FOCUS 4

SECOND EDITION

B2/B2+

TEACHER'S BOOK

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Introduction

DEAR TEACHER,

We are writing to you to introduce the new edition of *Focus*, our five-level course for upper secondary students. As writers, it is always a privilege to be invited to 'have another go' and we are grateful to our publisher Pearson for giving us this opportunity. At the same time, we are particularly wary of introducing change for change's sake. 'If it ain't broke, don't fix it' is a maxim we set great store by. In our own classrooms, we are still using ideas and teaching techniques that we learnt early on in our careers. Why? Because they still work.

Consequently, the changes you will find in this new edition have been influenced by three important factors:

1) Your feedback, which we are happy to say has been overwhelmingly positive and extremely helpful in identifying areas to focus on.

2) Changing circumstances, where we have responded to the continuing evolvement of some exams – for instance: a stronger focus on Use of English tasks.

3) New opportunities, in particular the strategic partnership between our publisher Pearson and the BBC. This has enabled us to include some delightful BBC clips in each unit, adding an exciting new dimension to the course.

All that said, we still believe that writing language learning materials is not an exact science. A 'one size fits all' set of materials just doesn't exist. It can't. There are too many variables:

- The students – number, age, personality, attitude, life and learning experience, home support, class dynamic …
- The school – syllabus, timetable, policies, Ministry reforms, classroom environment, equipment …

And most importantly, you:

- The teacher – your experience, your training, your beliefs, your motivation …

So we accept that everybody's teaching context is unique and the perfect English course is an unattainable dream. However, our own experience in the classroom has taught us to value three things above all when using teaching and learning materials: reliability, flexibility and credibility.

Reliability

Quite simply, we want the materials to work. We don't want the course to let you down in the classroom. So we continue with our clean design, clear, easy-to-understand instructions and a wide variety of engaging topics, texts and tasks that have been combined in a logical way that will make sense to you and to your students. We are pragmatic. We've made it clear when a lesson starts and when a lesson ends. We don't want to give you any nasty surprises. We don't want to overcomplicate things. The less time you spend setting activities up, the more time your students spend practising the language. And maximising language practice time is key – particularly for the core skills. Students learn by doing. They learn reading by reading more; listening by listening more; writing by writing more; and speaking by speaking more. Let's give them more time to 'do'.

Needless to say, the course covers all the necessary language work appropriate for the level and follows the Common European Framework of Reference (CEFR). We hope you will appreciate the stimulating and memorable way in which each carefully selected grammar structure and vocabulary item is presented. But we are well aware that presenting language is not even half the story. We have designed these materials so that they systematically recycle the language that has been presented. 'Use it or lose it' is our motto. You will discover that this course, with all its supporting print-based and digital materials, provides your students with the repeated exposure and practice they require. Reliability = trust. We are confident you will be able to trust *Focus Second Edition*.

Flexibility

One of the things we learnt early on in our careers is that you teach the students, not the lesson plan. There is no point in slavishly following a prescribed 'teaching path' through a set of materials if the students are not with you. Your ability to react to emerging classroom situations and adapt your lesson accordingly is a vital teaching skill. So while a course might provide you with a reliable framework that you feel comfortable with, you will always need options, you will always need variety, you will always need alternative ways of presenting and practising language. We strongly believe that a rigid unit structure does NOT have to be a teaching straitjacket. The lessons themselves are brimful of different ideas, task types and interesting information. Then the supplementary material we have developed, both print-based and digital, offers you almost limitless flexibility. You can give extra multiple choice grammar exercises, do a communicative A/B information-gap activity or watch a specially selected BBC clip. Flexibility = choice. We think you will appreciate the range of choice in *Focus Second Edition*.

Credibility

So, while we are sure that a reliable and flexible course will help you, it's this third characteristic that really counts. You have to believe in the materials. You have to understand and assess the broad educational and methodological principles that underpin our materials and decide: are the ideas and the approach credible? Do they reflect your own views of how languages are learned? We'd like to take this opportunity to summarise our thinking on this and explain what lies at the heart of *Focus Second Edition*. We can do this by grouping our thoughts under three words beginning with 'M': Motivation, Memory and Meaning.

Motivation

The American linguist and philosopher Noam Chomsky once said that almost everything in the education process was about getting the students' interest in what they're being taught. This is our starting point: students learn best when they are interested in the material. It's as simple as that. We may not have got it right every time for your particular teaching context, but our overriding concern has been to select topics, texts and tasks that engage students both emotionally and intellectually. You need to organise the learning around things your students can relate to – things that are part of their life experience or things that they aspire to. An engaged learner is a more successful learner. We think course materials can play a big part in this key area of engagement.

Memory

'Learning is remembering', or so the adage goes. With the pressure all teachers are under to cover the syllabus, complete the course and finish the book, we worry that not enough time is spent on recycling. Too much presentation, not enough practice. Systematic recycling of new language is a core feature of *Focus Second Edition*. There is a particular emphasis on vocabulary. The linguist David Wilkins noted back in the 1970s that while we can convey very little without grammar, we can convey nothing without vocabulary. Words are the basic building blocks of any language, but how many times do you need to see a new word before you truly acquire it? Ten? Twenty? Thirty times? It's definitely more than once! In the new Word Store sections, students using *Focus Second Edition* will devote valuable time to new vocabulary, as well as learning a variety of ways of recording it.

Meaning

As the linguist and academic Rod Ellis reminds us, motivation in second language learning is derived from getting meanings across successfully. We are strongly opposed to mechanistic practice and drills where form dominates and meaning is irrelevant. If you ask your students to choose the correct quantifier in the question: *How much/many petrol is there in the car?* I'm sure most of them will correctly choose *much*. But they might also legitimately wonder whose car we are talking about. And then think, 'But I don't have a car. I've never bought petrol in my life. I can't even drive …' Why not ask them to choose the correct quantifier in this question: *How much/many water do you drink?* Then, when they have chosen the correct quantifier, they can at least ask their partner the question. Information is exchanged; students practise their speaking; the exercise is meaning*ful*, not meaning*less.* This is one tiny example of an approach to learning that we passionately believe in. Don't practice language for the sake of it. Language exists to make meanings, and our learning materials should reflect this.

These are some of the more important ideas that we hold dear. Over the years, they have influenced our teaching and our writing. Credibility = belief. We want you to believe in *Focus Second Edition*.

So, now it's over to you. We'd like to take this opportunity to wish you and your students every success.

Our warmest regards,

Sue and Vaughan

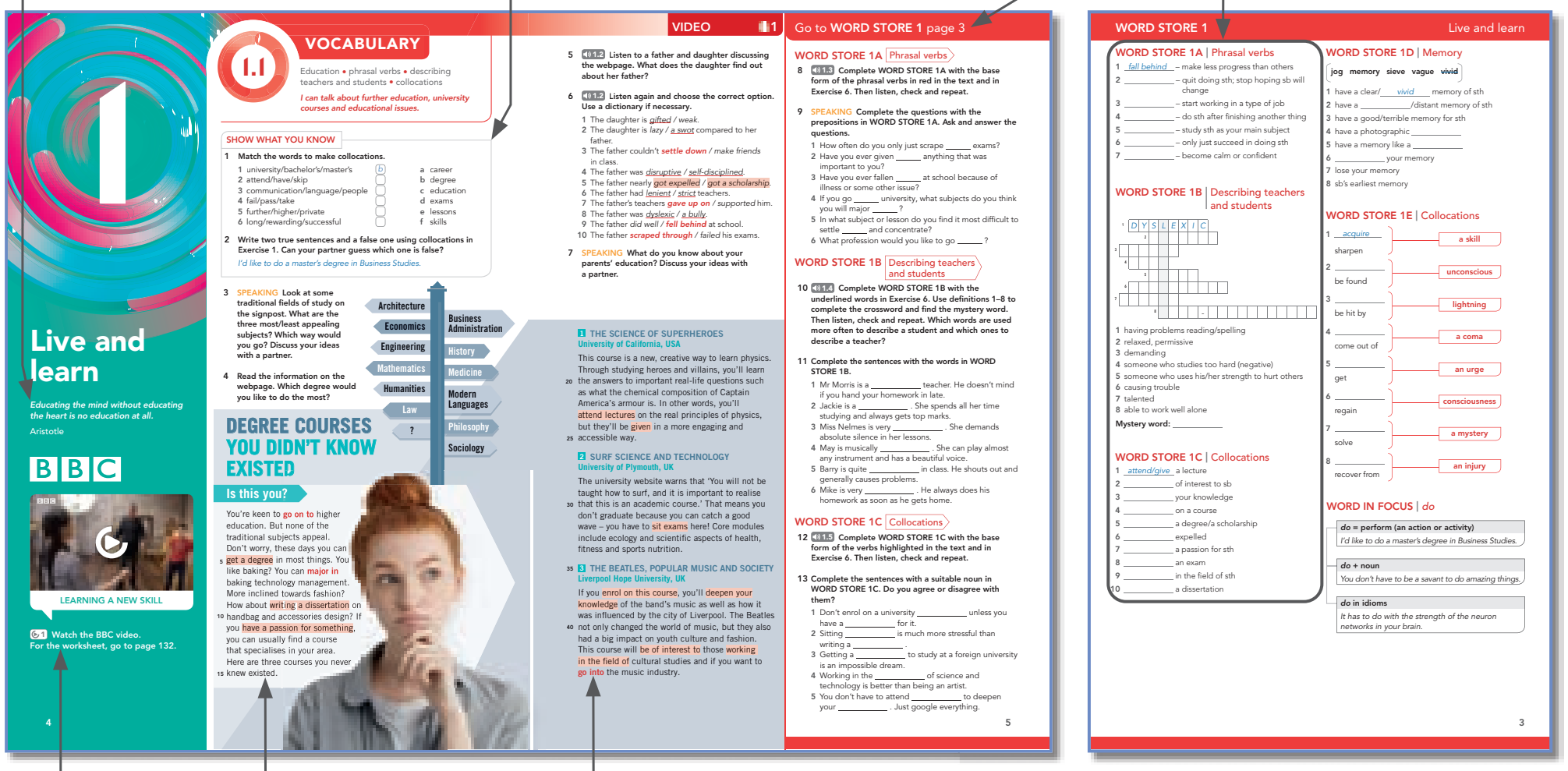
Focus 4 Unit walkthrough

VOCABULARY LESSONS

Inspiring quotations to be used as conversation starters or to find out what students already know

The SHOW WHAT YOU KNOW boxes revise vocabulary students should already know, thus enabling all the students in the class to start at the same level.

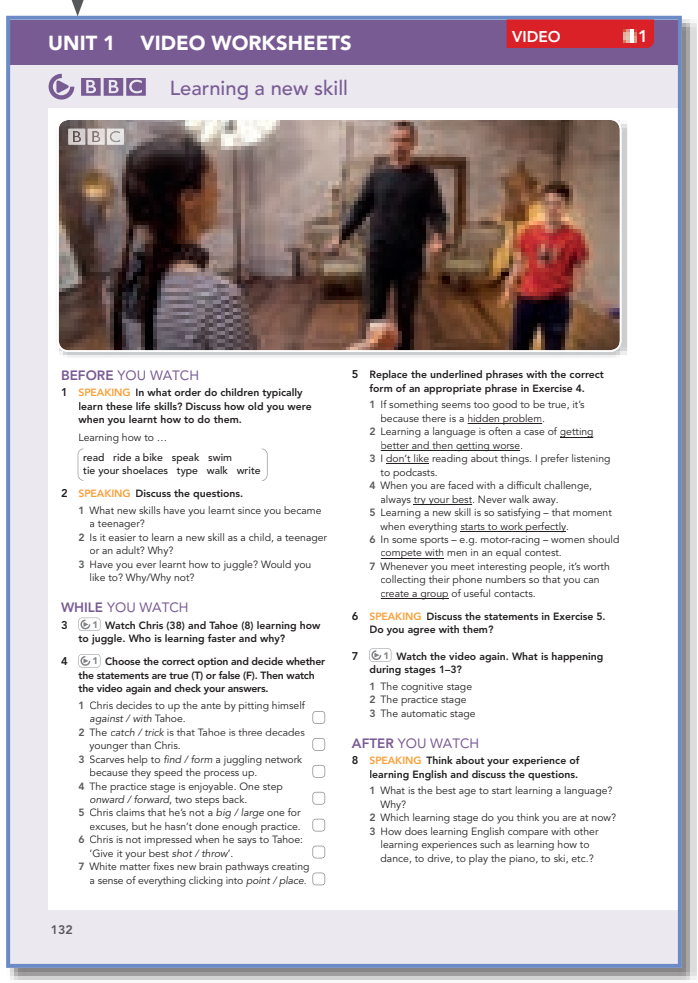
The WORD STORE booklet attached to the back of the Student's Book includes additional vocabulary exercises. Sections A, B and C accompany the Vocabulary lessons.



Contextualised vocabulary presentation (listening or reading tasks)

Highlighted target vocabulary items

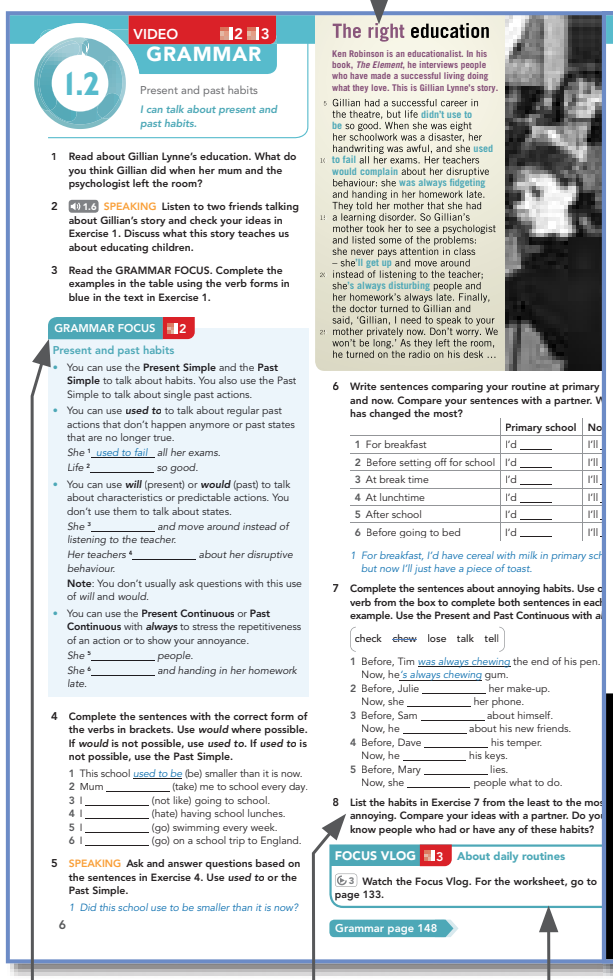
The BBC video is related to the unit topic, but it can be used at any point in the unit, e.g. as a starter or summary. Each video is accompanied by a video worksheet at the back of the Student's Book.



GRAMMAR LESSONS

The grammar in each lesson is presented in context and highlighted, to make it easily identifiable.

The GRAMMAR FOCUS boxes with rules and structures



VIDEO 2 3

1.2 GRAMMAR

Present and past habits

I can talk about present and past habits.

1 Read about Gillian Lynne's education. What do you think Gillian did when her mum and the psychologist left the room?

2 1.6 SPEAKING Listen to two friends talking about Gillian's story and check your ideas in Exercise 1. Discuss what this story teaches us about educating children.

3 Read the GRAMMAR FOCUS. Complete the examples in the table using the verb forms in blue in the text in Exercise 1.

GRAMMAR FOCUS 2

Present and past habits

- You can use the **Present Simple** and the **Past Simple** to talk about habits. You also use the Past Simple to talk about single past actions.
- You can use ***used to*** to talk about regular past actions that don't happen anymore or past states that are no longer true.
  She [1] *used to fail* *all her exams.*
  Life [2] _____ *so good.*
- You can use ***will*** (present) or ***would*** (past) to talk about characteristics or predictable actions. You don't use them to talk about states.
  She [3] _____ *and move around instead of listening to the teacher.*
  Her teachers [4] _____ *about her disruptive behaviour.*
  Note: You don't usually ask questions with this use of *will* and *would*.
- You can use the **Present Continuous** or **Past Continuous** with ***always*** to stress the repetitiveness of an action or to show your annoyance.
  She [5] _____ *people.*
  She [6] _____ *and handing in her homework late.*

4 Complete the sentences with the correct form of the verbs in brackets. Use *would* where possible. If *would* is not possible, use *used to*. If *used to* is not possible, use the Past Simple.

1 This school *used to be* (be) smaller than it is now.
2 Mum _____ (take) me to school every day.
3 I _____ (not like) going to school.
4 I _____ (hate) having school lunches.
5 I _____ (go) swimming every week.
6 I _____ (go) on a school trip to England.

5 SPEAKING Ask and answer questions based on the sentences in Exercise 4. Use *used to* or the Past Simple.

1 Did this school use to be smaller than it is now?

6

The right education

Ken Robinson is an educationalist. In his book, *The Element*, he interviews people who have made a successful living doing what they love. This is Gillian Lynne's story.

Gillian had a successful career in the theatre, but life **didn't use to be** so good. When she was eight her schoolwork was a disaster, her handwriting was awful, and she **used to fail** all her exams. Her teachers **would complain** about her disruptive behaviour: she **was always fidgeting** and handing in her homework late. They told her mother that she had a learning disorder. So Gillian's mother took her to see a psychologist and listed some of the problems: she never pays attention in class – she'**ll get up** and move around instead of listening to the teacher; she'**s always disturbing** people and her homework's always late. Finally, the doctor turned to Gillian and said, 'Gillian, I need to speak to your mother privately now. Don't worry. We won't be long.' As they left the room, he turned on the radio on his desk ...

6 Write sentences comparing your routine at primary and now. Compare your sentences with a partner. W has changed the most?

	Primary school	No
1 For breakfast	I'd _____	I'll
2 Before setting off for school	I'd _____	I'll
3 At break time	I'd _____	I'll
4 At lunchtime	I'd _____	I'll
5 After school	I'd _____	I'll
6 Before going to bed	I'd _____	I'll

1 For breakfast, I'd have cereal with milk in primary sch but now I'll just have a piece of toast.

7 Complete the sentences about annoying habits. Use verb from the box to complete both sentences in each example. Use the Present and Past Continuous with a

check chew lose talk tell

1 Before, Tim *was always chewing* the end of his pen. Now, he'*s always chewing* gum.
2 Before, Julie _____ her make-up. Now, she _____ her phone.
3 Before, Sam _____ about himself. Now, he _____ about his new friends.
4 Before, Dave _____ his temper. Now, he _____ his keys.
5 Before, Mary _____ lies. Now, she _____ people what to do.

8 List the habits in Exercise 7 from the least to the mos annoying. Compare your ideas with a partner. Do yo know people who had or have any of these habits?

FOCUS VLOG 3 About daily routines

3 Watch the Focus Vlog. For the worksheet, go to page 133.

Grammar page 148

VIDEO 4

1.5 GRAMMAR

Verb patterns

I can use a wide range of different verb patterns.

1 1.16 Listen to Part 1 of a podcast about being left-handed. What jobs seem to be more suited to 'lefties'?

2 1.16 Listen to the podcast again. Are statements 1–4 true (T) or false (F)?

1 No one knows what makes someone use their right or left hand. ☐
2 Left-handers tend to choose creative professions. ☐
3 Dominance of the left hemisphere enables left-handers to be better at 3D perception. ☐
4 Rafa Nadal keeps winning because he is naturally left-handed. ☐

3 Read GRAMMAR FOCUS I and complete it using the verb forms in blue in Exercise 2.

GRAMMAR FOCUS I 4

Verb patterns

1 **verb + to + infinitive:** *tend to choose*
2 **verb + object + to + infinitive:** _____
3 **verb + object + infinitive without to:** _____
4 **verb + -ing:** _____

4 Match the verbs in the box with verb patterns 1–4 in GRAMMAR FOCUS I. Check the lists on page 149 if you are not sure.

advise ☐ allow ☐ arrange ☐ avoid ☐
can't afford ☐ can't help ☐ can't stand ☐ cause ☐
decide ☐ encourage ☐ expect ☐ fancy ☐
force ☐ imagine ☐ intend ☐ let ☐ manage ☐
offer ☐ refuse ☐ remind ☐ seem ☐
spend/waste time ☐ urge ☐ warn (not) ☐

5 1.17 Complete Part 2 of the podcast with the correct form of the verbs in brackets. Then listen and check. How many left-handed people do you know?

So that's the good news about being left-handed. The bad news is that manufacturers don't remember to make tools and machinery for left-handers. Society [1] _____ (force/us/use) objects that are designed for right-handed people and this [2] _____ (make/us/look) clumsy.

As a child I don't remember deciding that I was left-handed. But when my primary school teacher saw me using my left hand for writing and drawing she [3] _____ (encourage/me/swap) hands. She didn't [4] _____ (manage/change) my natural inclination, and I didn't stop writing with my left hand. Why [5] _____ (waste time/try) to change someone's natural handedness? Just [6] _____ (let/them/use) the hand they feel comfortable with – you can't [7] _____ (expect/people/do) what isn't natural to them!

I once heard someone say that left-handed people were strange. But when you stop to think about famous historical figures who were left-handed, you can't [8] _____ (avoid/conclude) that they were brilliant! I'm sure Leonardo da Vinci, Mahatma Gandhi, Albert Einstein, Winston Churchill and Marie Curie would agree!

6 Read GRAMMAR FOCUS II. Find examples of verb patterns with *remember*, *stop*, *hear* and *see* in Exercise 5. Explain the changes in meaning.

GRAMMAR FOCUS II 4

Verb patterns – change in meaning

- You can use ***remember***, ***forget***, ***stop*** and ***try*** with the *-ing* form or a *to* + infinitive, but with a change in meaning.
  *I **remember doing** my homework. Sadly, I **didn't remember to hand it in**.*
  *Jim **will never forget going** on that school trip.*
  *He **forgot to take** any money.*
  *'**I've stopped eating** chocolate.' 'Really? Why **did you stop to buy** some on the way home?'*
  *I **tried to convince** Jane but she doesn't want my advice. Why don't you **try talking** to her?*
- You use ***feel***, ***hear***, ***see***, ***watch*** + **object** + ***-ing*** to describe ongoing actions or the same verbs + **object + infinitive without to** to describe finished actions.
  *I **watched Dan playing** football and **saw him score** the winning goal.*

7 Complete the sentences with the correct form of the verbs in brackets. Which sentences are true for you? Compare with a partner.

1 I often forget *to bring* (bring) my pens to school.
2 I'll never forget _____ (meet) my best friend.
3 I don't remember _____ (learn) how to swim.
4 I always remember _____ (switch) my phone off in lessons.
5 I stopped _____ (take) piano lessons a while ago.
6 I usually stop _____ (buy) sweets on my way.
7 If my laptop freezes, I try _____ (turn) it off and on again.
8 I tried _____ (work), but I was tired.
9 I've never seen my father _____ (lose) his temper.
10 I often see my neighbour _____ (drive) to work.

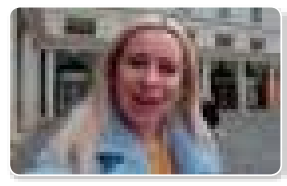
Grammar page 149

VIDEO 3

Focus Vlog About daily routines

What was your daily routine when you were younger and how does it compare to now?

What did you use to do when you were a teenager that you miss doing now?



1 Name a person you know well who is in their twenties or older. Think about their daily routine when they were teenagers. Which statements could describe what they used to do?

1 He/she used to have a structured routine. _____
2 He/she used to make their own breakfast. _____
3 He/she used to play football with friends. _____
4 He/she used to belong to an athletics club. _____
5 He/she used to go to dance classes. _____
6 He/she used to chill at home in the evenings. _____
7 He/she used to do stretches in the morning. _____
8 He/she used to drive around listening to music. _____

2 Does the person you know do any of the things in Exercise 1 now?

3 3 Watch the video and match the statements in Exercise 1 with the teenage daily routine of the speakers in the box.

Aaron Hannah Harriet Natasha Nobuse

4 SPEAKING Compare your daily routine now with the one your parents had. Discuss how similar or different they are.

5 3 Put the words in the correct order to make questions. Then watch the first part of the video (up to 3:18) again and answer the questions.

1 Hannah / with / Who / to / would / school / walk ? _____
2 school / would / to / Aaron / How / get ? _____
3 use / Why / 'quite intense' / be / routine / Natasha's / to / daily / did ? _____
4 eat / school / home / to / way / use / the / What / Nobuse / did / from / on ? _____
5 routine / structure / to / What / some / Harriet's / used / daily / give ? _____

6 3 Discuss the questions. Then watch the rest of the video (3:19–4:26) and check your answers.

1 What would Hannah like to get back into?
2 Why did Aaron use to drive around a lot?
3 Why did Natasha use to see her friends much more?
4 What does Nobuse miss doing?
5 Why did Harriet use to get more things done?

7 SPEAKING Are you a person who likes to have structure or variety in your day-to-day life? Why?

FOCUS ON LIFE SKILLS
Communication • Critical thinking

8 SPEAKING Discuss these sayings about youth. What do they mean and how much do you agree with them?

- School days are the best days of your life.
- Youth is wasted on the young.
- Youth is the best time to be rich and the best time to be poor.

9 Think about how life as a teenager was different for your grandparents. Write notes under the headings. Think about daily routines, free time, friends, school and your own ideas.

Ways life is easier for teenagers now	Ways life was easier for teenagers in the past

10 SPEAKING Discuss your notes. What is your conclusion?

1.2 GRAMMAR

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Personalised grammar activities

Focus Vlog videos accompany selected Grammar lessons and present target structure in context. There is a corresponding video worksheet at the back of the book.

The grammar animation videos can be used for presenting new structures, for reinforcement after the teacher has presented the grammar point or as a general tool for review.

The GRAMMAR AND USE OF ENGLISH REFERENCE AND PRACTICE can be used for review at the end of a Grammar lesson or during unit review. It can also be used by fast finishers or students who require extra practice. Each structure presented in Grammar lessons has its own section in GRAMMAR AND USE OF ENGLISH REFERENCE AND PRACTICE, which includes a detailed explanation of the structure and additional practice exercises.

GRAMMAR AND USE OF ENGLISH REFERENCE AND PRACTICE

1.2 Present and past habits

To talk about someone's habits and typical behaviour, we can use:

- the Present Simple or the Past Simple to talk about repeated present or past actions or states:
  *When I **get** home, I **do** my homework and **practise** the violin.*
  *My grandfather **picked** me **up** from school every day.*
- *used to* + infinitive to talk about states (e.g. with the verbs *be, have, believe, like*) or actions that happened regularly in the past but are no longer happening in the present. We do not use this structure to talk about single past actions:
  *When I was at primary school, I **used to be** very eager to learn.*
  *I **didn't use to fall behind** with my schoolwork.*
  ***Did** you **use to like** Chemistry?*
- *would* + infinitive to talk about past actions or behaviour typical for someone (but not states):
  *Our Maths teacher **would give** us loads of homework.*
- *will* + infinitive to talk about repeated present actions or typical behaviour (but not states):
  *She'**ll watch** TV or **play** games all day instead of studying for her exams.*

Note: We do not use the verbs *will/would* in this meaning in questions.

- the Present Continuous or Past Continuous with the adverb *always* to complain about someone's behaviour:
  *She's **always putting** things off.*
  *My neighbours **were always complaining** about the noise.*

1 Choose the correct option.

1 When Marco and I shared a room in a hall of residence, he *was always borrowing / will always borrow* my things without asking.
2 When I was a kid, I *would / used to* believe that my dad was a spy.
3 Did you ever *use to / used to* cheat in exams?
4 It's so annoying. She *will always lose / is always losing* her notebook.
5 Martha *would ask / was asking* the teacher plenty of questions after every lesson. She was very curious.
6 I always *forget / will forget* to bring a pen. Can I borrow one of yours?

2 Complete the sentences with one word in each gap.

1 I didn't _____ to worry about exams, but now I do because I need to get the best grades possible.
2 When Jim gets home, he _____ start doing his homework until he has something to eat.
3 Our Science teacher _____ always tell us to be careful when we do experiments using chemicals.
4 Cathy isn't committed to her studies. She _____ always chatting to her friends online for hours instead of doing her homework.
5 '_____ you use to study a lot when you were at school, Grandpa?' 'Of course! I was an excellent student.'
6 When she was a teacher, she _____ correct homework every day after school and at the weekend.

3 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary.

1 I had a kindergarten teacher who _____ (use/wear) a flower in her hair.
2 Have you noticed our History teacher _____ (always/tap) his pen on the desk?
3 Our Maths teacher is really forgetful. Sometimes, she _____ (will/set) us homework but forget to collect it.
4 Years ago, teachers _____ (not/use/have) the equipment they do now. There was just a blackboard.
5 At my secondary school we used to watch videos on an old TV that _____ (always/break down).
6 When you were at school, _____ (use/have) a favourite teacher?

4 Choose the correct option, A, B or C to complete the text.

In every class, you get a mix of different personalities. There's generally one kid who's [1]___ the centre of attention. They [2]___ something completely inappropriate in the middle of a lesson so everyone laughs. Then there's the shy kid who [3]___ at the back of the class and [4]___ at their desk when the teacher asks a question. When I was at primary school, I found reading and writing quite difficult and I struggled to keep up with my classmates. I [5]___ much self-confidence. I [6]___ questions because I was convinced I'd get them wrong and look stupid. It seemed like the other kids [7]___ awards for something and I never did. That was until we started studying IT and I suddenly found the thing I was good at. Now I'm regularly top of the class ... at least in one subject anyway.

1 A used to be
B always trying to be
C always being
2 A 'll say
B 're saying
C said
3 A 's sitting
B is used to sitting
C sits
4 A would always look down
B is always looking down
C won't look down
5 A didn't use to have
B wouldn't have
C wasn't always having
6 A wouldn't answer
B wasn't answering
C 'm not used to answering
7 A used to always winning
B were always winning
C will win

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1.5 Verb patterns

Verb patterns

Verbs preceded by other verbs or verb phrases may follow these patterns:

- verb + *to* + infinitive, e.g. *agree, arrange, can't afford, decide, intend, learn, manage, offer, prefer, refuse, remember, seem, tend:*
  *I **decided to leave** school and find a job.*
  *My sister **agreed to help** me with my homework.*
- verb + object + *to* + infinitive, e.g. *advise, allow, cause, enable, encourage, expect, force, remind, urge, warn:*
  *Robert's mother **encouraged him to study** Law.*
  *The teacher **reminded us not to use** our mobile phones during lessons.*
- verb + object + infinitive without *to*, e.g. *make, let:*
  *Do his parents **let him hang out** with his friends? My parents used to **make me do** a lot of house chores.*
- verb + gerund (*-ing* form), e.g. *admit, avoid, can't help, can't stand, enjoy, fancy, imagine, keep, miss, practise, spend/waste time, stop:*
  *I **can't stand wearing** a school uniform.*
  *She recently **stopped eating** fast food, and she feels better already.*
- verb + gerund (*-ing* form)/*to* + infinitive:
  After the verbs *begin, continue, hate, intend, like, love, prefer* and *start* we can use both the *-ing* form and the *to* infinitive. The meaning stays the same or changes very slightly.
  *I **started playing** chess. I **started to play** chess.*
  *He **intends using** the school website. He **intends to use** the school website.*

Change in meaning

- After the verbs *remember, forget, stop* and *try* we can use both the *-ing* form and the *to* infinitive form, however the meaning of the sentence changes:
  *Jenny **remembers locking** the door.* (She remembers that she locked the door.)
  *Jenny **remembers to lock** the door.* (She always remembers to lock the door.)
  *Dad'**ll forget giving** me the money.* (He will forget that he gave me the money.)
  *Dad'**ll forget to give** me the money.* (He hasn't given me the money and he'll forget to do it.)
  *Liz **stopped drinking** coffee.* (Liz doesn't drink coffee anymore.)
  *Liz **stopped to drink** some coffee.* (Liz stopped doing something in order to drink coffee.)
  *I **tried turning** the computer **off** and **on** again, but it didn't help.* (I tried this as an experiment to see if it would work).
  *I **tried to turn** the computer **off**, but the shutdown command didn't work.* (I made an effort to turn the computer off).
- We use *feel, hear, see, watch* + infinitive without *to* in order to say we saw the whole action from beginning to end:
  *I **saw** Mary **paint** a picture.* (I saw Mary start on the painting, paint it and finish painting).
  We use *feel, hear, see, watch* + *-ing* form when we witness only a part of the action.
  *I **saw** Mary **painting** a picture.* (Mary was painting a picture when I saw her).

1 Complete the second sentence so that it has a similar meaning to the first. Use up to five words including the word in capitals.

1 Are you looking for volunteers? You could put a poster up in the school. **TRIED**
Have you _____ a poster in the school?
2 It's really important that you hand in your assignment on Friday. **FORGET**
You must _____ your assignment on Friday.
3 I told him that dropping Spanish was a bad idea. **ENCOURAGED**
I _____ Spanish.
4 Those boots are much too expensive for me to buy. **AFFORD**
I _____ those boots.
5 Janice doesn't go to dance classes any more. She quit two years ago. **STOPPED**
Janice _____ two years ago.
6 We watched the gardener when he planted some flowers in front of the building. They look great. **WATCHED**
We _____ some flowers in front of the building. They look great.
7 Would John like to come to the concert on Sunday? **FANCY**
Does John _____ the concert on Sunday?
8 Jorge has been forbidden from using his dad's computer. **ALLOWED**
Jorge _____ his dad's computer.

2 Complete the sentences with the correct form of the verbs in the box.

add admire bring do drive eat fix learn splash wear

1 Thankfully, my sister's really practical and she managed _____ my bike for me.
2 When we arrived at the cabin, it was really dark, but luckily Sam had remembered _____ a torch.
3 When we're at the farm, my uncle sometimes lets me _____ his old van around the fields.
4 I saw some people _____ to kayak on the river and it looked really fun.
5 Of course you can use the bikes, but can you just remind everyone _____ helmets?
6 Everyone needs to wear plastic gloves to avoid _____ the cleaning liquid on their skin.
7 When we reach the top of the hill, we'll stop for a while by that wooden gate _____ the view.
8 Obviously, if you keep _____ white paint to the mix, the colour will get lighter and lighter.
9 My mum makes me _____ lots of fish because it's considered to be brain food.
10 Harry tends _____ his homework at the last minute, which is why he isn't doing well at school.

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Focus 4 Unit walkthrough

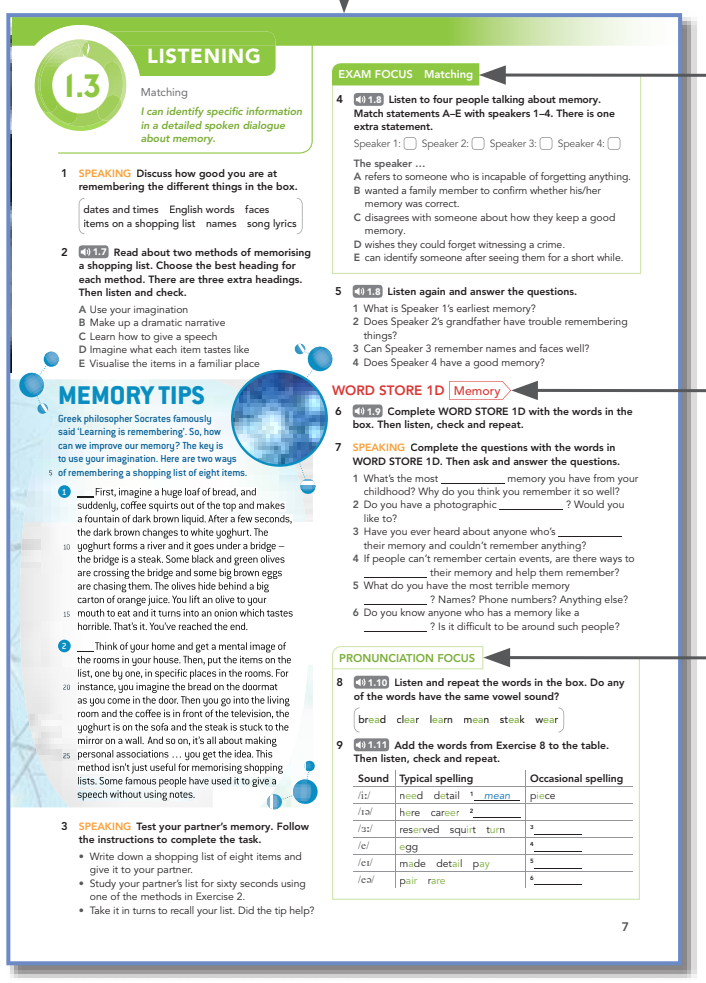
LISTENING LESSONS

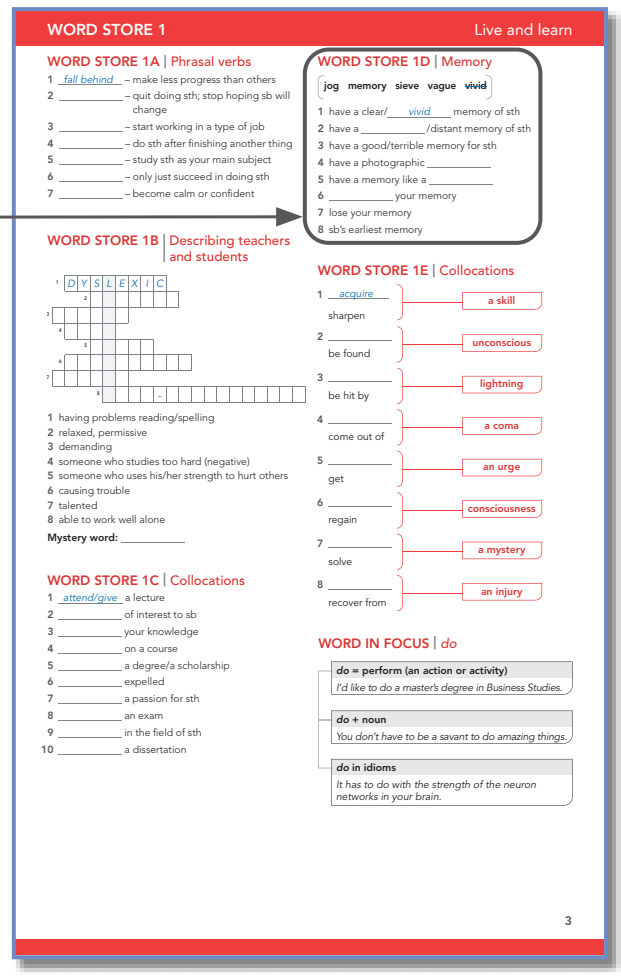
The listening lessons offer varied tasks and opportunities for students to practise listening skills with new vocabulary, as well as with graded exam-type tasks.

Exam-like listening tasks in the EXAM FOCUS

More practice of the vocabulary sets from the lesson in the Student's Book

The PRONUNCIATION FOCUS activities focus students' attention on different aspects of pronunciation (sounds, stress, etc.) and help them improve their pronunciation.

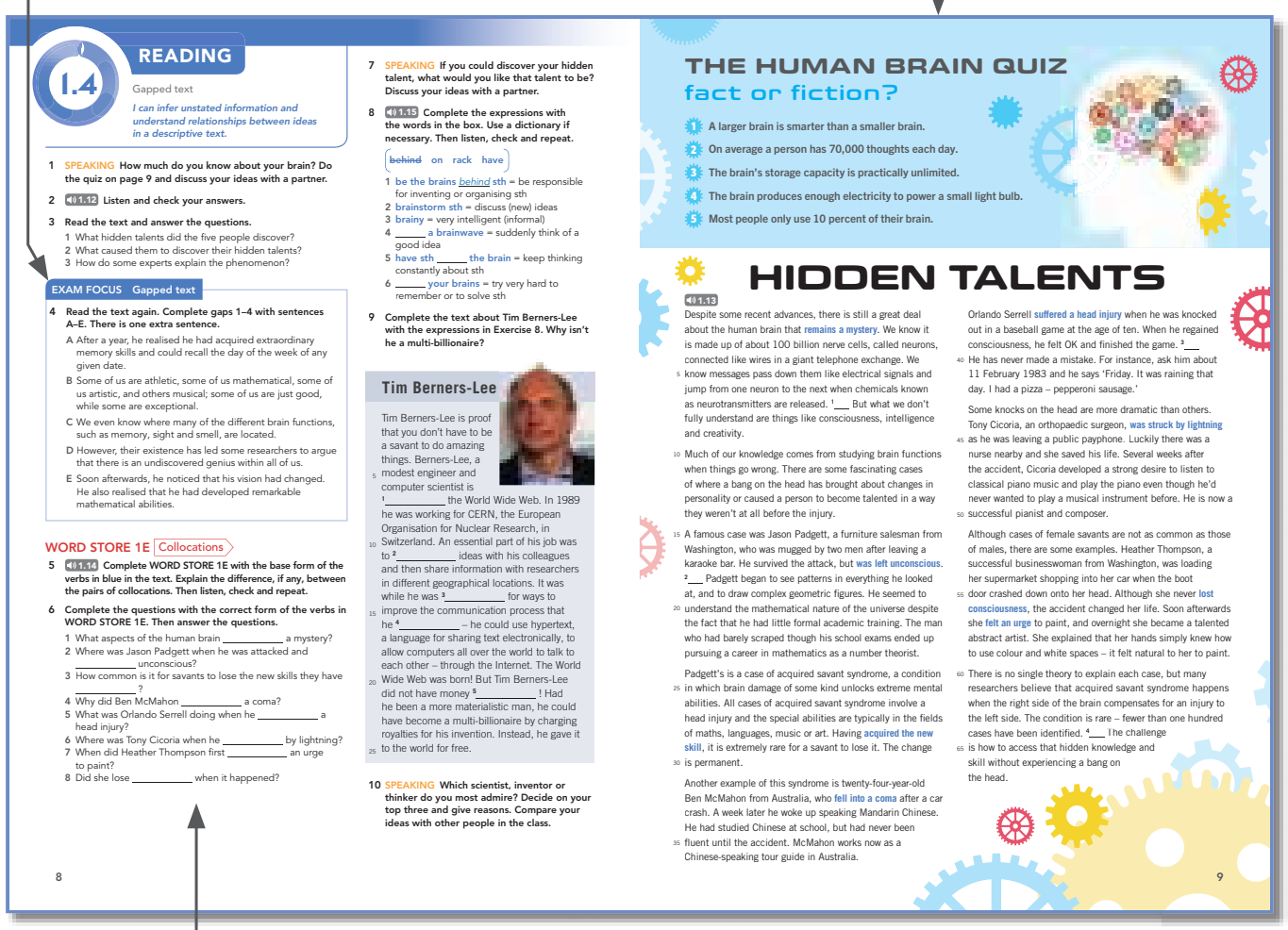


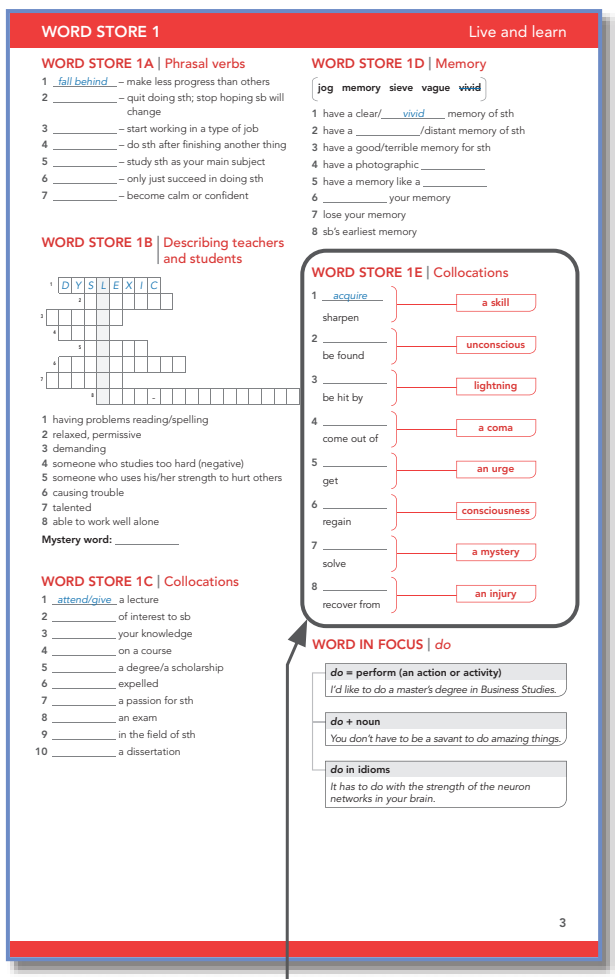


READING LESSONS

Exam-like reading tasks in the EXAM FOCUS

The Reading lessons feature a variety of reading texts, which also present factual information that is interesting and relevant to teenagers.

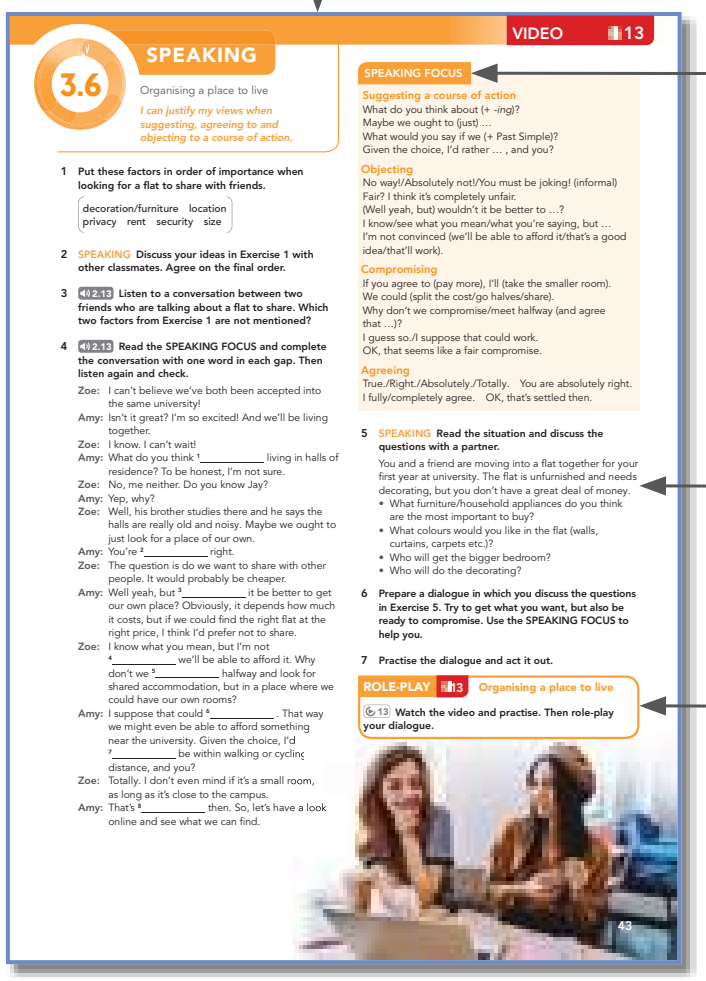




More practice of the vocabulary sets from the lesson in the Student's Book

SPEAKING LESSONS

Exercises in the Speaking lesson focus students' attention on how functional language is used.



3.6 SPEAKING — VIDEO 13

Organising a place to live

I can justify my views when suggesting, agreeing to and objecting to a course of action.

1 **Put these factors in order of importance when looking for a flat to share with friends.**

decoration/furniture location privacy rent security size

2 SPEAKING **Discuss your ideas in Exercise 1 with other classmates. Agree on the final order.**

3 2.13 **Listen to a conversation between two friends who are talking about a flat to share. Which two factors from Exercise 1 are not mentioned?**

4 2.13 **Read the SPEAKING FOCUS and complete the conversation with one word in each gap. Then listen again and check.**

Zoe: I can't believe we've both been accepted into the same university!
Amy: Isn't it great? I'm so excited! And we'll be living together.
Zoe: I know. I can't wait!
Amy: What do you think [1]_____ living in halls of residence? To be honest, I'm not sure.
Zoe: No, me neither. Do you know Jay?
Amy: Yep, why?
Zoe: Well, his brother studies there and he says the halls are really old and noisy. Maybe we ought to just look for a place of our own.
Amy: You're [2]_____ right.
Zoe: The question is do we want to share with other people. It would probably be cheaper.
Amy: Well yeah, but [3]_____ it be better to get our own place? Obviously, it depends how much it costs, but if we could find the right flat at the right price, I think I'd prefer not to share.
Zoe: I know what you mean, but I'm not [4]_____ we'll be able to afford it. Why don't we [5]_____ halfway and look for shared accommodation, but in a place where we could have our own rooms?
Amy: I suppose that could [6]_____. That way we might even be able to afford something near the university. Given the choice, I'd [7]_____ be within walking or cycling distance, and you?
Zoe: Totally. I don't even mind if it's a small room, as long as it's close to the campus.
Amy: That's [8]_____ then. So, let's have a look online and see what we can find.

SPEAKING FOCUS

Suggesting a course of action
What do you think about (+ *-ing*)?
Maybe we ought to (just) …
What would you say if we (+ Past Simple)?
Given the choice, I'd rather … , and you?

Objecting
No way!/Absolutely not!/You must be joking! (informal)
Fair? I think it's completely unfair.
(Well yeah, but) wouldn't it be better to …?
I know/see what you mean/what you're saying, but …
I'm not convinced (we'll be able to afford it/that's a good idea/that'll work).

Compromising
If you agree to (pay more), I'll (take the smaller room).
We could (split the cost/go halves/share).
Why don't we compromise/meet halfway (and agree that …)?
I guess so./I suppose that could work.
OK, that seems like a fair compromise.

Agreeing
True./Right./Absolutely./Totally. You are absolutely right.
I fully/completely agree. OK, that's settled then.

5 SPEAKING **Read the situation and discuss the questions with a partner.**

You and a friend are moving into a flat together for your first year at university. The flat is unfurnished and needs decorating, but you don't have a great deal of money.
- What furniture/household appliances do you think are the most important to buy?
- What colours would you like in the flat (walls, curtains, carpets etc.)?
- Who will get the bigger bedroom?
- Who will do the decorating?

6 **Prepare a dialogue in which you discuss the questions in Exercise 5. Try to get what you want, but also be ready to compromise. Use the SPEAKING FOCUS to help you.**

7 **Practise the dialogue and act it out.**

ROLE-PLAY 13 Organising a place to live

13 **Watch the video and practise. Then role-play your dialogue.**

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The SPEAKING FOCUS boxes with the target language from the lesson

Pairwork activities encourage students to practise the functional language from the lesson and increase their confidence in using the language.

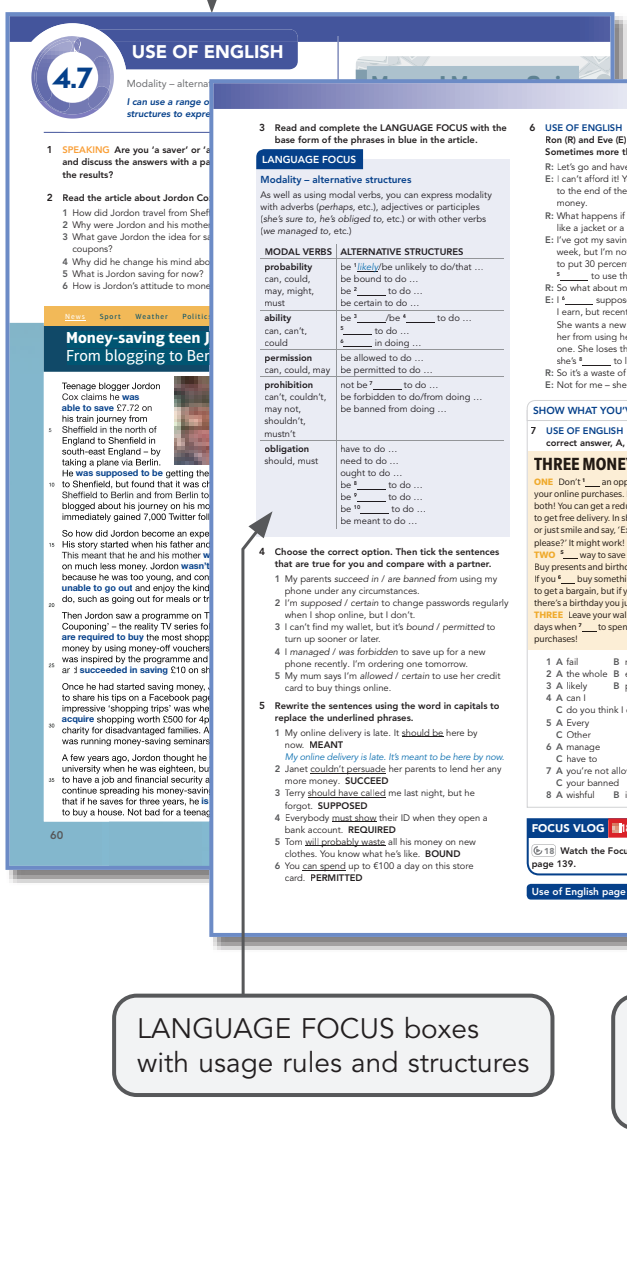
Role-play videos presenting language in real-life situations, helping students improve their reception and speaking fluency

USE OF ENGLISH LESSONS

The Use of English lessons help students to analyse meanings of language and structures.

Summative practice in the typical Use of English format

Use of English rules with extra practice at the back of the book



4.7 USE OF ENGLISH

Modality – alternative structures

I can use a range of structures to express

1 SPEAKING **Are you 'a saver' or 'a** **and discuss the answers with a pa** **the results?**

2 **Read the article about Jordon Co**

1 How did Jordon travel from Shef
2 Why were Jordon and his mothe
3 What gave Jordon the idea for s coupons?
4 Why did he change his mind abo
5 What is Jordon saving for now?
6 How is Jordon's attitude to mone

News Sport Weather Politic

Money-saving teen J
From blogging to Ber

Teenage blogger Jordon Cox claims he **was able to save** £7.72 on his train journey from Sheffield in the north of England to Shenfield in south-east England – by taking a plane via Berlin.
He **was supposed to be** getting the to Shenfield, but found that it was ch Sheffield to Berlin and from Berlin to blogged about his journey on his mo immediately gained 7,000 Twitter foll

So how did Jordon become an expe His story started when his father and This meant that he and his mother w on much less money. Jordon **wasn't** because he was too young, and con **unable to go out** and enjoy the kind do, such as going out for meals or tr

Then Jordon saw a programme on T Couponing' – the reality TV series fo **are required to buy** the most shopp money by using money-off vouchers was inspired by the programme and ar **I succeeded in saving** £10 on sh

Once he had started saving money, to share his tips on a Facebook page impressive 'shopping trips' was whe **acquire** shopping worth £500 for 4p charity for disadvantaged families. A was running money-saving seminars

A few years ago, Jordon thought he university when he was eighteen, bu to have a job and financial security a continue spreading his money-savin that if he saves for three years, he is to buy a house. Not bad for a teenag

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VIDEO 18

3 **Read and complete the LANGUAGE FOCUS with the base form of the phrases in blue in the article.**

LANGUAGE FOCUS

Modality – alternative structures

As well as using modal verbs, you can express modality with adverbs (*perhaps*, etc.), adjectives or participles (*she's sure to, he's obliged to*, etc.) or with other verbs (*we managed to*, etc.)

