might be interesting, because the ball could just float off! Due to the fact that the atmosphere of Mars is much thinner than that of Earth, there'll be a big makeover job for us to do when we get there to build the kind of structures that people could live in. And no one could spend very long outdoors in this harsh environment – snowstorms come out of nowhere, and with low temperatures averaging minus 55 degrees Celsius, there will be all sorts of challenges to overcome.

Now, Mars might have a roughly 24-hour day, like us, but there are some pronounced differences. The sun's feeble light is blocked out by dense cloud for months on end, making it difficult for vegetation to grow. And we'd need to construct settlements beneath the surface, at least initially, until Mars could be made into a more hospitable place, with a more reliable supply of water. This is the only way we'd be able to cope with the radiation up at ground level, which is more than we receive on Earth.

Another step would be to ensure that it's possible to cultivate crops on Mars, and this could be done by triggering a greenhouse effect. It's a huge obstacle, one that the brightest minds in the world are wrestling with. Space entrepreneur Elon Musk has an idea on how it could be achieved. It would need water vapour and methane, which could be by-products of a hydrogen bomb, if one was exploded in the optimum location – in other words, at Mars's poles.

This would be a start, but there would still be a need for enough oxygen to sustain humans living there and on any journeys back to Earth. Investigations are being conducted into how this could be achieved by collecting soil from the surface of the planet and mixing it with bacteria brought from Earth.

And if scientists can solve all these challenges, then human travel to Mars will become a reality. Who knows, maybe some of the people in this room now may even go themselves …

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Unit 3, Student's Book page 27

14

Examiner: Now I'd like you to talk about something together for about two minutes. Here are some dreams that people might want to pursue in the future, and a question for you to discuss. Talk to each other about what might be challenging for people who want to pursue these dreams in the future.

Igor: OK, so Svetlana, have you ever wanted to do any of these things?

Svetlana: Well, yes, but I think actually what we need to do is consider what we might find difficult, if we were going to do these things in the future. We need to try and stick to that.

Igor: Oh, OK, I'm with you. Sorry.

Svetlana: So why don't we get going with difficulties you might face if you were trying to attract a large audience across your social media platforms?

Igor: Well, one challenge is to pick the right ones to use. A particular platform might be huge today, but then for all I know, people will have stopped using it by this time next year.

Svetlana: So what you basically mean is that one challenge is to pick the social media sites now that people will still be using in the future.

Igor: Exactly.

Svetlana: Moving on to the others – how about the TV show?

Igor: OK. What might be challenging about appearing in a TV talent show?

Svetlana: Well, I suppose if you're going to perform in front of a live audience and TV cameras, then you've got to be able to cope with pressure.

Igor: Sure. I'd find that hard, going out onto that stage, knowing that everyone you know will be watching you on TV!

Svetlana: Right. Another one we could discuss is relocating to another country. If I was planning to live in another country, I'd want to make sure I knew the language well.

Igor: Yeah, because when you go there, everyone else will be fluent, so if you can only say a few things, that could put you at a disadvantage.

Examiner: Thank you. Now you have about a minute to decide which two of these dreams are most likely to bring people happiness.

Igor: OK, Svetlana, what do you reckon, which two of these dreams are most likely to bring people happiness?

Svetlana: Well, assuming that a person has achieved their goal, I'd be tempted to say becoming an influencer by getting loads of followers on social media channels. Yeah. Because I think you'd get a real sense of achievement from that. It would put a smile on anyone's face.

Igor: So you mean, the more likes or followers you get, the better you feel, right? But I'm not convinced that's really the case. People always want more. Like when you get a hundred likes, you think, well, why didn't I get two hundred?

Svetlana: Well, that might be true, but …

Examiner: Thank you.

Unit 4, Student's Book page 31

16

Layla: Well, that article has given us plenty of food for thought, hasn't it?

Samuel: Food for thought. That's a really strange expression, don't you think? Why do you think we say that?

Layla: Well, I suppose it's that food nourishes our bodies and ideas nourish our minds.

Samuel: I like the idea of our minds needing food to keep them alive. If you think about it, there are quite a few expressions relating to food. One that's always baffled me is 'have your cake and eat it'. I mean, if you've got a cake, obviously you want to eat it.

Layla: Yes, it's definitely a weird one. I think it just means someone is asking for too much. So, for example, Pedro wants to be the boss, but he also wants to be everyone's friend. He wants to have his cake and eat it, implying he can only have one or the other.

Samuel: Well, it doesn't seem very logical to me. What about 'take it with a pinch of salt'? How did that come to mean we should be sceptical about something?

Layla: Oh, I know that! We learned about it at school. Apparently, it relates back to the Roman philosopher, Pliny, in the first century. He wrote a recipe for an antidote to poison and said you should add a 'grain of salt' to make it taste better and therefore be easier to swallow. So if you take something with a grain or pinch of salt, it suggests that the idea is 'poisonous', or as we'd say nowadays, fake news.

Samuel: Another one I've always liked is 'have a finger in every pie'. I always picture a greedy man with really long fingers – each of them in a different pie!

Layla: Yes, me too. But at least it's a bit easier to understand. It means a person who's involved in a lot of different projects and likes to have an influence on them.

Samuel: A bit like you then, Layla!

Layla: Mm, maybe, but only if they're my cup of tea. My grandma always used to say 'It's not my cup of tea', even though she preferred coffee.

Samuel: Well, you can't change a fixed expression like that. It's a very British expression, and the British are famous for the amount of tea they drink. And if something is 'your cup of tea', it means you like it, because most British people like tea.

Layla: But you don't hear people say 'It's my cup of tea.' The expression is 'It's NOT my cup of tea.'

Samuel: I never thought of that. But you do hear people say things like 'I don't like camping. A luxury hotel is more my cup of tea.'

Layla: Language is strange, isn't it? Another very British expression is 'cheap as chips'. I guess at one time chips were the cheapest food you could buy.

Samuel: Well, nowadays that's not necessarily true. I mean, maybe at the local chippie, but in an up-market joint, they'll charge a fortune for fancy triple-cooked hand-cut chips or whatever. Anyway, talking about chips has made me hungry. Do you fancy something to eat?

Life Skills: Setting realistic goals, Student's Book page 34

17, 18, 19, 20

Rachel: I'm part of a mountain-climbing group and I'd like to become one of the leaders, but I can't unless I know how to give first aid – you know, what to do when people have accidents or need emergency medical assistance. As you can imagine, mountain climbing is pretty dangerous and there's always a risk of something going wrong. So, I'd really like to do some training and get a certificate. There are different levels – basic, advanced, professional – and at the moment I would only need the basic one. I've looked it up and all it takes is three days' training and then a test, but you decide when you do the different parts of the training, so I reckon I could get it all done in a week. I don't know when, though. Maybe this year, maybe next year, I haven't really decided. One good thing is that it's not expensive. Plus, I'm sure it would be really interesting. My uncle's a paramedic and whenever he tells me about his job, I find it absolutely fascinating, so being able to give first aid would not only help me in the mountain-climbing group, it might even be the first step to something bigger. Who knows?

Kumar: I've been thinking lately that I really need to change my lifestyle. My diet isn't very healthy at all and I don't do anywhere near enough exercise. It's not that I'm worried about how I look or anything like that, but I really do want to get fitter. The other day, for example, I got out of breath walking up four flights of stairs. That's worrying. So I've decided that I'm going to take up jogging and start going to the gym, and I'm definitely going to cut down on snacks and fast food. I actually spoke to my aunt about it, because she's a doctor, and she said that it's great to work on these things while I'm still young because it will be easier now than when I'm older. But she also said that I need to take it slowly, because turning bad habits into good ones takes time, especially if you want them to stick. I reckon I can turn myself round in a few weeks though, especially if I work really hard.

Pete: One of my biggest dreams is something I've wanted to do for years and years. It's to learn Italian. You see, I have two cousins on my father's side of the family who are from Rome. They've visited us a few times, but I've never been able to speak to them properly as they don't speak much English and I only know a few words of Italian. My dad speaks it really well though, so he usually translates. The thing is, they've invited me to stay with them for a few weeks this summer. I'm really excited about the whole thing – I've never even been abroad before – but of course I want to be able to chat with them while I'm there, plus I think Italian's a really beautiful language. I've bought a phrase book and I've decided I'm going to learn 20 words or phrases every week. My dad has also said he'll help me – we're going to practise half an hour

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every other day after school. My aim is to be pretty fluent by the time I get there, so I have to work hard – I go in July and it's already the middle of March.

23 Unit 5, Student's Book page 41

Narrator: 1 Pippa

Pippa: So, yeah, the clothes I'm into right now, it's all about freedom, freedom of the body, freedom of movement. I hate tight clothes on women, and so my favourite top right now is exactly the opposite – it's loose-fitting. I'm inspired by the model Gigi Hadid and the baggy clothes she wears. Such a cool look.

Narrator: 2 Matt

Matt: Well, I'm a builder, so I spend loads of time kneeling on concrete, and I hang tools from loops on my trousers, so these need to be strong, you know, really hard-wearing. I mean, I work on a building site, not a fashion catwalk, so I don't want them falling to bits!

Narrator: 3 India

India: You know what drives me insane? It's this throwaway culture we have – you know, buy something, bin it, buy something else. So I've just splashed out on a new coat and I got a classic style because I wanted something long-lasting. I love it – I can see myself wearing it for years!

Narrator: 4 Toby

Toby: My favourite garment? Well, believe it or not, it's actually a bow tie. I like to wear it with a smart white shirt. Hardly anyone wears them now, they're very old-fashioned, but you know, I go for that sort of vintage look.

Narrator: 5 Ben

Ben: The thing I always like to put on is this shirt, which is ideal for warm weather. It's short-sleeved, so it keeps me cool. It's got a floral pattern, quite contemporary I suppose you could say, but it makes me feel like I'm on holiday!

Narrator: 6 Alice

Alice: I've got this pair of leather cowboy boots I absolutely love. They're high-heeled, so they make me look taller, and they go with just about anything

24 Unit 5, Student's Book page 42

Narrator: **You'll hear an interview in which two people called Zoë and Marcus are talking about the fashion industry.**

Presenter: Right, now on *The World Today*, we're going to take a critical look at the fashion industry, and I'd like to welcome my first guest, the blogger Zoë Dunston. Zoë, tell us about your earliest encounter with fashion.

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.

Presenter: Right. Thanks, Zoë. Well, my second guest is the newspaper columnist – and no stranger to controversy – Marcus Crawford.

Marcus: Hi, well, can I just say, I totally get where Zoë is coming from. I mean, if you go into a luxury department store, like Cassidy's in London, and take a look around, well, you've got lots of people going round and round in this windowless space. And they're out for Retail Therapy, with a capital R and a capital T, but the thing is, they're just not getting it, as you can easily tell from their miserable faces! You never hear laughter in these places, and I can really sense some people's anxiety when, for example, they can't find a top that's sufficiently flattering, even among all those designer labels.

Presenter: Mm, interesting. Now, some top-end designers are so well known that they're household names. But Marcus, you've been quite critical in your newspaper column of some of them. Tell us why.

Marcus: Well, you get these designers banging on about ecology and how their latest bags and dresses are 'sustainable'. It's not that I'm doubting their sincerity, but they're basically talking young men and women into wasting their money on new versions of things that haven't come to the end of their life, and so there's no point in replacing them with what may – in theory – be a greener version. They talk about 'green fashion', but in my view, there's no such thing.

Presenter: So, what do you think motivates designers?

Zoë: Well, when you look at the fashion world, the top designers are essentially the aristocracy.

Presenter: Well, yes …

Zoë: And the people lower down, you know, starting out in the business, want to get to the top. But whoever they are, designers are all following the same basic rule of fashion, and that's this – the outfits you design can look like anything at all, be really eye-catching or totally dull, it doesn't matter – as long as they don't resemble last season's stock in any way whatsoever!

Marcus: Absolutely, can you imagine! That really would be against the rules!

Presenter: And of course, fashion magazines are a huge part of the fashion business. How important are they, do you think?

Zoë: Very, and this never ceases to amaze me. I mean, we all know the power that advertising has over people, so I suppose we shouldn't be surprised when people read a fashion magazine and immediately buy that cashmere scarf, then read the next issue which tells them that cashmere's out this year, so they throw it away. *But*, I know some *business leaders* who can make informed decisions affecting hundreds of thousands of people, and yet – they can't choose their wardrobe without consulting these publications! It beats me!

Marcus: Yeah, I mean, what do they want, permission?! It's remarkable, I mean you'd think they'd be able to work it out for themselves.

Presenter: That's interesting. In case any of our listeners aren't all that familiar with the fashion magazines that you're talking about, how would you characterise them?

Zoë: Well, I've got a little story that can answer that. I know someone who's the editor of a highly respected fashion magazine. And I have to say, fair credit to her, she's an educated and highly intelligent woman. But she said to me once that in the spring collections the colour metallic grey would be – and I quote her exactly – 'extremely important'. And I was like 'extremely important'? Climate change is important. Poverty is important. We're only talking handbags. You know what I mean?

