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WORKBOOK

roadmap.free@yandex.com

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Pearson Education Limited
KAO TWO
KAO Park
Hockham Way
Harlow, Essex
CM17 9SR
England
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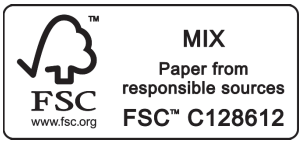
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1A

Vocabulary

Phrases with delexical verbs

1 Choose the correct alternatives.

1 Danilo should *hold/make/take* the lead on this project.
2 Let's go out and *get/go/take* some exercise.
3 I think we need to *do/get/give* Mike a nudge in the right direction.
4 If you *do/have/make* plenty of preparation, you'll be fine.
5 You'll never get anywhere if you don't *give/make/take* the effort.
6 I think my suggestion has *done/had/held* more harm than good.
7 Let's *give/have/make* our new intern a warm welcome.
8 Can you *give/hold/take* a look at these figures? I think they're wrong.

2 Correct the mistake in each sentence.

1 We tried to do a success of the business, but we failed.
2 I'm going for a stroll to make some fresh air.
3 I held a search for information about my home town.
4 I'm getting for a run before dinner.
5 A holiday will give me a lot of good.
6 I'm going to make a lie-down before we go out.

3 Complete the conversations with the words/phrases in the box.

a chat a contribution a well-earned rest
into consideration people talking
rock-climbing the effort

1 **A:** Well, your big argument with Thomas certainly got _____.
B: I know. Thomas and I need to make _____ to solve our problems.
2 **A:** I couldn't make much of _____ in the meeting today.
B: I'm sure everyone's taking the fact you're not feeling well _____.
3 **A:** Did you have _____ this weekend?
B: Not exactly. I did some _____!
4 **A:** Aunt Silvia had a bad fall at the weekend. She's in hospital.
B: Oh no! She was fine when we had _____ on the phone the other day.

Language focus

Present, past and future perfect

4 Choose the best option, a or b.

1 You ____ me this story at least three times already!
a 've been telling b 've told
2 I ____ my hair cut. What do you think?
a 've had b 've been having
3 I ____ since I woke up and still have more to do.
a 've been working b worked
4 What time ____ finished at the dentist's?
a have you b will you have
5 We ____ here a year at the end of next month.
a 've been living b will have been living
6 I ____ on my feet all day and could barely walk when I got home.
a 'd been standing b 've been standing
7 I doubt I ____ everything I need to do by the end of the day.
a 've been doing b 'll have done

5 Complete the text with a perfect form of the verbs in the box.

be bring find help lose only/be able to
only/manage provide run work

Many companies use team-building days to bring employees together. At my company, we do something more meaningful to build cohesion. For three years, my employees and I [1] _____ out at a charity one day a month. The charity [2] _____ in operation for about five years and provides food for low-income families in the area. The creator of the charity, Marsha Williams, decided to start it after visiting a food bank herself. Her husband [3] _____ his job and they were struggling to make ends meet. As soon as they got back on their feet, Marsha knew she wanted to help others, and help others she has. By the end of this year, she [4] _____ support to around 1,000 families.

Many of these people are working, but they [5] _____ pick up low-paid jobs, or jobs with unreliable hours. Take Fiona, for example, who [6] _____ her own corner shop with her husband for ten years before a large supermarket chain opened round the corner. They unsurprisingly found themselves out of business. Fiona [7] _____ at that supermarket for a few months, but her husband [8] _____ to find temporary work here and there. This means that paying the bills is hard. For them, it's sometimes been a choice of going without food or without electricity. My food bank means they no longer have to make that decision.

My team's work involves going to supermarkets and asking customers to buy extra food, packing this food into boxes and handing them out to those in need. I think the work [9] _____ us all closer together in a way that working for financial gain does not. We [10] _____ our work to be very rewarding.

Language focus

Subject raising

1 Complete the conversations using the prompts in brackets.

1 A: Quick question: _____ _____ (do / you / happen / lose / blue backpack)?
B: Nope. Why? Have you found one?

2 A: We're cancelling the party. _____ _____ (seems / very few people / can make it).
B: Shame. I was looking forward to it.

3 A: Was the film as bad as you expected?
B: _____ (turned out / be / really good actually)!

4 A: _____ (Ewan / appear / ignore / me).
B: Are you sure you're not just imagining it?

5 A: _____ (you / appear / leave / your phone at my house).
B: No, I haven't. I'm talking to you on it now!

2 Complete the second sentence so that it has a similar meaning to the first.

1 a It appears that no one turned up for the meeting.
b No one appears _____ for the meeting.

2 a It turned out that the last bus had left at midnight.
b The last bus turned out _____ at midnight.

3 a I happened to bump into Lily at the coffee shop.
b It happened _____ Lily at the coffee shop.

4 a It seems that Luis and Arlo are getting on well.
b Luis and Arlo seem _____ on well.

5 a You seem to be enjoying life as a nurse.
b It seems that you _____ life as a nurse.



Vocabulary

Idioms for expressing and controlling emotions

3 Correct eight mistakes in the conversation.

A: My colleague whistles as he works. It's starting to get me up the wall. Do I say something or just chew my tongue?

B: If it's annoying you, you should get it off your neck now. Bottling it down doesn't help. I find that once something like that gets under my thumb, I can't stop thinking about it. Say something politely now before you end up lashing in at him in anger.

A: I guess I can do it quietly, without taking a scene. He seems to have a hard skin, so I don't think he'll get upset.

4 Complete the text with the words/phrases in the box.

a brave face a huge scene a step back
bottle up off our chest off steam perspective
up the wall

Little things irritate us every day. Most of the time we put [1] _____ on it and no one would know we're annoyed, but occasionally a tiny thing like not getting enough foam in our cappuccino will cause us to go from annoyed to furious in a second, and we end up making [2] _____. How should we deal with life's little irritations so they don't get on top of us?
The first thing is to recognise the cause of our feelings so that we can actively try not to let whatever it is drive us [3] _____. We also need to ensure we don't [4] _____ our emotions, because keeping our frustrations inside isn't a good way to reduce stress. Having a moan can help to get frustrations [5] _____, but we shouldn't go overboard and make others feel down.
When we're irritated, the fight and flight response in our bodies often results in feelings of nervous energy. Finding a physical activity to help let [6] _____ is the best way to deal with this. Finally, we should try to put the irritation into [7] _____. In the great scheme of life, these things aren't usually so bad. If we take [8] _____ and reflect on the good things in our lives, the irritations will seem a little less significant.

1C

Vocabulary

Connotation 1

1 Choose the correct alternatives.

1 Your professor's *glowing/lukewarm* recommendation should help get you a job.
2 I wish I didn't like *nutritious/sugary* snacks so much.
3 Despite earning a *meagre/phenomenal* sum of money, they were happy.
4 I love hearing the sound of my *obsessive/screaming* fans just before I go on stage.
5 Luckily, I had *doting/pushy* parents who thought I was perfect!
6 Will's *blind/driving* ambition has caused him to hurt a few people.
7 Your recommendation was hardly gushing. It was *informed/lukewarm* at best.
8 I wish these toys were a bit more *durable/flimsy*.

2 Complete the texts with the words in the box. Three are not needed.

bite-size die-hard doting driving
educational flimsy gushing
lukewarm modest nutritious
outrageous processed

It's no wonder Zak Slater has gained a lot of [1] _____ fans. His on-screen charm makes this film a joy to watch, and shows a side to him we've not seen before. Rumour has it that he turned down a film with an [2] _____ sum of money attached to make this small film with its more [3] _____ production costs.

Although the price of the remote-control truck is reasonable, the material from which it's made is pretty [4] _____. Any energetic child is likely to cause it damage.

[5] _____ parents will love this [6] _____ toy which teaches children to read. It comes with a [7] _____ recommendation from a leading psychologist who says it's one of the best toys for learning that they have seen.

This [8] _____ snack provides a mouthful of deliciousness, but let's be honest here. It's not [9] _____ in any way and should be avoided by anyone who wants a healthy diet.

Language focus

Infinitive phrases

3 Match the sentence halves.

1 It's hot in here, to say
2 To be brutally
3 The food was bad. Then, to make
4 It's total garbage, not to put
5 To come back
6 I don't like this idea, to
7 To tell the
8 To be more

a matters worse, they overcharged me.
b precise, I broke my fibula, not my tibia.
c truth, I'm not enjoying this meal.
d to my earlier point, we should all try it.
e too fine a point on it.
f the least.
g put it bluntly.
h honest, I don't think that shirt suits you.

4 Complete the text with a verb in the correct form.

Feeling ancient

I sat down and watched a video of one of those annoying kid videos – or kidfluencer videos [1] _____ them their proper name – with my nephew the other day. It was painful to watch, [2] _____ it mildly. [3] _____ with, it wasn't particularly natural. The kids had clearly rehearsed exactly what to say about the toys they were reviewing, so it came across like some kind of stage show. Then, there was the fact that they were so smiley. It all seemed very forced. [4] _____ it all, their mum was clearly the one at the centre of it all – it all felt a bit too pushy for my liking. [5] _____ fair, some of it did make me laugh and I can see why my nephew liked it, but the materialistic nature of it all made me uncomfortable. [6] _____ a long story short, I conveyed these thoughts to my nephew. He just looked at me in the same way I used to look at my parents when I thought they were crazy. Then, [7] _____ insult to injury, he told me that I was ancient and outdated (I'm 24). Needless [8] _____, I won't be giving him my views on the subject again.

5 Complete the conversations with infinitive phrases using the prompts in brackets.

1 A: So, what happened next?
B: Well, _____ (cut / story), I told her to go away and not come back!
2 A: The doctor just told me that I've got the body of someone ten years older than me!
B: Oh dear, sorry.
A: Then, _____ (insult / injury), he told me that he won't put me forward for a knee operation until I lose weight.
3 A: I think the film starts at 9 o'clock.
B: Let me check, _____ (sure).
4 A: Did you get your test results?
B: Yeah, I did pretty badly _____ (say / least).
5 A: Why are you so surprised I didn't tell you about the party?
B: Because, _____ (put / bluntly), you're not the best at keeping a secret!
6 A: _____ (perfectly / honest), I'm not sure I'm going to stay in this job.
B: Oh, that's a shame. You're really good at it!

1D

Vocabulary

Socialising



1 **Complete each word. The first letter is given.**

A: I'm going to one of those business networking events later and I'm dreading it.

B: Why? All you have to do is [1]**e**_____ a few pleasantries with people. If you're lucky, you might be able to pick someone's [2]**b**_____ about the shop idea you've got.

A: I know, that's why I'm going, but I'm useless at making [3]**s**_____ talk. I try to [4]**m**_____ with other people, but I always seem to end up [5]**h**_____ on the edge of a conversation looking uncomfortable. When the conversation ends and they look at me, prompting me to say something about myself, my mind just goes [6]**b**_____.

B: Look, it's not that hard. Go up to someone, introduce yourself and ask them what they do. Then ask follow-up questions. It's the best [7]**i**_____-[8]**b**_____. People love talking about themselves.

A: Except me, apparently!

English in action

Join a conversation already in progress

2 **Match the sentence halves.**

1 What brings	a ears, Max!
2 I'd love to pick	b you to this conference?
3 Do you mind	c in on your advice, if that's OK.
4 I'd love to listen	d me to leave you in peace?
5 We're all	e your brains in a moment.
6 Would you like	f if I join you?
7 I'm not very good	g with names. Can you say that again?

3 **Complete the conversation with phrases a–f.**

A: Hi, I'm Melika and I work at a small tech start-up here in the city. [1]____?

B: Not at all. We're just talking about a new idea.

A: Oh! [2]____?

B: Actually, it's in the area of technology. [3]____.

A: Please do! I'm happy to help if I can.

C: Sorry, [4]____. What did you say yours was again?

A: Melika. [5]____?

C: I'm Brad and this is Gael. [6]____?

A: I'm one of the speakers, actually. I'm talking later.

a I'm not very good with names
b What brings you to this conference
c Do you mind if I join you
d And you are
e I'd love to pick your brains.
f Would you like me to leave you in peace

4 **Complete the conversations with the words in the box.**

experience	interrupt	mind	once	reminds
story	time	unlucky		

1 A: Oh hi! Sorry, I didn't see you there.
B: Please, don't _____ me. I'm just listening.

2 A: Anyway, it was an embarassing mistake!
B: That _____ me of the _____ I spilt coffee on a client's jacket. Awful!

3 A: I _____ went to the wrong room and gave a sales pitch to an intern.
B: Oh no, that's so _____.
A: We got the account in the end. It was a pain, but that's a different _____.

4 A: I thought it was the most boring event I'd ever attended.
B: I had a very different _____.

5 A: Oh hi! I didn't see you there.
B: Hi! Please, don't let me _____ you.

5 **Complete the conversation using the prompts.**

A: So, obviously I was shocked ... oh hi there, welcome.

B: Oh, [1]_____ (not / mind). Please [2]_____ (carry).

A: I was just telling everyone that this morning I emailed my boss about a client, but I sent it to the client by mistake.

C: Hi, [3]_____ (love / join / conversation).

B: Please do! We're swapping bad email stories. [4]_____ (once / send / email / client) from home. My cat had walked across the keyboard and typed all kinds of rubbish!

D: [5]_____ (similar thing / happen / me), only it was my six-year-old daughter. She thought it'd be funny to take a selfie and email it to someone. It was a potential client ...

1

Reading

1 **Read the title and introduction of the article on page 9. What do you think the article will be about?**

a An examination of behaviour and neuroscience
b A study about changes in character over time
c Research about the influence of guardians on a child's character
d The views of philosophers
e The role of genes in character

2 **Read the article and check your ideas.**

3 **Read the article again. Complete the summary with a word from the article in each gap.**

It appears that much of our character is decided by [1]_____, but it may also be influenced by [2]_____, as studies show that we can be similar to our [3]_____ in character, even if we're not genetically related. Studies which show that our characters change in four out of [4]_____ personality types as we age and that we can change our characters if we try, show that both might be influences, but do not tell us the [6]_____ to which one is influential over the other.

4 **Match words and phrases 1–6 in the article with the information they refer to.**

a modifying our character ____
b personality ____
c an ability to change our character ____, ____
d our personalities are unchangeable by a certain age ____
e we may get character traits from people not related to us ____

5 **Read the article again. Are the sentences true (T) or false (F)?**

1 Esme uses the study of children temporarily looked after by non-family members to exemplify the impact of nurture on personality. ____
2 She says that developments in our character are not easy to foresee. ____
3 She suggests that personality changes observed over time are not all positive. ____
4 She implies that personality changes observed in the study are too small to be important. ____
5 According to the study, on average, people's agreeableness remained stable over time. ____
6 Esme believes that the study on personality changes provides a comprehensive coverage of the topic. ____
7 According to research, a mentor can enhance a person's ability to improve an aspect of their character. ____
8 Esme suggests that the effort needed to make a small change in personality is not worth it. ____

6 **Find words/phrases in the article with these meanings.**

1 use (e.g. influence) to make something happen (paragraph 1) _____
2 in a bad mood (paragraph 1) _____
3 not getting angry or upset (paragraph 1) _____
4 becoming angry or excited quickly (paragraph 1) _____
5 composition of genes (paragraph 2) _____
6 someone in your biological family (paragraph 2) _____
7 two things stopped each other from having an effect (paragraph 3) _____
8 closely connects to (paragraph 5) _____

7 **Complete the sentences with the phrases in the box.**

in this regard making a concerted effort
on the flip side set in stone some way to go

1 There's a lot of research on what influences personality. The research on nature is quite persuasive _____.
2 We've got _____ before we fully understand the situation.
3 Changing our character can make us more satisfied. _____, it's not easy to achieve.
4 No change can be achieved without _____.
5 Our character is not _____ in adulthood as was once thought.

8 **Choose the correct alternatives.**

WHAT DO YOU THINK?

4 comments

@bennie
I can see why people thought our characters were [1]*set/stuck* in stone after our 20s. The changes appear to be so small as to be unnoticeable.

@rebeccasouth
I think our environment [2]*applies/exerts* more power over our character than is suggested here. I'm adopted and yet I totally take after my adopted mum … something my genetic [3]*make out/make-up* surely hasn't had a hand in.

@trevorsmith
I agree with Rebecca. It's not just our own [4]*bone/flesh* and blood who determine who we become. I can quite honestly say that my partner has had a huge impact on my character. I used to be calm and [5]*grouchy/placid*, but I learnt that I could never win an argument that way. Now I'm pretty [6]*gentle/fiery*!

@linwin
It's lovely to think we can improve who we are. On the [7]*backside/flip side*, it seems that we're all destined to become more and more closed and unsociable!

1

The changing nature of character

American psychologist William James believed our character is set by the age of 30. However, recent research suggests [1]***that*** *is not the case. Psychologist Esme Osgood looks at what influences our personalities from birth to maturity and explores the degree to which nature or nurture are the cause.*



1 Nature vs nurture is an ongoing debate in the field of personality development. To what extent is our character determined by inherited genes and how much is it influenced by our interactions with the world around us? There is already strong evidence that genes exert an influence on the development of our character, which suggests that the personality we are born with is the [2]**one** we're stuck with for the rest of our lives. Grouchy babies will have grouchy tendencies as adults; placid babies are unlikely to develop fiery tempers.

2 To assert that our genetic make-up is the sole determiner of our character is likely to be misleading, however. There are people who believe our environment is influential, too: the make-up of our families, our social status, our friends, our interests, and our experiences all have the opportunity to change who we are. Personality studies of people who grew up with foster families suggest that it is possible to take after people who are not of our flesh and blood. Those of us who find ourselves displaying characteristics similar to our guardians can attest to [3]**this**.

3 If our personalities are solely down to our genetic make-up, then it is logical to assume they are set in stone from the moment we are born to the moment we die, but research has found that changes do occur and are entirely predictable. In one study, researchers looked closely at the five big personality types, the generally agreed-upon measurement of personality among scientists: openness; conscientiousness; extraversion; agreeableness; and neuroticism. Their analysis suggests that in general, as we get older, we become less open and curious (openness), less organised and responsible (conscientiousness) and less sociable (extraversion), which some people may consider unfavourable. On the flip side, we also become less anxious (neuroticism) and therefore more emotionally balanced.

Researchers predicted the personality changes to be about 1–2 percent per decade, a figure not particularly substantial, but not insignificant either. In terms of agreeableness, the results were less predictable. They differed across studies – sometimes reducing and sometimes increasing – meaning that the changes cancelled each other out when combined.

4 While the research in this study often focused on people later in life, there has been plenty of research on people in early stages of adulthood that help to provide a good, if not full, picture of how changes in our personality develop. In a nutshell, significant changes occur during adolescence and early adulthood, but changes continue beyond that, too. Of course, this research could arguably support both the nature and nurture case. Do our characters change because of the ageing process (nature), or because of the common life experiences most of us go through (nurture)?

5 Perhaps we should also look at how possible it is to change one's character. Is [4]**such a thing** done fairly easily (nurture), or are we completely powerless in [5]**this** regard (nature)? Some researchers say it is entirely possible to change our personality, although [6]**doing so** takes considerable time and effort. It requires goal-setting, regular reminders to actively make changes, and time. If we make a concerted effort, we can create a 0.5 percent change in our character (a little more if supported by a coach), a figure another study says correlates with improved life satisfaction.

6 So, what can we conclude from this? Personality is complex, with a lot of evidence supporting the idea that our genes determine our characters. However, there is some evidence in support of nurture, too. One thing we can be sure of is that there is still some way to go before we can be sure of the absolute degree to which nature and nurture each influence our personalities. Nature is certainly leading the way at the moment, though.

1

Listening

1 1.01 **Listen to part of a business podcast. Which three attributes do the presenters agree are the most important for a leader?**

vision ☐
resilience ☐
communication skills ☐
flexibility ☐
empathy ☐
charisma ☐

2 **Match statements 1–6 with attributes a–f. Listen again and check.**

1 It prevents wrong information from spreading. ____
2 It helps to maintain ties between people. ____
3 It should be motivating for members of a team. ____
4 You can gather valuable suggestions. ____
5 Without this, another key attribute is pointless. ____
6 It applies to everyone in a team, not just the leader. ____

a vision
b resilience
c communication skills
d transparency
e listening skills
f empathy

3 **Match the phrases in the box with their definitions 1–6.**

at your peril	impress on	let's face it	rigid
subordinates	the weakest link		

1 used to say someone must accept an unpleasant fact _____
2 strict and difficult to change (e.g. rules, systems) _____
3 the person/thing in a situation which is not as strong as others _____
4 emphasise _____
5 people in a less important position _____
6 used to say that an intention is dangerous and could cause problems _____

4 1.02 **Look at the extracts from the podcast, and complete them with the phrases from Exercise 3. Listen and check.**

1 _____, it's the others who'll be doing all the hard work.
2 A team's only as strong as its _____.
3 If you can't get that across to _____, you're going nowhere.
4 I'd also _____ leaders the need to listen more than talk.
5 Leaders that ignore others do so _____.
6 You've got to adapt to changes. Being _____ gets you nowhere.

Writing

1 **Read the blog post. How successful was the author as an influencer?**



My short career as an online influencer

It looks easy. All you have to do is talk about fashion, make funny sketches, conduct elaborate pranks or review new films, among other things. You get your phone out, make a video, upload it and watch the advertising revenue pour in, right? At least, that's what I thought until I gave it a try [1]____.

I'd been watching influencers for years, gathering tips and jotting down ideas for my own channel. I'd read hundreds of articles about how to make money from this, and I'd even forked out money to take a course. Finally, I felt ready to give it a shot. So, I took the bull by the horns and created my own channel. My focus was going to be games, [2]____.

Coming up with a name was far harder than I thought. I got my friends to brainstorm ideas, [3]____. I ended up going with *The Nerd Bulletin*, as one of the tips said to be yourself! I'd created my channel. Now all I had to do was make my first video. I planned it out and recorded it on my phone. I recorded it again, and again, and again – literally 20 times – until I was happy with it. Then, I uploaded it.

I sat watching the number of views under the video. Zero. An hour later, still zero. Then, suddenly, it changed to one, then two, then three. I was so shocked, [4]____. Until I found out it was my mum and my two aunts. A few days later, I noticed more views. This time there were also comments. I read them, but I wish I hadn't, [5]____. To sum up, I didn't know what I was talking about, the sound quality was poor and to top it all, I kept squinting.

Still, I soldiered on and made my next video so as not to lose momentum. I played it back and realised that in a bid to avoid squinting, I had actually been staring at the screen wide-eyed [6]____. Just as before, I recorded it loads of times, and got a few views with a few mostly rude comments but nothing substantial.

By the time I'd got to the fifth video, I'd quite frankly had enough. I was already running out of fun ideas [7]____. To make matters worse, I was running out of memory on my phone. It looks so glamorous, but the truth is, it's hard work. And when you have a full-time job, too, it means no time for anything else. So, [8]____, I decided to give up my career as an influencer and just play games for fun instead.

1

2 **Complete gaps 1–8 in the blog post with expressions a–h.**

a and the endless cycle of failure was already **boring me to tears**
b like **some unimaginably hideous insect**
c as it's a hobby I've had **since I was big enough to hold a contoller**
d and discovered that **scaling Mount Everest in a T-shirt and shorts would be easier**
e as they were **some of the most depressing things I've ever read**
f I screamed like a **busload of schoolgirls**.
g disappointing my **massive horde of precisely five followers**
h but they were **literally the worst ideas I'd ever heard**

3 **Read the Focus box and then match hyperbolic phrases in bold in Exercise 2 with categories 1 or 2.**

a ____ b ____ c ____ d ____
e ____ f ____ g ____ h ____

Using hyperbole to enhance impact

Hyperbole (extreme exaggeration) makes texts (e.g. blog posts, articles and stories) more engaging and dramatic, increasing the impact it has on the reader. Hyperbole usually involves exaggerating quantity and quality.

1 Exaggerate quantity

Say there is considerably more of something.

I've been a keen surfer since the day I was born!
... I've broken every bone in my body at one time or another.

2 Exaggerate quality

Say something is bigger, easier, heavier, better, worse than it is.

I was wetter than a puddle.
The seat was so small, only a small child could fit in it.

Note that the original meaning of *literally* is to indicate a word is being used with its correct meaning.

We queued for literally an hour.

However, it is now often used to exaggerate a quantity or quality.

I was literally floating on air when I got the news!

4 **Replace the phrases in bold in the text with the phrases in the box.**

a million years chop off their foot on the planet
quite literally make an elephant look elegant we nearly died

I once made the decision to give ballroom dancing a try. I know most people would rather [1]**do something else** _____ than do something that their great granddads had done [2]**a few decades** _____ ago, but it was something I'd fancied doing for a while. So, I put on some soft shoes and off I went. Little did I know, that I'd be paired with the clumsiest person [3]**in the room** _____ – someone who could [4]**make any partner look good** _____. Fortunately, he could laugh about it. In fact, every time the instructor glared at us, we laughed so much, [5]**it hurt** _____. I don't think the instructor thought it was funny, but it was the start of a beautiful relationship. I now call my dance partner my husband.

5 **Match the sentence halves.**

1 I'm so hungry, I ____
2 The film dragged on ____
3 I can't dance to ____
4 Olly's non-stop chatter drives ____
5 My hands were so cold, ____
6 There were a million things I wanted to say, but ____
7 When I saw how high up we were, ____

a save my life.
b for years.
c my stomach literally dropped to the floor.
d us all crazy.
e could eat a horse.
f they were like blocks of ice.
g I managed to keep my mouth shut.

Prepare

6 **You are going to write an engaging blog post about something you've tried in the past (e.g. a job, sport, a hobby, an activity). Think about these things.**

- what you tried and why
- what good things happened during the experience
- what funny or bad things happened
- how you felt about it

7 **Plan your blog post. Decide what you will say in each part and make notes about the key words you will use.**

- paragraph 1
- middle paragraphs
- final paragraph

8 **Think about how you can make your post engaging and dramatic. Write down a few expressions you could use to exaggerate quantity and quality.**

Write

9 **Write your blog post. Use hyperbole to make the post more engaging.**

10 **Read your blog post. Check it makes sense and that the hyperbole makes it more interesting, without going over the top. Make any necessary changes.**

11 **Read your blog post again and check for language errors. Make any necessary corrections.**

2A

Vocabulary

Trends

1 Complete the words. The first letter is given.

1 The rise in inflation looks **s**_____ to continue as oil prices increase.
2 Fashion stores have reported falling sales although online-only stores hope to **r**_____ this trend.
3 The inauguration of a new mayor in the city **m**_____ the start of a new era.
4 The effect of government spending cuts has reached a **t**_____ point.
5 The findings of research into a vaccine look **p**_____, say hopeful scientists.
6 Ministers say the building of a new train line has **p**_____ a milestone now that the first track has been laid down.

2 Complete the article with the phrases in the box.

an upward trend	look set to	on the up
setting the trend	reversed	revert to

The rise of veganism

The demand for plant-based foods is [1]_____, according to supermarkets. There has been [2]_____ in the sales of vegetarian or vegan meals over the last five years as people seek to eat less meat for reasons of health or animal welfare. Experts say the number of non-meat eaters has quadrupled and they [3]_____ make up a quarter of the population by 2025.

The campaign to make January a vegan month (renamed 'Veganuary') has played a huge part in [4]_____ since it began in 2014. It attracts people who are seeking a healthier start to the New Year, and while many will [5]_____ eating meat come February, some will continue avoiding it. With reports from organisations such as the United Nations, which recommend a reduction in meat consumption, it seems unlikely that this trend will be [6]_____. However, whether it'll be a long-term trend is yet to be seen.

Language focus

The continuous aspect

3 Match sentences 1–8 with the sentences that follow, a or b.

1 I've worked on several design projects.
2 I've been working on several design projects.
  a They should all be finished by the end of the year.
  b They all provided me with valuable experience.
3 I've tried to fix the problem.
4 I've been trying to fix the problem.
  a I don't know what else I can do.
  b I'm getting somewhere slowly.
5 Dave's been travelling for work recently.
6 Dave's travelled for work.
  a He didn't like it though.
  b It's just for a few weeks.
7 People's views have changed.
8 People's views are changing.
  a Having said that, the change is slow.
  b They're not what they used to be.

4 Complete the sentences with the most appropriate continuous form of the verbs in the box.

become	drip	move	offer	plant	see	try	watch

1 **A:** This café _____ increasingly popular.
  B: Yeah, people like the atmosphere and the low prices.
2 People are going in and out of that house. Someone seems _____ in.
3 Have you talked to Jen? She _____ to get hold of you all day.
4 We _____ a good TV series. It's great.
5 _____ you _____ Evie later? I've got something for her.
6 **A:** Apparently, some students _____ extra maths support.
  B: Oh really? I hope I'll be one of them!
7 The floor's soaked. The tap must _____ for a while.
8 I _____ flowers today. I'll finish it tomorrow.



2B

Language focus

Probability

1 Choose the correct alternatives.

1 The power's just gone out. It's sure *to be / have been* because of the storm.
2 It's *certain / unlikely* that Paula will be able to join us now she's moved away.
3 These flowers were unlikely to *come / have come* from a local shop. They look too expensive.
4 The parcel is sure *to / that* have been delivered by now.
5 I'm not *certain / likely* that the problem will go away.

2 Complete the second sentence so it has the same meaning as the first, using the words in bold.

1 I'm **sure** that any university exam is challenging.
Any university exam _____.
2 It's **unlikely** that Willem was at fault.
Willem _____.
3 Mrs Williams is **certain** to be the new head of department.
I'm _____.
4 It's **highly likely** that Sandra will get the job.
Sandra _____.
5 The meeting is **sure** to go on for hours.
I'm _____.
6 We're **certain** that Rob had a hand in the decision.
Rob _____.

3 Complete the text using the prompts in brackets.

The future of university

Like businesses, universities must constantly innovate to remain relevant and attractive. Professor Marian Forges gives her predictions for the future of the university.

The university of the future [1] _____ (likely / offer) learners the chance to study whenever they want, wherever they want. While some universities already offer learners complete choice over how they learn, [2] _____ (it / likely / all universities / soon offer) the chance to learn online, face-to-face or both in the future. Such flexibility will mean that a greater number of students [3] _____ (certain / be) in part-time or full-time employment while studying.

As well as academic studies, I [4] _____ (certain / professional studies / also / play) a significant role. The workplace is fast-moving and employees are keen to remain competitive. By the end of the next decade, [5] _____ (universities / certain / put) into place a much wider range of professional courses and qualifications to help employees upskill. [6] _____ (businesses / likely / forge) greater ties with universities in order to help create a more innovative economy.

Vocabulary

Agreement and disagreement

4 Choose the correct option, a, b or c.

Not everyone likes change. So, if you're going to implement some kind of change in your organisation, expect to [1] ____ against resistance and try to limit this as much as possible. First, make it clear why the change is necessary and how it'll benefit everyone. This simple task can get people on [2] ____ with the changes and reduce the [3] ____ you'll receive. Invite employees to give their views on the changes and listen to the changes they take [4] ____ with. Ask for alternative suggestions and be [5] ____ to their ideas. If staff feel involved, they'll be more likely to [6] ____ along with the changes.

Many of us are [7] ____ to change because we worry we won't be able to change with it. Training is therefore vital to ensure that all staff are ready and [8] ____ to deal with change. Finally, once changes are in place, monitor their effectiveness and deal with issues swiftly.

1	a bring about	b take up	c come up
2	a board	b call	c hand
3	a pushback	b fight	c struggle
4	a problem	b argument	c issue
5	a free	b open	c accessible
6	a move	b go	c get
7	a unhelpful	b hostile	c loath
8	a enthusiastic	b active	c willing

5 Choose the correct alternatives.

A: I can't believe the senior management team want to change our job titles AGAIN! We've only just got used to the ones we've got now.
B: Well, I think the [1] *greater issue / lukewarm response* they got to the idea made it clear we weren't keen.
A: They didn't come up against any actual [2] *argument / resistance* though, did they?
B: They got a bit of [3] *pushback / resistance* from the digital marketing team. I'm not surprised. I mean, what exactly is a Digital Conversation Architect? Maybe we should all have [4] *been at odds / taken greater issue* with the changes. I mean, why can't a Digital Conversation Architect just be a Social Media Co-ordinator? Then, everyone understands exactly what they do.
A: Exactly. I'm [5] *loath to / open to* change when it's beneficial, but sometimes it's just pointless.
B: I'm [6] *loath to / open to* make a fuss, though. The management might think I'm a troublemaker.
A: Yes, I expect I'll [7] *at odds with / go along with* it, too. You've got to pick your battles.

Vocabulary

Connotation 2

1 Choose the correct alternatives.

1 It's too *chaotic / relaxed* in here. I've got no idea where I'm supposed to go.
2 I've seen a *charming / run-down* guest house we can stay at next weekend.
3 The angry *group / mob* descended on the town hall demanding the resignation of the mayor.
4 I don't like the way some companies *employ / exploit* their staff through unpaid overtime.
5 It's a bit *lively / rowdy* in here tonight. It's intimidating.
6 We collect *archaic / vintage* motorbikes and race them.
7 My parents were always *firm / harsh* but fair with me.
8 Small cars are more *economical / penny-pinching* to run.

2 Complete the comments with the words in the box.

affordable challenge economical group harsh lively mobs penny-pinching problem rowdy run-down

Empty shops are making our town centre look more [1]_____ than ever. When are the council going to cut business rates to make shop rental more [2]_____ for independent shop owners and stop them from going bust?

The decision to close down the local youth centre is an obvious [3]_____ move on behalf of the council. They know the youngsters can't vote, so don't care about not spending money on them. The [4]_____ we have to consider now is what are the [5]_____ of youths who enjoyed these facilities supposed to do now they can no longer enjoy [6]_____, organised entertainment?

I'm glad the council have closed the youth centre. As a neighbour, I was sick of [7]_____ of teenagers hanging around outside being [8]_____ in the evenings. We can get some peace and quiet now.

The decision to cancel some of the town's bus services may seem [9]_____. However, as an ex-councillor, I'm fully aware of the [10]_____ of balancing a limited budget. The council's decisions need to be [11]_____ ones and therefore, little-used services must go.

Language focus

Cleft sentences

3 Match the sentence halves.

1 What I love about this town ____
2 All we are asking for is ____
3 It's the CEO who ____
4 What we did was ____
5 It's the traffic ____
6 What we're saying ____

a complain to the council about the noise.
b fair pay.
c is that we need more money.
d makes those kinds of decisions.
e is its chilled atmosphere.
f that most people complain about.



4 Complete the conversations with cleft sentences using the prompts in brackets.

1 A: So, we have to raise £10,000 by the end of the year?
B: Yes, but we've already got £5,600 so _____ (all / need) another £4,400.
2 A: Great work on getting the Smith account.
B: Thanks, but _____ (it / Malanda) got that account, not me.
3 A: I loved my time as a student.
B: Me too. _____ (what / particularly miss) the long holidays!
4 A: How did you get the coffee machine working?
B: _____ (all / did) switch it off and on again.
5 A: What are you doing this weekend?
B: _____ (what / want / do) go to a spa. _____ (what / actually / do) housework.
6 A: _____ (what / I / say) you don't need to worry about your job.
B: Thanks, but _____ (it / not / job security) I worry about, it's not getting the promotion I wanted.

2D

Vocabulary

Conversation

1 Choose the correct option, a, b or c.

1 It's ages since I last saw you. Let's have a ____ over coffee.
a banter b chit chat c tangent

2 I asked her what the problem was, but she just ____.
a clammed up b butted in
c broached the subject

3 It's time I had a ____ with Rachel about how I feel.
a chit chat b banter c heart-to-heart

4 That's a good offer. Let me ____ my team and I'll get back to you.
a butt in b confer with c reiterate

5 She's very touchy about her family. I daren't ____ with her.
a broach the subject b reiterate c talk shop

6 Sorry, I know I ____ my job a lot, but I like talking about it.
a have a chit chat b go off on a tangent
c go on about

7 Sorry to ____, but can I just say something?
a talk shop b butt in c clam up

8 Let me ____ just how important this contract is for us.
a reiterate b talk shop c butt in

English in action

Manage a fast-paced conversation

2 Complete the table with the phrases in the box.

Do tell! Getting back to ... Go on.
Hang on, there's more. How rude! How so?
Let me finish No way! So, as I was saying ...
The cheek of it! Wait, hear me out.
What I was trying to say was ...

Eliciting more information
Showing you're listening
Returning to what you were saying
Keeping your turn

3 Choose the correct alternatives.

A: So, anyway, when I got back from the bathroom, this guy was sitting in my seat. I explained that it was mine and he said, 'not anymore'.

B: [1]*Go on / The cheek of it*!

A: I didn't want to fight with him, so I found another table.

B: I don't blame you. You know, I used to work as a barista. Some of the customers I had ...

A: [2]*Hang on, there's more / Wait, hear me out*. A few minutes later, he got up and went to the bathroom. I went back to the table. He came out, told me I was in his seat, to which I of course replied, 'not anymore'.

B: And [3]*what was going on / what happened then*?

A: Nothing. He just moved to another table.

B: Wow, well done you. [4]*Getting back to what I was saying earlier / Let me finish*. Some of the customers I used to have were quite rude.

A: [5]*Do tell / How rude*!

B: Well, for example the woman who requested a drink that I knew she didn't want.

A: [6]*How so / Really*?

B: Well, she wanted an extra-large size for her child. And when I made it for her, the cup was too big for her child to even pick up, and the customer got angry with me.

A: [7]*No way / Hear me out*!

4 Complete the conversations using the prompts in brackets.

1 A: That was a good meal. I enjoyed it.
B: Me too. Anyway, _____ (get / late).
A: Yes, let's get the bill.

2 A: It's funny we've not run into each other at these kinds of events before.
B: No, but I'm sure our paths will cross again. _____ (nice / meet), Sophie.

3 A: So, hopefully we can get the project back up and running by the end of the year. Of course, we'll need ...
B: _____ (I / stop / there), sorry. I've got another meeting. Can we pick up this discussion again in the morning?
A: Of course, no problem.

4 What's the time now? _____ (might / have / make / move). I need to pick the kids up from school at four.

5 A: The tickets are front row, so I'm looking forward to it. Anyway, I've talked long enough. _____ (I / let / back / work).
B: Sure. Tell me all about the concert tomorrow!

6 Right, _____ (I / best / off). Thanks for the catch up.

2

Reading

1 **Look at the article photo and title on page 17. What do you think the 'Do not disturb' movement is? Read the article and check your ideas.**

2 **Read the article again and choose the statement which best represents the author's point of view.**

a Countries should adopt laws to stop employers contacting employees outside working hours.
b Any attempt to stop businesspeople from messaging outside of work hours is doomed to fail.
c Companies should be allowed to adopt their own systems regarding out-of-hours messaging.

3 **Read the article again and choose the correct option, a, b or c.**

1 The author says that technology has resulted in
   a a disturbance in the sleep of employees.
   b employees constantly being on call.
   c several additional hours of work a day.
2 According to the author, the 'Do not disturb' movement
   a was started by tech start-ups looking to produce new products.
   b has gained popularity despite not being led by any particular group.
   c has caused two European countries to implement new regulations.
3 Regarding the implementation of 'Right-to-disconnect' laws, the author states that
   a employers will struggle to overcome problems that arise from the laws.
   b lawmakers must recognise that the cons of the laws outweigh the pros.
   c the laws will reduce the number of international teams formed.
4 The author believes that one law for all companies and staff will
   a create the same problem for some staff that it aims to stamp out.
   b result in an increase in employee satisfaction.
   c reduce the number of messages staff receive daily.
5 The author states that clients of companies may find that
   a they need to seek services in countries without rigid 'Do not disturb' laws.
   b situations arise which require the company's support out of office hours.
   c the service they receive does not live up to the expectations they have.
6 The author suggests that organisations
   a should create their own 'Do not disturb' strategies.
   b should focus their attention on holiday hours.
   c think about their own specific context.

4 **Complete the sentences with a word or phrase from the article.**

1 These days, a working day extends from the moment we wake until _____.
2 'Right-to-disconnect' laws are designed to stop _____ messaging between staff.
3 Staff who are illegally fired will be re-employed and given _____.
4 Different _____ will make team communication across countries harder under 'Right-to-disconnect' laws.
5 A _____ plan regarding out-of-office-hours messaging is unlikely to suit every employee.
6 Banning all out-of-hours' communication might cause more anxiety for some staff rather than _____ it as desired.

5 **Choose the correct alternatives. Then find the expressions in the article and check your answers.**

1 The campaign for a better work-life balance is *gaining / giving* traction.
2 Some countries are looking to *achieve / enact* new laws to protect employees.
3 Laws which *safeguard / shield* the rights of employees are very welcome.
4 France has implemented new laws. Other countries may *copy / follow* suit.
5 Some experts have *cast / dropped* doubt on the effectiveness of these laws.
6 We all need to take time away from work and *reboot / recharge* our batteries.
7 Spam email can really *clog / plug* up your inbox.
8 The people in my team *extend / span* five different time zones.

6 **Tick (✓) the statements which are likely to belong to the author of the article.**

1 I support the need to safeguard workers' rights. ☐
2 Employees should not expect to clock out when the working day ends. ☐
3 Tech companies have had a negative effect on the 'Do not disturb' movement. ☐
4 App features are a good way to give employees some choice over how they work. ☐
5 Countries should think twice before operating in countries with 'Right-to-disconnect' laws. ☐

2

Do not disturb: a growing movement



Gone are the days when we worked 9 to 5, five days a week. With access to tools which allow round-the-clock communication, our current working day may be 9 to 5 in the office, but outside the office it is any time from the moment we wake up to the moment our heads hit the pillow. Our employers, colleagues and clients have access to us literally all day, seven days a week, making it hard to achieve the work-life balance we're supposed to strive for.