MODAL VERBS	ALTERNATIVE STRUCTURES
probability can, could, may, might, must	be [1] *likely*/be unlikely to do/that … be bound to do … be [2]_____ to do … be certain to do …
ability can, can't, could	be [3]_____/be [4]_____ to do … [5]_____ to do … [6]_____ in doing …
permission can, could, may	be allowed to do … be permitted to do …
prohibition can't, couldn't, may not, shouldn't, mustn't	not be?_____ to do … be forbidden to do/from doing … be banned from doing …
obligation should, must	have to do … need to do … ought to do … be [7]_____ to do … be [8]_____ to do … be [9]_____ to do … be [10]_____ to do … be meant to do …

4 **Choose the correct option. Then tick the sentences that are true for you and compare with a partner.**

1 My parents *succeed in / are banned from* using my phone under any circumstances.
2 I'm *supposed / certain* to change passwords regularly when I shop online, but I don't.
3 I can't find my wallet, but it's *bound / permitted* to turn up sooner or later.
4 I *managed / was forbidden* to save up for a new phone recently. I'm ordering one tomorrow.
5 My mum says I'm *allowed / certain* to use her credit card to buy things online.

5 **Rewrite the sentences using the word in capitals to replace the underlined phrases.**

1 My online delivery is late. It should be here by now. **MEANT**
My online delivery is late. It's meant to be here by now.
2 Janet couldn't persuade her parents to lend her any more money. **SUCCEED**
3 Terry should have called me last night, but he forgot. **SUPPOSED**
4 Everybody must show their ID when they open a bank account. **REQUIRED**
5 Tom will probably waste all his money on new clothes. You know what he's like. **BOUND**
6 You can spend up to €100 a day on this store card. **PERMITTED**

6 USE OF ENGLISH **Complete the dialogue between Ron (R) and Eve (E) with a different word in each gap. Sometimes more than one answer is possible.**

R: Let's go and have a coffee.
E: I can't afford it! You know me – I never [1]_____ to get to the end of the week without spending all my pocket money.
R: What happens if you need [2]_____ buy something big like a jacket or a new phone?
E: I've got my savings. My parents give me 10 euros a week, but I'm not [3]_____ to spend all of it. I [4]_____ to put 30 percent into a savings account. Then, I'm [5]_____ to use the money I've saved for those things.
R: So what about money you earn doing babysitting?
E: I [6]_____ supposed to save 30 percent of everything I earn, but recently I've been lending it all to my sister. She wants a new phone, but my parents have [7]_____ her from using her savings, because she lost the last one. She loses things a lot. If she gets a new phone, she's [8]_____ to lose it quickly.
R: So it's a waste of money!
E: Not for me – she's paying me interest on the loan!

SHOW WHAT YOU'VE LEARNT UNITS 1–4

7 USE OF ENGLISH **Read the text and choose the correct answer, A, B, C or D.**

THREE MONEY-SAVING TIPS

ONE Don't [1]___ an opportunity to get a discount on [2]___ your online purchases. Look for either a coupon or a code ... or both! You can get a reduction in the price, and you're also [3]___ to get free delivery. In shops, buy things when they're on offer, or just smile and say, 'Excuse me, [4]___ have a small discount please?' It might work!

TWO [5]___ way to save money is to have a present drawer. Buy presents and birthday cards when they're on special offer. If you [6]___ buy something at the last minute, you're unlikely to get a bargain, but if you have a stock of presents, whenever there's a birthday you just open the drawer.

THREE Leave your wallet at home. It's a good idea to have days when [7]___ to spend any money. You'll avoid [8]___ purchases!

1	A fail	B miss	C let	D pass
2	A the whole	B every	C each	D all of
3	A likely	B possible	C banned	D permitted
4	A can I C do you think I can't		B do you think could I D why can't I	
5	A Every C Other		B The others D Another	
6	A manage C have to		B are bound to D succeed in	
7	A you're not allowed C your banned		B you're certain D you're sure	
8	A wishful	B impulse	C reflex	D reactive

FOCUS VLOG 18 About money

18 **Watch the Focus Vlog. For the worksheet, go to page 139.**

Use of English page 159

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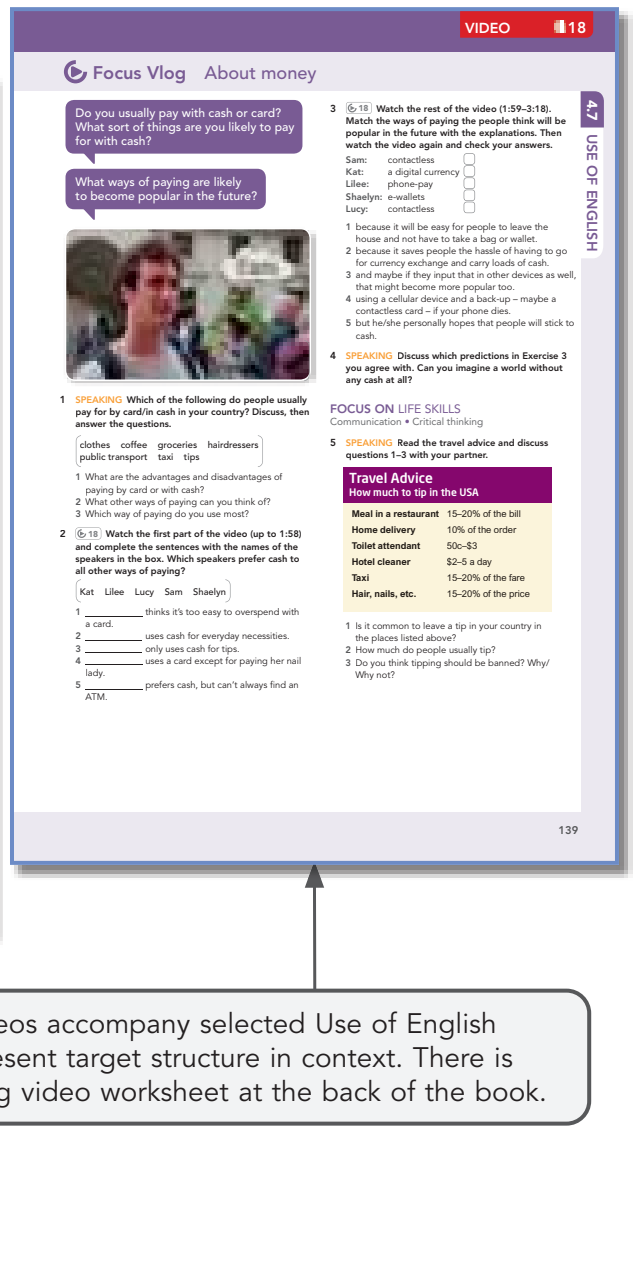

VIDEO 18

Focus Vlog About money

Do you usually pay with cash or card? What sort of things are you likely to pay for with cash?

What ways of paying are likely to become popular in the future?

1 SPEAKING **Which of the following do people usually pay for by card/in cash in your country? Discuss, then answer the questions.**

clothes coffee groceries hairdressers public transport taxi tips

1 What are the advantages and disadvantages of paying by card or with cash?
2 What other ways of paying can you think of?
3 Which way of paying do you use most?

2 18 **Watch the first part of the video (up to 1:58) and complete the sentences with the names of the speakers in the box. Which speakers prefer cash to all other ways of paying?**

Kat Lilee Lucy Sam Shaelyn

1 _____ thinks it's too easy to overspend with a card.
2 _____ uses cash for everyday necessities.
3 _____ only uses cash for tips.
4 _____ uses a card except for paying her nail lady.
5 _____ prefers cash, but can't always find an ATM.

3 18 **Watch the rest of the video (1:59–3:18). Match the ways of paying the people think will be popular in the future with the explanations. Then watch the video again and check your answers.**

Sam: contactless
Kat: a digital currency
Lilee: phone-pay
Shaelyn: e-wallets
Lucy: contactless

1 because it will be easy for people to leave the house and not have to take a bag or wallet.
2 because it saves people the hassle of having to go for currency exchange and carry loads of cash.
3 and maybe if they input that in other devices as well, that might become more popular too.
4 using a cellular device and a back-up – maybe a contactless card – if your phone dies.
5 but he/she personally hopes that people will stick to cash.

4 SPEAKING **Discuss which predictions in Exercise 3 you agree with. Can you imagine a world without any cash at all?**

FOCUS ON LIFE SKILLS
Communication • Critical thinking

5 SPEAKING **Read the travel advice and discuss questions 1–3 with your partner.**

Travel Advice
How much to tip in the USA

Meal in a restaurant	15–20% of the bill
Home delivery	10% of the order
Toilet attendant	50c–$3
Hotel cleaner	$2–5 a day
Taxi	15–20% of the fare
Hair, nails, etc.	15–20% of the price

1 Is it common to leave a tip in your country in the places listed above?
2 How much do people usually tip?
3 Do you think tipping should be banned? Why/Why not?

4.7 USE OF ENGLISH

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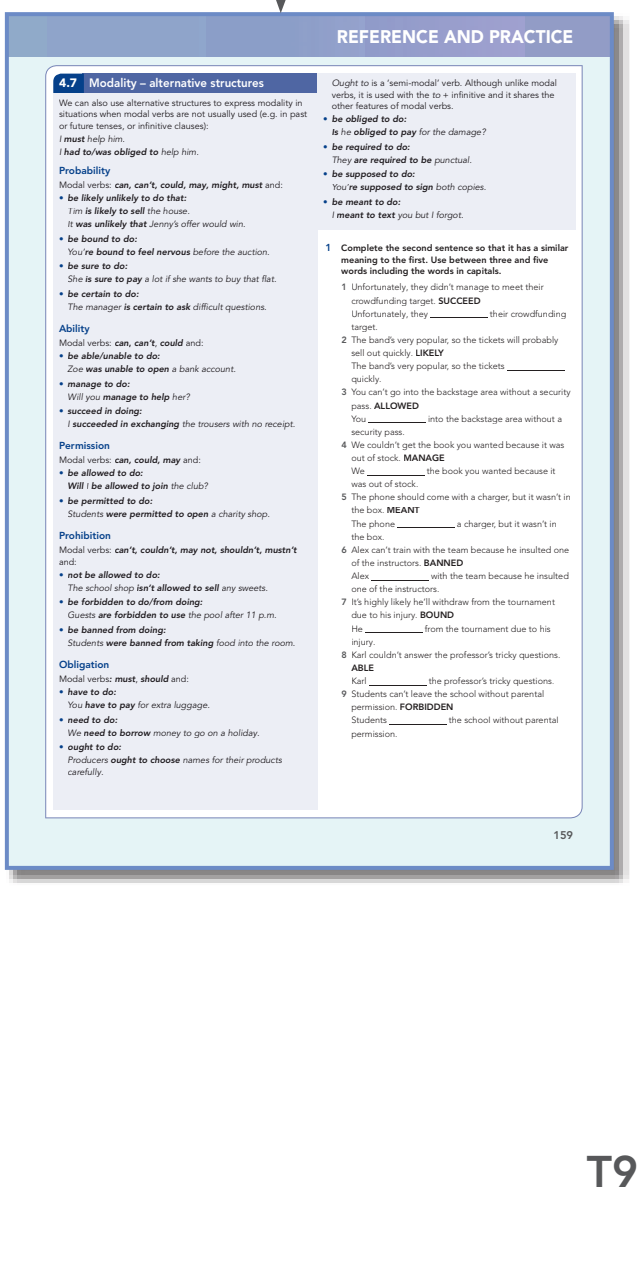

REFERENCE AND PRACTICE

4.7 Modality – alternative structures

We can also use alternative structures to express modality in situations when modal verbs are not usually used (e.g. in past or future tenses, or infinitive clauses):
*I **must** help him.*
*I **had to/was obliged to** help him.*

Probability
Modal verbs: ***can, can't, could, may, might, must*** and:
- ***be likely unlikely to do that:***
*Tim **is likely to sell** the house.*
*It **was unlikely that** Jenny's offer would win.*
- ***be bound to do:***
*You're **bound to feel nervous** before the auction.*
- ***be sure to do:***
*She **is sure to pay** a lot if she wants to buy that flat.*
- ***be certain to do:***
*The manager **is certain to ask** difficult questions.*

Ability
Modal verbs: ***can, can't, could*** and:
- ***be able/unable to do:***
*Zoe **was unable to open** a bank account.*
- ***manage to do:***
*Will you **manage to help** her?*
- ***succeed in doing:***
*I **succeeded in exchanging** the trousers with no receipt.*

Permission
Modal verbs: ***can, could, may*** and:
- ***be allowed to do:***
***Will I be allowed to join** the club?*
- ***be permitted to do:***
*Students **were permitted to open** a charity shop.*

Prohibition
Modal verbs: ***can't, couldn't, may not, shouldn't, mustn't*** and:
- ***not be allowed to do:***
*The school shop **isn't allowed to sell** any sweets.*
- ***be forbidden to do/from doing:***
*Guests **are forbidden to use** the pool after 11 p.m.*
- ***be banned from doing:***
*Students **were banned from taking** food into the room.*

Obligation
Modal verbs: ***must, should*** and:
- ***have to do:***
*You **have to pay** for extra luggage.*
- ***need to do:***
*We **need to borrow** money to go on a holiday.*
- ***ought to do:***
*Producers **ought to choose** names for their products carefully.*

Ought to is a 'semi-modal' verb. Although unlike modal verbs, it is used with the to + infinitive and it shares the other features of modal verbs.
- ***be obliged to do:***
*Is he **obliged to pay** for the damage?*
- ***be required to do:***
*They **are required to be** punctual.*
- ***be supposed to do:***
*You're **supposed to sign** both copies.*
- ***be meant to do:***
*I **meant to text** you but I forgot.*

1 **Complete the second sentence so that it has a similar meaning to the first. Use between three and five words including the words in capitals.**

1 Unfortunately, they didn't manage to meet their crowdfunding target. **SUCCEED**
Unfortunately, they _____ their crowdfunding target.
2 The band's very popular, so the tickets will probably sell out quickly. **LIKELY**
The band's very popular, so the tickets _____ quickly.
3 You can't go into the backstage area without a security pass. **ALLOWED**
You _____ into the backstage area without a security pass.
4 We couldn't get the book you wanted because it was out of stock. **MANAGE**
We _____ the book you wanted because it was out of stock.
5 The phone should come with a charger, but it wasn't in the box. **MEANT**
The phone _____ a charger, but it wasn't in the box.
6 Alex can't train with the team because he insulted one of the instructors. **BANNED**
Alex _____ with the team because he insulted one of the instructors.
7 It's highly likely he'll withdraw from the tournament due to his injury. **BOUND**
He _____ from the tournament due to his injury.
8 Karl couldn't answer the professor's tricky questions. **ABLE**
Karl _____ the professor's tricky questions.
9 Students can't leave the school without parental permission. **FORBIDDEN**
Students _____ the school without parental permission.

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LANGUAGE FOCUS boxes with usage rules and structures

Focus Vlog videos accompany selected Use of English lessons and present target structure in context. There is a corresponding video worksheet at the back of the book.

Focus 4 Unit walkthrough

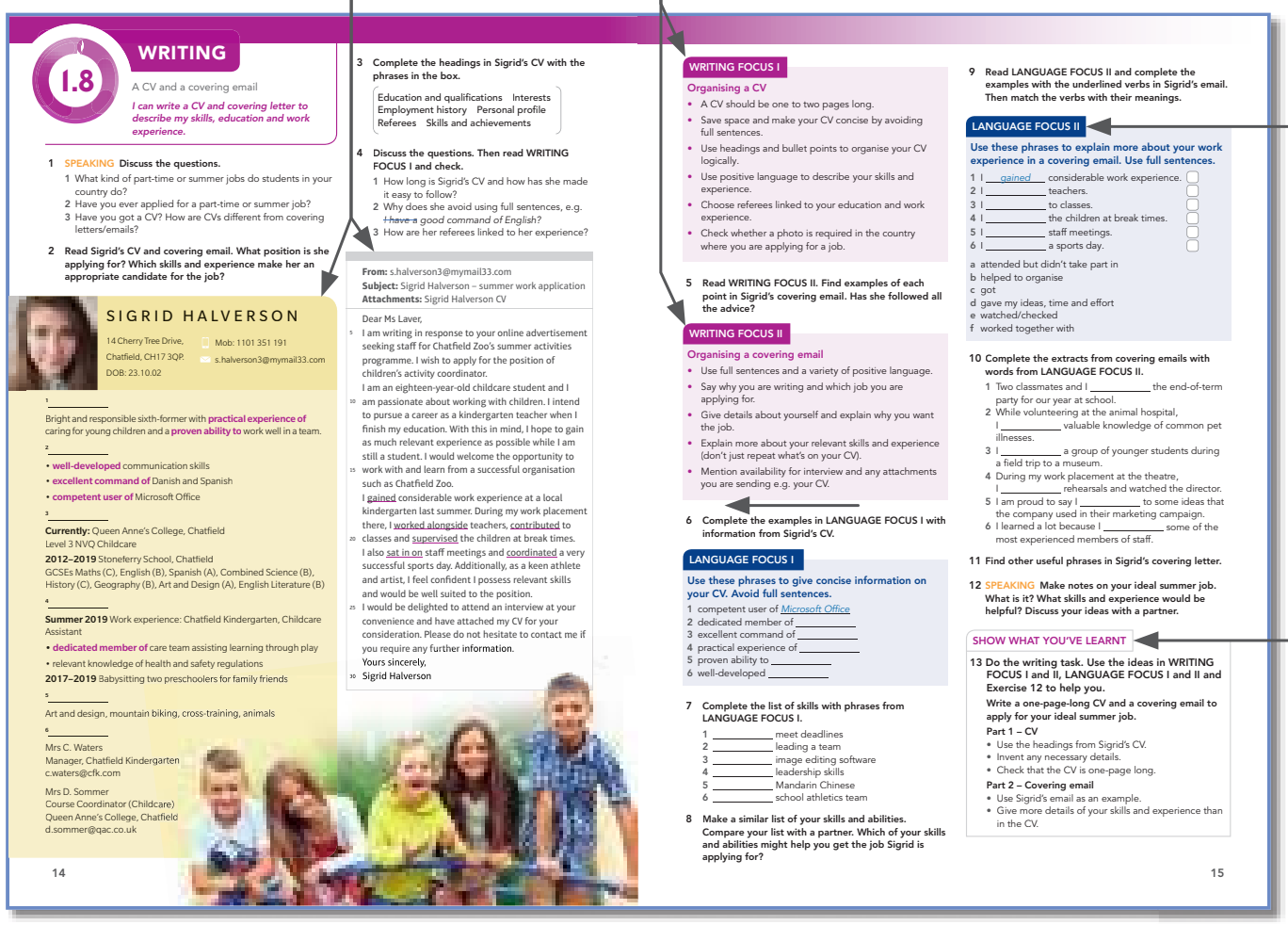
WRITING LESSONS

Useful language for the writing task is presented through varied and relevant texts.

The WRITING FOCUS boxes with key phrases and step-by-step guidelines on how to write a given type of text

The LANGUAGE FOCUS boxes with extra usage rules and structures

Exam-style writing tasks provide students with realistic opportunities to practise their writing skills.

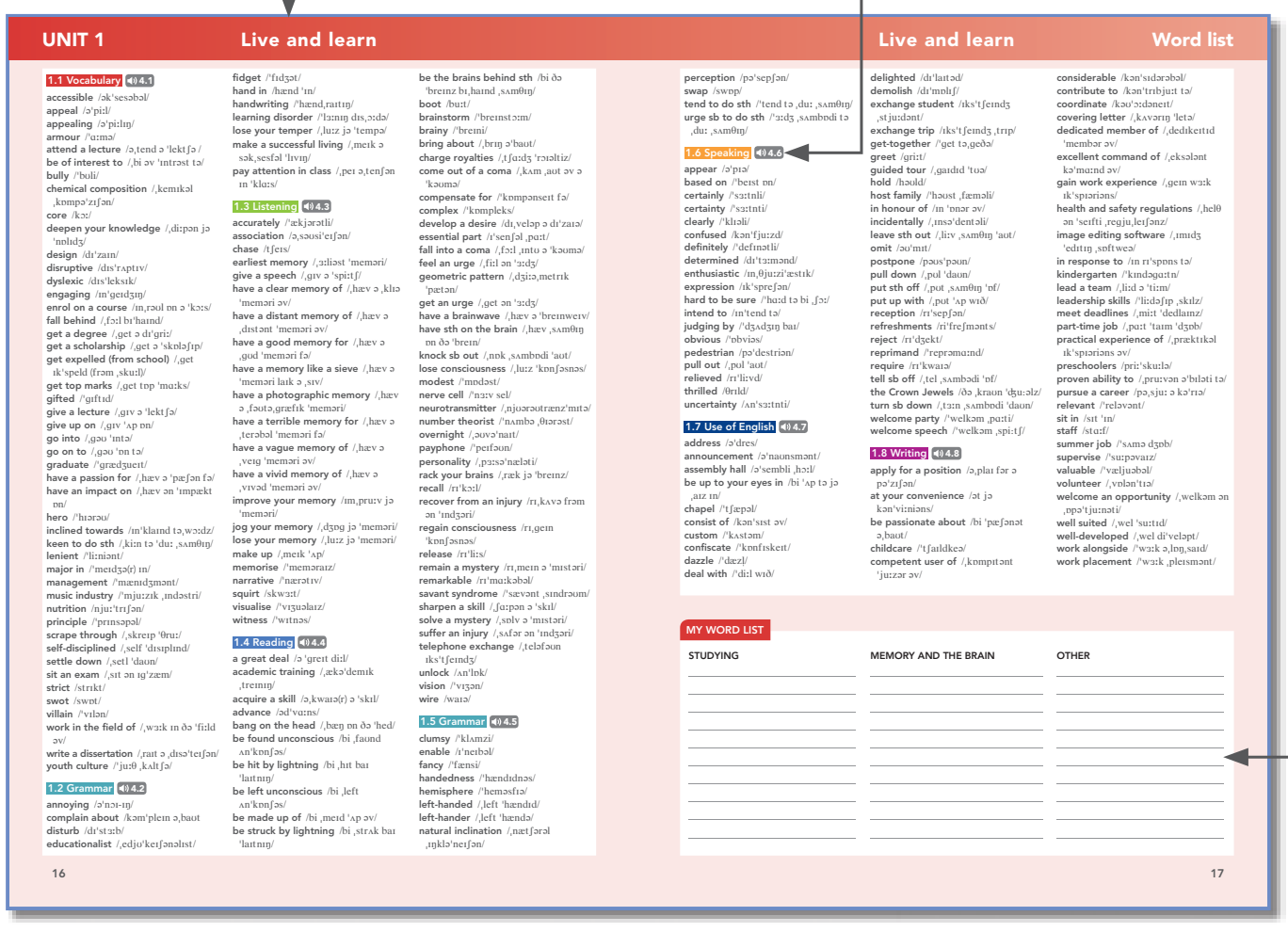


WORD LISTS

Glossary of vocabulary items from the unit with pronunciation, divided into lessons

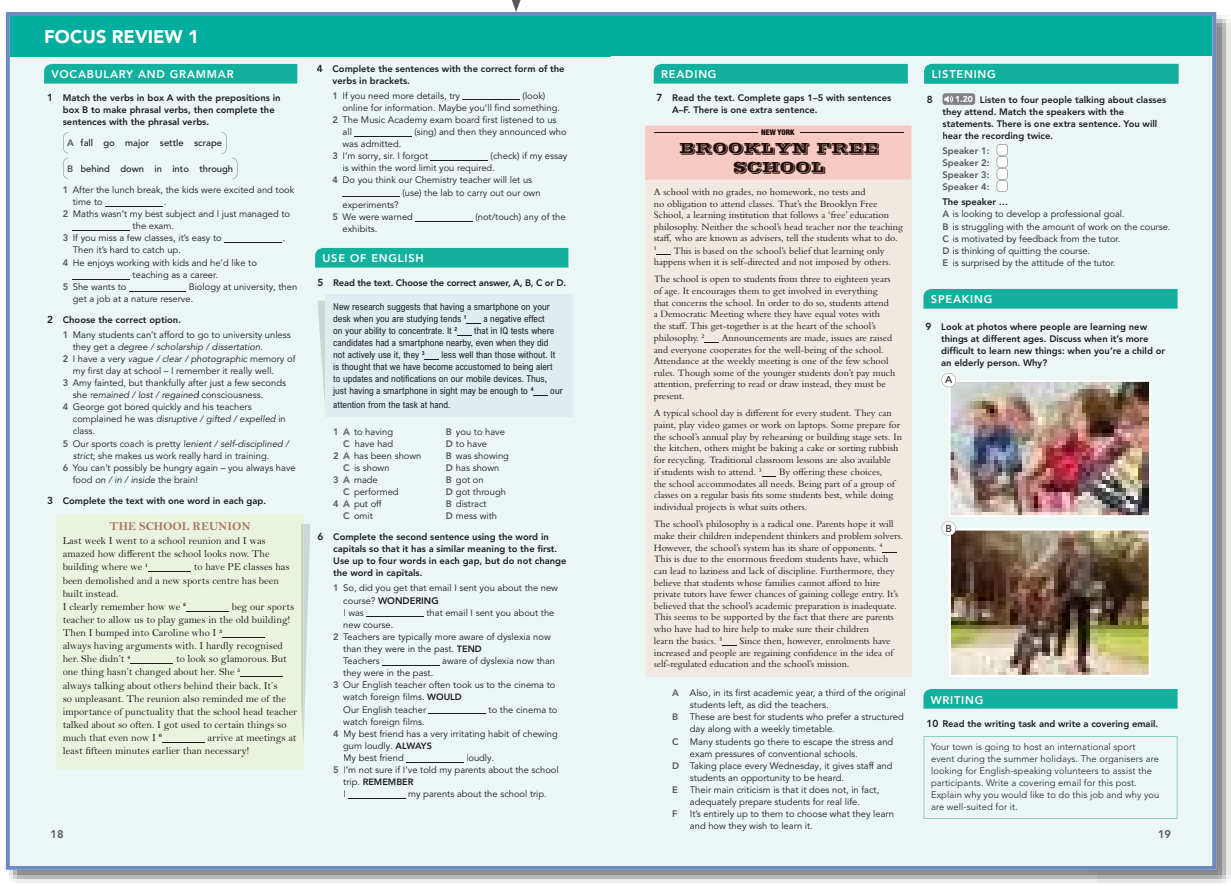
Downloadable students' MP3 recordings specially designed to practise vocabulary

The My Word List is a space where students can note down additional vocabulary related to the unit topics.



FOCUS REVIEW

Revision of vocabulary and grammar from the unit as well as Use of English, Reading, Listening, Speaking and Writing tasks in an exam format



FOCUS REVIEW 1

VOCABULARY AND GRAMMAR

1 Match the verbs in box A with the prepositions in box B to make phrasal verbs, then complete the sentences with the phrasal verbs.

A fall go major settle scrape

B behind down in into through

1 After the lunch break, the kids were excited and took time to _____.
2 Maths wasn't my best subject and I just managed to _____ the exam.
3 If you miss a few classes, it's easy to _____. Then it's hard to catch up.
4 He enjoys working with kids and he'd like to _____ teaching as a career.
5 She wants to _____. Biology at university, then get a job at a nature reserve.

2 Choose the correct option.

1 Many students can't afford to go to university unless they get a *degree / scholarship / dissertation*.
2 I have a very *vague / clear / photographic* memory of my first day at school – I remember it really well.
3 Amy fainted, but thankfully after just a few seconds she *remained / lost / regained* consciousness.
4 George got bored quickly and his teachers complained he was *disruptive / gifted / expelled* in class.
5 Our sports coach is pretty *lenient / self-disciplined / strict*; she makes us work really hard in training.
6 You can't possibly be hungry again – you always have food on */ in / inside* the brain!

3 Complete the text with one word in each gap.

THE SCHOOL REUNION

Last week I went to a school reunion and I was amazed how different the school looks now. The building where we [1]_____ to have P.E. classes has been demolished and a new sports centre has been built instead.
I clearly remember how we [4]_____ beg our sports teacher to allow us to play games in the old building! Then I bumped into Caroline who I [2]_____ always having arguments with. I hardly recognised her. She didn't [5]_____ to look so glamorous. But one thing hasn't changed about her. She [3]_____ always talking about others behind their back. It's so unpleasant. The reunion also reminded me of the importance of punctuality that the school head teacher talked about so often. I got used to certain things so much that even now I [6]_____ arrive at meetings at least fifteen minutes earlier than necessary!

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

1 If you need more details, try _____ (look) online for information. Maybe you'll find something.
2 The Music Academy exam board first listened to us all _____ (sing) and then they announced who was admitted.
3 I'm sorry, sir. I forgot _____ (check) if my essay is within the word limit you required.
4 Do you think our Chemistry teacher will let us _____ (use) the lab to carry out our own experiments?
5 We were warned _____ (not/touch) any of the exhibits.

USE OF ENGLISH

5 Read the text. Choose the correct answer, A, B, C or D.

New research suggests that having a smartphone on your desk when you are studying tends [1]___ a negative effect on your ability to concentrate. It [2]___ that in IQ tests where candidates had a smartphone nearby, even when they did not actively use it, they [3]___ less well than those without. It is thought that we have become accustomed to being alert to updates and notifications on our mobile devices. Thus, just having a smartphone in sight may be enough to [4]___ our attention from the task at hand.

1 A to having B you to have C have had D to have
2 A has been shown B was showing C is shown D has shown
3 A made B got on C performed D got through
4 A put off B distract C omit D mess with

6 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use up to four words in each gap, but do not change the word in capitals.

1 So, did you get that email I sent you about the new course? **WONDERING**
I was _____ that email I sent you about the new course.
2 Teachers are typically more aware of dyslexia now than they were in the past. **TEND**
Teachers _____ aware of dyslexia now than they were in the past.
3 Our English teacher often took us to the cinema to watch foreign films. **WOULD**
Our English teacher _____ to the cinema to watch foreign films.
4 My best friend has a very irritating habit of chewing gum loudly. **ALWAYS**
My best friend _____ loudly.
5 I'm not sure if I've told my parents about the school trip. **REMEMBER**
I _____ my parents about the school trip.

READING

7 Read the text. Complete gaps 1–5 with sentences A–F. There is one extra sentence.

NEW YORK

BROOKLYN FREE SCHOOL

A school with no grades, no homework, no tests and no obligation to attend classes. That's the Brooklyn Free School, a learning institution that follows a 'free' education philosophy. Neither the school's head teacher nor the teaching staff, who are known as advisers, tell the students what to do. [1]___ This is based on the school's belief that learning only happens when it is self-directed and not imposed by others.

The school is open to students from three to eighteen years of age. It encourages them to get involved in everything that concerns the school. In order to do so, students attend a Democratic Meeting where they have equal votes with the staff. This get-together is at the heart of the school's philosophy. [2]___ Announcements are made, issues are raised and everyone cooperates for the well-being of the school. Attendance at the weekly meeting is one of the few school rules. Though some of the younger students don't pay much attention, preferring to read or draw instead, they must be present.

A typical school day is different for every student. They can paint, play video games or work on laptops. Some prepare for the school's annual play by rehearsing or building stage sets. In the kitchen, others might be baking a cake or sorting rubbish for recycling. Traditional classroom lessons are also available if students wish to attend. [3]___ By offering these choices, the school accommodates all needs. Being part of a group of classes on a regular basis fits some students best, while doing individual projects is what suits others.

The school's philosophy is a radical one. Parents hope it will make their children independent thinkers and problem solvers. However, the school's system has its share of opponents. [4]___ This is due to the enormous freedom students have, which can lead to laziness and lack of discipline. Furthermore, they believe that students whose families cannot afford to hire private tutors have fewer chances of gaining college entry. It's believed that the school's academic preparation is inadequate. This seems to be supported by the fact that there are parents who have had to hire help to make sure their children learn the basics. [5]___ Since then, however, enrolments have increased and people are regaining confidence in the idea of self-regulated education and the school's mission.

A Also, in its first academic year, a third of the original students left, as did the teachers.
B These are best for students who prefer a structured day along with a weekly timetable.
C Many students go there to escape the stress and exam pressures of conventional schools.
D Taking place every Wednesday, it gives staff and students an opportunity to be heard.
E Their main criticism is that it does not, in fact, adequately prepare students for real life.
F It's entirely up to them to choose what they learn and how they wish to learn it.

LISTENING

8 1.20 **Listen to four people talking about classes they attend. Match the speakers with the statements. There is one extra sentence. You will hear the recording twice.**

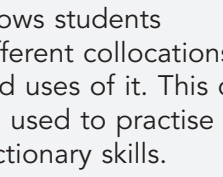
Speaker 1: ☐
Speaker 2: ☐
Speaker 3: ☐
Speaker 4: ☐

The speaker …
A is looking to develop a professional goal.
B is struggling with the amount of work on the course.
C is motivated by feedback from the tutor.
D is thinking of quitting the course.
E is surprised by the attitude of the tutor.

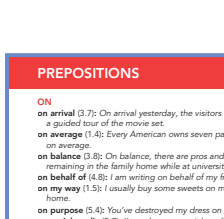
SPEAKING

9 Look at photos where people are learning new things at different ages. Discuss when it's more difficult to learn new things: when you're a child or an elderly person. Why?

A



B



WRITING

10 Read the writing task and write a covering email.

Your town is going to host an international sport event during the summer holidays. The organisers are looking for English-speaking volunteers to assist the participants. Write a covering email for this post. Explain why you would like to do this job and why you are well-suited for it.

18 19

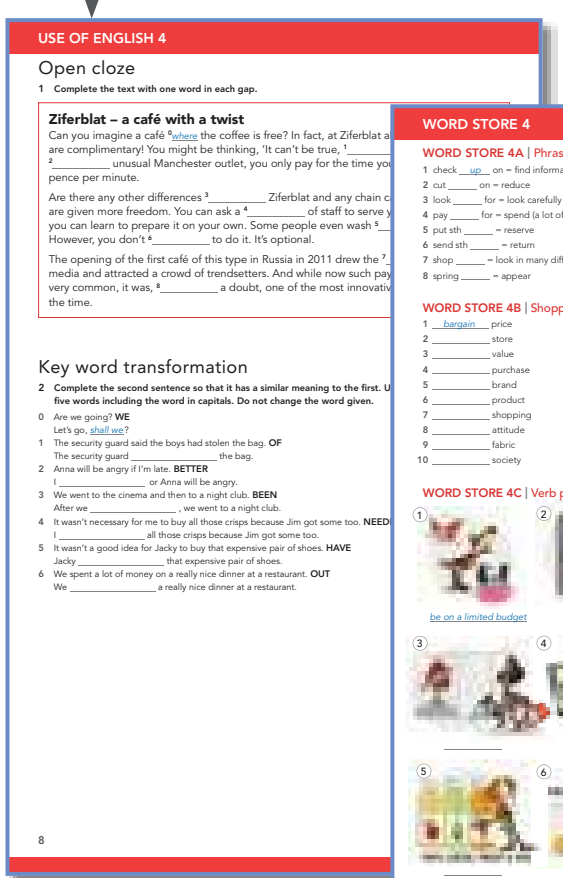
WORD STORE BOOKLET

The USE OF ENGLISH sections review language from the current and previous unit(s). They can be used as part of the unit review.

All the WORD STORE activities are tied into the Vocabulary, Listening and Reading lessons, giving students additional practice of new vocabulary. By completing the exercises in the WORD STORE, students compile their own mini dictionaries of the most important words and phrases from the unit.

The WORD IN FOCUS section takes specific words or language from the unit and shows students different collocations and uses of it. This can be used to practise dictionary skills.

Lists of prepositions and phrasal verbs as well as prefixes and suffixes



USE OF ENGLISH 4

Open cloze

1 Complete the text with one word in each gap.

Ziferblat – a café with a twist

Can you imagine a café [0]*where* the coffee is free? In fact, at Ziferblat a[1]_____ are complimentary! You might be thinking, 'It can't be true, [1]_____ [2]_____ unusual Manchester outlet, you only pay for the time yo[2]_____ pence per minute.

Are there any other differences [3]_____ Ziferblat and any chain c[3]_____ are given more freedom. You can ask a [4]_____ of staff to serve y[4]_____ you can learn to prepare it on your own. Some people even wash [5]_____ However, you don't [6]_____ to do it. It's optional.

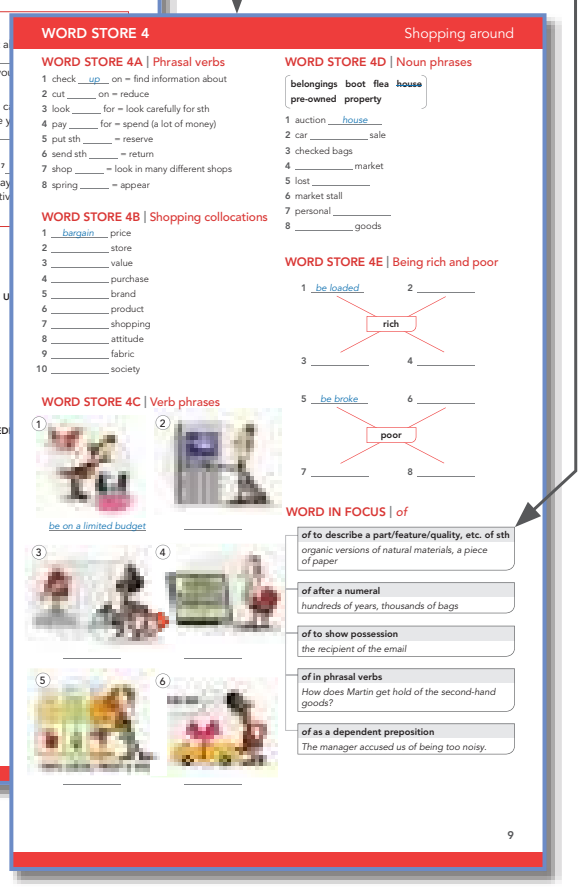
The opening of the first café of this type in Russia in 2011 drew the [7]_____ media and attracted a crowd of trendsetters. And while now such pay[7]_____ very common, it was, [8]_____ a doubt, one of the most innovativ[8]_____ the time.

Key word transformation

2 Complete the second sentence so that it has a similar meaning to the first. U[2] five words including the word in capitals. Do not change the word given.

0 Are we going? **WE**
Let's go, *shall we*?
1 The security guard said the boys had stolen the bag. **OF**
The security guard _____ the bag.
2 Anna will be angry if I'm late. **BETTER**
I _____ or Anna will be angry.
3 We went to the cinema and then to a night club. **BEEN**
After we _____ , we went to a night club.
4 It wasn't necessary for me to buy all those crisps because Jim got some too. **NEED**
I _____ all those crisps because Jim got some too.
5 It wasn't a good idea for Jacky to buy that expensive pair of shoes. **HAVE**
Jacky _____ that expensive pair of shoes.
6 We spent a lot of money on a really nice dinner at a restaurant. **OUT**
We _____ a really nice dinner at a restaurant.

8



WORD STORE 4 — Shopping around

WORD STORE 4A | Phrasal verbs

1 check ___up___ on = find information about
2 cut _____ on = reduce
3 look _____ for = look carefully for sth
4 pay _____ for = spend (a lot of money)
5 put sth _____ = reserve
6 send sth _____ = return
7 shop _____ = look in many different shops
8 spring _____ = appear

WORD STORE 4B | Shopping collocations

1 ___bargain___ price
2 _____ store
3 _____ value
4 _____ purchase
5 _____ brand
6 _____ product
7 _____ shopping
8 _____ attitude
9 _____ fabric
10 _____ society

WORD STORE 4C | Verb phrases

1 ___be on a limited budget___
2 _____
3 _____
4 _____
5 _____
6 _____

WORD STORE 4D | Noun phrases

belongings boot flea **house** pre-owned property

1 auction ___house___
2 car _____ sale
3 checked bags
4 _____ market
5 lost _____
6 market stall
7 personal _____
8 _____ goods

WORD STORE 4E | Being rich and poor

1 ___be loaded___ 2 _____
rich
3 _____ 4 _____
5 ___be broke___ 6 _____
poor
7 _____ 8 _____

WORD IN FOCUS | *of*

of to describe a part/feature/quality, etc. of sth
organic versions of natural materials, a piece of paper

of after a numeral
hundreds of years, thousands of bags

of to show possession
the recipient of the email

of in phrasal verbs
How does Martin get hold of the second-hand goods?

of as a dependent preposition
The manager accused us of being too noisy.

9

PREPOSITIONS

ON
on arrival (3.7): *On arrival yesterday, the visitors were given a guided tour of the movie set.*
on average (1.4): *Every American owns seven pairs of jeans on average.*
on balance (3.8): *On balance, there are pros and cons to remaining in the family home while at university.*
on behalf of (4.8): *I am writing on behalf of my friends.*
on my way (1.5): *I usually buy some sweets on my way home.*
on purpose (5.4): *You've destroyed my dress on purpose!*
on social media (5.7): *I'm so busy on social media that I can't get down to any serious school work.*
on the border (3.1): *My grandparents live in a market town on the border of England and Wales.*
on the coast (3.1): *I used to live in a small village on the coast.*
on the ground (3.4): *The communications system is controlled by staff on the ground.*
on the outskirts (3.1): *He opened underground car parks on the outskirts of the city.*
on the website (1.7): *We haven't found any reference to the latest projects on the company's website.*
on time (6.2): *Don't be late – you have to be there on time.*
on top of (2.8): *On top of everything else, we now have extra classes every Saturday morning.*

TO
to be honest (1.6): *To be honest, I don't know what to advise you to do in this situation.*
to my mind (8.8): *To my mind, the benefits outweigh the drawbacks.*
to your left (1.6): *To your left you can see a new extension.*

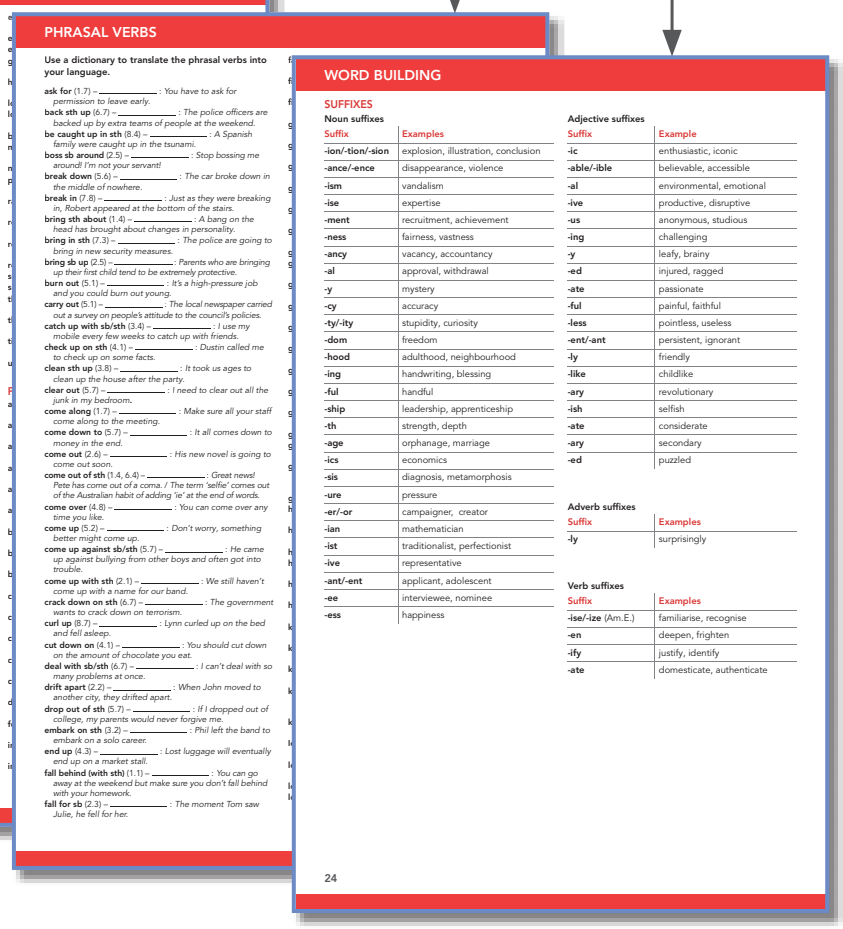
UNDER
under any circumstances (4.7): *My parents are banned from using my phone under any circumstances.*
under no circumstances (8.5): *Under no circumstances are you allowed to enter the lab without my permission.*
under pressure (8.8): *The head teacher was under pressure to resign.*

WITH
with regard to (5.8): *We need to reconsider our policy with regard to immigrants.*
with sth in mind (1.8): *With your recent conduct in mind, I feel you should resign from being the student representative.*

WITHIN
within 500 metres (3.1): *There is a park within 500 metres of the school.*
within easy reach (3.1): *There is a play area within easy reach of our house.*
within walking distance (3.1): *They opened underground car parks within walking distance of the centre.*

WITHOUT
without (a) doubt (4.8): *Without doubt, the worst part of the whole incident was being humiliated in front of everybody.*

PREPOSITIONS AFTER NOUNS
access to (7.1): *Teenagers claim to need constant access to social media.*
aptitude for (7.1): *Ginny seems to have a real aptitude for painting.*
complaint about (4.8): *I'd like to make a complaint about the way we were treated.*
cost of (3.8): *In 2018/19, the average cost of renting a room in halls of residence in the UK was about £140 per week.*
decline/drop/increase/rise in (5.3): *There has been a sharp drop in the number of people commuting to work.*
effect on (2.3): *The accident had a terrible effect on Steve.*



PHRASAL VERBS

Use a dictionary to translate the phrasal verbs into your language.

ask for (1.7) – _____ : *You have to ask for permission to leave early.*
back sth up (6.7) – _____ : *The police officers are backed up by extra teams of people at the weekend.*
be caught up in sth (8.4) – _____ : *A Spanish family were caught up in the tsunami.*
boss sb around (2.5) – _____ : *Stop bossing me around! I'm not your servant!*
break down (5.6) – _____ : *The car broke down in the middle of nowhere.*
break in (7.8) – _____ : *Just as they were breaking in, Robert appeared at the bottom of the stairs.*
bring sth about (1.4) – _____ : *A bang on the head has brought about changes in personality.*
bring in sth (7.3) – _____ : *The police are going to bring in new security measures.*
bring sb up (2.5) – _____ : *Parents who are bringing up their first child tend to be extremely protective.*
burn out (5.1) – _____ : *It's a high-pressure job and you could burn out young.*
carry out (5.1) – _____ : *The local newspaper carried out a survey on people's attitude to the council's policies.*
catch up with sb/sth (3.4) – _____ : *I use my mobile every few weeks to catch up with friends.*
check up on sth (4.1) – _____ : *Dustin called me to check up on some facts.*
clean sth up (3.8) – _____ : *It took us ages to clean up the house after the party.*
clear out (5.7) – _____ : *I need to clear out all the junk in my bedroom.*
come along (1.7) – _____ : *Make sure all your staff come along to the meeting.*
come down to (5.7) – _____ : *It all comes down to money in the end.*
come out (2.6) – _____ : *His new novel is going to come out soon.*
come out of sth (1.4, 6.4) – _____ : *Great news! Pete has come out of a coma. / The term 'selfie' comes out of the Australian habit of adding 'ie' at the end of words.*
come over (4.8) – _____ : *You can come over any time you like.*
come up (5.2) – _____ : *Don't worry, something better might come up.*
come up against sb/sth (5.7) – _____ : *He came up against bullying from other boys and often got into trouble.*
come up with sth (2.1) – _____ : *We still haven't come up with a name for our band.*
crack down on sth (6.7) – _____ : *The government wants to crack down on terrorism.*
curl up (8.7) – _____ : *Lynn curled up on the bed and fell asleep.*
cut down on (4.1) – _____ : *You should cut down on the amount of chocolate you eat.*
deal with sb/sth (6.7) – _____ : *I can't deal with so many problems at once.*
drift apart (2.2) – _____ : *When John moved to another city, they drifted apart.*
drop out of sth (5.7) – _____ : *If I dropped out of college, my parents would never forgive me.*
embark on sth (3.2) – _____ : *Phil left the band to embark on a solo career.*
end up (4.3) – _____ : *Lost luggage will eventually end up on a market stall.*
fall behind (with sth) (1.1) – _____ : *You can go away at the weekend but make sure you don't fall behind with your homework.*
fall for sb (2.3) – _____ : *The moment Tom saw Julie, he fell for her.*

WORD BUILDING

SUFFIXES

Noun suffixes

Suffix	Examples
-ion/-tion/-sion	explosion, illustration, conclusion
-ance/-ence	disappearance, violence
-ism	vandalism
-ise	expertise
-ment	recruitment, achievement
-ness	fairness, vastness
-ancy	vacancy, accountancy
-al	approval, withdrawal
-y	mystery
-cy	accuracy
-ty/-ity	stupidity, curiosity
-dom	freedom
-hood	adulthood, neighbourhood
-ing	handwriting, blessing
-ful	handful
-ship	leadership, apprenticeship
-th	strength, depth
-age	orphanage, marriage
-ics	economics
-sis	diagnosis, metamorphosis
-ure	pressure
-er/-or	campaigner, creator
-ian	mathematician
-ist	traditionalist, perfectionist
-ive	representative
-ant/-ent	applicant, adolescent
-ee	interviewee, nominee
-ess	happiness

Adjective suffixes

Suffix	Example
-ic	enthusiastic, iconic
-able/-ible	believable, accessible
-al	environmental, emotional
-ive	productive, disruptive
-us	anonymous, studious
-ing	challenging
-y	leafy, brainy
-ed	injured, ragged
-ate	passionate
-ful	painful, faithful
-less	pointless, useless
-ent/-ant	persistent, ignorant
-ly	friendly
-like	childlike
-ary	revolutionary
-ish	selfish
-ate	considerate
-ary	secondary
-ed	puzzled

Adverb suffixes

Suffix	Examples
-ly	surprisingly

Verb suffixes

Suffix	Examples
-ise/-ize (Am.E.)	familiarise, recognise
-en	deepen, frighten
-ify	justify, identify
-ate	domesticate, authenticate

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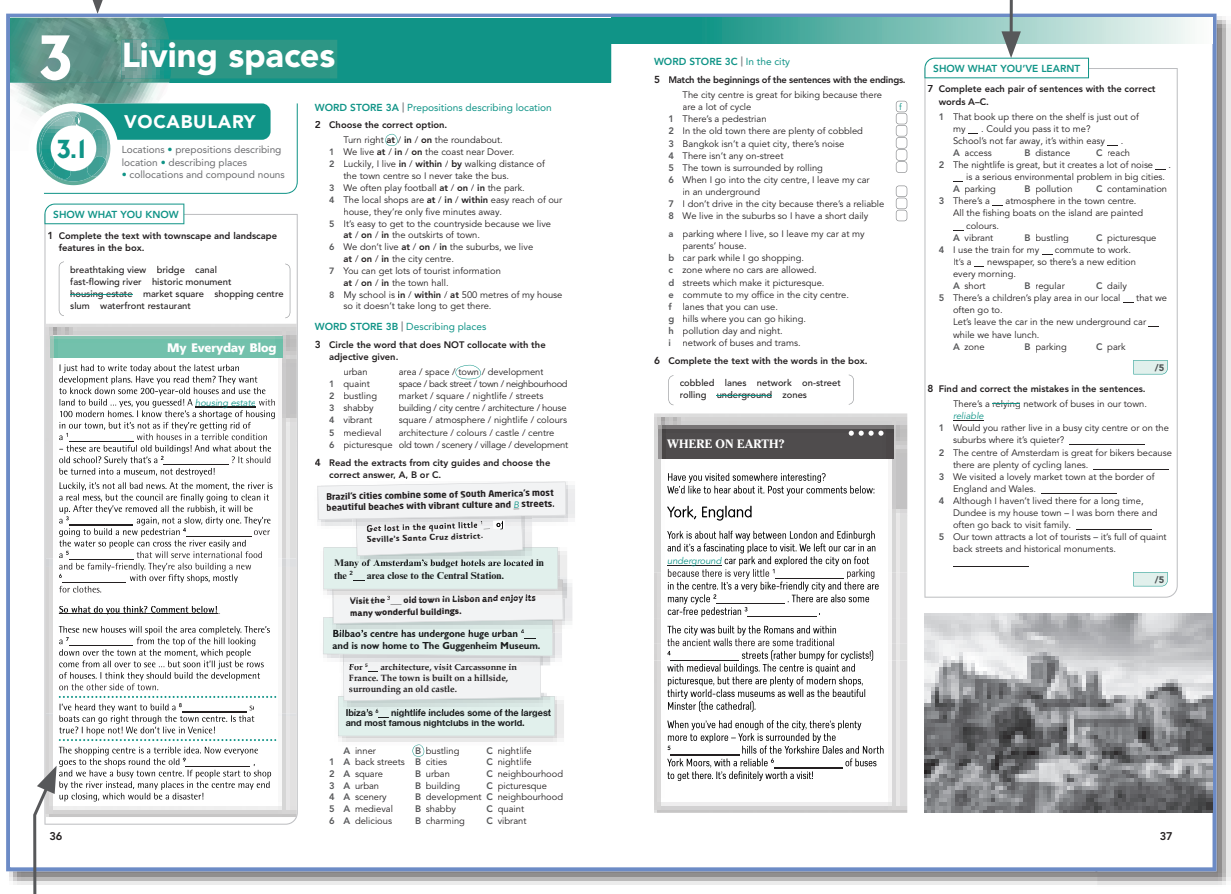
Focus 4 Unit walkthrough

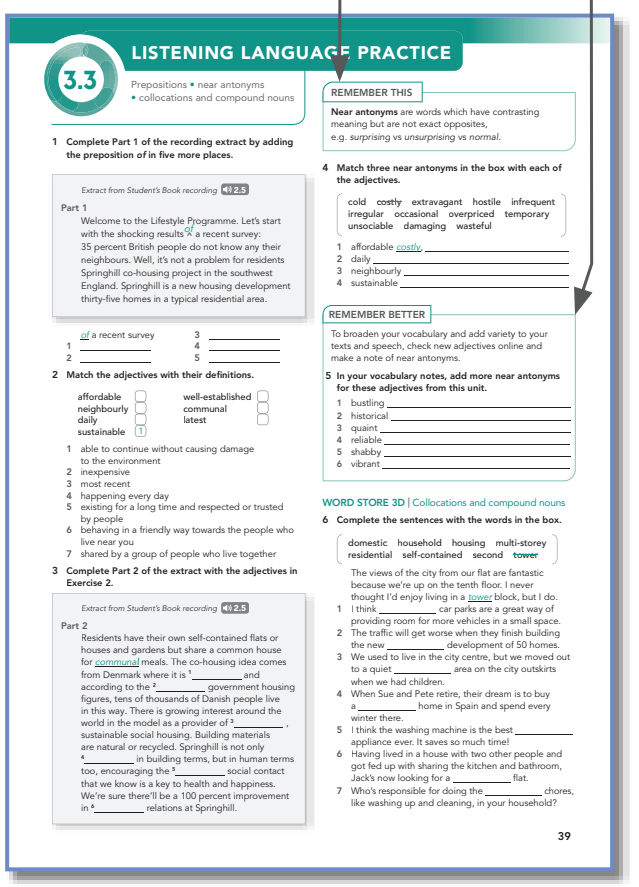
WORKBOOK

A corresponding Workbook lesson for each lesson in the Student's Book

The SHOW WHAT YOU'VE LEARNT tasks in the Vocabulary and Grammar lessons helping students to check their progress and be aware of what they've learnt

The REMEMBER THIS and REMEMBER BETTER boxes containing useful strategies for memorising words and structures

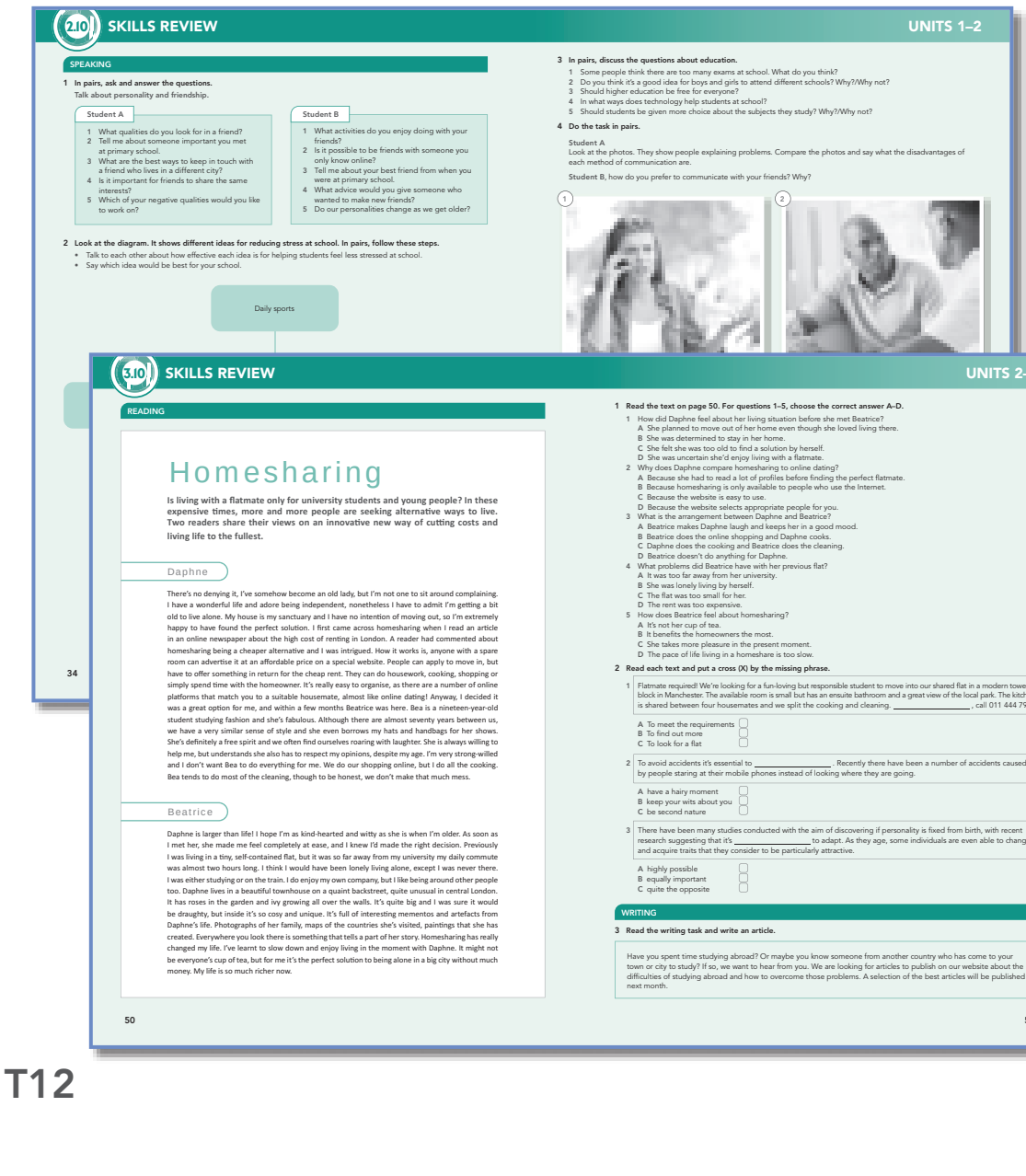


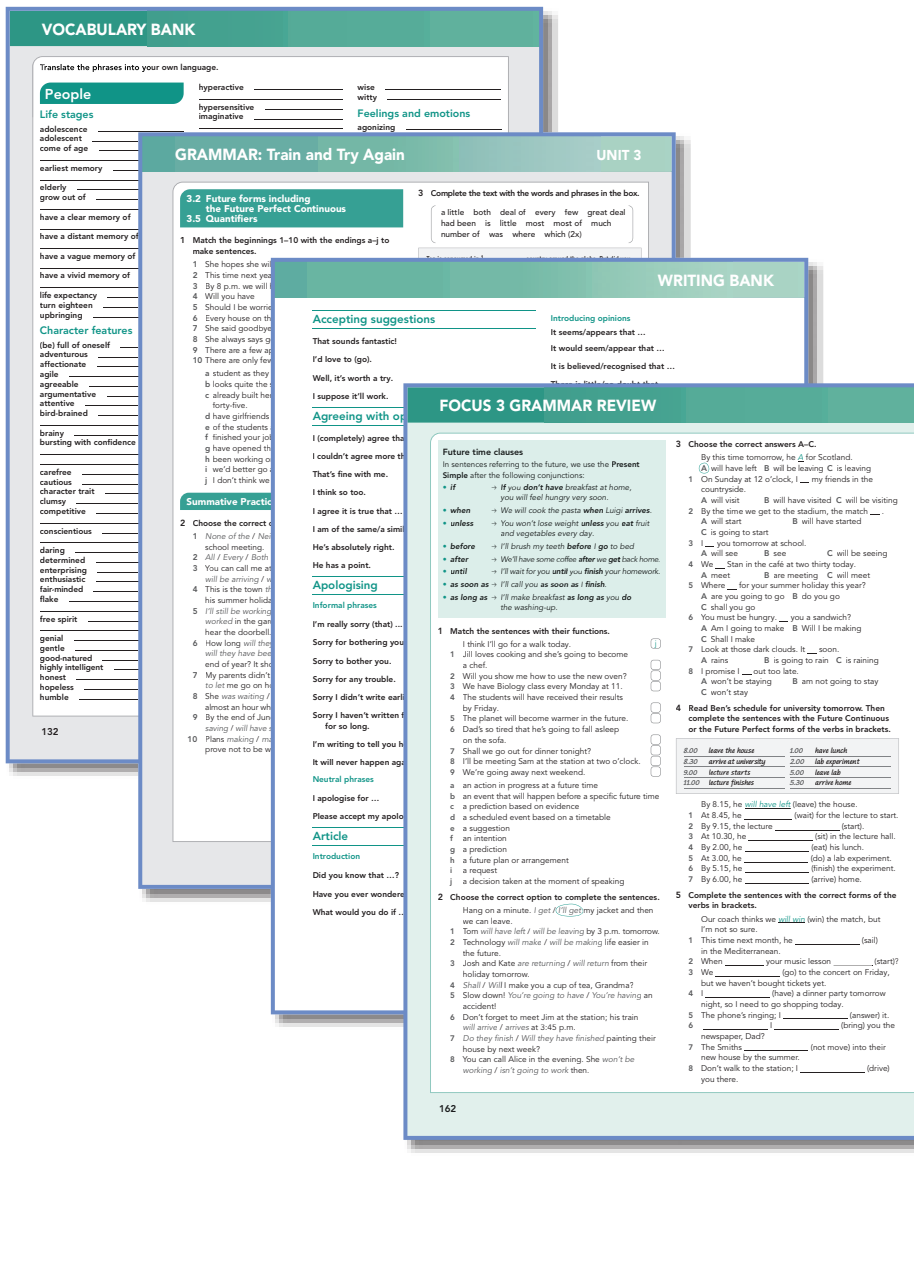


The SHOW WHAT YOU KNOW tasks in the Vocabulary and Grammar lessons serving as a warm-up and to revise vocabulary or grammar students should already know

Skills Reviews with speaking, reading and writing tasks in the exam format help students to prepare for their exams.