Presenter: OK, well, it's been great speaking to you both. And next we're going to …

25 Unit 5, Student's Book page 43

Examiner: In this part of the test, I'm going to give you three pictures. I'd like you to talk about two of them on your own for about a minute. Gonzalo, it's your turn first. 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.

Gonzalo: Sure, well, I'm going to kick off with the football fans – at least, I assume that they must be at a football match, judging by their clothes and body language. And if I'm not mistaken, I think they're singing, or maybe just shouting, presumably to show their support. I haven't got a clue what the guy's wearing on his head or why, but I suppose for them, getting dressed up is part of the fun, and who knows, maybe even makes them feel as though they're players in the team themselves. I'm not an expert on psychology, but perhaps it lets them feel as though they've won themselves if their team wins, if you see what I mean.

Now I'm going to turn to the skateboarders. From what I know about skateboarding, they'll need tough, hard-wearing trousers so they don't hurt themselves. So I guess that'll be why they've chosen to wear those jeans – it probably makes them less anxious about falling and hurting themselves. And they've both got caps on – now, they can't have put them on for safety, because they're not protective or anything. So they might just be trying to look the part, to fit in, basically …

Examiner: Thank you. Rosa, for which group of people do you think the choice of clothes is *least* important?

Rosa: Well, I don't think clothes matter too much if you're just staying in, or just hanging out really. It's more important to put a bit of thought into your outfit if you're going to a party, and people are going to be taking pictures and stuff.

Examiner: Thank you.

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27 Unit 6, Student's Book page 47

Arlo: So, what's the most unusual place you've ever been on holiday?

Gemma: Oh, that's easy. Last year, we were incredibly fortunate to get the chance to go to Bhutan.

Arlo: Bhutan? I'm not even sure where that is. Near India, maybe?

Gemma: That's right. It's a tiny but extraordinarily beautiful country in the Himalayas. The culture is absolutely fascinating, but it's not that easy to get a visa.

Arlo: So, what was it like?

Gemma: Where do I start? The descent into Paro airport was utterly terrifying, as you come so close to the side of the mountains. The scenery's stunning and the mountain air's fresh and clean. Life's so tranquil in the villages. The rural areas are among the most unspoilt places I've ever been to.

Arlo: Wow, that sounds amazing. So, what is there to see there?

Gemma Well, there are lots of fortresses to visit. Many of them are quite remote and hard to reach because they're perched on the sides of hills for strategic reasons. The most magnificent one we saw was called the Punakha Dzong. It's built between two rivers, so the only way to access it is by a bridge.

Arlo: I bet the roads are hazardous.

Gemma: Well, you often have to *hike* to the dzongs themselves, but yes, in general the roads are pretty steep. I guess you *would* call them hazardous. There's not much traffic, though. I bet you didn't know that Thimphu, the capital, is the only capital city in the world with no traffic lights!

28 Unit 6, Student's Book page 47

Gemma: You'll be interested to hear that not only is Bhutan carbon neutral, but it's the world's only carbon-negative country!

Arlo: Really? I wonder why I've never read about it. So how have they achieved that?

Gemma: Apparently, environmental sustainability is written into the constitution. Sixty percent of the landmass has to be maintained as forest. Each tourist has to pay quite a high daily tax, which they use to keep the country green. They've won awards for planting more trees than any other country.

Arlo: What a great thing to win awards for!

Gemma: Another thing that is unique about Bhutan is that wearing the national dress is compulsory when out in public, at school or work and even when travelling abroad.

Arlo: You're kidding!

Gemma: No, it's true. I was astounded at first, but it's supposed to develop national pride, and the people seem genuinely proud of their ancient culture and traditions.

Arlo: Well, it would be impossible to impose that kind of law over here. Can you imagine? People would be furious!

Gemma: Well, I think it's a fascinating country. I'd definitely go again.

30 Life skills: Organising a trip, Student's Book page 50

Tom: Well, you know me – I like cities, but I guess you'd prefer the mountains, wouldn't you, Maggie?

Maggie: I do like nature, but we don't have to go to the mountains. It could be somewhere near the sea as well.

Sophie: I'd like to be near the water! A beach or a lake or a fjord or something like that …

Tom: A fjord?

Maggie: How about Barcelona? That's got all three – it's a big city, there's a beach and it's by the mountains.

Tom: I'd be up for that! Barcelona's fantastic.

Maggie: Oh. You've been there already?

Tom: Twice, in fact. I'd love to go back. The nightlife's incredible.

Maggie: Sophie, you haven't been there, have you?

Sophie: I changed planes in the airport once, but I wouldn't say that counts.

Maggie: Well, anyway, I'd rather we went somewhere none of us has been. I think that's better, don't you?

Sophie: I don't really mind. I mean, it really depends on what you guys want.

Maggie: Tom?

Tom: I know! Why don't we get a map – you know, like an old-style paper map – and stick a pin in it? My mum and dad did that when they were young. Wherever it lands, that's where we go.

Maggie: Don't be silly. If we did that, we could end up anywhere.

Tom: That's the point. It would be an adventure.

Maggie: But it's a bit sort of … I don't know, random, isn't it? We might end up in the middle of nowhere. I'd rather we chose somewhere properly.

Sophie: Um … Can I make a suggestion? I was thinking, it might be nice to go to somewhere in Scandinavia. You know, Sweden, Norway, somewhere like that. Denmark maybe. I've always wanted to see the fjords and the Northern Lights.

Maggie and Tom: Scandinavia?

Sophie: It was just an idea. You know I'll be happy whatever you two decide.

Maggie: Yeah, right! You said that when we went to the cinema last Saturday and look how that turned out; we'd have chosen something different if we'd known how much you hated horror movies!

Sophie: Well, I did try to say something, Maggie, several times, but you two really, really, *really* wanted to see *Sharpener 2*. I've had nightmares about that all week! Anyway, Scandinavia's supposed to be a very beautiful part of the world, not just the scenery but the towns as well, and none of us has been there, and I just thought, you know … It might be nice.

Maggie: All right, let's go somewhere in Scandinavia.

Sophie: Great! Are you really both OK with that?

Tom: Absolutely.

Maggie: Of course.

Maggie: We can fly to a city and then head off into nature. We'll need to choose which country, though. I tell you what – why don't I find out what I can online about – where did you say? Sweden, Norway and what was the other place you mentioned?

Sophie: Denmark.

Maggie: OK, here's what I'll do. Oh, this is so exciting! I'll put together a list of what there is to do and what there is to see and eat and drink in each of those countries, and where you can see the Northern Lights – you know, when's the best time and what's the best location and all that, how to get there, where to stay, and then we can compare the lists and decide which destination sounds best.

Sophie: Or Maggie … why don't we *all* do the research instead? I mean, you gather information about Sweden, for example, I'll do Norway, and Tom, you could find out about Denmark. How does that sound?

Tom: Isn't it supposed to be rather expensive, Scandinavia?

Sophie: Oh, don't worry about that. We want to enjoy ourselves, not count the pennies.

Tom: Yeah, I know that. I want to enjoy myself too. The thing is, you two both have part-time jobs, so you've been saving up. I'll have to ask my parents to lend me some money, so I'd rather we didn't spend too much.

Maggie: He's right, Sophie. Maybe we should work out what we can all afford before we do anything else.

Sophie: OK, that sounds sensible.

Tom: Good.

Maggie: Right, I'll start. Does someone have a pen and a piece of paper? Thanks, right, let's see. Three columns: Maggie, Tom, Sophie. OK, I reckon I have about, I don't know, one hundred, two hundred …

32 Unit 7, Student's Book page 55

Speaker: It's hard to imagine what will happen if poaching is allowed to continue at the current rate. In today's programme, we review some technology that can make a genuine difference to endangered species. In our second report, we examine the environmental impact of driverless cars. Many people object to them on safety grounds, but many argue that they will actually save lives and reduce damage to the natural world.

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33 Unit 7, Student's Book page 55

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

34 Unit 7, Student's Book page 55

Speaker: 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.

35 Unit 7, Student's Book page 55

Narrator: 1
Speaker: desert
Narrator: 2
Speaker: refuse
Narrator: 3
Speaker: bow
Narrator: 4
Speaker: row
Narrator: 5
Speaker: wind

36 Unit 7, Student's Book page 56

Narrator: **You'll hear five short extracts in which people are talking about innovative technologies connected to environmental issues.**
Speaker 1

Speaker 1: So, we've all heard of solar panels which help reduce the cost of heating your home, but I'd not heard of solar cookers before. You harness the power of the sun using mirrors and a huge dish-like thing and it heats up your grill or whatever five times faster than a normal oven.
I immediately thought of barbecues and camping, but the best thing is its application in parts of the world where there's no access to electricity, meaning that people use wood and charcoal to cook, which causes them serious health problems. I'm afraid it wouldn't work in places like the UK, though. The solar rays here are rarely powerful enough and the equipment you need is fairly pricy.

37 Unit 7, Student's Book page 56

Narrator: Speaker 2
Speaker 2: I suppose we all use the sharing economy, but I'd never heard it called that. It's things like sharing a taxi when someone else is going the same way, or renting a room in someone's house for a few days. I knew it saved us money, but what I hadn't realised is that apparently, it generates billions of euros for the world as a whole. There are definitely trust issues, though. Your parents always teach you not to talk to strangers, but in fact sharing a taxi is less risky than taking one alone. But even though *millennials* are willing to adapt, it's hard for older people to forget what they were taught about being cautious.
Narrator: Speaker 3
Speaker 3: We all know how much garbage gets washed up on the tide, especially when it's very windy. Although dumping waste at sea is technically a crime, it's a law that's quite hard to enforce. Anyway, these guys came up with a ridiculously basic concept called the 'Seabin'. It's just a bin made with inexpensive raw materials and placed in a location where rubbish tends to end up in a harbour. The water is sucked out so the waste can be disposed of. The inventors are the first to admit that this is not going to miraculously clean up the oceans or save all the sea life killed by pollution, but it's definitely a good start.
Narrator: Speaker 4
Speaker 4: My mum and I have become obsessed with the Peregrine webcam which is on the tower of our cathedral. Peregrine falcons are huge birds of prey which nest in high places. Their numbers have been severely depleted in this country, so it's wonderful to have the webcam. And luckily for us the weather was sunny throughout the three-month period they were raising their chicks, so every detail of their lives was clearly visible. We gained so much knowledge of how the chicks hatch, feed and start to fly. It was a complete eye-opener! It did take ages to watch it all, though, so some kind of a 'highlights' feature would definitely be an improvement!
Narrator: Speaker 5
Speaker 5: My neighbour has just got a new bit of technology which you can get from loads of websites now, but which personally I'd be a bit concerned about. One of the things it does is it allows the user to get alerts when a family member leaves the house. To me, that's spying! A good part is it allows my neighbour to get the house warm on a cold evening or put the oven on while they're still on the train home. The really great thing, though, is that it's all within the budget of the average salary earner. I'd always assumed that type of technology was just for wealthy people who lived in mansions.

38 Unit 7, Student's Book page 57

Javier: Where shall we start? How about sharing apps? I always rideshare when I can. The fewer cars that are on the road, the better it is for the air quality, surely?
Elena: Well, that may be true, but what about the poor taxi drivers who don't get any passengers? It's them I feel sorry for. And I think most people are more concerned about their pocket than pollution when they share a taxi.
Javier: Well, yes, definitely, but what does it matter if the outcome's the same? Which brings us on to … petrol-less cars. What impact do you think they'll have?
Elena: Oh, I think their impact will be huge. I mean, imagine towns and cities without all that smoke, all those … er … fumes from vehicles. Having said that, I'm sure there'll still be lots of fumes from factories and so on.
Javier: Yes, of course, but they can be located away from where people live, from the centres of population. In my opinion, losing, or, er, getting rid of petrol cars will be the best thing that ever happened.
Elena: So, do you think that cars could ever be powered by solar power?
Javier: I've actually read an article about this. It said that while it's, you know, *technically* possible, it hasn't actually been done successfully yet. Solar power can help, but cars still need, er, what's it called … er, battery power.
Elena: But so much is being done with solar power. It's a massive benefit to people in countries which have a lot of sunshine. It can be used for cooking and all sorts.
Javier: That's true enough … So, shall we talk about smart homes next? I heard you can fix them … you can set them up so that your favourite music plays when you enter the room!
Elena: Well, contrary to what many people *think*, the idea behind smart homes isn't to save your energy but to save electricity.
Javier: I know, but seriously, I think smart-home technology will have a big impact, a major impact, in the long run.
Elena: I agree … Right, we have one more left – wildlife tracking technology. What do you think about that?
Javier: Mm, that's a tricky one. There are, um, there are two ways of looking at it. On the one hand, maybe we should just let nature take its course; on the other hand, knowing more about where, um, endangered animals are can help us protect them.
Elena: The way I see it is that most of the … er, threats to wildlife come from humans, so it's our responsibility to prevent species from dying out.

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39 Unit 7, Student's Book page 57

Elena: So, do we agree that the first one should be petrol-less cars?

Javier: Yes, I think so. Many governments have a plan to achieve that in the next couple of decades and it will definitely improve the atmosphere a lot.

Elena: OK, great, but what about a second choice? How about sharing apps?