This invasion of work into our free time has led to a growing movement: the 'Do not disturb' movement. While unofficial, the movement is gaining traction around the world and is being supported by the tech industry with the inclusion of 'Do not disturb' features in their tools. In some countries like Ireland and France, a change has already occurred, with 'Right-to-disconnect' laws enacted to safeguard employees who refuse to participate in out-of-work communication. Other countries are considering whether to follow suit. These laws may include the prevention of employer-employee communication outside of working hours, the reinstatement of employees who had been sacked for refusing to participate in out-of-hours communication, and the requirement to pay out compensation if a wrongful dismissal has taken place.

Before other countries go ahead with this kind of legislation, however, decision-makers really need to scrutinise the intended and unintended consequences of such protections to establish whether they are the best way forward. In an increasingly globalised and technologically innovative world, companies no longer need to worry about borders when selecting the best of the best. As a result, teams are no longer necessarily just interdepartmental, but international. This means employees must negotiate a number of different time zones before being able to communicate in real-time online. 'Do not disturb' or 'Right-to-disconnect' laws throw up a significant stumbling block to this – one that is not easy for companies to get around.

Doubt has also been cast on whether a one-size-fits-all approach can satisfy the needs of all employees. Unplugging your device and recharging your own batteries is evidently necessary for any employee who wants to remain happy and productive in their role, but not all employees work in the same way. For some, a preference for dealing with messages as soon as they arrive prevents emails clogging up their inbox, saves time wading through them at a later date, and keeps projects moving swiftly along. There is also the fact that some people suffer from FOMO – a fear of missing out – when they can't keep in touch with others. It may seem insignificant, a kind of joke among social-media users, but this is a psychological issue which can cause the kind of anxiety that lawmakers are hoping to eradicate.

Another consideration is client needs. A client who expects a high level of care and attention may not be pleased to regularly receive an 'out of office' reply, especially when they have an emergency and need immediate support. The lack of flexibility that comes with 'Right-to-disconnect' laws will create problems for companies, especially those with a client base that spans different time zones.

So, if 'Right-to-disconnect' laws are not the way to go, can companies be encouraged to adopt their own 'Do not disturb' practices that work for them and their employees? Potentially yes, and there are examples of this already. Car manufacturers in Germany, for example, have put a system in place where a sender of a message to a member of staff on holiday receives a notification that the person is away and the email will be deleted. This keeps the recipient's inbox clear. When companies have the opportunity to create their own tailor-made systems, no matter how challenging this might be, they can better meet the needs of their staff and their clients.

2

Listening



1 2.01 **Listen to part of a university lecture. Choose the best summary.**

a Our perceptions of society are reflected in the way we recall memories of our childhoods.

b We think society declines as we age because of how we perceive memories and changes over time.

2 **Match features 1–6 with phenomena a–d. Then listen again and check.**

1 Negative information is talked about at length. ____

2 Certain memories become stronger. ____

3 The topics create a pessimistic view. ____

4 We prefer to remember the past in a certain way. ____

5 Information about certain time periods is lost. ____

6 We react badly to the idea of change. ____

a 24-hour news

b the 'reminiscence bump'

c the 'positivity effect'

d 'status quo bias'

3 **Match the sentence halves. Then listen and check. Try to guess the meaning of the words/phrases in bold using a dictionary to check your ideas.**

1 Something that fascinates me is our **perpetual** ____

2 We have a **propensity** ____

3 We're constantly **bombarded** ____

4 They are now **dwelt** ____

5 We all find ourselves **repeating** the same ____

6 We tend to **reminisce** ____

7 We strengthen them so they're **at the** ____

8 We're all destined to **fall** ____

a **cliché** we heard from them.

b **to** assume society is worse now.

c **forefront** of our minds.

d **on** and repeated to fill time.

e **about** those memories more.

f **into the same trap** as those before us.

g **ability** to overestimate negative things in our society.

h **with** stories of violence.

Writing

1 **Read the online messages to and from a local government project manager (Harry Swabey) and choose the correct alternatives.**

1 Harry is concerned that part of the design will be too *difficult/expensive* to implement.

2 Harry asks Ira to resubmit the design by the end of *today/Friday*.

3 Harry begins and ends with a *compliment/request*.

4 Harry uses *we* in the email to highlight *the importance of the work/shared goals*.

5 Harry tells the builder that the change of date is *acceptable/unacceptable*.

6 Harry cites *budgetary/safety* issues as the reason.

7 Harry uses *formal/less formal* language with Brian.

8 The purpose of the final line of Harry's message to Brian is to *persuade/threaten*.

1

Hi Harry,

Please find attached proposed designs for the renovation of Redwood Primary School hall. I trust you'll find them satisfactory. If not, do get back to me.

Best wishes,
Ira

Hi Ira,

Thanks very much for the proposed designs.

You clearly have a good understanding of the needs of the pupils and have created a beautiful space for them. We will, however, need to take another look at the stage area on the east side of the hall. Your suggestions are elaborate and are likely to be overbudget. Please could you take another look at this and try to simplify the features and get back to me by the end of the week?

I'm really delighted with the designs so far. If we can get the stage area within budget, the hall will be transformed into something quite spectacular. I trust we will be able to make this work.

Kind regards,
Harry

2

Hi @HarrySwabey – I've just heard from my suppliers. They can't supply the timber until Tuesday, so we won't be able to start the renovations until Wednesday. That'll take completion into the following week. The good news is that I managed to get another 5% discount, which I'll pass on to you as a goodwill gesture.

@BrianGardner – It's really kind of you to pass on the discount, Brian, thanks. Unfortunately, we need the work to be done by Friday as per our agreed schedule as the children will be back in class the following week. For reasons of health and safety, we can't have building work going on at the same time. Can you please speak to other suppliers to find out if they're able to supply timber on Monday as originally planned? If not, can you work around the delivery and complete the project by Friday? I know it's a pain, but you've always come through for me before and I trust you can do it again!

2

2 Which techniques does Harry use to reject ideas and ask for changes? Why do you think this is? Read the Focus box and check your ideas.

1 use *we* not *you* ☐
2 highlight the consequences of poor work ☐
3 make requests between compliments ☐
4 use capital letters to get a point across ☐
5 demand to meet face-to-face ☐
6 include reasons for requests ☐

Rejecting ideas and asking for changes

When rejecting an idea or asking for a change, it's important to keep the other person 'on board' and not alienate them. Otherwise, their willingness to work with us or the quality of their work might suffer. There are various techniques that we can use to do this.

1 Use *we* rather than *you* or *I* in your message

Using *we* rather than *you* or *I* reinforces the message that you share the same goal and are working together to achieve it.

We will, however, need to take another look at the stage area ...

2 Sandwich requests for changes between compliments

It is usually difficult for someone to hear that they need to make changes because it implies that they didn't do their work well enough. Putting the request between two compliments, however, makes the message easier to accept. This is sometimes called 'the sandwich technique'.

You clearly have a good understanding of the needs of the pupils ... I'm really delighted with the design so far.

3 Include reasons

Forgetting to mention a reason can make the request or rejection seem whimsical and unnecessary, so it is important to explain why we don't like the idea or want the change.

... as the children will be back in class the following week.

4 Adapt language to suit the recipient

Matching the language used to the recipient (and our relationship with him or her) will help to make the message appropriate.

I trust you will be able to make this work. (professional relationship)

You've always come through for me before and I trust you can do it again! (a closer work relationship)

3 Put the words in the correct order to make phrases for rejecting ideas and asking for changes.

1 a way / hope / we will / sincerely / I / forward / find / be able to

2 have / for this / limited / the reason / we / budget / is that / a

3 of your / impressed / quality / I'm / high / very / product / the / with

4 that / is / date / unacceptable / delivery / to us / I'm afraid / the

5 a matter / a different supplier / of regret / using / be / to us / would

6 agreement, / afraid / stick / we / original / I'm / our / have to / to

7 pleased / again, / really / your / with / work / once / I'm

8 alternative / possible, / it's / we'll need / arrangements / if / to make / not

4 Improve the email by adding phrases a–e.

a With very little budget left, such an event won't work for us.
b if we put our heads together on this
c I'd love it if you could
d I know you'll
e It's fantastic that

Hi Mel,

Thanks for your idea for the opening of the school hall. [1]_____ you want to make a real occasion of it. Unfortunately, I can't approve it. [2]_____. [3]_____ adjust your ideas in light of this. I'll have a think, too.

[4]_____ be able to organise something special. [5]_____, I'm sure we'll get some inspiration for a cheap but spectacular event!

Harry

Prepare

5 You are going to write messages to people as a project manager. Read the communications from a new contact (Raj) and a close contact (Bev). Make notes on how you will respond to these problems.

a the furniture is too expensive
b the poster is too childish

1

Hi,

I'm attaching the costings of the furniture you requested for the open-air dance in the park. You may want to pay extra for gazebos in case of rain. These will protect the items. We'll be happy to supply the flags you want to decorate the street at no extra cost.

Raj

2

Hey!

I'm attaching the poster you wanted for your fair. I know I said I couldn't do it until next week, but I found time today. Not sure this is what you wanted. Let me know if not.

Bev

Write

6 Write a response to each communication in Exercise 5.

7 Review your messages. Revise them if necessary.

- It uses *we* rather than *I* or *you*. ☐
- It uses the sandwich technique. ☐
- It gives reasons for requests. ☐
- It uses an appropriate style. ☐
- It is grammatically correct. ☐
- It uses appropriate vocabulary. ☐

3A

Language focus

Question forms

1 Match the question halves.

1 Isn't it time ____
2 So, you mean you ____
3 You moved here ____
4 Where is it ____
5 Do you know what time ____
6 It's not very far away, ____

a it is?
b that you'd like to go?
c you made some changes?
d when, exactly?
e is it?
f ended up doing it yourself?

2 Complete the conversations.

1 A: What _____ that we're supposed to do?
B: Brainstorm ideas about potential new products.
2 A: I'll never get to university ...
B: So you _____ you don't think you can get in?
3 A: Mike drove us to the restaurant but left to go to work.
B: So, you ended up getting home _____?
A: By taxi. We had to wait an hour for one to come, though.
4 A: You're going into town later, _____? Can you pick me up some shampoo?
B: Sure, no problem.
5 A: Do you _____ the nearest chemist _____ round here?
B: You've lived here for years. Surely you know!

3 Complete the conversation using the prompts in brackets.

A: So, ideas for the party.
B: [1] _____
(isn't / Matt's job / organise)?
A: Yes, but he wants help with ideas.
B: OK. [2] _____
(where / that / we / go / last year)? I've forgotten.
A: It was at that Thai place. Great food, a bit cramped.
B: Yeah. [3] _____
(know if / art museum / allow) parties there?
A: I don't know. It'd be cool if they did though.
[4] _____
(not possible / hire out / aquarium)? That'd be different.
B: Yes. The Regency Hotel is a possibility, too. The food there's great.
A: It's a nice idea. [5] _____
(very expensive, / will / not / it)?
B: [6] _____
(so / mean / we / need / come up with) cheap ideas?
A: Not necessarily, but I'm not sure how big the budget is.

Vocabulary

Ideas



4 Complete the definitions with the words in the box.

bounce brainwave dawns idea out of passing springs

1 If you have a bright _____, it's very clever.
2 If you are _____ ideas, you don't know what to do next.
3 If something _____ to mind, you suddenly think about it.
4 If something _____ on you, you realise it.
5 If you _____ ideas around, you discuss them with other people.
6 If you have a _____ thought about something, you have an idea which you haven't thought about in great detail.
7 If you have a _____, you have a sudden clever idea.

5 Complete the second sentence using a word in the box so it has a similar meaning to the first.

bounce brainwave bright dawned given ~~occurs~~ out thought

1 I feel Gloria's up to something.
It occurs to me that Gloria's up to something.
2 Let's discuss some ideas for our project.
Let's _____.
3 I'm hoping one of us will have a sudden, clever idea.
Hopefully, _____.
4 Oh, you've made me think, shall we just go home early?
Oh, you've just _____ of going home early.
5 Don't worry, it wasn't a serious idea.
Don't worry, it _____.
6 Does anyone have any good suggestions?
Does anyone have _____?
7 I've realised what it is that you need me to do.
It's _____.
8 You suggest something, I can't think of anything else.
You suggest something, _____ for now.

3B

Vocabulary

Problems and solutions

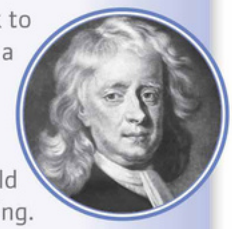
1 Choose the correct alternatives.

1 We're not getting anywhere here. We're just going round in *circles/rounds*.
2 I've been racking my *brain/head* trying to remember his name, but I can't.
3 Let me mull *onto/over* your proposal for a few days, then I'll get back to you.
4 I know there's a problem, but I can't *pin/punch* down what it is exactly.
5 I think the *bottom/root* cause of all our problems is a lack of planning.
6 I've asked Tom to join us to try to shed some *light/sun* on the situation.
7 We need to zero *in/up* on exactly what caused the issue.
8 We're halfway through the project, so let's stop and *make/take* stock before we continue.

2 Complete the words in the blog.

The incubation effect

I don't know about you, but I find that not thinking about a problem can be helpful. I can spend hours [1]r_____g my brain, trying to come up with an idea.



Then, when I take a break and come back to [2]m_____l it over again later, I'll have a sudden [3]b_____e. Sir Isaac Newton, when completely [4]b_____d by a problem, would work on it before sleep, believing through experience that he would wake up with the solution the next morning.

In fact, this theory of creativity is supported by research. Some researchers believe the effect is a result of our brain having a rest. When we [5]d_____e on a problem for too long, our thinking gets stuck. We might [6]z_____o in on a very specific piece of information which narrows our thinking, for example.

However, after a break, our minds become more open, the difficulty of the problem suddenly disappears, and we're no longer [7]p_____d by it. Other researchers believe our brains continue to [8]p_____r the problem while taking the break, and actively work towards a solution.

Whatever the process is, it's important that when problem solving, we never [9]u_____e the power of a break, even if that doesn't seem [10]i_____e at all.

Language focus

Reason clauses

3 Choose the correct option to complete the sentences, a or b.

1 I didn't want to bring the subject up for fear
  a of upsetting you. b upsetting you.
2 Shall we get a takeaway, seeing
  a in that neither of us want to cook?
  b as neither of us want to cook?
3 Being short of time,
  a we took a taxi. b as we took a taxi.
4 Why don't you come,
  a since you're free? b since as you're free?
5 My answer, at the risk of
  a sound rude, is no. b sounding rude, is no.
6 Learning vocabulary can be harder than learning grammar
  a in that there's more to learn.
  b for fear of there's more to learn.

4 Complete the conversation using the prompts in brackets.

A: Why weren't you in class today?
B: I've decided to take a year out.
A: Why? You've only got one more year.
B: I know, but it's the Olympics next year and I've decided to focus on training this year [1]_____ (fear / miss out) on the squad.
A: I see, well I'll miss you. Will you be back next year? I'll be here doing my Master's degree, hopefully.
B: Yeah, [2]_____ (since / Olympics / finish) by mid summer, I'll be able to start again in the autumn of next year no problem.
A: It'll be tough. You won't know any of your classmates.
B: I know, but better than me failing at the last hurdle for the Games.
A: OK then, well [3]_____ (seeing / you / not / study), maybe you'll have time to help me with the project Professor Graham just set us. [4]_____ (be new) to neuroscience, I confess I'm struggling.
B: Sure, [5]_____ (seeing / always help me), I can find time for that.
A: Brilliant, thanks!
B: [6]_____ (risk / me / ask) a dumb question, why didn't you choose a different subject?
A: It's important [7]_____ (in that / need / study) it if I want to go into behavioural sciences.

Language focus

Ways of modifying adjectives

1 Choose the most appropriate alternatives.

1 The storm was *fairly*/*quite* incredible. I've never experienced anything like it!
2 It's *deeply*/*virtually* impossible to drive anywhere fast in this city.
3 There's nothing wrong with me. I'm *perfectly*/*pretty* fine!
4 I'm *bitterly*/*completely* disappointed by these results.
5 I was *absolutely*/*somewhat* surprised Julie hadn't heard the news, but she's been very busy with work.
6 Mel was *deeply*/*essentially* embarrassed about the error.
7 This machine is *nearly*/*totally* useless. It never works!
8 It's just a scratch. It's *barely*/*utterly* noticeable.

2 Complete the sentences with an adverb from the first box and an adjective from the second.

deeply	perfectly	pretty	totally
utterly	virtually		

concerned	impossible	pleasant
ridiculous	ruined	sure

1 I'm _____ about the business, to the point that I can't sleep.
2 We're _____ we'll win the cup this year, but we can't say 100 percent.
3 People say Felipe's grumpy, but he's always been _____ to me.
4 It's _____ to say you can't do it. Of course you can!
5 I've just spilt blackcurrant juice all down me. This shirt is _____ now.
6 It's _____ to find CDs for sale these days, unless you hunt them down online.

Vocabulary

The news and reporting

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

angle	exposé	impartial	investigations	misrepresent
smear campaign		stereotypes	unsubstantiated	



Do we need newspapers?

Newspapers are struggling. A decrease in advertising revenue and the rise of online news means many papers are fighting for survival. Some media experts are asking if the newspaper has had its day. In my view, we need newspapers now more than ever.

To begin with, we may be using social media to access our news, but the majority of us are still choosing newspapers as our primary source of information. We know that these newspapers avoid [1] _____ claims (tabloid papers which [2] _____ 'facts' about famous people and promote lazy [3] _____ aside). Yes, they may sometimes take a particular [4] _____ that fits their political stance. However, at least we know their stories are generally objective.

Another reason is if newspapers don't conduct [5] _____, immoral or criminal behaviour might go undiscovered. Anyone can write a blog, but not everyone will spend months or years writing a successful [6] _____ of a corrupt aspect of society.

Finally, if we access news via lesser-known sites, how do we know they're legitimate or [7] _____? How do we know they're not just making up lies as part of a political [8] _____, for example? Newspapers may not be perfect, but without them who else will take the time to find answers to the questions we have? Who else will hold people in power to account?

3D

Vocabulary

Idioms related to clarity

1 Complete the sentences with a word in each gap.

1 Well, that was as clear as _____. I didn't understand a single word of it!
2 I didn't think I'd get it at the beginning, but by the end it was all crystal _____.
3 There was something unclear about the presentation, but I can't quite put my _____ on what it was.
4 Are you sure her advice is impartial? I can't help thinking she has some kind of _____ agenda.
5 Give it to us in _____ English, please. No legal language allowed!
6 Great infographic. The key points are as clear as _____.

2 Complete the conversation with idioms using the words in brackets.

A: I love the IT department, but I wish they'd speak to us in [1] _____ (plain).
B: I know what you mean. One of the team tried to explain why my computer kept shutting down the other day. It was about [2] _____ (mud).
A: I guess they forget that what's [3] _____ _____ (crystal) to them is actually jargon to us.
B: Do you think they have some kind of [4] _____ _____ (agenda)? I can't [5] _____ _____ (finger) what it might be, but I can't believe they think we understand what they're telling us.
A: You mean, like, they want to bore us all to tears, so we don't call them anymore? Maybe!

English in action

Summarise information

3 Choose the correct alternatives.

1 The main *points/reasons* of the meeting were as follows.
2 In the *past/previous* meeting, we discussed sales targets.
3 Going *back/reverse* to what I said at the beginning ...
4 The *gist/summary* of it is that sales are down.
5 Here are two sales charts. The *early/former* shows us sales for last year. The latter shows us sales for this year.
6 In a *brief/nutshell*, we need to sell more.
7 Not *only/sole* that, but we need more clients.
8 So what happened *is/was* that the sales team organised more meetings with potential clients.

4 Put the words in the correct order to make sentences.

1 the problem / section, / examine / in the / following / we'll
_____.
2 was, / we tried / what / but failed / so / happened
_____.
3 all true / to know / thing / need / is that / it's / the first / you
_____.
4 100 families / did / interview / they / was / what
_____.
5 all take / on board / case, / we should / that / these ideas / in
_____.
6 that / going up / gist / prices are / it / the / of / is
_____.
7 follows / main / as / points / the / are
_____.
8 expensive, / it was / but / not only / was it / poor quality
_____.

5 Complete the extract from a talk with phrases a–h.

[1] ____ this talk, we discussed the importance of first impressions. In this part, I'm going to tell you about an experiment conducted in the 1920s, as well as a similar experiment we conducted here last year. [2] ____, the researcher used members of the military. [3] ____ ask leaders to rate characteristics of subordinates and then look for patterns in their responses. I won't go into details about the results, but [4] ____. When participants liked one characteristic of a person, they assumed all that person's characteristics were positive. [5] ____ if they disliked one characteristic, they assumed that all the other characteristics were negative. [6] ____, he discovered a 'halo effect'. [7] ____ our overall impression of a person influences how we feel about their character. We conducted our experiment with business leaders, and found that a halo effect existed amongst them as well. The results suggest that making a good impression in business is vital, [8] ____ it can influence how a person is perceived from then on.

a In the former
b in that
c Not only that, but
d in the previous section of
e In a nutshell
f the main points are as follows
g What he did was
h The gist of this effect is that

3

Reading

1 **Read the title of the article on page 25. What do you think it is about? Read the introduction and check your ideas.**

a How to become famous in today's online world
b The impact fame has on people, both good and bad
c A psychological look at why people want to be famous

2 **Read the article. Match topics a–d with paragraphs 1–4.**

a featured in a meme ____
b became a viral sensation ____
c carried out a heroic act ____
d won a reality TV show ____

3 **Did each person in the article have a positive (P) or negative (N) experience overall?**

1 Harley ____
2 Ahmed ____
3 Theo ____
4 Jacklyn ____

4 **Read the article again. Answer the questions.**

1 Whose family felt the attention was negative?
____, ____
2 Who gained financially from the experience?
____
3 Who implies that the experience had no long-term effect on their life?
____, ____
4 Who was glad that their fame was short-lived?
____, ____
5 Who felt the positives of the experience did not outweigh the negatives?
____
6 Who felt others would have acted in a similar way?
____
7 Who was surprised by all the attention?
____
8 Who was mocked?
____, ____
9 Who felt exploited for financial gain?
____
10 Who is unable to identify the person who caused everything?
____

5 **Complete the definitions with the words/phrases in the box. Find them in the article to help you.**

adoration are propelled into consolation culprit
goes to your head gripe lucrative pesters pull a (strange) face
saving grace

1 If something ____, it makes you think you're better than you are.
2 If someone ____ you, they annoy you by asking you to do something a lot.
3 A ____ is a person guilty of doing something wrong.
4 If you receive ____, people show you love and admiration.
5 If you ____, you produce an amusing facial expression.
6 If you ____ a new situation, your life is changed by outside forces.
7 If you have a ____ job, it pays lots of money.
8 The ____ of a situation is the one thing that makes it acceptable.
9 If you have a ____, you have a complaint.
10 A ____ is a thing that makes you feel better when you're sad or disappointed.

6 **Complete the tips with the correct form of a word/phrase from Exercise 5.**

How to handle fame: the importance of friends and family

Fame is craved by many and elusive to most, and it often arrives unannounced. You may spend years touring the country playing gigs in tiny venues before you get heard, or you might ace your first acting audition and be [1] ____ stardom overnight. Whichever it is, you're bound to experience a fair amount of [2] ____ from fans, as well as start earning a [3] ____ salary. It's very tempting, but try not to let it [4] ____. Get your friends and family to keep you humble. And remember that the attention won't all be good. You'll be [5] ____ by paparazzi day and night, desperate to get a photo of you [6] ____ to sell to the tabloid press. Journalists will write rubbish about you, claiming the information is from a source close to you, but never naming the [7] ____. And to top it all off, you'll also have to put up with haters and their negative opinions online. These kinds of things can cause considerable anxiety. Your friends and family can be the real [8] ____ here, too. They can help you to maintain your confidence and belief in who you are, as well as keep your feet on the ground.

One last note: when fame leaves you, don't [9] ____ about it or become bitter, take [10] ____ in the fact that many people loved what you did. Your family and friends will be sure to remind you how great you were.

3

15 minutes of fame: the reality

In the 1960s, pop artist Andy Warhol predicted that everyone would have their 15 minutes of fame. In today's media-driven world, it's entirely possible, but is it desirable? Here, four ordinary people share their experiences of achiving and then losing acclaim.



1

Harley

As the person to win the very first series, when this type of show was new and exciting and had caught everyone's attention, I was propelled into stardom overnight. It was a bit of a shock, waking up the day after the episode aired to find photographers on my doorstep, pestering my loved ones as they tried to leave the house, much to their annoyance. Then, whenever I dared to leave the house, I often met people who asked me for selfies as I passed them on the street. I quickly found myself getting invited to events and hobnobbing with the rich and famous, all while I was still holding down my day job, as there'd been no huge cash prize for winning. The buzz around me soon died down and life went back to normal. However, through a contact I'd made at a party, I managed to bag myself a new job. It's not lucrative, but I love it. So, although I'm now little more than the answer to a quiz question, I can say that fame steered my life in an unexpected way.

2

Ahmed

I've always loved singing and while I was reluctant to perform in public, I wasn't averse to uploading recordings of myself singing at home. One of those recordings – an original song – suddenly exploded and was everywhere. I was just 17. The thing was, I didn't become popular because people thought I was talented. It was because they'd found the video funny, even though it was unintentionally so. My video channel got hit after hit as news spread around the world of this weird skinny kid singing a silly song badly. I was mentioned on talk shows, made fun of across all social-media platforms and mocked by my so-called friends at school. Even my brother joined in. The saving grace was that, as with all these things, people moved on to something else pretty swiftly. That, and the advertising revenue from the views, but that was little consolation, as I'd say I paid the price in other, more significant, ways.

3

Theo

I don't think I particularly deserved the attention I got. I jumped in and rescued someone in need just as anyone else would have done if they'd been there. It just so happened that the person needing help was a much-loved TV personality. So, the story hit the headlines and I was interviewed by all the major news outlets and appeared on a couple of chat shows, too. I can't say the experience altered my life in any meaningful way, although I'm glad I was able to affect the outcome of someone else's. But the adoration was nice. Less so, perhaps, for my siblings who will all tell you it all went to my head. I guess it did a little. It's hard when people keep heaping praise on you, but I eventually floated back down to Earth.

4

Jacklyn

Who would have guessed that a photo of me pulling a strange face in the midst of eating a burger would travel the world? But it did. I've got no idea who the culprit was, but someone took that photo and added a few amusing (at least to them) words. It gained traction and then for a few weeks, whenever I went online, it popped up somewhere or other with different captions. I admit, some of them made me chuckle, but when you're the butt of the joke, the overall feeling is one of discomfort. I got quite a lot of unwanted attention from friends, both online and off, but it was all pretty harmless and didn't go on for long, thank goodness. My main gripe was that people used my photo to sell T-shirts and mugs and stuff, and yet I didn't see any benefit. Oh well!

3

Listening

1 3.01 **Listen to part of a podcast about kitchen hacks and answer the questions.**

1 Is the conversation formal or informal? _____

2 How many of the hacks worked? _____

2 **Listen again. Are the sentences true (T) or false (F)?**

1 Ethan actively seeks out kitchen hacks. _____

2 He thinks Ashley's view on using kitchen hacks is strange. _____

3 He likens the result of the caramel sweet hack to something that has been trodden on. _____

4 Ethan chose to make mug pizza because it looked tasty online. _____

5 He enjoyed his mug pizza despite it being undercooked. _____

6 Ethan's microwave risotto was as good as the one he typically makes. _____

7 He thinks he copied the hacks correctly as he's an effective cook. _____

8 He suggests that some sites promote fake hacks because they run out of ideas. _____

9 Ashley says she'll stop watching kitchen hack videos from now on. _____

10 Ethan believes the videos will have lost some of their effect on him. _____

3 **Match the words in bold with definitions a–h.**

1 Somehow, those videos **suck** me **in**.

2 I **shoved** all the dough ingredients into the mug.

3 The dough was **soggy** and well, still pretty raw ...

4 I **chucked** most of it **away**.

5 The rice was **moist**, but not underdone.

6 I'm pretty **proficient** in the kitchen.

7 They have to keep producing **enticing** videos.

8 There's something **mesmerising** about them.

a tempting
b powerfully attractive
c reluctantly attract
d throw away
e push carelessly
f skilled
g slightly, pleasantly wet
h unpleasantly wet

4 **Complete the sentences with the phrases in the box. Listen and check.**

as far as to say that | get the picture | in my defence | was anything to go by | will take some of the shine off

1 ... a gorgeous-looking caramel wheel, if the video _____.

2 Ah, I'm starting to _____ now.

3 ... _____, the video made it look really easy to make.

4 I wouldn't go _____.

5 I suspect my kitchen disasters _____ those videos for us.

Writing

1 **Complete the proposal on page 27 with sub-headings a–f.**

a The lack of entertainment
b Executive summary
c The practicalities
d Introduction
e The benefits
f The addition of an escape room

2 **Read the Focus box. Then match categories 1–4 with sentences a–f in the proposal.**

Using persuasive language

The purpose of a proposal is to persuade the reader to accept an idea. This means providing effective reasons and using persuasive language to do so. Use these persuasive techniques:

1 Highlight the severity of the problem.
With little else to enjoy, residents are forced to go elsewhere ...

2 Be clear about the positive impact of the idea.
... we have no doubt that our room will be successful here, too.

3 Provide evidence to support your idea and sound authoritative/knowledgeable.
Our research shows that escape rooms have become popular all over the world ...

4 Appeal to the reader's sense of what is right.
... something we are sure you agree is much needed in our town.

3 **Put the words in the correct order. Decide which category 1–4 in the Focus box each sentence fits into.**

1 write / extensive / industry / as someone / I / of the / with / knowledge
_____ ☐

2 said / stress / escape rooms / alleviate / to / are
_____ ☐

3 there / a / on / be / tremendous / would / impact / local businesses
_____ ☐

4 see / certain / the benefit / I / am / will / you
_____ ☐

5 dire / be / situation / the / addressed / current / is / must / and
_____ ☐

6 sure to / in several ways / business / benefit / the / is / the area
_____ ☐

7 facilities / undeniable / the / for / more / need / is
_____ ☐

8 in / shows / people / need / more / of / that / facilities / research / are
_____ ☐

3

PROPOSAL FOR AN ESCAPE ROOM

1

The aim of this proposal is to highlight the need for additional entertainment in our town and suggest the addition of an escape room. An escape room is a game in which people work together to solve puzzles in order to escape the room. It is proposed that such an entertainment facility in the area will particularly benefit young adults, something we are sure you agree is much needed in our town.

2

As a young resident of this town, [a]**I can attest to the lack of entertainment facilities**. At the time of writing, the facilities include:

- a cinema with one screen which focuses on art house films
- a bingo hall which primarily appeals to the older generation
- the town hall, which holds small events, again appealing mainly to an older generation
- cafés which tend to close in the late afternoon.

With little else to enjoy, residents are forced to go elsewhere, increasing their travel costs. For many young people, this cost is prohibitive. The result is twofold. Firstly, they seek to create their own entertainment locally, which can sometimes result in antisocial behaviour. Secondly, they look to move out of the area in the long term. [b]**Readers of this report will recognise the significance of this issue and the need to address it**: a town with an ageing population and a reduced number of young people may struggle to prosper.

3

Our research shows that escape rooms have become popular all over the world, beginning first in Asia and then spreading to Australasia, Europe and America. They are based on a type of video game in which people work together to combine skills to solve puzzles with the help of clues. [c]**It has been shown** that these games particularly appeal to young adults who want to escape the stress of everyday life.

4

An escape room is a simple idea which [d]**is sure to have a very positive impact** on those involved in the town. Firstly and primarily, customers will be entertained. People will be brought together, connections will be made, and stress relieved. In addition to that, the business will increase employment opportunities in the area and attract visitors from outside the town. While here, those visitors are likely to spend money in local shops, cafés and restaurants.

5

An escape room is fairly simple to set up. All that is required is access to facilities which provide a good-sized room. The puzzles then need to be created with materials and videos professionally created on an ongoing basis. Set-up costs will be modest and it is estimated that a profit can be made within six months – something many businesses are unable to achieve.

6

In summary, [e]**our town is in desperate need of facilities** which entertain residents and encourage young people to stay in our area. While we are not suggesting an escape room can do this on its own, it can make a contribution and hopefully be a catalyst for other projects. Since escape rooms elsewhere have proved exceedingly popular, we have no doubt that our room will be successful here, too. [f]**We are sure that you will agree with us that this is a worthwhile endeavour** and is deserving of the funding that you offer.

Prepare

4 **Read the advertisement. What two things are being offered?**

> **Small business support – proposals invited**
>
> We're looking to support budding entrepreneurs in the area to help promote new businesses and improve economic growth. If you have a business idea and would like both financial support and advice to start your business, send a proposal to www.newbizintown.uk.

5 **Think of a business idea that would benefit the area where you live. Think about what your area lacks or what people might need, want or like.**

6 **Make notes about reasons why your idea is needed and would be successful.**

7 **Make a plan for your proposal. Make notes about these things.**

- your heading and sub-headings
- the key points you will make under each sub-heading
- what information you might bullet point
- persuasive language you can use

Write

8 **Write your proposal using your plan in Exercise 7 to help you.**

9 **Check your proposal. What makes it persuasive? Are there any places where the persuasion is too strong or could be stronger? Make changes where necessary.**

10 **Check your proposal again and correct any language errors.**

4A

Vocabulary

Anxiety and excitement

1 Match the sentence halves.

1 The thought of deep-sea diving brings me out _____
2 Speaking in public is a daunting _____
3 My stomach's _____
4 I nearly had a panic _____
5 Kite surfing gives me a real rush of _____
6 I always get a _____
7 What's fun for me may be a traumatic _____
8 I love it when that first feeling of _____

a churning and I feel sick.
b experience for someone else.
c in a cold sweat.
d exhilaration hits me.
e adrenaline that lasts for ages.
f prospect for someone like me.
g buzz out of performing on stage.
h attack when I heard the news.

2 Complete the conversations with words from Exercise 1.

1 A: I want to get over my phobia of spiders. They always bring me out in a cold [1]_____. It stems from a [2]_____ experience I had when I got bitten by one and the bite got infected.
B: How do you cope when you see one?
A: If it's huge, I've been known to have a panic [3]_____.

2 A: I'm toying with the idea of doing a bungee jump. I guess it's one of those thrills I should experience at least once. I'm sure I'll get a [4]_____ out of it.
B: Well, you're brave. For me, even standing on the end of a bridge looking down onto a river is a [5]_____ prospect. You might get a feeling of [6]_____. I think I'd just feel terror. My stomach's [7]_____ now just thinking about it!



Language focus

Non-future uses of *will*

3 Choose the correct alternatives.

1 I asked him to help me, but he *won't / wouldn't* do it!
2 Don't bother texting Luis. *He'd / He'll* be in a meeting.
3 My husband *will / would* insist on talking when I'm trying to read. It drives me up the wall!
4 The car *will / won't* seem to start. I'd better call the garage.
5 *We'd / We'll* often go and play down by the river as kids.
6 I imagine you'll *be seeing / have seen* this film already.
7 Susana knows what's going on, but she won't *tell / have told* me.
8 I bet Alex will *be waiting / wait* there for us already.

4 Complete the discussion using the verbs in the box and *will* or *would*.

be come complain insist on put on wake up

@smithy123
My new neighbours [1]_____ playing music in the evening and then leave it on half the night. It's loud enough to stop me sleeping. What should I do?

@yume
I [2]_____ my music pretty loud when I was at uni. I never thought about about the impact it had on my neighbours until one of them mentioned it. So, go and talk to them.

@smithy123
I tried. Despite ringing the bell several times, they [3]_____ to the door.

@mallory
Someone [4]_____ to them about their noise before. That's why they're avoiding you. They [5]_____ well aware of how loud their music is.

@yume
Play loud music yourself. Give them a taste of their own medicine. Then when they come round to complain, you can talk to them about it. It's early morning – do it now!

@smithy123
Good thinking! OK, I've just put the radio on high. They [6]_____ to a nice bit of heavy metal around now! Let's see if they get the message.

5 Complete the second sentence so it has a similar meaning to the first. Use *will* or *would*.

1 I used to spend hours making model planes when I was a kid.
As a kid, I _____ making model planes.
2 My sister has an annoying habit of borrowing things without asking.
Annoyingly, my sister _____ without asking.
3 I asked Daniel why he isn't talking to me, but he refused to say.
Daniel _____ he's not talking to me.
4 I think you've seen this presentation already.
No doubt you _____ this presentation already.
5 I bet Thomas is practising in the music room.
I reckon Thomas _____ in the music room.
6 I couldn't get my car to start this morning.
My car _____ this morning.

4B

Vocabulary

Adjective + noun collocations

1 Complete the words. The first letter is given.

1 I go to the gym, but not on a **r**_____ basis.
2 It's hard to get a job when your **p**_____ work experience is non-existent.
3 Learning a second language has had a profound **i**_____ on my life.
4 We try and do at least two **h**_____ chores a day.
5 Abi's always had a **s**_____ sense of responsibility.
6 Our staff are an untapped **r**_____ when it comes to new ideas.
7 The rents people pay here in the city are **e**_____.
8 It's great that the kids offer **m**_____ support to each other.

2 Choose the correct option, a, b, c or d.

Tamara is feeling good ☺

I've been volunteering on a regular [1]____ for five years. I've always had a strong [2]____ of duty and I feel that if I have time to spare, then I should spend it helping others. I help out at a charity each weekend, as well as visiting an elderly lady near me.

At the charity, I work with people who are suffering from depression. It was a [3]____ challenge at first, especially as the other volunteers there have prior work experience in this field. However, there's a lot of mutual [4]____ among the staff, so if I need help, I get it. Mostly, I just need to spend time listening to people. I do the same when I visit my neighbour, but I also go shopping for her and do some household [5]____.

My voluntary work has had a [6]____ impact on my life. I've made fantastic friends and have grown as a person. Volunteers are an [7]____ resource in our community. If everyone gave a few hours a month, our community would be much better off. I appreciate the [8]____ are exorbitant round here and people work hard to make a living, but if you have time, I'm sure a charity would love to hear from you.



1	a premise	b foundation	c routine	d basis
2	a sense	b impression	c feel	d insight
3	a severe	b discouraging	c daunting	d subdued
4	a support	b loyalty	c aid	d backing
5	a errands	b burdens	c chores	d routines
6	a vital	b profound	c sharp	d sweeping
7	a idle	b underdone	c empty	d untapped
8	a salaries	b jobs	c rents	d homes

Language focus

Real conditionals

3 Choose the correct option, a or b.

1 If you'd like to come with me, I
  a 'd introduce you to Lia.
  b 'll take you to your table.
2 I wouldn't be where I am today if
  a I haven't had you by my side.
  b it wasn't for you.
3 If you make dinner,
  a I'll wash the dishes.
  b I load the dishwasher.
4 Anyone can run a marathon if
  a they'll put the work in.
  b they've trained hard enough.
5 If you won't come and pick me up,
  a I'll just have to get a taxi.
  b I get the bus instead.
6 You have access to the site if
  a you've paid a subscription.
  b you'll subscribe.

4 Complete the conversation with real conditional forms of the verbs.

My name's Cynthia. How can I help you?

I can't seem to log into my account.

Have you used your account in the last six months? If you [1]_____ (not / log in) since May, your account [2]_____ (now / be) disabled.

I logged in a couple of months ago.

OK. Did you use the wrong user name or password? If you [3]_____ (enter) them incorrectly, the log in process [4]_____ (not / work).

I'm pretty sure they were correct.

If you [5]_____ (type in) the wrong details, there [6]_____ (be) a message on your screen now.

There isn't. The screen's just blank. I've tried it several times. If I [5]_____ (do) it again, it [6]_____ (not / work).

OK. I think I know what the problem is. If you [9]_____ (like) to follow my instructions, I [10]_____ (able to) get you back in.

4C

Vocabulary

The senses

1 **Choose the odd word out in each group.**

1 a *blurry / faint / hazy / savoury* image
2 a *faint / fluffy / muffled / resonant* sound
3 *faint / musty / pungent / succulent* smells
4 a *crystal-clear / mellow / metallic / savoury* taste
5 a *fluffy / shrill / silky / textured* sweater

2 **Choose the correct alternatives.**

1 Have you got any *rich / savoury* snacks? Crisps maybe?
2 The sea looks *crystal-clear / muted* today.
3 Stop screaming! You're so *shrill / resonant*.
4 I've got a horrible *metallic / succulent* taste in my mouth.
5 I can't see out of one eye. Everything's *blurry / crisp*.
6 I can hear them, but their voices are *fuzzy / muffled*.
7 Are you getting *fluffy / textured* wallpaper or smooth?
8 He gave me a *fleeting / musty* look as he went past.
9 Sean has this beautifully deep, *indistinct / resonant* singing voice.
10 This painting is lovely – really *mellow / rich* in detail.

3 **Complete the post with the words in the box.**

aroma faint hazy mellow muted pungent shrill silky vibrant

What's your favourite smell?
The perfume my grandmother wore as it reminds me of her. It's not [1]_____. It has this very [2]_____ smell of vanilla you barely notice unless you pay attention.