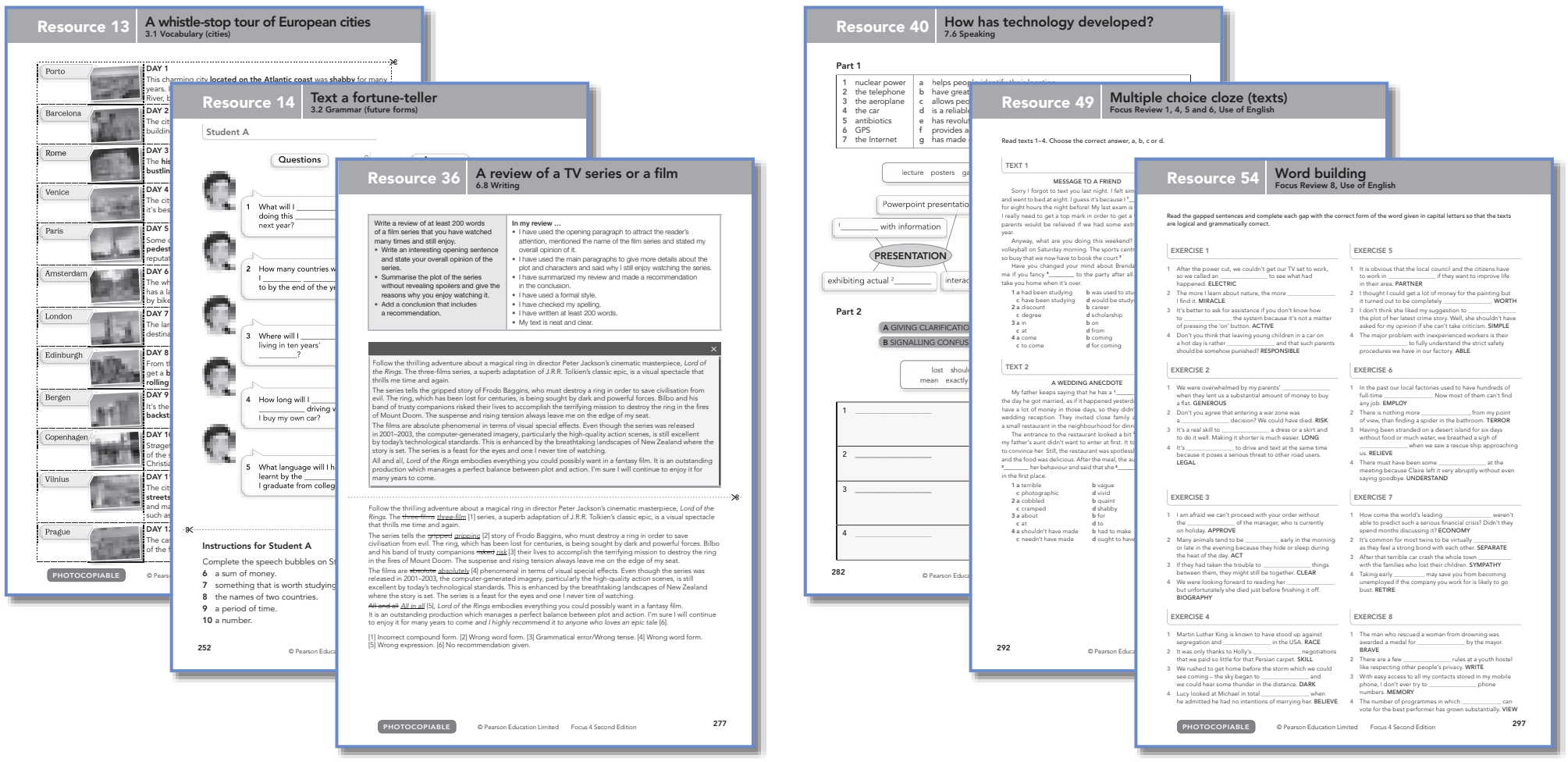
Additional vocabulary and grammar practice, the Writing Bank and Focus 3 Grammar Review with grammar explanations and revision of the grammar taught in level 3.



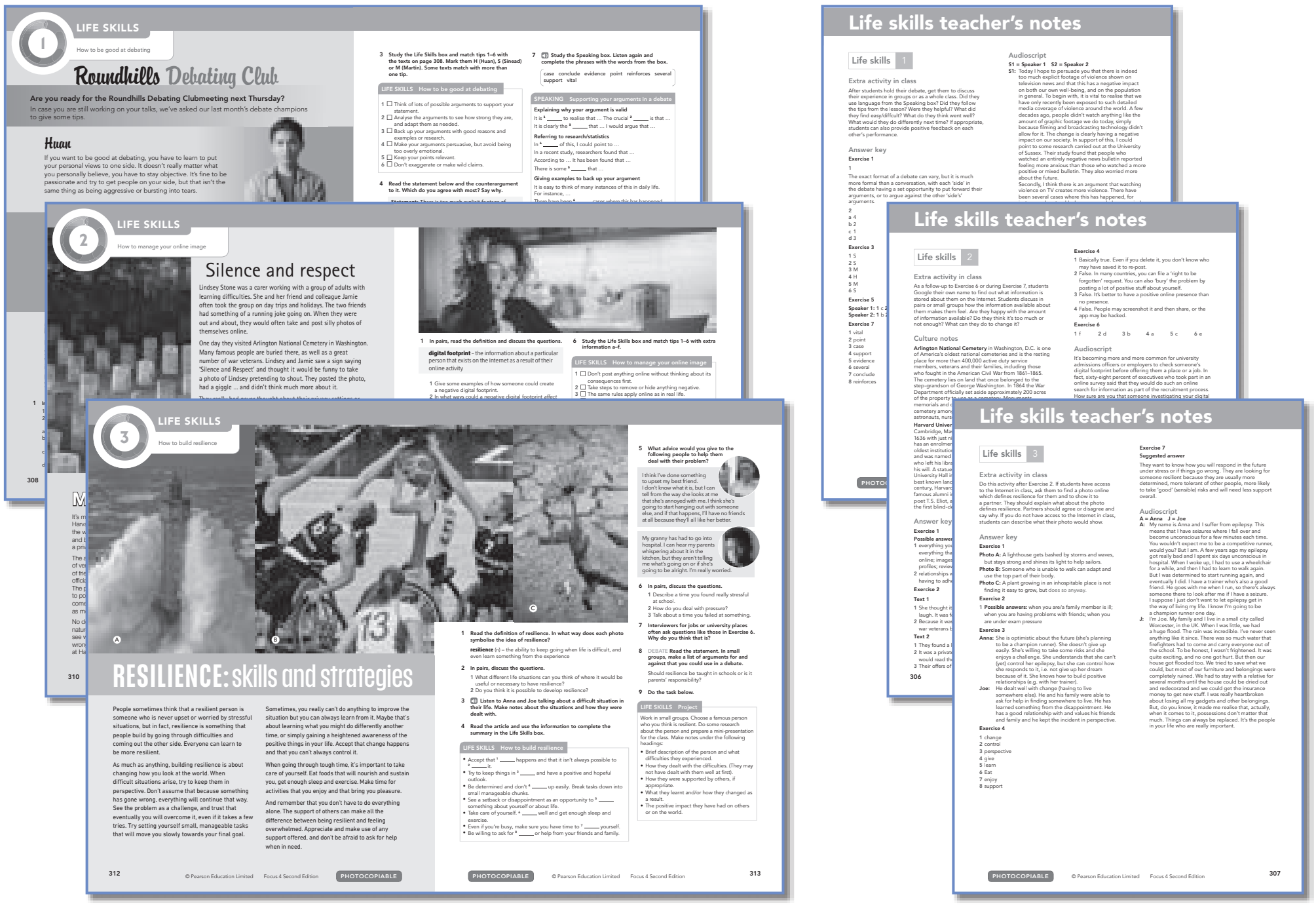


PHOTOCOPIABLE RESOURCES

Photocopiable vocabulary, grammar, writing, speaking and Use of English activities in the Teacher's Book



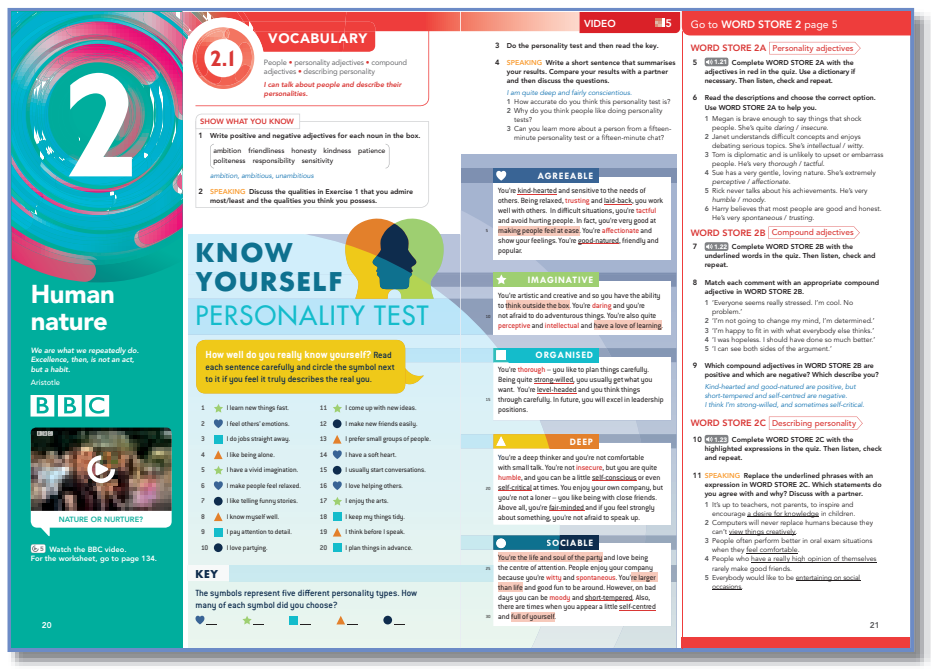
Life skills photocopiable resources teaching competencies indispensable to success in 21st-century society



Focus 4 Component overview

STUDENT'S BOOK and WORD STORE

- 8 topic-based units divided into 8 main teaching lessons: Vocabulary, Grammar (2 lessons), Listening, Reading, Speaking, Use of English and Writing
- Video (BBC videos, Focus Vlogs, Grammar animations, Role-play videos) in every unit – see references in the Teacher's Book at the top of the page and next to the exercises
- Word list at the end of each unit
- Focus Reviews after every unit: Vocabulary and Grammar practice; Use of English and skills in an exam format
- Clear lesson objectives ('I can…') taken from the Global Scale of English (GSE)
- Video worksheets for the BBC clips and Focus Vlogs
- Grammar and Use of English Reference and Practice: detailed explanations of all the grammar and Use of English topics covered in the units
- Lists of pronouns and numerals, irregular verbs and a key to phonetic symbols
- WORD STORE booklet with additional vocabulary and Use of English practice as well as lists of prepositions, phrasal verbs, prefixes and suffixes



- Access code to EXTRA DIGITAL ACTIVITIES AND RESOURCES
- Grammar and Vocabulary Checkpoints to help students check how ready they are for class tests and to monitor their progress
- Reading, Listening and Use of English banks of texts and exercises
- All audio and video resources

- Access code to PEARSON PRACTICE ENGLISH APP
- Student's Book audio
- Word lists with audio
- Video

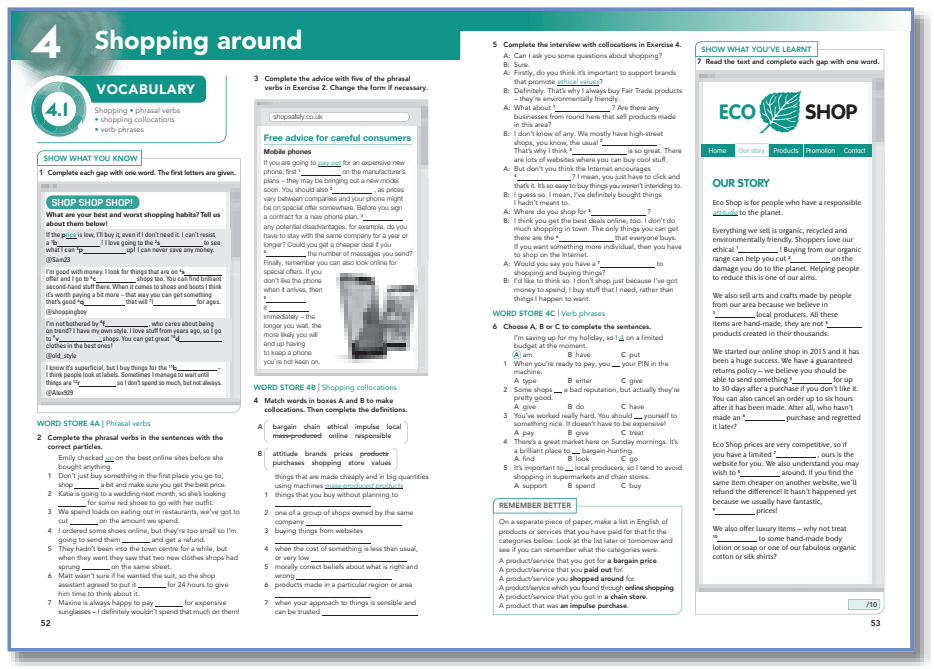
STUDENT'S BOOK and WORD STORE with ONLINE PRACTICE

This version of the Student's Book contains everything described above (Student's Book and WORD STORE, extra digital activities and resources, Pearson Practice English app) PLUS:

- **Interactive Workbook** with instant feedback
- Gradebook to review students' performance

WORKBOOK

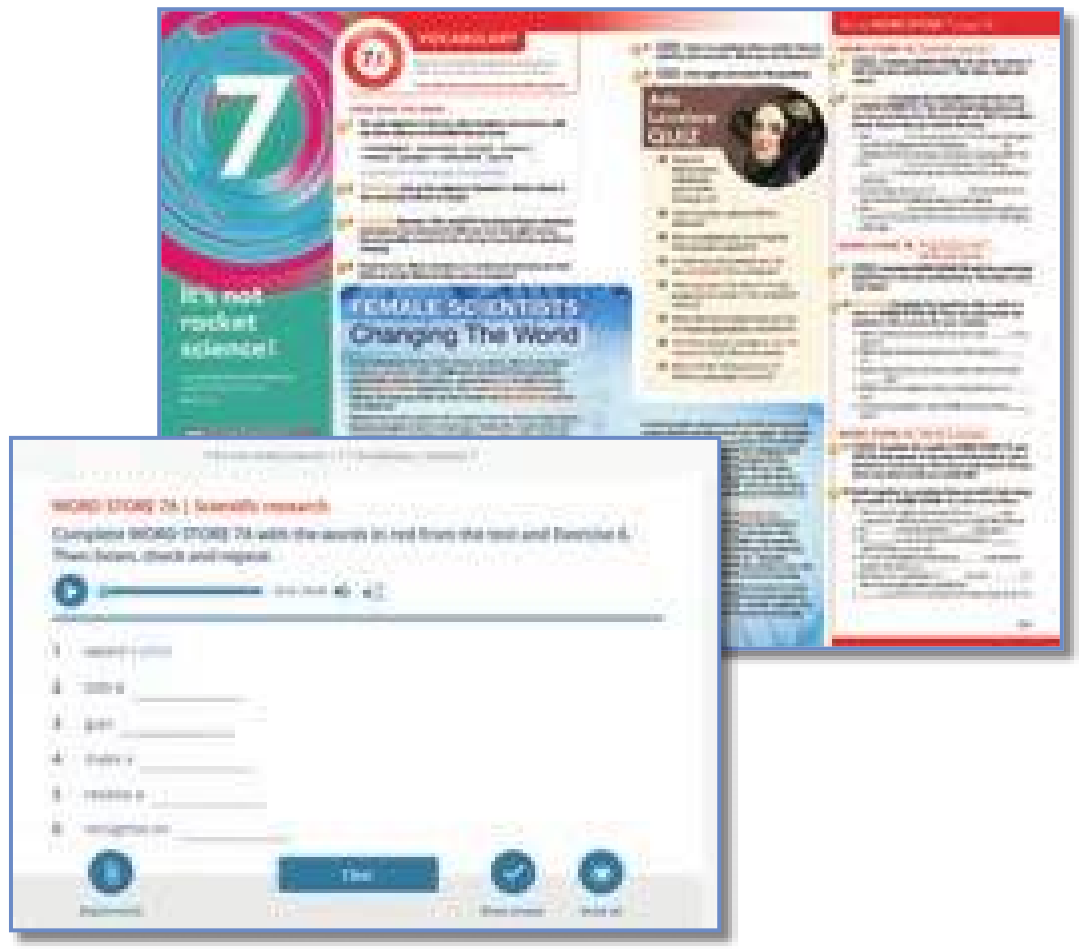
- Mirrors the Student's Book unit structure and pagination
- REMEMBER THIS boxes drawing attention to tricky language
- REMEMBER BETTER boxes with tips on remembering new language
- Speaking Bank with useful phrases in the Speaking lessons
- Skills Review sections in each unit with either speaking tasks in an exam format (Student A and Student B versions) or reading and writing exam tasks.
- Self-check after each unit with Vocabulary, Grammar and Use of English exercises
- Vocabulary Bank – a topic-based word list with vocabulary from all units, followed by exercises
- Focus 3 Grammar Review – grammar explanations and revision of the grammar taught in level 3.
- Grammar: Train and Try Again – additional grammar activities
- Writing Bank with phrases from the WRITING FOCUS boxes in the Student's Book
- Answer keys to the Self-check, Grammar: Train and Try Again and Focus 3 Grammar Review sections



TEACHER'S BOOK and WORD STORE

- Unit-by-unit Student's Book pages with overprinted answer key
- WORD STORE pages with overprinted answer key
- Ideas for extra activities and projects
- References to additional resources and the course assesssment
- Teacher's Book pagination mirrors the Student's Book pagination
- Workbook answer key
- Culture notes
- Student's Book audioscript and videoscripts
- 60 photocopiable resources with instructions and answer key
- 3 Life skills photocopiable resources with instructions and answer key

Access code to:



PRESENTATION TOOL

- Front-of-class teacher's tool with fully interactive version of Student's Book and Workbook activities with integrated audio and video
- Easy navigation via either book page or lesson flow

ONLINE PRACTICE, EXTRA DIGITAL ACTIVITIES AND RESOURCES

- Teacher view of Online Practice and extra digital activities
- Access to the Gradebook and student's performance area
- Assigning tasks to the whole class, groups or individual students
- Automatic marking to save time

TEACHER'S RESOURCES

- Photocopiable resources with instructions and answer key
- Life skills photocopiable resources with instructions and answer key
- Culture notes
- Student's Book pages with overprinted answer key
- Workbook answer key
- Audio and video with scripts
- Word lists with audio recordings
- Assessment Package consisting of ready-made tests in versions A and B
- Lesson plans
- A series of video clips on how to use the course material

CLASS AUDIO CDS

Audio material for use in class (Student's Book)

EXAM PRACTICE BOOKS

A series of booklets which provide additional, intensive practice and support for important international exams.
These books work alongside the Level 4 Student's Book:

- Cambridge English First
- Pearson Test of English General Level 3 and Level 4

The audio recordings and answer keys are available in the Teacher's Resources.

Additional information and support available at www.english.com/focus

Using videos in the classroom

There are four types of videos in *Focus Second Edition*:

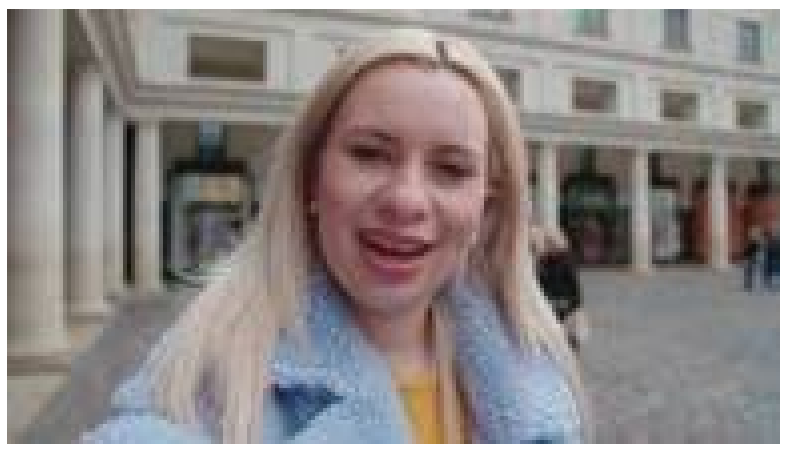
1 BBC VIDEOS

These are short (3–6 minutes) video clips produced by the BBC. As an extension of the topics covered in the units, the authentic, natural-language BBC videos give students an opportunity to hone their reception skills while further enhancing their vocabulary. Each video is accompanied by a Video worksheet for students to practice comprehension and use the extra vocabulary. Students are also prompted to discuss the topics covered in the videos and relate them to their own experiences, improving their critical thinking skills. For the Video worksheets, go to the back of the Student's Book.

You can use the BBC videos at the beginning or at any other time in the unit.

No. of videos: 8 (1 per unit)

2 FOCUS VLOGS (VOX POPS)



These short clips have been given the form of a vlog. Filmed on the streets of London, they feature real people answering questions that touch upon their lives and opinions, while following the topics and themes covered in the lesson they appear in. They present the target grammar or Use of English structures in a real context in small, easy-to-manage chunks for the students to model their own speech on, helping them improve their productive accuracy. The vlogs feature unscripted, authentic, spontaneous speech of speakers of English from the UK as well as from other countries and as such, they expose students to real language they can encounter in their lives. Each vlog is accompanied by a Vlog worksheet at the back of the Student's Book.

You can use the vlogs at the end of the Grammar or Use of English lesson that they appear in.

No. of videos: 8 (1 per unit)

3 GRAMMAR ANIMATIONS

Each of these videos features two parts: an animated cartoon presenting the grammar structure in context and a teacher's explanation with the purpose of reinforcing students' understanding and learning of the structure. You can use all or only part of the video to help your students learn grammar in an engaging and attractive way.

Not being part of the lesson, these videos can be used independently as an introduction to the Grammar lesson, as its summary or even mid-lesson as an extra resource to facilitate students' learning.

No. of videos: 16 (2 per unit)

4 ROLE-PLAY VIDEOS

The function of these short videos is to present the key Speaking lesson language provided in the SPEAKING FOCUS box by showing it used in real-life situations. They enable students to not only learn, but acquire language by offering them visual clues such as location, body language and facial expressions, which help to improve students' communication skills in terms of both reception and speaking fluency. Each video has an A and B version for the students to role-play.

Use the role-play videos at the end of the Speaking lessons.

No. of videos: 18

Assessment Package

Test type	Quantity	Total marks	Timing
Placement Test	1	100	60 mins
Grammar Quiz	16	15–20	10–20 mins
Vocabulary Quiz	8	15–20	10–20 mins
Use of English Quiz	8	15	10–20 mins
Unit Tests			
Vocabulary, Grammar and Use of English (A/B)	8	30	25–35 mins
Dictation, Listening and Reading (A/B)	8	30	25–35 mins
Writing	8	30	30 mins
Review Tests			
Vocabulary, Grammar, Use of English and Reading (A/B)	4	60	40–45 mins
Writing	4	30	30 mins
Speaking (A/B/Teacher's notes)	4	20	approx. 12 mins per pair
End-of-year Test			
Listening, Use of English and Reading (A/B)	1	60	40–55 mins
Writing	1	20	30 mins
Speaking (A/B/Teacher's notes)	1	20	12–15 mins per pair

Overview of the Package

The *Focus Second Edition* Assessment Package provides a wide range of tests which can be used at different points in the course. Level 4 has:

- 1 Placement Test
- 16 A and B Grammar Quizzes
- 8 A and B Vocabulary Quizzes
- 8 A and B Use of English Quizzes
- 8 A and B Unit Tests
- 4 A and B Review Tests
- 1 A and B End-of-year Test

Assessment of learning or assessment for learning?

Any test can be used either as assessment of learning or assessment for learning. Assessment of learning usually takes place after the learning has happened and provides information about what the student is achieving by giving a mark or a grade. You can also use the tests as assessment for learning by providing specific feedback on students' strengths and weaknesses, and suggestions for improvement as part of the continual learning process.

It is a combination of both types of assessment which can provide powerful tools for helping your students' progress.

Marking Writing and Speaking tests

Writing and Speaking tests have detailed mark keys to help you mark consistently and give students meaningful feedback. If you have the mark scheme for the exam your students will ultimately take, you may prefer to refer to this.

Whichever mark scheme you use, it can be very useful to go through it with your students before they take the test so they know what they are going to be marked against. You can then refer back to these marking criteria in your feedback.

Versions of tests

Most tests, except Placement Test and Writing sections, have two versions: A and B. Versions A and B are designed to be at exactly the same level of difficulty and feature the same task types; however, the test items in each are different. For listening tests, the test items are different but the audio is the same in both A and B versions, making it easy to administer.

You can use the A/B tests in two ways:

- give half of the class A versions and half of the class B versions – this helps to deter cheating,
- give all students the A test and then use the B test either for students who missed the test or as a re-test or remedial work for students whose score shows they need a little more work on the unit objectives.

Exam preparation

As your students are going to be working towards their exam, the tests also provide regular opportunities for them to try exam-style tasks in a low-stakes test environment, which should help them feel more confident going into the final exam.

We would recommend using past papers or practice papers in addition as you get close to the date of the exam.

Expected outcomes

We would expect all students who have completed the instructional material to score at least 50 percent, and the best students to score 90–100 percent on any given test. We have deliberately included more challenging questions in each test so as to help you identify students performing above the level.

Tests on paper

The tests are provided in both PDF and editable format. We recommend using the PDF versions as they are. However, if you do need to edit the tests, this should be possible. When you are marking Listening and Reading tests, there is an extended answer key to help you explain why a question is right or wrong, or which part of the text an answer can be found in. There are also assessment criteria for Speaking and Writing tests.

Assessment Package

Placement Test

The *Focus Second Edition* Placement Tests are designed to help the teacher to place students at the right level of the *Focus Second Edition* series. Each test contains 100 multiple-choice questions and is designed to last for an hour.

For placing students, we would suggest the following approach according to scores:

- 10 and under correct: Consider starting the student at the level below (3).
- 10–40 correct: Start the student at the expected level (4) and monitor progress to check whether remediation or extra support is required.
- 50–75 correct: Consider an extra oral interview to determine whether the student should start at the expected level (4) or could start at the level above (5) with extra support.
- More than 75 correct: Start the student at the level above (5).

Vocabulary Quizzes

There are eight A and B Vocabulary Quizzes, which test the vocabulary taught in each Vocabulary lesson in the Student's Book. Depending on the quiz, they should take between ten and twenty minutes each.

Grammar Quizzes

There are sixteen short A and B Grammar Quizzes (two per unit), which test the grammar taught in each Grammar lesson in the Student's Book. The Grammar Quizzes can be used at the end of a lesson, for homework, as a review at the beginning of the next lesson or later in the unit as quick revision.

Use of English Quizzes

There are eight A and B Use of English Quizzes, which test the structures taught in each Use of English lesson in the Student's Book. Depending on the quiz, they should take between ten and twenty minutes each.

Unit Tests

There are eight Unit Tests, which test the learning objectives from each unit. These should be administered after each respective unit review.

Each test has three parts: Vocabulary, Grammar and Use of English; Dictation, Listening and Reading; Writing. The Vocabulary, Grammar and Use of English part and Dictation, Listening and Reading part have A and B versions. There is only one version of the Writing task.

You can assign all or none of these, depending on the time available. If you are including the Listening test, it is best to do the listening first, and then students can do the other sections in their own time.

Review Tests

There are four Review Tests (one every two units). These are cumulative achievement tests, and so test the learning objectives from all units so far:

Review Test 1: Units 1–2

Review Test 2: Units 1–4

Review Test 3: Units 1–6

Review Test 4: Units 1–8

Depending on your school year, you may wish to do all of these or just some of them.

Each test has three parts: Vocabulary, Grammar, Use of English and Reading; Writing; Speaking. The Vocabulary, Grammar, Use of English and Reading part has A and B versions. There is only one version of the Writing task. Students do the Speaking tasks in pairs, and there are separate materials for Students A and B, as well as the answer key which includes notes for the teacher with questions.

As with the Unit Tests, you can assign all or none of the parts of the test, depending on the time available.

End-of-year Test

The End-of-year Test provides a skills-based test covering learning objectives from the whole course.

The test has three parts: Listening, Use of English and Reading; Writing; Speaking. The Listening, Use of English and Reading part has A and B versions. There is only one version of the Writing task. Students do the Speaking tasks in pairs, and there are separate materials for Students A and B, as well as the answer key which includes notes for the teacher with questions.

You can assign all or none of the parts of the test, depending on the time available.

Assessment for Learning, GSE and 21st-century skills

ASSESSMENT FOR LEARNING

Focus Second Edition includes elements of Assessment for Learning methodology. The aim is to enhance learning by supporting students in understanding what they know and what they need to do next, making them active in their own learning. At the same time, using Assessment for Learning helps teachers to understand where their students are in their learning and make decisions about how to help students improve.

When we talk about Assessment for Learning, we're really talking about assessing students formatively, watching and listening to our students to see how far they understand and using this to help decide what we need to do next. This can be during any activity in class or using a test from the Assessment Package.

In *Focus Second Edition*, a handful of Assessment for Learning techniques and activities have been integrated into each unit to give students an awareness of what and how they are learning and give you, the teacher, lots of opportunities to assess how each student is doing.

Each unit starts with a thought-provoking quote linked to the topic of the unit to get students thinking about the theme as a whole, as well as help them remember any topic vocabulary that they already know. The SHOW WHAT YOU KNOW section at the start of the unit reinforces this and helps all students start from a confident beginning.

Throughout the unit, you can use class activities and/or the quizzes in the Assessment Package to check students' learning and deal with any misunderstandings or areas of weakness during the cycle of learning. Consider using the quizzes and other tests in alternative ways: have students work on them together or mark each other's papers. Ask them to highlight areas for revision or further work. Rather than marking papers right or wrong, indicate how many answers are wrong and ask students to work together to find the errors, using their classmates' feedback, the Internet, or reference books to help make the corrections.

In addition, the vocabulary and grammar lessons in the Workbook finish with SHOW WHAT YOU'VE LEARNT exercises which help students be aware of their own learning. The Self-check sections at the end of each Workbook unit give students an opportunity to revise the grammar and vocabulary from the unit and check their progress.

The GLOBAL SCALE OF ENGLISH

The Global Scale of English is a standardised, granular scale from 10 to 90, which measures English language proficiency. Unlike other benchmarks that describe attainment in broad bands, it identifies what a learner can do at each point on the scale across speaking, listening, reading, and writing skills. For instance, a person who has a speaking ability of 47 'can describe their dreams, hopes, and ambitions.'

The scale is designed to motivate learners by demonstrating incremental, step-by-step progress in their language ability. Teachers can use their knowledge of their students' Global Scale of English level to choose materials that are precisely matched to ability and learning goals.

The Global Scale of English serves as a standard against which English language courses and assessments worldwide can be benchmarked, offering a truly global and shared understanding of language proficiency levels.

Visit www.english.com/gse to learn more about the Global Scale of English.

21ST-CENTURY SKILLS

Focus Second Edition provides students with an opportunity to develop the skills they need to be successful in a 21st-century community, with its increased need for the efficient use of the information the students have learnt.

Discussion and role-play activities throughout the course encourage students to practise their communication and collaboration skills, which they develop further while working together on the projects found at the end of each unit (see the teacher's notes to the Focus Review sections). The projects are aimed at developing both students' personal skills and their creativity. The Focus Vlog videos expose students to various native and foreign accents of English as the speakers talk about their personal experience and the cultures of their home countries. Moreover, the Focus Vlog worksheets include the Focus on Life Skills sections with activities designed to develop creativity and teamwork as well as collaboration, communication and digital skills. The BBC videos featuring engaging stories from various cultures expand students' cultural awareness, encouraging them to discuss the ideas presented and to compare them with their own experiences, providing an opportunity to hone their critical thinking skills.

The Life skills photocopiable resources at the back of the Teacher's Book develop students' future career, social and personal development skills, focusing on such topics as: giving effective presentations, choosing a career, taking part in a debate, setting achievable goals and using online resources.

Mediation in *Focus Second Edition*

In 2017, the Council of Europe released the **CEFR Companion Volume with New Descriptors** – a set of new *Can Do statements* to complement the original 2001 publication. A key focus for this new set of descriptors is **Mediation**.

When most people think of Mediation, they either think about disputes (resolving conflict between two parties) or, in the context of language, they think of translation and interpreting. Both are true, but the term is used more broadly to cover spoken and written language functions in which the learner is conveying and interpreting meaning. Mediation descriptors may be new to the CEFR, but mediation itself is not new – within the same language (*intralingual*) or from one language to another (*interlingual*). It combines reception, production and interaction and is a common part of everyday language use – making communication possible between people who, for whatever reason, are unable to communicate successfully with each other: they may speak different languages and require a translation, they may not have the same subject knowledge information and need an explanation or simplification, they may not be of the same opinion and need someone to identify common ground. Mediation can also involve written texts – with the reader summarising, paraphrasing or interpreting the information for a different audience.

How is Mediation organised in the CEFR?
The scales (categories) for mediation are presented in three groups, reflecting the way in which mediation tends to occur.

1 **Mediating a text** consists of passing on to another person (in speech or writing) the content of a text which is, for various reasons, inaccessible to them. It includes:
- relaying specific information (e.g. listening to or reading something and then passing the information on to a third party). This may not be an explicit activity at the lower levels of the course, but this skill is practised whenever learners are asked to listen for information or scan the text and then tell the teacher/classmate what they have understood;
- explaining data (e.g. in graphs, diagrams, charts);
- processing text (e.g. summarising a text or set of texts, making a technical text understandable to a non-specialist, passing on key information from an announcement or set of instructions);
- translating a written text;
- note-taking (lectures, seminars, meetings);
- expressing a personal response to creative texts (including literature) (e.g. explaining why you like a story/film, interpreting a character's reactions, describing how a creative text makes you feel);
- analysis and criticism of creative texts (including literature) (e.g. critically evaluating the success of a creative text, comparing different approaches to a subject in different creative texts, explaining the techniques used by the author to create emotions, atmospheres).

2 **Mediating concepts** involves facilitating access to knowledge and concepts for others. It includes:
- collaborating in a group (e.g. asking for other people's opinions, inviting others into the discussion, saying why you agree or disagree with an opinion, asking questions to keep the discussion going, highlighting the main issues that need to be discussed);
- leading group work (e.g. allocating turns in a discussion, keeping the discussion on topic, asking questions to clarify meaning, asking others to explain their reasoning behind an opinion, encouraging others to elaborate on what they have said).

3 **Mediating communication** facilitates understanding and successful communication between users who may have individual, sociocultural, sociolinguistic or intellectual differences. It includes:
- facilitating pluricultural space (e.g. supporting inter-cultural exchanges, understanding cultural differences, demonstrating an understanding of different perspectives);
- acting as intermediary in informal situations (with friends and colleagues);
- facilitating communication in delicate situations and disagreements.

Where is Mediation in *Focus Second Edition*?

Plenty of Mediation activities can be found in *Focus Second Edition* – both for mediating the texts intralingually and interlingually. Look out for all open reading and listening comprehension tasks, transformation tasks, gapped summaries, rewriting texts in a different register (formal/informal), picture description, speculating or drawing conclusions.
There are also numerous tasks which cater for mediating concepts and communication – look out for communicative pairwork or groupwork tasks, projects or problem-solving activities.

Source: *Common European Framework of Reference for Languages, Learning, Teaching, Assessment, CEFR Companion Volume with New Descriptors*

How to teach with projects

THE BENEFITS OF TEACHING WITH PROJECTS

The benefits

Projects help students to work together to produce a presentation, a poster, etc. in English. They usually require students to do research and present the information in a creative way. Projects in the English language classroom provide several benefits:

1 **Authentic use of language**
Students work on a task which requires them to use English authentically. Projects also often develop all four skills: reading, writing, listening and speaking.

2 **Development of personal skills**
Projects often require learners to collaborate, enabling them to develop skills such as the ability to cooperate, solve problems and communicate.

3 **Development of autonomy**
As project work involves students making decisions about how to achieve their learning objective, they are able to develop learner autonomy with support and guidance from their teacher.

4 **Development of critical thinking skills**
Students can develop information literacy and media literacy when doing research online, determining what information is useful, biased, false, etc. They can also develop critical thinking skills when analysing that information, evaluating it and deciding how to use it.

5 **Development of creativity**
Many projects require learners to be creative in some way. Creativity, along with collaboration, communication and critical thinking skills are considered to be key skills for 21st-century learning.

6 **Increased motivation**
Project work adds variety to lessons and gives students an opportunity to use English in contexts close to their lives. Students' motivation increases when they make their own decisions regarding what exactly their project will focus on and then have a chance to present it to others.

It is important to note that while project work provides many development opportunities, students are likely to need support in exploiting those opportunities, such as advice from their teacher on how to work independently or feedback on their communication skills.

HOW TO EXTEND *FOCUS* PROJECTS

The teacher's notes to each Focus Review lesson include a topic for a project. We encourage teachers to acquaint their students with the project at the beginning of the unit so that they can work on it over a longer period of time. Here is one of the topics from *Focus 4 Second Edition*:

> Work in groups. Imagine that you live in an unusual place, e.g. on the International Space Station, a desert island, in an igloo, etc. and you want to show what the living conditions are like. Do some research online and prepare a digital presentation or poster about the place. Then present it to your class.

To expand the project, students' work on it could be divided into a few stages:

1 **In class:** After the first lesson of the unit, students are given the topic of the project.
Homework: Each student researches a an unusual place to live.

2 **In class:** Students share their research with their groups and then select the place they are most interested in.
Homework: Students go away and do more research on the place they have selected. They take notes. They plan a presentation about it.

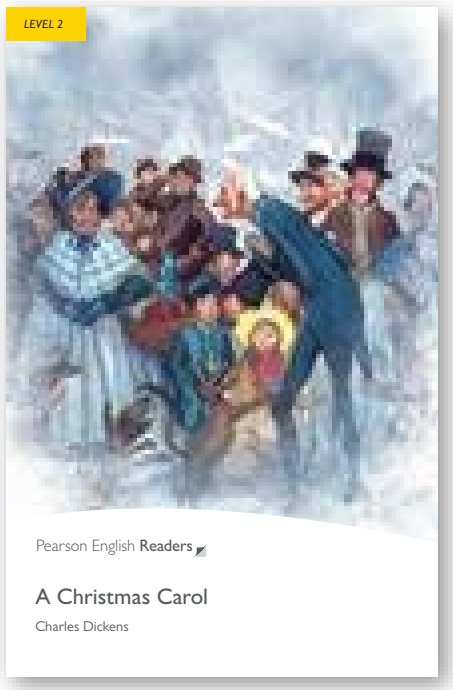
4 **In class:** Groups work together and give each other oral feedback and suggestions on their plans.
Homework: Then they prepare their presentations.

5 **In class:** Students present their work to the class. Then they vote on the most interesting place to live and discuss why.

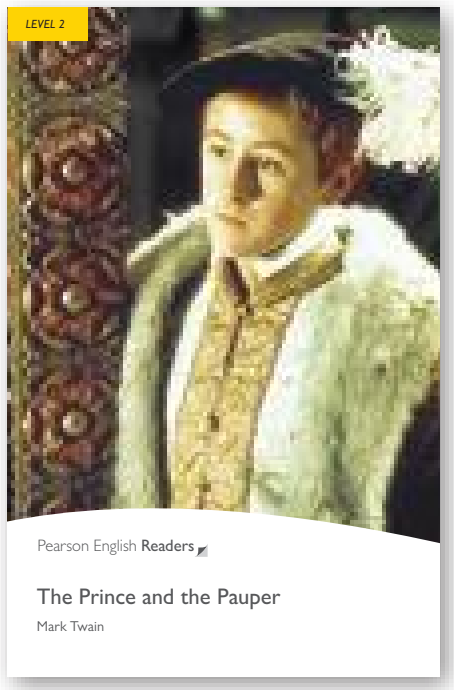
Focus Second Edition and Readers

In order to help students achieve greater fluency in English and gain confidence and pleasure in learning the language, we have carefully selected a list of Pearson English Readers to accompany each level of *Focus Second Edition*.

Level 1



ISBN 9781405842822



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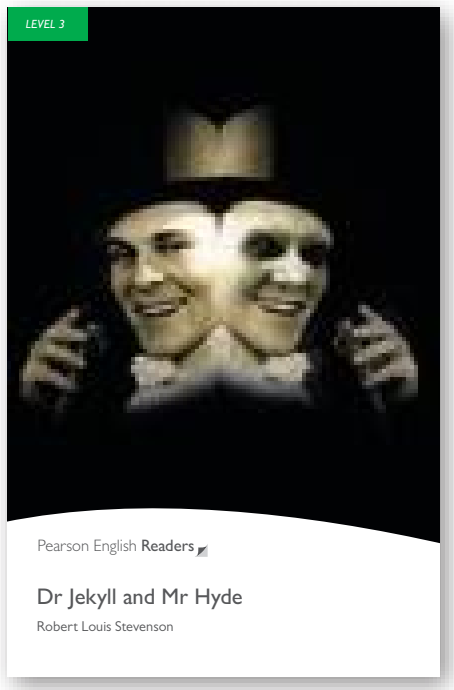

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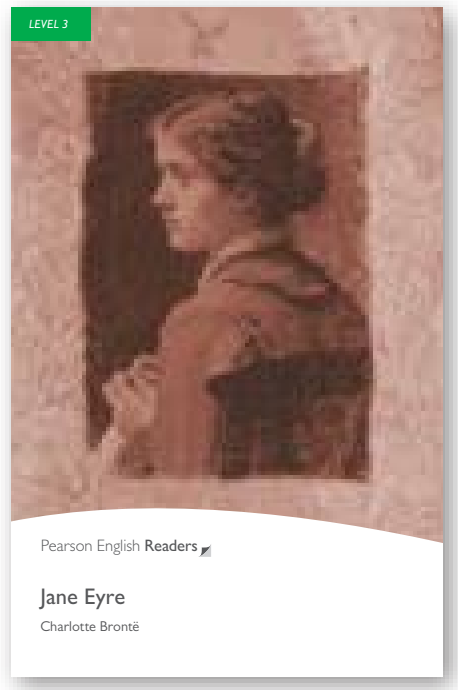

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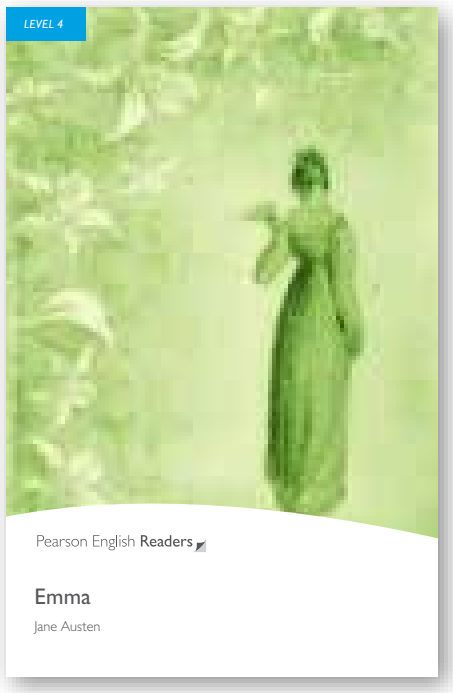
Level 3



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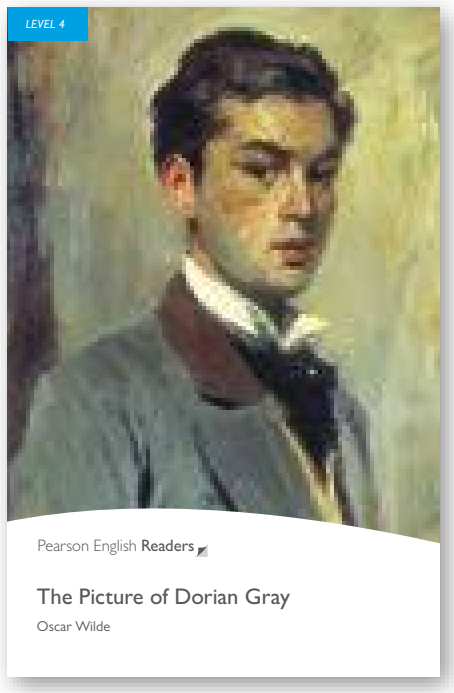

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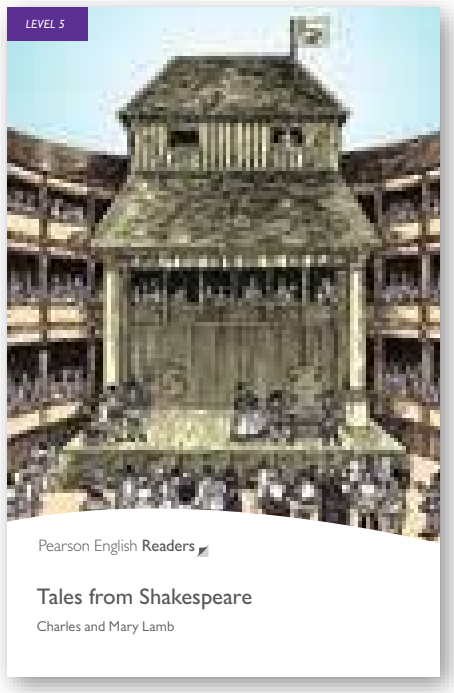
Level 4



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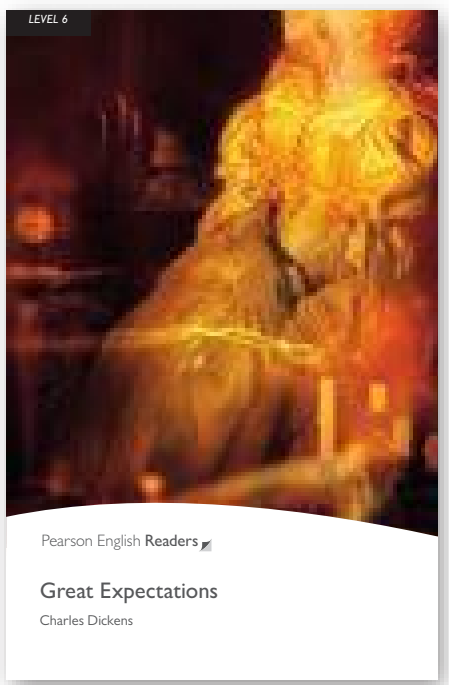
Level 5



ISBN 9781405865289

ISBN 9781405882767

How to flip the classroom with *Focus*

The flipped classroom is an approach where classroom instruction is given to students at home via a video, tasks are usually given for homework and then completed in class with the teacher's support. Teachers who flip their classrooms believe that the approach allows students to become more independent in their learning: rather than receive information in the classroom, they take more control and ensure they learn outside the classroom. In class, students have time to ask the teacher questions if they still do not understand and they choose when they need support. This autonomy can motivate students and may result in a higher level of engagement. What is more, they gain more practice time and receive more feedback from the teacher on performance.