Javier: Mm, I'm in two minds about that, to be honest. I mean some of my friends now use a sharing app to swap their used clothes instead of donating them to a charity shop like they used to. You have to balance benefits to the natural world with the effects on people.

Elena: I hadn't thought of that. What do you think we should go for, then?

Javier: Probably solar and wind power. Once the price of equipment comes down and it's more accessible, the impact will be felt more.

Elena: Yes, you're right. Let's go for that, then.

40 Unit 7, Student's Book page 57

Examiner: Javier, do you think digital technologies have had a mainly positive or negative effect on the environment?

Javier: Well, I'm quite an optimistic person, so I'd say the positive impacts outweigh the negative. Take paper, for example. My older brother is at university and his course is completely paper-less – everything's done on screens, so think of all the trees that have been saved.

Examiner: Would you agree with that, Elena?

Elena: Mm, not really. I was reading this article which said that most people only use their phone for a year. We're constantly pressurised to upgrade, and what happens to the old phones? They end up in landfill, damaging the environment.

Examiner: Elena, how important is it to develop alternative forms of energy?

Elena: In my view, it's absolutely vital, as fossil fuels aren't a limitless resource. Having said that, I don't think governments are doing nearly enough to develop them. Lots of the ideas come from ordinary people who just don't have the funds to bring them to market.

Examiner: What do you think, Javier?

Javier: Well, while it's true that solar, wind and wave power are going to be essential in the future, there are also alternatives like biofuel which haven't been explored nearly enough. As Elena said, most governments seem to lack the commitment to develop them.

Examiner: Javier, do you agree that the 'sharing economy' can have a significant impact on the environment?

Javier: I think potentially, yes, but as yet we don't have enough data to be sure about it. So, for example, if I give an unwanted lawnmower away to my neighbour so that he doesn't have to buy a new one, does that mean less energy will be used manufacturing lawnmowers? No-one really knows.

Examiner: How about you, Elena?

Elena: I think Javier's got a point. I mean, probably, yes. If lots of people rent a room in someone's house for their holidays, could that mean fewer energy-consuming hotels are built? In theory, yes, it does.

Examiner: Some people think the environment is more important than the economy. What's your opinion, Elena?

Elena: For me, personally, yes. The economy is something man-made and most of us spend far too much money on things we don't need. But as the saying goes, there is no Planet B. If we don't look after the environment, we'll have nowhere to live.

Examiner: What do you think, Javier?

Javier: It's quite a complex issue, I would say. On the one hand, we do only have one planet, but on the other hand, we all need homes, food and jobs. Even the unnecessary things we buy are providing work for someone else, so it's not that simple.

42 Unit 8, Student's Book, page 61

Boy: I always think my favourite way to learn about a famous person is to watch a biopic about them. Or a TV series, like *The Crown*. Have you seen that?

Girl: No. I'm aware it's about Queen Elizabeth the Second, but to be honest, I don't really feel the need to become knowledgeable about her. Don't see the point.

Boy: Well, it's not just about the queen. Obviously she's central to each episode really, but there's coverage of world events during her life.

Girl: Yeah?

Boy: So, there's the outbreak of the Second World War, the moon landings, strikes, lots of stuff. You should watch it!

Girl: Well … I'm not convinced.

Boy: Me, I'm totally engrossed in it.

Girl: Compulsive viewing then, is it?

Boy: Sure is. I'm just getting to the end of the second series, and needless to say I'll be going straight into the third and fourth.

Girl: Really?

Boy: Yeah, I can't get enough of it. I suppose the portrayal of the queen is quite realistic.

Girl: How do you mean?

Boy: Well, I suppose the series is reasonably sympathetic to her, but without just being, you know, a piece of propaganda.

Girl: Right.

Boy: You really feel how she's under great pressure all the time. Like when a journalist wrote that the queen was too upper-class and distant.

Girl: Hard not to agree though.

Boy: Well, maybe. And in *The Crown*, he actually sort of gets taken on as an adviser to the queen. To help her to be more in touch with the people.

Girl: I bet that didn't happen in real life!

Boy: Possibly not. But you see she's absolutely committed to her role as queen, even though she never wanted it in the first place. It was imposed on her – it wasn't her choice.

Girl: Right.

Boy: And she's always trying to do the right thing, like when she realises that the British public have been completely misled over British foreign policy in Egypt. And she summons up the courage to give the Prime Minister a piece of her mind about that. So I was sitting there watching it, thinking 'Yes, go for it, Elizabeth – you tell him!'

Girl: You got really into it, then. Perhaps I should give it a go after all.

43 Life Skills: Behaving appropriately online, Student's Book page 64

Tyler: Hello, and welcome to *Tips for Today*. Now, if you're like me, you probably spend a lot of your time interacting with others online – chatting, sharing links, commenting on people's posts, that sort of thing. It's a pretty normal part of most people's day. And, like me, you've probably seen a lot of, let's say, *unpleasant* behaviour. Well, here today to give us some guidance on how to behave appropriately when we're logged on is Donna Field, author of *Beyond the Screen*. Hi, Donna, welcome to the podcast.

Donna: Hi, thanks for having me.

Tyler: Donna, could we start with an example of something simple we can all do to improve our online behaviour?

Donna: Well, one of the simplest things is to avoid typing everything in capital letters. I mean, capitalising one or two words for emphasis is fine, but an entire sentence in capital letters is the equivalent of shouting at someone.

Tyler: Tell me about it! Sometimes listeners post critical comments about the podcast *entirely* in upper case, and I always think, 'Stop screaming at me!'

Donna: Yes, it's just one aspect of something you see all the time on the internet: people getting angry and being horrible, insulting each other simply for having a different opinion or because of how they dress or where they come from or whatever. The thing is, it's easy to be horrible online, especially to a person you don't know. The screen protects you. In many cases, you don't even see the other person's face. The kind of behaviour I'm talking about is especially widespread in the responses to social media posts or the comments below news articles.

Tyler: And the ones below videos.

Donna: Exactly, which is why I called my book *Beyond the Screen*. It's essential to remember that there's always a human being on the other side, a real person with real feelings. Essentially, we shouldn't behave any differently to people online than we would do face-to-face. Be respectful to each other, that's the golden rule. And *kind* also; say thank you if someone helps you, or congratulate them on an achievement rather

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than criticise every little mistake they made. And don't share images or videos of someone which might embarrass them – not even of friends or family. That's a very unkind thing to do, especially if it's done without their knowledge.

Tyler: My brother shared a picture of me badly sunburned once. I was mortified when I found out!

Donna: It's actually a very bad idea to share *any* image of another person without their consent, and in some cases it's illegal. Always check first that the person is OK with it – they might not be. What's more, assume that anything you post online, images *or* text, is there forever. Even if you delete it, somebody might have taken a screenshot. It can end up being shared by people you don't even know on sites you've never even heard of.

Tyler: That's a scary thought. In your book, you also write about the dangers of 'sub-tweeting'. What is 'sub-tweeting' exactly, and why should we avoid it?

Donna: Sub-tweeting is when one person posts a comment about another person without mentioning that person's name, although it's really clear to everyone who and what the comment is about. It's almost always a negative comment of some kind.

Tyler: That sounds pretty immature.

Donna: Yes, it's the equivalent of whispering nasty things about someone as they walk past you in the corridor. People sub-tweet because they can pretend to be innocent if they're confronted about it. You can always just say, 'Oh, I wasn't talking about you!'

Tyler: It sounds to me like bullying.

Donna: Absolutely. Sub-tweeting can turn into cyberbullying really quickly, especially when it's ongoing or if a group of people gang up on an individual. Don't do it, and if you see a sub-tweet, don't like it or share it. If you do, you're making the problem worse.

Tyler: What about fake news, Donna? How should our listeners deal with that?

Donna: Well, for a start, you can avoid getting all your news from one place, especially social media. I recommend checking two or three different websites to see if a story is true or not, or at least if the details are the same. And also consider who has written the news. Sometimes it's obviously been written as a joke, but fake news is also used to spread dangerous lies. Whatever you do, never share something without at least checking to see if it's real or fake.

Tyler: That's great advice, Donna, but I'm afraid that's all we have time for. Thank you so much for joining us today.

Donna: It's been a pleasure.

Tyler: Now, if anyone would like to find out more …

46 Unit 9, Student's Book page 71

Diana: How are you today, Adam?

Adam: Me? Oh, I'm fit as a fiddle. I've started working out three times a week and given up the junk food. Never felt better!

Diana: And what about Graham? How's he doing?

Adam: Well, he's been a bit off colour lately, actually. He doesn't have as much energy as usual. But what about you, Diana?

Diana: Well, sorry about that. I've got a frog in my throat. That's better. Anyway, what was I saying? Oh yes, I'm fine. A few aches and pains from all that training but nothing too serious.

Adam: That's good, and how is your Uncle Joe? I know he had that operation back in March. Is he back on his feet yet?

Diana: Oh yes! Not much can slow him down, even though he's nearly 80. Yes, he's the picture of health now. Which reminds me, I bumped into your grandma at the supermarket the other day. I hadn't seen her for ages. She seemed to be full of beans.

Adam: Yes, she's amazing for her age. Always out and about. The only thing is when you talk to her you have to speak up, as she's a bit hard of hearing – but she refuses to admit it.

47 Unit 9, Student's Book page 71

Nurse: Good morning, Miss Jenkins. Is it OK if I call you Theresa? I'm just going to take your medical history, if that's OK.

Patient: Yes, that's fine. I'm really sorry I missed my last appointment, by the way.

Nurse: No worries. Do you still live at 53 High Road?

Patient: Yes, that's right.

Nurse: Great, right. Have you sustained any serious injuries?

Patient: Not really. I've pulled muscles, twisted my ankle a few times, that kind of thing.

Nurse: Nothing serious then. No broken bones, fractures, head injuries?

Patient: No.

Nurse: Great. And have you ever contracted a serious illness or disease?

Patient: I had chicken pox as a child. Does that count?

Nurse: No, that's fine. Now, what about surgery? Have you undergone any operations?

Patient: Er, yes. I had my tonsils out when I was ten.

Nurse: OK, and have you been prescribed any medication in the last month?

Patient: I was prescribed some antibiotics when my tooth got infected.

Nurse: And did they alleviate the symptoms?

Patient: Yes, they did – eventually. I had to take two courses.

Nurse: OK, last question. Are you having any other treatment at the moment?

Patient: Well, I consulted a specialist about my back pain and she suggested going for a massage once a week. I'm still doing that.

48 Unit 9, Student's Book page 72

Narrator: **Extract 1 You hear two friends discussing activities at the gym.**

Woman: Hey, Mike, how was your workout?

Man: Well, I've joined the immersive cycling class, so I've just finished that. It's basically like a normal spinning class with the addition of a video of cityscapes and country lanes. I'm not convinced that it brings more people in. I mean, I guess it's attractive, but personally, I'm working too hard to notice the screen. When the instructor says things like 'We're just passing the cathedral on the left', it's really weird.

Woman: I did one of those once. To be honest, I don't think they attract more customers than sessions without the immersive part. But once you're there, I think it would be weirder if the trainer just ignored the landscape going past. I spent more time watching that than cycling. But classes seem to have become really popular lately.

Man: They have, haven't they? It seems everyone wants join them these days. It's not that easy to get a place in a spin class any more. I think people are basically lazy and know they need to be pushed. I'd imagined it would be more sociable, but no-one talks, and they all rush off as soon as class is over. At one time, the café at the gym used to be full of people chatting after their sessions, but everyone's so busy these days.

49 Unit 9, Student's Book page 72

Narrator: **Extract 2 You hear two friends discussing healthy diets.**

Man: What do you want in your smoothie? You can get three of your five fruit and vegetables a day in one glass!

Woman: Mm, I'm not convinced by that because a lot of people just juice the fruit and lose the fibre and stuff, and then the nutritional value is reduced. It would be nothing like what you'd get from fresh fruit and vegetables.

Man: Possibly, but if I have at least two smoothies a day as well as all the other fruit and veg I eat, I can get up to ten servings altogether.

Woman: Well, as long as some of them are green leafy vegetables. If you only add fruit and veg like carrots and beetroot, the sugar content will be sky high.

Man: There's plenty of good stuff in my smoothies and in my soups too. I know you can buy some delicious soups these days and they're made of things that are good for you, but there's always something extra hidden in the list of ingredients. Actually, not *hidden*, but in the small print so you don't notice. They're not great value for money either, but that wouldn't necessarily bother me, as I spend a lot on organic vegetables and things to put in my homemade soups.

Narrator: **Extract 3 You hear two friends talking about a TV programme on health fads.**

Woman: What did you think of the health fads they talked about in that TV programme?

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Man: Some were a bit strange. Take chrono-nutrition – you know, where your circadian rhythms, whatever *they* are, dictate what time you should eat. I just think you should eat healthy food 80% of the time and nothing should be forbidden. And why use words that no-one understands? Just call it the 'when to eat' diet.

Woman: It's actually a really obvious idea with an unnecessarily fancy label. If you eat late at night, you won't have *time* to burn off the calories, so there *is* some truth in it.