What's your favourite taste?
It's got to be coffee – something with a light [3]_____ and a [4]_____ rather than strong taste.

What's your favourite thing to touch?
My cat with his soft, [5]_____ fur.

What's your favourite sound?
I can tell you what it's not, and that's the [6]_____ sound of my alarm clock going off in the morning. I live right next to the sea, so I guess it's the [7]_____ sound of the gentle waves I can faintly hear when tucked up in bed.

What's your favourite sight?
A [8]_____ blue sea with [9]_____ sunshine. Gorgeous!

I nominate @Tariq to answer the questions next!

200 Likes • 120 Comments • 85 Shares

Language focus

Giving impressions

4 **Match the sentence halves.**

1 I don't know _____
2 That man looks vaguely _____
3 This might _____
4 I'm eating what can _____
5 I think I can just make _____
6 I love Kung Pao chicken, or that _____

a only be described as cardboard.
b familiar to me.
c you out in the distance.
d possibly be what you're looking for.
e kind of thing.
f how, but we've got here on time.

5 **Correct the mistake in seven of these sentences.**

1 It was tough, but somewhat, we did it. Well done us!
2 I'm vaguely aware of the problem, but I need more details.
3 This film is so strange, it's verging in ridiculous.
4 Can you make on the shape of a dog in those clouds?
5 I was given which could only be described as a bowl of coffee – the cup was enormous!
6 That shirt's definitely greyish, not green as you said.
7 Do you want me to order sushi, or this kind of thing?
8 I might be possibly late home tonight.

6 **Complete each gap with an item from each box.**

described might pretty six somehow something vaguely verging

as familiar -ish on possibly resembling start warm

When I need to think about something happy, I visualise a particular place – a lake with mountains behind it. I'm standing on a hill overlooking it. It's sunny and the lake is shimmering in the sun. It's [1]_____, but not hot. It's about [2]_____ in the afternoon, and the sun's starting to set. When I look to my right, I see a little cabin. It's [3]_____ although I've never seen it in real life. It [4]_____ be something I've seen on TV. In front of me, I see [5]_____ a film scene – a path surrounded by grass and flowers. I imagine myself walking down the path. The smell in the air is what can only be [6]_____ fresh and sweet. Everything is quiet, [7]_____ silent. As I head further and further down the path, I [8]_____ to feel calmer and less anxious.

Vocabulary

Negotiating



1 Choose the correct alternatives.

1 I know we don't agree now, but I'm sure we can find an *amiable / amicable* solution.
2 I find talking about my problems *cathartic / purifying*.
3 Noah *de-escalated / diminished* the situation by suggesting a break.
4 I go for a run if I need to let off *smoke / steam*.
5 It's an *evident / indisputable* fact that our climate is changing.
6 Let's try and see the situation *by / through* Manu's eyes.
7 That's not what I'm trying to do. Please don't misrepresent my *motivation / motives*.

2 Complete the conversation with the phrases in the box.

a compromise	and take	bargaining	concessions	the deadlock
the difference	their heels in	to their guns		

A: How did the negotiations go?
B: It was tough. You expect some give [1] _____ in situations like this, but the other party dug [2] _____ and wouldn't change anything.
A: So you didn't reach [3] _____, then?
B: We did, eventually. The prices we both had in mind were wildly different. After reducing our price slightly a few times without success, we ended up offering to split [4] _____ with them, but they wouldn't accept it. Unfortunately, they had a [5] _____ chip – a much cheaper offer from one of our competitors. We tried to break [6] _____ by throwing in a few extras. They stuck [7] _____, however, and refused to make any [8] _____.

English in action

Resolve conflicts in negotiations

3 Match the sentence halves.

1 I won't _____
2 Stop that _____
3 Any more mistakes _____
4 I'll have you know _____
5 If you don't sort it out, _____

a or face the consequences.
b that this is my project.
c I'll have to do it for you.
d let you ruin the surprise.
e and you're off the project.

4 Add one word to complete each sentence.

1 Maybe we could try work something out.
2 It's not I don't trust you, of course.
3 It must have quite upsetting to see that.
4 I suppose I might be able wait a few days.
5 How come you're here, you don't mind me asking?
6 I have lost my temper a little yesterday.

5 Complete the conversation with phrases a–f.

A: I'm sorry about yesterday. [1] _____. I'd had a bad day. I'm facing possible redundancy.
B: Oh, [2] _____.
A: No, it wasn't.
B: [3] _____ get into your car.
A: Yeah, sorry. I just wanted to get inside and shut the world out. Obviously, when I couldn't get into my drive, I got a bit frustrated.
B: [4] _____.
A: It's not surprising – I was rude. How come you didn't park in your drive, [5] _____?
B: Oh, we're having some work done. The workmen were parked there.
A: Right, well, I need to start looking for a new job.
B: Oh, [6] _____.
A: Let's hope not.

a I may have lost my temper a little, too
b Perhaps I was a little harsh with you
c I can see why you were so desperate to
d that can't have been easy for you
e I'm sure it won't come to that
f if you don't mind me asking

4

Reading

1 **Read the description of an activity. What is being described?**

_____

> No two ways about it – this is a dangerous activity. One which can be done as an extreme sport, or for scientific purposes. Either way, you need to be good under water and confident in enclosed spaces.

2 **Read the title and first three paragraphs of the story on page 33. Choose the most likely description of what happens next.**

a One diver struggles to find his way but is led to safety.
b The divers discover the remains of a historic creature.
c The divers find a way to reach a mythical cave.

3 **Read the whole story and check your answer.**

4 **Complete the sentences with one word from the article.**

1 For Matias, cave diving allows him to visit places where other people haven't _____.
2 Matias felt a sense of _____ prior to the dive.
3 Matias describes the design of the cave as _____.
4 Matias suggests the water they travelled in was murky due to the _____ they disturbed.
5 Matias knew that spending too long in the chamber would create a cause for _____ for his partner.
6 When Matias was thrown into darkness, he believed his _____ was at an end.
7 Matias was saved by plant life which generated _____ light.
8 Matias says that the appearance of this light helped him break out of his _____.
9 Matias's friend appeared to have been _____ by Matias arriving late.
10 Matias had a sense of _____ as he made his way out of the cave.

5 **Find and underline words/phrases in the article which match definitions 1–10. More than one answer might be possible.**

1 dark and difficult to see through (paragraph 1)
2 held on to something tightly (paragraph 2)
3 unpleasantly wet and cold (paragraph 3)
4 dividing into two parts (paragraph 4)
5 moved along something long with many bends (paragraph 4)
6 pulling something from the bottom of a river or lake (paragraph 4)
7 rubbing against a rough surface in a way that might cause damage (paragraph 4)
8 pull something along because it's heavy (paragraph 5)
9 very small (paragraph 5)

6 **Match words and phrases in Exercise 5 with the things they describe (1–5).**

1 the tunnels _____, _____
2 the actions/movement of the tunnels _____
3 the air in and out of the tunnels _____
4 the way the divers held onto the guideline _____
5 the movements of the divers down the tunnels _____, _____, _____, _____

7 **Choose the correct alternatives.**

I [1]*forked/wound* my way through tunnel after tunnel. The space was [2]*confined/dank*, but I'd been in narrower ones. I could at least move without my equipment [3]*clutching/scraping* along the rock walls. It was cold and I was getting tired, but I managed to [4]*drag/scrape* myself nearer and nearer towards the entrance. In my hand I [5]*clutched/wound* something special – a piece of rock that would shed light on the history of the cave. I couldn't wait to share it with my diving partners who were all a little way ahead of me.

I came to a place where the tunnel [6]*dredged up/forked* in two different directions. I reached along the guideline to see which one I should go down, but it went nowhere. The line had snagged on a piece of rock and broken. I looked at my oxygen tank level – I had enough to try one tunnel, but maybe not both. I looked along both tunnels to see if I could see the one in which mud had been [7]*confined/dredged* up by my partners. It was hard to tell, but my gut was saying left, so I went left. Ten minutes later, I stood up out of the water and breathed in what was still horribly [8]*confined/dank* air. I didn't care. My diving team were in front of me and I let out a sigh of relief.

4

A guiding light

By Matias Gil



1 I've been cave diving for nearly a decade. Where some see murky, enclosed watery spaces small enough to trigger claustrophobia, I see the chance to explore places where few other humans have ventured before. So, I was full of anticipation one Sunday morning in September because my friend and I were going to help chart the chambers of a cave we'd not set foot in previously.

2 When we arrived at the mouth of the cave, everything was normal. Nothing ominous hinted at what was to come. We unloaded our equipment, checked it all worked and then made our way inside, each equipped with mask, fins and four oxygen tanks. In our hands we clutched our guideline – the thin nylon rope that would mark out our route as we investigated the different chambers.

3 The cave greeted us with cold, dank air, the sun shedding light for just a few metres before we fell into total darkness. We switched our torches on to see the tunnel stretched out in front of us, with the promise of adventure (a promise that was kept, as it turned out).

4 The first tunnel soon swallowed us up, narrowing as we headed further in, forking in different directions in several places very quickly, revealing just how complex the layout of the cave was. We wound our way through a myriad of cramped tunnels, dredging up sediment as we went, scraping our tanks along the rock face. We used our trusty guideline and markers to ensure we could find our way back.

5 Just before we prepared to head back, I left my diving partner collecting rock samples in a small chamber and went on to drag myself down one last tunnel. Only, it wasn't long before the confined space opened out and I found myself in a huge chamber. A rush of adrenalin flooded through me. This chamber hadn't been on the maps drawn up by previous divers. I might be the first person ever to be there. Excitedly, I swam round to examine my surroundings. I eked out every second I could before I knew I had to make my way back. Causing my partner to wait longer than necessary would raise concern at the very least and at worst put his life at risk. So, I swam back to the tunnel I thought I'd come through. However, I couldn't feel the guideline anywhere. I headed to one of the other two tunnels leading into the chamber, then the other one. There was no guideline there either, no matter where I groped. I had another rush of adrenaline, this time for an entirely different reason.

6 I tried to calm my breathing – oxygen was a limited resource and I couldn't afford to waste it – but just then, the light on my torch cut out and everything went pitch black. My immediate thought was this is it. My time is up. My heart thumped in my chest and my breathing started to get out of control, but then something amazing happened. A miracle. The cave suddenly lit up, fluorescent light created by flora lighting my way.

7 I shook my head. This was what I needed to shake me out of my stupor. I used the light to search again for the guideline and realised that a piece of rock had broken off and hidden it – probably knocked by one of my tanks. Once I'd found it, I clasped it as if my life depended on it, (which it did), and swam back to my friend. I could see he'd been unnerved by my delayed return. We made our way back through the kilometre of twisty tunnels, exiting into sunlight an hour later. I pulled out my regulator, dragged my severely depleted tanks off my body and breathed in some fresh air. I saw the expression of relief on my partner's face. One that I'm sure was mirrored in my own.

4

Listening



1 4.01 **Listen to a conversation between four friends. What do they discover during their discussion?**

a They all go through a similar process when reading.
b They all struggle to use their imaginations when reading.
c They all see stories differently in their minds when reading.

2 **Are the statements true (T) or false (F)?**

1 Justin says that the book is to blame when he doesn't see an image clearly in his mind. _____
2 Magdalena's experience is auditory rather than visual. _____
3 Sebastian sees and hears words rather than images. _____
4 Sebastian sees the characters rather than feels them. _____
5 Ruby sees moving images in her mind when reading. _____
6 Ruby likes it when her imagination doesn't square with the author's description. _____
7 Justin's viewpoint changes depending on how the book is written. _____
8 Justin imagines only what the book describes. _____

3 **Complete the extracts with the words in the box. Then listen and check.**

bits and pieces clarity contradicts fuzzy irks revert sketchier snippets thin

... if there's a house or something, I could walk around it and see it with as much [1]_____ as my own house ... but other times, the scene's a bit [2]_____. I just see an outline – not sure if that's my mind or the description in the book's a bit [3]_____.

I don't see moving pictures, just [4]_____ from the story, almost like [5]_____ of paintings. They kind of flash in and out of my mind. And they can be pretty [6]_____, like washed-out watercolours, and just outlines, too.

Anyway, my mind definitely makes up the detail. It really [7]_____ me when I read something that [8]_____ what's in my mind and then I have to adjust it. Often, I'll [9]_____ to my original image very quickly.

Writing

1 **Read the advert and the email application. Does Lee have extensive experience or only a little?**

Volunteers needed

We're looking for enthusiastic animal lovers to spend a few hours each week helping us at our animal sanctuary. We need people to deal with meal times, exercising the animals and mucking out enclosures. People who don't like getting dirty need not apply!

Contact Ms Browning at sbrowning@firthsanctuary.uk.

Dear Ms Browning,

1 I am writing to apply for the position of volunteer, as advertised on your website. I believe that my current studies and extra-curricular experience will stand me in good stead as a carer for animals at your impressive animal sanctuary.

2 I am in my second year of university where I am studying to become a veterinarian. I have a keen interest in wildlife and I have read **a great deal** about domestic and wild animals. I enjoy furthering my understanding of these incredible creatures and believe **I have a good knowledge of** the type of animals in your care.

3 Last summer, I spent two months working on a local farm, where I gained experience in handling the full range of farm animals. After just one day, the farmer recognised my eagerness to learn and put me in charge of the chickens. **I was instrumental in** ensuring the animals were fed and kept in sanitary conditions over the two-month period.

4 As well as studying full-time, I also work in the kitchen of a local restaurant and have done so for the last two years. While preparing food and washing dishes does not directly relate to the work at your sanctuary, it demonstrates that I am a reliable employee who is happy to work within a team. The job has **taught me the value of** communicating well with others, something I believe I have **become proficient in**.

5 I believe that I would be a valuable asset to your charity. I have visited the sanctuary on many occasions and am excited at the prospect of being part of such an important organisation. I would approach my work with enthusiasm from the start and would be happy to complete whatever tasks are deemed necessary. The role would provide me with further experience of working with animals. I hope that you will consider me for the position and look forward to hearing from you in due course.

Yours sincerely,
Lee Jones

4

2 **Match purposes a–e with paragraphs 1–5.**

a Provide details of a work/study situation ____
b Summarise why he should get the position ____
c Describe the reason for the email ____
d Provide details of other experience ____
e Provide details of work experience ____

3 **Are the sentences true (T) or false (F)?**

1 Lee shows enthusiasm. ____
2 Lee relates his studies and experience to the job advert. ____
3 Lee describes extra-curricular experience. ____
4 Lee describes specific tasks involved in past work experience. ____
5 Lee includes information about his personal circumstances. ____
6 Lee describes skills gained during past work experience. ____

4 **Look at the phrases in bold in the email. What do you think their purpose is? Read the Focus box to check your ideas.**

Putting a positive spin on limited experience and skills

When applying for an internship, we are unlikely to have much experience in the job field that we are applying for and so it is important to make the most of our coursework and extra-curricular activities in the application letter. Certain phrases help us to do this.

For subjects that you have studied you can say:
I have read a great deal about domestic and wild animals.

For concepts and ideas that you have studied you can say:
I believe I have a good knowledge of the types of animals in your care.

For software and programmes that you know how to use you can say:
... something I believe I have become proficient in.

For principles that you learned through experience you can say:
The job has taught me the value of communicating well with others.

For goals that you helped achieve in a project you can say:
I was instrumental in ensuring the animals were fed ...

5 **Complete the second sentence so it means the same as the first. Use the word in brackets.**

1 I know how to exploit social media to get the attention of customers.
I am _____ social media to get customers' attention. (proficient)

2 I had to be patient when I was a waiter.
My role as a waiter _____ patient. (taught)

3 I participated in extra-curricular activities a lot at school.
I participated in extra-curricular activities _____ at school. (deal)

4 As team captain of a netball team, I know that team work is important.
Because of my work as team captain of a netball team, I _____ the importance of team work. (understanding)

5 When I worked at a hotel reception, I was the main person who implemented a new way of organising requests.
While working as a hotel reception, I _____ a new way of organising requests. (instrumental)

Prepare

6 **Read the advertisement. You are going to apply for this position. Make a list of skills and attributes that you can bring to this job.**

Intern Jobs

Intern wanted for marketing department

Ottery Financial is looking for an intern to work in its marketing department. We are looking for someone with experience of social media who can help us to communicate our financial products better to our customers or potential customers online.

If you think you can help us, please contact richard.mccarter@otteryfin.uk.

7 **Plan your email application. Make notes about what you will include in each section of your email.**

Write

8 **Write your email. Make sure that you put a positive spin on your experience and studies.**

9 **Use the checklist to review your email. Revise it where necessary to make it more effective.**

- Have you stated why you're writing? ☐
- Have you included details of experience and specific tasks? ☐
- Have you related this information to the job ad? ☐
- Have you summarised why you should get the position? ☐
- Have you put a positive spin on your experience? ☐
- Do you come across as enthusiastic? ☐

5A

Language focus

Linking devices

1 **Choose the correct alternatives.**

An unsung hero who has shaped modern medicine



Henrietta Lacks is not a famous name, but [1]*given/granted/supposing* that she is responsible for some of the most significant medical developments over the last 70 years, she should be. Henrietta Lacks was a mother of five living in Baltimore, USA. In 1951, aged just 31, she sadly passed away. However, her cells have been involved in finding a vaccine for polio, gene mapping, chemotherapy treatments and many other medical breakthroughs. Scientists need cells to make advancements in medicine, [2]*inasmuch as/nonetheless/let alone* they need to observe their behaviour closely, but they cannot do this responsibly on living humans. [3]*Let alone/Not to mention/Provided* that the cells don't die in the laboratory, the results help scientists move science forward. Unfortunately, most cells do die after a short time. Henrietta Lacks' cells didn't though. They created an immortal line known as the HeLa line and have been shared with scientists all over the world. They've been attacked by toxins and viruses, [4]*not to mention/now that/regardless of* radiation. Lacks is clearly an unsung hero and her story is one which should be celebrated.

It does [5]*given/nonetheless/supposing* throw up some ethical questions. She had no idea doctors had taken the cells, [6]*granted/let alone/regardless* shared them with a laboratory. [7]*Given/Granted/Supposing*, this was usual practice at the time, but while pharmaceutical companies were using her cells to make money, her family were struggling in poverty without seeing a penny.

2 **Complete the second sentence so it has a similar meaning to the first. Use the words in brackets.**

1 If you're offered the job, what will you do?
_____, what will you do? (supposing)

2 It's a lovely day today, even though it's breezy.
It's a lovely day today, _____. (regardless)

3 It's tough being alone, although I have a cat.
_____, but being alone is tough. (granted)

4 I've got no time to cook, and certainly not to do the washing.
I've got no time to cook, _____. (let alone)

5 We've got the carnival coming up, as well as the music festival.
We've got the carnival coming up, _____. (not to mention)

6 I think we did well when you take into account how little time we had.
I think we did well, _____. (given)

Vocabulary

Importance and usefulness

3 **Choose the correct alternatives.**

1 No one says 'no' to a request from Mama. Resistance is *futile/peripheral*!
2 I messed up at work, but thankfully the impact was *negligible/worthless*.
3 The results of the research are *groundbreaking/immaterial* and will change lives.
4 People raved about the album, but I thought it was *noteworthy/overrated*.
5 Whether I want it is *immaterial/worthless*. It's what you want that counts.
6 I couldn't do without my employees. They're *indispensable/peripheral*.
7 My work isn't *noteworthy/pivotal* to the project, but it's useful.
8 My involvement in the decision was only *peripheral/worthless*.

4 **Complete the conversation with the words in the box.**

futile immaterial indispensable negligible noteworthy pivotal worthless

A: Did anything [1]_____ come out of the meeting this morning?
B: Well, they're going to make some big changes to the way we work. Apparently, these are [2]_____ to our survival as a company.
A: Does that mean redundancies?
B: They said the number of those would be [3]_____ which is good, and I don't think you ever need to worry – you're [4]_____. They can't manage without you.
A: Did they ask for people's opinions on the matter?
B: They basically said our views about whether they're doing it are [5]_____ as they're doing it anyway, but our views on how it should be done are important.
A: Oh really? Well, from past experience I'd say that trying to get them to see things from our point of view is [6]_____. They seem to think our opinions are [7]_____. They don't value them.
B: I think if we go in showing we're keen to see change, they'll be more likely to listen.

5B

Vocabulary

Risk, success and failure

1 Choose the correct option, a or b.

1 Let's give up. There's no point fighting
   a a losing battle.
   b an unwanted victory.
2 Things are getting worse. We should cut
   a our losses now. b our profits now.
3 His plans to start a business
   a fell over without a sound.
   b sank without trace.
4 I'm not one for taking risks. I prefer to play
   a it safe. b the game safe.
5 Our attempt failed, so we had to go back
   a to the first place.
   b to the drawing board.
6 Our team suffered a defeat, which felt
   a like destroying us.
   b pretty soul destroying.

2 Find and correct one mistake in each conversation.

1 A: How was the match?
   B: Fine. We were doing badly at the beginning, but we put ourselves up and started again at half time.
2 A: Do we need to book a hotel?
   B: No, let's throw caution to the rain and find something when we get there.
3 A: Why don't you try taking more risks?
   B: You're right. I really need to get out of my comfort area.
4 A: How was the interview?
   B: Good, except for this stupid joke I told at the end. It fell really narrow.
5 A: So, did you win the competition?
   B: Yes, I really fell for it, and did better than anyone expected.
6 A: Well, after today's disaster, it's clearly back to the writing board for us.
   B: Yes, but let's not be too disheartened. We've learnt a lot through all this. There's no need to cut our losses yet.

Language focus

Unreal conditionals

3 Match sentences 1–8 with categories a–d.

1 If it hadn't been for you, I wouldn't have gone to the interview.
2 If we were more confident, we'd have got up on stage.
3 If I were to tell you a secret, would you keep it quiet?
4 I'd have no idea about Ryan if you hadn't told me.
5 We might have learnt more if we hadn't spent the whole lesson chatting!
6 I might not have done so well if it weren't for your constant support.
7 If you'd done what I asked, I wouldn't be irritated with you now!
8 I'd go to the ballet if I was given a free ticket, but only then.

a Unreal present with its unlikely future outcome
b Unreal past with its unlikely past outcome
c Unreal present/timeless situation with a past outcome
d Unreal past with an unlikely present outcome

4 Complete the conversations with phrases a–h.

I'm stuck on the side of the road with a flat tyre. Can you come and get me?
I [1]_____ for parent's evening. I need to be at the school in ten minutes.
Don't worry, I'll wait for the recovery vehicle. My fault. If I'd filled the car up yesterday, I [2]_____ here now.

If [3]_____ on a beach in Hawaii right now, how [4]_____ ?
Grateful, relaxed, glad I'm not at work.
So, if I [5]_____ you there, you'd be happy?
Yes! Are you taking me to Hawaii?
Nah, just wondering.

Will wants me to pay to get his phone screen fixed.
Well, if you [6]_____ his phone, it [7]_____ .
No, but if he'd just shown me the photo he'd taken of me, I [8]_____ grab it!

a were to take
b you were sitting
c wouldn't have had to
d would if it weren't
e wouldn't be broken
f wouldn't be
g hadn't tried to grab
h would you be feeling

5 Complete the second sentence so it has a similar meaning to the first.

1 It's supposed to snow later. It's possible I'll make a snowman.
   If it _____ later, I _____ a snowman.
2 I didn't see the sign. Now I'm paying the fine.
   I _____ a fine now, if I _____ the sign.
3 We were in New York at the same time, but I didn't know. It was possible for us to meet.
   We _____ if I _____ we were in New York at the same time.
4 I wanted to help you with your decorating, but I don't have any free time.
   If I _____, I _____ with your decorating.
5 Do your homework. Your mum grounds you when you don't.
   If you _____, your mum _____ you.
6 I don't always use my mirrors. I reversed into a car.
   If I _____ my mirrors more, I _____ into a car.

5c

Vocabulary

Near-synonyms

1 Complete the words. Some letters are given.

1 I trod carefully through the **d**____**s** of last night's party.
2 You should **d**_____**t** that wound to clean it.
3 It's time we **s**____**ed u**_ this room. It's looking tired.
4 The inside of your car is **i**___**c**_____! It looks new.
5 It doesn't need to be **s**_____**ss**, I'll settle for not filthy.
6 I **sc**_____**d** the bath thoroughly and still couldn't get the stains out.
7 This kitchen doesn't look very **h**_____**ic**. There's grease everywhere.
8 Take your shoes off. They're covered in **m**___!

2 Choose the correct option, a, b or c.



I look around at my colleagues' desks and am amazed by how tidy they are. I'd even go as far as to say some of them are [1]____. In contrast, mine has papers [2]____ all over it, with some stacked up really high. Some people have used the phrase 'not [3]____' to describe the mess I work in, but it just seems normal to me. I get my colleagues' point, there's always the [4]____ of my lunch on the desk, and you have to search through the [5]____ made up of coffee cups and bits of paper to find anything on it, but then again I do think some of those guys go too far. I mean I saw one of them with gloves on actually [6]____ their desk last week. I mean, yes, tidy up if you want, but surely there's no need to [7]____ the area you work in, it's not a science lab! Well, unless you do work in a science lab. I think it's part of a wider thing, too — kids used to come home covered in [8]____ after playing outside, and now you'll see them arriving back with their clothes absolutely [9]____ as they've just been sitting in a friend's house, rather than playing outside.

1	a pristine	b elegant	c pure
2	a broken	b strewn	c covered
3	a hygienic	b disinfected	c strewn
4	a muck	b remains	c flotsam
5	a spruce	b muck	c debris
6	a scrubbing	b sprucing up	c refusing
7	a spotless	b disinfect	c immaculate
8	a flotsam	b muck	c debris
9	a disinfected	b hygienic	c spotless

Language focus

Hypothetical language

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

1 I wish I _____ (can / stay) here forever, but I can't.
2 If only you _____ (talk) to me. I could have helped you.
3 I'd rather you _____ (take) a taxi than walked.
4 Imagine you _____ (be) here on your own. You'd be so bored!
5 I wish you _____ (not / say) those things. They always really hurt me.
6 It's about time you _____ (start / help) out around here.
7 He opened his mouth as if he _____ (want / say) something.
8 I wish you _____ (look) at me when I'm speaking to you!

4 Correct one mistake in five of the sentences.

1 If only you haven't sat on your glasses. You'd be able to see!
2 It's about time you visit us.
3 If only he stopped being so angry. He'd be much happier.
4 I wish we don't have to work tomorrow.
5 I wish you stop playing silly jokes on me.
6 She talked to me as if I was stupid.

5 Complete the conversations with the correct form of the verbs in the box.

agreed be (x2) drive get get up give go out start stop

1 A: Right, it's about time I _____ some sleep.
B: But it's only 8.30! I bet you wish you _____ so early this morning now.
2 A: I wish that car alarm _____.
B: Yes, it's driving me crazy, too.
3 A: I'd rather we _____ than stayed in.
B: Great, I don't want to be stuck inside either.
4 A: I wish I _____. I'm sick of having to rely on the bus all the time.
B: Why have you never taken lessons?
A: I'm not sure, but it's about time I _____.
5 A: I wish you _____ to work today. It _____ nice to spend the day together.
B: Yeah, but think of the money.
6 A: Why are you looking at me as if I _____ mad?
B: You're cooking. You never cook.
A: Well, it's about time I _____ it a try.

5D

Vocabulary

Excuses



1 Complete the words. The first letter is given.

1 A: Have any of you got time to help me with this report?
B: Sorry, no, I'm **s**_____ under with my own stuff.
C: Yeah, I'm afraid I'm **o**_____ engaged for the rest of the day.
D: And I'm trying to clear the **b**_____ from when I was off ill. Sorry.

2 A: I'm just about to **p**_____ out to the supermarket. Do you want anything?
B: Yes, please, some chocolate. I'd come myself, but things are a bit **h**_____ here.

3 A: I need someone to help me move this table.
B: I'm afraid my back's **p**_____ up at the moment. It'll have to be someone else.

4 A: So, when do you need me to start leading the project?
B: Er, we don't. We're bringing in Jessica from the York office to do that.
A: Oh, this is **a**_____ then! I shouldn't have assumed.
B: I'm sorry, the decision came from above. It was out of my **h**_____ .

English in action

Politely refuse a request

2 Choose the correct alternatives.

1 I'd be extremely *grateful/obliged* if you could help me.
2 I don't *presume/suppose* I could borrow your car, could I?
3 I know it's a big *ask/question*, but please could you drive me to the airport?
4 It really would make a huge *contrast/difference* if Sammy could go with you.
5 Do you mind if I ask you a small *benefit/favour*?
6 I don't want to put any *force/pressure* on you to do this.
7 It would *mean/represent* a lot to me if you could help.
8 I *comprehend/realise* it's a lot to ask, but could I stay with you for a few days?

3 Match sentences 1–6 with responses a–f.

1 Sorry, I'd love to play you, but I'm not physically able to. ____
2 I could possibly free up some time for you tomorrow. ____
3 It's not possible to read your report this morning. ____
4 Unfortunately, a day off tomorrow is out of the question. ____
5 I'm afraid I can't meet with you next week. ____
6 I can't promise to finish this by the end of the day. ____

a Too many other people will be off.
b I'm taking some time off for personal reasons.
c I'll see what I can do.
d My wrist is playing up at the moment.
e I'll do my best, though.
f I'm in meetings from now until lunchtime.

4 Complete the conversation using the prompts in brackets.

1 A: I'm planning a team building event next Friday. Do you think _____
(lead / might / it / able / be / you / to)?
B: Unfortunately, _____
(out / Friday / question / is / the / of). I'm at a conference that day.

2 A: Do you _____
(mind / favour / you / small / ask / I / if / a)? It would mean a lot to me if you could help me this afternoon.
B: _____
(but / love / can't / help, / I / to / I'd). I've got a hectic schedule at work.

3 A: _____
(you / come / don't / me / I / suppose / could / with) to Maxine's dinner party on Saturday, could you?
B: Sorry, but _____
(going / not / possible / it's / be / to) on Saturday.

4 A: _____
(any / there / could / you / is / way) babysit for my two kids tonight?
B: I'm supposed to be meeting Olav.
A: _____
(you / pressure / don't / to / I / want / on / put), but it really _____
(huge / to / make / would / me / difference / a) if you could rearrange that.
B: _____
(do / I / see / can / I'll / what).

5 A: _____
(ask / lot / a / to / it's / realise / I), but can you stop fidgeting so much? I'm finding it hard to focus.
B: Sorry, it's not easy, _____
(best / but / my / I'll / do).

5

Reading

1 Read the article heading on page 41 and choose the most likely conclusion of the article. Read the whole article and check.

a Losing your life is not sufficient to gain a person the status of a hero.
b Time can make a difference to the way a person's actions are viewed.
c Surviving a dangerous situation is a sure way to achieve the status of hero.

2 Choose the correct option, a, b or c.

1 According to the writer, Roald Amundsen attempted to reach the South Pole
   a to retain financial support.
   b to challenge Robert F Scott.
   c to obtain media attention.
2 The writer implies that
   a Amundsen should have received greater recognition.
   b the British public were disappointed with Scott's failure.
   c Amundsen behaved unfairly towards Scott.
3 The author says that Shackleton's supposed method of attracting a crew
   a is definitely a myth.
   b is an attractive idea.
   c is remembered incorrectly.
4 The writer says that on his return to the UK, Shackleton
   a received the same level of attention as Scott.
   b garnered little interest in his expedition.
   c was celebrated to some degree.
5 The writer believes that in South Georgia, Shackleton and his team
   a had sufficient equipment.
   b showed high levels of ingenuity.
   c followed a punishing route.
6 The writer believes that today,
   a both men remain a hero in the eye of the public.
   b decisions made by both men are questionable.
   c the two men are admired for the skills they showed.

3 Complete the sentences with the words in the box.

accolades consummate endeavours gruelling inhospitable perished revered treacherous

1 Robert F Scott and his team sadly _____ on their return journey.
2 Scott's journal gives us details of his team's fruitless _____.
3 Scott received _____, but Shackleton didn't.
4 Elephant Island can be described as _____.
5 The weather during Shackleton's journey to South Georgia was _____.
6 The mountain climb across South Georgia was _____.
7 Shackleton's skill in challenging times is described as _____.
8 Shackleton's managerial skills are now _____.

4 Match the words in Exercise 3 with definitions 1–8.

1 very dangerous (i.e. conditions) _____
2 attempts to do something new _____
3 died _____
4 respected and admired very much _____
5 praise or prize _____
6 difficult or impossible to live in _____
7 very difficult and tiring _____
8 showing a lot of skill _____

5 Complete the fact file with the correct form of the words in Exercise 3.

A few 'fun' facts about polar exploration



Explorers in the early part of the 20th century were [1]_____ *adventurers – brave, determined and in some cases reckless. Here are a few facts about the* [2]_____ *of some of these explorers.*

- In 1845, Sir John Franklin left home with a crew of 134 men to find the North West passage in the Arctic. They were never seen again and are presumed to have [3]_____ during the journey.
- Robert Peary is attributed with reaching the North Pole first, but it's possible that he missed the mark by over 50 miles and should not have received this [4]_____. It remains a controversial topic.
- Although Peary was [5]_____ for being the first person to reach the North Pole, he had considerable help from his assistant Matthew Henson, the first African American Arctic explorer.
- Sir Ranulph Fiennes was the first person to reach the North Pole and the South Pole on foot. He has also made the [6]_____ crossing across Antarctica on foot.
- The Arctic is most [7]_____ during the winter months of December and January, but it can be extremely challenging at other times of year. Expeditions to reach the North Pole mostly fail due to [8]_____ weather conditions.

5

The changing perception of two heroes



The turn of the 20th century saw two explorers attempting a feat never accomplished before – reaching the South Pole. Norwegian explorer Roald Amundsen had planned to conquer the North Pole, but when he got word that others had already claimed it, he rerouted to the south to avoid losing his funding. British explorer Robert Falcon Scott was already on his way to the South Pole. Amundsen's decision forced Scott into a race, one which Scott and the British newspapers did not welcome.

Both Amundsen and Scott had been to the Antarctic before. Scott, a naval officer, had led a team of 50 men to the Antarctic. Amundsen had been part of two expeditions. On 14th December 1911, Amundsen was victorious. Scott and his team also achieved their goal, but five weeks too late. While Amundsen and his team returned home to tell the tale, Scott and his team all perished on their return to base camp, leaving only letters and diaries to tell us of their failed endeavours.

The British hailed Scott as a hero. They saw Amundsen's sudden switch from the North to the South Pole as being unsportsmanlike, and recognised Scott and his team's sacrifice in the name of exploration for their nation. Amundsen never achieved the acclaim he richly deserved in the UK. Scott was the one who became a cultural icon.

In 1913, fellow navy officer Sir Ernest Shackleton gathered a team of men to cross the Antarctic from sea to sea. His advertisement is the stuff of legends. Whether genuine or not, the alleged advert requesting men for a 'hazardous journey. Small wages, bitter cold, long months of complete darkness, constant danger, safe return doubtful, honour and recognition in case of success' is hugely appealing. Shackleton and his crew set off in their ship in 1914. They never actually set foot on the continent of Antarctica, however. The ship pushed through pack ice for several months before finally getting trapped on all sides.

Shackleton returned home in 1917 to find his country at war. While his attempted venture was somewhat recognised, he never received the same accolades as Scott. As far as people were concerned, Scott had succeeded and sacrificing his life in the process, whereas Shackleton had simply failed. Half a century, later, however, a re-evaluation of both of their legacies began. Against all odds, Shackleton and every member of his crew had survived.

For ten months, they had camped out on the ice next to the ship, waiting for it to melt. When that happened, however, the ship was crushed and sank. The ice floe began to break up, and the explorers had to take to three lifeboats. For six days they sailed over 500 km, until, utterly drained, they landed on Elephant Island, an island that was uninhabited, inhospitable and not on any trading route.

Shackleton took five of his crew back to sea. They sailed for 16 days through treacherous storms before landing on an unoccupied shore of South Georgia, a whaling island. Shackleton and three men then endured a gruelling climb across an unexplored mountain range armed with rope, a small axe-like tool and screws in the bottom of their boots for extra grip. After 36 hours, they finally found a whaling station, and their ordeal was over. The men left behind on the shore were rescued the next day, but it took Shackleton three months, the support of the Chilean government and four attempts before the men on Elephant Island were brought to safety.

Today, Robert Scott is still highly respected for his fortitude. However, people have questioned some of his decisions. He used mules instead of dogs, for example, and took five men despite having planned the whole expedition based on a team of four. In contrast, Shackleton is recognised as having led a team of men through significant adversity with consummate skill. He succeeded through leading by example and maintaining other people's morale in challenging conditions. Once considered as someone who had tried and failed, he is now thought of as a hero and his leadership skills are revered throughout the business world.

5

Listening



1 5.01 **Listen to part of a film review podcast. Tick (✓) the topics that are mentioned.**

1 why superhero films are popular ☐
2 why superhero films are clichéd ☐
3 the superhero films that are the most appealing ☐
4 the future of superhero films ☐

2 **Listen again. Are the sentences true (T) or false (F)?**

1 Mila is sceptical about whether people involved in superhero films appreciate comics. .....
2 Izzy agrees with Jack that superhero stories follow a similar pattern. .....
3 Izzy believes that some superhero stories have hidden meanings. .....
4 Izzy says the films are more subtle than the comics. .....
5 Mila believes watching superhero films takes thought and concentration. .....
6 Mila implies that Jack is one of the reasons why superhero films are so popular. .....
7 Jack says that superhero films are popular because they highlight important values. .....
8 Izzy mentions an era when superhero stories were in demand to contradict a point made by Jack. .....
9 Jack is looking forward to new superhero stories. .....
10 Jack thinks future superheroes will need to change to interest Mila. .....

3 **Underline words/phrases in the extracts that match meanings a–f.**

1 The nerdy kids grew up and morphed into … not superheroes … but successful adults.
2 I do get sick and tired of the same old stories all the time.
3 CGI buildings get smashed to pieces to no avail.
4 They're escapism, pure and simple.
5 Actually, joking aside, I think there are reasons that go beyond them being easy viewing.
6 They'll have to up their game to keep you watching.

a improve things
b changed appearance or became something else
c without success
d fed up with
e there's no other explanation
f being more serious

Writing

1 **Read the essay on page 43. Which reasons does the writer give for her argument?**

a Helps you explore interests b Helps shape society
c Self-satisfaction

2 **Are the sentences true (T) or false (F)?**

1 The opening paragraph introduces the topic and then states the main argument. .....
2 Each main paragraph covers two main reasons for the main idea. .....
3 Each main paragraph introduces the main idea and then develops that idea. .....
4 The essay uses informal language. .....
5 It acknowledges and dismisses an opposing view. .....
6 The essay ends with a conclusion that restates the main points. .....

3 **Look at the information below. Does the first paragraph in the essay use information from Source A, Source B or both? Read the Focus box to check.**

A Fewer people are volunteering, according to a new government study. The number of volunteer hours has increased. However, they are being provided by fewer people overall. The number of people contributing financially to charities has also suffered a decline.

B Socioeconomic problems may be affecting people's abilities to take time to help others. A need to increase working hours has put a strain on people's free time. Helping others becomes less of a priority.

Synthesising information from a number of sources

Synthesising information means bringing information from different sources to create a new idea in one text. This means following these steps:

1 Read different sources of information and note down the themes and ideas.
2 Look for connections between ideas. This could be similarities but also differences.
Fewer people are volunteering according to a new study …
Socioeconomic problems may be affecting people's abilities to take time to help others.
3 Use the information you've gathered to decide what point(s) you want to make.
People are volunteering less. It could be for socioeconomic reasons.
4 Organise the ideas that you have noted down into new coherent ideas, making sure you paraphrase the information rather than use the same wording.
It is suggested that the number of people who volunteer their time to help others has fallen in recent years due, potentially, to a weakened economy and the financial pressures which have ensued.

5



It appears that the number of people who volunteer has fallen in recent years, possibly due to increased financial pressures which force people to work longer hours. However, there has been a rise in the number of volunteer hours over the same period. This may be because volunteers recognise the benefits of assisting the work of a charity.

One such benefit is the gratification that a person feels when helping others. This kind of satisfaction has been shown to have significant, positive effects on the volunteer's wellbeing. It gives the person a clear sense of purpose, not to mention a sense of happiness when they see someone directly benefit from their work. Research has shown that people who volunteer throughout their lives have longer lifespans and are healthier, both physically and mentally, in their later years.

Volunteering does not only help the individual, it also facilitates the building of connections between people. This in turn helps to create an effective society that serves everyone. Without volunteers, many organisations would not be able to run: health charities, museums and animal sanctuaries to name but a few. If such organisations disappeared, people would be less engaged in society. The likely impact is that pockets of society would become deprived of support; our society would become more unequal and, overall, less civilised.

A third benefit of volunteering is the development of skills. For younger people getting ready to launch their career, volunteering can provide them with much-needed opportunities to develop soft skills such as communication or negotiation skills or specific skills related to their intended area of work. They can gain valuable work experience that will make them more attractive to employers as well as make contacts which may prove useful when seeking employment later.

It is understandable that not all people are able to volunteer. Work constraints and family commitments mean that for many people time is of the essence. Any free time that is achieved is spent recuperating from a stressful and busy week. However, most people might be able to spare a few hours each month. It depends on how much a person is willing to make time.