In English language learning, flipping the classroom means students listen to or read information about language at home before a lesson, leaving more time for practice of that language in the classroom. Alternatively, it could be information about an exam technique or how to write a specific type of text. Students can tackle the same tasks or collaborate in groups on different tasks to ensure they work at a level suitable for them.

In the lesson, the teacher begins by checking students' understanding of the material that was set as homework (video, reading, listening or a grammar explanation), then gives several practice tasks to complete. Finally, at the end of the lesson, students reflect on what they have learnt to help them identify progress and areas where they still need to improve. This reflection allows students to gain a greater understanding of their strengths and weaknesses, and encourages them to set achievable learning goals for future lessons.

Focus Second Edition provides the following resources that will help flip the classroom:

VOCABULARY: SHOW WHAT YOU KNOW AND WORD LISTS

The teacher can start a unit by revising vocabulary students should already know. The SHOW WHAT YOU KNOW sections at the beginning of each Vocabulary lesson serve this purpose. In addition, in order to check students' knowledge of the unit vocabulary, identify the areas which need more focus and maximise student's exposure to the new words, the teacher can ask students to analyse the word lists at the end of each unit.

VIDEO

The teacher can ask students to watch any of the wide variety of videos at home. This allows the teacher to check understanding before the lesson and adjust their lesson plan if students have found the language particularly easy or difficult.

READING AND LISTENING TEXTS

The teacher can also set a reading text (and its recorded version) or a listening text in a lesson as homework for the next class. By doing this, the time in class can be spent on checking comprehension and actually duscussing the text rather than reading it or listening to it for the first time, which usually takes a lot of time. Another advantage of this approach is that students' involvement with the text will be greater if they have seen it several times, which accelerates the learning process.

GRAMMAR AND USE OF ENGLISH REFERENCE AND PRACTICE

The Grammar and Use of English Reference and Practice section at the back of the Student's Book contains detailed information about the meaning, function and form of the target language, with examples and practice exercises. These can be used by the teacher in class when explaining language, but they can also be set as homework for students.

WORKBOOK SUPPORT

Similarly to the Student's Book, the Workbook contains SHOW WHAT YOU KNOW exercises in the Vocabulary lessons. Moreover, there are SHOW WHAT YOU KNOW exercises in the Grammar lessons too, which can be used as homework prior to the Grammar lesson to check what students already know. Alternatively, the Workbook exercises can be completed in class to provide as much practice as possible while the teacher is available to offer support and clarify any confusing aspects of the language.

ONLINE PRACTICE

Similarly to the printed Workbook, some of the exercises can be completed online prior to the lesson to maximise learning. This is particularly beneficial as the interactive Workbook exercises have an instant feedback functionality, which enables students to quickly check their answers.

EXTRA DIGITAL ACTIVITIES

The extra digital activities contain grammar, vocabulary, and Use of English as well as Reading and Listening checkpoints which help students prepare for class tests, monitor their progress and check if they are ready for the exam(s). A teacher may choose to ask students to complete them before the class.

	VOCABULARY	GRAMMAR	LISTENING
1 Live and learn BBC 1 p. 132 Learning a new skill	**pp. 4–5** Education; phrasal verbs; describing teachers and students; collocations **Reading:** Degree courses you didn't know existed **pp. 16–17 Word list**	**p. 6** Present and past habits GRAMMAR ANIMATION p. 133 FOCUS VLOG 2 3	**p. 7** Memory **Vocabulary:** Memory **Exam Focus:** Matching **Pronunciation Focus:** Sounds and spelling – vowels
2 Human nature BBC 5 p. 134 Nature or nurture?	**pp. 20–21** People; personality adjectives; compound adjectives; describing personality **Quiz:** Know yourself – personality test **pp. 32–33 Word list**	**p. 22** Past Perfect Simple and Continuous GRAMMAR ANIMATION 6	**p. 23** An interview with a neuroscientist **Vocabulary:** Relationship phrases **Exam Focus:** Multiple choice **Pronunciation Focus:** Sounds and spelling – consonants
3 Living spaces BBC 9 p. 136 Smog-free Mexico City	**pp. 36–37** Landscape features; prepositions describing location; describing places; in the city **Reading:** A small city with big ideas **pp. 48–49 Word list**	**p. 38** Future forms including the Future Perfect Continuous GRAMMAR ANIMATION p. 137 FOCUS VLOG 10 11	**p. 39** Places to live **Vocabulary:** Collocations and compound nouns **Exam Focus:** Multiple choice **Pronunciation Focus:** Sentence stress – future question forms
4 Shopping around BBC 14 p. 138 Young entrepreneurs	**pp. 52–53** Shopping; phrasal verbs; shopping collocations; verb phrases **Reading:** 6 ways to buy clothes responsibly **pp. 64–65 Word list**	**p. 54** Question tags and reply questions GRAMMAR ANIMATION 15	**p. 55** Market trading **Vocabulary:** Noun phrases **Exam Focus:** Multiple choice **Pronunciation Focus:** Long and short vowel sounds
5 Off to work BBC 19 p. 140 Feeling like a leader	**pp. 68–69** Work; expressions to do with work; phrasal verbs; adjectives from nouns **Reading:** Eat that frog! **pp. 80–81 Word list**	**p. 70** Reported speech GRAMMAR ANIMATION p. 141 FOCUS VLOG 20 21	**p. 71** The future of work **Vocabulary:** Phrases describing change **Exam Focus:** Matching **Pronunciation Focus:** Word pairs – nouns and verbs; word stress
6 A matter of fact BBC 25 p. 142 Is social media killing creativity?	**pp. 84–85** The media; truth and falsehood; adjective–noun collocations; adverbs **Reading:** Fake news **pp. 96–97 Word list**	**p. 86** Conditional clauses – alternatives to *if* GRAMMAR ANIMATION p. 143 FOCUS VLOG 26 27	**p. 87** A street artist **Vocabulary:** Collocations **Exam Focus:** Note completion **Pronunciation Focus:** Word stress in four-syllable words
7 It's not rocket science! BBC 29 p. 144 Blowing in the wind	**pp. 100–101** Science; scientific research; prepositions after verbs and nouns; words in science **Reading:** Female scientists changing the world **pp. 112–113 Word list**	**p. 102** Advanced passive forms GRAMMAR ANIMATION p. 145 FOCUS VLOG 30 31	**p. 103** Problems with technology **Vocabulary:** Phrasal verbs **Exam Focus:** Multiple choice **Pronunciation Focus:** Word stress in word families
8 Costing the earth BBC 35 p. 146 The Global Seed Vault	**pp. 116–117** Nature; environmental issues; landscapes; animals **Listening:** The life journey of a plastic bottle **pp. 128–129 Word list**	**p. 118** Unreal past and regrets – *wish, if only, it's time, would rather* GRAMMAR ANIMATION p. 147 FOCUS VLOG 36 37	**p. 119** Intelligent animals **Vocabulary:** Word building **Exam Focus:** Note completion **Pronunciation Focus:** Vowel and consonant minimal pairs

pp. 132–147 Video Worksheets pp. 148–171 Grammar and Use of English Reference and practice

WORD STORE BOOKLET Word Stores 1–8, Use of English, Prepositions, Phrasal Verbs, Word building

READING	GRAMMAR	SPEAKING	USE OF ENGLISH	WRITING	FOCUS REVIEW
pp. 8–9 Hidden talents **Vocabulary:** Collocations; expressions with *brain* **Exam Focus:** Gapped text	**p. 10** Verb patterns GRAMMAR ANIMATION 4	**p. 11** Describing a photo	**pp. 12–13** Register – formal and informal language Key word transformation	**pp. 14–15** A CV and a covering email **Language Focus:** Useful phrases for a CV and a covering email	**pp. 18–19**
pp. 24–25 *Me Before You* by Jojo Moyes (book extract) **Vocabulary:** Physical actions; ways of looking **Exam Focus:** Multiple choice	**p. 26** Relative clauses GRAMMAR ANIMATION **p. 135** FOCUS VLOG 7 8	**p. 27** Telling a personal anecdote	**pp. 28–29** Collocations Open cloze Key word transformation	**pp. 30–31** An article **Language Focus:** Participle clauses to express reason	**pp. 34–35**
pp. 40–41 I am 16 and live alone in the wilderness **Vocabulary:** Describing houses; idiomatic expressions **Exam Focus:** Gapped text	**p. 42** Quantifiers GRAMMAR ANIMATION 12	**p. 43** Organising a place to live; suggesting, agreeing to and objecting to a course of action ROLE-PLAY 13	**pp. 44–45** Determiners Key word transformation Sentence formation	**pp. 46–47** A 'for and against' essay **Language Focus:** Expressing concession	**pp. 50–51**
pp. 56–57 Earning and raising money **Vocabulary:** Making and spending money; being rich and poor **Exam Focus:** Matching	**p. 58** Present and past modal structures GRAMMAR ANIMATION 16	**p. 59** Making and justifying choices; evaluating options ROLE-PLAY 17	**pp. 60–61** Modality – alternative structures Open cloze Multiple choice cloze **p. 139** FOCUS VLOG 18	**pp. 62–63** A formal email – describing an incident and making a complaint **Language Focus:** Expressing cause and result	**pp. 66–67**
pp. 72–73 What if you don't have one dream job? **Vocabulary:** Choosing a career; verb–noun collocations **Exam Focus:** Multiple choice	**p. 74** Reporting verbs GRAMMAR ANIMATION 22	**p. 75** Problem solving; expressing annoyance ROLE-PLAY 23 24	**pp. 76–77** Phrasal verbs – advanced points Open cloze	**pp. 78–79** An opinion essay **Language Focus:** Expressing certainty and describing consequences	**pp. 82–83**
pp. 88–89 A short history of the selfie **Vocabulary:** Verbs and verb phrases; photography **Exam Focus:** Note completion	**p. 90** Mixed conditionals GRAMMAR ANIMATION 28	**p. 91** Discussing ethical issues; expressing opinions tentatively and adding comments	**pp. 92–93** Compound nouns and adjectives Key word transformation Multiple choice cloze	**pp. 94–95** A review of a TV series **Language Focus:** Adjectives for reviews	**pp. 98–99**
pp. 104–105 The human microbiome; Being too clean **Vocabulary:** Medical conditions; word families **Exam Focus:** Open-ended questions	**p. 106** Passive reporting structures GRAMMAR ANIMATION 32	**p. 107** Clarification ROLE-PLAY 33 34	**pp. 108–109** Easily confused words Cloze Multiple choice	**pp. 110–111** A narrative **Language Focus:** Speech verbs	**pp. 114–115**
pp. 120–121 Disaster movies **Vocabulary:** Severe weather and natural disasters; collocations **Exam Focus:** Matching	**p. 122** Emphasis – cleft sentences and inversion GRAMMAR ANIMATION 38	**p. 123** Giving a presentation	**pp. 124–125** Prefixes Word formation Cloze Key word transformation	**pp. 126–127** A letter to an editor **Language Focus:** Formal language – review; expressing comparison and contrast	**pp. 130–131**

p. 172 Pronouns and numerals **p. 173 Irregular verbs**

1 Live and learn

Educating the mind without educating the heart is no education at all.

Aristotle

BBC

LEARNING A NEW SKILL

1 Watch the BBC video.
For the worksheet, go to page 132.

UNIT 1 VIDEOS

BBC Learning a new skill 1

GRAMMAR ANIMATION
Lesson 1.2 2 Lesson 1.5 4

FOCUS VLOG About daily routines
Lesson 1.2 3

1.1 VOCABULARY

Education • phrasal verbs • describing teachers and students • collocations

I can talk about further education, university courses and educational issues.

SHOW WHAT YOU KNOW

1 Match the words to make collocations.

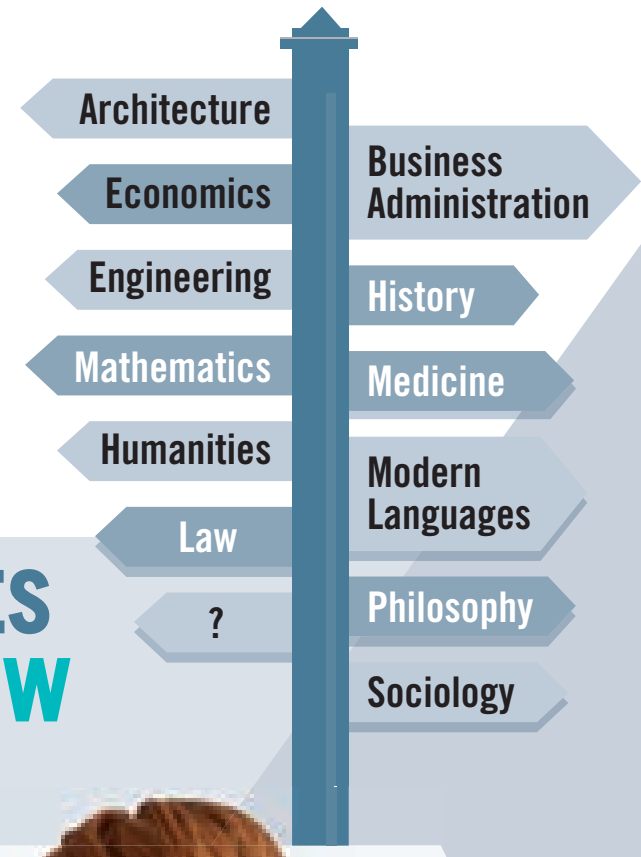
1 university/bachelor's/master's	b	a career
2 attend/have/skip	e	b degree
3 communication/language/people	f	c education
4 fail/pass/take	d	d exams
5 further/higher/private	c	e lessons
6 long/rewarding/successful	a	f skills

2 Write two true sentences and a false one using collocations in Exercise 1. Can your partner guess which one is false?

I'd like to do a master's degree in Business Studies.

3 SPEAKING **Look at some traditional fields of study on the signpost. What are the three most/least appealing subjects? Which way would you go? Discuss your ideas with a partner.**

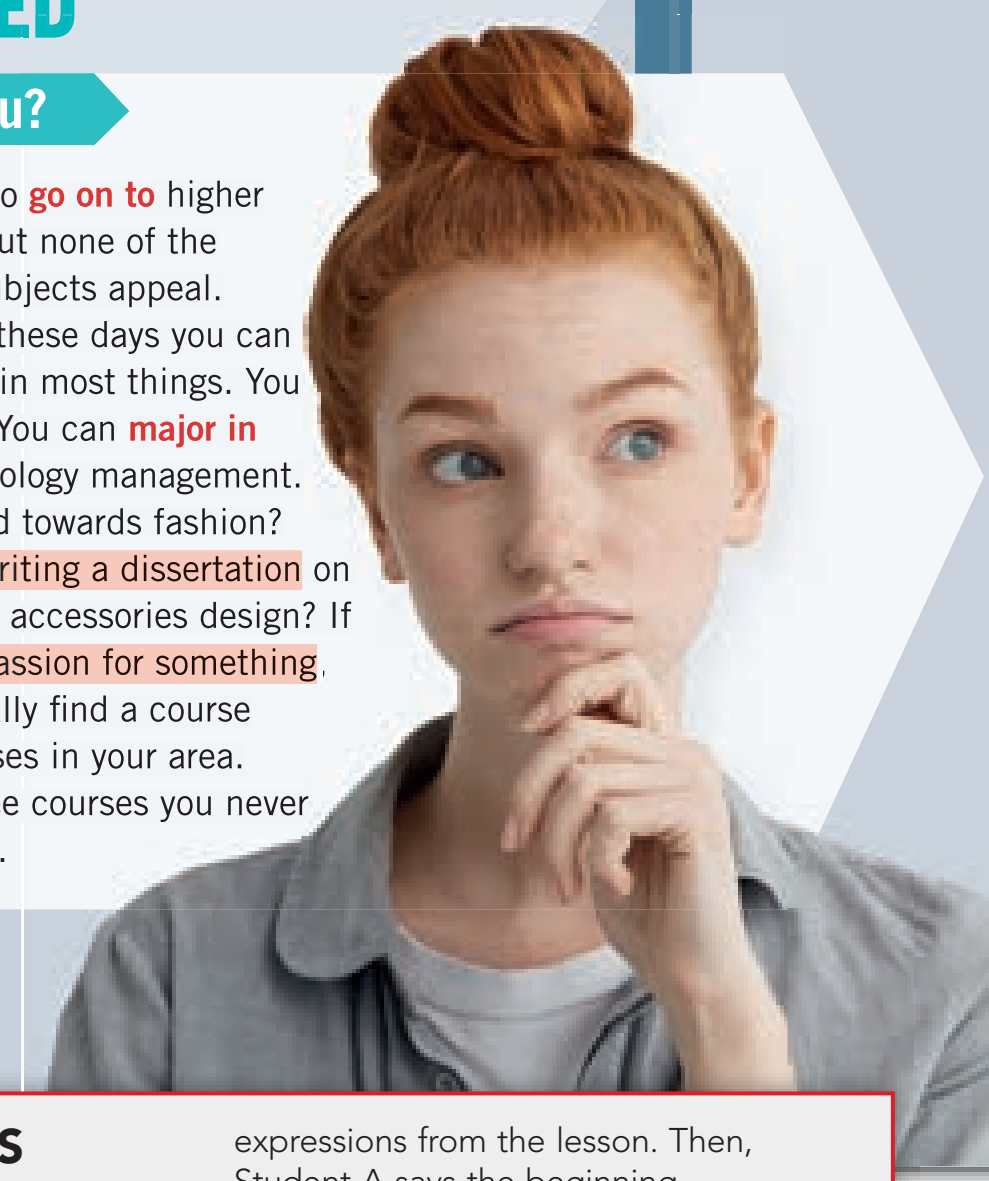
4 Read the information on the webpage. Which degree would you like to do the most?



DEGREE COURSES YOU DIDN'T KNOW EXISTED

Is this you?

You're keen to **go on to** higher education. But none of the traditional subjects appeal. Don't worry, these days you can get a degree in most things. You like baking? You can **major in** baking technology management. More inclined towards fashion? How about writing a dissertation on handbag and accessories design? If you have a passion for something, you can usually find a course that specialises in your area. Here are three courses you never knew existed.



REFERENCES

Culture notes **p. 190**
Audioscript **p. 197**
Videoscript **p. 211**
Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

- Photocopiable resource 1 *FAQ* (10 min.) pp. 223, 238
- Extra digital activities: Vocabulary Checkpoint
- Ask students to work in pairs and think of true sentences about themselves using phrasal verbs or other expressions from the lesson. Then, Student A says the beginning of a sentence containing a verb and Student B finishes it, e.g. A: *If you want to be an engineer, you should have a* ***passion*** *…* B: *…* ***for*** *technology.*

5 1.2 **Listen to a father and daughter discussing the webpage. What does the daughter find out about her father?**
She finds out that her father was nearly expelled from school and was dyslexic.

6 1.2 **Listen again and choose the correct option. Use a dictionary if necessary.**

1 The daughter is *gifted* / *weak*.
2 The daughter is *lazy* / *a swot* compared to her father.
3 The father couldn't ***settle down*** / *make friends* in class.
4 The father was *disruptive* / *self-disciplined*.
5 The father nearly *got expelled* / *got a scholarship*.
6 The father had *lenient* / *strict* teachers.
7 The father's teachers ***gave up on*** / *supported* him.
8 The father was *dyslexic* / *a bully*.
9 The father *did well* / ***fell behind*** at school.
10 The father ***scraped through*** / *failed* his exams.

7 SPEAKING **What do you know about your parents' education? Discuss your ideas with a partner.**

1 THE SCIENCE OF SUPERHEROES
University of California, USA

This course is a new, creative way to learn physics. Through studying heroes and villains, you'll learn the answers to important real-life questions such as what the chemical composition of Captain America's armour is. In other words, you'll attend lectures on the real principles of physics, but they'll be given in a more engaging and accessible way.

2 SURF SCIENCE AND TECHNOLOGY
University of Plymouth, UK

The university website warns that 'You will not be taught how to surf, and it is important to realise that this is an academic course.' That means you don't graduate because you can catch a good wave – you have to sit exams here! Core modules include ecology and scientific aspects of health, fitness and sports nutrition.

3 THE BEATLES, POPULAR MUSIC AND SOCIETY
Liverpool Hope University, UK

If you enrol on this course, you'll deepen your knowledge of the band's music as well as how it was influenced by the city of Liverpool. The Beatles not only changed the world of music, but they also had a big impact on youth culture and fashion. This course will be of interest to those working in the field of cultural studies and if you want to **go into** the music industry.

Go to WORD STORE 1 page 3

WORD STORE 1A Phrasal verbs

8 1.3 **Complete WORD STORE 1A with the base form of the phrasal verbs in red in the text and in Exercise 6. Then listen, check and repeat.**

9 SPEAKING **Complete the questions with the prepositions in WORD STORE 1A. Ask and answer the questions.**

1 How often do you only just scrape through exams?
2 Have you ever given up on anything that was important to you?
3 Have you ever fallen behind at school because of illness or some other issue?
4 If you go on to university, what subjects do you think you will major in ?
5 In what subject or lesson do you find it most difficult to settle down and concentrate?
6 What profession would you like to go into ?

WORD STORE 1B Describing teachers and students

10 1.4 **Complete WORD STORE 1B with the underlined words in Exercise 6. Use definitions 1–8 to complete the crossword and find the mystery word. Then listen, check and repeat. Which words are used more often to describe a student and which ones to describe a teacher?**

11 Complete the sentences with the words in WORD STORE 1B.

1 Mr Morris is a lenient teacher. He doesn't mind if you hand your homework in late.
2 Jackie is a swot . She spends all her time studying and always gets top marks.
3 Miss Nelmes is very strict . She demands absolute silence in her lessons.
4 May is musically gifted . She can play almost any instrument and has a beautiful voice.
5 Barry is quite disruptive in class. He shouts out and generally causes problems.
6 Mike is very self-disciplined . He always does his homework as soon as he gets home.

WORD STORE 1C Collocations

12 1.5 **Complete WORD STORE 1C with the base form of the verbs highlighted in the text and in Exercise 6. Then listen, check and repeat.**

13 Complete the sentences with a suitable noun in WORD STORE 1C. Do you agree or disagree with them?

1 Don't enrol on a university course unless you have a passion for it.
2 Sitting exams is much more stressful than writing a dissertation .
3 Getting a scholarship to study at a foreign university is an impossible dream.
4 Working in the field of science and technology is better than being an artist.
5 You don't have to attend lectures to deepen your knowledge . Just google everything.

WORKBOOK

pp. 4–5, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Asssessment Package, Unit 1.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 6.

VIDEO 2 3

GRAMMAR

1.2

Present and past habits

I can talk about present and past habits.

1 **Read about Gillian Lynne's education. What do you think Gillian did when her mum and the psychologist left the room?**

She got up and started dancing.

2 1.6 **SPEAKING** **Listen to two friends talking about Gillian's story and check your ideas in Exercise 1. Discuss what this story teaches us about educating children.**

3 **Read the GRAMMAR FOCUS. Complete the examples in the table using the verb forms in blue in the text in Exercise 1.**

GRAMMAR FOCUS 2

Present and past habits

- You can use the **Present Simple** and the **Past Simple** to talk about habits. You also use the Past Simple to talk about single past actions.
- You can use ***used to*** to talk about regular past actions that don't happen anymore or past states that are no longer true.

  She [1] *used to fail* *all her exams.*

  Life [2] didn't use to be *so good.*
- You can use ***will*** (present) or ***would*** (past) to talk about characteristics or predictable actions. You don't use them to talk about states.

  She [3] 'll get up *and move around instead of listening to the teacher.*

  Her teachers [4] would complain *about her disruptive behaviour.*

  Note: You don't usually ask questions with this use of *will* and *would.*
- You can use the **Present Continuous** or **Past Continuous** with ***always*** to stress the repetitiveness of an action or to show your annoyance.

  She [5] 's always disturbing *people.*

  She [6] was always fidgeting *and handing in her homework late.*

4 **Complete the sentences with the correct form of the verbs in brackets. Use *would* where possible. If *would* is not possible, use *used to*. If *used to* is not possible, use the Past Simple.**

1 This school *used to be* (be) smaller than it is now.
2 Mum *would take* (take) me to school every day.
3 I didn't use to like (not like) going to school.
4 I *used to hate* (hate) having school lunches.
5 I *would go* (go) swimming every week.
6 I went (go) on a school trip to England.

5 **SPEAKING** **Ask and answer questions based on the sentences in Exercise 4. Use *used to* or the Past Simple.**

1 Did this school use to be smaller than it is now?

Exercise 5

2 Did your mum use to take you to school every day?
3 Did you use to like going to school?
4 Did you use to hate having school lunches?
5 Did you use to go swimming every week?
6 Did you go on a school trip to England?

The right education

Ken Robinson is an educationalist. In his book, *The Element*, he interviews people who have made a successful living doing what they love. This is Gillian Lynne's story.

Gillian had a successful career in the theatre, but life **didn't use to be** so good. When she was eight her schoolwork was a disaster, her handwriting was awful, and she **used to fail** all her exams. Her teachers **would complain** about her disruptive behaviour: she **was always fidgeting** and handing in her homework late. They told her mother that she had a learning disorder. So Gillian's mother took her to see a psychologist and listed some of the problems: she never pays attention in class – she**'ll get up** and move around instead of listening to the teacher; she**'s always disturbing** people and her homework's always late. Finally, the doctor turned to Gillian and said, 'Gillian, I need to speak to your mother privately now. Don't worry. We won't be long.' As they left the room, he turned on the radio on his desk …

6 **Write sentences comparing your routine at primary school and now. Compare your sentences with a partner. Who has changed the most?**

	Primary school	Now
1 For breakfast	I'd _____	I'll _____
2 Before setting off for school	I'd _____	I'll _____
3 At break time	I'd _____	I'll _____
4 At lunchtime	I'd _____	I'll _____
5 After school	I'd _____	I'll _____
6 Before going to bed	I'd _____	I'll _____

1 For breakfast, I'd have cereal with milk in primary school, but now I'll just have a piece of toast.

7 **Complete the sentences about annoying habits. Use one verb from the box to complete both sentences in each example. Use the Present and Past Continuous with *always*.**

check ~~chew~~ lose talk tell

1 Before, Tim *was always chewing* the end of his pen. Now, he*'s always chewing* gum.
2 Before, Julie was always checking her make-up. Now, she 's always checking her phone.
3 Before, Sam was always talking about himself. Now, he 's always talking about his new friends.
4 Before, Dave was always losing his temper. Now, he 's always losing his keys.
5 Before, Mary was always telling lies. Now, she 's always telling people what to do.

8 **List the habits in Exercise 7 from the least to the most annoying. Compare your ideas with a partner. Do you know people who had or have any of these habits?**

FOCUS VLOG 3 About daily routines

3 **Watch the Focus Vlog. For the worksheet, go to page 133.**

Grammar page 148

REFERENCES

Culture notes **p. 190**
Audioscript **p. 197**
Videoscript **pp. 211–212**
Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 2 Test yourselves (10 min.) pp. 223, 239
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 6, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 1.2, Grammar.

1.3 LISTENING

Matching

I can identify specific information in a detailed spoken dialogue about memory.

1 SPEAKING **Discuss how good you are at remembering the different things in the box.**

dates and times English words faces
items on a shopping list names song lyrics

2 1.7 **Read about two methods of memorising a shopping list. Choose the best heading for each method. There are three extra headings. Then listen and check.**

A Use your imagination
B Make up a dramatic narrative
C Learn how to give a speech
D Imagine what each item tastes like
E Visualise the items in a familiar place

MEMORY TIPS

Greek philosopher Socrates famously said 'Learning is remembering'. So, how can we improve our memory? The key is to use your imagination. Here are two ways of remembering a shopping list of eight items.

1 B First, imagine a huge loaf of bread, and suddenly, coffee squirts out of the top and makes a fountain of dark brown liquid. After a few seconds, the dark brown changes to white yoghurt. The yoghurt forms a river and it goes under a bridge – the bridge is a steak. Some black and green olives are crossing the bridge and some big brown eggs are chasing them. The olives hide behind a big carton of orange juice. You lift an olive to your mouth to eat and it turns into an onion which tastes horrible. That's it. You've reached the end.

2 E Think of your home and get a mental image of the rooms in your house. Then, put the items on the list, one by one, in specific places in the rooms. For instance, you imagine the bread on the doormat as you come in the door. Then you go into the living room and the coffee is in front of the television, the yoghurt is on the sofa and the steak is stuck to the mirror on a wall. And so on, it's all about making personal associations … you get the idea. This method isn't just useful for memorising shopping lists. Some famous people have used it to give a speech without using notes.

3 SPEAKING **Test your partner's memory. Follow the instructions to complete the task.**

- Write down a shopping list of eight items and give it to your partner.
- Study your partner's list for sixty seconds using one of the methods in Exercise 2.
- Take it in turns to recall your list. Did the tip help?

EXAM FOCUS Matching

4 1.8 **Listen to four people talking about memory. Match statements A–E with speakers 1–4. There is one extra statement.**

Speaker 1: B Speaker 2: C Speaker 3: E Speaker 4: A

The speaker …

A refers to someone who is incapable of forgetting anything.
B wanted a family member to confirm whether his/her memory was correct.
C disagrees with someone about how they keep a good memory.
D wishes they could forget witnessing a crime.
E can identify someone after seeing them for a short while.

5 1.8 **Listen again and answer the questions.**

1 What is Speaker 1's earliest memory?
Christmas before he was three.
2 Does Speaker 2's grandfather have trouble remembering things? No, he can recall things in detail.
3 Can Speaker 3 remember names and faces well?
The speaker has a good memory for faces but not names.
4 Does Speaker 4 have a good memory?
No, she's got a memory like a sieve.

WORD STORE 1D Memory

6 1.9 **Complete WORD STORE 1D with the words in the box. Then listen, check and repeat.**

7 SPEAKING **Complete the questions with the words in WORD STORE 1D. Then ask and answer the questions.**

1 What's the most ___vivid___ memory you have from your childhood? Why do you think you remember it so well?
2 Do you have a photographic ___memory___ ? Would you like to?
3 Have you ever heard about anyone who's ___lost___ their memory and couldn't remember anything?
4 If people can't remember certain events, are there ways to ___jog___ their memory and help them remember?
5 What do you have the most terrible memory ___for___ ? Names? Phone numbers? Anything else?
6 Do you know anyone who has a memory like a ___sieve___ ? Is it difficult to be around such people?

PRONUNCIATION FOCUS

8 1.10 **Listen and repeat the words in the box. Do any of the words have the same vowel sound?** No, all six are different.

bread clear learn mean steak wear

9 1.11 **Add the words from Exercise 8 to the table. Then listen, check and repeat.**

Sound	Typical spelling	Occasional spelling
/iː/	need detail 1 *mean*	piece
/ɪə/	here career 2 clear	
/ɜː/	reserved squirt turn	3 learn
/e/	egg	4 bread
/eɪ/	made detail pay	5 steak
/eə/	pair rare	6 wear

REFERENCES

Culture notes **p. 190**
Audioscript **pp. 197–198**

EXTRA ACTIVITIES

In pairs, students look at the headings from ex. 2 which were not used to complete the task. They choose the best heading describing a method for memorising, prepare a short account of it and present it to the class.

WORKBOOK

p. 7

1.4 READING

Gapped text

I can infer unstated information and understand relationships between ideas in a descriptive text.

1 SPEAKING **How much do you know about your brain? Do the quiz on page 9 and discuss your ideas with a partner.**

2 1.12 **Listen and check your answers.**

3 **Read the text and answer the questions.**

1 What hidden talents did the five people discover?
Ability to see complex geometric patterns/ability to speak Mandarin Chinese/ability to remember things/ability to play the piano/ability to paint abstract art.
2 What caused them to discover their hidden talents?
A bang on the head/a head injury.
3 How do some experts explain the phenomenon?
It's probably because the right side of the brain compensates for the damage to the left side.

EXAM FOCUS Gapped text

4 **Read the text again. Complete gaps 1–4 with sentences A–E. There is one extra sentence.**

A After a year, he realised he had acquired extraordinary memory skills and could recall the day of the week of any given date.

B Some of us are athletic, some of us mathematical, some of us artistic, and others musical; some of us are just good, while some are exceptional.

C We even know where many of the different brain functions, such as memory, sight and smell, are located.

D However, their existence has led some researchers to argue that there is an undiscovered genius within all of us.

E Soon afterwards, he noticed that his vision had changed. He also realised that he had developed remarkable mathematical abilities.

WORD STORE 1E Collocations

5 1.14 **Complete WORD STORE 1E with the base form of the verbs in blue in the text. Explain the difference, if any, between the pairs of collocations. Then listen, check and repeat.**

6 **Complete the questions with the correct form of the verbs in WORD STORE 1E. Then answer the questions.**

1 What aspects of the human brain ___remain___ a mystery?
Things like consciousness, intelligence and creativity.
2 Where was Jason Padgett when he was attacked and ___left___ unconscious? Outside a karaoke bar.
3 How common is it for savants to lose the new skills they have ___acquired___ ? Not common.
4 Why did Ben McMahon ___fall into___ a coma? He had a car crash.
5 What was Orlando Serrell doing when he ___suffered___ a head injury? Playing basketball.
6 Where was Tony Cicoria when he ___was struck/hit___ by lightning?
Near a public payphone.
7 When did Heather Thompson first ___feel/get___ an urge to paint? Soon after the boot of her car crashed down on her head.
8 Did she lose ___consciousness___ when it happened? No, she didn't.

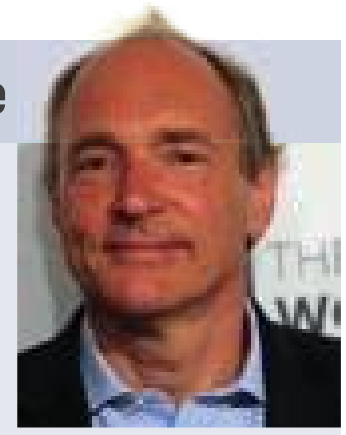
7 SPEAKING **If you could discover your hidden talent, what would you like that talent to be? Discuss your ideas with a partner.**

8 1.15 **Complete the expressions with the words in the box. Use a dictionary if necessary. Then listen, check and repeat.**

~~behind~~ on rack have

1 **be the brains** *behind* **sth** = be responsible for inventing or organising sth
2 **brainstorm sth** = discuss (new) ideas
3 **brainy** = very intelligent (informal)
4 ___have___ **a brainwave** = suddenly think of a good idea
5 **have sth** ___on___ **the brain** = keep thinking constantly about sth
6 ___rack___ **your brains** = try very hard to remember or to solve sth

9 **Complete the text about Tim Berners-Lee with the expressions in Exercise 8. Why isn't he a multi-billionaire?**



Tim Berners-Lee

Tim Berners-Lee is proof that you don't have to be a savant to do amazing things. Berners-Lee, a modest engineer and computer scientist is [1] ___the brains behind___ the World Wide Web. In 1989 he was working for CERN, the European Organisation for Nuclear Research, in Switzerland. An essential part of his job was to [2] ___brainstorm___ ideas with his colleagues and then share information with researchers in different geographical locations. It was while he was [3] ___racking his brains___ for ways to improve the communication process that he [4] ___had a brainwave___ – he could use hypertext, a language for sharing text electronically, to allow computers all over the world to talk to each other – through the Internet. The World Wide Web was born! But Tim Berners-Lee did not have money [5] ___on the brain___ ! Had he been a more materialistic man, he could have become a multi-billionaire by charging royalties for his invention. Instead, he gave it to the world for free.

10 SPEAKING **Which scientist, inventor or thinker do you most admire? Decide on your top three and give reasons. Compare your ideas with other people in the class.**

REFERENCES

Culture notes **p. 190**
Audioscript **p. 198**

EXTRA ACTIVITIES

As a warm-up activity, get students to discuss what they are experts at, what they are poor at and what skills they would like to improve and why. Give feedback briefly with the class.

WORKBOOK

pp. 8–9

NEXT CLASS

Ask students to do *Show What You Know* in the WB, p. 10.

THE HUMAN BRAIN QUIZ

fact or fiction?

1. A larger brain is smarter than a smaller brain. fiction
2. On average a person has 70,000 thoughts each day. fact
3. The brain's storage capacity is practically unlimited. fact
4. The brain produces enough electricity to power a small light bulb. fact
5. Most people only use 10 percent of their brain. fiction

HIDDEN TALENTS

1.13

Despite some recent advances, there is still a great deal about the human brain that **remains a mystery**. We know it is made up of about 100 billion nerve cells, called neurons, connected like wires in a giant telephone exchange. We know messages pass down them like electrical signals and jump from one neuron to the next when chemicals known as neurotransmitters are released. [1] C But what we don't fully understand are things like consciousness, intelligence and creativity.

Much of our knowledge comes from studying brain functions when things go wrong. There are some fascinating cases of where a bang on the head has brought about changes in personality or caused a person to become talented in a way they weren't at all before the injury.

A famous case was Jason Padgett, a furniture salesman from Washington, who was mugged by two men after leaving a karaoke bar. He survived the attack, but **was left unconscious**. [2] E Padgett began to see patterns in everything he looked at, and to draw complex geometric figures. He seemed to understand the mathematical nature of the universe despite the fact that he had little formal academic training. The man who had barely scraped through his school exams ended up pursuing a career in mathematics as a number theorist.

Padgett's is a case of acquired savant syndrome, a condition in which brain damage of some kind unlocks extreme mental abilities. All cases of acquired savant syndrome involve a head injury and the special abilities are typically in the fields of maths, languages, music or art. Having **acquired the new skill**, it is extremely rare for a savant to lose it. The change is permanent.

Another example of this syndrome is twenty-four-year-old Ben McMahon from Australia, who **fell into a coma** after a car crash. A week later he woke up speaking Mandarin Chinese. He had studied Chinese at school, but had never been fluent until the accident. McMahon works now as a Chinese-speaking tour guide in Australia.

Orlando Serrell **suffered a head injury** when he was knocked out in a baseball game at the age of ten. When he regained consciousness, he felt OK and finished the game. [3] A He has never made a mistake. For instance, ask him about 11 February 1983 and he says 'Friday. It was raining that day. I had a pizza – pepperoni sausage.'

Some knocks on the head are more dramatic than others. Tony Cicoria, an orthopaedic surgeon, **was struck by lightning** as he was leaving a public payphone. Luckily there was a nurse nearby and she saved his life. Several weeks after the accident, Cicoria developed a strong desire to listen to classical piano music and play the piano even though he'd never wanted to play a musical instrument before. He is now a successful pianist and composer.

Although cases of female savants are not as common as those of males, there are some examples. Heather Thompson, a successful businesswoman from Washington, was loading her supermarket shopping into her car when the boot door crashed down onto her head. Although she never **lost consciousness**, the accident changed her life. Soon afterwards she **felt an urge** to paint, and overnight she became a talented abstract artist. She explained that her hands simply knew how to use colour and white spaces – it felt natural to her to paint.

There is no single theory to explain each case, but many researchers believe that acquired savant syndrome happens when the right side of the brain compensates for an injury to the left side. The condition is rare – fewer than one hundred cases have been identified. [4] D The challenge is how to access that hidden knowledge and skill without experiencing a bang on the head.

9

1.5 GRAMMAR

Verb patterns

I can use a wide range of different verb patterns.

1 1.16 **Listen to Part 1 of a podcast about being left-handed. What jobs seem to be more suited to 'lefties'?**
Jobs that are creative/visual – in music, the arts and media/ architects/sports people.

2 1.16 **Listen to the podcast again. Are statements 1–4 true (T) or false (F)?**

1 No one knows what **makes someone use** their right or left hand. F
2 Left-handers **tend to choose** creative professions. T
3 Dominance of the left hemisphere **enables left-handers to be** better at 3D perception. F
4 Rafa Nadal **keeps winning** because he is naturally left-handed. F

3 Read GRAMMAR FOCUS I and complete it using the verb forms in blue in Exercise 2.

GRAMMAR FOCUS I 4

Verb patterns

1 **verb + *to* + infinitive:** *tend to choose*
2 **verb + object + *to* + infinitive:** enables left-handers to be
3 **verb + object + infinitive without *to*:** makes someone use
4 **verb + *-ing*:** keeps winning

4 Match the verbs in the box with verb patterns 1–4 in GRAMMAR FOCUS I. Check the lists on page 149 if you are not sure.

advise 2 allow 2 arrange 1 avoid 4
can't afford 1 can't help 4 can't stand 4 cause 2
decide 1 encourage 2 expect 1, 2 fancy 4
force 2 imagine 4 intend 1 let 3 manage 1
offer 1 refuse 1 remind 2 seem 1
spend/waste time 4 urge 2 warn (not) 2

5 1.17 **Complete Part 2 of the podcast with the correct form of the verbs in brackets. Then listen and check. How many left-handed people do you know?**

So that's the good news about being left-handed. The bad news is that manufacturers don't remember to make tools and machinery for left-handers. Society [1] forces us to use (force/us/use) objects that are designed for right-handed people and this [2] makes us look (make/us/look) clumsy.

As a child I don't remember deciding that I was left-handed. But when my primary school teacher saw me using my left hand for writing and drawing she [3] encouraged me to swap (encourage/me/swap) hands. She didn't [4] manage to change (manage/change) my natural inclination, and I didn't stop writing with my left hand. Why [5] waste time trying (waste time/try) to change someone's natural handedness? Just [6] let them use (let/them/use) the hand they feel comfortable with – you can't [7] expect people to do (expect/people/do) what isn't natural to them!

I once heard someone say that left-handed people were strange. But when you stop to think about famous historical figures who were left-handed, you can't [8] avoid concluding (avoid/conclude) that they were brilliant! I'm sure Leonardo da Vinci, Mahatma Gandhi, Albert Einstein, Winston Churchill and Marie Curie would agree!

6 Read GRAMMAR FOCUS II. Find examples of verb patterns with *remember*, *stop*, *hear* and *see* in Exercise 5. Explain the changes in meaning.
For the changes in meaning see Grammar Reference p. 149.

GRAMMAR FOCUS II 4

Verb patterns – change in meaning

- You can use ***remember***, ***forget***, ***stop*** and ***try*** with the *-ing* form or a *to* + infinitive, but with a change in meaning.

  *I **remember doing** my homework. Sadly, I **didn't remember to hand** it **in**.*

  *Jim **will never forget going** on that school trip. He **forgot to take** any money.*

  *'I've **stopped eating** chocolate.' 'Really? Why **did you stop to buy** some on the way home?'*

  *I **tried to convince** Jane but she doesn't want my advice. Why don't you **try talking** to her?*

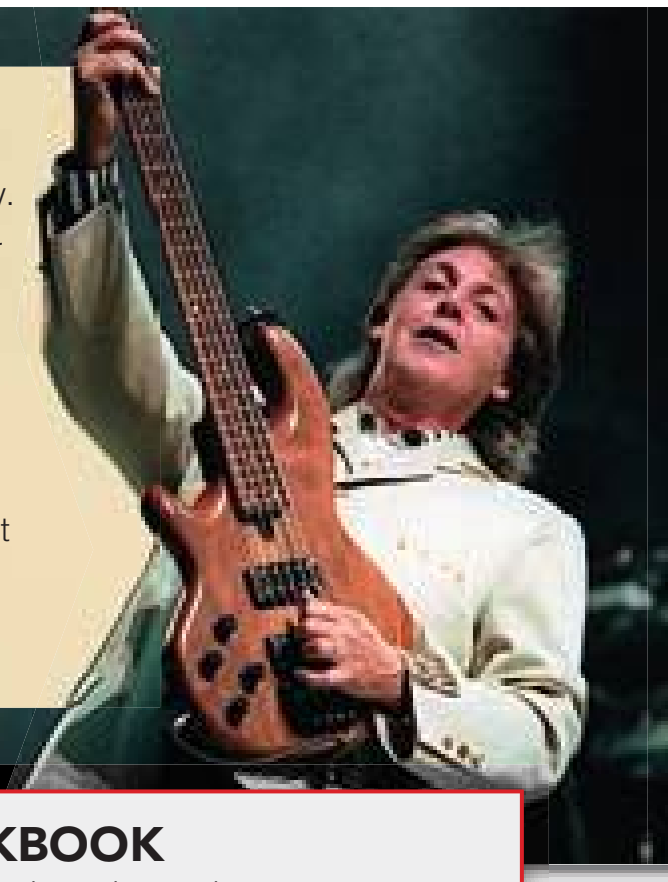
- You use ***feel***, ***hear***, ***see***, ***watch* + object + *-ing*** to describe ongoing actions or the same verbs **+ object + infinitive without *to*** to describe finished actions.

  *I **watched Dan playing** football and **saw him score** the winning goal.*

7 Complete the sentences with the correct form of the verbs in brackets. Which sentences are true for you? Compare with a partner.

1 I often forget *to bring* (bring) my pens to school.
2 I'll never forget meeting (meet) my best friend.
3 I don't remember learning (learn) how to swim.
4 I always remember to switch (switch) my phone off in lessons.
5 I stopped taking (take) piano lessons a while ago.
6 I usually stop to buy (buy) sweets on my way.
7 If my laptop freezes, I try turning (turn) it off and on again.
8 I tried to work (work), but I was tired.
9 I've never seen my father lose (lose) his temper.
10 I often see my neighbour driving (drive) to work.

Grammar page 149



REFERENCES

Culture notes **pp. 190–191**
Audioscript **p. 198**
Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 3 *In love with my bike* (12 min.) pp. 223, 240
- Extra digital activities: Grammar Checkpoint
- Students prepare five–seven true and false sentences about themselves using the verb patterns from the GRAMMAR FOCUS. In pairs, they read their sentences to each other and decide if the partner's sentence is true or false.

WORKBOOK

p. 10, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 1.5, Grammar.

1.6 SPEAKING

Describing a photo

I can describe a photo and speculate about hypothetical situations.

1 SPEAKING Look at the adjectives in the box. Tell your partner about the last time you experienced these feelings while you were learning something.

confused determined enthusiastic
frustrated relieved terrified thrilled

The last time I felt really confused was when I was trying to understand when to use the Present Perfect tense in English! But, fortunately, I understand it now …

2 SPEAKING Take turns to describe and speculate about photo A.

- Say what the photo shows.
- Speculate about the people and their feelings.
- Speculate about the situation just before and/or just after the photo was taken.

SPEAKING FOCUS

Speculating about people

Based on …, I'd say he's/she's/it's …
Judging by …, I (don't) think …
It looks/seems as if/as though …
He/She/It appears/doesn't appear to be …
The chances are (that) he's/she's/it's …

Showing certainty

Clearly, (there's a problem/something is wrong).
It's obvious/clear (from the expression on his/her face) that …
He/She/It is definitely/certainly (not) …

Showing uncertainty

It's hard to be sure (whether/if …)
It's not easy to say (whether/if …)
I can't really tell (whether/if …)

Speculating about the situation

He/She could/might have ('ve) just + *Past Participle (recent past)*
He/She could/might be + *-ing (present)*
He/She could/might be about to + *infinitive (near future)*

A

B

3 1.18 Listen to someone describing photo A. Does the speaker have the same ideas about the situation as you?

4 1.18 Read the SPEAKING FOCUS. Complete the description of photo A with one word in each gap. Then listen again and check.

This is a photo of a teenage girl driving a car. It's [1] hard to be sure whether she's having a driving lesson or taking her driving test. The middle-aged man sitting in the passenger seat to her left has got some official looking papers and a pen, so the [2] chances are he's an examiner rather than an instructor. [3] Based on his body language, I'd say they might be [4] about to crash! [5] Clearly, something is wrong. It looks [6] as if he's absolutely terrified. He's covering his face and hiding behind his papers. He could've [7] just seen a car pull out in front of them or, even worse, a pedestrian step out into the road. The girl doesn't [8] appear to be as scared as him, so maybe she hasn't noticed the problem yet. Hopefully, she'll be able to stop in time. [9] Judging by the examiner's reaction, I don't think she's going to pass her driving test this time!

5 SPEAKING Take turns to describe and speculate about photo B. Use the SPEAKING FOCUS to help you.

6 1.19 Listen to a teenager answering a question. Which of these questions has she been asked?

1 Which school subject do you feel is the most useful and why?
2 Is it important for you to learn to drive? Why?/ Why not?
3 In your opinion, what qualities should a good teacher or instructor have?
4 Given the choice, which new subjects or skills would you like to learn and why?

7 1.19 Listen again. Which phrases do you hear?

Personally, I think … ✓ — I intend to … ✓
In my opinion … — For this reason, I feel … ✓
Actually … ✓ — That's why I think …
To be honest …

8 SPEAKING Ask and answer the questions in Exercise 6. Use the phrases in Exercise 7 to help you.

REFERENCES

Audioscript **p. 198**

EXTRA ACTIVITIES

- Photocopiable resource 4 *Learning how to …* (15 min.) pp. 223, 241
- After ex. 6, students prepare a few more questions about school and education in pairs. Then they exchange questions with another pair and take turns to ask and answer them using the expressions from the SPEAKING FOCUS.

WORKBOOK

p. 11

1.7 USE OF ENGLISH

Register

I can use formal and informal language appropriately.

1 SPEAKING **Read UK TODAY. Discuss why you think fewer UK students are studying foreign languages these days. What is the situation in your country?**

UK TODAY

International exchange trips

- Young people can experience life with a host family and at a local high school, new places, customs and people.
- 62 percent of UK students decided to study languages at university after an exchange trip, but …
- Only 30 percent of state secondary schools organise international exchange trips these days and …
- Fewer than 8 percent of UK students study a foreign language until age eighteen and the numbers are falling.

Text 1

To: Jill Duncan (Head of English)
From: Angie Dalton (School Exchange Organiser)

Hi Jill,

I've been thinking about having a welcome party for the Swiss exchange students. They can come to a get-together in the main hall. Make sure all your staff come along and also could you say a few words? – you know, say hello and tell the visitors a bit about the school and the town. We'll follow this with a bit of food (menu TBC). They can come in through the main entrance and we can get our students to say hello and then they can show the exchange students around the school.

BTW, I've already posted a map and directions on the website.

Thanks, Jill 😊

Angie

Text 2

Stoneberry School

You are invited to attend a reception in honour of the exchange group from Switzerland.

The reception will be held in the school assembly hall from 5 p.m. to 6:30 p.m.

All English teaching staff will be present and in addition the Head of English will give a welcome speech.

This will be followed by light refreshments. A map and directions have been posted on the website.

Please enter through the front entrance where student representatives will greet you.

Visitors will be given a guided tour of the school.

2 **Read Texts 1 and 2 and answer the questions.**

1 What is happening at Stoneberry School?
2 What is the purpose of Text 1 and Text 2?
3 Which text is formal/informal? Why?

3 **Complete the LANGUAGE FOCUS with the examples in blue in Texts 1 and 2.**

4 **There are twelve more underlined examples of formal and informal equivalents in Texts 1 and 2. Write them down in a new formal/informal table.**

LANGUAGE FOCUS

Register – formal and informal language

Formal language is more common in written English, e.g. in official documents, business letters and invitations. It is also used in certain spoken contexts such as announcements, presentations or speeches. Informal language is more common in spoken English. It's also used in some written contexts, e.g. in informal emails, blogs or postcards.

Formal	Informal
No contractions or abbreviations:	**Contractions and abbreviations:**
I have been thinking …	[1] *I've been thinking …*
To be confirmed	[2] TBC
Greater use of the Passive:	**Less use of the Passive:**
[3] This will be followed	*We'll follow this …*
More use of indirect questions:	**More use of direct questions:**
Do you think you could say a few words?	[4] Could you say a few words ?

Formal	Informal
More complex noun phrases:	**Simpler noun phrases:**
light refreshments	[5] a bit of food
More verbs of Latin origin:	**More phrasal verbs:**
[6] enter	*come in*
Complex prepositional phrases:	**Simple prepositions:**
a reception [7] in honour of *the exchange group*	*a welcome party for the exchange students*
More formal linkers:	**Neutral linkers:**
[8] in addition	*also*
incidentally	*BTW (by the way)*

Exercise 2

1 They are preparing for an exchange visit from a Swiss school.

2 & 3 Text 1 is an informal email conversation between two school colleagues and is making suggestions for planning the event for exchange students. Text 2 is a formal invitation to inform people about the reception.

Exercise 4

FORMAL – INFORMAL

attend a reception – come to a get-together

be present – come along

give a welcome speech – say a few words

greet – say hello

visitors will be given a guided tour of the school – they can show the exchange students around the school

a map and directions have been posted – I've already posted a map and directions

EXTRA ACTIVITIES

- Photocopiable resource 5 *Verb pairs* (6–8 min.) pp. 223–224, 242
- In pairs, students prepare a set of sentences similar to those in ex. 8. The teacher collects all the sets. Students come to the teacher individually to pick one set. They read the first sentence out loud and the key word needed for the transformation. Then they read the transformed sentence and the group gives feedback.

WORKBOOK

pp. 12–13

NEXT CLASS

Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 1.7, Use of English.

12

5 **Read an email from one of the Swiss exchange students to the student in her English host family. Choose the correct option.**

[1]*Dear Miss Natalie Brown, / Hi Natalie*,

[2]*Sorry for not writing earlier / I apologise for the delay in writing to you*, but [3]*I've been up to my eyes in / I have been extremely busy with my* school work. [4]*I am delighted to be invited / Thanks for inviting me* to stay in your house for three weeks.

[5]*I'd like / Please allow me* to tell you a bit about myself. [6]*I was raised / I grew up* in Basel and I have quite a big family. [7]*There are / It consists of* three children – two girls and a boy. [8]*In addition / Also*, we have two dogs.

[9]*BTW / Incidentally*, have you ever [10]*considered / thought about* learning German? You could come and stay with me in Basel.

[11]*Anyway / In conclusion*, my train [12]*gets in to / arrives in* London at 2:30 p.m. and [13]*so / consequently* I should be at your house by 3:30 p.m. I hope [14]*that is acceptable / that's OK*.

[15]*CU soon, / Yours sincerely,*

Annika

6 **Rewrite the sentences in the Passive using the more formal equivalents of the underlined phrasal verbs. Use the verbs in the box.**

address demolish omit postpone
reject reprimand ~~tolerate~~

1 I will not put up with bad behaviour.
Bad behaviour will not be tolerated.
2 You can leave out question 7.
Question 7 can be omitted.
3 I'll deal with those issues tomorrow.
Those issues will be addressed tomorrow.
4 They are pulling down the old hall next week.
The old hall is being demolished next week.
5 Unfortunately, the city council turned down our proposal.
Unfortunately, our proposal was rejected.
6 We've put off the decision till next week.
The decision has been postponed till next week.
7 I've told him off twice already.
He's already been reprimanded twice.

7 **Complete the more formal version of each question.**

1 Is there a swimming pool at the school?
I was wondering. if/whether there was a swimming pool at the school .
2 Are we going to London?
Do you know if/whether we are going to London ?
3 Where can I change some money?
Could you tell me where I can change some money ?
4 What time does school start in the morning?
I'd like to know what time school starts in the morning .
5 Are we allowed to wear trainers to school?
Do you think we are allowed to wear trainers to school ?

8 **USE OF ENGLISH** **Complete the second sentence so that it has a similar meaning to the first. Use between two and five words including the word in capitals. Do not change the word given.**

1 It's fantastic you've chosen our school for your exchange trip. **DELIGHTED**
We are delighted (that) you have chosen our school for your exchange trip.
2 You must wear school uniform at all times during school hours. **WORN**
School uniform must be worn at all times during school hours.
3 What is your favourite school subject? **IS**
I'd like to know what your favourite school subject is .
4 Turn off your mobile phones, otherwise we will take them away from you. **CONFISCATED**
Turn off your mobile phones, otherwise they will be confiscated .
5 A meeting for parents is planned so that we can provide them with the necessary information. **ORDER**
A meeting for parents is planned in order to provide them with the necessary information.