Man: Well, burn them off in the morning! People will think you can eat any old rubbish as long as you do it before midday. What did you make of the caveman diet where you eat mainly meat?

Woman: At first glance, it seems far too restrictive, but don't forget it takes us back to a hunter-gatherer lifestyle, so it would include fruit and even nuts. What you wouldn't eat is carbs – so no bread, rice or pasta, which we do consume too much of. If you're sat in an office all day like us, it may work well, but I'm not sure we need that much protein.

50 Unit 9, Student's Book page 73

Examiner: Luca, how important do you think it is to do regular exercise?

Luca: Well, it's very important because it helps you keep in shape. When you're young, you often don't realise that if you don't exercise, you're creating health problems for the future. It's also good for your mental health and it can be quite sociable if you play sports with your friends.

Examiner: Martina, what do you do to keep yourself fit and healthy?

Martina: Actually, I'm a member of a local gymnastics team, which means that I go to the gym a lot – every day, in fact. Being a gymnast also means I have to watch what I eat, you know, get plenty of protein and avoid anything fried, so I suppose that also keeps me healthy.

Examiner: Luca, if you could be good at any sport, which would you choose?

Luca: Well, most probably skiing. I've been a few times and I'm OK at it, but I've seen small children race down the mountain at about 100 kph and I'm quite jealous. It's such a cool sport, but there are no mountains near my home town, so I haven't had much chance to practise.

Examiner: Marta, what new activities do you hope to try in the future?

Martina: Well, when I eventually give up gymnastics, what I'd really love to try is a water sport like windsurfing or maybe kayaking or canoeing. I live near the beach and have grown up seeing others do them, but never really had time to try them myself. Apparently it's upper-body strength that you need for windsurfing, so it's perfect for gymnasts.

Examiner: Luca, do you tend to eat junk food or healthy food?

Luca: Well, if it was left to me, I'd probably eat a lot of junk food, but as I have to eat at home most days, it tends to be healthy food. My mum usually makes salad for lunch and something like grilled fish for dinner. I only get to eat burgers and chips occasionally.

Examiner: Martina, who has been the biggest influence on you so far?

Martina: Mm, to be honest, it's difficult to choose just one person, but if I have to, I'd say my elder sister. She's eight years older than me and I've always looked up to her. She's the one who first got me into gymnastics, as she was a regional champion. She got married last year, but I'm always going round to her house and pestering her.

52 Unit 10, Student's Book page 76

Presenter: Deep in the Brazilian Amazon live the indigenous Sateré-Mawé tribe, and they have developed a ritual that all boys must go through once they turn 13. According to Sateré-Mawé beliefs, it's only by enduring pain that boys become men. And more painful than anything else in the Amazon is the sting of a particular species of ant – the Paraponera clavata. In fact, so potent is their sting 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. Inside these gloves are the bullet ants. The boys must put their hands into the gloves, at which point they are stung repeatedly by no less than a hundred ants. Under no circumstances can the boys remove the gloves 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 not only can the boys suffer hallucinations, but they can also experience muscle paralysis for up to 24 hours.

53 Unit 10, Student's Book page 77

Narrator: Part 1

Man: I was just reading a story in the paper about how important it is for young people to have first-aid training.

Woman: How do you mean?

Man: Well, there was a group of teens playing football in the park when two of them banged into each other when they were trying to head the ball. One of them cut his head badly and lost consciousness.

Woman: That sounds scary.

Man: Exactly. His friends were trying desperately to bring him round, but it was having no effect. With the situation getting out of hand, they had no option but to run to the nearest house to get help.

Woman: Worth a try I suppose. So what happened then?

54 Unit 10, Student's Book page 77

Narrator: Part 2

Man: Well, luckily there was a girl at home who knew exactly what to do. She'd just done a first-aid course, you see. She ran straight to her neighbour's and managed to get her hands on a first-aid kit. She followed the boy to the park, where she found the young footballer in a pretty bad way. She immediately took stock of the situation, and knew she had to get a move on or the boy might not make it.

Woman: So what did she do?

Man: Well, first she got one of his friends to call an ambulance. Then she realised that she had to stop the bleeding by putting pressure on the wound.

Woman: Fantastic! I should think she became a massive hero.

Man: Oh yes, of course it was all over social media. And then the press started taking an interest in it as well. I mean, it was brilliant that she knew exactly what to do in a crisis. I think schools should make a point of doing first aid as part of the curriculum.

Woman: I couldn't agree more. Everyone should learn first aid. After all, most of the techniques are really quite simple once you get the hang of them.

56 Life Skills: Developing a growth mindset, Student's Book page 80

Rachel: Hey, Leroy, what's up? You look really fed up.

Leroy: I am. I got another terrible mark in maths. You know, Rachel, I studied all weekend, but I don't know why I bothered. I'll never be any good at it.

Rachel: Not with an attitude like that you won't! Surely the mark wasn't that bad?

Leroy: Six out of ten. Not great, is it?

Rachel: It's better than your last one. That was four out of ten, wasn't it? That's a big improvement.

Leroy: I still made loads of mistakes, though.

Rachel: You should try doing what I do when I get the wrong answer in maths. I look back over my calculations to see where I went wrong. That helps me work out how to get it right the next time. Mr Hiley gave me that advice. He said it's a bit like when you're trying to go somewhere you haven't been to before and you get lost on the way. When you realise you're lost, you have to retrace your steps to where you turned right instead of left or whatever, but then you don't just give up and go home, you start again from that point.

Leroy: OK, I'll give it a try.

Rachel: Listen, I know what'll take your mind off exams. You know the school musical?

Leroy: Yeah. You're in it again, aren't you? How's it going this year?

Rachel: We haven't started rehearsing yet. The director's still looking for a couple of people. Actually, the auditions are starting in about ten minutes. Why don't you come along?

Leroy: Me? In the musical? I don't think so!

Rachel: Why not? You used to love drama when we were in primary school.

Leroy: Well, I did think last year when I was watching you up on stage, 'That looks like loads of fun', but …

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Rachel: But what?

Leroy: I don't know. I mean, all our friends would be watching.

Rachel: So? You shouldn't worry about what other people think. I didn't mind when you were watching *me* last year. As long as they see you're doing your best and having fun, what does it matter?

Leroy: True, but I'd have to learn all those lines and sing and dance and stuff. I doubt I'd be much good at that.

Rachel: You won't know if you don't try. I've heard you sing. You've got a terrific voice. And don't worry about learning the lines and the dance steps. That's what the rehearsals are for! Nobody gets it right the first time.

Leroy: I bet you did – you learn really quickly.

Rachel: Not really. Last year it took me ages to learn some of the songs. I had to practise over and over, much more than everyone else. I wasn't a great singer at the start, but by the end I was a lot better.

Leroy: All right, listen, let's make a deal. I'll go to the audition if you help me with maths.

Rachel: You're on!

58 Life Skills: Developing a growth mindset, Student's Book page 81

Teacher: See you tomorrow, everybody. It's a full dress rehearsal, remember, so don't forget to bring your costumes.

Rachel: Phew! That was hard work tonight.

Leroy: I know! I'm sweating.

Rachel: It was fun, though, wasn't it? I bet you're glad I made you go for the audition.

Leroy: I still can't believe I got the part!

Rachel: I knew your voice would impress them!

Leroy: I don't think my dancing does, though. Every time I make a mistake, I think, 'Why am I doing this? I'm never going to get it right.' Sometimes I think I should just quit.

Rachel: You're not serious, are you? Come on, Leroy – you're not the only one who makes mistakes.

Leroy: Yeah, but everyone else seems OK when they fall over or jump at the wrong time. Like Harry, or Lola, or Ben – or even you. You all have this really positive attitude about it, like, 'Well, it doesn't matter that I messed that up, I'll just keep trying.' When I mess up, I think, 'That's it, I want to go home.'

Rachel: Then you need to change your attitude. So what if you're not perfect yet? Three weeks ago, you didn't think you could do this at all. Now you're almost there!

Leroy: But I might never get there.

Rachel: You're not there *yet*. It was the same with the maths exam. You always focus on the things you can't do rather than what you can. You can do this, Leroy, I know you can. But *you* need to tell yourself you can as well.

Leroy: I guess so.

Rachel: How is the maths, by the way?

Leroy: Actually, I've been trying that thing you told me – you know, about going back over the things I got wrong to see how to do it better next time. It's helping. I got seven out of ten in yesterday's test.

Rachel: That's great!

Leroy: I didn't think I'd ever get that good a mark. Now I'm thinking that maybe I can get an eight next time, or even a nine one day.

Rachel: There you go! That's the attitude I'm talking about!

60 Unit 11, Student's Book page 85

Boy: It was my birthday yesterday. My parents took me out to a restaurant – Banquet House. You ever been?

Girl: Yes, once, a few years ago. Wasn't much good, though – it took ages to get served, because they were understaffed.

Boy: Right, well, you should go back.

Girl: No way – we got overcharged as well, so no thank you!

Boy: Well, it's in new hands now. They've completely redone everything, – you wouldn't even realise it was the same place!

Girl: How come?

Boy: Well, it's like going back 500 years in time. It's a medieval-themed restaurant!

Girl: Oh, that's weird!

Boy: And they try and make everything as authentic as possible. So they just cook with fire, just like 500 years ago. No ovens.

Girl: No, just unhygienic and outdated cooking techniques. That's gross. I bet the meat is all burnt on the outside and raw inside!

Boy: Well, yeah, I guess my chicken legs were a bit undercooked. Still pink.

Girl: Oh dear. I might have been into that when I was about 11, but I think I've outgrown that kind of thing.

Boy: Come on, it was fun! And the staff are all really knowledgeable. And they have authentic medieval musicians too. One of them was halfway through a doctorate in medieval music.

Girl: Wow, he sounds rather overqualified, doesn't he?

Boy: Well, he was brilliant, told us all sorts about how people used to entertain themselves 500 years ago.

Girl: Well, I know I said I wouldn't go back, but based on what you've told me, I might have to reconsider! Sounds intriguing.

61 Unit 11, Student's Book page 86

Tom: Hello, everybody, I've been asked to tell you about my work as a historical interpreter. This is basically someone who brings the past to life by taking on the role of a character from history, and interacting with the public, at a historic site or a museum or at an event.

62 Unit 11, Student's Book page 86

Narrator: You'll hear a historical interpreter called Tom talking to a group of college students at a careers day.

Tom: 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.

63 Unit 11, Student's Book page 86

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So doing this job, you need to be ready for all sorts. And even though my specialist area is the history of a place, that might not be what everybody's into. Often they're keener on finding out about the wildlife that's in the vicinity, and in case that happens, I need to have in-depth knowledge of that too – as well as the past, although that goes without saying.

Having your own transport is handy, because you might need to get to remote areas for some events. At some places, to be taken on as a historical interpreter, well, a degree is a bonus rather than a requirement, but it's vital to be able to demonstrate that you've conducted research. Of course, that's something that can help when you go and look for other jobs too.

People expect the groups of people I perform for to all be very similar, but nothing could be further from the truth. Even when you're working in one location, say a museum, for an extended period, they're so diverse, and that makes what I do constantly stimulating. You need to be able to read each group and ensure that you're speaking their language. Like if someone's well educated, they ask other questions from, say, a group of young kids. But whatever they want to know, it's essential that what I tell them is factual obviously, but also concise, because not everyone has time to listen to a very detailed answer.

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I've been involved in battle re-enactments, I've played various figures from history … Not so long ago I was approached about performing at an old castle in front of a group of tourists from abroad. I'd imagined they'd want me to appear as a king or a warrior, that kind of thing. But to be told they were into ghosts, of all things, that was the last thing I was expecting, I can tell you! There's no shortage of surprises in this job, and a large part of what we do is ensuring that visitors always have as good a time as we can give them. That's why no talk I do would be complete without jokes. They usually go down well, but if the audience doesn't think much of one, well, I'll leave it out next time.

64 Unit 11, Student's Book page 87

Examiner: I'm going to give each of you three pictures. I'd like you to talk about two of them on your own for about a minute. Sandro, your pictures show people learning about things which were used in the past. I'd like you to compare two of the pictures and say what might make the old objects interesting to people, and why someone might want to learn about them.

Sandro: Well, what the pictures have in common is that they both feature people being shown old things, and probably finding out a bit about how they work. One photo shows a guy who might be the owner of this motorbike. It looks like a vintage one which has a sort of attachment at the side so you can take passengers. He's taking three friends out for a ride on it and maybe explaining how it works. Likewise, in the other photo, a girl is having a lesson in archery, although I'm not sure of the name of the things she's holding in English. But I think that in both cases, the old objects are definitely intriguing. Take the weapon – we don't see these things around any more, so they have novelty value. The same is true of the other picture, the motorcycle – I mean, when did you last see something like that go by! What differentiates them is how useful they are. I mean, with the archery, if the girl is studying history, and on a field trip to the castle in the background, then this could get her more interested in it, bring history to life and make her more motivated to learn. I can't say the same for the motorbike trip, though. I don't think they particularly want to learn about the bike, but they probably just see it as a bit of fun, in contrast to the girl at the castle who needs to learn history.

Examiner: Thank you.