To conclude, it is clear that volunteering not only benefits the recipient of the work, it also benefits the volunteer considerably. By giving just a few hours each month, volunteers can enjoy increased happiness, health and skills development, as well as contribute to a more humane society. This is something everyone would benefit from.

4 Look at the extracts below. In which extract(s) can you find information about these topics?

1 misuse of the term 'hero' ____, ____
2 reasons why we need heroes ____, ____
3 the evolving nature of language ____
4 examples of remarkable acts carried out by people ____

A People who are called heroes are often just doing their duty. The postman who calls the authorities when he notices an elderly woman hasn't been seen for days. The schoolgirl who picks up rubbish on her way home. These are all exceptional people, but I would not call them heroes.

B The dictionary refers to a hero as someone who is respected because they did something brave. Does catching a spider if you've got arachnophobia make you a hero? I don't think so. Being a hero requires more than that; it involves putting your life at risk. When we overuse the term to describe people who did not risk their lives, it's hard to single out the real heroes we should be celebrating.

C Language changes. If it didn't, we'd all be speaking like Shakespeare. So, it's no surprise that the word 'hero' may have changed meaning over the years. However, regardless of whether or not our definition of a hero has changed, the fact is we need them to perform in a way that inspires us.

D Whereas once heroes were leaders, today our heroes sit firmly in the celebrity box. Despite that, if we can connect to a singer or sportsperson and feel they help us in life, then we must be allowed to call them a hero. We all need people to look up to, and tell us what's wrong and to give us all hope.

Prepare

5 You are going to write an essay. Make notes about the essay question below. You can use sources A–D in Exercise 4 to help you.

Are heroes important and do we look up to the right people?

6 Use your notes to plan your essay. Include the main point of each paragraph and what ideas from the extracts you can use to support it.

Write

7 Write your essay. Use your plan to help you. Synthesise and paraphrase information from the extracts.

8 Check your essay. Is your viewpoint clear? Have you supported it logically with information from the extracts? Have you paraphrased the information? Make changes where necessary.

6A

Language focus

The passive

1 Choose the most appropriate missing sentence, a or b.

1 Tom made a good point. ____ . In fact, he was very persuasive.

2 I liked Tom's point. ____ . In fact, it was very persuasive.

a It was conveyed very well b He conveyed it very well

3 Cleaners attend our offices daily. ____ . They ensure desk-sharing in the office is safe.

4 The office is cleaned daily. ____ . This ensures the safety of staff while sharing desks.

a All surfaces are wiped down b They clean all surfaces

5 The most popular person in my family is my uncle. ____ . It's his humour that does it.

6 Everyone in my family loves my uncle. ____ . We laugh until we cry when we see him.

a We just adore him b He's adored by all of us

2 Complete the article with the passive or active form of the verbs in the prompts.

In any futuristic sci-fi book, [1] _____ (predictions / make) regarding our existence, with some of them turning out to be eerily accurate. Take John Brunner, for example. [2] _____ (he / primarily / remember) for his 1968 sci-fi novel *Stand on Zanzibar* which managed to accurately predict all manners of things. For example, he foresaw the European Union and the decline of Detroit. [3] _____ (he / also / predict) that the global population would reach 7 billion in 2010, which was [4] _____ (the same figure / announce / the United Nations) in 2011.

Brunner lived in a time when [5] _____ (the term 'wireless' / used) to refer to the radio, television was fairly new and [6] _____ (computers / not yet / use) in people's home. And yet, as well as social media, he was able to predict the concept of computer viruses, hacking, mobile entertainment systems, video calls and wearable technology.

Thirty years earlier, as a child, [7] _____ (Brunner / inspire) by the creative works of writer HG Wells, a man who himself had anticipated inventions such as rockets and mobile phones among many other things. Sci-fi was a genre [8] _____ (Brunner / devote to), and for this reason he took his predictions very seriously.

He spent three years researching ideas for *Stand on Zanzibar*, thinking carefully about different aspects of life in the 1960s and how [9] _____ (they /might / develop) as time went on. Of course, he wasn't always right. [10] _____ (miners / never / employ) to dig in mines underseas, and no one lives on the moon. Nevertheless, his insights were impressive.



Vocabulary

Making connections

3 Complete the words. The first letter is given.

1 Stories in sci-fi books are often told against a **b**_____ of a futuristic world.

2 Alternative history books explore the alternative **r**_____ of historical events.

3 Sci-fi books from the 1970s **e**_____ strong memories of my childhood.

4 Sometimes I wonder if fiction **m**_____ real life or if it's the other way round.

5 I like books which **r**_____ real life, not some made-up world.

6 Stories which **t**_____ into our fears make the best horror films.

4 Complete the book review with words/ phrases a–h below.

BOOK REVIEW

Apparently, the idea for the book [1] ____ from the writer's experiences of living in a commune as a young child. The [2] ____ is one of loneliness, despite living in a strong community. This may [3] ____ with people who grew up in large families, but felt they never quite fitted in.

The poor characterisation in the book has a [4] ____ on the plausibility of the story. While the fast pace of the narrative may [5] ____ people's desire for a quick read, the protagonists' motivations are so hard to understand, that this becomes nothing more than a bit of escapism for readers.

The story is told [6] ____ of poverty. The wealth divide it describes may well [7] ____ society today in some ways, but the gap between rich and poor in this story is significantly greater. The life of the teens in this futuristic world clearly [8] ____ life as it is experienced by teens today, making it a must-read for young adults.

a knock-on effect
b mirror
c underlying theme
d against the backdrop
e resonate
f tap into
g reflects
h sprang

6B

Vocabulary

Regulation

1 Choose the correct alternatives.

1 The government expects all citizens to *comply/restrict* with the law.
2 Sometimes, governments depend on self-*arrangement/regulation* to monitor standards in certain industries.
3 Jon Bartlett's assets were *cooled/frozen* after he was accused of corruption.
4 Expert says children's activities online should be *advised/monitored* closely.
5 A hacker has gained *lawless/unlicensed* access to over a million bank accounts.
6 Police have said that the escaped prisoner will not *ban/evade* capture.

2 Replace the words in bold in the news report with the words in the box. Two words are not needed.

ban breach comply curb restrict sanctions

The government has announced new laws in a bid to **limit** [1]_____ the amount of data that online companies can collect. This is on top of existing laws which already **control** [2]_____ these powers. It is unclear what form of **punishment** [3]_____ there will be if companies **break** [4]_____ the laws causing critics to say they are unlikely to have any positive effect.

3 Complete the news report with the words in the box. Two words are not needed.

evades penalties self-regulation unauthorised unlicensed violates

The council is enforcing laws against [1]_____ taxis this month, with several arrests in the local area. [2]_____ drivers will receive strict [3]_____ of up to £5,000 and may be banned from driving for up to two years. Anyone who then [4]_____ this ban could find themselves in jail.

Language focus

Making formal recommendations

4 Put the words in the correct order to make sentences.

1 call / suggest / help desk / I / the / he
_____
2 everyone / calm / it's / that / stay / crucial
_____
3 to tell / what to do / far be / everyone / from me / it
_____
4 suggestion / our plans / the / that / delay / for now / is / we
_____
5 say, / option / suffice / option / is / to / the best / this
_____
6 is / sound / the advice that / government guidelines / follow / we
_____
7 to succeed, / may / determined / come / we / what / are
_____
8 Freddie / to recuperate / here / best that / it's / stay
_____

5 Add one word to each recommendation where necessary.

1 I propose that Jenny the one to lead the project.
2 We suggest Sara an appointment again in a month.
3 Far be from me to criticise, but this is clearly unacceptable.
4 He's not welcome here. It's best leave.
5 The suggestion Jan play in goal didn't go down well.
6 It is imperative that Ian more attention to what's going on.
7 Suffice say, we're no longer pursuing this course of action.
8 We'll all be here, come what.

6 Complete the emails using the prompts in brackets.

1

Maria Fullerton has been struggling with some personal issues in recent days. I've [1]_____ (recommend / take) some time off to help her deal with those issues and wanted to let you know.

2

We'd like to put forward the suggestion that Shunji [2]_____ (send) to head the research project in Seattle. He is clearly the most experienced member of the team and has the determination to ensure its success, [4]_____ (come / may).

3

[4]_____ (far / from me) to point out the obvious, but should we be developing new products without the relevant research? It's [5]_____ (essential / the company) sure of demand before making this investment. [6]_____ (suffice / say) new products that don't sell could lose us millions.

6C

Language focus

Comparatives

1 Match the sentence halves.

1 The new version of this game isn't a patch ____
2 If it's OK with you, we'd prefer ____
3 My phone is nowhere near ____
4 My new car runs more ____
5 I think I'd rather ____
6 I'm just that ____
7 The food your dad makes is beyond ____
8 My van seems to be running ____

a as up-to-date as yours.
b comparison. There's nothing like it.
c on the previous one.
d efficiently than any I've had before.
e to have dinner a bit later.
f better since I had it serviced.
g little bit closer to making a decision.
h stay here than go out.

2 Complete the article with comparative expressions using the word(s) in brackets. Change word forms where necessary.

Shakespeare is one of [1] _____ (highly regarded) writers the world has ever seen, a writer [2] _____ (well-known) for plays such as *Hamlet*, and *Romeo and Juliet*. His works and those of his contemporaries produced a golden age of literature. Although Shakespeare may have been influenced by other great writers, no other writer of that time [3] _____ (candle) Shakespeare. Their works were not [4] _____ (witty) his, nor did they use language with such creativity and ease. These days, we might not [5] _____ (speak / beautifully) the people in Shakespeare's plays, but we still use some of his phrases. So, when you describe a jealous person as having been struck by the *green-eyed monster*, or a person who stays up late as being a *night owl*, know that you're using an expression used by Shakespeare. These are phrases that will endure for centuries, as Shakespeare's ability to coin a phrase [6] _____ (bear / comparison) with the abilities of writers today.

3 Complete the second sentence so it has a similar meaning to the first using the words in brackets.

1 Mine and my sister's attitudes to life are not the same.
My attitude to life _____. (nothing)
2 Eating dirt is preferable to eating my brother's cooking!
_____ my brother's cooking! (sooner)
3 My singing isn't anywhere near as good as a professional's.
My singing _____ a professional's. (league)
4 I used to run 3 km. Now I run 4 km.
I run _____ these days. (just / bit)
5 This laptop is nowhere near as good as the old one.
This laptop _____ the old one. (patch)

Vocabulary

Responding to ideas

4 Match the statements with the responses.

1 I like this song. ____
2 I'm finding it hard to come up with new ideas. ____
3 I was hoping for a story that was less bland. ____
4 This conference wasn't what I was expecting. ____
5 I've got a joke for you. ____
6 I don't think that metaphor works. ____

a It's certainly not your normal run-of-the-mill event.
b Yes, mine are pretty stale these days.
c You're right. It's a bit clumsy.
d Let me guess, something corny!
e Yes, it's catchy.
f Yes, I wanted something more exciting, too.

5 Replace a word or phrase in each sentence with a word in the box.

captivating fitting inventive novel quirky repulsive surreal witty

1 This painting's very strange. I'm not sure I understand or like it.
2 The speech you gave was very appropriate. Well done!
3 The idea of eating meat is disgusting to me, but not to others.
4 You're cleverly amusing when you put your mind to it!
5 I find this kind of haunting music really engaging.
6 Is there such a thing as a new and different idea these days?
7 Joshua is one of the most creative musicians I know.
8 I think I'd describe Anna as unusual in a good way.

6D

Vocabulary

Idioms

1 Complete the sentences with the phrases in the box.

a lot of flak double-edged sword
fighting a losing battle long shot set my sights
stick to your guns up in arms went great guns

1 We might get there in time, but it's a _____.
2 I got _____ for standing up for Felicity.
3 Let's just give up. We're clearly _____.
4 Being a risk taker is a _____.
5 Don't listen to other people. _____.
6 We're all _____ about the cuts.
7 The team _____ and won the competition.
8 I have to study hard. I've _____ on getting into a good university.

2 Correct one word in each sentence.

1 I've set my looks on going abroad to study.
2 I know it's a short shot, but I think it could work.
3 People are up in legs about the new traffic system.
4 You're going to get a lot of flock for posting that comment.
5 I always feel like I'm fighting a failing battle.
6 Choosing where to go to university is a mindfield.

English in action

Take part in a panel discussion

3 Match the sentence halves.

1 What you're actually ____
2 If I could add ____
3 This would have serious ____
4 Correct me if ____
5 Along with cost, this is one of ____
6 Do you mean ____
7 Going back to what ____
8 It's not very ethical, for ____

a the reasons why I'm against the idea
b to what Jake said earlier, it's also cheap.
c I said before about the benefits, there is a lot to consider.
d implying is that it's a double-edged sword.
e I'm wrong, but isn't it actually 10 percent?
f repercussions for most people.
g want of a better word.
h to say that you disagree?

4 Complete the sentences with one word.

1 A: I definitely think healthcare should be free for all.
B: _____ me if I'm wrong, but didn't you say previously that it shouldn't?
2 A: One problem with free healthcare is its cost.
B: _____ with recruiting sufficient staff, this is one of the reasons why it's hard to provide.
3 A: Funding can only go so far.
B: So, what you're _____ is that we can't pay for everyone, right?
4 A: There are people who should receive free medicine.
B: You know, it's interesting that _____ mention free medicine. I've been thinking about that.
5 _____ back to the idea of free healthcare, I think there are some possibilities that haven't been considered.



5 Complete the conversation using the prompts.

A: So, do you think that healthcare should be free for all?
B: I think the question is pointless, [1] _____ (better word). Surely everyone believes it should be free. The question is how we can make quality healthcare free to everyone, to which there's no answer.
A: So, [2] _____ (what / implying) that free healthcare is impossible despite the desire for it. I don't agree. It's been shown to be possible.
B: But, it's the quality that's in question. Can we really provide top-quality care with a limited budget? I'm not sure we can, which is why we need medical insurance. It's the only way to get the funding.
A: [3] _____ (it / interesting / mention) a limited budget. An increase in taxes surely solves that problem.
B: [4] _____ (you / mean / say) that we can raise taxes high enough to provide sufficient funds? I disagree. People aren't prepared to pay higher taxes. [5] _____ (back / what / said) about medical insurance, it doesn't have to cost a lot.
A: But it [6] _____ (would / repercussions) for people on low incomes.

6

Reading

1 **Read the title of the article on page 49. What do you think it means?**

2 **Read the first paragraph without using a dictionary. What might the writer say about her meal out?**

a A good time was had by us both.
b The meagre food left me wanting more.
c An unfortunate incident cast a shadow over it.

3 **Look at the words in italics in the first paragraph. Using the context, decide the meaning of each one. Then, read the rest of the article to check your ideas.**

1 *lagom*
  a balanced
  b productive
2 *sobremesa*
  a dessert
  b relaxing at the table
3 *shomemedjamo*
  a eating despite feeling full
  b stop eating because you're full
4 *kummerspeck*
  a eating because you're emotional
  b eating because you're tired
5 *natsukashii*
  a feeling old
  b feeling nostalgic
6 *pelinti*
  a swallowing something hot
  b moving something hot around your mouth
7 *myötähäpeä*
  a feeling sorry for someone in trouble
  b feeling embarrassed for someone

4 **Are the sentences true (T) or false (F)?**

1 The writer implies that expressing ideas quickly in a language is desirable. ____
2 The writer says the words in the article are making their way into English. ____
3 The writer is unsurprised that one word in Georgian can translate into a lengthy English phrase. ____
4 *Natsukashii* has a very particular meaning and describes a sense of misery. ____
5 The writer wonders how we've coped without English versions of the words in the article. ____
6 The writer says that *lagom* explains the Swedes' attitude towards overspending. ____
7 The writer states that *lagom* has shaped a national culture. ____
8 The writer implies that she thinks people are too greedy in her (English) culture. ____

5 **Which word in the box is being referred to in each sentence?**

feng shui kummerspeck lagom myötähäpeä
natsukashii shomemedjamo

1 It's a word you use when you gorge on food and **stuff yourself**.
2 I felt **mortified** for my friend, but it was a **vicarious** feeling.
3 The word **encapsulates** the idea of turning to food to make you feel better.
4 It's based on the **essence** of nature – energy.
5 The meaning is **bittersweet**, conveying both **fondness** and **melancholy**.
6 It stops people from being **frivolous** with money and overworking.

6 **Match the words in bold in Exercise 5 with the definitions.**

1 both happy and sad ____
2 expresses in a short way ____
3 eat so much you can't eat anymore ____,
____
4 experienced by seeing someone else do something
____
5 a feeling of sadness ____
6 not serious or sensible ____
7 very embarrassed ____
8 a feeling of liking something very much ____
9 the most basic or important quality of something
____

7 **Choose the correct alternatives.**

WHAT DO YOU THINK?

4 comments

Carl
I agree we need more lagom here. It seems to be the [1]*essence/fondness* of a happy life. Working hard, earning a lot and then being [2]*frivolous/mortified* with money might feel as if it's making you happy, but I really don't think it does.

Mia
I love how pelinti [3]*encapsulates/gorges* on an action I'd never even realised I did until now!

Alex
I felt shomemedjamo last night. I [4]*encapsulated/stuffed* myself with pizza until I felt sick, but it was a classic example of kummerspeck. I was thinking about my lovely nan who's no longer with us and that brought on a sense of [5]*bittersweet/melancholy*.

Hannah
We have a word for being embarrassed for others in Spanish, too. I wonder if there's a word in another language for [6]*bittersweet/vicarious* happiness.

6

It's all in a word



Last weekend, after a long period of work with no free time, I decided I needed a more *lagom* life. So, I met up with an old friend for lunch at a buffet style restaurant. We were enjoying *sobremesa* after a delicious meal. We'd stuffed ourselves so much, it was definitely a case of *shomemedjamo* – we could barely move. For my friend, the meal had been *kummerspeck*, as she'd just lost her job. For me, it was just nice not to have to rush and get back to my desk. Over the course of the meal, we'd talked about our schooldays and caught up on each other's news. *Natsukashii*! Now, we were talking about future plans. Anyway, the waiter refilled our coffees, and my friend took a huge gulp. It was scalding hot, and rather than pelinti until it cooled down, she spat it out. Unfortunately, the waiter was leaning over the table to collect our plates and it went all over his hand. He cried out in shock, people turned and looked. My friend was mortified and I felt *myötähäpeä*.

What's with the strange words in *italics*, you may ask? Well, these words from various languages encapsulate the meaning of phenomena we're familiar with, but have no equivalent words for in English. They allow us to capture a feeling or a sensation with just a few letters rather than a whole bunch of words. If only these expressions became common usage in English, it would plug the gaps we clearly have and capture the essence of a scenario more expeditiously. Why use several words when you can use one? Some phrases from other languages have broken through, such as *feng shui* (literally translated as *wind-water*), the Chinese practice of harmonising people with objects according to energy forces. The ones above have not yet been adopted.

So, what do they mean? Well, in the above context, *lagom* is Swedish and means 'balanced'. In Spanish, *sobremesa* translates as 'over the table' and describes that time after a meal where people just sit and enjoy each other's company. *Kummerspeck* in German ('grief fat' in English) describes the eating you do when sad. *Shomemedjamo* for Georgians describes a situation where you keep gorging yourself on food because it's tasty, even though you're completely full. It literally translates as 'I accidentally ate the whole thing'. Hard to believe that that one word, although long, can express all that.

Natsukashii is rather a poignant word in Japanese. It's an exclamation used when feeling the bittersweet sensation of looking back to time in the past (i.e. with both fondness and a sense of melancholy for time gone by). *Pelinti* comes from Buli, a language spoken in Ghana. You know that feeling when you put boiling hot food in your mouth and then quickly move it around to stop it burning you? It's that, and now that we know that, it begs the question of how we've managed to survive without an English equivalent all these centuries. I'd say the same goes for our last word – *myötähäpeä* in Finnish or 'vicarious embarrassment' in English – the feeling of embarrassment you get on behalf of someone else.

Sometimes, these words do more than convey a concept, they describe a culture. *Lagom* most often translates as 'not too much and not too little – just the right amount'. In a country where the standard of living is high, people tend not to be frivolous and people are encouraged to obtain the perfect work-life balance, it's easy to see just how influential *lagom* is, despite the chicken-and-egg situation (Did the word or the culture come first?). Regardless, the proverb *Lagom är bäst*, which can mean 'Enough is as good as a feast', is a concept rather than a phrase that we could perhaps benefit from.

6

Listening

1 6.01 **Listen to the introduction to a radio discussion. What is the topic?**

a The pros and cons of developing an app
b The evaluation of a pricing model for apps
c How best to develop customer loyalty among app users

2 6.02 **Listen to the discussion. Choose the correct option, a, b or c.**

1 Imran's main reason for disliking in-app purchases is
   a that they damage the user experience.
   b they prey on a human weakness.
   c they scam unsuspecting people.
2 Annie thinks that a freemium model is good because it
   a relies on advertising for revenue.
   b results in better quality products.
   c is based on behavioural science.
3 Annie and Imran agree that choice in apps can
   a be confusing for some people.
   b affect how much people spend.
   c benefit both user and creator.
4 To make his case for full payment up front, Imran gives the example of games where
   a payment is made to play less.
   b people purchase surprise gifts.
   c young people overspend.
5 Annie and Imran agree that
   a the freemium model is the most common.
   b people overspend on in-app purchases.
   c the practice of in-app purchases is here to stay.

3 6.03 **Complete the extracts with the words in the box. Then listen and check.**

aside	comes down	knowledge	notoriously
pivotal	see	up front	

1 Well, _____ from the fact they get in the way of our enjoyment by asking us to stop and pay at a _____ moment, it's because of how they can exploit our impatience.
2 I _____ what you're saying ... there's definitely psychology involved regarding typical behaviour.
3 Advertising is a _____ unstable method of payment and irritates users. Paying _____ brings in less money ...
4 A: Are there any better models out there?
   B: Not to my _____ .
5 It _____ to the choice of the consumer.

Writing



1 **Look at the photo. It shows a famous experiment. Which of these things do you think was being tested? Read the report to check.**

a The ability of children to delay pleasure
b The impact of treats on childhood obesity
c The effect of fussy eating on development

Aim

In 1972, Walter Mischel and colleagues examined a child's ability to defer gratification. He later examined whether this ability was an indicator of success.

Procedure

The experiment was carried out with 50 children aged between four and six. All of them were attending a university campus nursery school.

Each child was sat individually at a table. A plate with a marshmallow was placed in front of each child. [1] _____ .

The children were told that if the marshmallow was still on the plate when they returned 15 minutes later, they could have a second one.

[2] _____ . The length of time the child was able to resist the food item was recorded.

Years later, the SAT results of the children in the experiment were examined.

Results

It was observed that when a child created their own distractions, such as singing or even trying to sleep, they were able to delay gratification longer. [3] _____ . The later study showed a positive correlation between the ability to delay gratification and higher test scores.

2 **Complete the report with sentences a–c.**

a However, only a third were able to delay it sufficiently enough to obtain the second marshmallow.
b The researcher then left the area.
c Other treats were used depending on the child's preference.

6

3 **Are the sentences true (T) or false (F)? Read the Focus box and check.**

1 The report has a very formal tone. .....
2 The passive voice is often used. .....
3 Personal judgments are included. .....
4 Emotive language is included. .....
5 General claims are avoided. .....
6 Vague rather than precise numbers are given. .....

4 **Follow the instructions to improve the report below.**

1 Change items 1–4 in italics so they are in a passive form.
2 Decide which words or phrases in bold should be deleted.
3 Change the remaining words in bold to the words in the box.

a third five half that in suggested were likely to have

Aim

Tyler Watts **quite rightly** examined whether indicators such as family background had an effect on the correlation between delayed gratification as a child, and future success.

Procedure

The experiment was carried out with 1,000 children aged four from a variety of backgrounds.

As with the Mischel experiment, [1]*they gave each child* _____ a marshmallow and [2]*told them* _____ they could get a second, although this time the time period was **a few** minutes less than in Mischel's experiment.

The examiner left the room. The length of time the child was able to resist was recorded.

Later, [3]*he collected data* _____ regarding the behaviour and intelligence of the children during their teenage years.

Results

The results **obviously** showed that there was a correlation between delayed gratification and the child's success at 15. However, the correlation was **much smaller than** that in Mischel's study. When family background and intelligence were taken into account, **as most scientists would do**, the correlation dropped to **an even lower amount**. Nor was there a correlation between delayed gratification and future behaviour. [4]*Watts* ***proved*** *that* _____ the child's background and intelligence **definitely had** an effect on future success, as opposed to delayed gratification.

Maintaining a neutral scientific tone

When writing up a summary of an experiment, it is important to maintain a neutral, scientific tone throughout. This is achieved in the following ways:

1 Use the passive voice rather than the active voice where possible.
A plate with a marshmallow was placed in front of each child.
2 Use more formal and precise verbs rather than informal and general verbs.
The experiment ~~was done~~ was carried out with 50 children ...
3 Avoid personal judgments and emotive language.
Walter Mischel and colleagues ~~cleverly~~ examined a child's ability ...
4 Avoid making general claims.
~~Like most people,~~ when the child created their own distractions ... they were able to delay gratification longer.
5 Avoid vague words.
~~Quite a few.~~ Only a third were able to delay it sufficiently enough ...
6 Avoid making bold claims about what the study proves.
The later study ~~proved~~ showed a positive correlation between the ability to delay gratification and higher test scores.

Prepare

5 **Look at the notes below. What was the purpose of the experiment? What was the result?**

- The Invisible Gorilla / Selective Attention Test
- 1999, D.J. Simons and D.F. Chabris, Harvard University
- 228 participants
- 75-second videos: six people, three in black T-shirts, three in white, and one orange basketball
- Participants count number of passes, bounces, throws between people in white T-shirts
- 44–48 seconds in video – woman with umbrella or man in gorilla costume walks across screen (5 seconds)
- Questionnaire included 'Did you see anything strange?'
- Half of participants said no (= inattentional blindness)

6 **Plan to write a summary of the experiment. Decide what information to include in each section. Use the headings in the report in Exercise 1 to help you.**

Write

7 **Write your summary of the experiment.**

8 **Read your report. Check you have included or avoided the points in the Focus box. Make any necessary revisions.**

7A

Language focus

Determiners

1 Match the sentence halves.

1 Well, that was something of	a few days.
2 We'll be really busy over the next	b gorgeous day out there.
3 I had no clue what to do, but your	c two ideas were really helpful.
4 I'm not sure who these	d the overtime I do.
5 Look outside. It's such a	e a disaster!
6 I should get more money with all	f three bags belong to.

2 Choose the correct option, a, b, c or d.



GOING OFF THE BEATEN TRACK IN STYLE

If you have a spare $1.7 million in your back pocket, why not get your own custom-made luxury home on wheels? It'll allow you to spend [1]____ your holiday time exploring places few others dare to go. This next generation overland vehicle is [2]____ of a beast – you can travel across challenging terrains comfortably, easily overcoming the [3]____ challenges that travellers experience in lesser vehicles. Not only that, but for the first [4]____ moments you spend in the cabin, you might be forgiven for thinking you're in a luxury hotel rather than a mobile vehicle. The state-of-the-art kitchen the luxurious bed and bathroom, the large wrap-around sofa and dining room table where you can enjoy your [5]____ meals a day with spectacular views might well feel more comfortable than home. As this vehicle is made to order, you can make sure it's designed to meet your [6]____ needs. It uses advanced technology so your battery will produce [7]____ the amount of power as other batteries. You'll be able to spend [8]____ of your time exploring the wilderness without the need to find civilisation, and your [9]____ waking hour enjoying the beautiful landscapes that come with that. You just need to get that money together first.

1	a most	b all	c every	d many
2	a some	b every	c something	d twice
3	a many	b most	c all	d every
4	a few	b many	c most	d your
5	a most	b three	c all	d some
6	a all	b dozen	c most	d many
7	a twice	b four	c something	d relatively
8	a twice	b few	c many	d much
9	a all	b some	c most	d every

Vocabulary

Idioms related to exploration

3 Replace the phrases in bold with the phrases in the box.

as the crow flies follow the herd
get away from it all go with your gut
in the back of beyond lost my bearings

1 I've **completely got confused about where I am** _____. Where are we?
2 From here to town, it's about five miles **in a straight line** _____.
3 Danny lives **far from anywhere** _____, literally miles from anywhere.
4 I used to **do the same thing everyone was doing** _____, but now I do my own thing.
5 If you think quitting is the right thing to do, then do it. **Do what you feel is right** _____!
6 I think I need to **take a holiday from everything** _____.

4 Complete the conversations with idioms using the word(s) in brackets.

1 **A:** Shall we take the motorway or _____ (scenic)?
B: I think we should _____ (steer) the motorway. My app's telling me it's at a stand-still.
2 **A:** I'm getting a bit sick of having to _____ (ferry my kids) to various events.
B: I know what you mean. Mine have a better social life than I do!
3 **A:** I'm sick of everything at the moment.
B: Sounds like you need to _____ (get away). How about a weekend in _____ (outdoors)?
4 **A:** I've lost my keys again.
B: Have you _____ (steps)? I bet you left them on a shop counter or something.

7B

Vocabulary

Deception

1 Choose the correct alternatives.

1 A workman tried to rip us off, but we *preyed on / saw through* his tricks.
2 You can't be *discerning / gullible* if you want to avoid being conned.
3 I'm not sure their business dealings are *above board / streetwise*.
4 Insurance companies have to decide if a claim is real or *bogus / ruse*.
5 If you've never entered a lottery, then an email saying you've won is clearly a *con / scammer*.
6 Don't call that number back. It's a *ploy / purpose* to get you to pay premium phone prices.

2 Complete the article with the words in the box.

above board being duped con artist
gullible lure purport prey on
ripped off ruse scammers streetwise
vigilant

Avoiding phone and email scams

We all have to be really [1] _____ when receiving phone calls and emails. Even the most [2] _____ of people fall victim to sophisticated phone and email scams and find themselves being [3] _____, sometimes for huge amounts of money. These con artists work hard to persuade us that it's all [4] _____, but if it sounds too good to be true, it probably is. Unfortunately, the [5] _____ use our desire to make or save money to overrule logical thinking, as this makes us more [6] _____. On the phone, a [7] _____ will use certain techniques to [8] _____ us into their trap. They'll claim to be from a reputable company or even the government. They'll give us bad news – like there's a problem with our credit card. We'll panic, be glad they can help and not recognise their cunning [9] _____ for what it is – a trick. Unfortunately, as these people tend to [10] _____ vulnerable people, they're more successful than we'd like them to be.

Online, emails can [11] _____ to be from a reputable company of which you're a customer, and may look as if they are. If you're worried, go directly to the website and log in from there instead. That way, you can check and avoid [12] _____.

Language focus

Relative clauses

3 Choose the correct option, a or b.

1 We ordered lots of food, ____ went to waste.
  a the majority of which b which the majority of
2 It was a book about Jack Delaney, ____ I'd not previously heard.
  a of whom b who
3 We received some sad news today, ____ we closed the office.
  a which as a result of b as a result of which
4 It was nine when we got there, ____ everything was closed.
  a by which point b which point by
5 There were several aspects of the report ____ we were unclear.
  a by that b about which
6 There are many difficulties with moving home, the biggest ____ is the cost.
  a which b of which

4 Add a preposition to each sentence.

1 I got to work at ten, which time I'd already missed two meetings.
2 That's the woman I used to work when I was at the hotel.
3 I keep in touch with my old school friends, two whom live close by.
4 I've just read this article, according which trees are all connected.
5 They say there's a storm coming, which case I think we should leave.
6 Bill just told me there's a new email system which no one had told me.

5 Complete the second sentence so it has a similar meaning to the first.

1 I had some calls. Not long after that, I got some strange emails.
I had some calls, not long _____ .
2 The men all introduced themselves. I'd not met any of them before.
The men, none _____ ,
_____ all introduced themselves.
3 Let's organise a dinner. We can all contribute something to it.
Let's organise a dinner to _____ .
4 In walked Alison. The sight of her immediately cheered me up.
In walked Alison, the sight of _____ .
5 There are millions of species here. Some will naturally die out soon.
There are millions of species here, some _____ .
6 The engine made a stuttering noise and stopped. At that point, we knew we were going nowhere.
The engine made a stuttering noise and stopped, _____ .

Vocabulary

Skills and abilities

1 Complete each word. The first letter is given.

1 I'm not a brilliant cook, but I can **g**_____ by.
2 My dad's an old **h**_____ at fixing things, so anything broken goes to him.
3 I'm not bad at the piano. I've learnt the **b**_____ .
4 I'd love to be able turn my **h**_____ to anything.
5 I feel completely out of my **d**_____ with maths.
6 When it comes to sport, I'm something of an all-**r**_____ .
7 Whoever built this wall was completely **i**_____ . Look, there are holes everywhere!
8 I've got a laptop, but I wouldn't call myself tech-**s**_____ .

2 Complete the conversations with the words in the box.

accomplished	all-rounder	aptitude	clueless	
dabbled	inept	illiterate	natural	novices
proficient	rusty			

1 **A:** I hate giving speeches. I'm such an _____ public speaker.
B: That's not true! You're a _____ . You might not be perfect, but you do come across as warm and friendly.
2 **A:** Did you know my brother's an _____ violinist? He plays in a professional orchestra.
B: I had no idea. I was quite _____ at playing the cello at school, but I'm very _____ now.
3 **A:** I'm doing a chess course for _____ . Not sure why, as I'm pretty _____ when it comes to strategy games. But I thought I'd give it a try anyway.
B: I've signed up for a course in computer programming. I'm _____ in my own language half the time, so learning a computer language will be interesting!
4 **A:** My mum's a wonderful artist, but I've never had an _____ for drawing myself.
B: I'm not adept at anything arty. I've _____ in jewellery making, but I haven't done too much.
5 **A:** I heard that you started a new job recently. Are you still learning the ropes?
B: Yes. There are so many different things I need to be able to do. I have to be an _____ .

Language focus

Reduced relative clauses and similar structures

3 Cross out one word that is not needed in six of the sentences.

1 Not everyone is playing in the current team is all that good.
2 I prefer to wear clothes are made by hand.
3 We've literally got no time when to do this.
4 I'm following a blog is by a renowned psychologist.
5 This town is for people looking for a quiet life.
6 This report which is full of mistakes.
7 I sent off my application email complete with CV.
8 The people who answering the phones at my bank always sound bored!

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

1 I once met a man _____ (wear) a Viking helmet on his head for no reason!
2 I'm not happy about these repairs _____ (cost) over £1,000.
3 There are a lot of chores for us _____ (do) today.
4 Who's that guy over there _____ (stand) by the white car?
5 I thought that was a good point well _____ (make).
6 There are too many things here _____ (choose) from!
7 Do you know of anyone _____ (want) a free sofa?
8 There were too many things _____ (leave) unsaid.

5 Rewrite the tips with a reduced relative clause or similar structure. Which do you think gives the most useful advice?

Tips for learning a new skill

[1]Look at work which is by people better than you to find inspiration.

_____

[2]Anyone who wants to succeed should start with small goals.

_____

[3]There are tonnes of 'how to' videos which you can watch online, so choose carefully.

_____

[4]Don't compare your progress to other people who are doing the same thing.

_____

[5]Give yourself a reward for progress that you've made. You deserve it.

_____

[6]Only listen to advice which is given by people who can do it themselves.

_____

7D

Vocabulary

Debates



1 Complete the report with the words in the box.

chair eloquently and coherently from the floor ground rules motion rebuttals and counterarguments refuted rhetorical skills show of hands substance sway

After introducing the [1] _____ to the audience, the team from Green's University put forward their arguments [2] _____. The Smith's University team then gave their [3] _____. As both teams took questions [4] _____, it became clear that Team B had much more [5] _____ to their arguments and easily [6] _____ Team's A's arguments, while Team A had better [7] _____, meaning they delivered their arguments more persuasively. The debate got heated at times, with the [8] _____ having to remind both teams about the [9] _____ on several occasions. In the end, Team B's arguments weren't enough to [10] _____ the audience and after a quick [11] _____, Team A were declared the winners.

English in action

Chair and participate in a debate

2 Match the sentence halves.

1 Thank you all ____
2 Without further ado, ____
3 I'd like to remind ____
4 That's why ____
5 Your allotted ____
6 I'd like to present my case ____

a the audience that questions come at the end.
b for coming.
c time starts now.
d I firmly believe this to be true.
e let me introduce the first speaker.
f by drawing your attention to three irrefutable facts.

3 Complete the text with phrases a–e.

'Ladies and gentlemen, [1] ____ this evening. Tonight, we are [2] ____ that popular tourist attractions should charge an entry fee. This includes beaches and other areas which have traditionally been free. We have two teams to persuade you to agree with their point of view, so [3] ____, let me introduce you to the first speaker. From the University of Essex, it's Jenny Marshall. Jenny is currently undertaking a Master's Degree in Political Science and is interested in a career in politics. I'd like to [4] ____ that Jenny and her counterpart will have two minutes each to present their arguments. The floor will then open and you will be able to ask questions. Jenny, your [5] ____ now.'

a debating the motion
b thank you all for coming this evening
c remind the audience
d allotted two minutes starts
e without further ado

4 Complete Jenny's argument with the words in the box. Three words are not needed.

case claim end experienced fact firmly point sum thoroughly

'Over the past decade, we've seen a jump in tourism, leading to overcrowded tourist spots. That's why I [1] _____ believe that tourists should be charged to enter them. I'd like to present my [2] _____ by drawing your attention to two facts. Firstly, overcrowding does not create a pleasurable environment for tourists. I'm sure you've all [3] _____ visiting somewhere popular that is so busy, it's not enjoyable at all. By charging, demand will drop and places will become less crowded. Secondly, there's the [4] _____ that large numbers of people cause environmental damage. I'd also like to [5] _____ out that the lives of local people are negatively affected by huge tourist numbers, too. So, to [6] _____ up, popular tourist spots should charge in order ... .'

7

Reading

1 **Look at the blog title and photo on page 57. What do you think is the purpose of the woman's trip? Read the blog and check your ideas.**

a To get inspiration b To recover from illness c To relieve anxiety

2 **Which paragraphs include information about these things?**

1 being unaccustomed to nature _____
2 a combined feeling of satisfaction and sadness _____
3 anticipation at what was about to appear _____
4 regret at not having visited the area before _____
5 stepping into an unknown place _____
6 a need to speed up due to the light _____
7 a sense of calm before stress sets in _____
8 an approach to being creative _____
9 a change to the environment _____

3 **Are the sentences true (T), false (F) or not mentioned in the article (N)?**

1 The atmosphere in the writer's surroundings was completely new to her. _____
2 The writer had expected the sun to go down quickly. _____
3 Excessive noise prevented the writer from sleeping. _____
4 The writer saw other hikers on the route to the beach. _____
5 The writer was keen to get to the beach once she was aware of it. _____
6 The writer placed her backpack carefully on the sand. _____
7 The objects collected by the writer had different characteristics. _____
8 The writer says that it's important to examine art materials carefully. _____
9 The writer believes that other people would have enjoyed her work. _____
10 The writer considered setting up camp prior to creating a piece of art. _____

4 **Find words in the blog to match the descriptions. The paragraph numbers are in brackets.**

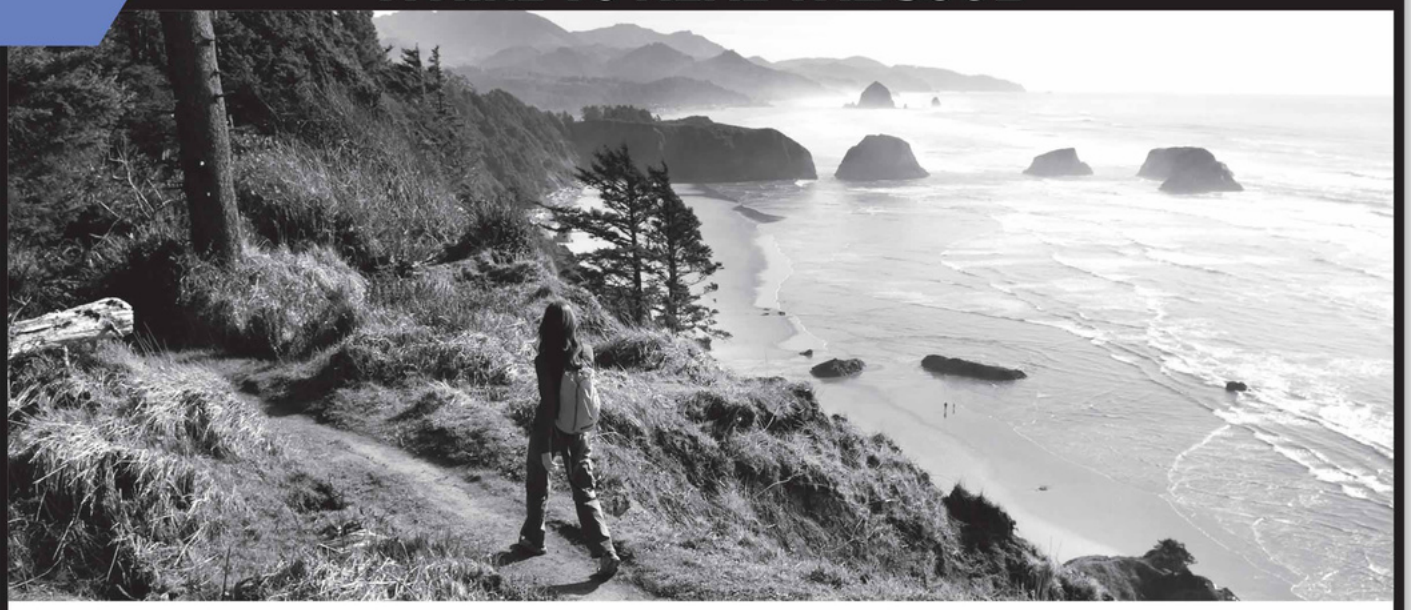
1 A verb phrase to describe how the scenery moved from familiar to unknown (1)
_____
2 A verb and adjective to describe the movement of the sun (2)
_____
3 A verb and noun that mean to hurry (2)
_____
4 A phrasal verb to describe an act of sleep (2)
_____
5 An adjective to describe an area that had been used many times before (3)
_____
6 A verb that means a smell is present (3)
_____
7 A verb that means moved about violently (4)
_____
8 A verb that means improved by making small changes (5)
_____
9 An adjective that means unwanted (5)
_____
10 A verb that means to eat up very fast (5)
_____

5 **Complete the description of Day 3 below with the correct form of the words from Exercise 4.**

DAY 3

I woke up just before dawn. I'd finally [1] _____ at about ten the night before and had slept quite soundly. Now, as night [2] _____ day, I got up and enjoyed the magnificence of my surroundings, knowing it would be a while before I'd be back. I took a food food from my pack and [3] _____ breakfast – I had to [4] _____ if I wanted to get back to my car before dark. I packed away my tent and placed it and all the [5] _____ food wrappings in my pack, before setting off on my trek home. As soon as I found my feet on that [6] _____ path, I knew civilisation wasn't far away. 'Civilisation'! I knew it was in my imagination, but I felt as if smog was already [7] _____ the air. My stomach began to [8] _____ at the thought of the daily grind of life, so I stopped and did some meditation. I'd been [9] _____ my technique over the last few weeks and found it quickly helped. After just ten minutes, I started my journey again. I kept up a good pace, and got to my car just as the sun was [10] _____ once again below the horizon. I put my pack in my trunk, got into my car and turned the key in the ignition. Time to go home.