9 **USE OF ENGLISH** **Read about the Tower of London and use the information to complete the informal email. Sometimes more than one answer is possible.**

Hi Annika,
I think visiting the Tower of London is a great idea. They [1] 'll give/'ll offer/can give us a guided tour of the Tower, and we can [2] start/begin/go on our tour any time in the morning. We need at [3] least three hours to see everything. A Beefeater will take us around the Tower and he'll [4] tell us stories about its history. We'll start with the Crown Jewels – they're amazing! And [5] after that/later/then we'll see the Ceremony of the Keys. If the weather's [6] bad/poor/horrible , the tour will be in the Chapel. If you want to know anything else, we can just [7] look it up on the website.
Cheers,
Natalie

10 **SPEAKING** **Discuss your own experiences or views about international exchange trips.**

1 What are the pros and cons?
2 What countries would you most like to have an exchange with?
3 Where would you take an exchange student in your area?

Use of English page 150

13

1.8 WRITING

A CV and a covering email

I can write a CV and covering letter to describe my skills, education and work experience.

Exercise 4

1 One page. She made it easy to follow with headings/ sections, bullet points and dates.

2 To save space, make her CV concise and allow her to put in more information.

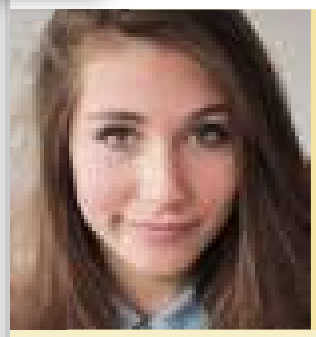
3 One is directly linked to her work experience and the other to her college course.

1 SPEAKING **Discuss the questions.**

1 What kind of part-time or summer jobs do students in your country do?
2 Have you ever applied for a part-time or summer job?
3 Have you got a CV? How are CVs different from covering letters/emails?

2 Read Sigrid's CV and covering email. What position is she applying for? Which skills and experience make her an appropriate candidate for the job?

Children's activity coordinator at a zoo's summer activity programme. Experience with childcare, artistic and sporting skills, works well in a team, etc.



SIGRID HALVERSON

14 Cherry Tree Drive,
Chatfield, CH17 3QP.
DOB: 23.10.02

Mob: 1101 351 191
s.halverson3@mymail33.com

[1] Personal profile

Bright and responsible sixth-former with **practical experience of** caring for young children and a **proven ability to** work well in a team.

[2] Skills and achievements

- **well-developed** communication skills
- **excellent command of** Danish and Spanish
- **competent user of** Microsoft Office

[3] Education and qualifications

Currently: Queen Anne's College, Chatfield
Level 3 NVQ Childcare

2012–2019 Stoneferry School, Chatfield
GCSEs Maths (grade 5), English Language (grade 7), Spanish (grade 8), Combined Science (grades 5-6), History (grade 5), Geography (grade 6), Art and Design (grade 7), English Literature (grade 6)

[4] Employment history

Summer 2019 Work experience: Chatfield Kindergarten, Childcare Assistant

- **dedicated member of** care team assisting learning through play
- relevant knowledge of health and safety regulations

2017–2019 Babysitting two preschoolers for family friends

[5] Interests

Art and design, mountain biking, cross-training, animals

[6] Referees

Mrs C. Waters
Manager, Chatfield Kindergarten
c.waters@cfk.com

Mrs D. Sommer
Course Coordinator (Childcare)
Queen Anne's College, Chatfield
d.sommer@qac.co.uk

3 Complete the headings in Sigrid's CV with the phrases in the box.

Education and qualifications Interests
Employment history Personal profile
Referees Skills and achievements

4 Discuss the questions. Then read WRITING FOCUS I and check.

1 How long is Sigrid's CV and how has she made it easy to follow?
2 Why does she avoid using full sentences, e.g. *~~I have a~~ good command of English?*
3 How are her referees linked to her experience?

From: s.halverson3@mymail33.com
Subject: Sigrid Halverson – summer work application
Attachments: Sigrid Halverson CV

Dear Ms Laver,

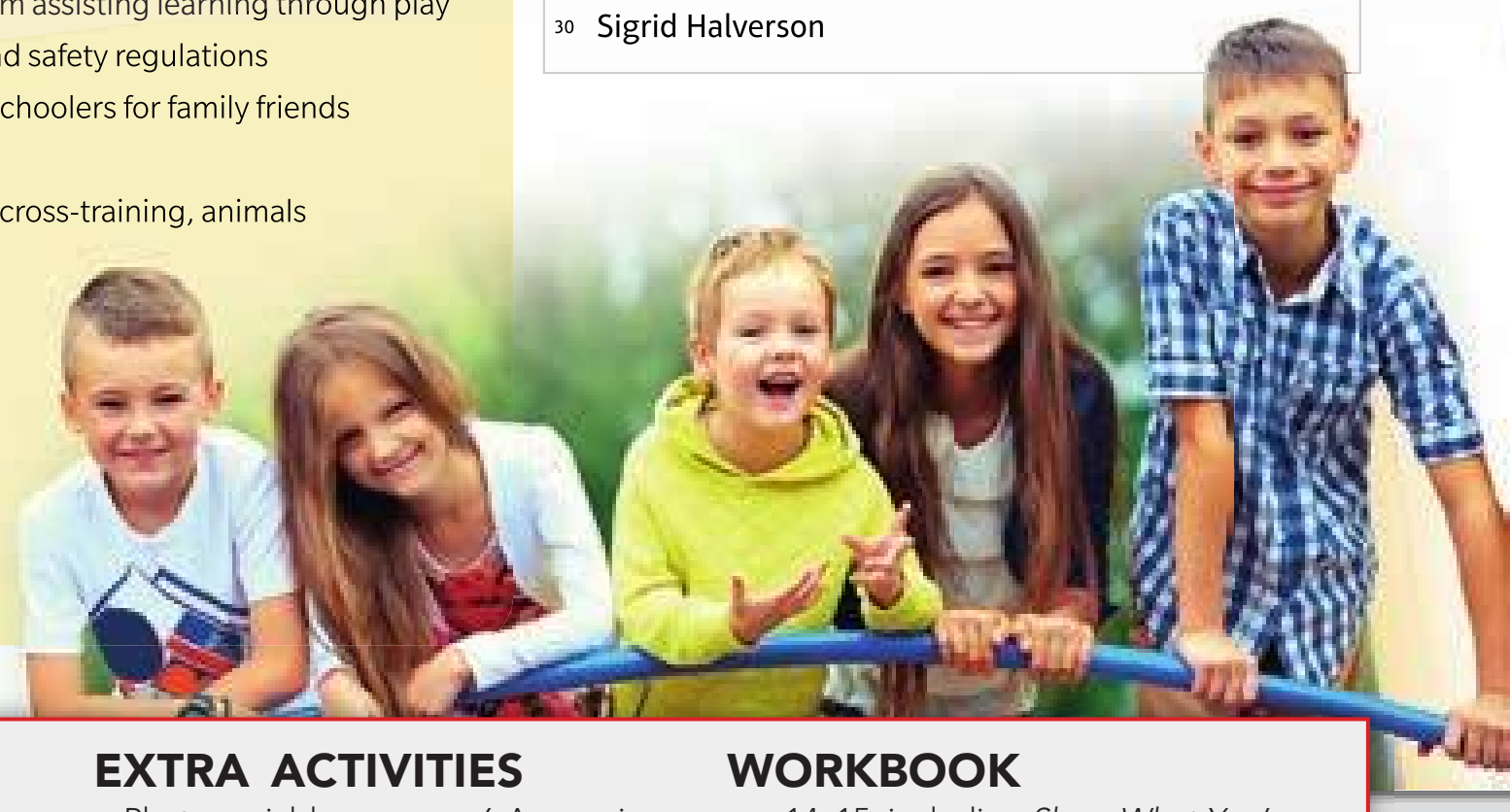
I am writing in response to your online advertisement seeking staff for Chatfield Zoo's summer activities programme. I wish to apply for the position of children's activity coordinator.

I am an eighteen-year-old childcare student and I am passionate about working with children. I intend to pursue a career as a kindergarten teacher when I finish my education. With this in mind, I hope to gain as much relevant experience as possible while I am still a student. I would welcome the opportunity to work with and learn from a successful organisation such as Chatfield Zoo.

I gained considerable work experience at a local kindergarten last summer. During my work placement there, I worked alongside teachers, contributed to classes and supervised the children at break times. I also sat in on staff meetings and coordinated a very successful sports day. Additionally, as a keen athlete and artist, I feel confident I possess relevant skills and would be well suited to the position.

I would be delighted to attend an interview at your convenience and have attached my CV for your consideration. Please do not hesitate to contact me if you require any further information.

Yours sincerely,
Sigrid Halverson



REFERENCES

Culture notes **p. 191**

EXTRA ACTIVITIES

- Photocopiable resource 6 A covering email (15 min.) pp. 224, 243
- After ex. 13, students work in pairs and read each other's CVs and covering letters. Then they give their partners feedback.

WORKBOOK

pp. 14–15, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to study the Word list on pp. 16–17.

WRITING FOCUS I

Organising a CV

- A CV should be one to two pages long.
- Save space and make your CV concise by avoiding full sentences.
- Use headings and bullet points to organise your CV logically.
- Use positive language to describe your skills and experience.
- Choose referees linked to your education and work experience.
- Check whether a photo is required in the country where you are applying for a job.

5 Read WRITING FOCUS II. Find examples of each point in Sigrid's covering email. Has she followed all the advice? Sigrid has followed all the advice.

WRITING FOCUS II

Organising a covering email

- Use full sentences and a variety of positive language.
- Say why you are writing and which job you are applying for.
- Give details about yourself and explain why you want the job.
- Explain more about your relevant skills and experience (don't just repeat what's on your CV).
- Mention availability for interview and any attachments you are sending e.g. your CV.

6 Complete the examples in LANGUAGE FOCUS I with information from Sigrid's CV.

LANGUAGE FOCUS I

Use these phrases to give concise information on your CV. Avoid full sentences.

1 competent user of *Microsoft Office*
2 dedicated member of care team
3 excellent command of Danish and Spanish
4 practical experience of caring for young children
5 proven ability to work well in a team
6 well-developed communication skills

7 Complete the list of skills with phrases from LANGUAGE FOCUS I.

1 proven ability to meet deadlines
2 practical experience of leading a team
3 competent user of image editing software
4 well-developed leadership skills
5 excellent command of Mandarin Chinese
6 dedicated member of school athletics team

8 Make a similar list of your skills and abilities. Compare your list with a partner. Which of your skills and abilities might help you get the job Sigrid is applying for?

9 Read LANGUAGE FOCUS II and complete the examples with the underlined verbs in Sigrid's email. Then match the verbs with their meanings.

LANGUAGE FOCUS II

Use these phrases to explain more about your work experience in a covering email. Use full sentences.

1 I *gained* considerable work experience. c
2 I worked alongside teachers. f
3 I contributed to classes. d
4 I supervised the children at break times. e
5 I sat in on staff meetings. a
6 I coordinated a sports day. b

a attended but didn't take part in
b helped to organise
c got
d gave my ideas, time and effort
e watched/checked
f worked together with

10 Complete the extracts from covering emails with words from LANGUAGE FOCUS II.

1 Two classmates and I coordinated the end-of-term party for our year at school.
2 While volunteering at the animal hospital, I gained valuable knowledge of common pet illnesses.
3 I supervised a group of younger students during a field trip to a museum.
4 During my work placement at the theatre, I sat in on rehearsals and watched the director.
5 I am proud to say I contributed to some ideas that the company used in their marketing campaign.
6 I learned a lot because I worked alongside some of the most experienced members of staff.

11 Find other useful phrases in Sigrid's covering letter.

12 SPEAKING Make notes on your ideal summer job. What is it? What skills and experience would be helpful? Discuss your ideas with a partner.

SHOW WHAT YOU'VE LEARNT

13 Do the writing task. Use the ideas in WRITING FOCUS I and II, LANGUAGE FOCUS I and II and Exercise 12 to help you.

Write a one-page-long CV and a covering email to apply for your ideal summer job.

Part 1 – CV

- Use the headings from Sigrid's CV.
- Invent any necessary details.
- Check that the CV is one-page long.

Part 2 – Covering email

- Use Sigrid's email as an example.
- Give more details of your skills and experience than in the CV.

Exercise 5

I am writing in response to your online advertisement seeking staff for Chatfield Zoo's summer activities programme.
I wish to apply for the position of children's activity coordinator.

I intend to pursue a career as a kindergarten teacher when I finish my education. With this in mind, I hope to gain as much relevant experience as possible while I am still a student.

I gained considerable work experience at a local kindergarten last summer.

I would be delighted to attend an interview at your convenience and (I) have attached my CV for your consideration.

Exercise 11

I would welcome the opportunity to work with and learn from a successful organisation such as ...

I feel confident I possess relevant skills and would be well suited to the position.

Please do not hesitate to contact me if you require any further information.

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UNIT 1 Live and learn

1.1 Vocabulary 4.1

accessible /ək'sesəbəl/
appeal /ə'pi:l/
appealing /ə'pi:lɪŋ/
armour /'ɑ:mə/
attend a lecture /ə,tend ə 'lektʃə /
be of interest to /,bi əv 'ɪntrəst tə/
bully /'bʊli/
chemical composition /,kemɪkəl ,kɒmpə'zɪʃən/
core /kɔ:/
deepen your knowledge /,di:pən jə 'nɒlɪdʒ/
design /dɪ'zaɪn/
disruptive /dɪs'rʌptɪv/
dyslexic /dɪs'leksɪk/
engaging /ɪn'geɪdʒɪŋ/
enrol on a course /ɪn,rəʊl ɒn ə 'kɔ:s/
fall behind /,fɔ:l bɪ'haɪnd/
get a degree /,get ə dɪ'gri:/
get a scholarship /,get ə 'skɒləʃɪp/
get expelled (from school) /,get ɪk'speld (frəm ,sku:l)/
get top marks /,get tɒp 'mɑ:ks/
gifted /'gɪftɪd/
give a lecture /,gɪv ə 'lektʃə/
give up on /,gɪv 'ʌp ɒn/
go into /,gəʊ 'ɪntə/
go on to /,gəʊ 'ɒn tə/
graduate /'grædʒueɪt/
have a passion for /,hæv ə 'pæʃən fə/
have an impact on /,hæv ən 'ɪmpækt ɒn/
hero /'hɪərəʊ/
inclined towards /ɪn'klaɪnd tə,wɔ:dz/
keen to do sth /,ki:n tə 'du: ,sʌmθɪŋ/
lenient /'li:niənt/
major in /'meɪdʒə(r) ɪn/
management /'mænɪdʒmənt/
music industry /'mju:zɪk ,ɪndəstri/
nutrition /nju:'trɪʃən/
principle /'prɪnsəpəl/
scrape through /,skreɪp 'θru:/
self-disciplined /,self 'dɪsɪplɪnd/
settle down /,setl 'daʊn/
sit an exam /,sɪt ən ɪg'zæm/
strict /strɪkt/
swot /swɒt/
villain /'vɪlən/
work in the field of /,wɜ:k ɪn ðə 'fi:ld əv/
write a dissertation /,raɪt ə ,dɪsə'teɪʃən/
youth culture /'ju:θ ,kʌltʃə/

1.2 Grammar 4.2

annoying /ə'nɔɪ-ɪŋ/
complain about /kəm'pleɪn ə,baʊt
disturb /dɪ'stɜ:b/
educationalist /,edjʊ'keɪʃənəlɪst/
fidget /'fɪdʒət/
hand in /hænd 'ɪn/
handwriting /'hænd,raɪtɪŋ/
learning disorder /'lɜ:nɪŋ dɪs,ɔ:də/
lose your temper /,lu:z jə 'tempə/
make a successful living /,meɪk ə sək,sesfəl 'lɪvɪŋ/
pay attention in class /,peɪ ə,tenʃən ɪn 'klɑ:s/

1.3 Listening 4.3

accurately /'ækjərətli/
association /ə,səʊsi'eɪʃən/
chase /tʃeɪs/
earliest memory /,ɜ:liəst 'meməri/
give a speech /,gɪv ə 'spi:tʃ/
have a clear memory of /,hæv ə ,klɪə 'meməri əv/
have a distant memory of /,hæv ə ,dɪstənt 'meməri əv/
have a good memory for /,hæv ə ,gʊd 'meməri fə/
have a memory like a sieve /,hæv ə 'meməri laɪk ə ,sɪv/
have a photographic memory /,hæv ə ,fəʊtə,græfɪk 'meməri/
have a terrible memory for /,hæv ə ,terəbəl 'meməri fə/
have a vague memory of /,hæv ə ,veɪg 'meməri əv/
have a vivid memory of /,hæv ə ,vɪvəd 'meməri əv/
improve your memory /ɪm,pru:v jə 'meməri/
jog your memory /,dʒɒg jə 'meməri/
lose your memory /,lu:z jə 'meməri/
make up /,meɪk 'ʌp/
memorise /'meməraɪz/
narrative /'nærətɪv/
squirt /skwɜ:t/
visualise /'vɪʒuəlaɪz/
witness /'wɪtnəs/

1.4 Reading 4.4

a great deal /ə 'greɪt di:l/
academic training /,ækə'demɪk ,treɪnɪŋ/
acquire a skill /ə,kwaɪə(r) ə 'skɪl/
advance /əd'vɑ:ns/
bang on the head /,bæŋ ɒn ðə 'hed/
be found unconscious /bi ,faʊnd ʌn'kɒnʃəs/
be hit by lightning /bi ,hɪt baɪ 'laɪtnɪŋ/
be left unconscious /bi ,left ʌn'kɒnʃəs/
be made up of /bi ,meɪd 'ʌp əv/
be struck by lightning /bi ,strʌk baɪ 'laɪtnɪŋ/
be the brains behind sth /bi ðə 'breɪnz bɪ,haɪnd ,sʌmθɪŋ/
boot /bu:t/
brainstorm /'breɪnstɔ:m/
brainy /'breɪni/
bring about /,brɪŋ ə'baʊt/
charge royalties /,tʃɑ:dʒ 'rɔɪəltiz/
come out of a coma /,kʌm ,aʊt əv ə 'kəʊmə/
compensate for /'kɒmpənseɪt fə/
complex /'kɒmpleks/
develop a desire /dɪ,veləp ə dɪ'zaɪə/
essential part /ɪ'senʃəl ,pɑ:t/
fall into a coma /,fɔ:l ,ɪntʊ ə 'kəʊmə/
feel an urge /,fi:l ən 'ɜ:dʒ/
geometric pattern /,dʒi:ə,metrɪk 'pætən/
get an urge /,get ən 'ɜ:dʒ/
have a brainwave /,hæv ə 'breɪnweɪv/
have sth on the brain /,hæv ,sʌmθɪŋ ɒn ðə 'breɪn/
knock sb out /,nɒk ,sʌmbɒdi 'aʊt/
lose consciousness /,lu:z 'kɒnʃəsnəs/
modest /'mɒdəst/
nerve cell /'nɜ:v sel/
neurotransmitter /,njʊərəʊtrænz'mɪtə/
number theorist /'nʌmbə ,θɪərəst/
overnight /,əʊvə'naɪt/
payphone /'peɪfəʊn/
personality /,pɜ:sə'næləti/
rack your brains /,ræk jə 'breɪnz/
recall /rɪ'kɔ:l/
recover from an injury /rɪ,kʌvə frəm ən 'ɪndʒəri/
regain consciousness /rɪ,geɪn 'kɒnʃəsnəs/
release /rɪ'li:s/
remain a mystery /rɪ,meɪn ə 'mɪstəri/
remarkable /rɪ'mɑ:kəbəl/
savant syndrome /'sævənt ,sɪndrəʊm/
sharpen a skill /,ʃɑ:pən ə 'skɪl/
solve a mystery /,sɒlv ə 'mɪstəri/
suffer an injury /,sʌfər ən 'ɪndʒəri/
telephone exchange /,teləfəʊn ɪks'tʃeɪndʒ/
unlock /ʌn'lɒk/
vision /'vɪʒən/
wire /waɪə/

1.5 Grammar 4.5

clumsy /'klʌmzi/
enable /ɪ'neɪbəl/
fancy /'fænsi/
handedness /'hændɪdnəs/
hemisphere /'heməsfɪə/
left-handed /,left 'hændɪd/
left-hander /,left 'hændə/
natural inclination /,nætʃərəl ,ɪŋklə'neɪʃən/

WORD LIST ACTIVITIES

• Students play *Collocation Bingo*. Ask them to draw a 3x3 grid onto a piece of paper. In each box in their grid, they should write the second part of a collocation or phrase from the word list, e.g. for *memory like a sieve*, they should write *a sieve*. Once they have filled all the boxes in their grid, start calling out words that complete the collocations/phrases from the list (e.g. *memory like)*. When students hear a word/phrase that completes the collocation/phrase in their grid, they cross it out. The first student to cross out all the phrases in their grid is the winner.

• Draw students' attention to the last section of the wordlist and explain that they may complete it with their own suggestions of other useful words or phrases related to the unit.

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perception /pə'sepʃən/
swap /swɒp/
tend to do sth /'tend tə ˌduː ˌsʌmθɪŋ/
urge sb to do sth /'ɜːdʒ ˌsʌmbɒdi tə ˌduː ˌsʌmθɪŋ/

1.6 Speaking 4.6

appear /ə'pɪə/
based on /'beɪst ɒn/
certainly /'sɜːtnli/
certainty /'sɜːtnti/
clearly /'klɪəli/
confused /kən'fjuːzd/
definitely /'defɪnətli/
determined /dɪ'tɜːmənd/
enthusiastic /ɪnˌθjuːzi'æstɪk/
expression /ɪk'spreʃən/
hard to be sure /'hɑːd tə bi ˌʃɔː/
intend to /ɪn'tend tə/
judging by /'dʒʌdʒɪŋ baɪ/
obvious /'ɒbviəs/
pedestrian /pə'destriən/
pull out /ˌpʊl 'aʊt/
relieved /rɪ'liːvd/
thrilled /θrɪld/
uncertainty /ʌn'sɜːtnti/

1.7 Use of English 4.7

address /ə'dres/
announcement /ə'naʊnsmənt/
assembly hall /ə'sembli ˌhɔːl/
be up to your eyes in /bi 'ʌp tə jə ˌaɪz ɪn/
chapel /'tʃæpəl/
consist of /kən'sɪst əv/
custom /'kʌstəm/
confiscate /'kɒnfɪskeɪt/
dazzle /'dæzl̩/
deal with /'diːl wɪð/
delighted /dɪ'laɪtəd/
demolish /dɪ'mɒlɪʃ/
exchange student /ɪks'tʃeɪndʒ ˌstjuːdənt/
exchange trip /ɪks'tʃeɪndʒ ˌtrɪp/
get-together /'get təˌgeðə/
greet /griːt/
guided tour /ˌgaɪdɪd 'tʊə/
hold /həʊld/
host family /'həʊst ˌfæməli/
in honour of /ɪn 'ɒnər əv/
incidentally /ˌɪnsə'dentəli/
leave sth out /ˌliːv ˌsʌmθɪŋ 'aʊt/
omit /əʊ'mɪt/
postpone /pəʊs'pəʊn/
pull down /ˌpʊl 'daʊn/
put sth off /ˌpʊt ˌsʌmθɪŋ 'ɒf/
put up with /ˌpʊt 'ʌp wɪð/
reception /rɪ'sepʃən/
refreshments /ri'freʃmənts/
reject /rɪ'dʒekt/
reprimand /'reprəmɑːnd/
require /rɪ'kwaɪə/
tell sb off /ˌtel ˌsʌmbədi 'ɒf/
the Crown Jewels /ðə ˌkraʊn 'dʒuːəlz/
turn sb down /ˌtɜːn ˌsʌmbɒdi 'daʊn/
welcome party /'welkəm ˌpɑːti/
welcome speech /'welkəm ˌspiːtʃ/

1.8 Writing 4.8

apply for a position /əˌplaɪ fər ə pə'zɪʃən/
at your convenience /ət jə kən'viːniəns/
be passionate about /bi 'pæʃənət əˌbaʊt/
childcare /'tʃaɪldkeə/
competent user of /ˌkɒmpɪtənt 'juːzər əv/
considerable /kən'sɪdərəbəl/
contribute to /kən'trɪbjuːt tə/
coordinate /kəʊ'ɔːdəneɪt/
covering letter /ˌkʌvərɪŋ 'letə/
dedicated member of /ˌdedɪkeɪtɪd 'membər əv/
excellent command of /ˌeksələnt kə'mɑːnd əv/
gain work experience /ˌgeɪn wɜːk ɪk'spɪəriəns/
health and safety regulations /ˌhelθ ən 'seɪfti ˌregjuˌleɪʃənz/
image editing software /ˌɪmɪdʒ 'edɪtɪŋ ˌsɒftweə/
in response to /ɪn rɪ'spɒns tə/
kindergarten /'kɪndəgɑːtn/
lead a team /ˌliːd ə 'tiːm/
leadership skills /'liːdəʃɪp ˌskɪlz/
meet deadlines /ˌmiːt 'dedlaɪnz/
part-time job /ˌpɑːt 'taɪm 'dʒɒb/
practical experience of /ˌpræktɪkəl ɪk'spɪəriəns əv/
preschoolers /priː'skuːlə/
proven ability to /ˌpruːvən ə'bɪlәti tə/
pursue a career /pəˌsjuː ə kə'rɪə/
relevant /'reləvənt/
sit in /sɪt 'ɪn/
staff /stɑːf/
summer job /'sʌmə dʒɒb/
supervise /'suːpəvaɪz/
valuable /'væljuəbəl/
volunteer /ˌvɒlən'tɪə/
welcome an opportunity /ˌwelkəm ən ˌɒpə'tjuːnəti/
well suited /ˌwel 'suːtɪd/
well-developed /ˌwel di'veləpt/
work alongside /'wɜːk əˌlɒŋˌsaɪd/
work placement /'wɜːk ˌpleɪsmənt/

MY WORD LIST

STUDYING

MEMORY AND THE BRAIN

OTHER

17

FOCUS REVIEW 1

VOCABULARY AND GRAMMAR

1 Match the verbs in box A with the prepositions in box B to make phrasal verbs, then complete the sentences with the phrasal verbs.

A fall go major settle scrape

B behind down in into through

1 After the lunch break, the kids were excited and took time to settle down .
2 Maths wasn't my best subject and I just managed to scrape through the exam.
3 If you miss a few classes, it's easy to fall behind . Then it's hard to catch up.
4 He enjoys working with kids and he'd like to go into teaching as a career.
5 She wants to major in Biology at university, then get a job at a nature reserve.

2 Choose the correct option.

1 Many students can't afford to go to university unless they get a *degree* / *scholarship* / *dissertation*.
2 I have a very *vague* / *clear* / *photographic* memory of my first day at school – I remember it really well.
3 Amy fainted, but thankfully after just a few seconds she *remained* / *lost* / *regained* consciousness.
4 George got bored quickly and his teachers complained he was *disruptive* / *gifted* / *expelled* in class.
5 Our sports coach is pretty *lenient* / *self-disciplined* / *strict*; she makes us work really hard in training.
6 You can't possibly be hungry again – you always have food *on* / *in* / *inside* the brain!

3 Complete the text with one word in each gap.

THE SCHOOL REUNION

Last week I went to a school reunion and I was amazed how different the school looks now. The building where we [1] used to have PE classes has been demolished and a new sports centre has been built instead.
I clearly remember how we [2] would beg our sports teacher to allow us to play games in the old building! Then I bumped into Caroline who I [3] was always having arguments with. I hardly recognised her. She didn't [4] use to look so glamorous. But one thing hasn't changed about her. She [5] is always talking about others behind their back. It's so unpleasant. The reunion also reminded me of the importance of punctuality that the school head teacher talked about so often. I got used to certain things so much that even now I [6] will/always arrive at meetings at least fifteen minutes earlier than necessary!

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

1 If you need more details, try looking (look) online for information. Maybe you'll find something.
2 The Music Academy exam board first listened to us all sing (sing) and then they announced who was admitted.
3 I'm sorry, sir. I forgot to check (check) if my essay is within the word limit you required.
4 Do you think our Chemistry teacher will let us use (use) the lab to carry out our own experiments?
5 We were warned not to touch (not/touch) any of the exhibits.

USE OF ENGLISH

5 Read the text. Choose the correct answer, A, B, C or D.

New research suggests that having a smartphone on your desk when you are studying tends [1]___ a negative effect on your ability to concentrate. It [2]___ that in IQ tests where candidates had a smartphone nearby, even when they did not actively use it, they [3]___ less well than those without. It is thought that we have become accustomed to being alert to updates and notifications on our mobile devices. Thus, just having a smartphone in sight may be enough to [4]___ our attention from the task at hand.

1 A to having B you to have C have had D to have
2 A has been shown B was showing C is shown D has shown
3 A made B got on C performed D got through
4 A put off B distract C omit D mess with

6 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use up to four words in each gap, but do not change the word in capitals.

1 So, did you get that email I sent you about the new course? **WONDERING**
I was wondering whether/if you got that email I sent you about the new course.
2 Teachers are typically more aware of dyslexia now than they were in the past. **TEND**
Teachers tend to be more aware of dyslexia now than they were in the past.
3 Our English teacher often took us to the cinema to watch foreign films. **WOULD**
Our English teacher would take us to the cinema to watch foreign films.
4 My best friend has a very irritating habit of chewing gum loudly. **ALWAYS**
My best friend is always chewing gum loudly.
5 I'm not sure if I've told my parents about the school trip. **REMEMBER**
I don't/can't remember telling my parents about the school trip.

REFERENCES

Audioscript **p. 198**

EXTRA ACTIVITIES

- Photocopiable resources 49–50 Multiple-choice cloze (20 min.) pp. 235, 292–293
- Photocopiable resources 57–58 Sentence transformation (20 min.) pp. 236, 300–301
- Use of English 1, WORD STORE booklet, p. 2
- Extra digital activities: Listening, Reading and Use of English Checkpoints

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READING

7 Read the text. Complete gaps 1–5 with sentences A–F. There is one extra sentence.

NEW YORK

BROOKLYN FREE SCHOOL

A school with no grades, no homework, no tests and no obligation to attend classes. That's the Brooklyn Free School, a learning institution that follows a 'free' education philosophy. Neither the school's head teacher nor the teaching staff, who are known as advisers, tell the students what to do. [1] F This is based on the school's belief that learning only happens when it is self-directed and not imposed by others.

The school is open to students from three to eighteen years of age. It encourages them to get involved in everything that concerns the school. In order to do so, students attend a Democratic Meeting where they have equal votes with the staff. This get-together is at the heart of the school's philosophy. [2] D Announcements are made, issues are raised and everyone cooperates for the well-being of the school. Attendance at the weekly meeting is one of the few school rules. Though some of the younger students don't pay much attention, preferring to read or draw instead, they must be present.

A typical school day is different for every student. They can paint, play video games or work on laptops. Some prepare for the school's annual play by rehearsing or building stage sets. In the kitchen, others might be baking a cake or sorting rubbish for recycling. Traditional classroom lessons are also available if students wish to attend. [3] B By offering these choices, the school accommodates all needs. Being part of a group of classes on a regular basis fits some students best, while doing individual projects is what suits others.

The school's philosophy is a radical one. Parents hope it will make their children independent thinkers and problem solvers. However, the school's system has its share of opponents. [4] E This is due to the enormous freedom students have, which can lead to laziness and lack of discipline. Furthermore, they believe that students whose families cannot afford to hire private tutors have fewer chances of gaining college entry. It's believed that the school's academic preparation is inadequate. This seems to be supported by the fact that there are parents who have had to hire help to make sure their children learn the basics. [5] A Since then, however, enrolments have increased and people are regaining confidence in the idea of self-regulated education and the school's mission.

A Also, in its first academic year, a third of the original students left, as did the teachers.
B These are best for students who prefer a structured day along with a weekly timetable.
C Many students go there to escape the stress and exam pressures of conventional schools.
D Taking place every Wednesday, it gives staff and students an opportunity to be heard.
E Their main criticism is that it does not, in fact, adequately prepare students for real life.
F It's entirely up to them to choose what they learn and how they wish to learn it.

LISTENING

8 1.20 Listen to four people talking about classes they attend. Match the speakers with the statements. There is one extra sentence. You will hear the recording twice.

Speaker 1: C
Speaker 2: B
Speaker 3: A
Speaker 4: E

The speaker …

A is looking to develop a professional goal.
B is struggling with the amount of work on the course.
C is motivated by feedback from the tutor.
D is thinking of quitting the course.
E is surprised by the attitude of the tutor.

SPEAKING

9 Look at photos where people are learning new things at different ages. Discuss when it's more difficult to learn new things: when you're a child or an elderly person. Why?

A

B

WRITING

10 Read the writing task and write a covering email.

Your town is going to host an international sport event during the summer holidays. The organisers are looking for English-speaking volunteers to assist the participants. Write a covering email for this post. Explain why you would like to do this job and why you are well-suited for it.

NEXT CLASS

- Ask students to do Self-check 1.10, WB pp. 18–19, as homework.
- Ask students to prepare for Unit Test 1: Assessment Package, Unit 1.

PROJECT

- How to teach with projects **p. T21**
- Work in groups. Do some research into a variety of learning difficulties like dysgraphia, dyslexia, etc. Find out some well-known people who have had such learning difficulties and how they have dealt with them in life. Then prepare a digital presentation or speech and present it to your class.

2 Human nature

We are what we repeatedly do. Excellence, then, is not an act, but a habit.

Aristotle

BBC

NATURE OR NURTURE?

5 Watch the BBC video.
For the worksheet, go to page 134.

Exercise 1

friendliness, friendly, unfriendly

honesty, honest, dishonest

kindness, kind, unkind

patience, patient, impatient

politeness, polite, impolite

responsibility, responsible, irresponsible

sensitivity, sensitive, insensitive

UNIT 2 VIDEOS

BBC Nature or nurture? 5

GRAMMAR ANIMATION
Lesson 2.2 6 Lesson 2.5 7

FOCUS VLOG About important people
Lesson 2.5 8

2.1 VOCABULARY

People • personality adjectives • compound adjectives • describing personality

I can talk about people and describe their personalities.

SHOW WHAT YOU KNOW

1 **Write positive and negative adjectives for each noun in the box.**

ambition friendliness honesty kindness patience politeness responsibility sensitivity

ambition, ambitious, unambitious

2 SPEAKING **Discuss the qualities in Exercise 1 that you admire most/least and the qualities you think you possess.**

KNOW YOURSELF PERSONALITY TEST

How well do you really know yourself? Read each sentence carefully and circle the symbol next to it if you feel it truly describes the real you.

1	★ I learn new things fast.	11	★ I come up with new ideas.
2	♥ I feel others' emotions.	12	● I make new friends easily.
3	■ I do jobs straight away.	13	▲ I prefer small groups of people.
4	▲ I like being alone.	14	♥ I have a soft heart.
5	★ I have a vivid imagination.	15	● I usually start conversations.
6	♥ I make people feel relaxed.	16	♥ I love helping others.
7	● I like telling funny stories.	17	★ I enjoy the arts.
8	▲ I know myself well.	18	■ I keep my things tidy.
9	■ I pay attention to detail.	19	▲ I think before I speak.
10	● I love partying.	20	■ I plan things in advance.

KEY

The symbols represent five different personality types. How many of each symbol did you choose?

♥ ___ ★ ___ ■ ___ ▲ ___ ● ___

REFERENCES

Videoscript **pp. 212–213**
Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

- Photocopiable resource 7 *My best mate* (15 min.) pp. 224, 244–245
- Extra digital activities: Vocabulary Checkpoint
- In pairs, students make a table in which they write down several adjectives and add their antonyms. Then they pass on their list to another pair and ask them to add synonyms. After that, students check each other's answers.

Go to WORD STORE 2 page 5

3 **Do the personality test and then read the key.**

4 SPEAKING **Write a short sentence that summarises your results. Compare your results with a partner and then discuss the questions.**

I am quite deep and fairly conscientious.

1 How accurate do you think this personality test is?
2 Why do you think people like doing personality tests?
3 Can you learn more about a person from a fifteen-minute personality test or a fifteen-minute chat?

AGREEABLE

You're kind-hearted and sensitive to the needs of others. Being relaxed, trusting and laid-back, you work well with others. In difficult situations, you're tactful and avoid hurting people. In fact, you're very good at making people feel at ease. You're affectionate and show your feelings. You're good-natured, friendly and popular.

IMAGINATIVE

You're artistic and creative and so you have the ability to think outside the box. You're daring and you're not afraid to do adventurous things. You're also quite perceptive and intellectual and have a love of learning.

ORGANISED

You're thorough – you like to plan things carefully. Being quite strong-willed, you usually get what you want. You're level-headed and you think things through carefully. In future, you will excel in leadership positions.

DEEP

You're a deep thinker and you're not comfortable with small talk. You're not insecure, but you are quite humble, and you can be a little self-conscious or even self-critical at times. You enjoy your own company, but you're not a loner – you like being with close friends. Above all, you're fair-minded and if you feel strongly about something, you're not afraid to speak up.

SOCIABLE

You're the life and soul of the party and love being the centre of attention. People enjoy your company because you're witty and spontaneous. You're larger than life and good fun to be around. However, on bad days you can be moody and short-tempered. Also, there are times when you appear a little self-centred and full of yourself.

WORD STORE 2A Personality adjectives

5 1.21 **Complete WORD STORE 2A with the adjectives in red in the quiz. Use a dictionary if necessary. Then listen, check and repeat.**

6 **Read the descriptions and choose the correct option. Use WORD STORE 2A to help you.**

1 Megan is brave enough to say things that shock people. She's quite *daring* / *insecure*.
2 Janet understands difficult concepts and enjoys debating serious topics. She's *intellectual* / *witty*.
3 Tom is diplomatic and is unlikely to upset or embarrass people. He's very *thorough* / *tactful*.
4 Sue has a very gentle, loving nature. She's extremely *perceptive* / *affectionate*.
5 Rick never talks about his achievements. He's very *humble* / *moody*.
6 Harry believes that most people are good and honest. He's very *spontaneous* / *trusting*.

WORD STORE 2B Compound adjectives

7 1.22 **Complete WORD STORE 2B with the underlined words in the quiz. Then listen, check and repeat.**

8 **Match each comment with an appropriate compound adjective in WORD STORE 2B.**

1 'Everyone seems really stressed. I'm cool. No problem.' laid-back
2 'I'm not going to change my mind, I'm determined.' strong-willed
3 'I'm happy to fit in with what everybody else thinks.' good-natured
4 'I was hopeless. I should have done so much better.' self-critical
5 'I can see both sides of the argument.' level-headed

9 **Which compound adjectives in WORD STORE 2B are positive and which are negative? Which describe you?**

Kind-hearted and good-natured are positive, but short-tempered and self-centred are negative.
I think I'm strong-willed, and sometimes self-critical.

WORD STORE 2C Describing personality

10 1.23 **Complete WORD STORE 2C with the highlighted expressions in the quiz. Then listen, check and repeat.**

11 SPEAKING **Replace the underlined phrases with an expression in WORD STORE 2C. Which statements do you agree with and why? Discuss with a partner.**

1 It's up to teachers, not parents, to inspire and encourage a desire for knowledge in children. a love of learning
2 Computers will never replace humans because they can't view things creatively. think outside the box
3 People often perform better in oral exam situations when they feel comfortable. feel at ease
4 People who have a really high opinion of themselves rarely make good friends. are full of themselves
5 Everybody would like to be entertaining on social occasions. the life and soul of the party

Exercise 9

Positive: fair-minded, good-natured, kind-hearted, laid-back, level-headed, self-critical, strong-willed

Negative: self-centred, self-conscious, short-tempered

WORKBOOK

pp. 20–21, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Asssessment Package, Unit 2.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 22.

VIDEO 6

GRAMMAR 2.2

Past Perfect Simple and Continuous

I can talk about a past action or situation that took place before another past action or situation.

1 Read the story. Why did Amelie and Steve wait seventeen years to get married?
Because a love letter Steve had sent to Amelie had been lost.

It was meant to be

Amelie was studying English in the UK when she met Steve. It was love at first sight and they spent a wonderful summer together. Amelie returned to France **after** her course finished. They tried to keep a long-distance relationship going, but they drifted apart. 4

A few years later, Steve wrote to Amelie, but Amelie's mother put the letter on the mantelpiece, forgot to tell Amelie, and it slipped down the back of the fireplace. Many years later, a builder was removing the fireplace when he found the letter. It **had been** there for ten years. 3

During that time, Amelie had remained single and had never forgotten the love of her life. Meanwhile, Steve **had been working** in a factory in his home town. He had been thinking about Amelie too, but he assumed she **had got married** to somebody else. 2 1

When she finally read the letter, Amelie was too nervous to call as so much time had passed. But she finally plucked up courage and they arranged to meet.

They got married seventeen years after they had first met.

2 Read the GRAMMAR FOCUS. Match the underlined examples in the story in Exercise 1 with rules 1–4.

GRAMMAR FOCUS 6

Past Perfect Simple and Continuous

You use the **Past Perfect** to make it clear that an activity took place before the main events in a story.

1 You use the **Past Perfect Simple** to describe a completed action.
2 You use the **Past Perfect Continuous** to describe an activity in progress.
3 You use the **Past Perfect Simple** (NOT ~~Continuous~~) with state verbs (*be*, *have*, *know*, etc.).
4 You don't have to use the **Past Perfect** if a time expression (i.e. *before* or *after*) makes the order of events clear.

3 Find other examples of the Past Perfect in the story and discuss why the simple or continuous forms have been used.

4 Choose the correct option.

1 Amelie didn't know that Steve *wrote* / *had written* to her.
2 Steve didn't know that Amelie *had never received* / *had never been receiving* his letter.
3 Steve thought Amelie *had got* / *got* married to somebody else.
4 Amelie found the letter and realised it *was lying* / *had been lying* behind the fireplace for ten years.
5 Amelie was nervous about calling Steve because they *hadn't seen* / *didn't see* each other for a long time.

5 USE OF ENGLISH Complete the sentences with the correct form of the words in brackets. Make any changes necessary, but do not change the order of the words.

1 The roads were wet this morning. *It had been raining* (it/rain) all night.
2 Yesterday I was tired. I hadn't slept (not/sleep) well the previous night.
3 I went to the doctor last week because I hadn't been feeling well (not/feel) well.
4 I had had the same phone (have/same/phone) for ages so I got a new one last month.
5 I didn't understand yesterday's homework because I hadn't been listening to the teacher (not/listen/teacher) in class.
6 By the time I arrived, the lesson had already started (lesson/already/start).

6 Are any sentences in Exercise 5 true for you? Write three of your own sentences using Past Perfect forms.

7 Complete the story with the Past Perfect Simple or Continuous form of the verbs in the box. Why did Eric and Vilma wait forty years to get married?
They lost touch when Vilma had moved away. They married other people.

grow hear ~~know~~ live make meet move search see work

Eric and Vilma 40 YEARS ON

Vilma was my wife's best friend. They [1] *had known* each other since childhood. When Vilma moved away we lost touch, but she [2] had made a big impression on me. So when my wife and I separated, I decided to ask my friends if anyone [3] had heard from her, but no one had. Vilma was a very compassionate person so I imagined that she [4] had moved to Tibet and [5] had been working for a charity for a few years. Finally, my niece called to say she [6] had seen Vilma's profile on Facebook. I rang her and found that she [7] had been living in Paris, so I [8] had been searching in the wrong place! We met up and when we saw one another it was magical. We [9] had grown older, but that didn't matter. She was widowed and didn't have children. I proposed immediately. Forty years after we [10] had met for the first time, we got married.

8 Write questions about the story from the prompts. Then answer the questions.

1 How long / Eric's ex-wife / know / Vilma?
How long had Eric's ex-wife known Vilma?
2 any of Eric's friends / hear / from Vilma / after she / move away?
3 Why / Eric / think / Vilma / move / to Tibet?
4 Where / Vilma / live / since Eric / lose touch / with her?
5 Vilma / have / any children / with her late husband?

Grammar page 151

Exercise 3

- Amelie had remained single and had never forgotten … (a completed action)
- He had been thinking about Amelie too … (an activity in progress)
- When she finally read the letter, Amelie was too nervous to call as so much time had passed. (a completed action)
- They got married seventeen years after they had first met. (a completed action)

Exercise 8

1 Eric's ex-wife had known Vilma since childhood.
2 Had any of Eric's friends heard from Vilma after she moved/had moved away? No, they hadn't.
3 Why did Eric think Vilma had moved to Tibet? Because she was a very compassionate person.
4 Where had Vilma been living since Eric had lost touch with her? She had been living in Paris.
5 Had Vilma had any children with her late husband? No, she hadn't.

REFERENCES

Culture notes **p. 191**
Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 8 Test yourselves (10 min.) pp. 224, 246
- Extra digital activities: Grammar Checkpoint
- Students tell each other a story. Student A starts it with one sentence and Student B asks a question about it, e.g. A: *Henry was surprised to get a call from Marty, an old friend.* B: *How long had they known each other?* Students use a variety of past tenses.

WORKBOOK

p. 22, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 2.2, Grammar.

2.3 LISTENING

Multiple choice

I can understand the details of an extended radio interview with a neuroscientist.

1 SPEAKING **'What is love?' is one of the most popular searches on Google. Match the people 1–4 with their definition of love in the memes A–D. Which definition do you like best? Why?**

1 A novelist C
2 A charity worker D
3 A parent B
4 A neuroscientist A

2 1.24 **Listen to an interview with a neuroscientist and answer the questions.**

1 What does she specialise in? In studies of emotions.
2 How does she define love?
As a powerful neurological condition.
3 Does her research affect her own feelings about love?
No.

EXAM FOCUS Multiple choice

3 1.24 **Listen to the interview again. For questions 1–5, choose the correct answer A–D.**

1 Dr Ruby Niverton studies how
(A) emotions influence the brain.
B chemical reactions in the brain affect us.
C data about the brain can be collected.
D the brain is linked to the heart.

2 According to Dr Niverton, romantic love
A is linked to hunger and thirst.
B isn't very powerful.
(C) is like an addiction.
D is a characteristic of all addicts.

3 The scanner showed that when someone is in love
A there is only activity in one area of the brain.
B the strength of their passion has no effect on brain activity.
(C) two parts of the brain are activated.
D their brain activity is similar to when they think about chocolate.

4 Experiments found that when a person is heartbroken, the love-related activity in their brain
A stops completely.
B is significantly reduced.
C continues in a different part of the brain.
(D) can be increased.

5 Dr Niverton's findings demonstrate that strong romantic emotions
A are usually of shorter duration than hunger.
B are not always related to brain activity.
(C) cause brain reactions that can be scientifically measured.
D rarely lead to obsession.

WORD STORE 2D Relationship phrases

4 1.25 **Complete WORD STORE 2D with the words in the box. Then listen, check and repeat.**

5 **Match the phrases in WORD STORE 2D with their definitions. Can you put these possible stages in a relationship in a logical order?**

1 fancy sb = be attracted to
2 adore sb = be madly in love with
3 end a relationship = split up with
4 fall in love with sb = fall for
5 start seeing sb = go out with
6 worship sb = be obsessed with
Suggested possible order: 1, 5, 4, 2, 6, 3

6 **In pairs, write a short love story. Use phrases from Exercise 5. Read the love stories written by other students. Decide which is the best one.**

When Harry met Sally …

PRONUNCIATION FOCUS

7 1.26 **Listen and repeat the words in the box. Write pairs of words with the same consonant sound.**

~~ch~~urch confusion courage ~~feat~~ure
Japan measure official pressure

church – feature official – pressure confusion – measure
courage – Japan

8 1.27 **Complete the table with the words from Exercise 7. Then listen, check and repeat.**

Sound	Typical spelling	Example
/ʃ/	*sh* *ti + vowel* *ci + vowel* *ss*	shrine worship attention emotional 1 *official* passionate 2 pressure
/ʒ/	*s + ion* *s + ure*	3 confusion decision 4 measure pleasure
/tʃ/	*ch* *t + ure*	5 church match 6 feature picture
/dʒ/	*j* *g*	7 Japan journey 8 courage marriage

REFERENCES
Audioscript **p. 199**

EXTRA ACTIVITIES
In small groups, students discuss the difference between *friendship* and *love*. A representative presents their ideas. Write them on the board and look for similarities in their definitions. Discuss with the class if they disagree with any of the definitions.

WORKBOOK
p. 23

2.4 READING

Multiple choice

I can find specific information in a long text.

1 Look at the book genres in the box. Which books do you often (✔)/sometimes (?)/never (✘) read? Compare with a partner.

adventure ☐ (auto)biographies ☐ crime ☐
fantasy ☐ historical fiction ☐ horror ☐
mystery ☐ romance ☐ science fiction ☐

2 SPEAKING Look at the screenshots from a film based on the book *Me Before You* by Jojo Moyes and discuss the questions with a partner.

1 What kind of a story do you think it is?
2 What is the relationship between the two characters?

3 Read the information about Jojo Moyes and the extract. Check your ideas in Exercise 2 and match the characters with the adjectives.

1 Mrs Traynor [c]
2 Lou Clark [d]
3 Nathan [a]
4 Will [b]

a level-headed, responsible, professional
b strange, short-tempered, dependent
c neurotic, worried, formal
d shocked, self-conscious, nervous

EXAM FOCUS Multiple choice

4 Read the extract again. For questions 1–5, choose the correct answer, A, B, C or D.

1 Mrs Traynor was hoping that
A Lou would make an effort with her clothes.
B Lou and she would become friends.
C Lou could be good company for Will.
D Lou could help Will use his digital devices.

2 After she spoke to Mrs Traynor and before she went in to meet Will, Lou thought that
A she had nothing in common with him.
B Will was into Hollywood comedies.
C she could develop a friendship with Will.
D Will was like her other disabled friends.

3 When Mrs Traynor opened Will's door, Lou saw
A a spacious elegantly furnished room.
B a small room with colourful furniture.
C a room with a glass door that was open.
D a room with a sheepskin on the floor.

4 When Lou entered Will's room,
A Will was the first to speak.
B Lou spoke to Will confidently.
C Lou shook hands with Will.
D Will ended up greeting her politely.

5 The passage shows
A Lou's ability to be a good carer to Will.
B the challenges facing Will in his day-to-day life.
C what sort of relationship Will has with his mother.
D what kind of situation Lou is getting herself into.

5 1.29 Complete the definitions with the base form of the verbs and phrases in blue in the text. Then listen, check and repeat.

1 bend low = *crouch down*
2 appear for a short time (e.g. on a face) = flicker across
3 react suddenly = flinch
4 move an arm from side to side = give a wave
5 make an ugly face = grimace
6 hold firmly = grip
7 pause nervously = hesitate
8 make a low sound of pain = let out a groan
9 handle or control sth = manipulate
10 make a movement as if drink is going down your throat = swallow

6 Complete the questions with the correct forms of the verbs from Exercise 5. Then answer the questions.

1 Why does Will find it hard to grip the remote control and manipulate it? Because he's paralysed.
2 Why did Mrs Traynor hesitate before knocking on Will's door? She wasn't sure if he was dressed.
3 Who was crouching down to adjust Will's feet on the wheelchair? Nathan
4 How did Mrs Traynor react when Will let out a groan? She stiffened.
5 Why did Lou try not to flinch when Will was grimacing and crying out?
She wanted to show she was strong.
6 Why did Lou give a wave instead of shaking Will's hand?
She realised that he wouldn't be able to move his hand.
7 When did a smile flicker across Will's face?
When he saw Lou.

WORD STORE 2E Ways of looking

7 1.30 Complete WORD STORE 2E with the words *glance*, *gaze* and *stare* from the extract. Then listen, check and repeat.

8 Choose the more likely verbs to complete these example sentences from the *Longman Dictionary of Contemporary English*.

1 We *peeped* / *gazed* through a crack in the fence and saw Mrs Finley talking to a strange-looking man.
2 He *stared* / *glanced* over his shoulder, the man was coming towards him, pushing through the crowd.
3 I lay back on the sand and *glanced* / *gazed* at the stars above.
4 From the corner of my eye, I *glimpsed* / *stared at* a man running out of the store.
5 She sat there *staring* / *peeping* into space.
6 Roger *peered* / *gazed* into the dark corridor to see what was making the noise.

9 SPEAKING Tell your own story with a partner.

1 Say a sentence including at least one word or phrase from WORD STORE 2E or Exercise 5.
2 Your partner says another sentence to continue the story.
3 Take turns to develop and conclude the story in up to eight sentences.
4 Compare your story with other pairs.

REFERENCES
Culture notes **p. 191**

EXTRA ACTIVITIES
In pairs or small groups, students talk about similar stories or films which they have read or watched. They should present the plot, the main characters and what they liked/disliked most about the story/film. Monitor and offer feedback when necessary.

WORKBOOK
pp. 24–25

NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 26.

From me before you

by Jojo Moyes

1.28

Mrs Traynor looked at my clothes, as if for the first time. I was wearing the very shaggy waistcoat thing that Dad says makes me look like an emu. I tried to smile. It seemed like an effort.

'Obviously I would hope that you could … get on with each other. It would be nice if he could think of you as a friend rather than a paid professional.'

'Right. What does he … um … like to do?'

'He watches films. Sometimes he listens to the radio, or to music. He has one of those digital things. If you position it near his hand, he can usually **manipulate** it himself. He has some movement in his fingers, although he finds it hard to **grip**.'

I felt myself brightening. If he liked music and films, surely we could find some common ground? I had a sudden picture of myself and this man laughing at some Hollywood comedy, me running the Hoover around the bedroom while he listened to his music. Perhaps this was going to be okay. Perhaps we might end up as friends. I had never had a disabled friend before – only Treen's friend David, who was deaf, but would put you in a head-lock if you suggested that meant disabled.

'Do you have any questions?'

'No.'

'Then let's go and introduce you.' She glanced at her watch. 'Nathan should have finished dressing him now.' We **hesitated** outside the door and Mrs Traynor knocked. 'Are you in there? I have Miss Clark to meet you, Will.'

There was no answer.

'Will? Nathan?'

A broad New Zealand accent. 'He's decent, Mrs T.' She pushed open the door. The annexe's living room was deceptively large, and one wall consisted entirely of glass doors that looked out over open countryside.

A wood burner glowed quietly in the corner, and a low beige sofa faced a huge flat-screen television, its seats covered by a wool throw. The mood of the room was tasteful, and peaceful – a Scandinavian bachelor pad.

In the centre of the room stood a black wheelchair, its seat and back cushioned by sheepskin. A solidly built man in white collarless scrubs was **crouching down**, adjusting a man's feet on the footrests of the wheelchair. As we stepped into the room, the man in the wheelchair looked up from under shaggy, unkempt hair. His eyes met mine and after a pause, he **let out a** bloodcurdling **groan**. Then his mouth twisted, and he let out another unearthly cry.

I felt his mother stiffen.

'Will, stop it!'