65 Unit 11, Student's Book page 87

Examiner: Now, Alicia, which of the objects do you think it would be most fun to have a go with?

Alicia: That's an interesting question. For me, I think the vintage motorbike. Yeah, the vintage motorbike. That's the object I think it would be most fun to have a go with.

Examiner: Thank you, both. Now, I'd like you to …

67 Unit 12, Student's Book page 91

Ruby: A trip around this great nation of ours from north to south and east to west would be an eye-opening experience for anyone. As well as the scenic beauty of the green fields, rolling hills and spectacular coastlines, you would notice something else: inequality.

Many believed the introduction of universal suffrage would give a voice to the weak. Surely, once everyone had the right to vote, a new age of equality would begin. I'm not sure most of us expected that there would continue to be so much poverty right here in our own country. It's not only in urban areas that there's deprivation. Rural and seaside towns are also suffering from unemployment and a shortage of housing. And the decline of manufacturing in some areas means there are families in which three generations of working-age people are unemployed.

When traditional industries like coal mining and shipbuilding, which supported whole communities, disappeared, it was assumed that the job market would diversify and workers would find a range of different jobs. This didn't happen and whole villages lost their main source of income. With the loss of the unity that came from a shared workplace, the communal spirit of these areas also vanished. It seems particularly unjust that some young people have never worked, never experienced how it feels to bring home a salary. A scarcity of housing means that often several generations of jobless people are forced to live together under one roof. Such overcrowding causes tensions between family members and puts pressure on old and young alike.

68 Unit 12, Student's Book page 91

Ruby: 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 the 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 deprived 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.

70 Life skills: Making a difference, Student's Book page 95

Man: It hasn't been easy to choose a winner. There are so many young people doing so many incredibly inspiring things. But one young woman really impressed all of us with her passion and commitment. This year's award for 'Young Helper of the Year' goes to Gabriela Soble!

Gabriela: Wow! I'm just … This is incredible. Thank you, thank you! Thank you to everyone who voted for me. I'm … Well, I'm overwhelmed, to be honest. I'm really very honoured to receive this award. I've been volunteering with the refugee assistance project for a long time, maybe, what, four, five years, since I left school, six actually, anyway, six years, helping them to set up a new life in our country, which is never easy. They face so many obstacles. But by helping them, finding out about their lives, where they'd come from, what they'd gone through to get here, discovering their stories – I think I've learned more from them than they can possibly have learned from me.

So, on behalf of everyone I've ever worked with in the refugee assistance project, this award is for you! Actually, I'd also like to take this opportunity to make a wider appeal. I'd like to say something to other young people. Not only my own friends and classmates, but young people everywhere: look around at your world, at *our* world, and ask yourselves this: How could life be better? Not only for the people in the same street as you, or the same village, or the same city, but for everyone, no matter what they look like or where they come from. There will be many answers to that question, because the world is far from perfect.

You might be in a difficult situation yourself and by helping yourself, you can help others too, or perhaps you just recognise that someone else needs help. Maybe you're wondering why some people don't have equal access to education or healthcare; maybe your neighbours are struggling to make ends meet – I don't know. Maybe one of your friends is facing discrimination because they're disabled or because society says that, for whatever reason, they don't fit in. Maybe an older person in your street is lonely or needs help getting their shopping. Or there might be people without a roof over their heads; or your village or town could do with better facilities for teenagers; or your city needs more recycling. Maybe the entire world could do with a lot more kindness!

What I'm trying to say is, there's always some situation that needs improving or someone who needs help. So, ask yourself this: what can *I* do? How can *I* make a difference? Don't just keep on staring at your phone and wondering about your likes and followers. Don't just change the channel when the news comes on or scroll past a story about a problem in society. Get involved, like I did with the refugee project. By the way, it doesn't mean you have to go on a march or set up a campaign. It could be something small. Stand up for the friend who's being discriminated against, join a volunteer group that helps support the elderly, sign a petition calling for more recycling in town. It all helps. I mean, I'd like to think that if this prize says anything at all, it says I made a difference. You can too, believe me.

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Unit 13, Student's Book page 101

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Cathy: Right, Liam, we'd better plan the show, yeah?

Liam: Well, I've had a look through some of the stories that have been trending today.

Cathy: Any good ones?

Liam: Yeah, well, it's good news if you're a Callnow customer. You might be receiving a payout in compensation.

Cathy: Why's that, then?

Liam: Well, it turns out that Callnow got an influencer to endorse their phones – for money, of course. And she said the devices could go three days without needing a charge. Well, it turns out that that's only if they don't get used!

Cathy: They do concoct some nonsense in the name of marketing, these people! Sounds like a good one to discuss – I can see listeners really voicing their anger, especially if they bought one of these devices under false pretences.

Liam: Exactly. Another story we could cover is about a school who've had their funding reduced, and they've had to make cutbacks, so they're spending less on the food they cook for pupils. And you'd expect the pupils to be complaining about the food being worse, wouldn't you? But they're actually saying it's got much better!

Cathy: Well, that's of interest if you're at the school, but I'm not, so I couldn't care less, to be honest! Don't think our listeners will be bothered either.

Liam: All right. Well, we could feature a business story, maybe … What about the local start-up whose turnover has risen to over £1 million within just two years?

Cathy: But is that going to engage our listeners? Might send them to sleep!

Liam: Well, the guy who set it up, he's only 19. Perfect for our age group!

Cathy: OK – agreed! What else?

Liam: Well, it's been announced that they've been given the go-ahead to start building the new runway, so what about featuring that?

Cathy: Only because they've been using their expensive lawyers to argue that it's actually going to be good for wildlife. I mean, what a load of … Anyway, didn't we cover that last month? And the listeners didn't have much to say about it then.

Liam: Come to think of it, you're right. Yeah, we don't want to go over the same old thing. Oh – speaking of the airport, I just read about a guy who got stopped after landing in his private plane because he was bringing some rare antique Chinese vases into the country. Except that they were fakes!

Cathy: What! Sounds a bit far-fetched!

Liam: Well, it's all true. And the border people were waiting on the runway to arrest him when he landed. They'd received a tip-off from the guy's wife! It was after a row, and she wanted to get back at him.

Cathy: That's got all the ingredients of a Hollywood film. I say let's go with that!

Liam: Great, so we could do with one more item … Oh, there's a local school where there was supposedly some cheating in the exams, so they've announced a crackdown to make sure it doesn't happen again. Mmm, but it's just some kids in trouble over cheating – not all that exciting, is it?

Cathy: Hang on a minute, get this. It's not the kids, it's the head teacher – she'd been telling the kids what was going to be in the exam!

Liam: Wow! What a story – we've got to feature the corrupt head teacher. You couldn't make it up!

Unit 13, Student's Book page 102

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Narrator: **You will hear an interview in which two experts called Susie Bartholomew and Max Samson are talking about lying.**

Presenter: So, on the programme today, I'm joined by two experts on the psychological development of children: lecturer Doctor Susie Bartholomew and author Max Samson.

Max & Susie: Hello.

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 yet have 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.

Presenter: Sure. Susie, you've made a study of the lies children tell, and their reasons for doing so.

Susie: Yes, and I've identified four main reasons why children lie: to protect the feelings of others, to protect themselves, to benefit themselves, and to hurt others. So those first three types of lie arguably don't hurt or inconvenience anyone – it's only the last which causes any damage. And yet lying is traditionally thought of as something bad, something that parents try to get their kids not to do.

Max: Actually, if I can come in there, I don't accept Susie's point that children lie in order to hurt others, or words to that effect – she might have phrased it slightly differently. This idea of lying in order to hurt someone is something we hear about quite a lot. And it's true that a child may tell a lie and another person may be hurt by this. Like a child lies to their parent, saying 'I haven't got any homework' whereas they have, then the parent gets annoyed and maybe hurt at being lied to. I'd agree that's a 'bad lie', if I can put it like that. But I don't think you can say the kid wanted to cause those feelings in the parent and did it intentionally. It may have been the result, but that's not to say it's what the kid wanted to achieve in the first place.

Susie: OK, that's fair enough.

Presenter: Susie, I believe you conducted experiments to investigate how young children lie?

Susie: Yes, I did one in which I left a child alone in a room with a box and told them not to look inside the box if they wanted a toy. I'd then leave the room for a minute, come back, and ask if they'd looked inside the box. About two-thirds of children aged five or less lied – I know this because they were filmed. But with seven-year-olds, it was 90%. And what's interesting is that those who falsely claimed they hadn't looked had actually performed better in tests of general intelligence than the ones that didn't.

Presenter: And how do you think that children first learn to lie?

Max: Well, this will be a controversial answer. But look at what typically happens on any child's birthday. They'll get at least one present that they're not particularly happy with. Let's say Uncle Tony gave them a book, and not the game that they really wanted. So when the kid opens the present and tells their parents what a rubbish present they've got from Uncle Tony, they're going to be told to tell Uncle Tony that they really like the present, which we'd consider a white lie. So the child is being given a message that it's OK to lie sometimes, because Mum and Dad said so.

Presenter: So what can be done to deter kids from lying?

Susie: Well, that question contains an assumption – namely that that would be a beneficial thing to do. But I don't think there's any point in doing so. Parents can try all they like, but there isn't any convincing evidence that it helps.

Max: Exactly. I think parents would find themselves trying to solve a problem that essentially doesn't exist … or at least doesn't particularly need solving. Lying is a part of growing up, and we just need to accept that.

Presenter: Well, thank you for those insights. It's been very interesting.

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Examiner: Now, I'd like you to talk about something together for about two minutes. Here are some situations when it can be difficult to know what is true and what isn't. Talk to each other about why it might be difficult to tell what is true and what isn't when doing these things.

Mariola: OK. Well, Ali, I don't know about you, but I think adverts for *phones* tell the truth, don't they?

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Ali: I'm not so sure about that. The phone I've got at the moment, well, the reason I chose it was that the ad claimed it had 'an amazing camera'. But actually, nothing could be further from the truth. It turned out to be pretty lousy, to be honest.

Mariola: Really? Well, I guess that when you're being sold something, it's hard to know what to believe sometimes.

Ali: You can say that again. That's why I always look at customer reviews before I buy anything.

Mariola: That makes two of us! I never buy anything without looking at the reviews first. Although, even then, you kind of wonder if some of them are genuine, don't you?

Ali: I know exactly what you mean. If you read something like 'This computer game is the best one I've ever played', I think 'Is this review real?' and I probably wouldn't buy it as a result.

Mariola: No, nor would I … What about learning about what happened millions of years ago? Sometimes I watch documentaries about how it's believed that the Earth formed because of bits of rock floating around …

Ali: So are you saying that might not be true?

Mariola: Yeah, well, I just think 'How can you be so sure?' Surely these people are just guessing!

Ali: No, I'm not convinced. I mean, the programmes are made by experts, so they must know what they're talking about.

Examiner: Thank you. Now you have about a minute to decide in which situation it is most important to know whether something is true or not.

Ali: Well, what about listening to young children? We didn't discuss that, did we?

Mariola: But I don't think it's particularly important for us as teenagers to know if a young child is telling the truth, do you?

Ali: All right. Point taken. But with fake news stories online, I think it's essential that people can identify them.

Mariola: You're dead right there. Because otherwise, they get shared more and more. I've actually flagged as 'inappropriate' stories I've seen, when it's been obvious they're fake.

Ali: Yeah, so have I. You hope that if enough people do that, the stories will be taken down.

Mariola: Exactly.

76 Unit 14, Student's Book page 107

Narrator: Conversation 1

A: My starting salary is quite low and I'm not doing anything very important at the moment – just filing and sorting papers.

B: Yes, but it's a great company. If you stay there you can work your way up.

Narrator: Conversation 2

A: You've really got your work cut out getting through all that by yourself.

B: No, it'll be fine. It's not as much as it looks.

Narrator: Conversation 3

A: I've already finished everything you gave me to do.

B: Wow, you made short work of that!

Narrator: Conversation 4

A: So, how was your birthday?

B: It was amazing. Sam got me presents, flowers, dinner at a fancy restaurant – the works.

Narrator: Conversation 5

A: How's your new job going?

B: It's a bit hectic, to be honest. We're working against the clock at the moment to get this massive order out by Friday.

Narrator: Conversation 6

A: It's really annoying that *we* have to do all the donkey work, but *the boss* gets all the credit.

B: That's not right. You should get some appreciation for all that you do.

Narrator: Conversation 7

A: I'm so angry I didn't get the promotion after all my hard work.

B: Don't get so worked up. Another opportunity will come along soon, I'm sure.

Narrator: Conversation 8

A: Right, students, stop talking and get down to work.

B: Do we have to? It's nearly lunchtime.

77 Unit 14, Student's Book page 107

Tony: On behalf of Maynards and Co., I'd like to welcome all our new starters. My name is Tony Saunders and I'm in charge of training. Now, before we begin, in accordance with health-and-safety regulations, I'll explain our emergency evacuation procedures. If you do hear the fire alarm, please exit the building calmly by means of the emergency staircases. Do not use the lifts. Now, I need to announce a few changes to the published programme. In place of the factory tour which we'd pencilled in for this afternoon, we'll be doing a team-building activity. The factory manager regrets he's had to cancel the visit today for lack of available staff. The tour will now take place on Friday afternoon, which means our final briefing ahead of starting work on Monday will now take place on Friday morning. OK, so by way of an introduction to Maynards, I'm going to show you a short video …

78 Life skills: Evaluating ideas, arguments and opinions, Student's Book page 110

Harry: Hello and welcome to this week's episode of …

Riley: … *Happening World*!