7 A HIKE TO HEAL THE SOUL



DAY 1

1 After leaving my truck at the nature reserve, I grabbed my gear and headed out. It wasn't long before the landscape gave way to something less familiar. It had the same feel and sound of the bush around my local area, but the dips and hollows of the space were all new; the horizons were different and the gentle curve and sweep of the low hills unseen by me before. It was a shame that I hadn't ventured here previously, but I was making up for lost time.

2 When the sun began to dip low in the sky, I found a space in a clearing, ringed by some tall cedars. I set about creating my camp for the night, making haste as the sun rapidly disappeared. Having lived for so long in the city, I'd forgotten how quickly the night sets in. The trill of the birds died down, replaced by the chirping of insects as the shadows lengthened and merged, and I felt myself drifting off. Despite this, it was tough to sleep well that first night. The subtle sounds of the night stirred me from my sleep and all too soon, the light was starting to creep back through the trees.

DAY 2

3 Early morning mist ringed the trees, slipping away as I made campfire coffee. I packed up camp, and was soon back pounding the trail. It was well trodden at first, marked out by those who had come before me, but as time went on, it became harder to follow. About three hours into my hike, I paused, held my breath and listened. The sun was at its zenith, high and bright and beating down on me. I could hear the waves. From this distance, those giant breakers sounded almost gentle, whispering onto the sand. Salt was starting to pervade the air and I knew I would see the sun shimmering across the ocean soon enough. The idea of this encouraged me to quicken my steps and before long the stony soil gave way to sand as I pushed my way onto the beach. Not a soul was in sight.

4 Foam-tipped waves churned against the smoothly glistening rocks and tide-rippled sand. I shrugged the pack off my back and let it drop to the ground, too busy examining the ground to mind where it fell. I hunted around, shielding my eyes from the sun. Everything I knew I'd need was there. I gathered driftwood, plant material of different shades and textures, stones and sticks and made a pile to form my palette. When you create large-scale beach art, the trick is to keep part of your mind both free and analytical, to consider the scale of the whole work and of the media you are working in, to map, frame and scaffold before you focus on creating.

5 The long sweep of sand made the perfect blank canvas and I walked the length of it repeatedly, placing objects in places that made sense perhaps only to me, refining my image for hours until I was content. Only then did I step back and give thought to making camp once again, creating a fire from the discarded wood I'd collected, where I could sit and admire my work. As the light faded, the sea slowly edged towards my creation, eating at it bit by bit until a large wave devoured the last remnants. I felt it had been my best work, and yet no one would see it but me and mother nature. There was a sense of satisfaction in that, but also a sense of melancholy.

6 I took a deep breath. I knew that as I made my way back to civilisation tomorrow, my shoulders would tense up little by little, but at that moment, as I sat there enjoying the beauty afforded by the scene in front of me, I felt only peace.

7

Listening



1 7.01 **Listen to three explanations on how to perform a particular task. What is the topic of each one? Choose the correct options.**

1 a How to change a car tyre
  b How to fix a bicycle puncture
2 a How to put up a picture frame
  b How to put up a shelf
3 a How to bake bread
  b How to bake a cake

2 7.02 **Listen to the first explanation again. Complete the procedure with a word in each gap.**

1 Remove the _____ from the bike.
2 Remove the _____ from the wheel.
3 Take out the _____.
4 Dispose of the tube if _____.
5 Add _____ to the tube to identify the leak.
6 Use _____ to help with this if necessary.
7 Cover the hole with a _____.
8 Use the cloth to remove any _____ items on the tyre.

3 7.03 **Listen to the second explanation again. Match tools a–e with their functions 1–5.**

1 detector 2 spirit level 3 bracket 4 drill
5 wall plug

a provides a base for a screw to sit in _____
b holds up the shelf _____
c looks for possible problems hidden behind the wall _____
d creates holes in the wall _____
e ensures the shelf is placed evenly _____

4 7.04 **Listen to the third explanation again. Are the sentences true (T) or false (F)?**

1 Mix the yeast and salt together from the outset. _____
2 The water should be warm, not hot. _____
3 Kneading bread involves cutting it and pressing it. _____
4 The bread should be left to increase in size once. _____
5 Use oil to make it easier for the bread to come out of the tin. _____
6 If the bread sounds solid when you lightly tap it, it's baked. _____

Writing

1 **Read the review of a game app on page 59. How many stars do you think the reviewer gives the game? Choose between 1–5.**

2 **Underline phrases in the review with these meanings.**

1 quickly gets you up and running in the game
2 forcing you into delays
3 something that fans of bikes should own
4 kept me playing without stopping
5 a realistic sense that you're going fast
6 able to keep you busy and interested

3 **Complete gaps 1–6 in the article with the phrases a–f.**

a its way of saying 'hey I can be sociable'
b took me on a rollercoaster of adventures and
c like a car in rush hour
d a shining star
e despite not being something that called to me at first
f as fast as your on-screen bike

4 **Read the Focus box. Then, match d–f in Exercise 3 with the categories in the box.**

d _____
e _____
f _____

Creating vivid imagery

We can use metaphors, similes and personification to create vivid imagery in writing. In a review, these can highlight or even stress the writer's point of view.
A writer may use common expressions, or they may be creative with language to avoid clichés (a phrase which is so overused that it loses its impact).

Metaphor
A metaphor is an expression used to describe a person or object. It compares the person/object to something with similar characteristics.
a rollercoaster of adventures

Simile
A simile is a comparison of two things which begins with *as* or *like*.
As time crawls along like a car in rush hour ...

Personification
Personification describes the act of giving an object human characteristics or qualities.
its way of saying 'hey I can be sociable'

7



RIDE OF LIFE ☆☆☆☆☆

Ride of Life is a new motorbike racing game which promises the thrills, hair-raising adventures, and high-quality graphics you'd normally see on a PC.

The first game takes you through a trail run, clearly explaining how to accelerate, brake, turn and do tricks. By the time you enter your first race, you'll be efficiently up to speed (excuse the pun) on how best to manoeuvre your bike.

The 2D graphics are indeed high quality, with a game engine that's dynamic enough to show damage to your bike as soon you clash with something on the track. The blurred surroundings as you race give a lifelike effect of speed that will get your pulse racing [1]_____.

The two modes in this game will keep you occupied for hours. The career mode allows you to race on hundreds of different tracks, swapping race wins and the quality of your stunts for bike upgrades. These upgrades are obtained from local bike shop owner Abe, who also sets you extra tasks that pit you against a local bike gang. They [2]_____ made the game all that more engaging.

The second mode allows you to compete against friends. It records each player's times as you take turns to race a track. It was a lot of fun,once I got into it, [3]_____. It's also important to the game, [4]_____ when it doesn't have an online multiplayer element. However, it was the career mode and the upgrades and extra tasks that really sucked me in for hours.

And this is its only fault. The free version locks after five races, requiring you to wait before you can play again. As time crawls along [5]_____ when you're desperate to crack the next level, this compels you to pay up, but it's not extortionate.

All in all, this is an outstanding, if not perfect, game which can keep you engaged for as long as you're allowed to play. It's [6]_____ among racing games and a must have for all bike lovers.

5 Complete each sentence with a phrase in the box to make it vivid. Decide if each sentence is positive (P) or negative (N).

breeze devoured drifted away on a Boeing 747 nagged silk

1 The controls are as complex as those _____. _____
2 My desire to play _____ as time went on. _____
3 The first levels were a _____, but soon got more challenging. _____
4 The constant notifications _____ me to keep playing. _____
5 Playing was as smooth as _____. _____
6 The game was so addictive, it _____ my time. _____

6 Decide if each sentence in Exercise 5 is a metaphor (M), simile (S) or example of personification (P).

Prepare

7 You are going to write a review of an app that you use. Think of an app and make notes on these things. Decide if you would recommend it or not.

- what the app claims to do
- ease of access / learning the controls
- how well it does what it says
- cost
- a summary
- a recommendation

8 Decide what ideas from your notes to include. Make notes of a few examples of vivid language you could use.

Write

9 Write your review. Use your plan to help you.

10 Use the checklist to check your review. Revise it where necessary to make it more effective.

- Is it clear and useful to readers? ☐
- Did you include the features of a review as outlined in Exercise 7? ☐
- Did you create imagery to highlight a point of view? ☐

8A

Language focus

Describing habits and compulsions

1 **Complete the sentences with the correct form of the verbs in the box.**

count eat have notice save say

1 I have this habit of _____ my favourite thing on my plate until last.
2 I waved at you, but you didn't _____ .
3 I tend _____ the volume of a TV or radio on an even number.
4 Sometimes when I open a box of chocolates, I get this urge _____ the whole box.
5 My boss keeps _____ he'll give me a pay rise then doesn't!
6 I have this tendency _____ the number of steps to where I'm walking.

2 **Complete the comments using the prompts in brackets.**

Fran 85

So, folks, we all have weird and wonderful habits. What are yours? I [1] _____ (often / find / sit) on the floor when I've got a perfectly good sofa to sit on.

NedS

I [2] _____ (forever / have) conversations in my head with people and then pulling faces when I'm not happy with what they're saying. I [3] _____ (often / catch / do) it, but it's when others catch me that it gets awkward.

MarkyM

I [4] _____ (tend / talk) to myself at the supermarket about what I should buy.

LinzIW

I don't do that, but when I'm trying to find something I want on a shelf, I [5] _____ (overwhelming urge / press) control + F so I can type in what I want to find, and immediately scroll to it, just like I do information on a web page.

Allykins

I don't know why, but whenever I see a police officer, I [6] _____ (not / stop / feel) guilty, even though I know I've done nothing wrong! I then try to look as innocent as possible, but I feel I just look totally guilty.

PeteWaring

I [7] _____ (habit / come) up with amazing witty comebacks to rude people. About three hours too late.

LinzIW

There's a name for that in German. *Treppenwitz*. Literally, it means 'staircase joke'.

Thor

You know how some people believe it's bad luck to walk under a ladder? Well, someone must have told me when I was a kid that it's OK if you cross your fingers. So now, whenever I walk under scaffolding or a ladder, [8] _____ (tendency / cross) my fingers.

Vocabulary

Idioms related to feelings

3 **Complete the words. The first letter is given.**

1 If you're not careful, you might end up making a **f**_____ of yourself.
2 I'm not sick exactly, but I definitely feel **o**_____ of it.
3 People are up in **a**_____ about the proposed housing development.
4 Right now, I feel good. On top of the **w**_____ in fact!
5 He was so infuriating, I just saw **r**_____ and started screaming at him.
6 I'm so nervous, I've got **b**_____ in my stomach.
7 I was so embarrassed, I just wanted the ground to **s**_____ me up.
8 I can't believe I passed! I'm over the **m**_____ .

4 **Complete the sentences with the phrases in the box.**

feel on top of the world feel out of it
'm over the moon see red up in arms
wanted the ground to swallow me
was in stitches was quite shaken up

1 I _____ that Mia's coming. It's fantastic news.
2 The guy on stage was really funny. I _____ .
3 Hearing Ela criticise Pete for something she does herself made me _____ .
4 I _____ . Maybe I'm coming down with a virus.
5 I wasn't hurt in the accident, but I _____ .
6 Everything's perfect at the moment. I _____ !
7 Everyone was _____ about the changes, but I can't get upset about these things anymore.
8 The only time I ever _____ was when I arrived at a fancy dress party and it turned out that it actually wasn't fancy dress.

Language focus

The future in the past

1 **Match sentences 1–5 with meanings a–e.**

1 We were about to head out when it started raining. ____
2 The flight was due to leave at 6.15. ____
3 We'd envisaged a bigger room! ____
4 The company was on the point of winning a huge contract. ____
5 I was on course to start university in September. ____

a Describes an action that was imminent.
b Describes a situation that had already started happening.
c Describes a thought that something was likely.
d Describes a scheduled event.
e Describes something almost certain because of plans at the time.

2 **Choose the correct alternatives.**

1 Archaeologists are on the *point/ threshold* of a major discovery.
2 We're all *about/ set* to get a nice bonus at the end of the year.
3 I was *about/ on course* to call you, but you got there first!
4 We *assumed/ planned* you'd drive here, not take the train.
5 Scientists are on the *threshold/ verge* of creating a new cancer drug.
6 When's our economics assignment *due/ set* to be handed in?
7 We were on *course/ the point* to arrive on time, but our taxi broke down.

3 **Complete the news story using the prompts in brackets.**

No news on why Ayephone was pulled at last minute

One of the biggest technology companies is yet to reveal why its much anticipated smartphone was pulled from the market 24 hours before it [1] _____ (due / release). The company [2] _____ (verge / change) the market by releasing what they had described as an innovative product that far outperformed any other product on sale. They [3] _____ (set / charge) less than half the cost of other brands, and as a result [4] _____ (expect / capture) a significant share of the market. Speculation is rife, with some alleging that the company had discovered a potential issue with batteries just before shops [5] _____ (about / start / stock) their shelves.



Vocabulary

Decision making and reflection

4 **Replace the phrases in bold with the phrases in the box.**

agonising over benefit of hindsight
pan out quandary stopped short of
weigh up the options

1 With the **ability to understand a past situation** _____, I realise the trip was a waste of time.
2 I'll **compare the pros and cons** _____ _____ before deciding which one is best.
3 I was hoping to do an internship at a record company, but it didn't **happen** _____.
4 I almost quit my job today, but just about **didn't go as far as** _____ that.
5 I've been **thinking very carefully about** _____ _____ what to do for days, and still don't know!
6 I'm in a **difficult situation** _____ and don't know what to do.

5 **Complete the conversations with one word in each gap.**

1 A: You look like you're agonising _____ something.
B: Yes, I have to bake something for my daughter's bake sale at school. I'm _____ between a chocolate cake or some muffins.
2 A: When I got back to the car, a traffic warden was writing me a ticket.
B: Did you shout at them?
A: No, I was furious, but I managed to stop _____ of shouting.
3 A: I was hoping to travel to Madrid to meet a potential client this week, but it didn't _____ out.
B: That's a shame. It would have been nice to see some of the city.
A: Yes, but on _____ I'm glad I didn't go. I'm not feeling great.
4 A: I try not to have regrets, but I wish I'd done more to enjoy those long summer holidays I had at university.
B: Yes, I know what you mean. I took them for granted, but it's easy to say that with the benefit of _____.

Language focus

Emphasising advice

1 Match the sentence halves.

1 No matter which university you choose, ____
2 Whichever queue you join, ____
3 Under no circumstances should ____
4 However hard your work sometimes feels, ____
5 Whatever time you finish work tonight, ____
6 On no account whatsoever ____

a you should know you're doing a great job.
b I'm sure you'll enjoy the course.
c let me know and I'll come and pick you up.
d you miss your appointment.
e it'll be the one that moves the slowest!
f should you call Robbie.

2 Correct the mistake in six of these sentences.

1 Under no circumstances you should go to work today.
2 Whatever you do, don't go out in this awful storm.
3 No matter energetic you feel, don't start too fast.
4 Where you go, always take your mobile phone with you.
5 Not matter when you leave, come and say goodbye.
6 On no account should you whatsoever ignore my advice!
7 Whichever meal you pick, make sure it's one you've never had before.
8 How we travel, we should be sure to book it early.

3 Complete the article using the prompts in brackets.

Vocabulary

Idioms related to risk

4 Complete the definitions with the phrases in the box.

coast is clear keep your head down
out of the woods play it safe play with fire
run the risk take a calculated risk watch your step

1 If you _____, you avoid taking a risk.
2 If you _____, you're careful of what you say or how you behave.
3 If you _____ of something, you're in a situation where something bad could happen.
4 If you _____, you avoid getting noticed or involved in something.
5 If you _____, you do something that could have a very harmful effect.
6 If you _____, you do something risky after thinking carefully about it.
7 If the _____, it's safe to do something without being seen or caught.
8 If you're _____, you're no longer in danger or difficulty.

5 Complete each sentence with a word.

1 Telling Susie is dangerous. You're playing with _____.
2 Keep your _____ down and avoid office politics.
3 I always play it _____, I've never been much of a risk-taker.
4 OK, you can come out now. The _____ is clear.
5 If you invest all your money in one thing, you _____ the risk of losing it all.
6 Sales are up, but we're not out of the _____ yet.
7 I'm fine with taking a risk as long as it's a _____ one.
8 Don't say the wrong thing. Watch your _____.

Tips for a better rural life



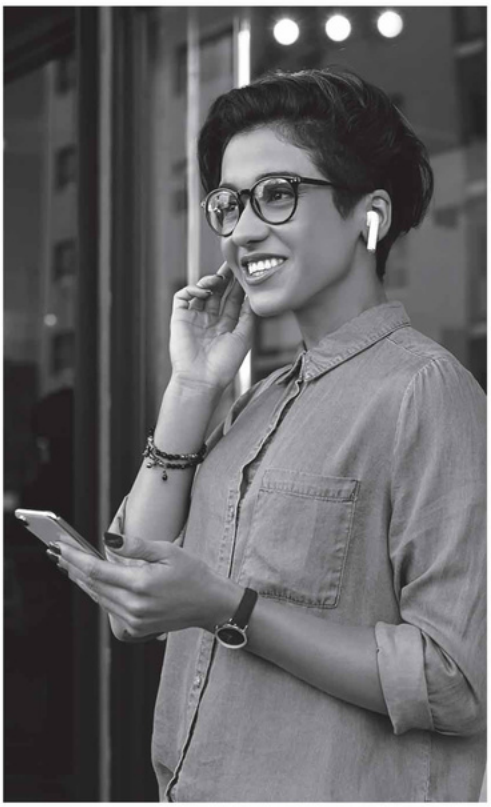
I love living in the countryside. But there are a few things I wish I'd known before I made the move. So, [1] _____ (whichever rural area / move to / follow) my tips for making life easier.

- Roads in the countryside aren't as well maintained as in the city. On top of that, you've got dog walkers, farm vehicles, and even sheep to navigate round. [2] _____ (whatever / do / make sure) you give yourself more time than you're used to for a journey.
- Give yourself more time at the local shop, too. People are more sociable in the countryside, so you'll need to stop for a chat, or ten. And [3] _____ (circumstances / should / fail / say) hello to people as you pass them in the street, or they'll think you're an unfriendly city type.
- Have a back-up in case your utilities fail, like a generator or good stock of bottled water. And [4] _____ (matter how much / need / internet / should / prepared) to live without it on occasion.
- Without street lighting, it gets really dark in the lanes. So, when out walking in the evening, [5] _____ (matter / how early / take) a torch with you in case you end up stopping at someone's house for a chat.
- During your move, [6] _____ (however busy / should / make) buying wellington boots a priority. You'll never need proper shoes again.

8D

English in action

Deal with problems on a call



1 **Match the sentence halves.**

1 I'm afraid you lost me ____
2 Can you hold ____
3 Let me put ____
4 Can I just double ____
5 Is your mic ____
6 I'm probably being ____
7 Sorry, I didn't quite ____
8 Let me explain what ____

a it another way for you.
b catch what you said.
c muted? I can't hear you.
d at the point you mentioned statistics.
e I mean by that.
f the phone away from your face?
g check what you mean by that?
h stupid, but what's the problem?

2 **Complete the conversation with the words in the box.**

catch	crackly	cutting	fault	get	mean	signal	spell

A: Three ... what? Sorry, it's a really [1] _____ line and you keep [2] _____ out.
B: Sorry, my [3] _____. I'll move nearer the window. Can you hear me now?
A: Yes, that's better. So, three what?
B: Bear claws.
A: Sorry, I didn't quite [4] _____ that. The [5] _____ is terrible.
B: BEAR CLAWS!
A: Bear claws? I don't [6] _____ what you mean.
B: They're like a Danish but with almond paste. You can get them from a bakery.
A: Oh! You [7] _____ it's a kind of pastry! How do you [8] _____ 'bear'?
B: Like the animal. Get three if you can. One for each of us. You'll love them!

3 **Put the words in the correct order to make sentences. Decide if each one is stalling for time (T), getting the other speaker to the point (P) or getting them to finish (F).**

1 on / let / get / you / I'll
_____ ____

2 expect / calling / I / about / account / your / you're
_____ ____

3 busy / sorry, / moment / the / really / I'm / I'm / but / at
_____ ____

4 sec / a / me / give / just
_____ ____

5 you / something / was / help / there / with / can / I ?
_____ ____

6 won't / moment, / I / one / you / keep
_____ ____

7 wanted / there / you / something / was ?
_____ ____

8 talking / great / you / been / It's / to
_____ ____

4 **Complete the conversation with phrases a–f.**

A: Hi Dani.
B: Hey bro, how's work.
A: Oh you know, busy as always. So, [1] ____ ... ?
B: Oh, this weekend. It looks like there'll be thirteen of us heading up to Mum's for her birthday.
A: Was that [2] ____ ?
B: Thir<u>teen</u>! It's a few more than expected, but Sam and Callie are back from uni and they want to bring a friend each.
A: Sorry, [3] ____ ? It's hard to hear what you're saying.
B: Yeah, sure, sorry. Anyway, Abi's promised to book some more rooms at the hotel, but I can't remember the name of it. Do you have it?
A: Hmm, [4] ____ , [5] ____ while I look ... I've got it here. I'll message it to you.
B: Great, thanks. [6] ____ and I'll see you on Friday.

a hang on
b I'll let you get on
c you were calling about
d that's a good question
e thirteen or thirty
f can you hold the phone away from your face

8

Reading

1 **Read the title of the article on page 65. What do you think it means? Read the introduction and check your ideas.**

a It's not easy being a farmer.
b Being a farmer isn't always fruitful.
c Farm life is unpredictable.

2 **Read the whole article. Which things does Justin mention?**

a experiences ☐
b first money earned ☐
c making new friends ☐
d reasons for moving to the country ☐
e unusual neighbours ☐

3 **Choose the correct alternatives.**

1 Justin decided to move to a rural area after recognising he *despised his job / a change was possible.*
2 Justin *believes / doesn't believe* it's right to question his level of confidence in running a rural business.
3 Justin's reason for starting a small farm was his desire to be *away from / independent of* others.
4 Justin was shocked by how *complicated / physically demanding* the farm job was.
5 Justin and Jessica paid their regular household bills with *Jessica's earnings / Justin's savings.*
6 It was *Justin's / Jessica's* fault that the chickens escaped their pen.
7 Justin hadn't expected goats to be so *adorable / loud.*
8 A wild animal *ate their crops / attacked the hens.*

4 **Complete the sentences with one or two words from the article.**

1 Justin's fiancée was _____ by Justin's decision.
2 Justin became more humble about his farming dream while he was standing in a _____.
3 Justin enjoyed a sense of _____ while noticing the sights and sounds around him.
4 Justin felt like a _____ when trying to return the hens to their coop.
5 Justin claims the goats shattered the _____ on the farm.
6 Justin was hoping to _____ their produce with others in the area.

5 **Find idiomatic expressions in the article which mean these things. The paragraph number is in brackets.**

1 busy and noisy activity (introduction)
_____
2 living and working in a situation that never changes, so you feel bored (1)
_____
3 I realised something for the first time (1)
_____
4 moved (British English) (1)
_____
5 getting started enthusiastically (4)
_____
6 an experience that shocks you (4)
_____
7 an ability to do gardening well (5)
_____
8 for future generations to enjoy (5)
_____
9 eating noisily (6)
_____
10 the rapid rate at which you learn a new skill (7)
_____

6 **Complete the comment with phrases from Exercise 5.**

WHAT DO YOU THINK?

1 comment

I did it in reverse. Having grown up on a farm, I was expected to follow in my parents' footsteps and work there after I finished school. I managed two years there before it [1] _____ me that I wasn't happy. I was already stuck [2] _____ aged 18 and what I really wanted was the [3] _____ of city life. So, I [4] _____ and headed for the bright lights. Fortunately, it was with my parents' blessing. The sights and sounds were very different, but it was exciting and I jumped into life there [5] _____. I got a job in a florist where I could put my [6] _____ to use and I made new friends, too. Life there felt similar to back home in many ways. In the end, it's the people you hang out with who make it fun, although there were a lot more things to do with them. Unlike Justin moving to the countryside, moving to the city didn't provide any kind of [7] _____. Life just wasn't all that different, although I did get a bit of a [8] _____ one night when I got home to find my flat had been trashed by burglars. I'd stupidly gone out and forgotten to lock the door because we don't do that back home, even though burglaries happen in the country, too.

8



A farmer's life is not a bowl of cherries

It may seem idyllic to some: a life away from the hustle and bustle of the city, surrounded by hills, fields and fresh air. But living off the land is not as romantic as it might sound, as Justin Elba explains.

1 I'd been in a rut for a couple of years, stuck in a job I'd never planned on, nor particularly enjoyed. As I travelled on my daily commute one morning, squashed up against countless other commuters, it dawned on me that it didn't have to be that way. Country life had always held somewhat of an attraction, but right then it was calling out my name. So, not long after that, I upped sticks and moved to a smallholding in the country, taking a slightly baffled fiancée with me.

2 Now, you may be forgiven for wondering why an urban dweller would have the audacity to think running a small farm would be within his capability. And you'll be glad to know that any arrogant assumptions I had made were soon crushed, probably at the point when I was knee-deep in mud while trying to rescue a goat from a watery ditch.

3 The idea of self-sufficiency had always appealed to me. I'm a bit of a loner at heart, so relying on others always felt a burden and while my fiancée is more gregarious, she was on board with the concept of independence. So, as soon as we got to the farm, we set about making plans to get hold of some livestock and start growing fruit and veg.

4 Before jumping in with both feet, I volunteered to help out at a local dairy farm to get the lay of the land, so to speak. That was a bit of a wake-up call. I hadn't banked on it being quite so hectic or strenuous. However, there were moments of complete serenity, where I'd find myself taking deep breaths of beautifully clean air (ignoring the stench of manure, of course), listening to the birds calling around me, and I'd know I was in the right place.

5 Soon we started stocking our own farm. My savings went on that while Jessica's salary went on our monthly outgoings. Thank goodness Jessica could keep doing her job from home or we'd have been in trouble. Anyway, we decided to give her the veggies to grow, because of me having black thumbs rather than green ones. I was in charge of everything else. The first livestock to arrive were the chickens. Unfortunately, on day two, the gate to the coop was left open (admittedly by none other than myself) and I spent the best part of an hour running around like a headless chicken myself trying to get them back in, something my supposed friends and family found immensely amusing thanks to Jessica capturing it on video for posterity.

6 The next to arrive were the goats. How cute they looked online … and they are cute, but muted online videos fail to tell the whole story. A cockerel crowing at the crack of dawn would disturb the peace less than our bleating goats. Then there were the local deer, who were a joy to watch from afar, but less appealing when munching on our greens during the night. Self-sufficiency would have to wait a year, as would our ability to swap our veggies for items our neighbours had grown.

7 So, our first year was a steep learning curve, but I wouldn't have changed it for anything. Our second year has been better and I have very high hopes for our third. It can be tough, but there's nothing like sitting out watching the sun come down and witnessing the sights and sounds of rural life. Even the goats.

8

Listening

1 8.01 **Read the list of events. Tick (✓) the ones you think actually happened. Listen and check your ideas.**

1 Christopher Columbus discovered America. ☐
2 Ferdinand Magellan was the first person to sail around the world. ☐
3 Benjamin Franklin discovered electricity with a kite. ☐
4 Isaac Newton discovered gravity when an apple fell on his head. ☐

2 **Listen again. Choose the correct option, a, b or c.**

1 Jennie says that Columbus was likely to know the Earth was a sphere due to
   a his studies of Ancient Greece at university.
   b the availability of reading material in his lifetime.
   c previous expeditions.
2 Regarding whether or not Columbus discovered America, Ahmed believes that
   a Jennie is being too strict with an interpretation.
   b Jennie's concept of America is arguable.
   c Jennie is mistaken about who discovered it.
3 Regarding Ferdinand Magellan, Ahmed believes that
   a Magellan is honoured correctly.
   b Magellan's crew were unfairly treated.
   c Magellan's replacement is too unknown.
4 Jennie says that Franklin's kite was untouched by lightning because
   a a kite wouldn't attract lightning.
   b the storm provided no lightning.
   c Franklin would have died if it had been touched.
5 Jennie and Ahmed conclude that an apple
   a clarified a theory Newton already had.
   b was the catalyst for Newton's theory.
   c changed Newton's mind about a theory.

3 **Complete the phrases. Listen and check.**

bell buff flash foot reins tale

1 I'm not much of **a history** _____.
2 He never **set** _____ **there**.
3 His name **rings a faint** _____.
4 Elcano **took over the** _____.
5 ... he probably wouldn't have **lived to tell the** _____.
6 ... nor did the theory come to him **in a** _____.

Writing

1 **Read the online discussion. Which two contributors are rude in their responses?**



dani20 | 3 hours ago
How do I get fit?
I spend most of my days stuck behind a computer, which does nothing whatsoever for my fitness levels. No matter how hard I try, I just don't seem to be able to get into a routine where I exercise every day. I start off with good intentions, but something will disrupt my routine or I just don't find the time. Any advice?

tilly | 3 hours ago
I think the key thing is to pick a time when you know your routine won't change. I tend to do it first thing in the morning. I get the exercise mat out, stick on a 20-min exercise video and away I go.

captain | 2 hours ago
Set yourself small goals. Start with five minutes a day of jumping about. After a week or two of that, increase it by a minute a day over the next three weeks until you've established your routine.

alibaboo | 2 hours ago
@dani20 You say you don't have time, but that's a pathetic excuse. If you really want to get fit, then you'll make time. Simple as that.

harley | 1 hour ago
@alibaboo Sadly, it's not always possible for people to make time even if they want to. Family and work life can be extremely demanding on some people, making even just five minutes alone impossible, let alone 30 minutes for exercising.

alibaboo | 1 hour ago
There's no one in the world that can't take five minutes for themselves. No one. If you want it enough, you'll make sure you get it. The question is @dani20 how much do you want it?

alibaboo | 56 mins ago
No answer. Funny that. You obviously don't want it enough.

roland | 23 mins ago
They say that if you do something every day for 30 days, it'll become a routine. So, why don't you plan some kind of routine you know you can stick to every day for a couple of months. By the end, it'll be so embedded in your daily life, you'll keep going.

carney | 12 mins ago
@roland Who is this mysterious 'they' that somehow has the key to changing your life? Something tells me, 'they' is actually you, and you're making it sound like your view is an expert's view.

roland | just now
@carney You're right, it is annoying when people use 'they' like that, as it can easily be used to spread nonsense rather than scientifically supported arguments. Having looked up the research, it seems like it's probably more like two months, with a lot more for some people. While I don't think this is the key to changing your life, I think it can provide some guidance.

8

2 Read the discussion again. Which contributor:

1 suggests spending more time on an activity little by little? _____
2 admits an error? _____
3 questions the original poster's desire? _____
4 suggests timing is key? _____
5 argues that it can be tricky to squeeze exercise into a person's day? _____
6 accuses a contributor of presenting information dishonestly? _____

3 Read the Focus box. What technique (1–3) do these people use?

1 harley in response to alibaboo _____
2 dani20 in response to alibaboo _____
3 roland in response to carney _____

Dealing with rudeness online

When people disagree, online discussions often descend into rudeness and accusations; however, there are ways to lessen the chances of this happening and so to appear more convincing to other people reading the discussion.

1 Note the points we agree on

Even in a heated argument, there may be things that both sides agree on. Mention those things to establish common ground.

2 Reframe rudeness as thoughtful argument

Even when someone is rude and unreasonable, respond as though they have been thoughtful and reasonable.

3 Avoid the trolls

There are some people who will never listen to reasoned argument and their only aim is to make you (or anyone) angry. They are called 'trolls' and research shows that trolls understand the emotions of other people very well but don't feel them personally. For this reason, they often enjoy causing disruption online. If you spot a troll, it's usually best to avoid engaging with them in the first place.

4 Complete the responses with the phrases in the box.

deadly serious made it clear nit-pick speak for everyone
valid and imaginative wholeheartedly agree

1 A: You've got no idea what you're talking about.
B: Sorry, I should have _____ that I'm a trained psychologist, so I have some experience in this topic.
2 A: Anyone would know that, surely.
B: I think it's safe to say a fair number of people might, but I don't think we can _____.
3 A: That's clearly a joke. No one could make that comment with a straight face.
B: I can assure you that I was being _____.
4 A: It's easy to find evidence to support a point of view. The challenge is to decide whether that evidence outweighs all others.
B: I _____ with you, which is why the evidence I selected is considered to be persuasive by those in this field.
5 A: I think you mean 'compliment', not 'complement'.
B: You know exactly what I mean, regardless of my spelling. There's no need to _____.
6 A: You need to open your mind to more creative thinking.
B: We should indeed be accepting of other opinions, although on this occasion, I feel my opinion is both _____.

Prepare

5 Read the comments below. Decide what technique in the Focus box you could use to respond to the people.

posted by me | 5 hours ago
How can I lose a bad habit?
I've read about how to gain a habit, but how about breaking a bad one? Any ideas?

calvin | 4 hours ago
Just stop it. It's not hard.

beebop | 4 hours ago
Recognise why you do it and try to address that. That's the real problem.

theo | 3 hours ago
@beebop Well, that's stating the obvious.

demi | 1 hour ago
Don't feel you have to stop it completely. Try to reduce it incrementally at first. Baby steps.

maisie | 1 hour ago
@demi Surely, it depends on the habit? You've made an assumption that it's unimportant when it could be serious.

arnie | 47 mins ago
Maybe if you'd said what the habit is, you'd get better comments.

Write

6 Write your responses.

7 Review your responses. Have you conveyed your viewpoint without engaging in rudeness?

9A

Language focus

Narrative tenses

1 Correct the mistake in each sentence.

1 I turned round and realised that everyone stared at me.

2 We were hoping to see Rick but unfortunately, he didn't arrive yet.

3 As soon as the kids walked in, it was clear they were rolling around in mud.

4 Then he had the audacity to turn and laugh at us. Could you believe that?

5 As soon as the dog saw Vera, he'd leapt up to greet her.

6 So I'm in the bakery when I saw this amazing looking cake ...

7 We were about heading out when we got the call.

8 I'd been hearing about that place, but I'd never actually been there.

2 Complete the anecdote with the prompts in brackets.

THE WRONG SUITCASE

A few friends and I went to stay with our friend Lynne. She [1] _____ (live) Spain at the time and we thought we'd make the most of the free accommodation. We all met up at the airport, where Lynne [2] _____ (come) to collect us. Lynne [3] _____ (not / drive) in Spain for very long, so she was nervous about the 90-minute drive back to her house, but we all [4] _____ (make) it there in one piece. When we got to the house, her husband [5] _____ (prepare) dinner for us. It was [6] _____ (due / be) ready in half an hour, so we went to our rooms to freshen up. However, as soon as I unzipped my bag, I knew something [7] _____ (go) wrong. I'd packed some clothes and an electric shaver on top. [8] _____ (you / know) what I found? Pyjamas and a make-up bag. I [9] _____ (obviously / pick up) the wrong bag. I told my friends who [10] _____ (laugh) at my misfortune, and [11] _____ (try) to reassure me I'd get my bag the next day. I'm anxious by nature and I wouldn't have been able to sleep knowing that I didn't have my stuff. So, I begged Lynne to drive us back to the airport so I could get the right bag. I [12] _____ (already / call) the airline and they [13] _____ (confirm) my bag was there. Reluctantly, Lynne drove me there. By the time we got back it was midnight and dinner [14] _____ (already / eat). Lynne [15] _____ (not / be) pleased with me.



Vocabulary

Verb-adverb collocations

3 Match the sentence halves.

1 I can present to a live audience reasonably _____

2 To remain competitive, we have to continually _____

3 You know I've lost my temper when I shake _____

4 As a doctor, it's my job to listen _____

5 I was prepared for things to go _____

6 It was a bad start to the year, but things improved _____

7 The talk was pretty dull, and the audience were listening _____

8 The TV's just background noise. I rarely listen _____

a politely to my patients at all times.

b uncontrollably for a minute or two.

c closely to what the actors are saying.

d competently, but I'm not perfect at it.

e badly, as they sometimes did.

f adjust our working practices.

g dramatically as the months went by.

h unenthusiastically to the speaker.

4 Choose the correct alternatives.

1 I listened *dramatically / politely*, despite the fact that she continually insulted me.

2 It was only when I started to run every day that my fitness improved *competently / dramatically*.

3 Lena expects me to listen *closely / competently* to everything, but she rarely listens to me.

4 You can *continually / uncontrollably* adjust the pressure of your foot on the accelerator as you drive.

5 I knew the meeting would go *badly / dramatically*. I just didn't realise quite how dreadful it'd be!

6 We all sat and listened *uncontrollably / unenthusiastically* to the uninspiring ideas of our CEO.

7 Because I can do presentations pretty *competently / continually*, I'm the one that has to give all of our monthly sales updates.

8 I got such a shock that I started to shake *uncontrollably / unenthusiastically*.

9B



Vocabulary

Gossip and rumours

1 Match the sentence halves.

1 It's my birthday next week, I've dropped ____
2 Not sure if you've heard, but rumour ____
3 I'd take that gossip with a pinch ____
4 Don't tell Marie anything, it'll spread ____
5 I'm afraid I think you've got hold ____
6 Don't talk about Rob behind ____
7 So, anyway, I put two and two ____
8 He didn't say he's leaving, but reading ____

a of salt if I were you.
b together and realised she must be pregnant!
c of the wrong end of the stick.
d between the lines, I think he is.
e a few hints about what Al can get me.
f round the office like wildfire.
g his back – it's not nice.
h has it that the boss is selling up.

2 Complete the sentences with the words in the box.

bird ears grapevine juicy salt two-faced

1 A little _____ told me that you're engaged. Congratulations!
2 Have you heard any _____ gossip lately?
3 I don't think Ian's got demoted. I'd take that with a pinch of _____.
4 I've heard it on the _____ that Erin's moving to Barcelona.
5 Una's really _____. She'll be nice to you but horrid about you.
6 Go on, tell me. I'm all _____.

3 Complete the conversations with phrases a–g.

1 **A:** I thought Becky and Tony were a couple, but it turns out I [1]____.
B: No, they're just friends! What made you think they were more?
A: Well, I [2]____ and clearly made five!

2 **A:** So, I've got some [3]____ for you.
B: Go on, I'm [4]____.
A: [5]____ that Victor's coming to visit in a couple of weeks and he's bringing his wife with him.
B: Wife?! He's not married. If it was Dan that told you that, I'd [6]____. He was probably joking.
A: He wasn't joking. He admitted it was hearsay, but reckons it's true.
B: Well, I wouldn't mention it to anyone else if I were you. It'll [7]____ and before you know it, the whole town will know.

a put two and two together
b a little bird told me
c juicy gossip
d take it with a pinch of salt
e got completely the wrong end of the stick
f spread like wildfire
g all ears

Language focus

Reported speech

4 Complete the reported statements. Use backshifting only when appropriate.

1 'Avril was late to class again today.'
Ben told me last Friday that _____.

2 'I haven't been working here long.'
Last month, the assistant told me that she _____ there long.

3 'I'm thinking of going to stay with my brother for a few days.'
Miriam told me last week that she _____ with her brother for a few days.

4 'I'm telling the truth.'
She told me _____ and I believe her.

5 'I can do it, just not today.'
Mike said last week that he _____, just not that day.

6 'I'd not heard anything about it until you mentioned it.'
She said that _____ until I mentioned it.

7 'I've eaten there before but only once.'
Ken says he _____ but only once.