He didn't even glance towards her. Another prehistoric sound emerged from somewhere near his chest. It was a terrible, agonizing noise. I tried not to **flinch**. The man was **grimacing**, his head tilted and sunk into his shoulders as he stared at me through contorted features. He looked grotesque, and vaguely angry. I realized that where I held my bag, my knuckles had turned white.

'Will! Please.' There was a faint note of hysteria in his mother's voice. 'Please, don't do this.'

Jojo Moyes is an English journalist, novelist and screenwriter. She was a journalist for ten years before becoming a full-time novelist in 2002. She's written numerous best-selling novels, and her book *Me Before You* won several awards and has gone on to sell over eight million copies worldwide. *Me Before You* is a love story between Will Traynor, paralysed after a motorcycle accident, and Louisa Clark, his new carer. The film based on the book was also a huge box-office success. Jojo lives and writes on a farm in Essex, England, with her husband and their three children.

Oh God, I thought. I'm not up to this. I **swallowed**, hard. The man was still staring at me. He seemed to be waiting for me to do something.

'I – I'm Lou.' My voice, uncharacteristically tremulous, broke into the silence. I wondered, briefly, whether to hold out a hand and then, remembering that he wouldn't be able to take it, **gave a** feeble **wave** instead.

'Short for Louisa.'

Then to my astonishment his features cleared, and his head straightened on his shoulders.

Will Traynor gazed at me steadily, the faintest of smiles **flickering across** his face. 'Good morning, Miss Clark,' he said. 'I hear you're my latest minder.'

VIDEO 7 8

GRAMMAR

2.5

Relative clauses

I can identify and use different types of relative clauses.

1 SPEAKING **Discuss the advantages or disadvantages of being the firstborn child in a family.**

2 **Read Part 1 of a text about birth order. Are any of the things you discussed in Exercise 1 mentioned?**

WHAT **BIRTH ORDER** *SAYS* **ABOUT YOU**

Part 1

Birth order is the key [1]**that can unlock your personality**. Here are some generalisations that have come out of research [2]**carried out over the years**.

The firstborn

Parents [3]**learning to bring up their first child** tend to be extremely attentive and protective. Firstborn children, [4]**who have their parents' undivided attention**, are responsible, reliable and well-behaved. Firstborns tend to be perfectionists bursting with confidence, [5]**which makes it hard for them to admit when they're wrong**.

3 **Read the GRAMMAR FOCUS. What types of clauses are examples 1–5 in blue in Part 1 of the text?**

GRAMMAR FOCUS 7

Relative clauses

- In **defining relative clauses** you can leave out *who, which* or *that* when it is the object of the verb.
  Olga is the girl ***who sits next to me***. ('who' is the subject of 'sit')
  Olga is the ***girl (who) I sit next to***. ('who' is the object of 'sit')
- In **non-defining relative clauses,** *who, which, where* or *whose* always come after a comma and you cannot leave them out.
  Eva is friends with Sam, ***who I can't stand***. (= 'I can't stand Sam.')
- In **reduced relative clauses** (defining and non-defining) you use a Present Participle for active verbs and a Past Participle for passive verbs.
  There's a new teacher ***teaching*** *Year Four.* ('who is teaching')
  Josh, ***taught*** *by the new teacher, is delighted.* (= 'who is taught')
- In **comment clauses** you refer to the whole of the main clause using ***which***.
  Eva is friends with Sam, ***which I can't stand***. (='I can't stand the situation.')

Part 2

The middle child

Middle children, [1]*which have been / [Ø]* given less attention by their parents, are more independent. Middle children [2]*which / whose* older siblings boss them around feel life is unfair. They often believe their other siblings get all the attention, [3]*which / that* can make them feel left out.

The baby of the family

Parents [4]*which are / [Ø]* bringing up their youngest children are more lenient, [5]*which / what* means that last-borns are rarely told off. Youngest children, [6]*that / who* have fewer responsibilities, are carefree and easy-going. The baby of the family, [7]*whose / who* is used to having things done for them, tends to be bad at making decisions.

The only child

Only children have many of the same qualities as the oldest child, [8]*that / which* is not surprising. Only children, [9]*which / who* spend more time with adults, will often act older than their age. The typical only child likes being the centre of attention, [10]*which / whose* sometimes makes them appear self-centred.

4 **Read Part 2 of the text and choose the correct option.**

5 SPEAKING **What about your family? Discuss the comments in Parts 1 and 2. Which statements do you agree with?**

6 **Rewrite the sentences using reduced relative clauses. Tick the statements you agree with.**

1 Siblings who share a bedroom tend to be less selfish.
Siblings sharing a bedroom tend to be less selfish.
2 Children who have been brought up as the baby of the family are often fussy eaters.
3 Firstborns, who are accustomed to accepting rules, are better behaved at school.
4 Middle-born children, who grow up with a younger and older sibling, can be argumentative.
5 Only children who spend a lot of time alone tend to be very creative.
6 The youngest child, who is used to being the centre of attention, is usually sociable and good fun to be around.

7 **Complete the sentences with *who, which, that, where, whose* or Ø (no pronoun). Which sentences are true for you? Compare with a partner.**

1 My sister is always leaving her clothes on the floor, *which* is very annoying!
2 In my family, the person __who/that__ cooks the most delicious food is my grandmother.
3 I'm jealous of people __whose__ parents let them do whatever they want.
4 The only place __where__ I can get some peace at home is in the bathroom.
5 My mother, __who__ thinks I'm still a baby, worries when I go out late.
6 I've got several cousins __Ø__ living in the same town as me.
7 We live in a house __Ø__ built over 100 years ago.

FOCUS VLOG 8 About important people

8 **Watch the Focus Vlog. For the worksheet, go to page 135.**

Grammar page 152

Exercise 3
1 defining relative clause
2 reduced relative clause (passive)
3 reduced relative clause (active)
4 non-defining relative clause
5 comment clause

Exercise 6
2 Children brought up as the baby of the family are often fussy eaters.
3 Firstborns, accustomed to accepting rules, are better behaved at school.
4 Middle-born children, growing up with a younger and older sibling, can be argumentative.
5 Only children spending a lot of time alone tend to be very creative.
6 The youngest child, used to being the centre of attention, is usually sociable and good fun to be around.

REFERENCES

Videoscript **p. 213**
Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 9 *To put or not to put a comma, that is the question* (10 min.) pp. 224–225, 247
- Extra digital activities: Grammar Checkpoint
- Students write four pairs of sentences, e.g. *I have a twin sister. Her best friend used to play with us.* They combine the sentences into one using a relative pronoun, *e.g. I have a twin sister whose best friend used to play with us.*

WORKBOOK

p. 26, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 2.5, Grammar.

26

2.6 SPEAKING

Telling a personal anecdote

I can tell a personal anecdote about a memorable day out.

1 SPEAKING **Look at the extract from a website. Discuss which activities you find the most/the least attractive and why.**

Home | Events | News | Archives

memorableday.com

Are you tired of doing the same old things with your friends? Why not try something different with one of our alternative days out?

- Go mountain biking
- Visit an art gallery or photo exhibition
- Sing karaoke
- Rent a rowing boat or kayak
- Attend a workshop (e.g. dancing or DJing)
- Go go-kart racing
- Visit an aquarium or zoo

2 SPEAKING **Describe the photo in Exercise 1 and discuss the questions with a partner.**

1 What might the people be thinking and feeling?
2 In your opinion, what factors make a memorable day out?

3 **Order the parts of an anecdote about a memorable day out.**

a Where and when the day took place, and other background information [2]
b Who was involved in the day [3]
c Why the day was so memorable [5]
d What the anecdote is going to be about [1]
e What happened step by step [4]

4 1.31 **Listen to someone describing a memorable day out and check your ideas in Exercise 3. Try to retell the anecdote with a partner.**

5 1.31 **Complete the SPEAKING FOCUS with the words in the box. Then listen again and check.**

All | As | As soon as | blue | doubt | Funnily | Initially | ~~place~~

SPEAKING FOCUS

Introducing the anecdote

(Right, so) I'm going to tell you about (a great day out).
(OK, so) this is a story about (a day I'll never forget).
This took [1] *place* about (a month ago).

Sequencing events in the anecdote

[2] As soon as /When/Just after (we got there, the sun came out).
[3] Initially /To begin with, (we were the only people there …)
As/While (we were sitting there …)
Suddenly/[4] All of a sudden, (the weather changed).

Describing events vividly

Predictably/[5] As expected (other people soon started …)
Unexpectedly/Out of the [6] blue , (it started pouring with rain).
Luckily/Fortunately, (after it stopped raining, the sun came out again).

Finishing the anecdote

Without a [7] doubt , it was (one of the best days I've had in ages).
When I look back (on that day) now, I feel …
It turned out to be (an unforgettable day out).
Strangely/[8] Funnily enough, (the best days are often the ones you don't really plan).

6 1.32 **Read the anecdote and choose the correct option. Then listen and check.**

Right, so this [1]*took place* / *is a story* about a day I'll never forget. I've always loved music and last month my friend and I went to a DJing workshop. [2]*To begin with* / *Just after*, we learnt about the equipment. We can't afford our own stuff yet but, [3]*fortunately* / *out of the blue*, we were able to use the decks, mixers and laptops at the centre. [4]*When* / *While* we had understood the basics, it was time to have a go. [5]*Strangely* / *Predictably*, it was really difficult at first, but after a while I started to get the hang of it. It feels and sounds fantastic when you get it right. It turned out to be an [6]*unexpected* / *unforgettable* day. I can't wait for the next workshop.

7 SPEAKING **Follow the instructions below. Take turns to be Student A and Student B.**

Student A: Tell a personal anecdote about a memorable day out. Use the SPEAKING FOCUS to help you.
Student B: Listen to your partner's anecdote and think of a question to ask them when they have finished.

REFERENCES

Audioscript **p. 199**

EXTRA ACTIVITIES

- Photocopiable resource 10 *Tell me about a family celebration* (12–15 min.) pp. 225, 248
- Students make a list of activities they can do to have a memorable day out in the place where they live. Then they compare their ideas in pairs or small groups.

WORKBOOK

p. 27

2.7 USE OF ENGLISH

Collocations

I can recognise and use common collocations.

1 SPEAKING **Read Lisa's post and comment on her last sentence. Discuss whether you could share a flat with Lisa. Give reasons for your answer.**

Home | New posts | Friends | Profile

Lisa is looking for a flatmate

Message | Send invitation

I'm a twenty-one-year-old student with a spare room to rent. It's a big room with a bed, a wardrobe and a desk. The flat has two bedrooms, a living room, a kitchen and a bathroom. Only people who meet the requirements below should apply.

You need to be on a full-time course because I don't want you hanging around the flat in the daytime.

I lead a healthy lifestyle. I'm a vegan and I don't like people cooking meat in my kitchen. It's equally important that there are no cooking smells during the weekend.

If you expect me to be your friend, you'll be **bitterly disappointed**. I'm painfully shy and I can't stand being the **centre of attention**. I don't need a soulmate, I just want a quiet life.

I **sleep badly**, so I don't want you to binge-watch TV programmes or roar with laughter late at night. Lights go out here at 11 p.m. Basically, I'd like you to use your common sense. If I've gone to bed, I expect you to **keep quiet**.

Friends are okay, but if more than three **guests turn up**, it's too much.

I set **high standards** of cleanliness here. I like people who are **neat and tidy**. When you move in, we can **reach an agreement** about how we share the cleaning.

I'm quite easy-going.

2 **Read the LANGUAGE FOCUS and complete it with the examples in blue in Lisa's post.**

LANGUAGE FOCUS

Collocations

- A collocation is a central feature of any language. It refers to typical, frequently occurring combinations of words. For example, you can have *strong feelings*, but not *~~*tough feelings~~*. You might *burst into tears*, but not *~~*explode into tears~~*.
- The strength of a collocation can vary. *Have a laugh* is quite weak because you can also *have a day off*, *have a shower* or *have a baby*. *Shrug your shoulders* is strong. You can't really *shrug* anything else!
- Different types of collocations:

  adjective + noun = ***nasty habit***, ***vivid imagination***, [1] high standards

  verb + noun = ***share an interest, break the law***, [2] reach an agreement

  noun + verb = ***accidents happen***, [3] guests turn up

  noun + (*of*/*and*) noun = ***sense of humour***, [4] centre of attention

  verb + adjective = ***look miserable***, [5] keep quiet

  adjective + adjective = ***loud and clear***, [6] neat and tidy

  verb + adverb = ***smile politely***, [7] sleep badly

  adverb + adjective = ***perfectly normal***, [8] bitterly disappointed
- Choosing the right collocation will make your English sound more natural.

3 **Look at the underlined collocations in Lisa's post. What type of collocation are they? Add them as examples in the LANGUAGE FOCUS box.**

adj + noun = spare room; full-time course; healthy lifestyle; quiet life
adv + adj = equally important; painfully shy
noun + verb = lights go out
verb + noun = meet the requirements; roar with laughter

REFERENCES

Audioscript **p. 199**

EXTRA ACTIVITIES

- Photocopiable resource 11 *Just think of someone* (10 min.) pp. 225, 249
- Based on the vocabulary in ex. 7, students work in pairs to prepare more gapped sentences. The correct answer should be one of the answers A–D from ex. 7.

WORKBOOK

pp. 28–29

NEXT CLASS

Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 2.7, Use of English.

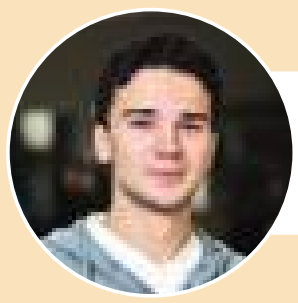
4 **USE OF ENGLISH** **Read the posts from Anna and Martin and complete the texts with one word in each gap. Which person would be more suitable to share a flat with Lisa?**

Home | New posts | Friends | Profile

Anna's looking for a room

Message Send invitation

I'm sociable, so I'd love to live with like-minded people. I hope we may [1] share/have the same interests. I have an excellent sense of [2] humour and I like to [3] have a laugh. I don't have any nasty [4] habits and I've never [5] broken the law. My private life is perfectly [6] normal .



Martin's looking for a room

Message Send invitation

I'm a medical student, so I work long hours at the hospital. I usually go back to my home town to visit my parents two weekends a month or whenever I [7] have a day off. I eat out a lot because I can't cook. I'd like to live with somebody who has [8] high standards of cleanliness and is [9] neat and tidy like me. Please get in touch if you like my profile.

5 1.33 **Match a word from box A with a word from box B to make six common collocations. Then listen to the conversation between Lisa and Dave and check your answers.**

A

~~casual~~ deeply free good highly supremely

B

~~acquaintance~~ company confident depressed intelligent spirit

casual acquaintance, deeply depressed, free spirit, good company, highly intelligent, supremely confident

6 **SPEAKING** **Discuss the ideal qualities for somebody to share a flat with. Use the collocations from Exercise 5.**

I would/wouldn't like to live with someone who is (a/an) …

7 **Choose the correct option, A, B, C or D. Which sentences are true for you?**

1 Dad says it's important to set _____ standards for yourself.
A fine B tall C high D big

2 My sister has a _____ imagination and draws incredible pictures.
A vivid B detailed C sharp D strong

3 The last film I saw was rubbish. I was _____ disappointed.
A totally B absolutely C bitterly D completely

4 Most of my online friends are best described as _____ acquaintances.
A occasional B casual C nearby D relaxed

5 I eat well and try to lead a _____ lifestyle.
A strong B fit C wise D healthy

8 **Complete the questions with one word in each gap.**

1 Do you sometimes doubt yourself or are you always supremely confident?
2 Are you messy or neat and tidy?
3 Are you shy or do you like being the centre of attention?
4 Are you a good citizen? Have you ever broken the law?
5 Are you emotional? How likely are you to burst into tears?
6 Can you remember the last time you roared with laughter?

9 **SPEAKING** **Ask and answer the questions in Exercise 8. Give reasons for your answers.**

SHOW WHAT YOU'VE LEARNT UNITS 1–2

10 **USE OF ENGLISH** **Complete the second sentence so that it has a similar meaning to the first. Use between two and five words including the word in capitals. Do not change the word given.**

1 People describe me as independent or rebellious. **FREE**
People describe me as a free spirit .

2 Students at our school don't have to wear school uniform. **REQUIRED**
Students at our school are not required to wear school uniform.

3 My best friend is very shy and hates it when everybody looks at her. **ATTENTION**
My best friend is very shy and hates being the centre of attention .

4 Someone's posted a funny video on the school website. **BEEN**
A funny video has been posted on the school website.

5 If my parents shouted at me when I was younger I used to start crying. **INTO**
If my parents shouted at me when I was younger I used to burst into tears .

6 My last exam results were extremely disappointing. **BITTERLY**
I was bitterly disappointed with/by my last exam results.

Use of English page 153

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2.8 WRITING

An article

I can write an article attracting the reader's attention using participle clauses.

1 Look at the photos. Which aspects of adolescence do they illustrate?

2 SPEAKING Read *Last week's competition* on the *Psychology Magazine* website and discuss the questions with a partner.

1 Why is adolescence described as a 'roller coaster ride'?
2 What are the best things about being a young adult?
3 What new challenges do you face as a young adult?

3 Read the winning article on the magazine website and discuss the questions with a partner.

1 Did the author mention any of the pleasures or challenges you discussed in Exercise 2?
2 What is the author's conclusion? Do you agree?
Probably that adolescence is 'the best days of our lives' for most people.

Psychology Magazine

Home | Latest news | Competitions | Near you | Photos | Search

Have Your Say

Last week's competition

The journey from teenager to adult can bring joy and pain, success and failure, friendship and heartbreak. If you are riding the roller coaster of adolescence right now, then *Psychology Magazine* wants to hear from you.

Send us an article in which you describe some of the very best things about coming of age and discuss the most challenging aspects of life for people living through these 'in-between' years.

As usual, a selection of articles will be published in an upcoming edition of *Psychology Magazine*.

The winning article:

Adolescence: Pain and Pleasure in Equal Measure

by Josh Payne

Remember when you were little and school summer holidays seemed to go on forever? Being children, most of us lived carefree and happy lives. Sadly, this does not last and we must all grow up. I can reliably report that the process brings pain and pleasure in equal measure.

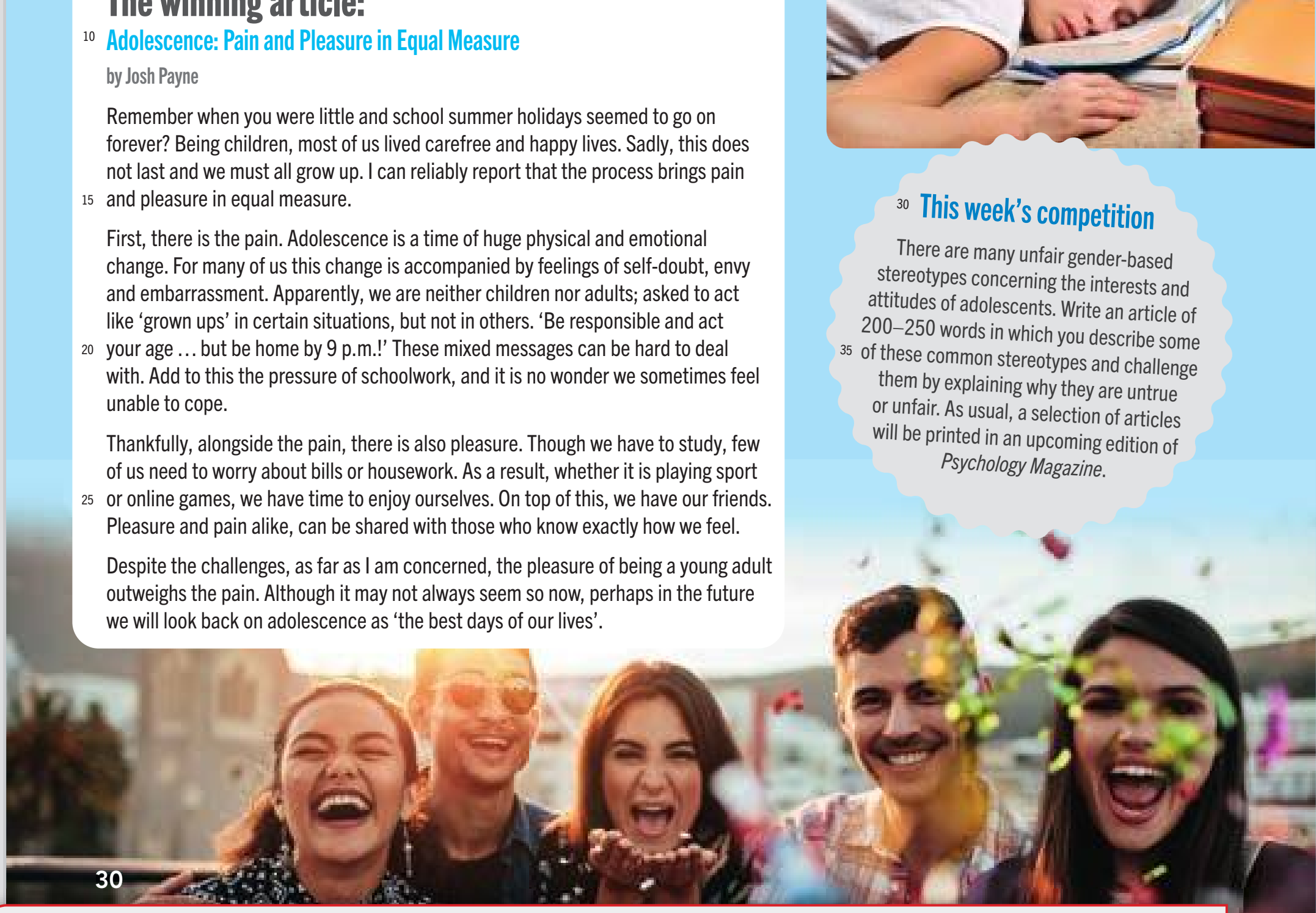
First, there is the pain. Adolescence is a time of huge physical and emotional change. For many of us this change is accompanied by feelings of self-doubt, envy and embarrassment. Apparently, we are neither children nor adults; asked to act like 'grown ups' in certain situations, but not in others. 'Be responsible and act your age … but be home by 9 p.m.!' These mixed messages can be hard to deal with. Add to this the pressure of schoolwork, and it is no wonder we sometimes feel unable to cope.

Thankfully, alongside the pain, there is also pleasure. Though we have to study, few of us need to worry about bills or housework. As a result, whether it is playing sport or online games, we have time to enjoy ourselves. On top of this, we have our friends. Pleasure and pain alike, can be shared with those who know exactly how we feel.

Despite the challenges, as far as I am concerned, the pleasure of being a young adult outweighs the pain. Although it may not always seem so now, perhaps in the future we will look back on adolescence as 'the best days of our lives'.

This week's competition

There are many unfair gender-based stereotypes concerning the interests and attitudes of adolescents. Write an article of 200–250 words in which you describe some of these common stereotypes and challenge them by explaining why they are untrue or unfair. As usual, a selection of articles will be printed in an upcoming edition of *Psychology Magazine*.



30

REFERENCES

Culture notes **p. 191**

EXTRA ACTIVITIES

- Photocopiable resource 12 An article (15 min.) pp. 225–226, 250
- Having completed the writing task, students exchange their articles for feedback on the content and techniques used, especially in the introduction, conclusion and title.

WORKBOOK

pp. 30–31, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to study the Word list on pp. 32–33.

4 Read the WRITING FOCUS and look at the article again. Decide which techniques the author used for writing the title, the introduction and the conclusion.

WRITING FOCUS

An article

Title

Attract the reader's attention from the start:

1 ask a question (*Are These the Best Days of Our Lives?*)
2 use vivid adjectives (*Adolescence: Thrilling and Terrifying)*
3 summarise the topic (*The Pains and Pleasures of Adolescent Life*)
4 use rhyme/wordplay (*Top Ten Tips for Troubled Teens)*

Introduction

Define the topic and hold the reader's attention:

5 ask a question
6 tell a short anecdote
7 give an interesting or surprising fact or figure
8 give a quotation

Main paragraphs

Develop the topic and discuss all the issues mentioned in the question.

Conclusion

Give your personal opinion and leave the reader with something to think about:

9 ask a question
10 refer to the future
11 make an appeal or suggestion
12 return to the idea in the title or the introduction

Note: Articles tend to be written in a formal or semi-formal style. In a formal article avoid: informal phrases (~~*I think*~~ = *As far as I am concerned* …), colloquial language (~~*Most parents reckon that*~~ … = *In most parents' opinions* …) and contractions (~~*don't*~~ = *do not*).

5 Read the example article introductions and conclusions. Decide which techniques 5–12 in the WRITING FOCUS the authors used.

Introductions:

a It's easy to forget that 100 percent of adults alive today were once teenagers like us. As a young man, my 'sensible' father was a real rebel. He rode a motorbike and got a tattoo at the age of sixteen. 7, 6

b In his famous book, American author John Gray said that 'Men are from Mars, women are from Venus'. Does this also apply to adolescents? Are younger men and women really so different from each other? 8, 5

Conclusions:

c As I began by saying, men and women differ in many ways, but individuals also differ regardless of their gender. We should be wary of stereotyping, respect each other and cooperate to use our strengths for a common good. 12, 11

d So, as a regular teenage girl, am I really that different from the boy sitting opposite me in class? Perhaps not. Whether we will become more or less alike in later life remains to be seen. 9, 10

6 Read the LANGUAGE FOCUS and rewrite the underlined fragments using participle clauses.

1 Because they want to look stylish, many adolescent boys also enjoy shopping for clothes.
Wanting to look stylish,
2 Because they attend mixed schools, most adolescent boys and girls receive the same education.
Attending mixed schools,
3 Because I grew up with three sisters, I know something about the differences between boys and girls.
Having grown up with three sisters,
4 Because they are stereotypes, such statements do contain an element of truth, of course.
Being stereotypes,
5 Because I have always got on well with boys, I think I understand some of their attitudes.
Having always got on well with boys,

LANGUAGE FOCUS

Participle clauses to express reason

You can use **participle clauses** in formal writing to express the **reason** for a statement made in the main clause.

- Use a **Present Participle (verb + *ing*)** when states or actions occur at the same time.

  Being children, *most of us lived carefree and happy lives.*

  = *Because we were children* (past), *most of us lived carefree and happy lives.* (past)

- Use a **Perfect Participle (*having* + Past Participle)** when one state or action occurs before another.

  Having grown physically, *many adolescents expect to be treated as adults.*

  = *Because they have grown physically* (past), *many adolescents expect to be treated as adults.* (present)

7 SPEAKING Read the statements and decide if they are stereotypes about adolescent girls or boys. Do they reflect reality? Discuss in groups.

- They find it difficult to talk about their feelings.
- They are always gossiping.
- They love fashion and shopping.
- They love sports and gadgets.
- They are kind and considerate.
- They are rude and aggressive.

SHOW WHAT YOU'VE LEARNT

8 You are going to reply to *This week's competition* on the *Psychology Magazine* website. Look at page 30, read the topic on the website and think about the following:

- Where will your article appear and who will read it?
- Choose two or three gender-based stereotypes you think are untrue or unfair (see Exercise 7 for ideas). Note down reasons to support your views.
- Select techniques from the WRITING FOCUS to help you attract and hold the reader's attention.
- Make sure you use a formal or semi-formal style.

9 Complete the writing task from the website. Include at least one participle clause to express a reason. Use the WRITING FOCUS and LANGUAGE FOCUS to help you.

31

2.1 Vocabulary 4.9

adventurous /əd'ventʃərəs/
affectionate /ə'fekʃənət/
agreeable /ə'griːəbəl/
daring /'deərɪŋ/
excel in /ɪk'sel ɪn/
fair-minded /ˌfeə 'maɪndɪd/
feel strongly about sth /ˌfiːl 'strɒŋli əˌbaʊt ˌsʌmθɪŋ/
(be) full of oneself /(bi) fʊl əv wʌn'self/
good-natured /gʊd 'neɪtʃəd/
have a love of learning /ˌhəv ə lʌv əv 'lɜːnɪŋ/
honest /'ɒnəst/
hopeless /'həʊpləs/
humble /'hʌmbəl/
imaginative /ɪ'mædʒənətɪv/
insecure /ˌɪnsɪ'kjʊə/
intellectual /ˌɪntə'lektʃuəl/
kind-hearted /ˌkaɪnd 'hɑːtəd/
laid-back /ˌleɪd 'bæk/
larger than life /'lɑːdʒə ðən ˌlaɪf/
level-headed /ˌlevəl'hedɪd/
make sb feel at ease /meɪk ˌsʌmbɒdi ˌfiːl ət 'iːz/
moody /'muːdi/
party /'pɑːti/
pay attention to detail /ˌpeɪ ˌə'tenʃən tə 'diːteɪl/
perceptive /pə'septɪv/
plan in advance /ˌplæn ɪn əd'vɑːns/
self-centred /ˌself 'sentəd/
self-conscious /ˌself 'kɒnʃəs/
self-critical /ˌself 'krɪtɪkəl/
short-tempered /ˌʃɔːt 'tempəd/
small talk /'smɔːl tɔːk/
sociable /'səʊʃəbəl/
speak up /ˌspiːk 'ʌp/
spontaneous /spɒn'teɪniəs/
strong-willed /ˌstrɒŋ 'wɪld/
tactful /'tæktfəl/
the life and soul of the party /ðə ˌlaɪf ən ˌsəʊl əv ðə 'pɑːti/
think outside the box /'θɪŋk aʊt'saɪd ðə 'bɒks/
thorough /'θʌrə/
trusting /'trʌstɪŋ/
witty /'wɪti/

2.2 Grammar 4.10

assume /ə'sjuːm/
compassionate /kəm'pæʃənət/
drift apart /ˌdrɪft ə'pɑːt/
late /leɪt/
long-distance relationship /ˌlɒŋ ˌdɪstəns rɪ'leɪʃənʃɪp/
lose touch /ˌluːz 'tʌtʃ/
love at first sight /ˌlʌv ət ˌfɜːst 'saɪt/
make an impression /ˌmeɪk ən ɪm'preʃən/
mantelpiece /'mæntlpiːs/
pluck up the courage /ˌplʌk ʌp ðə 'kʌrɪdʒ/
propose to sb /prə'pəʊz tə ˌsʌmbɒdi/
remain /rɪ'meɪn/
separate from sb /'sepəreɪt frəm ˌsʌmbɒdi/
slip down /slɪp daʊn/
widowed /'wɪdəʊd/

2.3 Listening 4.11

addiction /ə'dɪkʃən/
adore /ə'dɔː/
be attracted to /bi ə'træktɪd tə/
confusion /kən'fjuːʒən/
fall for /ˌfɔːl 'fə/
fall in love with /ˌfɔːl ɪn 'lʌv wɪð/
fancy /'fænsi/
feature /'fiːtʃə/
generosity /ˌdʒenə'rɒsəti/
go out with /ˌgəʊ 'aʊt wɪð/
heartbroken /'hɑːtˌbrəʊkən/
(be) madly in love with /(bi) ˌmædli ɪn 'lʌv wɪð/
measure /'meʒə/
novelist /'nɒvəlɪst/
(be) obsessed with /(bi) əb'sest wɪð/
passionate /'pæʃənət/
pleasure /'pleʒə/
pressure /'preʃə/
reduced /rɪ'djuːst/
relationship /rɪ'leɪʃənʃɪp/
see sb /'siː ˌsʌmbɒdi/
self-sacrifice /ˌself 'sækrɪfaɪs/
shrine /ʃraɪn/
split up with /ˌsplɪt 'ʌp wɪð/
unconditional /ˌʌnkən'dɪʃənəl/
worship /'wɜːʃɪp/

2.4 Reading 4.12

adjust /ə'dʒʌst/
agonizing /'ægənaɪzɪŋ/
astonishment /ə'stɒnɪʃmənt/
bachelor pad /'bætʃələ ˌpæd/
be up to sth /bi 'ʌp tə ˌsʌmθɪŋ/
bend /bend/
bloodcurdling /'blʌdˌkɜːdlɪŋ/
box-office success /ˌbɒks ˌɒfɪs sək'ses/
brighten /'braɪtn/
broad accent /ˌbrɔːd 'æksənt/
carer /'keərə/
chest /tʃest/
collarless /'kɒlələs/
confidently /'kɒnfɪdəntli/
contorted /kən'tɔːtɪd/
crack /kræk/
crouch down /'kraʊtʃ ˌdaʊn/
cushioned /'kʊʃənd/
deaf /def/
decent /'diːsənt/
deceptively /di'septɪvli/
dependent /dɪ'pendənt/
disabled /dɪs'eɪbəld/
emerge /ɪ'mɜːdʒ/
entirely /ɪn'taɪəli/
face a challenge /ˌfeɪs ə 'tʃæləndʒ/
faint /feɪnt/
feeble /'fiːbəl/
fence /fens/
find common ground /ˌfaɪnd ˌkɒmən 'graʊnd/
firmly /'fɜːmli/
flicker across /'flɪkər əˌkrɒs/
flinch /flɪntʃ/
footrest /'fʊtrest/
from the corner of your eye /frəm ðə ˌkɔːnər əv jɔːr 'aɪ/
furnished /'fɜːnɪʃt/
gaze /geɪz/
get yourself into /ˌget jɔːˌself 'ɪntə/
give a wave /ˌgɪv ə 'weɪv/
glance /glɑːns/
glimpse /glɪmps/
grimace /'grɪməs/
grip /grɪp/
have nothing in common /ˌhæv ˌnʌθɪŋ ɪn 'kɒmən/
hesitate /'hezəteɪt/
keyhole /'kiːhəʊl/
knuckle /'nʌkəl/
let out a groan /ˌlet aʊt ə 'grəʊn/
make an effort /ˌmeɪk ən 'efət/
manipulate /mə'nɪpjəleɪt/
minder /'maɪndə/
neurotic /njʊ'rɒtɪk/
passage /'pæsɪdʒ/
peaceful /'piːsfəl/
peep /piːp/
peer /pɪə/
position /pə'zɪʃən/
push through /ˌpʊʃ 'θruː/
put sb in a head-lock /pʊt ˌsʌmbɒdi ɪn ə 'hed lɒk/
screenwriter /'skriːnˌraɪtə/
scrubs /skrʌbz/
shaggy /'ʃægi/
sheepskin /'ʃiːpˌskɪn/
solidly built /ˌsɒlɪdli 'bɪlt/
spacious /'speɪʃəs/
stare /steə/
steadily /'stedəli/
stiffen /'stɪfən/
straighten /'streɪtn/
swallow /'swɒləʊ/
tasteful /'teɪstfəl/
tilt /tɪlt/
tremulous /'tremjələs/
twist your mouth /ˌtwɪst jə 'maʊθ/
uncharacteristically /ʌnˌkærɪktə'rɪstɪkli/
unearthly /ʌn'ɜːθli/
unkempt /ˌʌn'kempt/
wonder /'wʌndə/
wood burner /'wʊd ˌbɜːnə/
wool throw /ˌwʊl 'θrəʊ/

2.5 Grammar 4.13

accustomed to /ə'kʌstəmd tə/
argumentative /ˌɑːgjə'mentətɪv/

WORD LIST ACTIVITIES

• Ask students to choose four or five words or phrases from the word list and write each word/phrase on a piece of paper. Collect all the pieces of paper, put them in a bag and get each student to take out four or five words. Ask them to write a short text using all the words they chose.
• Draw students' attention to the last section of the wordlist and explain that they may complete it with their own suggestions of other useful words or phrases related to the unit.

32

attentive /ə'tentɪv/
boss sb around /ˌbɒs ˌsʌmbɒdi ə'raʊnd/
bursting with confidence /ˌbɜːstɪŋ wɪð 'kɒnfɪdəns/
carefree /'keəfriː/
carry out research /ˌkæri ˌaʊt rɪ'sɜːtʃ/
(be) the centre of attention /(bi) ðə ˌsentər əv ə'tenʃən/
feel left out /ˌfiːl 'left ˌaʊt/
firstborn /'fɜːstbɔːn/
fussy eater /ˌfʌsi 'iːtə/
protective /prə'tektɪv/
reliable /rɪ'laɪəbəl/
sibling /'sɪblɪŋ/
undivided attention /ˌʌndɪˌvaɪdəd ə'tenʃən/
well-behaved /ˌwel bi'heɪvd/

2.6 Speaking 4.14

all of a sudden /ˌɔːl əv ə 'sʌdn/
attend a workshop /əˌtend ə 'wɜːkʃɒp/
funnily /'fʌnəli/
get the hang of /ˌget ðə 'hæŋ əv/
have a go /ˌhəv ə 'gəʊ/
initially /ɪ'nɪʃəli/
memorable /'memərəbəl/
out of the blue /ˌaʊt əv ðə 'bluː/
pour with rain /ˌpɔː wɪð 'reɪn/
predictably /prɪ'dɪktəbli/
unexpectedly /ˌʌnɪk'spektɪdli/

2.7 Use of English 4.15

accidents happen /'æksɪdənts ˌhæpən/
binge-watch /'bɪndʒ wɒtʃ/
bitterly disappointed /ˌbɪtəli ˌdɪsə'pɔɪntəd/
break the law /ˌbreɪk ðə 'lɔː/
burst into tears /ˌbɜːst 'ɪntə 'tɪəz/
casual acquaintance /ˌkæʒuəl ə'kweɪntəns/
common sense /ˌkɒmən 'sens/
deeply depressed /ˌdiːpli dɪ'prest/
deeply disappointed /ˌdiːpli ˌdɪsə'pɔɪntəd/
equally important /ˌiːkwəli ɪm'pɔːtənt/
free spirit /ˌfriː 'spɪrət/
full-time course /ˌfʊl taɪm 'kɔːs/
go out /ˌgəʊ 'aʊt/
good company /ˌgʊd 'kʌmpəni/
hang around /ˌhæŋ ə'raʊnd/
have a baby /ˌhæv ə 'beɪbi/
have a day off /ˌhæv ə 'deɪ ɒf/
have a laugh /ˌhæv ə 'lɑːf/
have a shower /ˌhæv ə 'ʃaʊə/
healthy lifestyle /ˌhelθi 'laɪfstaɪl/
high standards /ˌhaɪ 'stændədz/
highly intelligent /ˌhaɪli ɪn'telədʒənt/
keep quiet /ˌkiːp 'kwaɪət/
like-minded /ˌlaɪk 'maɪndɪd/
look miserable /ˌlʊk 'mɪzərəbəl/
loud and clear /ˌlaʊd ən 'klɪə/
meet the requirements /ˌmiːt ðə rɪ'kwaɪəmənts/
miserable /'mɪzərəbəl/
nasty habit /ˌnɑːsti 'hæbɪt/
neat and tidy /ˌniːt ən 'taɪdi/
painfully shy /ˌpeɪnfəli 'ʃaɪ/
perfectly normal /ˌpɜːfɪktli 'nɔːməl/
post a video /ˌpəʊst ə 'vɪdiəʊ/
quiet life /'kwaɪət ˌlaɪf/
reach an agreement /ˌriːtʃ ən ə'griːmənt/
roar with laughter /ˌrɔː wɪð 'lɑːftə/
roommate /'ruːmˌmeɪt/
sense of humour /ˌsens əv 'hjuːmə/
set high standards /set ˌhaɪ 'stændədz/
share an interest /ˌʃeər ən 'ɪntrəst/
shrug your shoulders /ˌʃrʌg jə 'ʃəʊldəz/
sleep badly /ˌsliːp 'bædli/
smile politely /ˌsmaɪl pə'laɪtli/
soulmate /'səʊlmeɪt/
spare room /ˌspeə 'ruːm/
strong feeling /ˌstrɒŋ 'fiːlɪŋ/
supremely confident /sʊˌpriːmli 'kɒnfədənt/
turn up /ˌtɜːn 'ʌp/
vivid imagination /ˌvɪvəd ɪˌmædʒə'neɪʃən/

2.8 Writing 4.16

apparently /ə'pærəntli/
attract sb's attention /əˌtrækt ˌsʌmbədiz ə'tenʃən/
come of age /ˌkʌm əv 'eɪdʒ/
cope with /'kəʊp wɪð/
differ /'dɪfə/
embarrassment /ɪm'bærəsmənt/
envy /'envi/
for the common good /fər ðə ˌkɒmən 'gʊd/
gender-based stereotype /ˌdʒendə ˌbeɪst 'steriətaɪp/
gossip /'gɒsɪp/
heartbreak /'hɑːtbreɪk/
hold sb's attention /ˌhəʊld ˌsʌmbədiz ə'tenʃən/
in equal measure /ɪn ˌiːkwəl 'meʒə/
outweigh /aʊt'weɪ/
regardless of /rɪ'gɑːdləs əv/
roller coaster ride /'rəʊlə ˌkəʊstə ˌraɪd/
self-doubt /ˌself 'daʊt/

MY WORD LIST

PERSONALITY

ACTIONS OF THE BODY

OTHER

33

FOCUS REVIEW 2

VOCABULARY AND GRAMMAR

1 Complete the sentences with words from the unit. The first and last letter of each word is given.

1 The hero in action films is traditionally **d**arin**g** and prepared to take risks.
2 She plays the type of detective who's especially **p**erceptive and notices the smallest of details.
3 My favourite character is the brother because he's very **l**aid-bac**k**. When everyone else is getting stressed, he doesn't seem worried.
4 I didn't like the main character because she's so **s**elf-centre**d**. Everything's about her and she doesn't care how it affects the others.
5 There's a scene where the uncle points out the problems with Joe's plan. He's really **t**actful though and does it without discouraging his nephew.
6 When Billy first dances in front of an audience, he's really **s**elf-consciou**s**, but over time, he gains confidence.

2 Choose the correct option.

1 It's important that an interviewer makes the candidate feel *at ease / eased / at rest*.
2 She's confident, but not too *filled with / full of / full with* herself. She'll always acknowledge when she doesn't know something.
3 When my uncle saw his future wife for the first time, he was immediately attracted *with / to / at* her.
4 When Mum saw my new haircut, a look of shock *hesitated / grimaced / flickered* across her face.
5 I only briefly *glimpsed / glanced / gazed* the message on her phone, but I'm sure it was from Bianca.

3 Complete the sentences with the Past Perfect Simple or Past Perfect Continuous forms of the words in brackets.

1 Joshua had already been (already/be) married twice before he met Carol.
2 I asked Martha and Sue to organise my wedding because they had prepared (prepare) quite a few before.
3 Stewart was really exhausted because he had been looking (look) after the twins the whole afternoon.
4 Dad, how long had you been dating (you/date) Mum before you got engaged?
5 I stopped talking to my brother after we had had (have) a serious argument for the third time that week.
6 When I saw Jane, I could see she had been crying (cry), but I didn't know why.

4 Complete the sentences with one word in each gap.

1 Maria accepted Niko's invitation to the cinema, ___which___ made him really happy.
2 Last week I bumped into the Smiths, ___whose___ son used to be in my class at school.
3 Would you like to meet my cousin ___that/who___ I told you about yesterday?
4 Here are some lovely photos from Greece ___taken___ on our honeymoon.

USE OF ENGLISH

5 Complete the text with the correct form of the words in the box. There are two extra words.

deep equal full health perfect polite

In parks around the world, it's become [1] ___perfectly___ normal to come across hundreds of people gathering every Saturday morning to run their weekly five kilometres. Since it started in 2004, parkrun has become a global phenomenon with events taking place in hundreds of locations in more than twenty countries across the world. Parkruns attract people of all ages and for a whole range of different reasons. Most participants see running as part of a [2] ___healthy___ lifestyle. For many, the social side of the events is [3] ___equally___ important. People who start off as casual acquaintances nodding to each other and smiling [4] ___politely___, can end up as firm friends.

6 Choose the correct answer, A, B or C.

1 Let me introduce you to the woman _____ husband originally set up the gallery.
A who
B whose
C that

2 _____ the village where she grew up, my granny enjoyed living in the city.
A Leaving
B Had left
C Having left

3 When we got to the reception, we realized that we _____ the present for the newlyweds at home. We felt extremely embarrassed.
A had left
B left
C have left

4 How long _____ for a reply to his email before he realized he wasn't going to get a response?
A Tom waited
B did Tom wait
C has Tom waited

5 Mark says he never has time to make his bed in the morning, _____ me a lot. He should get up earlier.
A which irritates
B who irritates
C that irritates

REFERENCES

Audioscript **p. 200**

EXTRA ACTIVITIES

- Photocopiable resource 51 Multiple choice (12 min.) pp. 235, 294
- Photocopiable resources 55–56 Cloze (20 min.) pp. 236, 298–299
- Use of English 2, WORD STORE booklet, p. 4
- Extra digital activities: Listening and Use of English Checkpoints

7 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use up to five words in each gap, but do not change the word in capitals.

1 First we went for a meal and then we went to the cinema. **BEEN**
After we had been for a meal/to a restaurant , we went to the cinema.
2 Dan wasn't at the party and Cathy's parents were extremely upset. **BITTERLY**
Cathy's parents were bitterly disappointed Dan wasn't at the party.
3 I first met Sally at the restaurant over there. **WHERE**
That's the restaurant where I first met Sally.
4 After working for ages, I decided to take a break. **SO**
I'd been working for ages, so/been working so long that I decided to take a break.

LISTENING

8 1.34 You will hear a talk with a psychologist Adam Martins. Listen and complete the notes with information from the talk. Use a word or a short phrase. You will hear the recording twice.

1 The reporter asks if it is true that twins have a special mental and emotional connection .
2 Some reports suggest that the special psychic bond is shared mostly by identical twins .
3 However, the existence of psychic powers has not been scientifically proven .
4 When Adam and his twin sister were fifteen, they drew very similar pictures while sitting on opposite sides of a classroom.
5 According to studies, some twins tend to be a bit more competitive than regular siblings or only children.
6 During childhood, twins compete with each other mostly for parental attention/ parents' attention .
7 Studying different subjects, at different universities often in different countries is one way in which twins try to establish a greater sense of self .
8 Research shows that the most important factor responsible for our psychological characteristics is (our) DNA .

SPEAKING

9 Do the task in pairs.

A

B

Student A

Look at photo A. Describe the photo and answer the questions.

- What do you think is going to happen next? Why?
- Do you get on better with boys or girls in your family? Why?
- Tell me about a situation in which you or someone you know was involved in a family argument.

Student B

Look at photo B. Describe the photo and answer the questions.

- How do you think the man is feeling? Why?
- What's the most challenging thing about living on your own? Why?
- Tell me about the household chores that you or somebody you know had to do when you were a child.

WRITING

10 Read this announcement on an international students' website and write an article in reply.

Do parents and teenagers in your country always have the same opinion about different topics?

Write an article about the most common things teenagers and parents in your country disagree about. We'll put the best articles on the website next month!

NEXT CLASS

- Ask students to do Self-check 2.10, WB pp. 34–35, as homework.
- Ask students to prepare for Unit Test 2: Assessment Package, Unit 2.
- Ask students to prepare for Review Test 1: Assessment Package, Unit 2.

PROJECT

- How to teach with projects **p. T21**
- Work in groups. Choose several films or TV series featuring unusual friendships and look into the characteristics of these stories. Decide which one is your favourite and give reasons. Prepare a digital presentation or video and present it to your class.

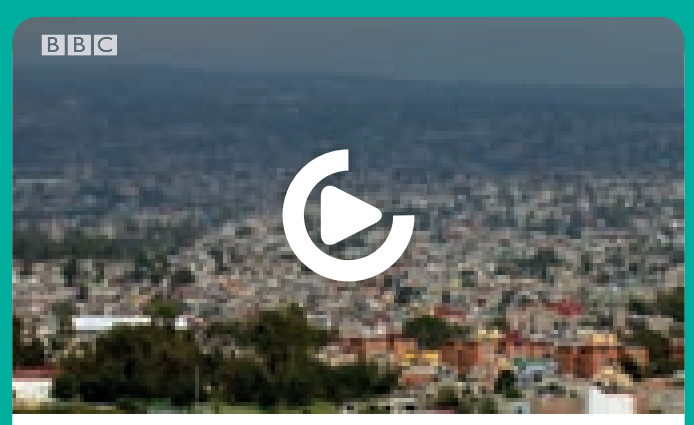
35

3 Living spaces

A city is not a concrete jungle, it is a human zoo.

Desmond Morris

BBC



SMOG-FREE MEXICO CITY

Watch the BBC video.
For the worksheet, go to page 136.

UNIT 3 VIDEOS

BBC Smog-free Mexico City 9

GRAMMAR ANIMATION
Lesson 3.2 10 Lesson 3.5 12

FOCUS VLOG About dreams
Lesson 3.2 11

ROLE-PLAY
Lesson 3.6 13

3.1 VOCABULARY

Landscape features • prepositions describing location • describing places • in the city

I can describe cities and talk about city life.

SHOW WHAT YOU KNOW

1 **Which of these townscape and landscape features can you find near your school? Discuss with a partner.**

a breathtaking view a bridge a canal a fast-flowing river
a historic monument a housing estate a market square
a shopping centre a waterfront restaurant slums

2 **Discuss how far you would need to go to see features in Exercise 1 that are *not* near your school.**

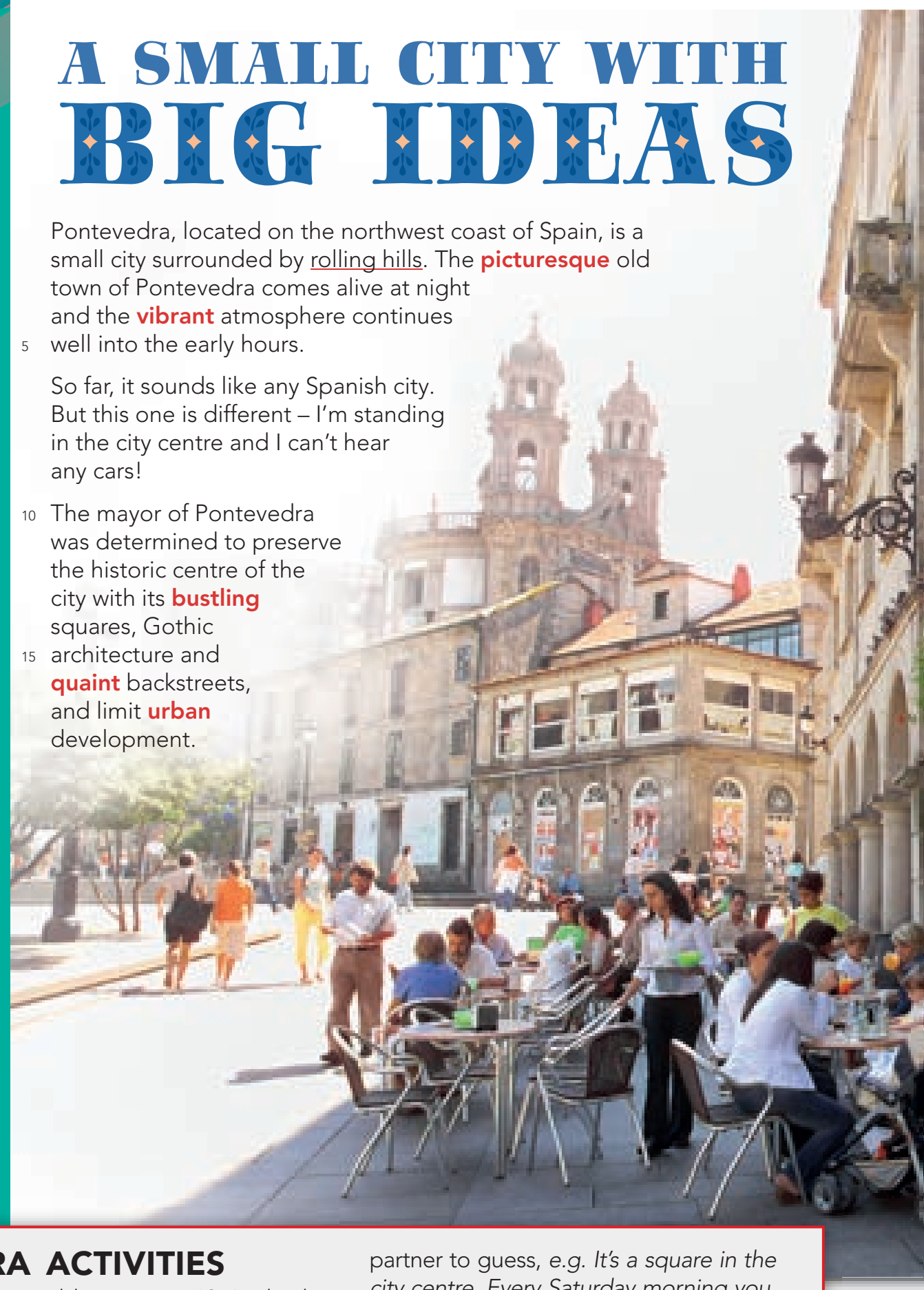
3 SPEAKING **A city in Spain has banned cars from the city centre. Discuss the possible advantages and disadvantages. Then read the text and compare your ideas. Use the text to make a final list of good and bad points.**

A SMALL CITY WITH BIG IDEAS

Pontevedra, located on the northwest coast of Spain, is a small city surrounded by rolling hills. The **picturesque** old town of Pontevedra comes alive at night and the **vibrant** atmosphere continues well into the early hours.

So far, it sounds like any Spanish city. But this one is different – I'm standing in the city centre and I can't hear any cars!

The mayor of Pontevedra was determined to preserve the historic centre of the city with its **bustling** squares, Gothic architecture and **quaint** backstreets, and limit **urban** development.