Harry: The podcast that brings you all the latest in what's happening, where, why, and how to understand it.

Riley: Today, let's start with an exercise. Harry, did you know that *by law* all international airline pilots *must* speak fluent English?

Harry: I didn't, but it makes sense.

Riley: It's actually not true. Pilots do have to be proficient in English at a certain level, but they don't have to be completely fluent.

Harry: You lied to me!

Riley: Only as a test. What I told you was presented as a factual statement, but it wasn't actually a fact. Now, what if I said 'All pilots should be attractive'?

Harry: Well, that's just an opinion, surely?

Riley: Exactly. And not one I hold, by the way! But that's what we're looking at today: fact and opinion and how to tell them apart.

Harry: And why is that important?

Riley: Because these days, we're bombarded by news 24-hours a day – news feeds, news on TV, news on our phones, not to mention all the commentary you get on social media, including comments by public figures. And the problem is, people often try to present their opinions as facts in order to make others agree with them, so we really need to be able to listen and read critically and distinguish between the two.

Harry: So, what advice do you have for doing that?

Riley: Well, first of all, let's start with the difference. A statement that is presented as factual can be checked using evidence. For example, you could've gone online to check if all international pilots really must speak fluent English by law. With an opinion, on the other hand, you might agree or disagree, but you can't say it's true or false.

Harry: Paying attention to language must help.

Riley: Oh, absolutely. The words 'should', 'shouldn't' and 'ought to' often introduce somebody's opinion, so be on your guard for those. Many adjectives, too, convey opinion. *You* might say a certain painting is beautiful, while I say it's ugly, but beauty and ugliness are subjective. So be careful if you hear something like 'A degree in medicine is more useful than a degree in law.' You need to ask 'Says who?'

Harry: What about more formal news language?

Riley: Well, keep an eye out for certain verbs. For instance, 'suspect' or 'argue', as in … I don't know … 'The report argues that more money is necessary.' That verb 'argue' signals that what follows is an opinion. 'Claim' is another one. If I say 'Mr Smith claimed he was at home on the night of the crime', what I'm doing is reporting what Mr Smith said, but making it clear there's no evidence that what he said is actually true.

Harry: So, maybe Mr Smith really wasn't at home!

Riley: Who knows? He could be the criminal! Then there are phrases such as 'must be', 'might be' and 'no doubt', or things like 'naturally', 'fortunately' or 'clearly'. They often give the impression that the statement is factual, but what they really do is express the writer's attitude.

Harry: What about statements of fact?

Riley: Again, there are certain verbs to look out for, such as 'find', 'demonstrate' or 'confirm': 'The report confirms that more

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money is necessary', for example, or 'The investigation demonstrated that Mr Smith was *not* at home.'

Harry: Oh, dear, it's not looking good for Mr Smith, is it? OK, Riley, let's say we've managed to work out that something is not an opinion, but a statement presented as fact. How can we then work out if it's actually true or not?

Riley: So, imagine you read that 'Levels of job satisfaction have decreased over the last ten years.' In this case, you need to ask 'According to who?' or 'What's the evidence for that statement?' If the media do their job well, they'll say where the information comes from.

Harry: Like 'according to the latest government report', for example?

Riley: Exactly.

Harry: I'm getting the hang of this!

Riley: If it's online news, they might even link to the report itself. By the way, it's always tempting to assume statements which include numbers or statistics are true, because they sound scientific, but they're very easy to make up. So again, we have to ask ourselves 'What's the evidence?'

Harry: I guess you could always look something up on an online encyclopaedia.

Riley: Be careful there too! Online encyclopaedias work hard to keep their content accurate, but it's difficult to ensure something is 100% true, especially given the content is written by users, who are not always specialists. Sometimes people get things wrong by accident, but sometimes they simply lie. The good sites will indicate where the information comes from with links or footnotes.

Harry: Well, thank you, Riley, you've given the listeners lots to work with.

81 Unit 15, Student's Book page 115

Woman: So, out of the two candidates who have been short-listed, who do you think would be better?

Man: Well, they both have their good points, don't they? Shall we start with Becky? I really like her. She's a very kind and generous person. She has a heart of gold. She's always helping someone or other.

Woman: Yes, and you can really trust her. She's very reliable and organised. She's an absolute star.

Man: She used to be in the army, so everything runs like clockwork when she's involved. No-one's allowed to be late or miss an event. She's very calm and strong, but she takes no prisoners. That may scare some people.

Woman: Well, it's possible, but I'm not sure if that's necessarily a *bad* thing. And to be fair, she's as sweet as pie most of the time. She's pleasant and considerate. It's only when someone doesn't do what they're supposed to that she tells them directly what she thinks.

Man: So, what about Nick? He's also very organised. He's extremely calm and does well under pressure. That's really important for any leader, don't you think?

Woman: Absolutely, and Nick works his socks off whatever project he's involved in. He just won't rest until it's been completed. And he's, er, 'between jobs' at the moment, so he'd have plenty of time for club activities.

Man: That's true, but I just have one doubt about him. He seems a little shy. More than a little, actually. Even if he accepted the nomination to be the Chairperson, he might get cold feet if he were actually elected.

Woman: Oh, do you think so? It would be awful if we offered him the post and he turned it down.

82 Unit 15, Student's Book page 116

Narrator: You will hear five short extracts in which people are talking about someone they admire.

Speaker 1

Speaker 1: I'd always wanted to be a model, right from when I was very young. The trouble is models tend to be very tall, whereas I'm relatively short. What made me stick with my ambition was hearing about the experience of the actress Parminder Nagra, who played the main character in the film *Bend it like Beckham*. At the age of seven, she badly burned her thigh in a cooking accident, but that didn't put her off going into a field where looks are everything. Not only did she risk rejection because of her scar, she allowed producers to write it into the script, and that must have encouraged others to be bold.

83 Unit 15, Student's Book page 116

Narrator: Speaker 2

Speaker 2: My absolute hero is the Jamaican sprinter Usain Bolt. Why I first started liking him was I heard that he was always joking around, which annoyed his coach. I liked the fact that he didn't take himself too seriously. But in spite of that, no-one could beat him. His speed amazes me more than anything – he was literally born to run. He also made me understand the power of sports to focus your mind. At weekends, I now help out a charity by coaching disadvantaged kids at a community centre. I already do a lot of sports and I believe in its ability to change people's life for the better.

Narrator: Speaker 3

Speaker 3: One of the people I have the greatest respect for is Eileen Collins, who was the first female pilot and commander of a space shuttle. It goes without saying that I admire her courage, as it's a highly risky job, but to be a pioneer – as in no woman has ever done what she did – that's really special. I'd love to say that my regard for her has made me decide to train as a space-shuttle pilot, but it's a bit late for that. However, reading about her experiences has fuelled my interest in studying the night sky and I have even bought a telescope. It's fascinating, but just a bit of fun really.

Narrator: Speaker 4

Speaker 4: Most people talk about celebrities when asked who their hero is, but mine is an unsung hero – Khalid, our office IT guy. He's witty with a dry sense of humour, which I love, but best of all, he's patient, calm and generous with his time. I always think my IT problems can't be solved, but he manages to do it. I had no confidence in my ability until Khalid joined our company. Now I'm able to start working from home, as I'm proficient enough with all the software. It'll be so much easier not to commute every day and I'll be able to spend more time with the family, so I'm really grateful to him.

Narrator: Speaker 5

Speaker 5: I learned about Emmeline Pankhurst when I was doing research for an essay competition I entered as a child. She was a leading campaigner for 'Votes for Women' in the early 20th century. Their campaigns showed great imagination, for which I applaud them, but their protests were often violent, resulting in repeated arrests and imprisonment under very harsh conditions. Emmeline even resorted to hunger strikes, and it's this absolute belief in what she was fighting for that totally inspires me. I want to use what she achieved to make further positive changes in people's lives. Doing a degree in politics is the first step on that path. Then, after spending a few years travelling, I'll come back and launch my political career.

84 Unit 15, Student's Book page 117

Aurelia: Shall we start with actors and singers? Lots of young people admire them, don't they? Why do you think that is?

Edmundo: Well, it's probably because of their talent and good looks, I would say. Not only that, but they have the kind of lifestyle many people envy.

Aurelia: Definitely. Take, for example, someone like Beyoncé. She's gorgeous and talented – I think lots of people would love to have her voice and stage presence. She's just so enviably self-confident!

Edmundo: So, speaking of admiring someone's talent, it's the same for people in the field of sports. A lot of us like playing sports, so we understand how difficult it is to score a goal, run 100 metres in ten seconds and so on.

Aurelia: I agree, so many of us dream of having sporting talent and so many sportsmen and women have inspired books, movies and even songs. A case in point is Muhammad Ali, the famous boxer. He was so talented he became something of a legend.

Edmundo: Absolutely. So, why do you think people admire politicians? Or rather *some* politicians? The reason I say *some* is I think politicians can be quite unpopular when they do things like raise taxes.

Aurelia: Yes, it's a tricky one, isn't it? It just depends on your own point of view. There have been *some* politicians who most people admire, though. The best example is probably Nelson Mandela, as he stood for a cause the rest of the world could see was important.

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Edmundo: That's true. So, what about young entrepreneurs? I think they're mainly admired due to the fact that they're *young* and doing something not really expected from someone their age.

Aurelia: Yeah, I mean adults have to make a living somehow, but for kids to start a business when they don't have to is quite impressive.

85 Unit 15, Student's Book page 117

Examiner: Which TWO groups do you think are most admired by young people?

Edmundo: OK, so I think the vast majority of young people admire actors and singers more than any other group. Would you agree with that?

Aurelia: Yes, I mean it's quite a broad category. Everyone watches movies or listens to some kind of music, and young people especially often admire those who are physically attractive and fashionable.

Edmundo: OK. So shall we choose young entrepreneurs next?

Aurelia: I'm not sure about that one, to be honest. I mean, undoubtedly, they are very clever, but their goal is usually to make money, which not everyone thinks is very admirable. I'd probably go with sportsmen and women, mainly owing to the popularity of football and a few other sports.

Edmundo: You're probably right. I'm happy to go with that.

86 Unit 15, Student's Book page 117

Aurelia: Well, maybe not *anyone*, but more people than in the past, certainly. It's mainly thanks to the internet – Instagram, YouTube and so forth. You don't need a talent as such, but you need to take the time to put a post or video together which might be of interest to others.

Examiner: Would you agree, Edmundo?

Edmundo: To a certain extent, yes. But I'd say there's a difference between, say, being 'Insta-famous' and being a household name. Why I believe that is 'cos someone like Usain Bolt is known by young and old alike, whereas someone who does something like, say, make-up tutorials on YouTube will only be famous among a relatively small group of people, you know, people with that specific interest.

Aurelia: Yes, I would! I strongly believe that sportsmen and women should participate for – what do you call it? – um, patria, patriotism – you know, wanting their country to win. They should be rewarded financially for that, sure, but to be multi-millionaires, that's, um, unacceptable, or to be quite frank, it's obscene!

Examiner: What about you, Edmundo?

Edmundo: I'm afraid I have to disagree. What I think is that it's the price tag, or rather the high stakes – is that the right word? – that raises the quality of sport. The best illustration of that is football. Why would players invest their entire youth training, following strict diets and so on if there was no chance of a worthwhile reward at the end?

Edmundo: Mm, that's an interesting question. I suppose so, yes, sometimes. I mean, there's nothing wrong with looking up to a wealthy musician or actor, but they might start to think that fast cars, big houses and things like that are the most important things in life.

Examiner: Do you agree, Aurelia?

Aurelia: Absolutely. I think we should all question who we admire, I mean who our role models are and whether they reflect what really matters in life. For instance, I'm not sure it's right to respect a singer we'll never meet more than someone like, oh, I don't know, our family doctor, who might actually save our life one day.

Edmundo: That's an interesting question and one I've actually thought about a few times before. In my opinion, it's a bit of both. Some people are just not, how can I put it? Er, they're, well, just not cut out to be leaders, however much training they have. But those who have leadership potential, those people, I think, definitely benefit from learning skills to make them better leaders.

Examiner: What do you think, Aurelia?

Aurelia: I broadly agree with what Edmundo said, but I also think that, um, leadership styles vary – how should I put it? – with time and culture, for example. So, nowadays a boss is expected to involve his or her staff in decision-making rather than, you know, just telling them what to do. So, thinking about it in that way, training of some kind is essential.

87 Unit 15, Student's Book page 117

Examiner: Now I'd like you to talk about something together for about two minutes.

Here are some qualities that might be important in a leader 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 you think these qualities are in a leader.

88 Unit 15, Student's Book page 117

Examiner: Now you have about a minute to decide which two qualities are the most important in a leader.