5 Complete the second sentence so that it means the same as the first.

1 Someone mentioned that you're going to Italy next week.
It _____ you're going to Italy next week.

2 People have commented that now is not a good time to buy property.
It _____ now is not a good time to buy property.

3 It's said that it takes a whole village to raise a child.
Raising _____ a whole village.

4 Somebody suggested that we all get together this weekend.
It _____ we all get together this weekend.

5 It's thought the gang were trying to steal diamonds.
The gang _____ trying to steal diamonds.

6 People often consider fishing to be a really dull activity.
Fishing _____ a really dull activity.

Language focus

Participle clauses and verbless clauses

1 Choose the correct option, a, b or c.

1 I disagree. ____, some of your points have merit.
a Instead of that b Having said that c While saying that

2 No entry ____ authorisation to do so.
a unless given b while giving c not given

3 ____ to Harry about everything, I'm now feeling much better.
a Talked b Having talked c Talking

4 ____ even my mother's, the dessert was delicious.
a Better than b Although c Instead of

5 ____ in your application, you'll hear back from us tomorrow.
a If in doubt b If anything c If successful

6 ____ to upset Dan, I decided to tell a white lie.
a Having wanted b Not wanting c Unless

7 ____ about the whole thing, I began to ask questions.
a Not confusing b Confused c Having confused

8 ____ extremely expensive, I still wanted to buy one.
a Being b Having been c Although

2 Complete the email with the phrases in the box.

considering | given the chance | having parked | if possible | speaking of | that said

Hi Alex,

[1] _____ round the back of the building this morning, I realise we need to think about what to do with the land back there. Currently, it's completely overgrown but [2] _____, we could turn it into a nice garden for staff to enjoy. [3] _____, there's a case for it to be rewilded, too, [4] _____ the built-up nature of the area. Perhaps we can attempt to do both. I'm sure we can come up with a solution.



[5] _____ coming up with solutions, have you thought any more about how we deal with the Ben problem? [6] _____, we should meet up to discuss it later today. I'm free after three o'clock if you are.

Giorgia

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

1 All _____ (be) well, I'll see you tomorrow.
2 _____ (spend) all day on my feet, I was exhausted.
3 Unless _____ (tell) otherwise, stick to the plan.
4 Not _____ (know) the background to the situation, I said completely the wrong thing.
5 While _____ (take) the dog for a walk, I came across this really unusual plant.
6 _____ (fill) with anxiety, I opened the test results.

Vocabulary

Improvement and deterioration

4 Choose the correct alternatives.

1 I made a mistake on the system, but managed to *alleviate/rectify* it quickly.
2 Air pollution seems to *exacerbate/hinder* my asthma.
3 The building work has been *deteriorated/hampered* by bad weather this week.
4 Her constant criticism *aggravates/undermines* my authority.
5 The bright screen really *enhances/facilitates* the quality of the picture.
6 Why are you trying to *beautify/compound* what is clearly ugly?
7 I always seem to *complicate/impair* very simple things.
8 Take this medicine to *alleviate/compound* some of your symptoms.

5 Complete the sentences with the words in the box.

aggravate | alleviate | complicate | compounded | deteriorating | facilitate | hindered | impairs

1 My eyesight seems to be _____ because I'm in front of a screen all day.
2 A lack of sleep really _____ my ability to do my job well.
3 Our practical problems were _____ by a lack of motivation.
4 This material seems to _____ my skin condition.
5 Illness has _____ my progress on this assignment.
6 Don't get involved. It'll just _____ matters.
7 There are several very good apps that _____ language learning.
8 We need to do something to _____ people's anxiety about the future.

9D

Vocabulary

Employability and competencies

1 **Match 1–5 with a–e to make phrases.**

1 business	a confidence
2 critical	b acumen
3 professional	c mindset
4 growth	d ambiguity
5 tolerance of	e thinking

2 **Complete the job advert with the words in the box.**

acumen adaptability ambiguity autonomy confidence critical thinking entrepreneurial growth mindset perseverance resilience

RETAIL MANAGERS REQUIRED

We're looking for managers to run our new stores. The managers, who will largely work independently, need to have the [1] _____ skills and the professional [2] _____ to grow the business on their own. [3] _____ is therefore also vital, as is a tolerance of [4] _____, as the guidance may at times be of a general nature. Business [5] _____ aside, in a fast-moving industry, [6] _____ is key, as are [7] _____ skills, as solutions to problems will need to be found fast. We'd like someone with a positive outlook, so a [8] _____ is essential. Finally, this is a challenging market and because success is not always guaranteed, we need someone with the [9] _____ to withstand knockbacks and the [10] _____ to keep moving ahead.



English in action

Answer questions in a job interview in detail

3 **Put the sentences in the correct order to make an answer to the interviewer's question.**

Can you tell us about a time you overcame an obstacle?

a It turned out that my hunch had been correct, as my survey revealed that our online service was actually considered to be unsatisfactory by customers. ____

b My boss felt it was unnecessary, but eventually, and very reluctantly, she agreed and I conducted my research. ____

c So, what I did was I offered to carry out a survey to find out existing satisfaction levels. ____

d I noticed that my colleagues were working on ideas related to the face-to-face service. ____

e We'd all been asked to come up with and present one way to improve their customer service. ____

f Well, perhaps a good example comes from my work placement at Steele & Sons. *1*

g However, I wanted to find out whether it was actually the online service that needed improving. ____

4 **Complete the words. The first letter is given.**

1 So what I **d**_____ was I offered to do the presentation.
2 Eventually, and very **r**_____, he agreed to let me do it.
3 It turned out that my **h**_____ had been correct.
4 So I wanted to find out **w**_____ my idea would work.
5 My little **e**_____ revealed that my idea was actually no good.
6 Perhaps a good **e**_____ comes from a project I completed at university.

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

1 perhaps / good example / come / my volunteer work
_____
2 it / great experience / me / because / learnt about systems
_____
3 after / few weeks / noticed / meal system / slow
_____
4 wanted / find / whether / staff numbers / affected / the system
_____
5 what / did / offer / try out / new system
_____
6 eventually / very reluctantly / boss / agreed / let me do
_____
7 it / turn out / hunch / correct
_____
8 experiment / revealed / staggering mealtimes / made / system / faster
_____

9

Reading

1 Read the title of the article on page 73. What do you think it means? Read the introduction and check your ideas.

a Most people think that gossip plays a vital function in society.
b Although gossip is seen negatively, it does perform a useful function.
c People are unkind by nature and gossip is a necessary function of society.

2 Read the article again. Choose the correct option, a, b or c.

1 In the introduction, the writer says that gossip
  a damages society as a whole.
  b affects a person's self-esteem.
  c is undeserving of its notoriety.
2 In Robbins and Karan's study, most recorded gossip sounded
  a positive.
  b negative.
  c neutral.
3 The writer suggests that observational studies
  a may not produce totally accurate data.
  b often give findings which change perceptions.
  c tend to be used more carefully than other types of studies.
4 The writer draws a comparison between our society today and that of our ancestors in order to
  a point out that gossip is an inherently human trait.
  b suggest that gossip keeps us alert to dangers.
  c justify why gossip must focus on specific information.
5 According to the writer, gossip can
  a drive a wedge between groups.
  b shape a person's moral compass.
  c make people more disapproving.
6 In paragraph 3, the writer speculates about
  a how much humans have changed.
  b a need for guidance by certain people.
  c the avoidance of loneliness by groups.
7 The writer believes that rumours about well-known people
  a have a habit of being cruel and unkind.
  b tend to be disseminated very quickly.
  c are more important than some people think.
8 The writer advises against gossip that
  a tries to change people's behaviour.
  b is motivated by personal gain.
  c pushes people away from the group.

3 Find a synonym for words 1–10 in the article. The paragraph number is in brackets.

1 weakening _____ (1)
2 conversations _____ (2)
3 harmless _____ (2)
4 listen in _____ (2)
5 cruel _____ (2)
6 clearly explains _____ (3)
7 copied _____ (3)
8 falsehood _____ (4)
9 spreads _____ (4)
10 reject _____ (5)

4 Complete the forum comments with the correct form of a word you added to Exercise 3.

WHAT DO YOU THINK?

3 comments

My friends and I love a bit of gossip, but we make sure it's never [1] _____ in any way. It's natural to talk about people you have in common and what they're up to and so on, otherwise what do you talk about? Occasionally we might have a bit of a moan about someone, or [2] _____ a funny action they do, but it's usually to let off steam rather than to spread gossip.

I read that almost all of us participate in gossiping. Most of us [3] _____ on other people's conversations now and then and we all [4] _____ information in one way or another. Like the article said, most of it is [5] _____. This forms part of the normal everyday [6] _____ that people have. I agree that there is a problem when a piece of gossip is a complete [7] _____ of the truth. Then it can be really destructive. There was a person in my group of friends who started to spread lies and when we found out, we basically [8] _____ her from then on.

Actually, I had a colleague who apparently gossiped about me behind my back. This article has just [9] _____ his actions. He wanted to [10] _____ my chances of promotion and boost his own.

9 Why hearing something on the grapevine is a social necessity



1 Gossip. Vicious rumours, you may think. Two-faced communication that hinders social cohesion while undermining a person's confidence. Even dictionary entries suggest that the information passed from one person to another about other people's lives is often unkind or untrue. Its reputation is clear. And yet it's wholly unjustified.

2 Firstly, a study conducted by Robbins and Karan in 2019 highlights its prevalence, but suggests that much of it is the benign sharing of information. For their study, Robbins and Karan used data from five studies where 467 people's interactions were recorded by a portable recording device, worn to allow researchers to eavesdrop on their conversations. Analysing their exchanges, Robbins and Karan found that on average, the participants gossiped for 52 minutes per day, with people relaying non-evaluative, harmless information three-quarters of the time. Only about 14 percent of the gossip was considered malicious, a much smaller percentage than its reputation suggests, although to be fair, that was double the amount of positive gossip which didn't make it into double figures. Of course, we should always be cautious about studies like this. The Hawthorne Effect dictates that when we listen in or observe people, they behave differently, so it's possible that participants may have made sure their words were less cruel than usual. That said, the results are thought-provoking.

3 Experts consider gossip to be a fundamental reason for the survival of our ancestors. It helped to spread important news, but more significantly, it provided vital information about who was trustworthy and who might not cooperate in a group. It allowed humans to build small communities with those who could be relied upon, ensuring a greater chance of survival. Today, it seems that not much has changed. We may no longer be hunter gatherers, but gossip still allows us to create bonds and work out who we can best collaborate with. It gives us the opportunity to experience intimacy as opposed to loneliness and learn from what we hear. Gossip also clarifies the principles on which our society is based. When we hear someone criticise a person's behaviour, this clearly indicates that such behaviour is unacceptable and should not be mimicked. That's not to say we should pay attention to everything we hear, but it gives us direction. Interestingly, Robbins and Karan found that young people were more likely to gossip negatively than older people, potentially due to their need to navigate their way around the adult world.

4 Of course these days, our hyper-connected world is changing the nature of gossip. Our networks are now larger, and juicy gossip can spread along them like wildfire. Our obsession with celebrity gossip may seem trivial to some, but it serves to establish those bonds mentioned above. It helps to create intimacy between people so they feel part of a group. The problems arise when the gossip contains false information, but it circulates before anyone can dispute it. This kind of misrepresentation can damage people's lives.

5 So, how can we gossip responsibly? Experts say that it's important to be both a reliable source, as well as someone who shares information which is unlikely to hurt others. If we fail to be these things, people will start to see us as someone who can't be trusted, and may eventually shun us, meaning the tool we've used to connect with others has had the opposite effect to the one we desired. Similarly, gossiping in order to advance our own position in society doesn't go down very well either. It's therefore best to stick to circulating information that may act as a warning to others, or to motivate them to behave more positively. It's these things which normally push people together rather cause them to reject each other.

9

Listening

1 9.01 **Listen to a conversation about a survival holiday. Who expresses each idea, Sophie (S) or Liam (L)?**

1 I wouldn't survive in an apocalyptic situation. ____
2 Beaches are for relaxing on. ____
3 I'm going to learn some useful skills. ____
4 We're too reliant on others for food, water, etc. ____

2 Listen again. Are the sentences true (T) or false (F)?

1 Sophie says survivation is a combination of survival and a holiday. ____
2 Sophie implies that they rely too much on technology to survive in a difficult situation. ____
3 Sophie wouldn't want to see how she could cope with being lost with no help. ____
4 Liam and Sophie agree that a particular trip to an unknown place would be pricey. ____
5 Liam criticises Sophie's choice of accommodation. ____
6 Sophie's looking to put herself under a certain amount of pressure while away. ____
7 Sophie wants to connect with the environment. ____
8 Human rewilding means putting people into new environments. ____

3 9.02 **Complete the gaps. Listen and check.**

apocalypse bomb olden on end thingamajigs wither wits your leg

1 I'd _____ away just from not knowing how to feed myself.
2 So, what exactly happens on one of these survival holiday _____ then?
3 It'd be pretty cool to test your _____ to see how you'd do.
4 It must cost a _____.
5 ... not walk up and down it for hours _____ picking up firewood.
6 I'm just pulling _____.
7 They're all pretty handy skills in a dreadful _____.
8 Imagine being able to navigate via the sun and the stars, like in the _____ days!

4 Match the phrases in Exercise 3 with the definitions.

1 gradually become weaker and then end _____
2 for (hours/days) without stopping _____
3 saying something untrue as a joke _____
4 the destruction of the world _____
5 used when you can't remember the name of something (informal) _____
6 a long time ago _____
7 be very expensive _____
8 challenge your ability to think quickly _____

Writing



1 Read the story on page 75. What genre is it?

fantasy historical drama romance sci-fi thriller

2 Complete the story with phrases a–f.

a its tone quiet and raspy
b with a sense of purpose she'd not felt for a while
c and fell in with the mass of commuters heading home
d its weighty covers smashing together
e her hand trembling with nerves
f with its oppressively high ceiling

3 Read the Focus box. Then match the phrases in Exercise 2 with categories 1–6 in the box.

Using emotive language

We select particular words in a story in order to create an emotional response in readers. These words might describe the following:

1 A person's movements, e.g. walking (*stroll*), face (*wide-eyed*).
2 A person's voice, e.g. clarity (*mumble*), volume (*yell*), pitch (*squeal*).
3 A person's feeling, e.g. positive (*deliriously happy*), negative (*desperate*).
4 A crowd of people, e.g. their attitude (*hostile*), their movement (*pushing and shoving*).
5 A description of an object, e.g. its size (*massive*), its attractiveness (*sparkling*).
6 A description of a place, e.g. size (*vast*), appearance (*contemporary*), atmosphere (*gloomy*).

The words in bold in sentences a–c exemplify how different words can evoke different emotions.

The boy walked across the playground with his bag in his hand. (=neutral)

a *The boy* ***bounded*** *across the* ***noisy***, ***chaotic*** *playground,* ***swinging*** *his bag back and forth.*
b *The boy* ***trudged*** *across the* ***derelict*** *playground,* ***dragging*** *his bag along the ground beside him.*
c *The boy* ***crept*** *as silently as he could across the* ***eerie*** *playground,* ***clinging*** *onto his bag for dear life.*

9

Déjà vu

Magdalena glanced nervously behind her before reaching up and pulling down the book. Page 33, the mysterious email had said. She slowly turned to the right page, [1]____. When she reached the place, she gasped. There, in the left-hand margin, was a message scrawled in red. Her eyes grew wide as she took it in. 'Trust no one' it read, with numbers underneath it.

There was a loud noise, Magdalena jumped, her head swinging round to identify the source. It was merely a librarian closing a huge volume, [2]____. She breathed a sigh of relief, her hand moving to her chest to try to calm herself. She turned back to the writing and noticed something that had escaped her before: the words had dominated her thoughts. Now, though, she realised something even more shocking. The handwriting. It was hers.

Magdalena stood and stared at the words for what could have been minutes or hours; she lost all sense of time. Her mind was whirling, with ideas, confusion and disbelief all jumping around and fighting for dominance. She didn't remember writing that message. She'd never even been to this library before. Suddenly, her stomach clenched and she knew she had to leave. She hurriedly ripped the page from the book and shoved it into her pocket, guilt washing over her, and bolted through the foyer [3]____ and out through the heavy, wooden front doors.

Outside, Magdalena leant against the bricks of the building, her back slowly sliding down the wall until she hit the ground.

'Are you OK?' a voice asked, [4]____. She looked up, squinting in the sun as she tried to make out the speaker. 'You look as if you've had a fright' he continued. She opened her mouth about to reveal the truth, when she remembered the words in the note.

'I'm fine,' she snapped and looked away, hoping the stranger would soon get the message. With a tut, he turned [5]____.

She gingerly pulled the torn-out page from her pocket and gawped again at the words on the page, but this time it was the numbers which drew her attention. There were two long strings of digits, both with decimal points. She thought about what they could be, racking her brains for several minutes before the answer final leapt out at her. They were map coordinates. Whipping out her phone, she tapped in the digits and, lo and behold, discovered they were for a warehouse on an industrial state south of the city.

She leapt up [6]____. She ran across the road towards a parked taxi, not looking where she was going. Suddenly, she saw a flash of colour on her right and felt herself fly through the air, landing hard on her back. Her sight was fuzzy. She kept blinking, trying to clear her mind at the same time. A shadow fell over her and then, it all came back.

4 Match the sentences with the emotions in the box they are trying to convey.

anger fear happiness sadness

1 With a heavy heart, I picked up the pen and signed my name. _____
2 He walked with a spring in his step. _____
3 As realisation dawned, he opened his mouth wide and roared furiously. _____
4 The crowd headed towards us with fists clenched and eyes burning. _____
5 Jody gasped when she saw the men, too panicked to scream. _____
6 I trudged through the snow, muttering to myself about lost hope and unfulfilled dreams. _____

5 Choose the correct alternatives.

1 We *crept/plodded* quietly through the trees, listening to the gentle sounds of nature.
2 The *exuberant/hostile* crowd made their way home, pleased with their 4:0 win.
3 The lights *beamed/twinkled* softly, shimmering in the pool in front of them.
4 A *heart beat/shiver* went right through me as I heard the shrieks for help.
5 Our footsteps echoed in the *cavernous/tiny* room.
6 The *bleak/sultry* weather made us keep our heads down.

Prepare

6 You are going to complete the story of *Déjà vu*. Think about the questions and make notes. If you prefer to write your own short story, think of an idea and develop the beginning, middle and ending.

1 What betrayal did the woman discover to force her to leave the message?
2 Who in particular should she not trust?
3 What does the woman find at the location?
4 What danger does the woman find herself in?
5 How does she get out of the danger?

7 Plan your story using your notes. Make a list of possible emotive language that you could use in your story.

Write

8 Write the end of the story or your own story. Use your plan to help you. Use appropriate language to get an emotional response from your readers.

9 Use the checklist to review your story. Revise it where necessary to make it more effective.

- Is the story structure clear? ☐
- Does the paragraphing help to make it clear? ☐
- Will the story get an emotional response from readers? ☐
- Is the language in the story appropriate and accurate? ☐

10A

Vocabulary

Collocations: innovation

1 Complete the sentences with the words in the box.

catch on	cutting-edge	dawn	groundbreaking	harness
limits	paving	spearheading		

1 The introduction of data protection laws signals a new _____ in online privacy.
2 We have carried out _____ research on the disease.
3 The government are _____ a campaign to reduce waste.
4 The turbines _____ the wind to produce electricity.
5 Artificial intelligence is _____ the way for faster medical diagnoses.
6 Radio was once _____ technology.
7 There was no interest in the product. It didn't _____ .
8 The new city bridge has pushed back the _____ of what is possible in engineering.

2 Choose the correct option, a, b or c.

The power of radio



It's hard to believe that radio was once [1]____ technology, but its introduction in the early 1900s was [2]____ . Before it began to appear in people's living rooms, communities were largely isolated. Broadcasters [3]____ its power to take news, drama and entertainment to those communities and open up the world to them. People unable to afford to go to concert halls heard music they'd never had the chance to hear before and people who were unlikely to travel learnt about new cultures. Radio was quietly [4]____ the boundaries of what was possible.

Radio [5]____ the way for television in the 1950s and while television [6]____ a new dawn, the popularity of radio remained. Some experts suggested that the television industry would not [7]____ . They were wrong of course, but radio was the first to truly [8]____ the charge towards the age of mass communication.

1	a up-to-date	b stylish	c state-of-the-art
2	a trailblazing	b prevailing	c leading
3	a handled	b utilised	c promoted
4	a pulling back	b pushing back	c putting back
5	a made	b developed	c paved
6	a heralded	b foreran	c declared
7	a bloom	b thrive	c shine
8	a arrow	b spearhead	c shoot

Language focus

Emphasis and persuasion

3 Match examples 1–8 with the techniques used a–h.

1 It's exciting. It's exciting because nothing like it exists.
2 It's very, very convenient.
3 The app is well-designed, easy-to-use, attractive, useful and above all free.
4 We don't always succeed, but we do try.
5 Who doesn't want an easier life?
6 It was the best thing ever. The best.
7 The flat is large, luxurious and very stylish.
8 It gets more and more lovely every day.

a making points in threes
b repeating intensifying adverbs
c using auxiliaries to add emphasis
d rhetorical question
e repeating a key word
f using a comparative + comparative
g listing lots of points quickly
h statement + repetition + explanation

4 Complete each sentence with the most appropriate word to emphasise information or make it more persuasive.

1 What can be more important than that? _____ that's what.
2 It's really, _____ amazing.
3 Things keep getting better and _____ .
4 It's very unusual. It's _____ because it doesn't happen very often.
5 You're wrong. I _____ know all about it, actually.

5 Complete the sales pitch with phrases a–f.

'This is the Indigo 500. You might think it's just like the 400 model, and it [1]____ look similar in design, but it's [2]____ more sophisticated in what it can do. It has many more modes, [3]____ . The machine is also more efficient. [4]____ because it uses less power, while being more productive. [5]____ ? Every office would benefit from the Indigo 500. [6]____ .'

a Every single one
b much, much
c It's more efficient
d enhancing creativity, flexibility, and usability
e Who wouldn't want to increase production AND save money
f does

10B

Vocabulary

Board games

1 Match the sentence halves.

1 I put the cards face _____
2 The ultimate _____
3 We all took _____
4 As soon as I rolled _____
5 In the initial _____
6 I shuffled _____
7 None of us scored _____
8 I placed my counter _____

a turns to pick up a card.
b phase, we answered quick-fire questions.
c goal was to get round the board the fastest.
d down on the table.
e on the 'Start' square.
f the dice, I knew I'd won.
g many points at all.
h the cards as best I could.

2 Choose the correct alternatives.

I sat down at the table and rolled up my sleeves. I knew I shouldn't want to beat my ten-year-old nephew, but my pride was at stake. I'd lost abysmally in the video game and couldn't take more humiliation. I set up the board, then picked up the cards and [1]*rolled / shuffled* them well. I [2]*dealt / placed* ten cards for each of us, then [3]*placed / took* the remainder of the cards [4]*face / place* down on a pile on the board and turned the first over one so it was [5]*face / scored* up next to the pack. I picked up my cards and fanned them out, then glanced at my nephew. He'd already looked at his cards and was now smirking at me. I could only imagine he had a good hand. I gulped and looked at my poor showing. We [6]*rolled dice / took turns* to pick up a card from the table and move forward the relevant number of spaces on the board, [7]*scoring / taking* our points as we went along. We could [8]*place / take* either the card we could see or one from the pile, returning one we no longer wanted each time. I lost the first game, but this was just the [9]*initial phase / ultimate goal*. By the end of hand ten, I hoped to have achieved my [10]*initial phrase / ultimate goal*. Winning and wiping that smirk off my nephew's face.



Language focus

Heads and tails

3 Complete the sentences with the phrases in the box.

being stuck in the house all day my keys my phone
the man across the road the red tie
these instructions these kittens this steak

1 They're all so cute, _____.
2 _____, he's making a huge racket again.
3 These aren't very helpful, _____.
4 _____, it needs charging again.
5 _____, it goes better with the jacket.
6 It's so boring, _____.
7 _____, I've lost them again.
8 It's really tough and chewy, _____

4 Rewrite the sentence so that it has a head to focus attention on something.

1 The top cupboard needs sorting out.
The top cupboard, it needs sorting out.
2 My mate Nick has been really ill lately.
_____
3 The flour goes in first.
_____
4 The whole audience stood up and clapped.
_____
5 My parents are in Egypt at the moment.
_____
6 The bathroom is at the end of the hall.
_____
7 The cash machine is round the corner.
_____
8 My sister loves to sing.
_____

5 Complete the second sentence so that it means the same as the first, but has a tail to clarify something.

1 These jeans are too tight.
They're too *tight, these jeans.*
2 The dinner was a lot of fun.
It was _____
3 Those squirrels keep eating the birds' nuts.
They keep _____
4 The large knives go in the second drawer.
They _____
5 This film isn't what I thought it'd be.
It's _____
6 The car's running pretty well these days.
_____
7 I couldn't do the crossword today.
_____
8 I've never been to Florida before.
_____

10C

Vocabulary

Evaluating

1 **Complete the words. The first letter is given.**

1 It was a badly **t**_____-through plan that failed.
2 The plan was vague and completely **l**_____ in detail.
3 It is a **c**_____, well-researched idea. We will consider it.
4 The plan was **s**_____ attractive. On closer inspection, however, it was clear it wouldn't work.
5 The reasoning was **f**_____, and made no sense.
6 The reasons for the plan were **v**_____ and supported it well.
7 The arguments were **s**_____, but not very enticing.

2 **Complete the comment with the words/phrases in the box.**

badly thought through compelling flawed
gimmick outwardly attractive sound

@milicent

The problem with education is that because everyone's been to school, they all feel they know what works best for our education system. This includes ministers for education, who unfortunately regularly change, and who rarely have teaching experience. When each one begins their job, they set about changing the system in some way to suit their thinking. Often, however, the reasoning in their thinking is [1]_____ or not supported by evidence. The plans which follow can look [2]_____ to the general public, but if you examine them closely, you will quickly realise that the ideas have not been considered carefully and are therefore [3]_____. Even when changes are founded on research and are [4]_____ to educators, schools don't always implement suggestions in quite the right way. What we need are education plans based on [5]_____ evidence from research, plus the experiences of real teachers and learners. Schools need training on how to implement them successfully. That way, the plan doesn't just end up being a cheap [6]_____. It also proves effective and enhances learning in some way.



Language focus

Concession clauses

3 **Match each pair of sentences with the correct ending, a or b.**

1 Even if I study for hours,
2 Hard as it is,

a I can remember vocabulary quite well.
b I fail to remember new vocabulary.

3 Whereas some learners prefer to work alone,
4 In spite of taking group lessons,

a I enjoy working with others.
b I still prefer working alone.

5 It was a hard question to answer. Nonetheless,
6 Even though I answered the question,

a I tried.
b I got it wrong.

7 In spite of being given some support,
8 While the offer of support was made,

a it wasn't taken up.
b the task was still challenging.

4 **Choose the correct alternatives.**

1 *However / Silly* as it may sound, I still collect dolls!
2 *Even though / Despite* we don't see each other often, we're still close.
3 *Even / While* a few people are annoyed, the majority are happy with the changes.
4 *Although / In spite of* explaining why I couldn't get to work, I still got an official warning.
5 *However / Nevertheless* tough Max seems, he's actually a real softie.
6 *All the same / Despite* our different backgrounds, we get along like a house on fire.
7 *Although / Even if* we get there in the next five minutes, we'll be late.
8 It's warm outside. *Even though / Nonetheless*, it's cooler than normal for this time of year.

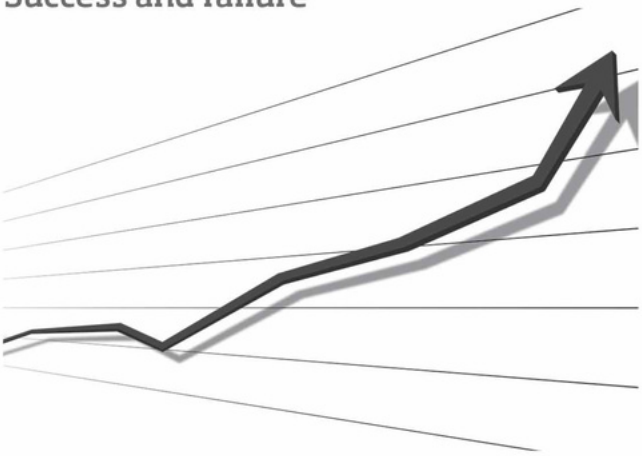
5 **Correct the mistake in six of these sentences.**

1 While if we don't normally agree, we do on this occasion.
2 Attractive it may seem, the scheme is actually a rip-off.
3 I've never done this before. All same, I'll give it my best shot.
4 In spite of me not feeling well, I still went into work.
5 Even we make the deadline, I don't think we'll win the bid.
6 Despite the amazing welcome, we still felt a bit out of place.
7 However tough something, never give up!
8 Although we've never met before, you seem familiar to me.

10D

Vocabulary

Success and failure



1 Complete the words. The first letter is given.

A: So, how was your financial year?
B: A mixed bag really. The first half started out OK with decent sales, but it soon went [1]**d**_____ when someone [2]**m**_____ up an important bid. It meant we [3]**l**_____ out on a huge contract to our closest rival and watched our dreams of becoming the market leader go up in [4]**s**_____. Fortunately, we [5]**b**_____ back in the second half. We [6]**p**_____ off a great marketing campaign which saw a new product we launched [7]**t**_____ off. Sales went through the roof. It was a huge risk, but it [8]**p**_____ off for us which was great. We fell [9]**s**_____ of our forecasted annual earnings, but we almost [10]**m**_____ it, so it wasn't too bad a year overall.

English in action

Deliver a progress report

2 Put the words in the correct order to make sentences.

1 operate / now / adeptly / you're / able to / the system

2 work / organisational skills / got / you've / to do / still / on your / a bit of

3 go / problem solving / you've still / some way / to / in / got

4 a / your / you've / breakthrough / work / made / in

5 and / on / leaps / come / bounds / you've / in

6 record / have a / good / finance / track / you / in

7 grow / leadership / continuing / you're / area of / to / in the

8 in / made / in your work / solid / you've / progress

3 Correct the mistake in each sentence.

1 You've made a breakout in your sprinting speed.

2 You've achieved proficiency on metal work, well done.

3 You've made significant process in your programming skills.

4 You're improving, but your balance still needs some job.

5 You're already to demonstrate leadership skills.

6 You've got a good trail record in sales.

7 You've still got some path to go before a promotion.

8 You're now able to change a tyre adultly.

4 Use the prompts to make sentences about goals.

1 aim / learn / how / read music

2 I / hoping / this / boost / my confidence

3 my ultimate goal / run / five kilometres

4 I think / this goal / easily attainable / medium term

5 Ideally / I / like / put / this / good use / teaching others

6 it / be / great / if / I / develop / better cooking skills

7 I / like / seek ways / put this / practice

8 would / great / if / I / get / new job / not-too-distant future

5 Complete the conversation with phrases a–h.

A: So what are your aims for next year?
B: Well, my [1]____ move into my own flat.
A: Great! When are you talking? Like, [2]____ or is that too soon?
B: I don't think I can afford it right away, but definitely [3]____. That's the dream, anyway. [4]____ if I could get a pay rise.
A: How can you get that?
B: Well, [5]____ when it comes to understanding the systems and things. [6]____ before I can do it independently though, with no support at all. [7]____, then I'll be able to demonstrate sufficient reasons for a pay rise.
A: Sounds like you know what you've got to do.
B: I do. [8]____ my chances of making it actually happen!

a I've made real headway
b ultimate goal is to
c by the end of the year
d I'm hoping this will boost
e in a couple of months
f It would be great
g If I'm able to do that adeptly
h I've still got some way to go

10

Reading

1 **Read the title of the article on page 81 and look at the photos. What do you think it will be about? Read the first paragraph to check.**

a A battle at sea
b A battle of political ideas
c A battle between inventors

2 **Read the whole article. Which inventor created the system we typically use today: Edison or Westinghouse?**

3 **Match each statement 1–8 with the person it is referring to a–d.**

1 His system required large-scale infrastructure. ____
2 One of his staff attempted to gain public favour by disparaging another system. ____
3 He offered his system at a lower price than a competitor. ____
4 His design was unable to power more than a single light. ____
5 His invention incorporated science which was atypical at the time. ____
6 He focused on impressing the right people. ____
7 His creation was better suited to densely populated areas. ____
8 The force of the electrical current through the system he designed changed at different points. ____

a Sir Humphrey Davy
b Thomas Edison
c George Westinghouse
d Nikola Tesla

4 **Complete the sentences with one or two words from the article.**

1 The fight between Edison and Westinghouse to find a system of electric power was full of _____.
2 Edison used _____ to create an incandescent light.
3 Westinghouse made use of a _____ to change the voltage from high to low.
4 A _____ owned by Nikola Tesla caught the attention of financial backers.
5 Tesla's _____ did not result in any injury to him.
6 Edison tried to get _____ through that would prevent Westinghouse's system from being used.

5 **Find phrases 1–8 in the article and match them with their meanings a–h.**

1 pit someone against someone else ____
2 hotting up ____
3 enters the fray ____
4 in the spotlight ____
5 incendiary ____
6 electrifying ____
7 a war of words ____
8 fizzled out ____

a joins a fight
b gradually came to an end
c test someone's strength in a fight against someone else
d designed to make people angry
e public argument between politicians, etc.
f becoming more exciting
g get a lot of attention
h making people feel excited

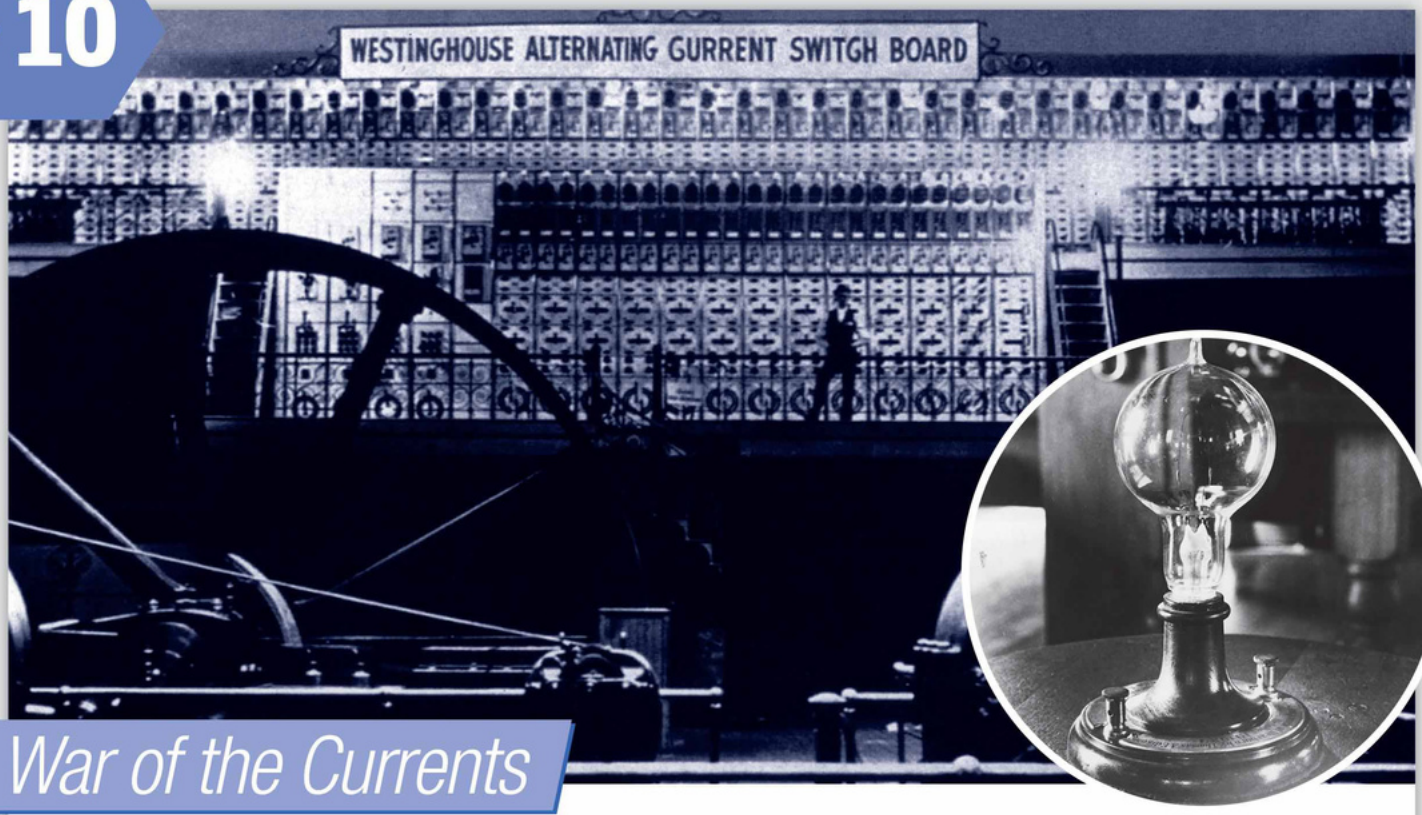
6 **Decide if each phrase 1–8 in Exercise 5 refers to a war (W), electricity (E) or fire (F).**

1 ____ 5 ____
2 ____ 6 ____
3 ____ 7 ____
4 ____ 8 ____

7 **Complete the sentences with phrases from Exercise 5.**

1 The game didn't finish. It just sort of _____ as people got bored.
2 There's been a strong _____ between the two presidents this week.
3 The final dance in the show was _____. It gave me goose bumps.
4 I don't like being _____. Too much attention makes me uncomfortable.
5 Police quickly _____ to try to prevent a riot.
6 The politician has accused her rival of making _____ comments which could lead to unrest.
7 The race will _____ Brown against her main competitor, Sanchez.
8 Things are _____ on the pitch with two goals scored in less than a minute.

10



War of the Currents

They called it the War of the Currents: the battle between inventors to develop electrical power transmission systems, the battle that pit Thomas Edison against George Westinghouse, a battle steeped in acrimony.

The race to electric lighting began not in the late 1880s as many believe, but decades earlier when Sir Humphry Davy designed the very first electric light. The idea of being able to install a system of electric lighting across every town and city in the US was alluring, but this required a system of distribution and Davy's light ran only in isolation.

Recognising the potential of electric lighting, Thomas Edison focused his attention on incandescence, the light produced by an object when heated. Using carbon filaments, he created light bulbs which gave out soft lighting. They were a huge success. Now he just needed an electric system to power them.

The direct current (DC) system that Edison designed produced a constant 120 volts of electricity, but needed expensive copper cabling to transmit it. To keep costs low, he set out to supply lighting to urban areas rather than populations that were spread out. Unfortunately for him, the need for a system that would work over larger areas lured competitors to the market. In the 1880s, George Westinghouse developed an alternative current (AC) system which transmitted the current at a voltage of 1,000 volts, reducing the amount of cabling required. He used a transformer to reduce the current from 1,000 volts to 120 volts once it arrived in people's homes, to keep it safe. Now the war was really hotting up.

Engineers knew that for an AC system to work, it required a power plant so expensive it would need to operate all day every day to recoup its costs. Such an operation would need a significant motor. This is where Nikola Tesla enters the fray. A while earlier, Tesla had designed a motor which went against standard practice by using a rotating magnetic field. Two investors came across the patent for this machine and paid Tesla to create it. He did, using the AC system. In a lecture to electric engineers in 1888 he placed his creation in the spotlight and sold the corresponding patents for $5 million in today's money, to one George Westinghouse.

Westinghouse was now a direct rival to Edison. He was able to supply power to areas that Edison's system couldn't reach and when Westinghouse and Edison both bid to supply various districts, Edison often found himself being undercut. Incendiary accusations from one of Edison's employees were made regarding the safety of the AC system, garnering much attention in the media. An engineer in a bitter feud with Westinghouse, supported by Edison, used live animals to try to prove it was unsafe. The engineer challenged Westinghouse to allow an electric shock from the AC system to pass through his body. In a literally electrifying publicity stunt, Tesla fought for AC, allowing 250,000 volts to pass inside him with the knowledge that his coil would not allow it to harm him. At the same time, Edison's company was pushing for new legislation that would make the AC system illegal.

While Edison was busy trying and failing to stop Westinghouse from operating, Westinghouse was busy operating. He dazzled engineers by lighting up the World's Fair in Chicago in 1893, going on to persuade investors in a hydroelectric plant in Niagara Falls to use AC to power New York. In the end, AC prevailed not because of a war of words, but because those putting in systems recognised it was more cost effective. There was no final battle. Instead, the war fizzled out. However, Edison didn't lose out. His company was merged with that of Westinghouse's main AC competitor to form the General Electric company in 1892.

10

Listening

1 10.01 **Listen to part of a talk about why people play games. What topics does the speaker mention?**

a What a game is ☐
b Why people play games ☐
c The types of games people most enjoy ☐
d Some benefits of game playing ☐
e What games designers need to consider ☐

2 Listen again. Choose the correct option, a, b or c.

1 According to Chris Crawford, a game can only be classed as a game if
   a a player achieves their goals alone.
   b players can change the outcome for others.
   c it involves a dispute between players during the game.
2 Nessa believes it's most likely we play games in order to
   a obtain instant rewards.
   b get into good physical shape.
   c prepare ourselves mentally for adult life.
3 Nessa thinks one undervalued advantage of video games is their ability to
   a develop certain physical abilities.
   b force the mind to focus on one thing.
   c bring out a person's positivity.
4 According to Nessa, games designers should think about
   a allowing online players to converse.
   b getting the level of challenge right.
   c having more than one player in a game.
5 Nessa believes that in games design,
   a what the characters do determines how a player feels.
   b a sense of adventure is the key to motivation.
   c the games mechanics should be a secondary consideration.