REFERENCES

Culture notes **p. 191**
Audioscript **p. 200**
Videoscript **pp. 213–214**
Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

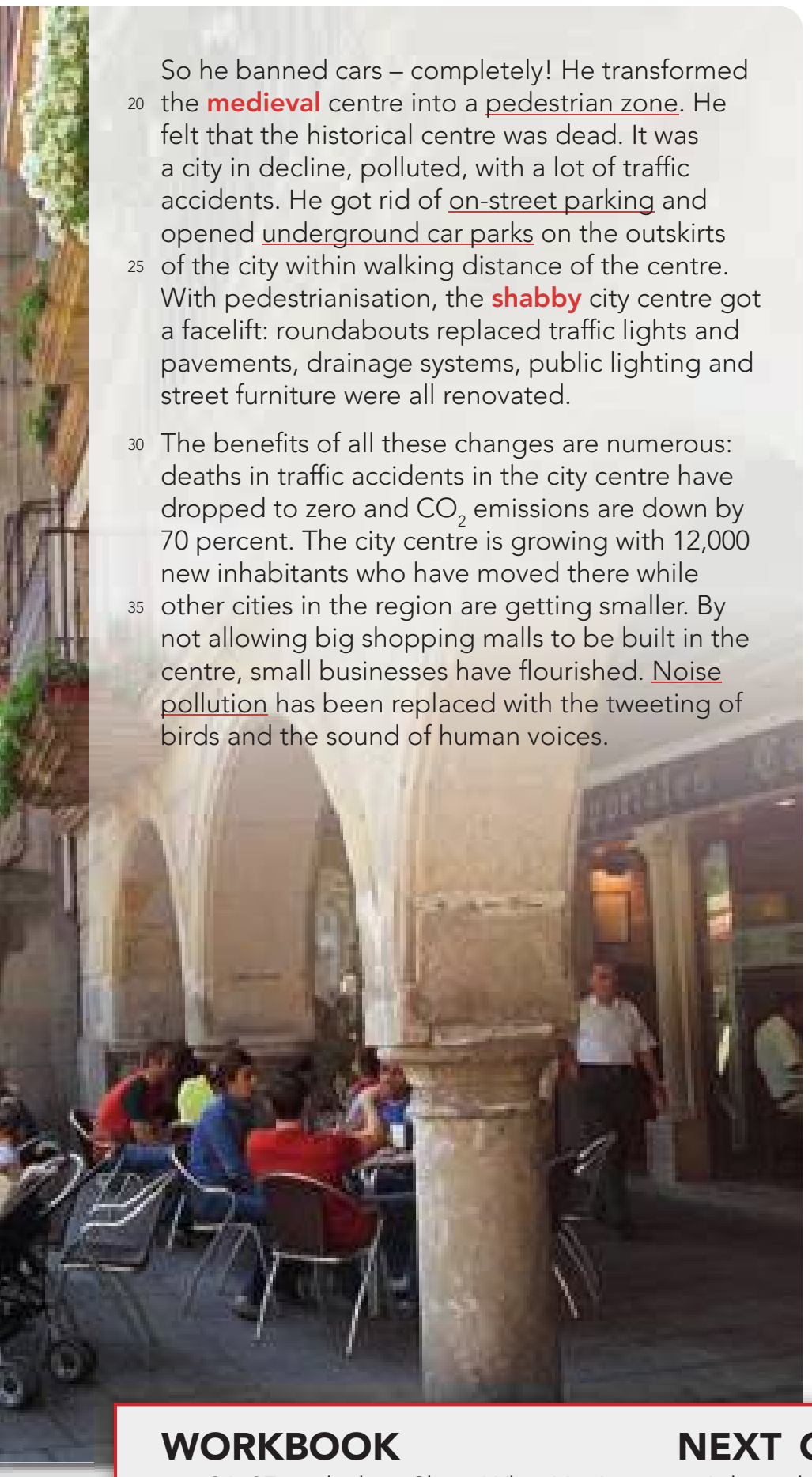
- Photocopiable resource 13 *A whistle-stop tour of European cities* (10 min.) pp. 226, 251
- Extra digital activities: Vocabulary Checkpoint
- In pairs, students take turns to describe a place in their town or region for their partner to guess, *e.g. It's a square in the city centre. Every Saturday morning you can go to a bustling market there. There's also an underground station within walking distance.* They should use vocabulary items from the lesson. Their partner has thirty seconds to guess the name of the place or lose a point.

4 2.1 **Read the questions and make sure you understand the meaning of the underlined collocations. Then listen to a phone-in programme and answer the questions.**

1 How has Ryan's daily commute changed? It's become more difficult – he can no longer park his car at home.
2 According to Jack, what can a reliable network of buses replace? Cars
3 Where does Sarah want planners to put in cycle lanes? In the suburbs where she lives.
4 Why is Julia's home town very popular with tourists? Because it's picturesque and it has a historic centre.
5 Why can't ancient cobbled streets have cycle lanes, according to Julia? They are too narrow.

5 SPEAKING **Think about your own local town or city. Discuss the questions:**

1 How doable/desirable would it be to ban all cars from the centre?
2 What changes would have to be made before the ban and in what order?
3 Compare the advantages and disadvantages. Use the list in Exercise 3 to help you. Which list is longer?



So he banned cars – completely! He transformed the **medieval** centre into a pedestrian zone. He felt that the historical centre was dead. It was a city in decline, polluted, with a lot of traffic accidents. He got rid of on-street parking and opened underground car parks on the outskirts of the city within walking distance of the centre. With pedestrianisation, the **shabby** city centre got a facelift: roundabouts replaced traffic lights and pavements, drainage systems, public lighting and street furniture were all renovated.

The benefits of all these changes are numerous: deaths in traffic accidents in the city centre have dropped to zero and CO_2 emissions are down by 70 percent. The city centre is growing with 12,000 new inhabitants who have moved there while other cities in the region are getting smaller. By not allowing big shopping malls to be built in the centre, small businesses have flourished. Noise pollution has been replaced with the tweeting of birds and the sound of human voices.

Go to WORD STORE 3 page 7

WORD STORE 3A Prepositions describing location

6 2.2 **Complete WORD STORE 3A with the prepositions in the box. Then listen, check and repeat.**

7 **Complete the sentences with the prepositions in WORD STORE 3A. Name an example for each sentence. Compare your answers with a partner.**

Name …
1 a big city located __on__ the coast.
2 a café __within__ walking distance of where you are.
3 a famous monument __in__ the city centre of your capital city.
4 a town located __on__ the border of your country.
5 a school, a shopping centre or a sports centre located __in__ the suburbs of a nearby city.
6 a park or play area __within__ easy reach of your house.

WORD STORE 3B Describing places

8 2.3 **Complete WORD STORE 3B with the adjectives in red in the text. Then listen, check and repeat.**

9 SPEAKING **Replace the words in bold in the description of Norwich with an adjective from WORD STORE 3B. Would you like to visit Norwich? Discuss with a partner.**
1 picturesque 2 medieval 3 quaint 4 bustling 5 vibrant

NORWICH – *a cathedral city*

Visit Norwich, one of England's most [1]**beautiful** cathedral cities. During the middle ages Norwich was England's second city and there are some spectacular examples of [2]**12th–15th century** architecture in the city. See the cathedral, of course, but don't miss the [3]**nice, old-fashioned** backstreets behind it. Norwich is also famed for its huge, [4]**busy and noisy** open-air food market as well as its [5]**exciting** nightlife. Less than two hours from the capital, Norwich should definitely become your next destination.

WORD STORE 3C In the city

10 2.4 **Complete WORD STORE 3C with the underlined collocations and compound nouns in the text and in Exercise 4. Then listen, check and repeat.**

11 SPEAKING **Complete the sentences with the collocations or compound nouns in WORD STORE 3C. Would such measures improve your home town? Discuss with a partner.**

1 All cobbled streets should be replaced by smooth modern surfaces like tarmac.
2 On-street parking should be limited to residents only.
3 Pedestrian zones should be for people on foot only. No cycling!
4 There should be more underground car parks to take cars off the street.
5 There should be a lot more cycle lanes to encourage people to use bikes.
6 Anybody causing noise pollution should be heavily fined.

WORKBOOK
pp. 36–37, including *Show What You've Learnt*

NEXT CLASS
- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Asssessment Package, Unit 3.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 38.

Exercise 2

2 For the differences in meaning see Grammar Focus Reference p. 154.

3 Future Continuous – 1a, 1b
Future Perfect Simple – 2a, 2b
Future Perfect Continuous – 3a, 3b

Exercise 3

1 Mandy: We'll be missing a lot of school. I'll be spending three years in a small place with my untidy brother.
Jake: I'll be practising whenever I can, but it's not easy on a boat.

2 Mandy seems more positive.

Exercise 5

1 Will you be going home straight after school?

2 Will you be doing anything interesting this evening?

3 Who will you be seeing at the weekend?

4 When will you be going on your next holiday?

5 Will you be having a party for your eighteenth birthday?

6 Do you think you'll be leaving home permanently before you're twenty-five?/ Will you be leaving home permanently before you're twenty-five?

VIDEO 10 11

GRAMMAR

3.2

Future forms including the Future Perfect Continuous

I can use a variety of forms to talk about the future.

1 SPEAKING **Look at the pairs of sentences. Which alternative is more likely? Discuss with a partner. Give reasons for your answers.**

In three years' time …

1 a I'll still be living at home with my parents.
b I won't be living at home with my parents.
2 a I'll have moved to another part of the country.
b I won't have moved to another part of the country.
3 a I'll have been studying at university for a year.
b I won't have been studying at university for a year.

2 **Read the GRAMMAR FOCUS and do the task.**

1 Translate example sentences 1–3 into your own language.
2 Discuss the difference in meaning between the sentences.
3 Look at Exercise 1 and name the future verb forms in blue.

GRAMMAR FOCUS 10

Future forms

- You use the **Future Continuous** to talk about unfinished actions in progress at a time in the future. It often refers to future events that are fixed or expected.
  1 *At 11 a.m. tomorrow, **I'll be doing** an exam.*
- You use the **Future Perfect Simple** to talk about an action that will be completed before a certain time in the future.
  2 *By 11 a.m. tomorrow, **I'll have done** an exam.*
- You use the **Future Perfect Continuous** to talk about how long an action will have been in progress before a certain time in the future.
  3 *By 11 a.m. tomorrow, **I'll have been doing** an exam for an hour.*

3 **Read Part 1 of the story about the Franklin family plans. Complete the text with *'ll, be, been* or *have*. Then discuss the questions.**

1 What problems do the children predict?
2 Which child seems more positive about the voyage?

THE VOYAGE OF A LIFETIME

Part 1

In a few weeks' time, the Franklin family will [1] be embarking on a three-year sailing voyage. We asked the children how they felt about the adventure. Mandy (aged seventeen) said, 'We'll [2] be missing a lot of school, but I think that by the end of this trip we'll [3] have learnt more than in a classroom. We'll have [4] been travelling for three years and we [5] 'll have seen places with our own eyes. We won't [6] have just read about them in books.'

Mandy had a few worries: 'The worst thing is that I'll [7] be spending three years in a small space with my untidy brother.'

Jake (twelve years old) was less keen than his sister: 'By the time we go, I'll have [8] been playing basketball for my school team for two years, and I want to become a professional in the future. I'll [9] be practising whenever I can, but it's not easy on a boat.'

4 **Complete Part 2 with the correct form of the verbs in brackets. Use the Future Continuous, Future Perfect Simple or Future Perfect Continuous. Would you like to go on a voyage like this? Why?/Why not?**

Part 2

Eileen Franklin told us 'We're not in a hurry, so after leaving San Francisco we [1] will be travelling (travel) down the coast of Mexico for a few weeks. After that, we [2] 'll be sailing (sail) across the Pacific and we [3] 'll be ending (end) our journey in Indonesia. It's a long voyage, but by the time we leave we [4] 'll have been planning (plan) for several years, so I think we're as prepared as we can be.'

'Yes', added Bob. 'And by the time we set off, we [5] 'll have done (do) everything possible to make this a safe trip: Jake [6] will have improved (improve) his swimming and Eileen [7] will have done (do) an advanced first-aid course. On the boat, we [8] will be using (use) top-of-the-range technology to chart our route. It's the trip of a lifetime, so we [9] won't be taking (not take) any chances!'

5 **Read REMEMBER THIS. Then rewrite questions 1–6 using the Future Continuous to make them more polite.**

REMEMBER THIS

You can also use the **Future Continuous** to make polite enquiries. Compare:
Will you be staying in tonight? = I just want to know. (polite)
Are you going to stay in tonight? = I'd like a decision. (more direct)

1 Are you going home straight after school?
2 Are you doing anything interesting this evening?
3 Who do you plan to see at the weekend?
4 When will you go on your next holiday?
5 Are you going to have a party for your eighteenth birthday?
6 Do you think you'll leave home permanently before you're twenty-five?

6 SPEAKING **Ask and answer the questions you have rewritten in Exercise 5.**

FOCUS VLOG 11 About dreams

11 **Watch the Focus Vlog. For the worksheet, go to page 137.**

Grammar page 154

REFERENCES

Videoscript **p. 214**
Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 14 *Text a fortune-teller* (10 min.) pp. 226, 252–253
- Extra digital activities: Grammar Checkpoint
- Students prepare several questions to ask their partners using the future forms from the GRAMMAR FOCUS, e.g. *How many books will you have read by the end of the year? What will you be doing this time next year?* Then they ask each other the questions.

WORKBOOK

p. 38, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 3.2, Grammar.

3.3 LISTENING

Multiple choice

I can identify specific information in a detailed spoken dialogue about places to live.

A Freedom Ship

B Co-housing

C Smart home

1 Match photos A–C with descriptions 1–3. Use the photo captions to complete the texts.

1 In the Smart home **of the future, all appliances will be connected through wireless networking systems. The house and car would use power that is collected through solar panels and stored.** C

2 Co-housing **is a housing development where each household has a self-contained house or flat. People have the opportunity to eat together and meet regularly in a large communal house.** B

3 The Freedom Ship **is designed to be twenty-five storeys high. If the concept became reality, it would feature a casino, an art gallery, a park, a shopping centre and accommodation for 80,000 people. It would cost $12 billion to build.** A

2 SPEAKING Discuss which house in Exercise 1 you would most/least like to live in. Give reasons for your answers.

3 2.5 Listen to three recordings. In which order are places A–C in Exercise 1 mentioned?

1 B 2 A 3 C

EXAM FOCUS Multiple choice

4 2.5 Listen again. For questions 1–3, choose the correct answer A–C.

1 Which statement is an opinion and NOT a fact?
- A Over a third of British people don't know their neighbours.
- B In Denmark, tens of thousands of people live in co-housing developments.
- C The neighbourly relations at Springhill will be 100 percent better.

2 The speakers think that the Freedom Ship project is
- A unlikely to happen.
- B not big enough for 80,000 people.
- C a good investment opportunity.

3 Choose the most appropriate headline for this news report.
- A SMART HOMES MEAN LESS SHOPPING
- B SMART HOMES SAVE TIME AND MONEY
- C SMART HOMES NEED SMART PHONES

WORD STORE 3D Collocations and compound nouns

5 2.6 Complete WORD STORE 3D only with vowels. Use these definitions to help you. Then listen, check and repeat.

1 a task to be done regularly at home, such as cleaning, washing, etc.
2 an electrical device you have at home which helps you do the cooking, vacuuming, etc.
3 a number of houses or flats built close together at the same time
4 a car park consisting of several levels
5 a district where people live
6 an additional house, e.g. a holiday home
7 a flat which has all the necessary facilities needed for living, e.g. a kitchen, bathroom, toilet, etc.
8 a tall building divided into separate flats or offices

6 Complete the collocations with the words in WORD STORE 3D. Then complete the sentences to make them true for you. Compare with a partner.

1 My least favourite domestic **chore** is …
2 The nearest multi-storey **car park** is …
3 The one household **appliance** I couldn't live without is …
4 The newest housing **development** in my neighbourhood is …
5 The tallest tower **block** in my city is …
6 The residential **area** I'd most like to live in is …
7 I'd love to have a second **home** in …
8 I'd prefer to live in a small self-contained **flat** than …

PRONUNCIATION FOCUS

7 2.7 Listen and complete the chants in section A. Listen again. Repeat, paying attention to the rhythm.

A ■ ■ ■ ■ ■
What will you be doing?
What will you have seen?
Where will you be going?
Where will you have been?

B ■ ■ ■ ■ ■ (■) ■
How long will you have been learning?
How much will you have learnt?
How long will you have been earning?
How much will you have earned?

8 2.7 Complete the chants in section B with *you* and correct auxiliary verbs. Then listen and check. Repeat, paying attention to the rhythm.

REFERENCES

Culture notes **p. 191**
Audioscript **p. 201**

EXTRA ACTIVITIES

Write *The advantages and disadvantages of co-housing* on the board and get students to brainstorm ideas in small groups. After up to four minutes, students share their ideas with the class. Encourage them to expand on their answers.

WORKBOOK

p. 39

3.4 READING

Gapped text

I can infer unstated information and understand relationships between ideas in a descriptive text.

1 2.8 **Look at the list of words and phrases. Which ones would you use to describe your house or flat? Use a dictionary if necessary. Then listen and repeat.**

A house has …

1 a canvas camp bed ☐
2 central heating ☐
3 an en suite bathroom ☐
4 a fireplace ☐
5 a fitted kitchen ☐
6 running water ☐

A house is …

7 cramped ☐
8 damp ☐
9 draughty ☐
10 inaccessible ☐
11 minimalist ☐
12 snug ☐

2 Complete the table with the words from Exercise 1. Add six words of your own. Then compare your ideas with a partner.

House of my dreams!	House of my nightmares!

3 Look at the photo of Zeki and the map. Which words from Exercise 1 would you use to describe his 'house'?

canvas camp bed, cramped, damp, draughty, minimalist, fireplace, snug, inaccessible

4 Read the article and check your ideas in Exercise 3. Then answer the questions.

1 Where does Zeki come from?
2 Who taught him to live in the wilderness?
3 Where is he living at the moment?
4 What is he studying?
5 What is his daily routine?
6 Does he miss his friends?
7 What does he like about his lifestyle?
8 What would you like/hate most about Zeki's lifestyle?

I am 16 and live alone in the wilderness

2.9

I live alone on the Isle of Skye in a tipi almost impossible to find without detailed directions. It might seem unusual for someone of sixteen, but I love my own company and I'm passionate about preserving wild spaces. I grew up with my mum, Ghillie, and older sister, Yazzie, in a remote and sometimes inaccessible home in the Scottish mountains, using cross-country skis to drag food and supplies to the house.

Mum, a cookbook writer, taught us about possible dangers and how to cope with them, then let us **run wild** from an early age. [1] B . I spent so much time with tribes who rely on the land that this **became second nature to me**. When I gained a place at the School of Adventure Studies on the Isle of Skye last year, I decided to live in a tipi, **practising what I preach**.

I sleep on an ancient canvas camp bed my grandfather gave me, with two old army blankets and some skins I tanned myself for warmth. I have an open fire and spend my evenings tanning animal and fish skins, and carving wood. I store clothes and books in an old metal trunk of my mum's – it's covered in stickers from her travels. I wash my clothes in the river and dry them in the wind or in the heat from the fire. I have a bush shower using water from the river.

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Exercise 4

1 The Scottish mountains.
2 His mother/tribes.
3 In a tipi on the Isle of Skye.
4 He's studying Adventure Studies.
5 Sleeps on a canvas bed, wakes at 6 a.m., makes a fire, organises his backpack and walks to school.
6 No, he doesn't. He contacts them every few weeks.
7 He likes sitting by the flickering fire, carving in perfect silence, watching the stars through the open tipi door.

REFERENCES
Culture notes **p. 191**

EXTRA ACTIVITIES
In pairs, students prepare a short summary of the text with a few gaps to complete with a word or an expression. They swap their summaries with another pair to complete. Monitor and offer feedback where necessary.

WORKBOOK
pp. 40–41

NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 42.

EXAM FOCUS Gapped text

5 Read the article again. Complete gaps 1–4 in the text with sentences A–E. There is one extra sentence.

A A few people were exhausted and had to be taken off the mountain by the leaders, but I feel comfortable in the mountains and enjoyed the challenge.

B We also travelled abroad regularly, visiting remote tribes and cultures, where we lived for weeks as Mum studied food and recipes to write about.

C I'd like to see more people look after the land and not be scared of getting outside, getting wet, learning how to survive. When my studies are over, I'll move the tent back to Mum's house.

D Eating things in nature is not something to play around with – if you make a mistake it can be quite a serious one. I sometimes eat too much of something and I get a stomach ache.

E There's usually some fire left from the previous day, so the fire is soon blazing while I have cereal for breakfast. I collect wood for later in the day, then I wash at the river.

I wake at 6 a.m. and get the fire on straight away using flints and steel. [2] E . Sometimes I just jump in, especially when there's frost on the ground. When I rush back to the tipi, it's like a sauna. I get my backpack organised, including any food and kit I need for the day, cover the fire to keep it low, but alive and walk thirty minutes to the school. There are twelve of us on the course, of all ages, and we've just finished mountaineering. We're about to start whitewater kayaking.

I've **had a few hairy moments**. Once I was on the hills when the weather turned bad and I became disoriented, but thanks to Mum's training, I knew I had to **keep a cool head**. My classmates and I recently had a two-day test in horrible weather. [3] A . However, I'm aware that I need to **keep my wits about me** and be prepared.

My friends used to love coming to our home and running wild with me, so they are used to the way I live. I hope some of them will visit me soon. People ask if I miss the Internet, but I never used to use it much, or watch television. I am sociable, but I have always **enjoyed my own company**. I use my mobile every few weeks to catch up with friends and my mum, who I usually see once a month.

What I'm doing **isn't everyone's cup of tea**, but it makes me happy. [4] C . Until then, I'm happiest sitting by the flickering fire, carving a spoon in perfect silence and watching the stars through the open tipi door.

WORD STORE 3E Idiomatic expressions

6 2.10 Complete WORD STORE 3E with the expressions in blue in the text. Then listen, check and repeat.

7 Which of the expressions in WORD STORE 3E does Zeki use to describe …

1 … something he was allowed to do as a child? run wild
2 … the reason why he decided to live in a tipi? to practise what I preach
3 … his feelings about being on his own? enjoy my own company
4 … the long-lasting effect that visiting remote tribes had on him? become second nature to me
5 … something that doesn't suit everybody? not be everyone's cup of tea
6 … the state of being alert and prepared for any new situation? keep my wits about me
7 … the ability to stay calm in a stressful situation? keep a cool head
8 … some of the frightening experiences he has had? have a few hairy moments

8 Rewrite the questions by replacing the underlined phrases with the appropriate form of the expressions in WORD STORE 3E.

1 When was the last time you experienced something really frightening or dangerous? had a hairy moment
2 When you were a child, did your parents allow you to behave exactly as you wanted to? run wild
3 Are there times when you like being by yourself more than being with others? enjoy your own company
4 When do you have to be alert and focussed in your daily life? keep your wits about you
5 When was the last time you did something that you advise other people to do? practised what you preach
6 What kind of everyday actions do you do easily without having to think about them? are second nature to you
7 Are you capable of staying calm in stressful situations or do you panic? keeping a cool head
8 Is camping in the wild something that appeals to you? is your cup of tea

9 SPEAKING Ask and answer the questions in Exercise 8 with a partner. Give reasons for your answers.

3.5 GRAMMAR

Quantifiers

I can use a range of different quantifiers correctly.

1 SPEAKING **Describe your bedroom to a partner. On a scale of 1–10 (1=extremely tidy, 10=extremely untidy), what score is your bedroom?**

2 2.11 **Read and listen to Part 1 of a vlog post. Why does the vlogger want to tidy her room?**
Because a friend she likes is coming over.

Part 1

Welcome fellow teens to my video blog. Today's vlog is called 'How to tidy your room in ten minutes!' I'm sure **all of you** know what I'm talking about – your room's a total nightmare. It looks as if a bomb has exploded. There's **loads of dirty washing** – in fact the whole floor is covered. There's **no space** anywhere. You have **plenty of clothes**, but you don't wear half of them because you can't find them. **Most of them** are in a pile because there are not enough drawers to put them in. You've had **a number of opportunities** to tidy your room but you haven't, and now the very cool new friend you like is coming round. **Very few of your friends** know what a slob you are and you want to keep it like that. You don't have **much time**, so here are **a few speed-cleaning tips**.

3 **Read the GRAMMAR FOCUS. Then find more examples in blue of rules 1–3 in the text.**

all of you = rule 2

GRAMMAR FOCUS 12

Quantifiers

You can use a wide range of different expressions to talk about quantity:

Countable nouns	Uncountable nouns	Both
every, each many a number of*, several a few (very) few both, a couple of* either neither	much, a great deal of* a little (very) little	all most a lot of*, lots of*, loads of*, plenty of* some no, none of*

1 Use quantifiers without *of* before nouns: ***most people***
2 Use quantifiers with *of* before determiner + noun: ***most of the people***, and before pronouns: ***most of them***
3 *Always use these quantifiers with *of*: ***a lot of people***

Note: *all the people* and *all of the people* are possible. You can't use *of* after *no* and *every*. Use *none of* and *every one of*.

Exercise 3
no space/much time/a few speed-cleaning tips = rule 1
all of you/most of them/very few of your friends = rule 2
loads of dirty washing/plenty of clothes/ a number of opportunities = rule 3

4 2.12 **Read Part 2 of the vlog post and choose the correct option. Then listen and check.**

Part 2

- Find a laundry basket and put [1]*all* / *each* the clothes on the floor into it. Too [2]*much* / *many* clothes? OK, get [3]*a couple* / *a few* of bin bags and put the rest in there. Then hide [4]*both* / *either* of the bags in the wardrobe. If the cool friend sees [5]*plenty* / *either* of the bags, just say it's [6]*a few* / *few* things you're collecting for charity.
- The whole place smells of snacks, so take [7]*every* / *some* half-empty drink and stale half-eaten crisp packet to the kitchen immediately. There's a big difference between messy and disgusting.
- There are [8]*a number* / *several* of things that would give the wrong impression, things like your huge pink teddy bear … Hide them.
- Make the bed. There's [9]*no* / *none* excuse for an unmade bed.
- Open [10]*plenty* / *all* the windows – now!

You're ready!

5 **Discuss with a partner in which sentences *of* is necessary. Then make the sentences true for you by using other quantifiers if necessary. Compare your sentences.**

1 A couple __of__ my friends are quite tidy.
2 Some _____ classmates are very untidy.
3 Several _____ people I know share a bedroom.
4 Very few __of__ my neighbours have big gardens.
5 Many __of__ the buildings in my street are old.
6 Every _____ room in my house has Wi-Fi.
7 None __of__ my friends have a TV in their room.
8 Most _____ rooms in my house have paintings on the walls.

6 **Write one false and two true sentences about yourself. Use a different word in the box in each sentence.**

all couple every little loads
lots most none plenty

All of my music is on my phone.

7 **Work with a partner. Read your sentences from Exercise 6 to each other. Guess which sentence is false.**

Grammar page 155

REFERENCES

Culture notes **p. 192**
Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 15 Test yourselves (10 min.) pp. 226, 254
- Extra digital activities: Grammar Checkpoint
- In pairs, students think of another problem teenagers usually have at home and write a short text with some advice using a range of quantifiers. After a few minutes, students present their pieces of advice to the whole class for feedback.

WORKBOOK

p. 42, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 3.5, Grammar.

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3.6 SPEAKING

Organising a place to live

I can justify my views when suggesting, agreeing to and objecting to a course of action.

1 **Put these factors in order of importance when looking for a flat to share with friends.**

decoration/furniture location
privacy rent security size

2 SPEAKING **Discuss your ideas in Exercise 1 with other classmates. Agree on the final order.**

3 2.13 **Listen to a conversation between two friends who are talking about a flat to share. Which two factors from Exercise 1 are not mentioned?**
Decoration/furniture and security are not mentioned.

4 2.13 **Read the SPEAKING FOCUS and complete the conversation with one word in each gap. Then listen again and check.**

Zoe: I can't believe we've both been accepted into the same university!
Amy: Isn't it great? I'm so excited! And we'll be living together.
Zoe: I know. I can't wait!
Amy: What do you think [1] about living in halls of residence? To be honest, I'm not sure.
Zoe: No, me neither. Do you know Jay?
Amy: Yep, why?
Zoe: Well, his brother studies there and he says the halls are really old and noisy. Maybe we ought to just look for a place of our own.
Amy: You're [2] absolutely right.
Zoe: The question is do we want to share with other people. It would probably be cheaper.
Amy: Well yeah, but [3] wouldn't it be better to get our own place? Obviously, it depends how much it costs, but if we could find the right flat at the right price, I think I'd prefer not to share.
Zoe: I know what you mean, but I'm not [4] convinced we'll be able to afford it. Why don't we [5] meet halfway and look for shared accommodation, but in a place where we could have our own rooms?
Amy: I suppose that could [6] work. That way we might even be able to afford something near the university. Given the choice, I'd [7] rather be within walking or cycling distance, and you?
Zoe: Totally. I don't even mind if it's a small room, as long as it's close to the campus.
Amy: That's [8] settled then. So, let's have a look online and see what we can find.

SPEAKING FOCUS

Suggesting a course of action
What do you think about (+ *-ing*)?
Maybe we ought to (just) …
What would you say if we (+ Past Simple)?
Given the choice, I'd rather … , and you?

Objecting
No way!/Absolutely not!/You must be joking! (informal)
Fair? I think it's completely unfair.
(Well yeah, but) wouldn't it be better to …?
I know/see what you mean/what you're saying, but …
I'm not convinced (we'll be able to afford it/that's a good idea/that'll work).

Compromising
If you agree to (pay more), I'll (take the smaller room).
We could (split the cost/go halves/share).
Why don't we compromise/meet halfway (and agree that …)?
I guess so./I suppose that could work.
OK, that seems like a fair compromise.

Agreeing
True./Right./Absolutely./Totally. You are absolutely right.
I fully/completely agree. OK, that's settled then.

5 SPEAKING **Read the situation and discuss the questions with a partner.**

You and a friend are moving into a flat together for your first year at university. The flat is unfurnished and needs decorating, but you don't have a great deal of money.

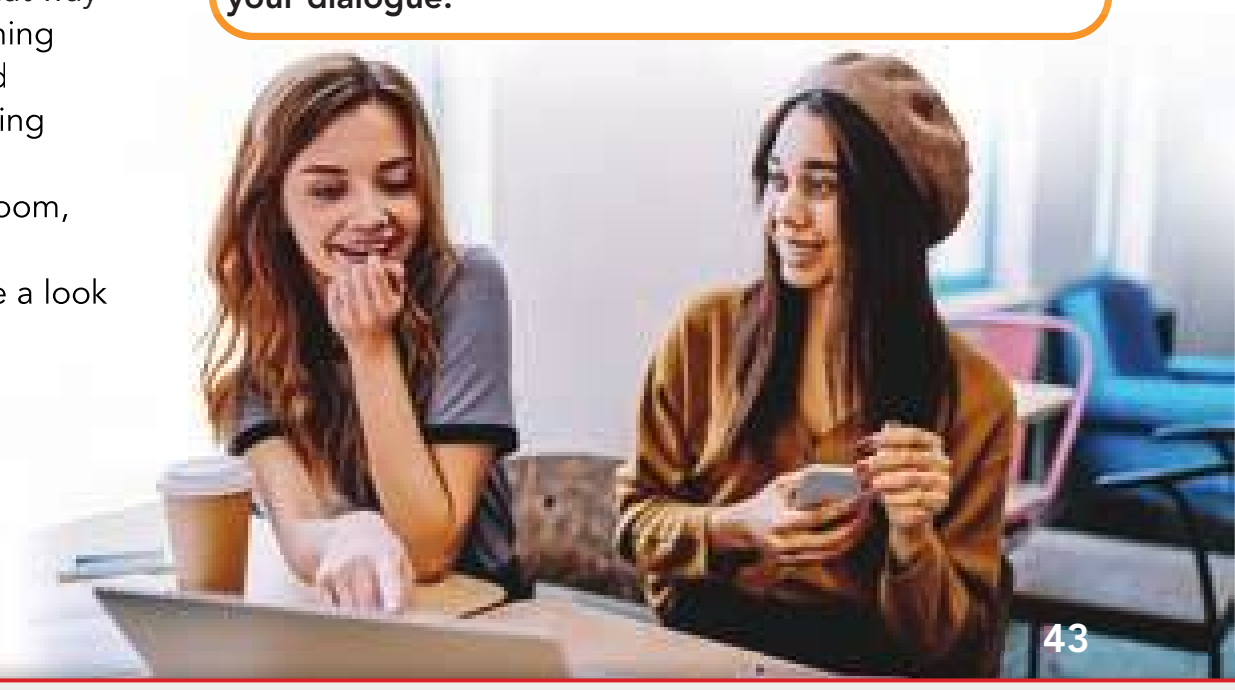
- What furniture/household appliances do you think are the most important to buy?
- What colours would you like in the flat (walls, curtains, carpets etc.)?
- Who will get the bigger bedroom?
- Who will do the decorating?

6 **Prepare a dialogue in which you discuss the questions in Exercise 5. Try to get what you want, but also be ready to compromise. Use the SPEAKING FOCUS to help you.**

7 **Practise the dialogue and act it out.**

ROLE-PLAY 13 **Organising a place to live**

13 **Watch the video and practise. Then role-play your dialogue.**



REFERENCES
Using videos in the classroom p. T16

EXTRA ACTIVITIES
- Photocopiable resource 16 *Doing up a flat* (13–15 min.) pp. 226–227, 255
- Students work in pairs. Student A is a parent and Student B is a teenager. They use the expressions from the SPEAKING FOCUS to role-play moving out of town into the suburbs (Student B is against the move).

WORKBOOK
p. 43

3.7 USE OF ENGLISH

Determiners

I can use* all, both, each, every, whole, another, other, others *correctly.

Exercise 1
It's located on a sheep farm in New Zealand. The tourists loved it.

1 Read a review of the Hobbiton movie set and answer the questions.

- Where is it located?
- What did the tourists think of it?
- Would you like to go there?

A hobbit fan's PARADISE

If you're a fan of *The Hobbit* movies, you'll love this Hobbiton tour. I was on a family holiday with my parents and my sister in New Zealand. **The whole family** are fans of *The Hobbit* movies and we've seen **every one of them**, so we went to visit the Hobbiton movie set which is located on a sheep farm. It's a popular tourist spot – **all the tourists** take hundreds of photos, and so did we! There are forty-four Hobbit holes, and I think we visited **all of them**. **Each Hobbit hole** is different and has a round brightly painted door. A team of four gardeners keep the village looking neat and tidy. There were two places to eat and drink: The Shire's Rest Café and The Green Dragon Inn, and we stopped at **both places**! In fact, the tour ended at the Green Dragon Inn. It was exactly like in the film and **the whole time** we were there, we were expecting Bilbo Baggins to walk in! My sister and I had ginger lemonade. There were **other drinks** like tea and hot chocolate, but we were really thirsty. Mum and Dad had tea and cookies. Mum was so hungry she wanted **another cookie**, but we didn't have time.

2 Read and complete the LANGUAGE FOCUS with the examples in blue from the text.

LANGUAGE FOCUS

both, each, every* and *all*; *all* and *whole*; *another, other, others, each other* and *one another

	+ noun	+ of + my/the etc. + noun	+ pronoun
both *= 2 things or people*	*both* [1] *places*	*both of the places*	*both of them*
each *= 2 or more things or people*	*each* [2] Hobbit hole	*each (one) of the Hobbit holes*	*each (one) of them*
every *= 3 or more things or people*	*every Hobbit movie*	*every one of* The Hobbit *movies*	*every* [3] one of them
all *= 3 or more things or people*	*all the* [4] tourists	*all (of) the tourists*	*all* [5] of them

each*, *every* and *all

- *Each*, *every* and *all* have similar meanings. You use *each* when you want to emphasise that you are thinking about individual people or things separately:
  Each Hobbit hole had a slightly different door and I took a selfie in front of each one.
- You can use *every* and *all* (NOT *each*) with adverbs like *almost, nearly, practically*.
  I've visited practically every country in Asia.

all* and *whole

- You can use *all (of) the* or *the whole (of the)* to talk about 100 percent of something. You don't use *the whole …* with plural nouns for this meaning.
  all the tourists NOT ~~*the whole tourists*~~
  all the time and *the* [6] whole time
  all the family and *the* [7] whole family

another, other, others, each other* and *one another

- *another* [8] cookie means 'a different cookie' or 'an additional cookie'.
- *other* [9] drinks means 'different drinks', but not usually '~~additional drinks~~'. (Use *more drinks*.)
- *the other(s)* and *the other one(s)* refers to the second of two people or things or to the rest of people or things in a group.
  I'll carry this bag. Can you carry the other one?
  I can see Tom. Where are the others?
- *each other* and *one another* mean the same thing.
  My sister and I took photos of each other. = She took a photo of me and I took a photo of her.

REFERENCES
Culture notes **p. 192**

EXTRA ACTIVITIES
- Photocopiable resource 17 *Check the door* (15 min.) pp. 227, 256
- After ex. 3, students write a list of five extra questions, using the determiners from the LANGUAGE FOCUS. Then they ask and answer the questions in different pairs than in ex. 3.

WORKBOOK
pp. 44–45

NEXT CLASS
Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 3.7, Use of English.

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3 Complete the questions with the words in the box. Then ask and answer.

all (x2) both each (x2) every whole (x2)

1 Can you write your name with ___each___ hand?
2 Have you got earrings in ___both___ ears?
3 Do ___all___ your relatives look like you?
4 What film has almost ___every___ student in your class already seen?
5 Are you off school for the ___whole___ month of August?
6 Do ___all___ your friends live near you?
7 Can you kick a ball with ___each___ foot?
8 When you eat an apple, do you eat the ___whole___ thing?

4 Read about the *Mamma Mia* film locations. Choose the correct option.

5 SPEAKING Discuss your favourite films and make a list of the top three film locations you would like to visit.

6 Match sentences 1–2 with meanings a–b.

A 1 Have **another** biscuit. b
2 Have **the other** biscuit. a
a There is one biscuit available.
b There are several biscuits available.
B 1 Here's one photo, where's **the other**? a
2 Here's one photo, where are **the others**? b
a There's one photo missing.
b There are several photos missing.
C 1 Could I have **another** coffee? a
2 Could I have **the other** coffee? b
a I'd like the same coffee again.
b I'd like the alternative coffee you offered.

7 USE OF ENGLISH Complete the second sentence so that it has a similar meaning to the first. Use between two and five words including the word in capitals. Are the sentences true for you?

1 I've seen nearly all of the James Bond films. **ONE**
I've seen nearly every one of the James Bond films.
2 I saw the first *Harry Potter* film, but I haven't seen any of the others. **OTHER**
I saw the first *Harry Potter* film, but I haven't seen the other ones .
3 I think each of *Pirates of the Caribbean* movies is worth seeing. **EVERY**
I think every one of the *Pirates of the Caribbean* movies is worth seeing.
4 I saw the film twice and I enjoyed it each time. **BOTH**
I saw the film twice and I enjoyed it both times .
5 I've never found a film that is fun for all the family. **WHOLE**
I've never found a film that is fun for the whole family .
6 I'd like to see *Mission Impossible* in a different cinema – a bigger one. **ANOTHER**
I'd like to see *Mission Impossible* in another cinema – a bigger one.

SHOW WHAT YOU'VE LEARNT UNITS 1–3

8 USE OF ENGLISH Complete the sentences with the correct forms of the words in brackets. Use up to five words in each gap.

1 On arrival yesterday, visitors were given (*be/give*) a guided tour of the movie set.
2 You are reminded that taking photographs is strictly forbidden (*be/strict/forbid*).
3 Quiet please! Are you going to chat to one another (*chat/another*) during the whole visit?
4 Most people enjoyed the experience, but I was bitterly disappointed (*be/bitter/disappoint*).
5 One person thought the guide was so amusing that he kept roaring with laughter (*keep/roar/laughter*).
6 At the end, almost every one of (*almost/every*) the visitors gave the guide a tip.
7 My brother and I love films. Both of us go (*both/we/go*) to the cinema as often as we can.
8 The last film I saw was so sad. At the end everybody burst into tears (*burst/tears*).
9 I was wondering whether you would be able to come (*able/come*) tomorrow.

Use of English page 156

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3.8 WRITING

A 'for and against' essay

I can write a 'for and against' essay using formal language and expressions of concession.

1 SPEAKING **Read UK TODAY. How similar or different do you think the situation in your country is?**

UK TODAY

Halls of Residence

- Most UK universities provide accommodation for first-year students in university-owned halls of residence, on or near the campus.
- There is often a supervisor, whose job it is to maintain order and support students with everyday issues.
- Rooms in these halls are generally small but private, and in most cases, bills are included in the rental price. Kitchen facilities are usually shared.
- In 2018/19 the average cost of renting a room in halls of residence in the UK was about £140 per week.

2 Read the comments made by first-year university students. Decide if they refer to advantages or disadvantages of living in halls of residence. Then compare with a partner.

1 Freedom! (Ammar, Newcastle) A
2 It's impossible to get any studying done. (Ian, Edinburgh) D
3 I'm exhausted. There are parties every night. (Nick, Hull) D
4 There's a supervisor we can talk to if we have any problems. (Emma, Durham) A
5 Rules, rules, rules! Keep quiet, clean up, no visitors. (Ollie, Oxford) D
6 We all help each other out. I've made so many new friends. (Abigail, Liverpool) A
7 Someone stole my sausages! (Jason, Manchester) D
8 Our halls are on campus. I fall out of bed and into my lectures. (Anahita, London) A
9 My room is OK but it's tiny. (Richard, Nottingham) A/D

3 Read the essay on living in halls of residence. In pairs, decide which advantages and disadvantages from Exercise 2 the author mentions. Which one is NOT included? Number 5 is not included.

Some university students prefer to live with their families until they graduate and can earn their own living. However, it is also very common for young people beginning university to choose to live together with other students in halls of residence. Although there are several potential **downsides** to this communal way of living, there are also numerous benefits.

One of the most **convincing** arguments for halls of residence is that they allow students to experience independent living in a safe place with a strong sense of community. Having never lived alone, most new students appreciate this supportive environment. In the same **way**, the presence of an official supervisor is likely to be reassuring for students and their parents. **Yet** another plus is that halls of residence are usually very convenient because they are located on or close to university campuses. This allows residents to save time and money.

Despite these clear advantages, there are also considerable drawbacks. The first downside is that the rooms tend to be very small and bathrooms may sometimes have to be shared. Being full of young people, halls can also be very noisy. This can make them difficult places in which to study. **Likewise**, parties and late nights are common, and can interfere with students' academic progress. Other **minuses** are that food can 'go missing' from shared fridges and cupboards, and communal kitchens are often busy, and sometimes dirty.

All things **considered**, there are pros and cons to living in halls. Certainly, residents need to be self-disciplined in order to successfully balance study and social life. Personally, I **imagine** the benefits of living closely with other students outweigh the drawbacks.

EXTRA ACTIVITIES

- Photocopiable resource 18 A 'for and against' essay (15 min.) pp. 227, 257
- Having completed the writing task, students check each other's essays for the key vocabulary from the WRITING FOCUS. If necessary, they should correct the essays by adding the key words.

WORKBOOK

pp. 46–47, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to study the Word list on pp. 48–49.

4 SPEAKING **Discuss the questions.**

1 What is the author's opinion of halls of residence?
The author believes the benefits of living in halls of residence outweigh the drawbacks.
2 Would you like to live in this type of student accommodation? Why?/Why not?

5 Complete the WRITING FOCUS. Use the words and expressions in purple in the text.

WRITING FOCUS

A 'for and against' essay

Introduction

- Begin with general or factual comments on the topic.
  Many young people beginning university choose to live in halls of residence.
- End with a statement that mentions both sides of the issue.
  Although there are several potential [1] *downsides to … , there are also numerous benefits.*

Main paragraphs

- Present *arguments for* in one paragraph and *arguments against* in another.
  The first/One/A further/Another/ [2] *Yet another benefit/plus/drawback/ downside of …*
  There are numerous/potential/clear/considerable pluses/[3] *minuses to …*
  One of the most [4] *convincing /most persuasive/ strongest arguments for/against … is …*
- Develop and support some of your arguments with additional comments or examples.
  This allows residents to save time and money.
- Make comparisons.
  In the same [5] *way , …*
  Similarly,/Equally,/[6] *Likewise , …*

Conclusion

- Make a summarising statement.
  All things [7] *considered ,/All in all,/On balance, there are pros and cons to …*
- End with your personal opinion.
  Personally, I think/feel/believe/[8] *imagine …*

6 Read the sentences and choose the correct option.

1 One of the most *persuasive / potential* arguments for living at home is the amount of money that can be saved.
2 There are also several *numerous / clear* upsides to living independently while at university.
3 The daily commute is one of the drawbacks *of / for* living a long way from the university campus.
4 Living alone, students learn to cook and clean for themselves. *On balance / Equally*, they gain experience in managing their money.
5 *All in all / Personally*, there are pluses and minuses to remaining in the family home while at university.

7 Read the LANGUAGE FOCUS and then find two sentences in the essay which express concession.

LANGUAGE FOCUS

Expressing concession

You can increase the variety in your written English by including sentences that express concession.

- ***Although/Even though* + clause**
  ***Although halls of residence are not always the cheapest option**, many students prefer them.*
  *Many students prefer halls of residence **even though they are not always the cheapest option.***
- ***In spite of/Despite* + noun or *-ing***
  ***In spite of the cost**, many students prefer halls of residence.*
  *Many students prefer halls of residence **despite the cost**.*
  ***Despite living** cheaply, many students still find themselves short of money.*

8 USE OF ENGLISH **Rewrite the sentences so that they have a similar meaning. Use the words in capitals.**

1 Although there are numerous arguments for living with your parents while at university, there are also considerable drawbacks. **DESPITE**
Despite the numerous arguments for living with your parents while at university, there are also considerable drawbacks.
2 Many students live at home with their parents, even though there are minuses. **SPITE**
3 In spite of the cooking facilities in halls of residence, students often survive on fast food only. **ALTHOUGH**
4 Although some student accommodation offers good value for money, it is still likely to be cheaper for students to live with their parents. **DESPITE**
5 Many teenagers have plenty of freedom despite living with their parents. **THOUGH**

SHOW WHAT YOU'VE LEARNT

9 Do the writing task. Use the WRITING FOCUS, the LANGUAGE FOCUS and the points below to help you.

Many young people who enter higher education choose to study in their hometown and continue living with their parents throughout their university years.
Write an essay in which you present arguments for and against this arrangement.

- What general or factual comments could you make on the topic?
- Write down arguments for and against the topic and choose the ones you want to use. Which argument(s) will you develop and support and how?
- What is your personal opinion on the topic? Where will you include it?
- Choose sentences from Exercises 6 and 8 to adapt for your essay.

Exercise 7

Although there are several potential **downsides** to this communal way of living, there are also numerous benefits.

Despite these clear advantages, there are also considerable drawbacks

Exercise 8

2 In spite of the minuses, many students live at home with their parents.

3 Although there are cooking facilities in halls of residence, students often survive on fast food only.

4 Despite some student accommodation offering good value for money, it is still likely to be cheaper for students to live with their parents.

5 Even though they live with their parents, many teenagers have plenty of freedom.

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UNIT 3 Living spaces

3.1 Vocabulary 4.17

ancient /'eɪnʃənt/
at the roundabout /ət ðə 'raʊndəbaʊt/
at the town hall /ət ðə 'taʊn ˌhɔːl/
at the traffic lights /ət ðə 'træfɪk ˌlaɪts/
ban /bæn/
bustling /'bʌsəlɪŋ/
cobbled street /'kɒbəld ˌstriːt/
cycle lane /'saɪkəl ˌleɪn/
daily commute /ˌdeɪli kə'mjuːt/
destination /ˌdestə'neɪʃən/
determined /dɪ'tɜːmɪnd/
drainage system /'dreɪnɪdʒ ˌsɪstəm/
early hours /'ɜːli 'aʊəz/
emission /ɪ'mɪʃən/
famed for /'feɪmd fə/
fine sb /faɪn ˌsʌmbədi/
flourish /'flʌrɪʃ/
get a facelift /get ə 'feɪslɪft/
home town /ˌhəʊm'taʊn/
in decline /ɪn dɪ'klaɪn/
in the city centre /ɪn ðə ˌsɪti 'sentə/
in the park /ɪn ðə 'pɑːk/
in the suburbs /ɪn ðə 'sʌbɜːbz/
inhabitant /ɪn'hæbɪtənt /
limit /'lɪmət/
mayor /meə/
medieval /ˌmedi'iːvəl/
noise pollution /'nɔɪz pəˌluːʃən/
on the border /ɒn ðə 'bɔːdə/
on the coast /ɒn ðə 'kəʊst/
on the outskirts /ɒn ði 'aʊtskɜːts/
on-street parking /ɒn striːt 'pɑːkɪŋ/
open-air market /ˌəʊpənˌeə 'mɑːkət/
pavement /'peɪvmənt /
pedestrian zone /pəˌdestriən 'zəʊn/
pedestrianisation /pə'destriənaɪzeɪʃən/
picturesque /ˌpɪktʃə'resk/
popular with /'pɒpjələ wɪð/
preserve /prɪ'zɜːv/
quaint /kweɪnt/
reliable network /rɪˌlaɪəbəl 'netwɜːk/
replace /rɪ'pleɪs/
rolling hills /ˌrəʊlɪŋ 'hɪlz/
scenery /'siːnəri /
shabby /'ʃæbi/
smooth /smuːð/
surface /'sɜːfəs/
street furniture /'striːt ˌfɜːnɪtʃə/
surround /sə'raʊnd/
tarmac /'tɑːmæk/
tweet /twiːt/
underground car park /ˌʌndəgraʊnd 'kɑː pɑːk/
urban /'ɜːbən/
urban development /ˌɜːbən dɪ'veləpmənt/
vibrant /'vaɪbrənt/
vibrant colour /ˌvaɪbrənt 'kʌlə/
within 500 metres /wɪðˌɪn faɪv ˌhʌndrəd 'miːtəz/
within easy reach /wɪðˌɪn ˌiːzi 'riːtʃ/
within walking distance /wɪðˌɪn ˌwɔːkɪŋ 'dɪstəns/

3.2 Grammar 4.18

chart /tʃɑːt/
embark on /ɪm'bɑːk ɒn/
first aid course /ˌfɜːst 'eɪd kɔːs/
route /ruːt/
set off /ˌset 'ɒf/
take a chance /ˌteɪk ə 'tʃɑːns/
top-of-the-range /ˌtɒp əv ðə 'reɪndʒ/
voyage of a lifetime /ˌvɔɪ-ɪdʒ əv ə 'laɪftaɪm/

3.3 Listening 4.19

affordable /ə'fɔːdəbəl/
casino /kə'siːnəʊ /
co-housing /kəʊ 'haʊzɪŋ/
communal /'kɒmjənəl/
communal house /ˌkɒmjənəl 'haʊs/
disposable income /dɪˌspəʊzəbəl 'ɪŋkʌm/
dock /dɒk/
domestic chore /dəˌmestɪk 'tʃɔː/
homeowner /'həʊmˌəʊnə/
household /'haʊshəʊld/
household appliance /ˌhaʊshəʊld ə'plaɪəns/
housing development /ˌhaʊzɪŋ dɪ'veləpmənt/
light fixture /'laɪt ˌfɪkstʃə/
multi-storey car park /ˌmʌltɪ-ˌstɔːri 'kɑː pɑːk/
neighbourly /'neɪbəli/
profitable /'prɒfətəbəl/
provider /prə'vaɪdə/
resident /'rezɪdənt/
residential area /ˌrezəˌdenʃəl 'eəriə/
run low on sth /'rʌn ləʊ ɒn ˌsʌmθɪŋ/
second home /ˌsekənd 'həʊm/
self-contained flat /ˌself kənˌteɪnd 'flæt/
smart house /ˌsmɑːt 'haʊs/
social housing /'səʊʃəl ˌhaʊzɪŋ/
solar panel /ˌsəʊlə 'pænl/
sustainable /sə'steɪnəbəl/
store /stɔː/
tower block /'taʊə blɒk/
well-established /ˌwel ɪ'stæblɪʃt/
wireless /'waɪələs/

3.4 Reading 4.20

alert /ə'lɜːt/
be/become second nature to sb /biˌ/bɪˌkʌm sekənd 'neɪtʃə tə ˌsʌmbɒdi/
blanket /'blæŋkət/
blazing /'bleɪzɪŋ/
canvas camp bed /ˌkænvəs ˌkæmp 'bed/
carve wood /ˌkɑːv 'wʊd/
central heating /ˌsentrəl 'hiːtɪŋ/
cramped /kræmpt/
damp /dæmp/
directions /də'rekʃənz/
drag /dræg/
draughty /'drɑːfti/
en suite bathroom /ɒn ˌswiːt 'bɑːθrʊm/
enjoy your own company /ɪnˌdʒɔɪ jər əʊn 'kʌmpəni/
fireplace /'faɪəpleɪs/
fitted kitchen /ˌfɪtəd 'kɪtʃən/
flickering fire /ˌflɪkərɪŋ 'faɪə/
flint and steel /'flɪnt ən ˌstiːl/
have a hairy moment /ˌhæv ə ˌheəri 'məʊmənt/
inaccessible /ˌɪnək'sesəbəl/
keep a cool head /ˌkiːp ə 'kuːl ˌhed/
keep your wits about you /ˌkiːp jə 'wɪts əˌbaʊt jə/
kit /kɪt/
minimalist /'mɪnɪməlɪst/
not be everyone's cup of tea /nɒt bi ˌevrɪwʌnz ˌkʌp əv 'tiː/
practise what you preach /ˌpræktɪs wɒt jə 'priːtʃ/
rely on /rɪ'laɪ ɒn/
remote /rɪ'məʊt/
run wild /'rʌn ˌwaɪld/
running water /ˌrʌnɪŋ 'wɔːtə/
sauna /sɔːnə/
snug /snʌg/
supplies /sə'plaɪz/
tan a skin /ˌtæn ə 'skɪn/
tribe /traɪb/
trunk /trʌŋk/
wilderness /'wɪldənəs/

3.5 Grammar 4.21

bin bag /'bɪn ˌbæg/
disgusting /dɪs'gʌstɪŋ/
drawer /drɔː/
excuse /ɪk'skjuːz/
laundry basket /'lɔːndri ˌbɑːskət/
nightmare /'naɪtmeə/
pile /paɪl/
slob /slɒb/
stale /steɪl/

WORD LIST ACTIVITIES

• Students play *Memory Challenge*. Give them up to three minutes to study the word list, then ask them to close their books. Write the headings *Town* and *Home* on the board, put students in pairs or small groups and set a time limit (e.g. three minutes). In their pairs/groups, students should write as many words under each category as they can. The pair/group with the most items on their list at the end of the time limit are the winners.
• Draw students' attention to the last section of the wordlist and explain that they may complete it with their own suggestions of other useful words or phrases related to the unit.

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3.6 Speaking 4.22

agree /ə'griː/
compromise /'kɒmprəmaɪz/
course of action /ˌkɔːs əv 'ækʃən/
go halves /ˌgəʊ 'hɑːvz/
hall of residence /ˌhɔːl əv 'rezədəns/
meet halfway /ˌmiːt ˌhɑːf'weɪ/
object /əb'dʒekt/
privacy /'prɪvəsi/
rent /rent/
security /sɪ'kjʊərəti/
share a room /ˌʃeər ə 'ruːm/
split the cost /ˌsplɪt ðə 'kɒst/

3.7 Use of English 4.23

breathtaking /'breθˌteɪkɪŋ/
inn /ɪn/
movie set /'muːvi ˌset/
shoot /ʃuːt/
stunning /'stʌnɪŋ /
tourist spot /'tʊərɪst ˌspɒt/

3.8 Writing 4.24

all in all/all things considered /ˌɔːl ɪn 'ɔːl/ˌɔːl θɪŋz kən'sɪdəd/
appreciate /ə'priːʃieɪt/
argue for/against sth /'ɑːgjuː fə / əˌgenst ˌsʌmθɪŋ/
average cost /ˌævərɪdʒ 'kɒst/
balance /'bæləns/
benefit /'benəfɪt/
bills /bɪlz/
common /'kɒmən/
convenient /kən'viːniənt/
convincing /kən'vɪnsɪŋ/
downside/drawback /'daʊnsaɪd / 'drɔːbæk/
equally /'iːkwəli/
experience /ɪk'spɪəriəns/
go missing /gəʊ 'mɪsɪŋ/
interfere /ˌɪntə'fɪə/
kitchen facilities /ˌkɪtʃən fə'sɪlɪtiz/
likewise /'laɪk-waɪz/
maintain order /meɪn'teɪn ˌɔːdə/
on balance /ɒn 'bæləns/
potential /pə'tenʃəl/
persuasive /pə'sweɪsɪv/
pros and cons /ˌprəʊz ən 'kɒnz/
rental price /ˌrentl 'praɪs/
sense of community /ˌsens əv kə'mjuːnəti/
supervisor /'suːpəvaɪzə/
supportive /sə'pɔːtɪv/

MY WORD LIST

LANDSCAPES

LIVING CONDITIONS

OTHER

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FOCUS REVIEW 3

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words in the box. There is one extra word.

bustling daily fitted medieval rolling running shabby

1 I'll never forget walking through the bustling market in the centre of Marrakesh, through crowds of people in-between the maze of stalls.
2 Some parts of the city are clearly in need of investment with shabby buildings sitting empty and covered in graffiti.
3 The Alhambra Palace dates back to the thirteenth century and is an example of medieval architecture.
4 The landscape south of the town is quite flat, but to the north there are rolling hills.
5 When the office moved to the outskirts of the city, Luke's daily commute increased by thirty minutes.
6 She grew up in a remote mountain village without electricity or running water.