90 Unit 16, Student's Book page 121

Oliver: Hey, Mom, I was figuring, I wanna take a vacation when the school semester's over. Maybe go camping with some of my buddies.

Mother: Well, you could ask Adam, Brad or Chuck?

Oliver: That's the thing, I can't make up my mind which one to invite. We're all like-minded, that makes it really hard.

Mother: How do you mean, honey? They're three trustworthy guys! Plus they're all pretty streetwise, so they'd be there for you and help you stay safe.

Oliver: But sometimes Adam and Chuck, they argue, and man, if I'm on vacation, I want a stress-free time, you know what I mean? And I can't see that happening with both of those guys. Adam and Chuck are great friends, but they wind each other up when they're together.

Mother: Well, maybe you could leave Chuck, and just go travelling with the other two?

Oliver: Yeah, but Chuck's uncle right, he's got this really cool ranch out in Texas. I figured maybe he could put us up for a few days.

Mother: Oh, I see, a roof over your heads rent-free, huh?

Oliver: Yeah, well, I'm not a millionaire – yet!

Mother: I'd feel happy if you were going with Brad, to be honest, honey. I mean, he's so health-conscious, at least I'd know you were eating vitamin-rich foods, I mean good nutritious stuff, if you went with him, not just living on junk food!

Oliver: Yeah, but Brad sometimes, he just astonishes me with the things he comes out with: last time I ate out with him, he called over the waitress, and he was like 'Are all your dishes gluten-free?' And I was thinking 'Why should she know?' Brad's always doing that kind of thing!

Mother: Oh, come on, if he's got an allergy, he just wants to minimise the chance of an allergic reaction. There's nothing wrong with that! Maybe you should be more tolerant and broad-minded!

Oliver: Yeah, maybe! And the thing about Adam, he's got this awesome new tent, completely waterproof, so if I went with him, we could sleep in that.

Mother: Right.

Oliver: Hmm … Oh, hang on, I've just remembered. Only thing is, he snores like crazy. If they made tents that were soundproof, I'd buy one of those, but I suppose I'll have to make do with ear plugs.

91 Life skills: How to write a CV, Student's Book page 124

Speaker: OK, so … first things first. Now, along with a covering letter, your CV – or your résumé, as some people call it – is one of the most important documents you will need when you're job-hunting. What it does is summarise your life. Well, at least the parts that employers need to know about. By the way, it's not a letter, so don't put 'Dear Miss Smith' or 'Dear Mr Jones' or anything like that anywhere.

Now, something I'm often asked is – should you include a photo. I can see why people think a photo might be necessary. After all, it's commonplace to have one on social media, including those sites which are oriented to finding jobs, so you'd think a CV required one too, but that's not the case. In fact, in many places it's illegal for a company to ask for your photo. Of course, you're … Sorry, did you have a question? 'Why is it illegal to ask for a photo?' It's to prevent discrimination based on age or looks. You want people to look at your experience and abilities, not your appearance. If you do choose to put a photo, though, make sure it's a professional one and not just a selfie!

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Anyway, after your name go your contact details. By contact details, I don't mean your postal address, which these days is not really essential, but an email address and a telephone number.

Then comes your work experience. Of course, early on in your career, you might not have much work experience, and that's fine, but don't forget that if you have any volunteering experience, this is a good place to put it. It's still work! You need to put the name of the company or organisation, the dates that you started and finished working or volunteering there, your position – assistant, manager, secretary, whatever it might've been – and a description of your work. This tells a future employer what you actually did, or are doing, if you're still in the job: dealing with customers, filing documents, that sort of thing.

Next comes education. If you've been to university, what was the name of it and what did you study? What are the names of the schools you went to? When did you start, when did you finish? Basic details. Also, if you have any qualifications, this is the place to put them.

Oh, wait, I almost forgot, with both your work and volunteer experience *and* your education, you need to list it in reverse chronological order. So, for example, in the case of work experience, that would be your current job first, then the one before that, then the one before that and so on. With education, this means your education history will appear on your CV in the following order: university, if you've been, then high school and maybe junior school. To be honest, most employers won't be interested in your junior school, and you shouldn't waste space putting details about your elementary school, so leave those out, but you get the idea. Employers are interested in your most recent experience.

Yes – is that another question there? Yes, you, the young man in the white shirt. 'Should you include a general description?' Of yourself, you mean? Well, yes, many people do include something called a personal statement. I would say it's a good idea to have one. Most people put theirs immediately after their contact details, although it can also go at the end. It sort of outlines what kind of person you are professionally, and that's important because – Sorry? 'What does MY personal statement say?' Oh, I don't know it by heart, but it's along the lines of: 'I am a business trainer with many years' experience who enjoys helping others develop the skills for the world of work. I am always looking for new challenges.' What it doesn't say – and this might sound silly, but it's worth pointing out – is anything about, say, hobbies or interests. Some people like to add a few lines about those things at the end of their CV to give the employer a better idea of what kind of person they are, but that would be a separate section and it's not strictly necessary.

Now, what about the length, design and layout of your CV? My advice is, keep it short – no more than two sides of A4 – and simple. Remember, employers might not have time to look properly at all the CVs they're sent. It might seem like a good idea to dazzle them with cute fonts, dozens of different colours and fancy formatting, but it will probably mean they simply go, 'No, thank you!' and ignore it. With that in mind, let's look at a couple of examples …

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Narrator: Listening Part 1

You'll 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 1. You hear two friends talking about TV series which are available online.

Now look at questions 1 and 2.

Boy: You know how people often watch every episode of a TV series one after the other, so they might actually watch a whole series in one day?

Girl: You mean, like, binge watching?

Boy: Yeah, well, I can see the temptation, though I wonder if it might not be more satisfactory, ultimately, to watch over a longer period of time, like people did in the old days … I know that if you do that, you might forget something really important that happened in an earlier episode, but you can always go back and check a bit again if you want to.

Girl: I must say I'm with you on that. This obsession with watching the whole of a series immediately can seem a little excessive. But as it happens, just last week, it was raining and I was feeling a bit shattered, so I ended up staying in all day, and watching every single episode of a detective series … That was a first for me, and although I'd never have thought it, it was fabulous! I can't imagine I'll have the opportunity to do it again very soon, though. Most weekends, I'm far too busy.

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Narrator: Extract 2. You hear part of an interview with a well-known chef.

Now look at questions 3 and 4.

Interviewer: What was your first job like? I know it was in quite a posh restaurant, wasn't it? Were you petrified on your first day?

Chef: I wouldn't quite say that – the chef in charge of the kitchen was very patient, all things considered. He knew exactly what he was doing, even if I didn't, and taught me loads. I often wish I'd written down everything he told me. But there were situations I found pretty alarming, such as when I had to take over at short notice when several members of the kitchen staff were off sick at once. I'm not sure how I survived those evenings!

Interviewer: And now, several years on, you have your own restaurant and you're a household name …

Chef: Yeah, and I can honestly say I earned it. I have to put some of it down to chance, of course – being in the right place at the right time – but I've put the hours in, and had my fair share of ups and downs. When it comes to the future, I've no burning ambition to do anything else. There have been tears along the way, but also plenty of laughs. I wouldn't swap my life with anyone's.

Narrator: Extract 3. You hear a man telling a friend about learning to drive.

Now look at questions 5 and 6.

Woman: So you're learning to drive now?

Man: Yeah, everyone's surprised when I tell them. I think some of them are even a bit disappointed in me, especially my cyclist friends. But when I fill in job applications, there's often a question about having a clean driving licence. I realised it might be a plus if I could tick that box. My grandad was a terrible driver, and some of my earliest memories are of covering my eyes in the back of his car. I think that's one of the things that kept me from wanting to take the wheel myself.

Woman: It isn't easy, though, is it, learning to drive? I mean, you have to get your head around a huge amount in a short time. My instructor was brilliant, though. That's what really matters, I think. I can still hear her voice in my head sometimes, when I'm driving around the city centre, especially during the rush hour.

Man: That can be appalling, can't it? We started off in the outskirts, which was so much more straightforward. I've always enjoyed learning new things, but it's the way you're taught that makes all the difference, I know what you mean about that.

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Narrator: Listening Part 2

You'll 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.

You now have 45 seconds in which to look at Part 2.

Deni: Hello, my name's Deni and I'm a mystery shopper. It's a great way of earning a bit of extra cash. But what is a mystery shopper? Well, big companies need to know that their businesses are being properly run and need people who aren't staff members to do inspections. They use mystery-shopping agencies to send people to do these inspections, which can take a variety of forms.

You don't need any particular qualifications, but mystery shoppers are comparable to actors in the sense that both need the ability to pretend to be someone else, take on a role. Some people refer us to as spies, but our life isn't really that risky or exciting.

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When I started out, the agency I'd just signed up with sent me to a department store, where I had to pretend to be looking to purchase a coffee maker. Then I had to give feedback to the agency about my experience, and my remuneration for that was enough to buy myself a new electric kettle, which was what I actually needed!

Sometimes I may be asked to test the truth of the image projected by a company's sales and marketing department, for example, rather than actually going into shops in person for my assignments. So I might be required to contact a company pretending to have a problem, and then review how customer services treated me.

Other assignments I've done from home include making enquiries by phone, for example about a shop's delivery times. Unless you have an amazing memory, you really need to keep a pen and paper handy. To my embarrassment, I didn't on the occasion I called a shop to check the details of their refund policy. The agency had to get someone else to call again a few days later!

On some occasions, the agency sends me to restaurants rather than shops. I've been to some great places, and tried many an excellent pizza. The only time I was less pleased was when I was sent to a vegetarian place – not the kind of food I'm into.

Having an extensive set of contacts counts for less in this line of work than building up a good reputation. If you do that, you'll be given better work by the agency or agencies who hire you, and maybe even better pay.

And being a mystery shopper allows you to develop transferable skills – including how to evaluate a business and how to write reviews and reports. When you apply for other jobs, all this experience should be very helpful.

And finally, if any of you feel inspired to become a mystery shopper like me, one of the best agencies I've worked for is Retail Trackers. I'll give you their details if you want them. One to avoid is Hidden Buyers. There are plenty of excellent agencies out there, though, so …

Narrator: Now you'll hear Part 2 again.

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Narrator: Listening Part 3

You'll 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.

You now have 70 seconds in which to look at Part 3.

Interviewer: Today, I'm interviewing two successful young ballet dancers, Damian Grant and Tara Moore. Welcome, Damian and Tara.

Damian: Hi.

Tara: Hello.

Interviewer: So, Damian, tell me about the first dance school you attended.

Damian: Well, I was ten years old, and I'd always been very flexible and good at gymnastics, so I was excited about going to a dance school. I thought it'd be like one of the ones I'd seen in movies on TV – really cool, you know, with all kinds of kids having a great time, and teachers taking us out into the street to dance on cars … you know the kind of thing. And it did prove pretty fabulous for me eventually, but what I wasn't aware of before I went there was the reputation it had. Everybody else, including my parents, knew how tough it was – no breaking any rules there, I can tell you! But I instantly loved the dance, especially the ballet. I just felt completely at home.

Interviewer: And Tara, what was it about dance that appealed to you?

Tara: The people I looked up to were always sportspeople, like athletes or gymnasts, and I was in a junior football team. I was crazy about music, too, though, and my friends and I spent hours thinking up cool moves to go with our favourite tracks. Then I saw this documentary about a dance school and realised that was the perfect fit for me. I begged my mum and dad to let me go to ballet classes. Some people want the opportunity to show off, be on stage – I just wanted to blend in and dance. When my parents realised how seriously I was beginning to take it, they got a bit concerned – they wanted me to have financial security, like a more steady job …

Interviewer: But in fact you've achieved a great deal! You're famous in your own right, but also for some of the brilliant performances you've given with other dancers, including with Damian. Tell us about that.

Tara: Well, Damian's great – he has all the qualities of a perfect dance partner, as far as I'm concerned. I'm very sure of myself, but I know it's important to listen, too, to what other dancers have to say. Then again, the best partner for me is *not* the kind of person who gets upset if things don't go exactly to plan – I don't mean because of mistakes – though that happens, of course – but because I'm suddenly inspired and follow my instincts on the night. Damian knows that might happen and goes along with it. He's the kind of dance partner I love!

Interviewer: I know you both suffered injuries last year … Damian …

Damian: Yes, like all professional dancers, I spend most of my working days exercising and rehearsing, but even that isn't enough to prevent the occasional accident. I'd avoided anything serious before then, and I suppose I felt it couldn't happen to me. But of course, I'm no more immune to that kind of thing than anyone else.

Interviewer: Tara?

Tara: It made me rethink everything – I thought I might never work again. When you're young and doing fine, you think that nothing can touch you. Although it was terrible to realise that's not inevitably the case, it was actually a useful lesson to learn. I had to start again from scratch: all the basic exercises, building myself up from zero.

Interviewer: And now, Damian, you've just been made principal dancer. That's fantastic!

Damian: Thanks! I still don't quite get it. I mean, plenty of people have praised me and I've had plenty of support throughout my career, but there are so many other talented people in the dance world, so I still wake up sometimes and think, 'Wow, why me?' I'm hoping it'll be very rewarding, though, and I have lots of plans. But it's certainly a challenging role.