3 10.02 **Complete the sentences with the words in the box. Listen and check.**

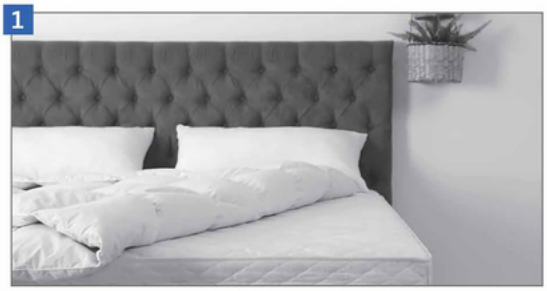
circles disheartened optimal pivotal plug away stressbuster

1 We might _____ at something for ages before we get any kind of positive feedback.
2 I personally think games are a good _____, too.
3 Did you know that in certain medical _____, surgeons who play games regularly can be quicker ... ?
4 ... not challenged so much they feel _____ and give up.
5 It's that _____ combination that games designers really need to think about.
6 There's a _____ paper from 2004 that identified eight 'aesthetics' that players experience ...

Writing

1 Read the brochure and website. Which one is advertising a product? Which is advertising a service?

1



Plumetex©

Never have a bad night's sleep again

Do you often wake up feeling as tired as when you went to bed? Wouldn't you love to wake up feeling rested and ready to start your day? The Plumetex mattress signals a new dawn in sleep technology.

Made of high-quality memory foam and using smart technology, this revolutionary mattress regulates the temperature to suit you during the night. You can adjust the firmness of the mattress on both sides, taking each sleeper's preferences into account. The mattress ensures good air flow and is hypoallergenic, too.

In the morning, you'll be gently woken up by the smart speakers built into the mattress, with soft sounds selected by you to start your day. So, if you want to enjoy a perfect night's sleep every night, contact us now for more information.

2



U Bend It

Helping you fix it

Do you find yourself paying extortionate call-out fees when something goes wrong at home? Would you like help from a professional without the need to take out a mortgage on your home to pay for it? Here at U Bend It, our expert plumbers will diagnose the problem using video technology, without the need to visit your home. We'll advise you as to the best course of action and order parts for you where necessary. We'll then patiently talk you through how to fix the problem yourself step by step. This pioneering service does away with the need for call-out fees, meaning you can be sure that your problem will be fixed at a reasonable cost. Should you not be able to fix it yourself, we'll send someone round to do it for you. For more information about our expert service at an affordable price, call us now on 01184 295402.

10

2 **Read the texts again. They both follow a similar pattern. Put the information below in the order it appears in the texts.**

a The text describes the features and benefits. ____
b The problem is outlined, often in the form of a question. ____
c The text gives a call to action, often while summarising key benefits. ____
d A strapline, a short memorable way to describe the product or service. ____
e The text introduces the product or service. ____
f The text asks the reader to imagine there is a solution to the problem. ____

3 **Read the Focus box. Then, match phrases a–f with steps 1–6 in the box.**

a Here at U Bend It ... ____
b For more information about our expert service at an affordable price ... ____
c Would you like ... ? ____
d We'll advise you as to ... ____
e Helping you to fix it. ____
f Do you find yourself ... ? ____

Writing a problem–solution text

One way to make products or services sound attractive on websites or brochures is to write a problem-solution text. The text, which works a bit like a narrative, describes a problem that the reader will identify with and then explains why the product or service is the solution. The text can often be broken down into six steps.

1 The text often begins with a strapline, which is a short memorable way to describe the advantages of your product or service.
Never have a bad night's sleep again.
2 The problem is often written in the form of a question.
Do you often ... ?
3 Then the text asks the reader to imagine that there is a solution to this problem.
Wouldn't you love to ... ? Would you like to ... ?
4 Then the text introduces the product or service.
The Plumetex mattress signals a new dawn in sleep technology.
5 The text describes the features and benefits.
Made of high-quality foam ...
6 Finally, the text finishes with a call to action, an invitation to the reader to take the next step in the process, often expressed within a sentence which summarises the key benefits.
So, if you want to enjoy a perfect night's sleep every night, contact us now for more information.

Structuring text as problem–solution makes the product or service seem relevant to the reader and avoids simply listing features in a dry, uninspiring manner.

4 **Put the sentences in the correct order according to the Focus box.**

Perfecto Fit

a Would you love never to have to try on another item again? ____
b Our 3D body scanner maps you from head to toe. ____
c Do you find it hard to find clothes to fit? ____
d Click here now to make sure you never have to wear clothes that don't fit you perfectly again. ____
e It records every dimension of your body so that you can order clothes made to fit. ____
f We've got you covered. ____

Prepare

5 **Think of a product or service you are familiar with or would like to have, like a smart doorbell or a food delivery service. Prepare to write the text about it for a brochure or website. Think of a name for your product or service.**

6 **Make notes on the features and benefits that you might talk about in a website or brochure for your product or service.**

7 **Think about who your product or service might appeal to. What problem do you solve for this person? What strapline might appeal to them?**

Write

8 **Write the text for your website or brochure. Remember to use the six-step process described in the Focus box.**

9 **Use the checklist to review your text. Revise it where necessary to make it more effective.**

- Does it present a problem and solution clearly? ☐
- Does the description sound enticing to potential customers? ☐

AUDIO SCRIPTS

UNIT 1 Recording 1

A = Alan B = Bea C = Clara

A: So, we've talked a lot about the importance of building a team rather than expecting it to happen naturally. What we haven't talked about is leadership. Every great team needs an effective leader. So, I was wondering, what do you guys reckon are the top three attributes of a great leader?

B: Three, eh? Erm … OK, well the first that comes to mind is vision. Without that, you've got no innovation, no goals, nowhere to lead your team.

C: And the vision needs to inspire others, because … let's face it, it's the others who'll be doing all the hard work.

A: It's the only way to unite a team, isn't it? To have a vision everyone works towards. OK, so we've got one.

B: Resilience is another. You can't get far in business if you give up every time something knocks you down.

C: True, but isn't that the case for every member of a team? A team's only as strong as its weakest link … so if it's to succeed, then all the members need to be resilient – to be able to get back up when something knocks them down. It's not just confined to leadership qualities.

B: Hmm. Fair enough.

A: I think if we're going to have vision as one of our top three, we also need to have communication skills. It's all very well knowing exactly where you want to go and how to get there, but if you can't get that across to subordinates, you're going nowhere. As you said, Clara, it's the team members that have to achieve the vision.

C: Sure, and I'd …

B: That's vital if … go on.

C: Well, I'd add transparency to that, too. Not as a separate attribute, but included within communication skills. If you're not transparent about what you're doing, rumours fly around and miscommunication occurs.

A: I'd also impress on leaders the need to listen more than talk when communicating. It's not just about telling people what you want them to do, but also hearing their ideas, their concerns, their challenges.

B: You're right. Leaders that ignore others do so at their peril – they miss out on potential ideas. But it's not its own category, is it? It falls into communication skills … You know, … talking about dealing with changes makes me think of flexibility. Is that one of our top three?

C: It's really important. You've got to adapt to changes. Being rigid gets you nowhere.

A: I've got one that I think is more crucial, though.

C: Oh. What?

A: Empathy. If you can't connect emotionally to the people around you, you can't lead them successfully.

B: Some people would see a leader as strong … tough.

A: They would, and they'd be wrong! I mean, it's good to look strong and in control so people have faith in you. But you don't need to be tough in the sense of not caring about people's feelings.

C: I agree. Empathy helps people to recognise conflict and find some kind of resolution. Without it, teams can fall apart. Relationships with partners can collapse and so on.

B: More than that, actually, it helps you to consider all the ways your vision and decisions along the way will impact on people. You can prevent conflict and other problems before they even arise. I think you're right. That's really key to great leadership.

C: OK, you've convinced me! What about other things though, like charisma, or curiosity or …

B: Charisma can be very useful. A leader with charisma can draw people's attention just by walking into a room, but is it necessarily true of every great leader? I'm not sure.

C: Me neither.

A: OK, so we're happy with the three we've chosen then. Great! So, let's think about some specific leaders then. Which leaders do you think demonstrate or have demonstrated our top three attributes … ?

UNIT 2 Recording 1

Something that fascinates me is our perpetual desire – no maybe that's unfair – our perpetual ability to overestimate negative things in our society. If you ask people to estimate the number of crimes that are committed each year, for example, they'll always think the figure is much higher than it is. The same goes for estimating homelessness, poverty and so on. And yet, the truth is we live in an era where we're generally better off than previous generations were. Is society perfect? No, not by a long shot. There are challenges and clearly some people are struggling, but in general, overall, society is better than it used to be.

So, we have a propensity to assume society is worse now than in the past. But why? An obvious reason for this is the news. We're constantly bombarded with stories of violence and other negative stories about society, and with a 24-hour news cycle these days, stories which wouldn't have been given much airtime before, well, they are now dwelt on and repeated to fill time. It's clear there's a correlation between the way the news is reported and our frequently negative perceptions of society today. Having said that, one study found that people were much more able to accurately identify crime statistics in their local area than across the country. Local news often examines topics not covered in the national news such as housing developments, new businesses, charity events and so on, so it doesn't tend to be quite so negative. This may contribute to the more realistic view many people have of issues in their local area.

As well as overestimating negative aspects of society, people often say in polls that they think society is getting worse. It's not as good as it used to be, it's more dangerous, people are less kind, and so on. No matter how much you want to avoid sounding like your grandparents, the truth is that as we get older, we all find ourselves repeating the same cliché we heard from them, that things aren't what they used to be. The psychology of this is called 'declinism' and there are some interesting psychological phenomena at play. Firstly, there's the 'reminiscence bump'. This describes the fact that when we're older, we tend not to remember as much from the age between 30 to 60 as we do from our childhood and early adulthood, as that's when our lives had lots of changes and new experiences. We tend to reminisce about those memories more, and through their retelling, we strengthen them so they're at the forefront of our minds.

Then, there's the 'positivity effect'. This describes our use of rose-tinted glasses – those metaphorical spectacles we put on

when remembering the past. They filter out all the bad and make us think everything was all warm and cosy back then. This refers to both our own personal lives and society around us. Finally, there's the 'status quo bias'. This relates to the fact that we like life as it is now and don't want change, which means we have this sense that any changes in the future will be bad. So, this reinforces in our minds the idea that as times change, things get worse.

Combine the positivity effect with the reminiscence bump and the status quo bias and you've got people who look back primarily on their lives before they hit the age of 30 and see only the good, with this notion in the back of their minds that society never improves as it moves forward. So, it's no wonder we think things are worse today than they were. And even though we know all this, we're all destined to fall into the same trap as those before us. So, no matter how hard we try, we'll end up sounding just like our grandparents.

UNIT 3 Recording 1

E = Ethan A = Ashley

E: You know those kitchen hacks that pop up online all the time, Ashley?
A: What, like those videos of recipe cheats and stuff?
E: Yeah, those. Well, I'm a bit obsessed by them. I don't go looking out for them, but they seem to find me and once I start watching them, I can't stop.
A: I know what you mean, it's not as if I cook that much, but somehow those videos suck me in.
E: Have you ever actually tried any?
A: What? Course not, Ethan. I don't have time for that!
E: Eh? But you have time to watch videos about them?!
A: Oh yeah ... but, er ... no, I've never even thought about trying them to be honest. I just like watching them.
E: Well, I gave some of them a go this weekend.
A: And?
E: I did five all in all. I cut an avocado in half, had one half for my lunch and poured lemon juice on the other half before sticking it back in the fridge.
A: Why?
E: So it wouldn't go brown.
A: Oh, right. And did it? Go brown, I mean?
E: It did actually, yes.
A: Great hack!
E: Then, I got a caramel sweet and fried it in a pan so it'd melt into a flat circle – a kind of caramel wheel that I could stick in a bowl of ice cream ... a gorgeous-looking caramel wheel, if the video was anything to go by. Well, I burnt that and it looked like something that had got stuck on the bottom of my shoe.
A: Ah, I'm starting to get the picture now ...
E: Then, I tried to make a mug pizza.
A: Well, that doesn't sound like something that would ever work out.
E: Yes, you'd think I'd know better, but in my defence, the video made it look really easy to make. Anyway, I shoved all the dough ingredients into the mug and then microwaved them to make the base. Then I added in my chopped tomatoes, grated cheese and a few other toppings and microwaved it again.
A: Sounds quick and delicious.
E: It couldn't have been faster. Shame it looked and tasted like a dog's dinner. The dough was soggy and, well, still pretty raw and the topping just looked like sludge.
A: Sounds gross. Why did you eat it?
E: I thought it might taste better than it looked. I was wrong. I chucked most of it away. I did eat all of the microwave risotto I made though. The rice was moist, but not underdone and the flavours were good – something I've never managed when doing it the usual way. It only took ten minutes, too.
A: One win, then.
E: Yeah, I was also hopeful that the cake topping made from strawberry ice cream would work, but it just wouldn't whip up. I mean, I whipped it A LOT.
A: So, all these things we're watching are total rubbish, then?
E: I wouldn't go as far as to say that. I may have just picked the wrong ones, but I'm certainly more sceptical of them now.
A: I don't understand. What's the point of making beautifully shot videos that probably aren't cheap to make and take ages to put together if the hacks are fake? Are you sure it wasn't just you and you were doing it wrong?
E: Maybe, but I'm pretty proficient in the kitchen so in all honesty, I think it's about the clicks.
A: You mean click bait?
E: Yeah, I think some sites are under a lot of pressure to get people clicking onto them since it translates into advertising revenue, and that's how most sites make money. So, they have to keep producing enticing videos with new ideas to get people watching, but I guess there are only so many new ideas.
A: So, you're going to stop watching them?
E: Hmm, I'd like to say yes, but ...
A: I doubt I will. There's something mesmerising about them. After a long hard day in the office, they're kind of a good way to switch off.
E: I know what you mean, although I suspect my kitchen disasters will take some of the shine off those videos for us!

UNIT 4 Recording 1

M = Magdalena R = Ruby J = Justin S = Sebastian

M: This might sound a bit odd, but I was thinking the other day about how I visualise what I'm reading in a book and I wondered if we all see the same things. Justin, you read a lot.
J: I don't know, Magdalena, I guess I see what I'm reading, like a movie.
M: What, like you're in the cinema and you're ... the actions are playing out in front of you?
J: Yeah, it can be really vivid, like if there's a house or something I can walk around it and see it with as much clarity as my own home ... but other times, the scene's a bit sketchier. I just see an outline – not sure if that's my mind or the description in the book's a bit thin. Same for you?
M: Hmm. I don't see moving pictures, just bits and pieces from the story, almost like snippets of paintings. They kind of flash in and out of my mind. And they can be pretty fuzzy, like washed-out watercolours, and just outlines, too, like you?
J: Wait, Magdalena. You don't see the whole story unfold in your mind?
M: No, not like you. I do hear the sounds quite clearly in my mind though, as if they're real.
J: Really? That's cool. And what about you, Ruby? Do you see the stories, like me, or hea rthem like her?
R: Not exactly either.
J: What? Then ... how? Sebastian, tell me you see things like I do ... .

S: Actually, I don't tend to see much at all in the way of … well, I just see words that I'm reading. They kind of float past … and I hear them, too.
J: Hear them? No pictures?
S: No. I find it quite easy to remember texts when I've seen them through – I can quote books really well.
R: Oh, I've always wondered how you do that!
S: I do sometimes get a sense of hovering on the shoulder of a character, but I can't see them. I sense their emotions more than anything, and even though I'm on their shoulder, I can't quite grasp what's in front of me – or them I should say.
J: Woah. I'm blown away by this.
M: Me, too. So, back to you, Ruby.
R: I'm probably a cross between you and Justin. I see images and they look real, as if it's a memory, and I might picture every scene in my mind, but it's more of a still than a movie. You know, I don't really pay much attention to the descriptions in the book, I tend to skim read and get to the good bits, which for me is the dialogue. Maybe I should read plays! Anyway, my mind definitely makes up the detail. It really irks me when I read something that contradicts what's in my mind and then I have to adjust it. Often, I'll revert to my original image very quickly.
S: So, you view the scene in the third person.
R: Er, yeah … but there are times when I'm really close to the people – a bit like you said. It's like I'm a shadow of them, or they're a shadow of me and we're so close that we're almost as one.
J: Now I think about it, if the book's in the third person, I see it as if the camera's panned out and I'm watching from afar, but if the book's in the first person then it's me in the scene. Also, you know I said earlier that I see things in detail. Well, I'm pretty sure I transpose something I'm already familiar with onto the scene – it'll be a bit like the house I mentioned – it'll look like somewhere I've lived or has some kind of bearing … my mind fills in the blanks with these … some point of reference I had as a kid or something.
R: I think I tend to view the main female protagonist as looking like me, even if the book describes something different. I don't mean exactly like me, but if they say she's tall, skinny and blonde, I still picture her as average height and weight with brown hair.
M: I guess it's your way of connecting to the character.
R: Must be.
J: Well, this is amazing, and may well have ruined books for me forever. I can't help thinking that I'll be so focused on how I'm visualising the book from now on, I won't take any of the story in!

UNIT 5 Recording 1

M = Mila J = Jack I = Izzy

M: Anyway, I liked it, Jack, even if you didn't. OK, shall we move on now to talk about some of the summer releases?
J: A superhero film or two, no doubt. We can't go for more than a few months without popping up on our cinema screens. You know, I remember when stories like these were confined to the bookshelves of nerdy kids. I mean, what happened, Mila?
M: The nerdy kids grew up and morphed into … not superheroes … but successful adults with a continued fondness for good versus evil stories.
I: Not to mention some of those nerdy kids morphed into film producers, scriptwriters and directors.
M: Maybe Izzy, although I can't help but think some of these films are more about money than a fondness for the stories, which leads me to believe they're not made by comic-book lovers.
I: Ooh, that's cynical.
M: Tell me I'm wrong.
I: You're wrong! Well, I guess it's hard to say without knowing the backgrounds of the film-makers. I'm sure some of them have an appreciation of the stories.
J: I must admit I do get sick and tired of the same old stories all the time. It does sometimes feel like a money-making scheme.
I: I'd dispute that – about the stories I mean. Some might be formulaic, but others have shown something different, something deeper that …
J: Deeper? Yeah right, let's get my checklist out – baddie tries to take over the world – tick. Hero and baddie have a huge fight – the baddie wins – tick. CGI buildings get smashed to pieces to no avail – tick. Hero finally finds a way to overcome the baddie – tick. Hero gets the girl …
I: OK, OK, we get the message …
J: It's always the same old tropes.
I: I wouldn't go as far as to say they're all like that. A few of the films have taken a much darker look at the world. You could even say they're allegories about society today. *Logan* springs to mind. It was a bit downbeat and made me cry, but it doesn't tick the boxes on your checklist. It's a shame really, as the characters in the comic books tend to be more nuanced than in the films and that doesn't always come across.
M: I blame the viewing public.
I: What do you mean?
M: They want candy floss viewing – or is that popcorn viewing? I don't know … films that entertain without requiring more than a few brain cells. They're escapism, pure and simple.
J: To be fair, although I've been quite critical, I'd much rather watch a magic hammer being thrown at a blue giant than some intellectually demanding historical drama, any day of the week.
M: Well, there's the answer to your original question then! That's why they're so popular. Because of you and your three brain cells!
J: Actually, joking aside, I think there are reasons that go beyond them being easy viewing. Wherever we look these days – TV news, social media – people are at odds with each other, there are such polarised opinions on pretty much every subject, plus there are weak economies. For lots of people, the world's a pretty depressing place. It's not really a surprise that they might enjoy seeing good prosper over evil. I think those kinds of stories help us to believe that everything will work out in the end.
I: You know, these stories were hugely popular in the 1930s – that was the time of the Great Depression when the economy collapsed, so there's something in that.
J: See! I do have more than three brain cells when I choose to use them. I can quite honestly say though, that I'd be happy not to see another superhero film for a while.
M: I don't think you're the only one. I think now some of the storylines have finished, we'll see people starting to lose interest in these films. Not that they're not interested in superheroes as such, just that starting again with fresh stories feels a bit like going back to square one and maybe people will want something completely new.
I: There are new ones coming out, though. I guess they'll have to up their game to keep you watching, Mila.
M: They certainly will. So, Izzy, do tell. Will any of them get my attention?
I: Well, in the summer, we're going to see the release of …

UNIT 6 Recording 1

We've all done it: downloaded an app that's seemingly free, only to discover somewhere along the line that we need to pay for access to the rest of the content. The 'freemium' pricing model as it's known, due to some content being free and the rest being paid at a premium … well, it's been described as unethical by some. To explore this with me today is Annie Browning, an app designer who feels the freemium model is fair, and Imran Alvi, a consumer rights expert who takes a different view. Imran, let me start with you.

UNIT 6 Recording 2

P = Presenter I = Imran A = Annie

P: Why aren't you very keen on in-app purchases?
I: Well, aside from the fact they get in the way of our enjoyment by asking us to stop and pay at a pivotal moment, it's how they can exploit our impatience, like in those apps where you can either wait for something to be unlocked or pay for it straight away. It's not quite a scam, but it's an idea designed to make as much money as possible.
P: Annie, would you like to comment on that?
A: Sure. I mean, you're obviously talking about specific apps that unlock the next part of a story or next level of a game after a certain amount of time, well, unless you pay. I see what you're saying … there's definitely psychology involved regarding typical behaviour and yes, it might seem calculated, but the fact is the user does have a choice. They don't have to pay in that instance. They can wait until the content's unlocked for free.
I: But the app wouldn't make any money if everyone did that, …
A: Yeah, but the choice is still there. The fact is that the freemium model might not be perfect, but it's better than many alternatives. Advertising is a notoriously unstable method of payment and irritates users. Paying up front brings in less money …
I: Which is …
A: Hold on. It brings in less money and the more money developers make, the better the products they create and they produce more of them, too, so it's a win-win for everyone.
P: Are there any better models out there?
A: Not to my knowledge. I mean, there's the subscription model of course, which is less for game apps and more for things like music. With subscription, people make regular payments for access to content, and can stop paying when they want, usually after a notice period. If customers subscribe over a long period, the developer can make as much money as they can with the freemium model.
I: Not more?
A: Well, it's possible I guess, but not necessarily. It depends on how long they can keep hold of their customers.
P: It sounds like consumers are better off in terms of choice with the freemium model. I mean, they get to try something out before having to commit, unlike with the subscription model.
I: Yes, and I do appreciate that consumers have the power to make decisions with the freemium model and I wouldn't want to take that away. I just feel that developers benefit more. One problem is when users don't realise there's a cost until it's too late and then are forced to pay because they've invested too much time and effort to stop by that time.
A: That's a fair point and I think developers have sometimes failed to clearly signpost in-app purchases. The industry has been making a concerted effort to clearly signpost them as a result, but perhaps not everyone will notice them.
I: It's the kids that rack up huge bills buying in-game purchases without their parents' consent that worry me, too. Maybe they do know what they're doing, maybe they don't. But what about things like 'loot boxes', where you pay for a kind of lucky dip. You might get something really cool, or something you've already got. It's basically gambling for kids, and a huge con if you ask me. Things like that support the case for full payment at the start.
A: And others would agree, which is why they've been taken out of some games.
P: There's one practice I really don't understand and it's the practice of making games really long with lots of side quests, so that people pay to avoid them and get to the end faster. They're literally paying money to have less content.
A: Well, again … it comes down to the choice of the consumer. They don't have to do that.
P: Do you think that a different model will come into use at some point?
A: I can't see it, personally.
I: Unfortunately, I don't think they're going anywhere any time soon, although I hope to be proved wrong.
P: So, let's now move onto a slightly different argument and that's …

UNIT 7 Recording 1

1

All right, so make sure you've got everything you need – a pump, a patch or new inner tube, a cloth and a tyre lever. You need to push the tyre off the metal rim of the wheel with your tyre lever so you can pull out the inner tube. Of course, that's after you've taken the wheel off the bike by either using the quick release lever or a spanner. It'll be much easier to handle that way. So, peel the tyre away from the rim, starting opposite the air valve. Once you've done that, you can then pull out the inner tube. If it's ripped, you'll spot it immediately and you'll need to throw it away and replace it with a new one. But, if the hole isn't easily visible, use your pump to fill the tube with air and feel around for where the air's escaping. If that doesn't work, stick it in water and see where the bubbles appear. Take your patch and stick it over the hole. That should last as long as the inner tube does. Once that's done, you can pump some air into the tube and pop it back in the tyre. Actually, before you do that, it's a good idea to clean around the tyre to make sure there are no harmful objects that could puncture the tube again. When the tube is back in the tyre, bit by bit, work the tyre back onto the wheel rim until it's good to go and you can fix your wheel back onto the bike.

2

So, you need a cable detector, a drill, a spirit level, a tape measure, a pencil and your shelf and brackets. The first thing is to check there are no cables or pipes running down the area where you're going to drill. This is where your detector comes in. Run it across the wall and see what comes up on the screen. If you're fine to continue, put the first bracket where you want the shelf to be and draw a line at the top of it in pencil on the wall. Measure across and mark where the second bracket should go and draw a line. Use a spirit level to make sure the lines are both level, or else the shelf could be wonky. Put the brackets back against the wall and draw circles in each hole where the screws will fit. Then, pop your goggles on, take out your drill and drill holes in the wall where your circles are. Insert plastic wall plugs, as these will ensure your screws fit in nice and tight.

Lightly tap them with a hammer if necessary. Now, place the bracket on the wall and screw in each screw into the wall plugs. Repeat the same procedure with the second bracket and then place the shelf across both brackets. Voila! There's your shelf.

3

So, tip 600 grams of strong flour into a bowl and mix in about seven grams of fast-action yeast with a tablespoon of salt. It's best to keep that and the salt separate at this stage as the latter can kill the former. Now, pour in 350 millilitres of warm water – it can be quite hot to the touch but not boiling. Also add a couple of tablespoons of sunflower oil and a dollop of honey. Use your hands to mix everything together to make a dough. Sprinkle some flour onto your work surface and knead the bread for ten minutes. That means folding it over and pushing it down again and again so it gets air into it. If you find that your dough's a bit wet, add a bit more flour, but be careful not to add too much or you'll just end up having to add more water again. Put the dough into a bread tin and cover it with plastic wrap. It's a good idea to add some oil to the inside of it so the dough doesn't stick. Put it in a warm place for one or two hours until it's risen. Knead it again and leave it to rise a second time, this time for just half an hour. Stick it in the oven at a temperature of 200 degrees celsius or 180 for fan ovens for around half an hour. To check it's baked, tap the bottom and it should sound hollow inside. Leave to cool and then slice and serve.

UNIT 8 Recording 1

A = Ahmed J = Jennie

J: So, let's play a little game. I'm going to name some famous historical events and I want you to tell me if each one happened or not.
A: All right.
J: So, Christopher Columbus discovered the Americas and proved the Earth wasn't flat.
A: Hmm, I'm not much of a history buff, but I'm pretty sure that's true. Didn't he sail the wrong way and think he'd landed in India or something? I'm not so sure about the Earth being flat bit though. I've got a feeling even the Ancient Greeks knew it was round.
J: Indeed, Pythagoras, Aristotle and others, they all talked about the Earth being a sphere and subsequent university texts saying the same thing were available in Columbus's time, so I doubt he worried about falling off the edge of the Earth as is claimed.
A: One point to me then. What about the other part?
J: That he discovered the Americas? Well, how could he discover a land where people already lived?
A: Oh come on, he discovered it for European people so it's not completely wrong. I think you need to be a bit looser with your understanding of 'discover' there!
J: Maybe but there's also the interpretation of America. If you think of it as the USA, then he never set foot there. He landed in the Caribbean, and on the central and south coasts. And what about Leif Erikson, the Icelandic explorer. He'd landed and settled in Canada 500 years earlier.
A: Ah ...
J: Exactly. OK, the next one's on the same theme. Was Ferdinand Magellan the first person to sail around the world?
A: Not a clue. His name rings a faint bell, but that's all. I'm going to say it's true.
J: His expedition was the first. Unfortunately, he was killed in a battle in the Philippines in 1521, so he didn't quite make it round.
A: But his crew did?
J: Yes, well fewer than 20 from the original 270, but yes. Juan Sebastián Elcano took over the reins.
A: I suppose it's fair enough to give Magellan the title.
J: What do you mean?
A: It would've been him who got the funding together, gathered the crew. If he got them most of the way, and equipped Elcano and the others to get home, then he deserves the credit.
J: I wonder if the surviving crew members would've seen it like that.
A: No idea, but Elcano may well have thought as I do, who knows?
J: I guess we'll never know. OK, next. Benjamin Franklin discovered electricity when he was flying a kite with his son during a storm.
A: Ah, well I think I'm getting the hang of this so I'm going to say no.
J: Correct. He apparently went out to try to prove the connection between electricity and lightning, a theory that had existed for hundreds of years. I should also add that the kite didn't get struck by lightning as is often bandied about, or else he probably wouldn't have lived to tell the tale!
A: Right.
J: OK, last one. Isaac Newton discovered gravity when an apple fell on his head.
A: OK, I'm going to go out on a limb here and say that despite it being a popular belief, it's a load of old rubbish. Am I right?
J: There's truth in it just as with the others. He had to leave college for a while because of a small, irritating problem known as 'the plague', so ... he went back to his childhood home and then one day, while wandering in the apple orchard, he saw an apple fall and it made him ponder the reason behind objects always falling down and not up or in some other direction.
A: So, it kickstarted the whole thing.
J: Exactly, but it didn't land on his head, and nor did the theory come to him in a flash.
A: So no sudden eureka moment then? And what about him shooting the apple off his son's head?
J: That's a different story, as well you know ...

UNIT 9 Recording 1

S = Sophie L = Liam

S: I'm off on a survivation.
L: A what?
S: A survivation – it's a, you know, like a holiday where you learn survival techniques.
L: Never heard of it. What are you doing that for then?
S: Dunno, I just thought it'd be fun. Something different.
L: That's funny actually, cos just the other day, I was thinking that if there was some kind of disaster, then I wouldn't be very well equipped to deal with it.
S: You mean, if there's not an app for it, you've got no chance?
L: Exactly! Horrible natural disaster, zombie invasion, whatever. I'd wither away just from not knowing how to feed myself.
S: Surely you've watched enough shows about stuff like that to manage.
L: Yeah, you'd think so, but no. So, what exactly happens on one of these survival holiday thingamajigs then?
S: Well, some of them test your skills from the get go without any training at all.
L: Sink or swim.

S: Yeah. I mean, it'd be pretty cool to test your wits to see how you'd do and I doubt they'd, you know, let you die or anything. They must track you or … there's this one where they literally take you anywhere in the world by private plane and drop you in the middle of nowhere and you have to find your way back to civilisation. Can you imagine?
L: It must cost a bomb.
S: Well it's all tailor-made so I expect so.
L: So, you're not doing that one, then.
S: No. I'm not going to be cast away on a desert island either. As nice as it sounds, I think I'd rather go somewhere like that to lie on the beach, not walk up and down it for hours on end picking up firewood. No, I'm off on an adventure at a survival training lodge.
L: A lodge? I thought you'd be sleeping under the stars. Sounds far too luxurious.
S: I'll admit, the accommodation looks pretty comfortable and with all mod cons – hot water, modern kitchen and the like.
L: Sounds like a bit of a cheat to me. Not so much survivalist as pretending to get a bit closer to nature.
S: Ooh, you sceptic you. It is my precious time off, I'll have you know, and I don't want to go back to work more tense than when I left!
L: I'm just pulling your leg. What kind of stuff will you do?
S: It's like navigation and being able to start a fire, forage for food and all that.
L: Well, they're all pretty handy skills in a dreadful apocalypse. Imagine being able to navigate via the sun and the stars, like in the olden days! Is that what you hope to get out of this whole thing then? New skills? I mean, I can see the attraction of being a little bit more independent. We rely so much on others for our very basic needs, and as I said before, it's a bit scary to realise just how dependent we are.
S: There's that, but I think I just want to connect a bit more with nature. I'm not trying to sound like some kind of hippy, but I spend a lot of time stuck indoors, it might be nice to get outside for a bit.
L: Sounds like human rewilding. Have you heard of that?
S: No, what is it?
L: It's basically what you've just described. You know how some people are putting wildlife back into areas where humans have created some kind of imbalance?
S: Not really, but I get what you mean.
L: Well, human rewilding's about trying to reconnect humans with the world around them, returning them to the natural world they used to inhabit but no longer do.
S: Huh, guess that's what I'll be doing on my trip then!

UNIT 10 Recording 1

P = Presenter N = Nessa

P: Before we can even think about games design, we need to understand the psychology behind games – what they are, why we play them and what keeps us playing them. So, I'm here with lecturer in games design Nessa Parks, to find out more about this. Nessa, can we start right at the beginning? What exactly is a game?
N: Well, there's a well-known games designer called Chris Crawford, and he says that a game has an objective, as opposed to a toy, which doesn't.
P: OK, that makes sense.
N: But when a person works towards that objective alone, it's a puzzle because there's no conflict. It's only a game when it's done with others. And you have to be able to influence those others in the game, otherwise, it's just a competition like a race.
P: OK, well that's new, I've not thought about it that way before.
N: No, but you need to know if you want to be an effective games designer.
P: So, Nessa, why do we play games? Is it the objective that motivates us, then?
N: Er … there are suggestions that we play to develop physically to, you know, prepare us for whatever challenges come our way, but without risking threats of injury. I'm not sure how appealing that theory is. It could be to develop mentally, but I favour the argument that games create situations where we can achieve something and feel good fast. In the real world, goals can take a really long time to achieve. We might plug away at something for ages before we get any kind of positive feedback, or achieve success.
P: I personally think games are a good stressbuster, too.
N: Yeah, games can push us into a state of mindfulness, as we shut everything else out and focus on the here and now. That's a good way to alleviate stress, although of course that's assuming you don't keep suffering humiliating defeats!
P: As is usually the case with me!
N: And there's the fact that games can raise levels of optimism and joy. Actually, one thing that I don't think's talked about enough is the improved hand-eye coordination we get when playing video games. Did you know that in certain medical circles, surgeons who play games regularly can be quicker and make fewer mistakes than others?
P: No, but that's really interesting! OK, let's talk specifically about video games then, now you mention them. Are video games like other games, is it about having an objective?
N: Hmm, achievement is a key motivation, sure, but there's also competence to consider. One theory says that's only achieved through what's called 'flow' – that's the complete mental focus that a person achieves when they're so engaged they want to keep playing, but not challenged so much they feel disheartened and give up. It's that optimal combination that games designers really need to think about.
P: I imagine that's hard.
N: Yes. There's also social interaction of course, and cooperation, especially in multi-player games. Plus aesthetics.
P: What do you mean by aesthetics?
N: It means, like emotions. There's a pivotal paper from 2004 that identified eight 'aesthetics' that players experience, like the ability to create whole new worlds in your mind, voice your opinion, get involved in the story, discover new lands. Designers tend to focus primarily on the game mechanics, like the actions, the visuals and the processes involved, whereas those things should really come after thinking about what aesthetics they want to inspire among gamers. Those should then help to determine the mechanics. I think some games would have been a lot better if the developers had done it that way.
P: Well, that's certainly a different way of thinking about it. By the way, back to those surgeons who play video games, …

ANSWER KEY

UNIT 1

1A

1
1 take 2 get 3 give 4 do 5 make
6 done 7 give 8 take

2
1 ~~do~~ **make** a success 2 ~~make~~ **get** some fresh air
3 ~~held~~ **went** on a search
4 ~~getting~~ **going** for a run
5 ~~give~~ **do** me a lot of good
6 ~~make~~ **have** a lie-down

3
1 **A** people talking **B** the effort
2 **A** a contribution **B** into consideration
3 **A** a well-earned rest **B** rock-climbing
4 **B** a chat

4
1 b 2 a 3 a 4 b 5 b 6 a 7 b

5
1 have been helping 2 has been 3 had lost
4 will have provided 5 have only been able to
6 had run 7 has been working
8 has only managed 9 has brought
10 have found

1B

1
1 Do you happen to have lost a blue backpack?
2 It seems that very few people can make it.
3 It turned out to be really good actually!
4 Ewan appears to be ignoring me.
5 You appear to have left your phone at my house.

2
1 to have turned up 2 to have left
3 that I bumped into 4 to be getting
5 are enjoying

3
A: My colleague whistles as he works. It's starting to ~~get~~ **drive** me up the wall. Do I say something or just ~~chew~~ **bite** my tongue?
B: If it's annoying you, you should get it off your ~~neck~~ **chest** now. Bottling it ~~down~~ **up** doesn't help. I find that once something like that gets under my ~~thumb~~ **skin**, I can't stop thinking about it. Say something politely now before you end up lashing ~~in~~ **out** at him in anger.
A: I guess I can do it quietly, without ~~taking~~ **making** a scene. He seems to have a ~~hard~~ **thick** skin, so I don't think he'll get upset.

4
1 a brave face 2 a huge scene 3 up the wall
4 bottle up 5 off our chest 6 off steam
7 perspective 8 a step back

1C

1
1 glowing 2 sugary 3 meagre 4 screaming
5 doting 6 blind 7 lukewarm 8 durable

2
1 die-hard 2 outrageous 3 modest
4 flimsy 5 Doting 6 educational 7 gushing
8 bite-size 9 nutritious

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

4
1 to give 2 to put 3 To begin/start 4 To cap
5 To be 6 To cut 7 to add 8 to say

5
1 to cut a long story 2 to add insult to injury
3 to be/make sure 4 to say the least
5 to put it bluntly 6 To be perfectly honest

1D

1
1 exchange 2 brain(s) 3 small 4 mingle
5 hovering 6 blank 7 ice 8 breaker

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

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

4
1 mind 2 reminds; time 3 once; unlucky; story
4 experience 5 interrupt

5
1 don't mind me
2 (do) carry on
3 I'd love to join (in) this/the conversation
4 I once sent an email to a client
5 A similar thing happened to me

Reading

1–2
b, c, e

3
1 nature 2 nurture 3 guardians 4 five
5 degree

4
a 6 b 2 c 4, 5 d 2 e 3

5
1 T 2 F 3 T 4 F 5 T 6 F 7 T 8 F

6
1 exert 2 grouchy 3 placid 4 fiery
5 genetic make-up 6 our flesh and blood
7 cancelled each other out 8 correlates

7
1 in this regard 2 some way to go
3 On the flip side 4 making a concerted effort
5 set in stone

8
1 set 2 exerts 3 make-up 4 flesh 5 placid
6 fiery 7 flip side

Listening

1
vision, communication skills, empathy

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

3
1 let's face it 2 rigid 3 the weakest link
4 impress on 5 subordinates 6 at your peril

4
1 let's face it 2 weakest link 3 subordinates
4 impress on 5 at their peril 6 rigid

Writing

1
He/She wasn't successful and gave up.

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

3
a 2 b 2 c 1 d 2 e 2 f 2 g 1 h 2

4
1 chop off their foot 2 a million years
3 on the planet
4 quite literally make an elephant look elegant
5 we nearly died

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

6–11
Students' own answers. See the model blog post in Exercise 4.

UNIT 2

2A

1
1 set 2 reverse 3 marks 4 tipping/turning
5 promising 6 passed

2
1 on the up 2 an upward trend 3 look set to
4 setting the trend 5 revert to 6 reversed

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

4
1 's becoming 2 to be moving 3 's been trying
4 've been watching 5 Will (you) be seeing
6 are being offered 7 have been dripping
8 've been planting

2B

1
1 to be 2 unlikely 3 have come 4 to
5 certain

2
1 is sure to be challenging
2 is unlikely to have been at fault
3 certain that Mrs Williams will be the new head of department
4 is highly likely to get the job
5 sure the meeting will go on for hours
6 is certain to have had a hand in the decision

3
1 is likely to offer
2 it is likely that all universities will soon offer
3 are certain to be
4 am certain that professional studies will also play
5 universities are certain to (have) put
6 Businesses are likely to forge/have forged

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

5
1 lukewarm response 2 resistance
3 pushback 4 taken greater issue 5 open to
6 loath to 7 go along with

2C

1
1 chaotic 2 charming 3 mob 4 exploit
5 rowdy 6 vintage 7 firm 8 economical

2
1 run-down 2 affordable 3 penny-pinching
4 problem 5 group 6 lively 7 mobs
8 rowdy 9 harsh 10 challenge
11 economical

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

4
1 all we need is / all that is needed is
2 it was Malanda who/that
3 What I particularly miss are
4 All I did was (to)
5 What I want to do is (to); What I'm actually doing / going to do is
6 What I'm saying is (that); it's not job security (that)

2D

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

2

Eliciting more information
Do tell! Go on. How so?
Show you're listening
How rude! No way! The cheek of it!
Getting back to what you were saying
Getting back to … So, as I was saying … What I was trying to say was …
Keeping your turn
Hang on, there's more. Let me finish. Wait, hear me out.