Interviewer: You must both have incredibly full schedules …

Tara: Yeah, I mean dancers aren't unique, plenty of people have to work in the evenings and at weekends like we do, and we just have to get on with it. I'm OK with it all because I'm doing what I love. Even so, you do have to make time for your friends and interests outside dance, otherwise you won't thrive.

Interviewer: Damian?

Damian: I do struggle with things being so hectic, sometimes. But yeah, it's essential, if you want to be a fully rounded human being, to keep on learning, make time for family, see films … All the stuff that everyone enjoys …

Interviewer: Well, thank you, both. It's been really great talking to you.

Narrator: Now you'll hear Part 3 again.

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Narrator: Listening Part 4

Part 4 consists of two tasks. You'll hear five short extracts in which students are talking about their geography courses at university.

Look at Task 1. For questions 1–5, choose from the list (A–H) how each speaker felt before beginning their course.

Now look at Task 2. For questions 6–10, choose from the list (A–H) what surprised each speaker about their course.

While you listen you must complete both tasks.

You now have 45 seconds in which to look at Part 4.

Narrator: Speaker 1

Speaker 1: As soon as I found out I'd got into university to study geography, rather than being really pleased and happy about it, as I should have been, I started to doubt whether I'd cope all right with everything I'd have to do on the course. It wasn't logical, but that's what I'm like. What I hadn't counted on was the lecturers' total commitment to their students. They've invariably ensured we have all the in-depth information and support we need before submitting any work. There's a big project every month, but they've seen to it that we're always on top of it. Any criticism is always constructive, so thanks to them, everything has turned out brilliantly.

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Narrator: Speaker 2

Speaker 2: I'd assumed that we'd all have quite similar viewpoints on most of the topics we covered in our seminars. In fact, there's always a lively discussion because we rarely all see eye to eye on anything! That makes the course very stimulating, and as a group, we're all learning so much together. I'd originally been concerned that I might not know as much as everyone else and people would look down on me for that. But on the first day of the course, I realised most of the other students felt exactly the same as I did, so I became much more relaxed. Now I can never wait for the next seminar!

Narrator: Speaker 3

Speaker 3: I'd taken it for granted that the approach to teaching and learning would be pretty close to what I'd been used to in secondary school, but it's much more creative, and all the latest technology is used to fantastic effect. I've been really impressed by that, and that's probably why it's rare for any of us to miss a class. Some people are nervous about starting university because they are often such huge places, but I saw it as an opportunity. I'd hoped I'd get to know the other students on the course really well, especially as I knew so many of us would have similar interests – and fortunately I was right about that.

Narrator: Speaker 4

Speaker 4: Prior to taking up my place, I promised myself I'd do everything within my power to shine. I didn't think it'd be good enough to be average, so I made sure I knew as much as possible in advance about the classes I'd be taking. I've calmed down a bit now, but am still a keen student. Everything we've learned about is linked to what's going on right now in the world, far more so than I'd thought it would be. That makes it so interesting. And everything runs very smoothly, which really helps – but that's one of the reasons why I wanted to come here: the university has a very good reputation.

Narrator: Speaker 5

Speaker 5: A few people I was at high school with are studying geography with me here, so I always knew I wouldn't be lonely, even on my first day. I was actually really excited about the course and all the new classes – the summer vacation seemed to go by far too slowly! I was looking forward to exchanging views with students from a wide range of backgrounds, and we've formed our own little geography student community amazingly quickly. We work really well as a team and help each other out, which wasn't something I'd expected, to be honest. I can rely on the others when I'm stuck with anything, and that's encouraged by our professors, also.

Narrator: Now you'll hear Part 4 again.

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Daniel: Well, I'm quite sociable, so I love going out. But I can't go out that much on a weekday. You see, I have loads of homework, which means I'm busy with all that and sometimes I feel frustrated I can't go out more.

I play the piano and I'm proud of the fact I did a short solo performance in a school concert last summer. At first, I wasn't keen on the idea. In fact, my teacher had to talk me into it, but it turned out to be a great experience. I'm proud I overcame my nerves!

I'm not very interested in what I wear, to be honest. I know more or less what's in fashion and what other people think everyone should be wearing, but I can't be bothered with all that stuff. I like simple clothes, nothing fancy and nothing expensive.

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Narrator: Speaking Part 2. Training exercise. Photographs 1 and 2

Examiner: In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

Maria, it's your turn first. Here are your pictures. They show people who are concentrating in different situations. I'd like you to compare two of the pictures and say why it might be important for the people to concentrate in these situations, and how difficult it might be for them to concentrate. All right?

Maria: OK. Well, in the first picture, a group of secondary-school students is shown having a chemistry lesson. They're in a laboratory and the girl in the middle is adding a blue chemical in a test tube to some yellow liquid in another container. I guess she has to concentrate because if she adds the wrong amount, it could be a disaster! Her friends are watching her carefully, so everyone is concentrating hard.

To be honest, I don't think it's difficult to concentrate when you're doing a scientific experiment. The consequences of getting it wrong could be quite negative – for example, the teacher will be disappointed or annoyed – so the girls will definitely need to stay focused!

The second photo, on the other hand, shows some top athletes waiting for the start of a race. They have to concentrate because if they move before the start of the race, they could be in trouble. Actually, they could even be disqualified. So, they have to stay perfectly still. And at the same time they're probably thinking about how they're going to run the race and how they can win.

It might be hard to concentrate, though, because of the noise in the stadium or just because they're really nervous.

Examiner: Thank you. Daniel, who do you think might find it *most* difficult to keep concentrating?

Daniel: I think the artist faces the biggest challenge. The problem is that you can't really do a realistic picture quickly. The person she's painting has to sit there patiently and the artist certainly has to concentrate. If her mind wanders, the result could be a portrait that isn't life-like. I think it's hard to concentrate because she's in the street, so it might be noisy and people might distract her.

Examiner: Thank you, Daniel.

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Narrator: Speaking Part 2. Training exercise. Photographs 5 and 6

Examiner: Now, Daniel, here are your pictures. They show people who are feeling proud in different situations. I'd like you to compare two of the pictures and say why the people might be feeling proud in these situations and what skills they might have needed to achieve success. All right?

Daniel: Both the second and third pictures show aspects of achievement where the people involved have had to work or train incredibly hard, probably for quite a long time, to reach their goals or aims. The actual achievements are quite different, of course. The climbers've just reached the summit of the mountain and are high-fiving each other – thrilled and elated, even though they're probably feeling pretty exhausted. In comparison, the second photo shows students picking up their degrees at a graduation ceremony. The setting's obviously more formal than on a mountain top, but the students must be feeling just as pleased and proud of themselves.

So yes, two different aspects of achievement and pride are shown, and both groups of people must've worked so hard for this moment – in the climbers' case physically and psychologically, and for the graduates by studying, even when it was really difficult for them.

Examiner: Thank you, Daniel. Now, Maria, who do you think might get most satisfaction from their achievement?

Maria: Well, it's difficult to say for sure, but I'd imagine it's the graduates. Getting their degree is a proud moment in their lives and they'll be looking back and remembering how tough it was to master their subject. And they'll probably be thinking to themselves that now they've got a master's degree, they can find a really high-level job.

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Narrator: Speaking Part 3. Training exercise 1

Examiner: Now, I'd like you to talk about something together for about two minutes. 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.

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Maria: Well, I think travelling's really important for young people 'cos It gives you a different outlook on life, you know, showing you how other people live. If you stay in the same country when you're young, you don't realise what life is like anywhere else. D'you agree?

Daniel: I do, though not everyone can afford it, can they? And actually just going on holiday somewhere doesn't really have much effect on you or your opinions about that place. To my mind, it's living in another country that makes a difference.

Maria: Yeah, you're right. How about living on your own? How important is that, d'you think?

Daniel: It's bound to be a challenge at first, but I believe everyone should have a go at living without their families – at least for a short time.

Maria: I agree. University gives young people the chance to live alone or with other students so they can see what it's like being more responsible. Some people like it and some can't manage it so well. But yeah, it's all part of growing up.

Daniel: And most people need a degree if they want to get a good job. For them, university's essential. The problem is there's a lot of competition these days, so having a degree might not be enough.

Maria: I know. OK, so we haven't talked about driving. Most of my friends started learning as soon as they could.

Daniel: I don't honestly feel it's that important for young people, though. If you can't drive when you're 18 or even 20, it's no big deal.

Maria: You're right. But, for me, having some kind of part-time work experience is very useful.

Daniel: Me too. It's great earning your own money.

Maria: And learning how to work with other people.

Examiner: Thank you.

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Narrator: Speaking Part 3. Training exercise 2

Examiner: Now you have about a minute to decide which experience might be the most challenging one for young people.

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Narrator: Speaking Part 3. Training exercise 3

Examiner: Now you have about a minute to decide which experience might be the most challenging one for young people.

Maria: I reckon that having a job might be the hardest thing on the list.

Daniel: It depends on the job. I don't think being a waiter is much of a challenge …

Maria: Oh no, you're wrong about that, Daniel. You're on your feet all day. It's exhausting! You should try it.

Daniel: I don't fancy it, to be honest. I take your point, though. Some part-time jobs will be quite tough and others might be easier. The ideal thing is to get a job that's related to what you want to do as your future career, but that's not usually possible.

Maria: Yeah, like working in a law firm for the summer if you want to be a lawyer one day.

Daniel: Yes, that would be perfect. Not many opportunities like that, though.

Maria: I'd say living on your own is definitely the hardest thing. Lots of people can't face it, so they prefer to live at home as long as possible.

Daniel: Yeah, more convenient and cheaper too. It's hard to choose between working and living on your own. Maybe you're right. Shall we choose living on your own?

Maria: Yes, let's go for that.

Examiner: Thank you.

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Narrator: Speaking Part 4. Training exercise 4

Examiner: Maria, do schools in your country prepare students well for adult life?

Maria: Yes, to some extent. We have lessons about things like politics and being a good citizen, so we learn about how society works and the responsibilities and the rights we all have. You need to know that sort of stuff before you're 18, in my opinion.

Examiner: Do you agree, Daniel?

Daniel: Maria's absolutely right. However, I wish we could learn more about money and the law. They're really useful subjects for young people when they become independent: you know, like when they have a job and their own accommodation. They need to understand contracts and things like that. Law and finance are complicated and confusing sometimes, and so we need help understanding them.

Examiner: Thank you. Daniel, how important is it for schools and universities to offer students advice on their future careers?

Daniel: Really important. I think teachers can help because they know you quite well and they know your strengths and weaknesses. But in addition, I think they can be quite objective about you. Your parents can help too, although in my opinion it's the school that should give you practical advice and make sure you're choosing the right subjects to study at university, for example.

Examiner: What do you think, Maria?

Maria: Well, I'm not really sure about that. I think some schools don't have the time to give lots of careers advice. What's more, the problem is that most students really don't know what they want to do exactly. They haven't a clue, and so it's hard to give them advice. And these days maybe you can't do your perfect job anyway. You have to be realistic. That's maybe the only advice schools can give someone nowadays. It's different at university. I think there, people should have a clearer idea about what they want to do, so maybe the advice they get is more useful than it is at school. Hopefully you understand yourself better when you graduate from university.

Examiner: Thank you. This is a question for both of you. Who do you think has the biggest influence on people when they are growing up: their families or their friends?

Maria: Shall I start?

Daniel: Please – go ahead.

Maria: Well, in my opinion when you're really young, it's the parents who have the biggest influence. But I suppose that changes really quickly when you go to secondary school and you start to worry much more about what your peer group thinks. You want to fit in, and you can start to think your parents' ideas are old-fashioned or just wrong. I guess during this time rebelling is natural, isn't it?

Daniel: Well, up to a point, yes. For me though it's not such a big change when you get to secondary school. I still think your parents have a huge influence. It's not like you suddenly start ignoring them. I think you can't say which influence is bigger. Your family are always going to be a big part of who you are, and some people can sort of rebel against their peer group and not their parents. It depends on the individual, I guess.

Maria: I couldn't agree more. Everyone's different. And I'd like to add that it's not just parents and friends who influence you when you're growing up. I guess you're influenced by everything in your life – what you see in the news or in the media, for example.

Examiner: Thank you. Daniel, at what age do you think someone becomes mature?

Daniel: That's a difficult question that I've never thought about. The law says it's when you're 18 because you can do a lot of stuff then like vote and get married and so on. But that doesn't mean anything really. I guess it's how you feel inside that matters. On balance, I'd say you might not feel mature until you get married or maybe not until you have children.

Maria: Well, you might be right. Perhaps you only feel mature in your late 20s or even older. I don't know. My dad told me once that you never really feel mature. I didn't know if he was joking or not!

Daniel: I've heard other people say the same sort of thing. It depends on what *mature* means. For me, it means being responsible, and sometimes very young people can be incredibly responsible and older people can be the opposite.

Maria: That's a good point. *Mature* can mean 'responsible with money and practical things', but it can also mean 'mature in an emotional way'. Maybe if you're mature, you know how to have good relationships with people.

Daniel: Yes, that's another thing they should teach you at school!

Examiner: Thank you. That is the end of the test.

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