3
1 The cheek of it 2 Hang on, there's more.
3 what happened then
4 Getting back to what I was saying earlier
5 Do tell 6 How so 7 No way

4
1 it's getting late
2 It was nice to meet / meeting you
3 I'll have to / I need to stop you there
4 I might have to make a move
5 I'll let you get back to work 6 I'd best be off

Reading

1
The movement is about not being disturbed by work communication outside of work hours.

2
c

3
1 b 2 b 3 a 4 a 5 c 6 a

4
1 our heads hit the pillow
2 out-of-hours/out-of-work 3 compensation
4 time zones 5 one-size-fits-all 6 eradicate

5
1 gaining 2 enact 3 safeguard 4 follow
5 cast 6 recharge 7 clog 8 span

6
1, 4, 5

Listening

1
b

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

3
1 g (perpetual – continuing all the time)
2 b (propensity to – natural tendency to)
3 h (bombarded with – given too much of)
4 d (dwell on – talked about for too long)
5 a (cliché – a phrase used so much it's no longer effective)
6 e (reminisce about – think/talk about pleasant events in your past)
7 c (at the forefront – in the leading position)
8 f (fall into the same trap – make the same mistake)

Writing

1
1 expensive 2 Friday 3 compliment
4 shared goals 5 unacceptable 6 safety
7 less formal 8 persuade

2
1, 3, 6

3
1 I sincerely hope we will be able to find a way forward.
2 The reason for this is that we have a limited budget.
3 I'm very impressed with the high quality of your product.
4 I'm afraid that the delivery date is unacceptable to us.
5 Using a different supplier would be a matter of regret to us.
6 We have to stick to our original agreement, I'm afraid.
7 Once again, I'm really pleased with your work.
8 If it's not possible, we'll need to make alternative arrangements.

4
1 e 2 a 3 c 4 d 5 b

5
Students' own answers.

6
Possible answer

Hi Raj,

Thank you very much for the costings. The offer to supply flags free of charge is much appreciated. Unfortunately, the price of the tables and chairs is too high at present. We have a limited budget, with no possibility of increasing it. I wonder if you could take another look at your quote and see if you could bring it down by 5 percent? If so, we will be able to place the order immediately.

I've heard many great things about your company, including how flexible you are. I'd love to work with you and sincerely hope we will be able to find a way forward. If you could let me know as soon as possible, I'd be grateful. If you can't lower your price, I'll need to make alternative arrangements.

Hi Bev,

Thanks so much for the poster.

I think the content of the poster is great, but I wonder if the design is currently more suited to a children's event rather than one for the whole family. Would you be able to make it a bit more adult? I know you'll have lots of tricks up your sleeve, so hopefully, it won't take you long to make the necessary changes.

Let me know if you want to talk it through.

UNIT 3

3A

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

2
1 is it 2 mean that 3 how 4 aren't you
5 know where (the nearest chemist) is

3
1 Isn't it Matt's job to organise it/that
2 Where is it that we went last year
3 Do you know if the art museum allows
4 Isn't it possible to hire out the aquarium
5 It'll be very expensive, won't it
6 So you mean we need to come up with

4
1 idea 2 out of 3 springs 4 dawns
5 bounce 6 passing 7 brainwave

5
1 It occurs to me
2 bounce some ideas around for our project / bounce around some ideas for our project
3 one of us will have a brainwave
4 given me the idea
5 was just a passing thought
6 any bright ideas
7 dawned on me what you need me to do
8 I'm out of ideas

3B

1
1 circles 2 brain 3 over 4 pin 5 root
6 light 7 in 8 take

2
1 racking 2 mull 3 brainwave 4 baffled
5 deliberate 6 zero 7 puzzled 8 ponder
9 underestimate 10 intuitive

3
1 a 2 b 3 a 4 a 5 b 6 a

4
1 for fear of missing out
2 since the Olympics will be finished / will have finished
3 seeing as you're not studying
4 Being new
5 seeing as you always help me
6 At the risk of me asking
7 in that I need to study

3C

1
1 quite 2 virtually 3 perfectly 4 bitterly
5 somewhat 6 deeply 7 totally 8 barely

2
1 deeply concerned 2 pretty sure
3 perfectly/pretty pleasant
4 totally/utterly ridiculous
5 totally/utterly ruined 6 virtually impossible

3

1 unsubstantiated 2 misrepresent
3 stereotypes 4 angle 5 investigations
6 exposé 7 impartial 8 smear campaign

3D

1
1 mud 2 clear 3 finger 4 hidden 5 plain
6 day

2
1 plain English 2 as clear as mud 3 crystal clear
4 hidden agenda 5 (quite) put my finger on

3
1 points 2 previous 3 back 4 gist
5 former 6 nutshell 7 only 8 was

4
1 In the following section, we'll examine the problem.
2 So what happened was, we tried but failed.
3 The first thing you need to know is that it's all true.
4 What they did was interview 100 families.
5 In that case, we should all take these ideas on board.
6 The gist of it is that prices are going up.
7 The main points are as follows.
8 Not only was it expensive, but it was poor quality.

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

Reading

1
b

2
a 4 b 2 c 3 d 1

3
1 P 2 N 3 P 4 N

4
1 Harley, Theo 2 Ahmed 3 Theo, Jacklyn
4 Ahmed, Jacklyn 5 Ahmed 6 Theo 7 Harley
8 Ahmed, Jacklyn 9 Jacklyn 10 Jacklyn

5
1 goes to your head 2 pesters 3 culprit
4 adoration 5 pull a (strange) face
6 are propelled into 7 lucrative
8 saving grace 9 gripe 10 consolation

6
1 propelled into 2 adoration 3 lucrative
4 go to your head 5 pestered
6 pulling a (strange) face 7 culprit
8 saving grace 9 gripe 10 consolation

Listening

1
1 informal 2 one

2
1 F 2 T 3 T 4 F 5 F 6 F 7 T 8 T
9 F 10 T

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

4
1 was anything to go by 2 get the picture
3 in my defence 4 as far as to say that
5 will take some of the shine off

Writing

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

2
1 e 2 d 3 a, c 4 b, f

3
1 I write as someone with extensive knowledge of the industry. (3)
2 Escape rooms are said to alleviate stress. (3)
3 There would be tremendous impact on local businesses. (2)
4 I am certain you will see the benefit. (4)
5 The current situation is dire and must be addressed. (1)
6 The business is sure to benefit the area in several ways. (2)
7 The need for more facilities is undeniable. (1)
8 Research shows that people are in need of more facilities. (3)

4
Financial support and advice.

5–10
Students' own answers.
For a sample answer to Exercise 8, see the model text in Exercise 1.

UNIT 4

4A

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

2
1 sweat 2 traumatic 3 attack 4 buzz
5 daunting 6 exhilaration 7 churning

3
1 wouldn't 2 He'll 3 will 4 won't 5 We'd
6 have seen 7 tell 8 be waiting

4
1 will insist on 2 'd/would put on
3 wouldn't come 4 will have complained
5 'll/will be 6 'll/will be waking up
5
1 'd/would spend hours 2 will borrow things
3 wouldn't say why 4 will have seen
5 will be practising 6 wouldn't start

4B

1
1 regular 2 prior 3 impact 4 household
5 strong 6 resource 7 exorbitant 8 mutual
2
1 d 2 a 3 c 4 a 5 c 6 b 7 d 8 c
3
1 b 2 b 3 a 4 b 5 a 6 a
4
1 haven't logged in
2 is now / will now be / has now been
3 enter / entered 4 doesn't work / won't work
5 ('ve/have) typed in 6 will/should be 7 do
8 won't/doesn't work 9 'd like
10 'll/should be able to

4C

1
1 savoury 2 fluffy 3 succulent
4 crystal-clear 5 shrill
2
1 savoury 2 crystal-clear 3 shrill
4 metallic 5 blurry 6 muffled 7 textured
8 fleeting 9 resonant 10 rich
3
1 pungent 2 faint 3 aroma 4 mellow
5 silky 6 shrill 7 muted 8 vibrant 9 hazy
4
1 f 2 b 3 d 4 a 5 c 6 e
5
1 It was tough, but ~~somewhat~~ **somehow**, we did it. Well done us!
2 correct
3 This film is so strange, it's verging ~~in~~ **on** ridiculous.
4 Can you make ~~on~~ **out** the shape of a dog in those clouds?
5 I was given ~~which~~ **what** could only be described as a bowl of coffee – the cup was enormous!
6 That shirt's definitely ~~greyish~~ **grey**, not green as you said.
7 Do you want me to order sushi, or ~~this~~ **that** kind of thing?
8 I might ~~be possibly~~ **possibly be** late home tonight.
6
1 somewhat/vaguely warm 2 six-ish
3 somewhat/vaguely familiar 4 might possibly
5 something resembling 6 described as
7 verging on 8 somehow start

4D

1
1 amicable 2 cathartic 3 de-escalated
4 steam 5 indisputable 6 through 7 motives
2
1 and take 2 their heels in 3 a compromise
4 the difference 5 bargaining 6 the deadlock
7 to their guns 8 concessions
3
1 d 2 a 3 e 4 b 5 c
4
1 Maybe we could try **and** work something out.
2 It's not **that** I don't trust you, of course.
3 It must have **been** quite upsetting to see that.
4 I suppose I might be able **to** wait a few days.
5 How come you're here, **if** you don't mind me asking?
6 I **may**/**might** have lost my temper a little yesterday.
5
1 b 2 d 3 c 4 a 5 f 6 e

Reading

1
cave diving
2–3
a The divers struggle to find their way, (Nothing ominous hinted at what was to come) but are led to safety (A guiding light)
4
1 ventured 2 anticipation 3 complex
4 sediment 5 concern 6 time 7 fluorescent
8 stupor 9 unnerved 10 relief
5
1 murky 2 clutched 3 dank 4 forking
5 wound our way 6 dredging up 7 scraping
8 drag 9 confined
6
1 murky, confined 2 forking 3 dank 4 clutched
5 wound our way, scraping, dredging up, drag
7
1 wound 2 confined 3 scraping 4 drag
5 clutched 6 forked 7 dredged up 8 dank

Listening

1
c
2
1 F (He isn't sure if it's that or his mind.) 2 T
3 T 4 F (He feels them rather than sees them.)
5 F (They're like art work.) 6 F (It irritates her.)
7 T 8 F (He fills in gaps with his own experiences.)
3
1 clarity 2 sketchier 3 thin 4 bits and pieces
5 snippets 6 fuzzy 7 irks 8 contradicts
9 revert

Writing

1
only a little experience
2
a 2 b 5 c 1 d 4 e 3
3
1 T 2 T 3 T 4 T 5 F 6 T
4
They help to put a positive spin on Lee's experience when it isn't substantial.
5
1 proficient in exploiting
2 taught me the value of being / taught me to be
3 a great deal
4 have a good understanding of
5 was instrumental in implementing
6–7
Students' own answers.
8
Possible answer

Dear Mr McCarter,

I am writing to apply for the position of intern, as advertised on your website. I believe that my experience of the financial industry and social media, combined with my energy and enthusiasm will make me an attractive candidate to your firm.

I have recently graduated from university, having obtained a first-class degree in business studies. I have a good understanding of the financial sector, having specialised in finance in the final year of my course. I have always had an interest in figures and money, and hope to be able to obtain full-time work in the industry.

As well as having a keen enthusiasm in financial services, I also have a great deal of experience working with social media. I have my own video channel where I produce regular videos giving financial tips to young people. This channel has gained a great deal of interest, with a current following of over 260,000 people. I have become proficient in exploiting social media in order to attract attention and gain more followers.

Last year, I spent a summer as an intern at a marketing company. This was to gain further experience in selling products and services online. I was asked to research demand for a client's product and was therefore instrumental in helping that company determine future steps. This experience taught me the importance of being organised, and communicating well with clients and consumers both face-to-face and online.

I believe that with my knowledge of the financial services and my knowledge of and experience in using social media to attract the attention of consumers, I will be a great asset to your organisation. The role would allow me the opportunity to gain vital experience within the industry I want to work in permanently, and for that reason I very much hope that you will consider me for the position. I look forward to hearing from you in due course.

Sincerely,

9
Students' own answers.

UNIT 5

5A

1
1 given 2 inasmuch as 3 Provided
4 not to mention 5 nonetheless 6 let alone
7 Granted
2
1 Supposing you're offered
2 regardless of the breeze
3 Granted, I have a cat
4 let alone do the washing
5 not to mention the music festival
6 given how little time we had
3
1 futile 2 negligible 3 groundbreaking
4 overrated 5 immaterial 6 indispensable
7 pivotal 8 peripheral
4
1 noteworthy 2 pivotal 3 negligible
4 indispensable 5 immaterial 6 futile
7 worthless

5B

1
1 a 2 a 3 b 4 a 5 b 6 b
2
1 B: Fine. We were doing badly at the beginning, but we ~~put~~ **picked** ourselves up and started again at half time.
2 B: No, let's throw caution to the ~~rain~~ **wind** and find something when we get there.
3 B: You're right. I really need to get out of my comfort ~~area~~ **zone**.
4 B: Good, except for this stupid joke I told at the end. It fell really ~~narrow~~ **flat**.
5 B: Yes, I really ~~fell~~ **went** for it, and did better than anyone expected.
6 A: Well, after today's disaster, it's clearly back to the ~~writing~~ **drawing** board for us.
3
1 b 2 c 3 a 4 d 5 b 6 c 7 d 8 a
4
1 d 2 f 3 b 4 h 5 a 6 g 7 e 8 c
5
1 snows; might make
2 wouldn't be paying; had seen
3 could have met; hadknown
4 had free time; would/could have helped
5 don't do your homework; will/might ground
6 used/had used; wouldn't have reversed

5C

1
1 debris 2 disinfect 3 spruced up
4 immaculate 5 spotless 6 scrubbed
7 hygienic 8 muck
2
1 a 2 b 3 a 4 b 5 c 6 a 7 b 8 a
9 c
3
1 could stay 2 had talked 3 took 4 were
5 hadn't said 6 started helping
7 wanted to say 8 would look
4
1 If only you ~~haven't~~ **hadn't** sat on your glasses. You'd be able to see!
2 It's about time you visit**ed** us.
3 If only he ~~stopped~~ **would stop** being so angry. He'd be much happier.
4 I wish we ~~don't~~ **didn't** have to work tomorrow.
5 I wish you**'d** stop playing silly jokes on me.
6 correct
5
1 got; hadn't got up 2 would stop
3 went out 4 could drive; started
5 hadn't agreed; would have been/would be
6 were; gave

5D

1
1 snowed; otherwise; backlog 2 pop; hectic
3 playing 4 awkward; hands

2
1 grateful 2 suppose 3 ask 4 difference
5 favour 6 pressure 7 mean 8 realise

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

4
1 you might be able to lead it
Friday is out of the question
2 mind if I ask you a small favour.
I'd love to help, but I can't
3 I don't suppose you could come with me
it's not going to be possible
4 Is there any way you could
I don't want to put pressure on you
would make a huge difference to me
I'll see what I can do
5 I realise it's a lot to ask
but I'll do my best

Reading

1
b Time can make a difference to the way a person's actions are viewed.

2
1 a 2 a 3 b 4 c 5 c 6 a

3
1 perished 2 endeavours 3 accolades
4 inhospitable 5 treacherous 6 gruelling
7 consummate 8 revered

4
1 treacherous 2 endeavours 3 perished
4 revered 5 accolade 6 inhospitable
7 gruelling 8 consummate

5
1 consummate 2 endeavours 3 perished
4 accolade 5 revered 6 gruelling
7 inhospitable 8 treacherous

Listening

1
1, 2, 4

2
1 T 2 F 3 T 4 F 5 F 6 T 7 F 8 F
9 F 10 F

3
a up their game b morphed into c to no avail
d sick and tired of e pure and simple
f joking aside

Writing

1
b, c

2
1 T 2 F (just one) 3 T 4 F 5 T 6 T

3
It uses information from both sources and synthesises it, using different words.

4
1 A, B 2 C, D 3 C 4 A

5–6
Students' own answers.

7
Possible answer

The word 'hero' means different things to different people. Dictionaries tend to define a hero as someone who is brave, but for other people it might simply be someone who inspires them. I believe that heroes are extremely important for all of us and that who we choose to view as a hero is not actually important.

Heroes show us the way. For children, heroes provide a benchmark for behaviour, and teach them what is good and what is unacceptable. This is vital, as it helps children to make sound decisions as they become young adults. Without heroes, children may not develop the kind of good moral judgement they need to become effective members of society. Of course, for many children, a hero can be a comic book character with superpowers, but it can just as easily be an ordinary person with no exceptional powers at all, such as a grandparent.

Heroes can provide a path for adults, too. Often in our lives, we encounter obstacles that may feel unsurmountable. Looking to heroes can give us strength and resilience. We see others who went through something similar and survived and it gives us comfort to know that we can do the same. Often, having a hero is simply about making a connection with someone else so that we receive comfort in times of difficulty. Emulating our hero may also help us to overcome the obstacle, giving us a renewed sense of hope in the process.

It is true that these days, people often call celebrities 'heroes' when in the past that term may have been reserved for people who made a much bigger impact on society – people who made great sacrifices for others or people who effected social change. However, I would argue that the type of hero we choose to admire is irrelevant. We may select a hero because we feel we can identify with him or her in some way. Or we may choose them because they are brave where we feel weak, or we simply feel awe when we hear their story. We choose heroes based on our background, our experiences, our interests and so on. We are not all the same. Therefore, our heroes cannot all be the same.

To conclude, we all need to be inspired to live better lives. That may mean admiring someone who performed a heroic act, showed bravery over a long period of time, or who we recognise as being a better version of ourselves. A hero can motivate us to transform ourselves so that we lead better lives. This can help to create a more exceptional society – something we should all strive for.

8
Students' own answers.

UNIT 6

6A

1
1 b 2 a 3 b 4 a 5 b 6 a

2
1 predictions are made
2 He is primarily remembered
3 He also predicted
4 the same figure which/that was announced by the United Nations
5 the term 'wireless' was used
6 computers were not/weren't yet (being) used
7 Brunner had been inspired
8 (which/that) Brunner was devoted to
9 they might develop
10 miners have never been / were never employed

3
1 backdrop 2 realities 3 evoke 4 mirrors
5 reflect 6 tie/tap

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

6B

1
1 comply 2 regulation 3 frozen
4 monitored 5 unlicensed 6 evade

2
1 restrict 2 curb 3 sanctions 4 breach

3
1 unauthorised/unlicensed
2 Unauthorised/Unlicensed 3 penalties
4 violates

4
1 I suggest he call the help desk.
2 It's crucial that everyone stay calm.
3 Far be it from me to tell everyone what to do.
4 The suggestion is that we delay our plans for now.
5 Suffice to say, this is the best option.
6 The advice that we follow government guidelines is sound.
7 We are determined to succeed, come what may.
8 It's best that Freddie stay here to recuperate.

5
1 I propose that Jenny **be**/**is** the one to lead the project.
2 We suggest Sara **make**/**makes** an appointment again in a month.
3 Far be **it** from me to criticise, but this is clearly unacceptable.
4 He's not welcome here. It's best **he** leave.
5 The suggestion **that** Jan play in goal didn't go down well.
6 It is imperative that Ian **pay**/**give** more attention to what's going on.
7 Suffice **to** say, we're no longer pursuing this course of action.
8 We'll all be here, come what **may**.

6
1 recommended (that) she take(s) 2 be/is sent
3 come what may 4 Far be it from me
5 essential (that) the company be/is
6 Suffice to say

6C

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

2
1 the most highly regarded
2 most well-known/best-known
3 held/could hold a candle to
4 as witty as
5 speak as beautifully as
6 bears no comparison

3
1 is nothing like (the same as) my sister's attitude to life
2 I'd sooner eat dirt than
3 isn't (even) in the same league as
4 just that/a (little) bit further/farther/more/longer
5 isn't a patch on

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

5
1 surreal (strange) 2 fitting (appropriate)
3 repulsive (disgusting) 4 witty (cleverly amusing)
5 captivating (engaging)
6 novel (new and different) 7 inventive (creative)
8 quirky (unusual in a good way)

6D

1
1 long shot 2 a lot of flak
3 fighting a losing battle 4 double-edged sword
5 Stick to your guns 6 up in arms
7 went great guns 8 set my sights

2
1 I've set my ~~looks~~ **sights** on going abroad to study.
2 I know it's a ~~short~~ **long** shot, but I think it could work.
3 People are up in ~~legs~~ **arms** about the new traffic system.
4 You're going to get a lot of ~~flock~~ **flak** for posting that comment.
5 I always feel like I'm fighting a ~~failing~~ **losing** battle.
6 Choosing where to go to university is a ~~mindfield~~ **minefield**.

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

4
1 correct 2 Along 3 implying 4 you
5 Going

5
1 for want of a better word
2 what you're (actually) implying is
3 It's interesting that you mention/mentioned
4 Do you mean to say
5 Going back to what I said
6 would have (serious) repercussions

Reading

1
Students' own answer.

2
c

3
1 a 2 b 3 a 4 a 5 b 6 b 7 b

4
1 T 2 F 3 F 4 F 5 T 6 F 7 F 8 T

5
1 shomemedjamo 2 myötähäpeä
3 kummerspeck 4 feng shui 5 natsukashii
6 lagom

6
1 bittersweet 2 encapsulates
3 stuff yourself 4 vicarious 5 melancholy
6 frivolous 7 mortified 8 fondness
9 essence

7
1 essence 2 frivolous 3 encapsulates
4 stuffed 5 melancholy 6 vicarious

Listening

1
b

2
1 b 2 b 3 c 4 b 5 c

3
1 aside; pivotal 2 see 3 notoriously; up front
4 knowledge 5 comes down

Writing

1
a

2
1 c 2 b 3 a

3
1 F (it's neutral) 2 T 3 F 4 F 5 T 6 F

4
1 1 each child was given
2 was told
3 data was collected
4 It was proved (by Watts) that
2 quite rightly, obviously,
as most scientists would do, definitely
3 a few = five
much smaller than = half that in
an even lower amount = a third
proved = suggested
definitely had = were likely to have

5
Students' own answers.

6
Possible answer

The Invisible Gorilla / Selective Attention Test

Aim
D.J Simons and C.F. Chabris of Harvard University wanted to find out if people only see what they are paying attention to, and therefore created a selective attention test.

Procedure
The test was carried out with 228 participants. Participants were asked to watch a video in which six people were playing with an orange basketball. They were asked to count the number of times the ball was thrown, bounced or passed between those people wearing white T-shirts, of which there were three. Between 44 and 48 seconds into the video, either a woman carrying an umbrella, or a man dressed as a gorilla walked from one side of the screen to the other, over a period of five seconds. When the video ended, participants were asked to complete a questionnaire, which included the question of whether they had seen anything unusual or not.

Results
50 percent of the participants said that they had noticed the woman with the umbrella or the man in the gorilla suit. This result suggests that inattention blindness does exist, in that when a person is focused on one thing, they may not see something else, even if it is very obviously there.

7–8
Students' own answers.

UNIT 7

7A

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

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

3
1 lost my bearings 2 as the crow flies
3 in the back of beyond 4 follow the herd
5 Go with your gut 6 get away from it all

4
1 the scenic route; steer clear of
2 ferry my kids around
3 get away from it all; the great outdoors
4 retraced your steps

7B

1
1 saw through 2 gullible 3 above board
4 bogus 5 con 6 ploy

2
1 vigilant 2 streetwise 3 ripped off
4 above board 5 scammers 6 gullible
7 con artist 8 lure 9 ruse 10 prey on
11 purport 12 being duped

3
1 a 2 a 3 b 4 a 5 b 6 b

4
1 I got to work at ten, **by** which time I'd already missed two meetings.
2 That's the woman I used to work **for**/**with** when I was at the hotel.
3 I keep in touch with my old school friends, two **of** whom live close by.
4 I've just read this article, according **to** which trees are all connected.
5 They say there's a storm coming, **in** which case we think we should leave.
6 Bill just told me there's a new email system **about** which no one had told me.

5
1 after which I got some strange emails
2 of whom I'd met before
3 which we can all contribute
4 whom immediately cheered me up
5 of which will naturally die out soon
6 at which point we knew we were going nowhere

7C

1
1 get 2 hand 3 basics 4 hand 5 depth
6 rounder 7 inept 8 savvy

2
1 inept; natural
2 accomplished; proficient; rusty
3 novices; clueless; illiterate
4 aptitude; dabbled
5 all-rounder

3
1 Not everyone ~~is~~ playing in the current team is all that good.
2 I prefer to wear clothes ~~are~~ made by hand.
3 We've literally got no time ~~when~~ to do this.
4 I'm following a blog ~~is~~ by a renowned psychologist.
5 correct
6 This report ~~which~~ is full of mistakes.
7 correct
8 The people ~~who~~ answering the phones at my bank always sound bored!

4
1 wearing 2 costing 3 to do 4 standing
5 made 6 to choose 7 wanting 8 left

5
1 Look at work by people better than you to find inspiration.
2 Anyone wanting to succeed should start with small goals.
3 There are tonnes of 'how to' videos to watch online, so choose carefully.
4 Don't compare your progress to other people doing the same thing.
5 Give yourself a reward for progress made. You deserve it.
6 Only listen to advice given by people who can do it themselves.

7D

1
1 motion 2 eloquently and coherently
3 rebuttals and counterarguments
4 from the floor 5 substance 6 refuted
7 rhetorical skills 8 chair 9 ground rules
10 sway 11 show of hands

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

3
1 b 2 a 3 e 4 c 5 d

4
1 firmly 2 case 3 experienced 4 fact
5 point 6 sum

Reading

1
c

2
1 2 2 5 3 3 4 1 5 5 6 2 7 6 8 4
9 5

3
1 F 2 F 3 F 4 N 5 T 6 F 7 T 8 T
9 N 10 F

4
1 gave way to 2 dip low 3 making haste
4 drifting off 5 well trodden 6 pervade
7 churned 8 refining 9 discarded
10 devoured

5
1 drifted off 2 gave way to 3 devoured
4 make haste 5 discarded 6 well-trodden
7 pervading 8 churn 9 refining 10 dipping

Listening

1
1 b 2 b 3 a

2
1 wheel 2 tyre 3 inner tube 4 ripped
5 air 6 water 7 patch 8 harmful

3
1 c 2 e 3 b 4 d 5 a

4
1 F 2 T 3 F 4 F 5 T 6 F

Writing

1
four

2
1 you'll be efficiently up to speed
2 requiring you to wait before you can play again
3 a must have for all bike lovers
4 sucked me in for hours.
5 give a lifelike effect of speed
6 can keep you engaged

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

4
d metaphor d personification f simile

5
1 on a Boeing 747 (N) 2 drifted away (N)
3 breeze (P) 4 nagged (N) 5 silk (P)
6 devoured (N)

6
1 S 2 M 3 M 4 P 5 S 6 P

7–10
Students' own answers.
See review in Exercise 1 for a model answer.

UNIT 8

8A

1
1 saving 2 notice 3 to have 4 to eat
5 saying 6 to count

2
1 often find myself sitting
2 'm forever having
3 often catch myself doing
4 tend to talk
5 have this/an overwhelming urge to press
6 can't stop myself (from) feeling
7 have this/a habit of coming up
8 have this/a tendency to cross

3
1 fool 2 out 3 arms 4 world 5 red
6 butterflies 7 swallow 8 moon

4
1 'm over the moon 2 was in stitches 3 see red
4 feel out of it 5 was quite shaken up
6 feel on top of the world 7 up in arms
8 wanted the ground to swallow me up

8B

1
1 a 2 d 3 c 4 b 5 e

2
1 threshold 2 set 3 about 4 assumed
5 verge 6 due 7 course

3
1 was due to be released
2 was on the verge of changing
3 were set to charge
4 were expected to capture
5 were about to start stocking

4
1 benefit of hindsight 2 weigh up the options
3 pan out 4 stopped short of
5 agonising over 6 quandary

5
1 over; torn 2 short 3 pan; reflection
4 hindsight

8C

1

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

2

1 Under no circumstances ~~you should~~ **should you** go to work today.
2 correct
3 No matter **how** energetic you feel, don't start too fast.
4 ~~Where~~ **Wherever** you go, always take your mobile phone with you.
5 ~~Not~~ **No** matter when you leave, come and say goodbye.
6 On no account **whatsoever** should you ~~whatsoever~~ ignore my advice!
7 correct
8 ~~How~~ **However** we travel, we should be sure to book it early.

3

1 whichever rural area you're moving/going to move to, follow
2 Whatever you do, make sure
3 under no circumstances should you fail to say
4 no matter how much you need the internet, you should be prepared
5 no matter how early it is, take
6 however busy you are, you should make

4

1 play it safe 2 watch your step
3 run the risk 4 keep your head down
5 play with fire 6 take a calculated risk
7 coast is clear 8 out of the woods

5

1 fire 2 head 3 safe 4 coast 5 run
6 woods 7 calculated 8 step

8D

1

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

2

1 crackly 2 cutting 3 fault 4 catch
5 signal 6 get 7 mean 8 spell

3

1 I'll let you get on. (F)
2 I expect you're calling about your account. (P)
3 I'm sorry, but I'm really busy at the moment. (F)
4 Just give me a sec. (T)
5 Was there something I can help you with? (P)
6 One moment, I won't keep you. (T)
7 Was there something you wanted? (P)
8 It's been great talking to you. (F)

4

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

Reading

1

a

2

a, d

3

1 a change was possible 2 doesn't believe
3 independent of 4 physically demanding
5 Jessica's earnings 6 Justin's 7 loud
8 ate their crops

4

1 baffled 2 ditch 3 serenity
4 headless chicken 5 peace 6 swap

5

1 hustle and bustle 2 in a rut
3 dawned on me 4 upped sticks
5 jumping in with both feet 6 a wake-up call
7 having green thumbs 8 for posterity
9 munching on 10 steep learning curve

6

1 dawned on 2 in a rut 3 hustle and bustle
4 upped sticks 5 with both feet
6 green thumbs 7 steep learning curve
8 wake-up call

Listening

1

None of them happened, according to the speakers.

2

1 b 2 a 3 a 4 c 5 b

3

1 buff (a history buff – someone interested in history who knows a lot about it)
2 foot (set foot somewhere – go to a place)
3 bell (ring a (faint) bell – reminds you of something but you can't remember what)
4 reins (take over the reins – take control of something)
5 tale (live to tell the tale – survive to tell people about an ordeal)
6 flash (in a flash – very quickly)

Writing

1

alibaboo and carney

2

1 captain 2 roland 3 alibaboo 4 tilly
5 harley 6 carney

3

1 2 2 3 3 1

4

1 made it clear 2 speak for everyone
3 deadly serious 4 wholeheartedly agree
5 nit-pick 6 valid and imaginative

5

Students' own answers.

6

Possible answers

To Calvin:
I wholeheartedly agree that just stopping is the desired goal. However, I have to disagree with the notion that it's easy. I can't speak for everyone, but I think many people find it extremely hard. People have busy lives, and as a result, we often turn to our bad habits to help us cope with the stress. Stopping a bad habit is hard at the best of times, even more so when we're anxious.

To Theo:
I'm not sure that's a valid statement. Knowing how to take small steps isn't obvious to everyone (see Calvin's comment above). If it was, more people would be able to kick bad habits. I think beebop's right in that understanding the underlying problem can help you to address the right thing. Often the habit is a symptom of something else, e.g. anxiety.

To Maisie
Like you, I don't like assumptions, but I think on this occasion we can safely assume that baby steps will work for even the most serious of bad habits. If Demi had suggested just stopping it completely as Calvin did, I'd be more in agreement with you.

To Arnie:
Sorry, I should have made it clearer that I'm not actually asking for advice for myself, but for a friend and I don't feel I can share information from a confidential discussion with him. So, for now, we'll just have to keep it general.

7

Students' own answer.

UNIT 9

9A

1

1 I turned round and realised that everyone ~~stared~~ **was staring** at me.
2 We were hoping to see Rick but unfortunately, he ~~didn't arrive~~ **hadn't arrived** yet.
3 As soon as the kids walked in, it was clear they ~~were~~ **had been** rolling around in mud.
4 Then he had the audacity to turn and laugh at us. ~~Could~~ **Can** you believe that?
5 As soon as the dog saw Vera, he~~'d~~ **leapt** up to greet her.
6 So I'm in the bakery when I ~~saw~~ **see** this amazing looking cake …
7 We were about ~~heading~~ **to head** out when we got the call.
8 I'd ~~been hearing~~ **heard** about that place, but I'd never actually been there.

2

1 was living 2 came/had come
3 hadn't been driving 4 made 5 was preparing
6 due to be 7 had gone 8 Do you know
9 had obviously picked up 10 laughed 11 tried
12 'd already called 13 'd confirmed
14 had already been eaten 15 wasn't

3

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

4

1 politely 2 dramatically 3 closely
4 continually 5 badly 6 unenthusiastically
7 competently 8 uncontrollably

9B

1

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

2

1 bird 2 juicy 3 salt 4 grapevine
5 two-faced 6 ears

3

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

4

1 Avril had been late to class again that day
2 hadn't been working
3 was thinking of going to stay
4 she's telling the truth (no backshift as the speaker wants to show agreement)
5 could do it
6 'd not heard anything about it (backshift not possible with past perfect)
7 's eaten there before (no backshift as the reporting verb is in the present)

5

1 was mentioned that 2 is said that
3 a child is said to take 4 was suggested that
5 was thought to have been
6 is often considered to be

9C

1

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

2

1 Having parked 2 given the chance
3 That said 4 considering 5 Speaking of
6 If possible

3

1 being 2 Having spent 3 told 4 knowing
5 taking 6 Filled

4

1 rectify 2 exacerbate 3 hampered
4 undermines 5 enhances 6 beautify
7 complicate 8 alleviate

5

1 deteriorating 2 impairs 3 compounded
4 aggravate 5 hindered 6 complicate
7 facilitate 8 alleviate

9D

1

1 b 2 e 3 a 4 c 5 d

2

1 entrepreneurial 2 confidence 3 Autonomy
4 ambiguity 5 acumen 6 adaptability
7 critical thinking 8 growth mindset
9 resilience 10 perseverance

3

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

4

1 did 2 reluctantly 3 hunch 4 whether
5 experiment 6 example

5

1 Perhaps a good example comes from my volunteer work.
2 It was a great experience for me because I learnt about systems.
3 After a few weeks, I noticed the meal system was slow.
4 I wanted to find out whether staff numbers affected the system.
5 What I did was offer to try out a new system.
6 Eventually, and very reluctantly, my/the boss agreed to let me do it.
7 It turned out my hunch was correct.
8 My experiment revealed that staggering mealtimes made the system faster.

Reading

1

b

2

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

3
1 undermining 2 exchanges 3 benign
4 eavesdrop 5 malicious 6 clarifies
7 mimicked 8 misrepresentation
9 circulates 10 shun

4
1 malicious 2 mimic 3 eavesdrop
4 circulate 5 benign 6 exchanges
7 misrepresentation 8 shunned 9 clarified
10 undermine

Listening

1
1 L 2 S 3 S 4 L

2
1 T 2 T 3 F 4 T 5 T 6 F 7 T 8 F

3
1 wither 2 thingamajigs 3 wits 4 bomb
5 on end 6 your leg 7 apocalypse 8 olden

4
1 wither (away) 2 (for hours) on end
3 pull(ing) your leg 4 apocalypse
5 thingamajig 6 the olden days
7 cost a bomb 8 test your wits

Writing

1
thriller

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

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

4
1 sadness 2 happiness 3 anger 4 anger
5 fear 6 sadness

5
1 crept 2 exuberant 3 twinkled 4 shiver
5 cavernous 6 bleak

6–7
Students' own answers.

8
Possible answer

Memories flooded her mind: the library, the book, and the coordinates, but more than that. Memories of learning about a betrayal, leaving herself the warning note, the 'accident' – her car, run off the road by a truck in the dark – waking up in a hospital bed with a chunk of time missing from her memory. But that memory was back with a vengeance. She knew what she'd find at the warehouse and she knew who she'd find there.

Pushing up off her hands, Magdalena got up fast, shoving away whoever was shutting out her light. She was shaking uncontrollably, but this wasn't from the shock of falling over, it was from the shock of remembering it all. She threw herself into the parked taxi.
'Drive!' she yelled, 'Get me to the business park on 426th Street. As fast as you can.'

A painful ten minutes later, the taxi pulled up in the car park of an old warehouse. Magdalena ran straight through the entrance way, worried she'd be too late, but as she neared the main warehouse floor, she changed her pace to an unhurried but confident one. There in front of her were four men and women in business attire, her aunt Rachel included, all sitting round a table with papers spread out in front of them. At the sound of her footsteps, they turned.

The aunt's face dropped for a fraction of a second before returning to the steely look Magdalena was more familiar with.
'Magda' she said, 'we weren't expecting you.'
'I bet you weren't,' Magdalena replied tartly. 'Let me guess, you're selling off our patent.'
'Well, with you incapacitated after your accident, the board was finally able to make a decision.'
Magdalena sucked in air between her teeth, seething. She and the board knew Magdalena didn't want to sell. By taking Magdalena out of the equation, there was no longer a stalemate.

Magdalena knew what she had to do. She took out her phone, scrolled through her contacts and started the call. As soon as it connected, she said 'Do it' and then ended the call. She looked at the people in front of her.
'Right now, my design is being sent to hundreds of tech companies around the world with their permission to use it as they wish. For free.' she said.
'No!' the aunt cried as if in pain. 'Do you realise how much money you've just given up?'
'I do,' Magdalena said 'but it was never about that.'
The man at the head of the table stood and gathered his things. 'I think we're done here,' he said to the aunt and took his leave, his lawyers trailing behind him. Magdalena turned back and stared her aunt straight in the eye. 'I think we're done, too,' she said, and walked out.

9
Students' own answers.

UNIT 10

10A

1
1 dawn 2 groundbreaking 3 spearheading
4 harness 5 paving 6 cutting-edge
7 catch on 8 limits

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

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

4
1 Nothing 2 really 3 better 4 unusual
5 do

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

10B

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

2
1 shuffled 2 dealt 3 placed 4 face
5 face 6 took turns 7 scoring 8 take
9 initial phase 10 ultimate goal

3
1 these kittens 2 The man across the road
3 these instructions 4 My phone
5 The red tie 6 being stuck in the house all day
7 My keys 8 this steak

4
2 My mate Nick, he's been really ill lately.
3 The flour, it goes in first.
4 The whole audience, they stood up and clapped.
5 My parents, they're in Egypt at the moment.
6 The bathroom, it's at the end of the hall.
7 The cash machine, it's round the corner.
8 My sister, she loves to sing.

5
2 It was a lot of fun, the dinner.
3 They keep eating the birds' nuts, those squirrels.
4 They go in the second drawer, the large knives.
5 It's not what I thought it'd be, this film.
6 It's running pretty well these days, the car.
7 I couldn't do it today, the crossword.
8 I've never been (there) before, to Florida.

10C

1
1 thought 2 lacking 3 compelling
4 superficially 5 flawed 6 valid 7 sound

2
1 flawed 2 outwardly attractive
3 badly thought through 4 compelling
5 sound 6 gimmick

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

4
1 Silly 2 Even though 3 While 4 In spite of
5 However 6 Despite 7 Even if
8 Nonetheless

5
1 While ~~if~~ we don't normally agree, we do on this occasion.
2 Attractive **as**/**though** it may seem, the scheme is actually a rip-off.
3 I've never done this before. All **the** same, I'll give it my best shot.
4 In spite of ~~me~~ not feeling well, I still went into work.
5 Even **if** we make the deadline, I don't think we'll win the bid.
6 correct
7 However tough something **is**, never give up!
8 correct

10D

1
1 downhill 2 messed 3 lost 4 smoke
5 bounced 6 pulled 7 take 8 paid
9 short 10 made

2
1 You're now able to operate the system adeptly.
2 You've still got a bit of work to do on your organisational skills.
3 You've still got some way to go in problem solving.
4 You've made a breakthrough in your work.
5 You've come on in leaps and bounds.
6 You have a good track record in finance.
7 You're continuing to grow in the area of leadership.
8 You've made solid progress in your work.

3
1 You've made a ~~breakout~~ **breakthrough** in your sprinting speed.
2 You've achieved proficiency ~~on~~ **in** metal work, well done.
3 You've made significant ~~process~~ **progress** in your programming skills.
4 You're improving, but your balance still needs some ~~job~~ **work**.
5 You're ~~already~~ **yet** to demonstrate leadership skills.
6 You've got a good ~~trail~~ **track** record in sales.
7 You've still got some ~~path~~ **way** to go before a promotion.
8 You're now able to change a tyre ~~adultly~~ **adeptly**.

4
1 The aim is to learn how to read music.
2 I'm hoping this will boost my confidence.
3 My ultimate goal is to run five kilometres.
4 I think this goal should be easily attainable in the medium term.
5 Ideally, I'd like to put this to good use by teaching others.
6 It would be great if I could develop better cooking skills.
7 I'd like to seek ways to put this into practice.
8 It would be great if I could get a job in the not-too-distant future.

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

Reading

1
c

2
Westinghouse

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

4
1 acrimony 2 carbon (filaments)
3 transformer 4 patent 5 publicity stunt
6 legislation

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

6
1 W 2 F 3 W 4 E 5 F 6 E 7 W 8 F

7
1 fizzled out 2 war of words 3 electrifying
4 in the spotlight 5 entered the fray
6 incendiary 7 pit 8 hotting up

Listening

1
a, b, d, e

2
1 b 2 a 3 a 4 b 5 c

3
1 plug away 2 stressbuster 3 circles
4 disheartened 5 optimal 6 pivotal

Writing

1
1 product 2 service

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

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

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

5–9
Students' own answers. See models in Exercise 1.