2 Choose the correct option.

1 Our hotel was *at / with /* (*within*) walking distance of the beach.
2 My family live in a fairly quiet *domestic / housing /* (*residential*) area in the suburbs.
3 We'd all like to spend less time on (*domestic*) */ home / residential* chores like cooking and cleaning.
4 The downhill sections of the path are slippery, so you need to *get /* (*keep*) */ run* your wits about you.
5 The conference venue is *at / in /* (*on*) the outskirts of the city close to the motorway.
6 I'm afraid opera isn't my cup of *coffee /* (*tea*) */ water.*

3 Complete the sentences with the Future Continuous, Future Perfect Simple and Future Perfect Continuous form of the verbs in brackets.

1 Ann and Tim feel so excited. This time next week they will be moving (move) into their new home.
2 How many more places do you want to view today? By teatime we will have viewed (view) six flats!
3 Will you be putting (you/put) in new bathroom fittings next weekend?
4 I hope that by the time Olivia starts living on her own, she will have learnt/learned (learn) to cook.
5 I'm truly exhausted. By next week I will have been renovating (renovate) our house for a month.
6 By tomorrow the plumber will have fixed (fix) the tap.

4 Choose the correct option.

1 I've asked six people to help me move. Unfortunately, *no /* (*none*) */ neither* of them will have time tomorrow.
2 I always have *plenty /* (*a few*) */ a little* snacks in the fridge in case friends drop round.
3 I'm sure we had two new light bulbs. But now, when I need them, I can't find (*either*) */ both / all* of them.
4 Apparently, the electricity was off for *few /* (*several*) */ loads* hours after the storm.
5 I've noticed that (*a great deal*) */ a number / couple* of furniture has been delivered next door.
6 There's only *a few /* (*a little*) */ a couple of* paint left. Do you think it will be enough?

USE OF ENGLISH

5 Complete the text with one word in each gap.

BRITAIN'S NEW TOWNS

At the end of the nineteenth century, Sir Ebenezer Howard became renowned for what he called 'garden cities': self-contained communities surrounded by a 'green belt', which would provide the best of city and country living. They were thought to be the answer to the overcrowding of Victorian cities. Letchworth and Welwyn Garden Cities were the only two towns based on his vision, [1] both of them in Hertfordshire, just north of London.

After World War II, the need for inexpensive housing [2] within easy reach of larger industrial towns became an urgent matter. In 1945, the British government created a committee to investigate building new self-sufficient towns. The first wave of new towns were mostly located near to London, [3] every one with its mix of residential development and green space. Later, more new towns were built to cope with housing demand from other major cities including Birmingham and Liverpool. In total by 1970, the committee had created twenty-one new towns spread across the [4] whole of England.

And now, more than a century after Howard's manifesto, Britain is facing [5] another housing crisis. According to current demographic trends, by 2050 at least another 10 million people will [6] have moved to Britain. That means that 6 million new houses will need to be built to accommodate all those people.

6 Complete the sentences with the correct form of the words in brackets. Use up to five words in each gap and make any changes necessary.

1 By Saturday, Rob (design/new) will have designed a new kitchen for us.
2 Despite (take out/loan) taking out/having taken out a loan , they still don't have enough money to renovate their house.
3 I asked (every/one/friends) every one of my friends to put me up for the night, but none of them was able to do so.
4 This house has been for sale for a year now (spite/be) in spite of being relatively cheap.
5 There is (deal/accommodation) a great deal of accommodation for rent, but you have to start looking well before the academic year begins.
6 Don't call tomorrow afternoon because we (paint/walls) will be painting the walls in my parents' house.

EXTRA ACTIVITIES

- Photocopiable resources 52–53 Open cloze (20 min.) pp. 235, 295–296
- Photocopiable resources 59–60 Sentence formation (12 min.) pp. 236–237, 302–303
- Use of English 3, WORD STORE booklet, p. 6
- Extra digital activities: Reading and Use of English Checkpoints

NEXT CLASS

- Ask students to do Self-check 3.10, WB pp. 50–51, as homework.
- Ask students to prepare for Unit Test 3: Assessment Package, Unit 3.

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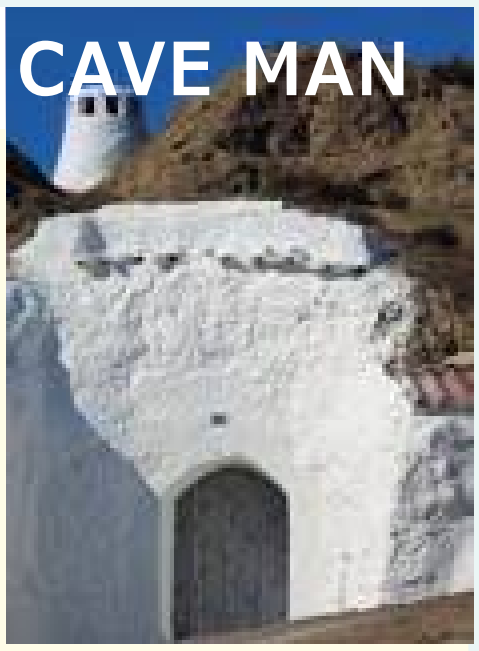
READING

7 Read the text and answer the questions.

A MODERN CAVE MAN



People have lived in caves since the dawn of time. But if you're picturing a cold, damp and cramped space, you'll need to think again. In Spain, thousands of modern day cave-dwellers call a hole in the ground their home and it's a better home than you thought. There are a large number of luxurious houses carved into the Andalucian mountains which offer more comfort than you might imagine. Why choose to live in a cave? To begin with, cave houses are affordable, easy to heat in the winter and stay cool in the summer. Being carved into stone, their temperature does not fluctuate much but rather a steady 20 degrees Celsius is maintained throughout the year. Each home is unique and, if you purchase a property which is licensed to be modified, it's easy enough to carve yourself out an extra shelf in the wall or even a whole new room. The largest cave home boasts as many as forty rooms and can be had for as little as 200,000 euros.

You don't need such a spacious cavern to feel the charm of a cave home, however. Even those of a much more modest size seem surprisingly open – there is no sense of being underground or feeling locked up. Cave houses bring a warmth and cosiness which is a unique selling point for many buyers: sound is gently muffled and the amount of light seems to ignore common logic. Most cave homes face southward to allow for natural light to enter through the windows cut into the rock face. But due to the ingenious layout of many homes and the white walls, light is easily transmitted throughout. In areas further back, modern builders often use a system of ordinary mirrors to reflect natural light around the interior.

Cave dwelling is also surprisingly safe. They are not prone to fires or earthquakes and they do not tend to collapse, however, while deciding to opt for this accommodation, you have to take into consideration a few factors. Ventilation is important, as a cave home needs to breathe and excess moisture can become problematic and in extreme cases even trigger asthma attacks. Electricity is generally preferred over gas – although when gas fittings are provided, these tend to be closer to the front of the cave for safety reasons.

As cave communities tend to be in small villages, a car is essential for getting around and nightlife is hard to find. Such homes are very much for those who prefer a quiet rural lifestyle, quaint cobbled backstreets and breathtaking views.

1 How many people live in cave houses in Spain? Thousands.
2 Why are the houses easy to heat?
The temperature inside doesn't fluctuate throughout the year.
3 What factors contribute to the cosiness of cave houses?
Sound is gently muffled and there is a lot of natural light.
4 Why are cave houses safe to live in?
They are not prone to fires or earthquakes and don't tend to collapse.
5 What sort of people would appreciate living in such homes the most?
Those who like a quiet rural lifestyle and own a car.

SPEAKING

8 Look at the diagram. It shows different aspects which might be problematic for people when they move to a big town or city. In pairs, follow these steps.

- Talk to each other about why these things might be problematic.
- Say which problem would be most difficult for you.

9 Ask and answer the questions.

1 Would you prefer to live in a town, a city or in the countryside? Why?
2 Do you think it's a good idea for children to live and study in cities? Why?/Why not?
3 Some cities attract a lot of tourists. Do you think this is a good thing for the people who live there? Why?/Why not?
4 How important is it to keep old traditional buildings in our cities and towns and not knock them down? Why?
5 Which city in the world would you like to live in for a short time? Why?

WRITING

10 Read the writing task and write an essay.

Currently many families are deciding to move from the city centre to the suburbs. Write an essay in which you present arguments for and against this decision.

PROJECT

- How to teach with projects **p. T21**
- Work in groups. Imagine that you live in an unusual place, e.g. on the International Space Station, a desert island, in an igloo, etc. and you want to show what the living conditions are like. Do some research online and prepare a digital presentation or poster about the place. Then present it to your class.

4 Shopping around

Wealth consists not in having great possessions, but in having few wants.

Epictetus

BBC

YOUNG ENTREPRENEURS

14 Watch the BBC video.
For the worksheet, go to page 138.

UNIT 4 VIDEOS

BBC Young entrepreneurs 14

GRAMMAR ANIMATION
Lesson 4.2 15 Lesson 4.5 16

FOCUS VLOG About money
Lesson 4.7 18

ROLE-PLAY
Lesson 4.6 17

4.1 VOCABULARY

Shopping • phrasal verbs • shopping collocations • verb phrases

I can talk about shops and buying clothes.

SHOW WHAT YOU KNOW

1 Complete the sentences with *for, in, on, to* or *up* and tick the ones that are true for you. Compare with a partner.

1 I only buy clothes that are **reduced** or __on__ **special offer**.
2 I pay more attention __to__ **price** than **fashion**.
3 I often buy clothes __in__ **charity shops** or **vintage shops**.
4 I buy **designer clothes** and **brands** are important __to__ me.
5 I never manage to **pick** __up__ **a bargain** in the **sales**.
6 I look for clothes that are **good quality** and will **last** __for__ **ages**.

2 Think about all the clothes you have in your wardrobe. Write sentences with *too few, enough* and *too many*.

I have too few smart shirts, enough pairs of jeans, too many T-shirts.

6 WAYS to buy clothes responsibly

Most young people are on a limited budget, so it's tempting to go bargain-hunting. When you do, you should consider these six ways to shop more responsibly.

1 Shop locally

You may have to pay out a bit more for local brands but it's good to support local producers. Large international chain stores can sell the latest fashion at bargain prices because they employ people in poor working conditions and pay them low salaries. You can check up on a brand's employment policies and avoid those that have a bad reputation.

2 Support brands that promote ethical values

Not all chain stores are bad! Shop around for stores that encourage recycling. There are new companies that have sprung up with more responsible attitudes and environmentally-friendly policies – these are the shops you should opt for.

3 Make a list

When you go shopping, cut down on impulse purchases by making a list of clothes you really need. Then, when you feel like treating yourself to another T-shirt, pause before you enter your PIN and look at your list. If it's not on the list, don't buy it … or at least ask the shop assistant to put the T-shirt aside while you think about it.

REFERENCES

Videoscript **pp. 214–215**
Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

- Photocopiable resource 19 *Read the comments* (15 min.) pp. 227, 258–259
- Extra digital activities: Vocabulary Checkpoint
- Start the class by getting students to brainstorm words connected with shopping. Write them on the board and ask students to discuss where they usually shop, why and what they mainly buy.

WORKBOOK

pp. 52–53, including *Show What You've Learnt*

3 SPEAKING **Read the FACT FILE. Do you think textile waste is a big problem in your country?**

4 **Read the rest of the text. Mark the six ways to buy clothes responsibly as follows: ✓ (I do this already), ? (I'm not sure) and ! (good idea).**

FACT FILE

- The clothing industry is one of the largest polluters in the world.
- Since 2000, global clothes production has more than doubled. The average person now buys 60 percent more clothes every year.
- We live in a throw-away society! Every year the US generates 15 million tonnes of used textile waste – double the amount twenty years ago.
- The average life expectancy of garments today is less than three years.
- Synthetic fabrics can take hundreds of years to decompose – basically, they're like plastic.

4 Think about how you shop

When you shop online, you may think that you are cutting down on carbon emissions by not travelling to the shops by car or bus. But online shopping can also mean more vehicles on the road for delivery and pick-up when you want to send something back.

5 Choose natural materials

Synthetic fabrics (e.g nylon, acrylic, polyester) are bad news for the environment. Go for organic versions of natural materials. If you buy sportswear, look out for labels that use recycled products.

6 Go for second-hand goods

If you shop in charity or vintage shops, not only will you reduce your environmental impact, but you'll get something original, unlike the mass-produced products on the high street.

Go to WORD STORE 4 page 9

WORD STORE 4A Phrasal verbs

5 2.14 **Complete WORD STORE 4A with the particles in the phrasal verbs in red in the text. Then listen, check and repeat.**

6 **Replace the underlined word or phrase with the correct form of a phrasal verb in WORD STORE 4A. Then answer the questions about the text.**

1 Why is it worth spending more on local brands? paying out for
2 Why should finding information about employment policies influence where you shop? checking up on
3 Why is it a good idea to look in different shops for places that recycle? shop around
4 Why might you ask a shop assistant to reserve an item for you? put aside
5 Why don't you reduce carbon emissions when you shop online? cut down on
6 Why should you look carefully for sports clothes made from recycled materials? look out for

It's good to pay out for local brands to support local producers, who do not employ people in poor working conditions.

WORD STORE 4B Shopping collocations

7 2.15 **Complete WORD STORE 4B with the underlined words in the text. Then listen, check and repeat.**

8 **Complete the statements with your own ideas. Compare your ideas with a partner.**

1 My favourite chain store is …
2 A synthetic fabric I am wearing at the moment is …
3 Impulse purchases are not a good idea because …
4 We live in a throw-away society because …
5 The last time I did some online shopping I bought …
6 A shop near here that always has bargain prices is …

I don't have a favourite chain store. I usually buy online or in small local shops.

WORD STORE 4C Verb phrases

9 2.16 **Complete WORD STORE 4C with the highlighted verb phrases in the text. Then listen, check and repeat.**

10 **Complete the sentences with the correct form of the verbs in WORD STORE 4C. Are the sentences true for you? Compare with a partner.**

1 I'm not good at ___being___ on a limited budget.
2 When I get birthday money, I like to ___treat___ myself to something nice.
3 I agree with the idea of ___supporting___ local producers.
4 I can't be bothered to ___go___ bargain-hunting.
5 I don't think chain stores care if they ___have___ a bad reputation.
6 I'm always very cautious when I ___enter___ my PIN in public.

11 SPEAKING **Discuss which clothing industry problem is the most serious. Can it be dealt with by e.g. the government? What action could be taken?**

Exercise 6

2 Because you can avoid those large chain stores that have a bad reputation (due to employing people in poor working conditions).
3 Because they have environmentally-friendly policies.
4 Because it's worth thinking about it twice before we buy something.
5 There are more vehicles on the road that deliver and pick up goods.
6 Because synthetic fabrics are bad for the environment.

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Asssessment Package, Unit 4.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 54.

VIDEO 15

GRAMMAR

4.2

Question tags and reply questions

I can use question tags and reply questions.

1 2.17 **Listen to a conversation between Laura and her mum. What is Laura's mum concerned about?**
Buying tickets online. The fact that Laura is wearing her earrings.
Jamie driving.

2 2.17 **Read GRAMMAR FOCUS I and complete the examples from the conversation with auxiliary verbs. Then listen again and check.**

GRAMMAR FOCUS I 15

Question tags

- You normally add a negative tag to a positive statement and a positive tag to a negative statement.
  You know it's risky buying tickets online, [1] *don't* ***you****?*
  He hasn't passed his driving test, [2] *has* ***he****?*

Special cases:

- *I am …* → *aren't I? Let's …* → *shall we?*
  I'm always careful when I borrow your things, [3] *aren't* ***I****?*
  Let's go, ***shall we****?*
- Negative words such as *never, no, nobody, hardly, rarely,* etc. → positive tag
  But you never wear them, [4] *do* ***you****?*
- Imperatives → *will/would/can/could you?*
  Negative imperative → *will you?*
  Sit down, ***will you****?* (= tell sb to do sth)
  Open the door, ***would you****?* (= ask sb to do sth)
  Don't lose them, [5] *will* ***you****?*
- With *everybody, somebody, nobody,* etc. use *they.*
  With *something, nothing* and *this/that* use *it.*
  That's Jamie at the door, ***isn't it****?*
  Everybody's having a good time, ***aren't they****?*

3 2.18 **Complete the conversation between Laura (L) and Jamie (J) with appropriate question tags. Then listen and check. What was Laura concerned about?**

J: This is the place. He said he'd meet me at the main entrance.
L: Did he? So why are we waiting at the staff entrance?
J: Oh no, you're right. Come on, we'd better hurry.
L: Let's call him, [1] *shall we* ? You took his phone number, [2] *didn't you* ?
J: No, but he's got mine. He'll call me, [3] *won't he* ?
L: Yes – I suppose he wants his cash. Don't lose it, [4] *will you* ?
J: What cash?
L: For the tickets. You haven't paid him yet, [5] *have you* ?
J: Yes, I have – I transferred the money to his account online.
L: Did you? Oh, hey, that's him over there, [6] *isn't it* ?
J: Is it? How do you know?
L: He's holding up a piece of paper with your name on it.

4 2.19 **Complete some things Jamie said at the concert with question tags. Then listen and check.**

1 We can go in now, *can't we* ?
2 Let's get closer to the stage, *shall we* ?
3 Look after my coat for a minute, *would you* ?
4 This is a great concert, *isn't it* ?
5 Everybody's dancing, *aren't they* ?
6 Don't forget where we're sitting, *will you* ?
7 Excuse me, nobody's seen a silver earring, *have they* ?

5 **Read GRAMMAR FOCUS II. Find three reply questions in the conversation in Exercise 3.**

GRAMMAR FOCUS II 15

Reply questions

You use reply questions to react to what somebody has said and to show interest. They usually have rising intonation.

Positive statement + positive reply question
'We're going to a concert.' ***'Are you?'*** ↗
Negative statement + negative reply question
'Beyoncé hasn't played here before.' ***'Hasn't she?'*** ↗

6 **Write true sentences about yourself from the prompts. Student A: read your sentences. Student B: react with a suitable reply question.**

1 I / need / a new phone.
A: I don't need a new phone. B: Don't you?
2 Dad / give / me money for my last birthday.
3 I / go / shopping recently.
4 I / think / I'm a very lucky person.
5 Mum / usually / do / the shopping online.
6 I / have got / a credit card.

7 **Write four more true sentences about yourself and read them out. Your partner reacts with a suitable reply question.**

A: I'm saving up to buy a laptop. B: Are you?

8 SPEAKING **Prepare and act out a dialogue between a teenager and a parent. Use the situations in the box or your own ideas. Include at least five question tags and/or reply questions.**

The teenager wants to …

dye their hair pink form a band
get more pocket money
give up a sport or a musical instrument
go abroad with friends

Grammar page 157

Exercise 5
Did he?
Did you?
Is it?

REFERENCES

Audioscript **p. 201**
Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 20 *Hurried dominoes* (10 min.) pp. 228, 260
- Extra digital activities: Grammar Checkpoint
- In pairs, students prepare a list of true statements about themselves, e.g. *I forgot to bring my homework.* They take turns to reply using question tags, e.g. *Did you?*, then add a sentence of their own, e.g. *I always do my homework.*

WORKBOOK

p. 54, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 4.2, Grammar.

4.3 LISTENING

Multiple choice

I can understand the main points of a radio interview about market trading.

1 SPEAKING **Read UK TODAY and discuss the questions.**

1 Do you have similar types of market in your nearest town or city?
2 When did you last go to a market? What did you buy?
3 Do you sometimes buy things in online auctions?

2 2.20 **Listen to an interview on the Shopping Programme. What does Martin do for a living?**
Martin buys lost luggage and sells the contents on his market stall.

EXAM FOCUS Multiple choice

3 2.20 **Listen to the interview again. For questions 1–5, choose the correct answer A–D.**

1 This episode of the programme is about
A things that you can buy and sell at airports.
B markets where Martin sells second-hand items.
C the growing number of bags that are lost at airports.
D the increased activity in the used goods trade.

2 How does Martin get hold of the second-hand goods he sells?
A He goes to the market.
B He buys them from the owners.
C He bids for them at an auction.
D He claims them from the airport.

3 What kind of things can Martin find in the suitcases he buys?
A Designer clothes.
B Electrical goods.
C Rotten food.
D Shoes.

4 The thing that surprises Martin most is that people
A lose so many bags.
B check in bags in advance.
C forget baby items.
D come to the airport at the last minute.

5 What is Martin most likely to say about the way he earns his living?
A It makes him feel sad.
B It's just how he makes money.
C It's a risky job.
D It's shocking.

WORD STORE 4D Noun phrases

4 2.21 **Complete WORD STORE 4D with the words in the box. Then listen, check and repeat.**

UK TODAY

Where do British people go to buy and sell second-hand/pre-owned goods?

- **Flea markets** – Camden market is the biggest one in London. It sells second-hand clothes and reasonably-priced new fashion.
- **Antiques markets** – London's Portobello Market is located in the fashionable Notting Hill. It specialises in antiques and bric-a-brac (old-fashioned ornaments).
- **Car boot sales** – Every weekend thousands of people take their unwanted domestic clutter to car boot sales around the country. One person's rubbish is another person's treasure.
- **Online auctions** – More than 17 million people log on to sites like eBay each month to bid for a bargain.

5 **Complete the sentences with the noun phrases in WORD STORE 4D. Then put the sentences in the correct order to explain what happens to unclaimed lost luggage at Heathrow Airport.**

A Unclaimed lost property goes to auction houses where market stall holders bid for them. 2
B That's how personal belongings end up as pre-owned goods on market stalls. 3
C Thousands of checked bags go missing at Heathrow Airport every month. 1

6 SPEAKING **Discuss your ideas about buying pre-owned or second-hand goods. What sort of items would/wouldn't you buy second-hand?**

PRONUNCIATION FOCUS

7 2.22 **Listen and repeat the words in the box. Then put them in the correct column depending on the vowel sound.**

~~auction~~ boot bought could gone goods lose put rotten stall through watch

1 /ɔː/	2 /ɒ/	3 /uː/	4 /ʊ/
auction	gone	boot	could
bought	rotten	lose	goods
stall	watch	through	put

8 2.23 **Listen, check and repeat.**

REFERENCES

Culture notes **p. 192**
Audioscript **pp. 201–202**

EXTRA ACTIVITIES

In pairs, students prepare a few questions they would like to ask Martin from ex. 3. Collect all the questions. Students take turns to pick a question each and nominate a person to answer it.

WORKBOOK

p. 55

55

READING

4.4

Matching

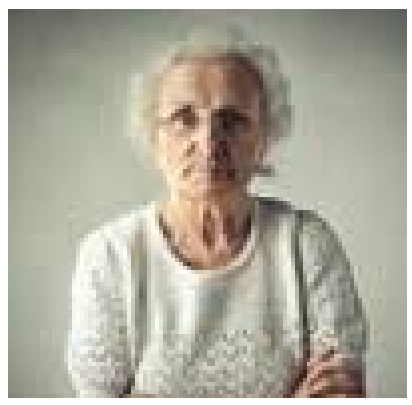
I can scan a set of related texts in order to find specific information.

1 SPEAKING **Discuss the questions. Have you ever …**

a sold clothes online?
b been to an auction?
c raised money for charity?

2 **Read the list of weirdest things sold at an auction. Which one is not true?**

- a ghost in a jar
- the meaning of life
- a grandmother
- Justin Timberlake's half-eaten French toast
- New Zealand
- the tea leaves from the bottom of Queen Elizabeth's teapot



3 2.24 **Listen and check your ideas in Exercise 2. In your opinion, which thing on the list is the weirdest?**

4 SPEAKING **Read the titles of texts A–C and look at the photos. Discuss what you think the texts are about. Then read and check your ideas.**

EXAM FOCUS Matching

5 **Read the texts again. Match texts A–C with statements 1–4. One text has two matching statements.**

In which case do people make or raise money …
1 by understanding young people's consumer behaviour? B
2 by getting something different than they paid for? A
3 by appealing to both the rich and the poor? C
4 by using auctions on the Internet and social media? B

6 2.26 **Complete the phrases with the base form of the correct verbs in blue in the texts. Then listen, check and repeat.**

1 *bid* for sth (in an auction)
2 come up for auction
3 fundraise for charity
4 hold an auction
5 increase (your) earnings
6 make a fortune
7 make a profit

7 **Replace the underlined phrases with phrases in Exercise 6. Then answer the questions.**

1 How much did someone pay for *Girl with Balloon* when it <u>became available for auction</u>? came up for auction
2 Who <u>offered money for</u> the artwork and what happened as soon as it was sold? bid for
3 How are young people <u>earning a lot of money</u>? making a fortune
4 How much <u>money did Scarlett earn on top of what she spent</u> on an on-trend backpack? profit did Scarlett make
5 How does Lydia use social media to <u>make more money</u> from selling online? increase her earnings
6 Which broadcasting organization <u>collects money</u> for children who need help? fundraises
7 As well as <u>organising auctions</u>, what other things do people do for Children in Need? holding auctions

WORD STORE 4E Being rich and poor

8 2.27 **Complete WORD STORE 4E with the base forms of the underlined phrases in Text C. Then listen, check and repeat.**

9 **Complete the sentences and compare with a partner.**

1 In my city, people who are rolling in money live in …
2 If I had money to burn, I'd buy …
3 If my friends and I are short of money and we want to go out, we …
4 The government helps families who are living from hand to mouth by …
5 I think people who are extremely well-off should …
6 When I'm broke, I earn some money by …
7 Even if I were loaded, I would never …
8 A good idea to save money if you find it hard to make ends meet is to …

10 SPEAKING **Reflect on the three texts and discuss the questions.**

1 How do you explain the large sums of money people spend on works of art?
2 At what age is it OK for young people to start making money?
3 Which causes or charities would you like to fundraise for? How would you raise money?

Exercise 7

1 £1.04 million
2 The identity of the buyer was unknown. The painting passed through a shredder hidden in the frame.
3 They resell the products online.
4 She earned £60.
5 She models the clothes on Instagram.
6 The BBC.
7 Schools sell cakes, host quizzes or film nights, ask rich friends' parents to sponsor them.

REFERENCES

Culture notes **p. 192**
Audioscript **p. 202**

EXTRA ACTIVITIES

Students prepare true/false statements about the texts to swap with a partner. After deciding which statements are true/false, they correct the false ones in pairs.

WORKBOOK

pp. 56–57

NEXT CLASS

Ask students to do *Show What You Know* in the WB, p. 58.

2.25

A

PAINTING WORTH MORE AS DAMAGED GOODS

Banksy's famous *Girl with Balloon* has been voted the UK's best loved work of art. It first appeared as graffiti on a wall in East London and the true identity of the artist has never been revealed. When a framed painting of *Girl with Balloon* **came up for auction** at the famous auction house, Sotheby's in London, it sold for £1.04 million. But then something extraordinary happened – shortly after it was sold, the painting began to pass through a shredder hidden in the frame.

Banksy posted an image on Instagram of the shredded painting, saying that he'd secretly built a shredder into the frame of the painting in case it ever came up for auction.

The auction house refused to reveal the identity of the buyer who successfully **bid for** the artwork, but suggested that the media attention would increase the value of the painting. 'This is now part of art history in its shredded state and we'd estimate Banksy has added a minimum 50 percent to its value.'

B

TEENS BUILD BUSINESS EMPIRES FROM THEIR BEDROOMS

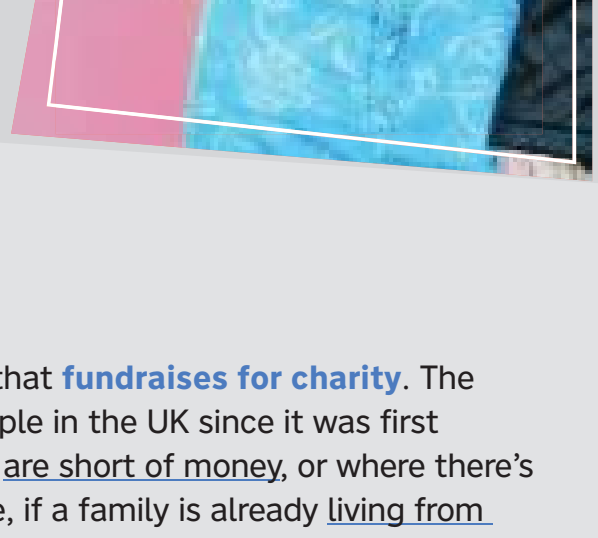
Enterprising teens are selling stuff online and **making a fortune**! They're buying popular items from streetwear brands and reselling them on Depop, an auction app aimed at young people. Reselling limited edition goods can earn them up to several thousand pounds a month.

Scarlett was fourteen when she started recycling used clothes by selling them online. 'When I didn't wear something any more, I thought I may as well sell it on,' says Scarlett, now fifteen.

These days she buys products from hyped sports labels with a cult following, from boutiques and clothes markets in London and sells them online. She recently bought an on-trend backpack for £120 and sold it for £180, **making** her **a** nice **profit** of £60.

She finds out which products are in-demand by checking streetwear-focused social media groups. She earns around £100 a month. 'Wherever I go, I look out for products to resell. My dad is always asking what I've sold. He thinks it's cool.'

Seventeen-year-old Lydia also caught the bug for selling clothes online. She spends about two hours a day reselling and makes about £1,000 profit every month. To create more publicity and **increase her earnings**, she models the clothes on Instagram.



C

BBC RAISE MONEY FOR A GOOD CAUSE

BBC Children In Need Telethon is a televised event that **fundraises for charity**. The Telethon has raised millions of pounds for young people in the UK since it was first broadcast in 1980. The charity supports families who are short of money, or where there's a child with a disability or serious illness. For example, if a family is already living from hand to mouth and they can't afford to buy their disabled child a new wheelchair, Children in Need will step in.

The annual Children in Need Telethon features performances from top entertainers who encourage people to donate money online or on the phone. But it's not only wealthy people with money to burn who donate. Leading up to the telethon, schools all over the UK raise money in different ways: selling cakes, hosting a quiz or film night, **holding auctions** or simply getting people to guess how many sweets there are in a jar. Another popular way to raise money is to take on a challenge and ask friends' parents – especially those who are rolling in money! – to sponsor them. This means that everyone can contribute, from people who are well-off and can afford to donate, to those who may find it hard to make ends meet themselves, but have raised money in creative ways.

57

4.5 GRAMMAR

Present and past modal structures

I can give advice, criticise past actions and talk about past necessity.

1 2.28 **Listen to James talking to his sister Ellie. What is James's problem?**
He hasn't got a present for his girlfriend's birthday yet and doesn't know what to get.

2 2.28 **Listen again and choose the advice that Ellie gives. What reasons does she give?**

1 You (*shouldn't*) / *should* buy her clothes.
2 With a bracelet you *need to* / (*needn't*) worry about giving the wrong message.
3 You *ought to* / (*ought not to*) get her concert tickets in advance.
4 You (*mustn't*) / *must* buy her the same perfume as Mum.
5 You (*had better*) / *had better not* ask her friends for advice.

3 SPEAKING **Take turns to say the sentences with the affirmative or negative form of the words in brackets. Discuss whether you agree with the advice and why.**

1 You *shouldn't* (should) leave present buying till the last minute.
2 You _____ (ought to) buy a present unless you are sure about it.
3 You _____ (must) give your credit card details to a stranger.
4 You _____ (need to) check if you can take the item back.
5 You _____ (had better) remember your dad's birthday this year!

4 2.29 **Read and listen to a second conversation between James (J) and Ellie (E). Did James choose a good birthday present for his girlfriend?** No.

E: How was the birthday?
J: Oh, a bit of a disaster actually. I **should have listened** to your advice, but I didn't. I got a bracelet. I thought it was such a bargain – €15 for a gold bracelet. I **ought to have asked** if it was real gold.
E: You should have realised you couldn't get real gold for €15. But anyway, didn't she like it?
J: She's allergic to metal – she can only wear real gold. She put it on and got a big rash on her arm. We **had to go** to the doctor's.
E: Oh dear, did you have to take the bracelet back?
J: Yes, but I **needn't have bothered**. They refused to exchange it because I didn't have the receipt. Here you are – you can have it.
E: Ooh, thanks!

Exercise 2
Reasons:
1 Size problems.
2 A bracelet doesn't have the same 'meaning' as a ring.
3 In case you split up.
4 Teenagers and mums wear different perfumes.
5 Friends know exactly what she likes.

5 Complete the GRAMMAR FOCUS with the past modal structures in blue in Exercise 4.

GRAMMAR FOCUS 16

Past modal structures

- You can use ***should/shouldn't have*** + **Past Participle** or ***ought to/ought not to have*** + **Past Participle** to criticise a past action or show regret.
  I [1] *should have listened to your advice.*
  I [2] ought to have asked *if it was real gold.*
- You use ***had to/didn't have to*** + **infinitive** to say a past action was necessary/unnecessary.
  We [3] had to go *to the doctor's.*
- You can also use ***didn't need to*** + **infinitive** or ***needn't have*** + **Past Participle** to say a past action was unnecessary.
  There is a difference in meaning:
  *I **didn't need to bother*** = I didn't bother, because it wasn't necessary.
  I [4] needn't have bothered = I bothered, but it wasn't necessary.

6 Choose the phrase (a or b) that has a similar meaning to the underlined words in each sentence.

1 I needn't have revised last night, my exam was cancelled.
(a) I revised. b I didn't revise.
2 I didn't need to buy a phone – I've got one.
a I bought a phone. (b) I didn't buy a phone.
3 I'm tired. I should have gone to bed earlier last night.
a I went to bed early. (b) I didn't go to bed early.
4 I ought not to have spent so much money yesterday.
(a) I spent a lot. b I didn't spend much.
5 It's a lovely day. I needn't have brought my coat.
(a) I brought my coat. b I didn't bring my coat.

7 USE OF ENGLISH **Complete the second sentence so that it has a similar meaning to the first. Use up to four words including the word in capitals. Do not change the word given.**

1 It's a pity we didn't stay at home. **SHOULD**
We should have stayed at home.
2 It's a shame he didn't tell her. **TO**
He ought to have told her.
3 It was unnecessary to do what he said. **HAVE**
You didn't have to do what he said.
4 That was a silly thing for me to say. **SHOULD**
I should not have said that.
5 It wasn't necessary for her to come. **BOTHERED**
She needn't have bothered coming.

8 2.30 **Listen to three conversations. Which sentence from Exercise 7 completes each conversation best?**

A 1 B 4 C 5

9 SPEAKING **Choose a sentence from Exercise 7 and prepare your own conversation with a partner. Then practise and act out your conversation.**

Grammar page 158

REFERENCES

Audioscript **p. 202**
Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 21 Test yourselves (10 min.) pp. 228, 261
- Extra digital activities: Grammar Checkpoint
- Students prepare four or five true statements about themselves. In pairs, they take turns to read and comment on each statement using modal structures, e.g. Student A: *I was late this morning.* Student B: *You should have got up earlier.*

WORKBOOK

p. 58, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 4.5, Grammar.

4.6 SPEAKING

Making and justifying choices

I can evaluate options and justify choices with relevant arguments.

1 SPEAKING Look at two different ways of shopping for food and answer the questions.

1 What are the pluses and minuses of each option?
2 If you were university students doing your own food shopping, which option would you prefer? Why?

1

2

2 2.31 Listen to Emma and Oscar discussing the options above. Do they mention any of the pluses and minuses you discussed in Exercise 1?

3 2.31 Complete the SPEAKING FOCUS with the words in the box. Then listen again and check.

~~but~~ choice choose compare
likely opt reason simply

SPEAKING FOCUS

Comparing and contrasting options

X (Going to the market) is … [1] *but* Y (shopping online) is …
X is the only one/option that …
When you [2] compare the two/X and Y …
It is (much) more [3] likely that …
X is definitely the cheaper/better/more suitable choice.

Choosing an option and justifying the choice

That's why I'd [4] opt for X.
… and therefore, X is probably/clearly the best [5] choice .
The main/Another [6] reason ((why) X would be my choice) is that …
I prefer X mainly/[7] simply because …
This option is (clearly) the most/least + *adjective* … because …

Explaining reasons for rejecting other options

X might (require less effort), but I wouldn't [8] choose it because …
X isn't the best choice if you consider …
The reason I wouldn't go for/pick/choose X is because …

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

1 There's a bigger chance that people will remember this one.
It is more likely that people will remember (likely) this one.
2 This one looks very stylish. That one looks a bit cheap.
This one looks very stylish, but that one looks (but) a bit cheap.
3 I'd choose this one because it gives more information.
It gives more information. That's why I'd opt for (why/opt) this one.
4 I like this one because it's more eye-catching.
I prefer this one simply because it's (prefer/simply) more eye-catching.
5 This one is no good as it doesn't tell you anything about the shop.
I really don't think this one is suitable because it doesn't tell you anything (suitable/because) about the shop.
6 I wouldn't choose this one because I think it's poorly designed.
The reason (why) I wouldn't pick this one is because I think it's (reason/pick) poorly designed.

5 Look at the leaflets advertising a clothes shop. In your answers to Exercise 4, replace the phrases 'this one' and 'that one' with 'leaflet 1' or 'leaflet 2'. Compare your ideas with a partner.

Leaflet 1

Leaflet 2

6 SPEAKING Look at the leaflets again. Your cousin owns a small shop which sells fashionable clothes for young people. She has asked you to help her to advertise the shop.

- Choose the leaflet in Exercise 5 which, in your opinion, is most appropriate and give reasons.
- Explain why you have rejected the other option.

Use the SPEAKING FOCUS to help you.

ROLE-PLAY 17 Making and justifying choices

17 Watch the video and practise. Then role-play your dialogue.

REFERENCES

Audioscript p. 203
Using videos in the classroom p. T16

EXTRA ACTIVITIES

- Photocopiable resource 22 *What would you do if you won a lot of money?* (8–10 min.) pp. 228, 262
- Write *The advantages and disadvantages of …* on the board. In pairs, students finish the statement and then discuss the benefits and drawbacks of their topic of choice using the expressions from the SPEAKING FOCUS.

WORKBOOK

p. 59

4.7 USE OF ENGLISH

Modality – alternative structures

I can use a range of alternative structures to express modality.

1 SPEAKING **Are you 'a saver' or 'a spender'? Do the quiz and discuss the answers with a partner. Do you agree with the results?**

2 **Read the article about Jordon Cox. Answer the questions.**

1 How did Jordon travel from Sheffield to Shenfield? Why?
2 Why were Jordon and his mother unable to afford to go out?
3 What gave Jordon the idea for saving money through coupons?
4 Why did he change his mind about going to university?
5 What is Jordon saving for now?
6 How is Jordon's attitude to money different from yours?

Exercise 2

1 By plane via Berlin because it was cheaper than the train.
2 Because they had less money than before.
3 A TV programme.
4 Because he likes his job and he's got financial security.
5 A house.

News Sport Weather Politics Health Education

Money-saving teen Jordon Cox: From blogging to Berlin

Teenage blogger Jordon Cox claims he **was able to save** £7.72 on his train journey from Sheffield in the north of England to Shenfield in south-east England – by taking a plane via Berlin. He **was supposed to be** getting the train from Sheffield to Shenfield, but found that it was cheaper to fly from Sheffield to Berlin and from Berlin to Shenfield. He then blogged about his journey on his money-saving blog, and immediately gained 7,000 Twitter followers.

So how did Jordon become an expert in saving money? His story started when his father and mother split up. This meant that he and his mother **were obliged to live** on much less money. Jordon **wasn't allowed to work** because he was too young, and consequently, they **were unable to go out** and enjoy the kind of things they used to do, such as going out for meals or trips.

Then Jordon saw a programme on TV called 'Extreme Couponing' – the reality TV series follows shoppers who **are required to buy** the most shopping for the least money by using money-off vouchers or coupons. Jordon was inspired by the programme and that week he went out and **succeeded in saving** £10 on shopping.

Once he had started saving money, Jordon decided to share his tips on a Facebook page. One of his most impressive 'shopping trips' was when he **managed to acquire** shopping worth £500 for 4p, giving it all away to a charity for disadvantaged families. A few months later he was running money-saving seminars.

A few years ago, Jordon thought he **was likely to go** to university when he was eighteen, but now he's happy to have a job and financial security and is planning to continue spreading his money-saving message. He thinks that if he saves for three years, he **is sure to have** enough to buy a house. Not bad for a teenager!

Me and Money Quiz

1) Where do you keep your money?
A) In my wallet.
B) In a bank account.

2) You get your allowance every Friday. What do you do with it?
A) I go shopping.
B) I put most of it in the bank.

3) When you buy something expensive how much time do you spend comparing prices?
A) None – I know what I want.
B) Days or weeks – I want to make sure I get the best deal.

4) You've just won millions in the lottery. What would be the first thing you'd do?
A) Buy something luxurious – a car or a house.
B) Go to a financial advisor for guidance.

5) Which of these statements about money do you most agree with?
A) You can't take it with you.
B) A penny saved is a penny earned.

Mostly As: You're a spender! You need to learn how to save for a rainy day.

Mostly Bs: You're a saver! Are your parents bank managers?!

REFERENCES

Videoscript **pp. 215–216**
Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

- Photocopiable resource 23 *The focus of our debate today is …* (15 min.) pp. 228, 263
- In pairs, students prepare three more money-saving tips in which they leave gaps for another pair to fill in with expressions from the LANGUAGE FOCUS. The pairs check with each other if the answers are correct or not.

3 **Read and complete the LANGUAGE FOCUS with the base form of the phrases in blue in the article.**

LANGUAGE FOCUS

Modality – alternative structures

As well as using modal verbs, you can express modality with adverbs (*perhaps*, etc.), adjectives or participles (*she's sure to, he's obliged to*, etc.) or with other verbs (*we managed to*, etc.)

MODAL VERBS	ALTERNATIVE STRUCTURES
probability can, could, may, might, must	be [1] *likely*/be unlikely to do/that … be bound to do … be [2] sure to do … be certain to do …
ability can, can't, could	be [3] able /be [4] unable to do … [5] manage to do … [6] succeed in doing …
permission can, could, may	be allowed to do … be permitted to do …
prohibition can't, couldn't, may not, shouldn't, mustn't	not be [7] allowed to do … be forbidden to do/from doing … be banned from doing …
obligation should, must	have to do … need to do … ought to do … be [8] obliged to do … be [9] required to do … be [10] supposed to do … be meant to do …

4 **Choose the correct option. Then tick the sentences that are true for you and compare with a partner.**

1 My parents *succeed in* / *are banned from* using my phone under any circumstances.
2 I'm *supposed* / *certain* to change passwords regularly when I shop online, but I don't.
3 I can't find my wallet, but it's *bound* / *permitted* to turn up sooner or later.
4 I *managed* / *was forbidden* to save up for a new phone recently. I'm ordering one tomorrow.
5 My mum says I'm *allowed* / *certain* to use her credit card to buy things online.

5 **Rewrite the sentences using the word in capitals to replace the underlined phrases.**

1 My online delivery is late. It should be here by now. **MEANT**
My online delivery is late. It's meant to be here by now.
2 Janet couldn't persuade her parents to lend her any more money. **SUCCEED** didn't succeed in persuading
3 Terry should have called me last night, but he forgot. **SUPPOSED** was supposed to call
4 Everybody must show their ID when they open a bank account. **REQUIRED** is required to show
5 Tom will probably waste all his money on new clothes. You know what he's like. **BOUND** is bound to waste
6 You can spend up to €100 a day on this store card. **PERMITTED** are permitted to spend

6 **USE OF ENGLISH** **Complete the dialogue between Ron (R) and Eve (E) with a different word in each gap. Sometimes more than one answer is possible.**

R: Let's go and have a coffee.
E: I can't afford it! You know me – I never [1] manage to get to the end of the week without spending all my pocket money.
R: What happens if you need [2] to buy something big like a jacket or a new phone?
E: I've got my savings. My parents give me 10 euros a week, but I'm not [3] supposed/allowed to spend all of it. I [4] have/need to put 30 percent into a savings account. Then, I'm [5] able/supposed/allowed to use the money I've saved for those things.
R: So what about money you earn doing babysitting?
E: I [6] 'm supposed to save 30 percent of everything I earn, but recently I've been lending it all to my sister. She wants a new phone, but my parents have [7] forbidden/banned her from using her savings, because she lost the last one. She loses things a lot. If she gets a new phone, she's [8] sure/likely/certain/bound to lose it quickly.
R: So it's a waste of money!
E: Not for me – she's paying me interest on the loan!

SHOW WHAT YOU'VE LEARNT UNITS 1–4

7 **USE OF ENGLISH** **Read the text and choose the correct answer, A, B, C or D.**

THREE MONEY-SAVING TIPS

ONE Don't [1] ___ an opportunity to get a discount on [2] ___ your online purchases. Look for either a coupon or a code … or both! You can get a reduction in the price, and you're also [3] ___ to get free delivery. In shops, buy things when they're on offer, or just smile and say, 'Excuse me, [4] ___ have a small discount please?' It might work!
TWO [5] ___ way to save money is to have a present drawer. Buy presents and birthday cards when they're on special offer. If you [6] ___ buy something at the last minute, you're unlikely to get a bargain, but if you have a stock of presents, whenever there's a birthday you just open the drawer.
THREE Leave your wallet at home. It's a good idea to have days when [7] ___ to spend any money. You'll avoid [8] ___ purchases!

1	A fail	B miss	C let	D pass
2	A the whole	B every	C each	D all of
3	A likely	B possible	C banned	D permitted
4	A can I		B do you think could I	
	C do you think I can't		D why can't I	
5	A Every		B The others	
	C Other		D Another	
6	A manage		B are bound to	
	C have to		D succeed in	
7	A you're not allowed		B you're certain	
	C your banned		D you're sure	
8	A wishful	B impulse	C reflex	D reactive

FOCUS VLOG 18 **About money**

18 **Watch the Focus Vlog. For the worksheet, go to page 139.**

Use of English page 159

WORKBOOK
pp. 60–61

NEXT CLASS
Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 4.7, Use of English.

4.8 WRITING

A formal email

I can describe an incident and make a complaint about it in writing.

1 SPEAKING **Would you hang out with your friends in the places mentioned in the box? Why?/Why not?**

coffee shop empty building park
fast-food restaurant shopping centre
skate park street corner

2 **Read Jude's post on the *Youth City News* (YCN) website. Do you think he and his friends were treated unfairly? What is the advice given by the YCN?**
YCN says Rachel can write to the centre management and explain the situation.

3 **Read Jude's email below and answer the questions.**

1 Are the main events described in the email the same as those in Jude's message to YCN? Yes.
2 How does the style of the email differ from the style of the message? The email is more formal.
3 How do you think the Centre Manager will react?

Dear Sir or Madam,

I am writing on [1] behalf of myself and my friends to [2] draw your attention to an incident that **took place** at the Queen Plaza Shopping Centre last Saturday. I would like to [3] make a formal complaint about the way we were treated by staff at the centre.

Last Saturday, some friends and I met in the centre at Plaza Café. We had bought some drinks and were enjoying ourselves when the manager of the café **approached** our table and **accused** us of being too noisy. When we tried to **reason with** him, he immediately called security. A moment later, two guards arrived and forced us to leave the café and the shopping centre. To make [4] matters worse, they **threatened** to call the police and told us not to return in the future.

We are particularly upset because the [5] truth/fact is we were no noisier than some of the other people in the café. To be honest, we are amazed that the centre security guards are allowed to treat customers in this way. Without doubt, the worst [6] part of this whole incident was being thrown out of the busy shopping centre like criminals. We were so **humiliated** that we decided to contact you and complain.

As the manager of the centre, we [7] urge you to reconsider your policies towards teenage customers. It is simply unfair to discriminate against young people in this way. We have contacted the local media about the incident and look forward to your response.

Yours faithfully,
Jude Seaborne

YCN Youth City News

YCN Message Board

Got comments? Need advice? This is the place …

Jude

Last Saturday, my friends and I were kicked out of Queen Plaza Shopping Centre for … no good reason! We were having a coffee in Plaza Café when the manager came over and told us to be quiet. We honestly weren't being that loud and my friend said this to the manager. Next thing, two security guards arrived and told us to leave or they'd call the police! They walked us to the exit and told us not to come back. It was so embarrassing and a total overreaction. What can we do?

YCN

If you really weren't disturbing anyone, then it does seem unfair, Jude. Why don't you write to the centre management and explain the situation? Be sure to let us know their reaction.

4 **Read the WRITING FOCUS below. Which words complete Jude's email correctly? Sometimes more than one answer is possible.**

WRITING FOCUS

A formal email – describing an incident and making a complaint

Introduction

- Say why you are writing and summarise your complaint.
  I am writing on behalf of myself and my friends …
  I am writing to draw your attention to …
  I would like to make a formal complaint about …

Main paragraphs

- Use narrative tenses to describe the incident you are complaining about.
- Give your reaction to the incident.
  We are particularly upset because …
  To make matters worse, …
  The truth/fact is (that) …
  Without (a) doubt, the worst part of this whole incident was …
  … I/we decided to contact you and complain.

Conclusion

- Say what you would like to happen.
  I/We urge you to (reconsider your policies …)
  I/We ask/demand that you (investigate the matter …)
- Make a final statement.
  It is simply unfair to discriminate against young people in this way.
- Mention that you expect a reply.
  I/We look forward to your response.

EXTRA ACTIVITIES

- Photocopiable resource 24 A formal email (15 min.) pp. 228–229, 264
- After ex. 1, students discuss what kind of problems they might experience when they hang out with friends in the places in the box. Give feedback with the whole class.

WORKBOOK

pp. 62–63, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to study the Word list on pp. 64–65.

5 Complete the sentences with the appropriate words or phrases in purple from the email. Use the definitions in brackets to help you.

I am writing to complain about an incident that [1] took place (happened) last night at Skybowl bowling alley.

a We told her we had paid and tried to [2] reason with her (persuade her to be more sensible). 3

b She [3] accused us (said that we had done something bad) of trying to leave without paying for our drinks. 2

c My friends and I had finished our game and were about to leave when a waitress [4] approached (came towards) us. 1

d All the other customers heard her shouting and we felt really [5] humiliated (ashamed or embarrassed). 5

e However, she started shouting at us and [6] threatened (promised to do something bad) to call the police. 4

In the end, the manager checked the computer and found that it was the waitress's mistake. The worst part of this whole event was that nobody apologised.

6 Put sentences a–e in Exercise 5 in the correct order to form an extract from an email.

7 SPEAKING Read the LANGUAGE FOCUS and rewrite the questions with *so* or *such a/an/Ø* (no article). Then ask and answer.

When was the last time …

1 you were so angry that you shouted at someone?
2 you had such a good time hanging out with your friends that you didn't want the day to end?
3 you felt so humiliated that you went red in the face?
4 you received such terrible service that you complained or told someone else about it?
5 you had to deal with such rude people that you felt offended?

LANGUAGE FOCUS

Expressing cause and result

You can make your writing more varied by using ***so*/*such*** + ***that* clause** to give information about a cause, and link it to a result:

- ***so* + adjective + *that* clause**
  *We were **so** humiliated **that we decided to contact you and complain.***
- ***such* + *a/an/Ø* + (adjective) + noun + *that* clause**
  *It was **such a** humiliating situation **that we decided to contact you and complain.***

8 You are going to write an email of complaint about an incident. Imagine you experienced one of the situations described below. Make notes about:

- The details of the incident (what happened and how you felt/reacted)
- What you want the manager (of the place/company) to do.

1 A bus driver refused to let you and four friends onto a bus late at night. He said he recognised you and that you had caused trouble on the bus the week before. None of you had been on the bus the week before.
2 You and your friends were asked to leave the cinema after a member of staff accused you of throwing popcorn around. It was actually some young children sitting a few rows in front of you.
3 You were leaving a supermarket when the security alarm went off. The security guards were very aggressive and searched all your bags. After keeping you there for half an hour, they found there was a fault with the alarm.

SHOW WHAT YOU'VE LEARNT

9 Choose one of the situations in Exercise 8 and complete the writing task. Use your notes from Exercise 8, the WRITING FOCUS and LANGUAGE FOCUS to help you.

Write a formal email complaining about the way you were treated.

- Describe the incident.
- Say what actions you expect the recipient of the email to take.

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UNIT 4 Shopping around

4.1 Vocabulary 4.25

average /'ævərɪdʒ/
bargain price /'bɑːgən ˌpraɪs/
be on a limited budget /bi ɒn ə ˈlɪmɪtɪd 'bʌdʒət/
carbon emission /'kɑːbən ɪˌmɪʃən/
cautious /'kɔːʃəs/
chain store /'tʃeɪn stɔː/
check up on /ˌtʃek 'ʌp ɒn/
clothing industry /'kləʊðɪŋ ˌɪndəstri/
cut down on /ˌkʌt 'daʊn ɒn/
decompose /ˌdiːkəm'pəʊz/
delivery /dɪ'lɪvəri/
double /'dʌbəl/
enter your PIN /'entə jə 'pɪn/
ethical values /ˌeθɪkəl 'væljuːz/
employment policy /ɪm'plɔɪmənt ˌpɒləsi/
environmental impact /ɪnˌvaɪrənˌmentl 'ɪmpækt/
garment /'gɑːmənt/
generate /'dʒenəreɪt/
go bargain-hunting /ˌgəʊ ˌbɑːgən 'hʌntɪŋ/
have a bad reputation /ˌhæv ə bæd ˌrepjə'teɪʃən/
high street /'haɪ striːt/
impulse purchase /'ɪmpʌls ˌpɜːtʃəs/
latest /'leɪtɪst/
life expectancy /laɪf ɪk'spektənsi/
local brands /'ləʊkəl brændz/
look out for /'lʊk aʊt fə/
mass-produced product /ˌmæs prə'djuːst ˌprɒdʌkt/
online shopping /ˌɒnlaɪn 'ʃɒpɪŋ/
opt for /'ɒpt fə/
pay out /ˌpeɪ 'aʊt/
pick-up /'pɪk ʌp/
polluter /pə'luːtə/
put sth aside /pʊt ˌsʌmθɪŋ ə'saɪd/
responsible attitude /rɪˌspɒnsəbəl 'ætətjuːd/
responsibly /rɪ'spɒnsəbli/
send sth back /ˌsend ˌsʌmθɪŋ 'bæk/
shop around /ˌʃɒp ə'raʊnd/
shop locally /ˌʃɒp 'ləʊkəli/
sportswear /'spɔːtsweə/
spring up /ˌsprɪŋ 'ʌp/
support local producers /səˌpɔːt ˌləʊkəl prə'djuːsəz/
synthetic fabric /ˌsɪn'θetɪk 'fæbrɪk/
tempting /'temptɪŋ/
textile waste /ˌtekstaɪl 'weɪst/
throw-away society /ˌθrəʊ ə'weɪ səˌsaɪəti/
treat yourself to /'triːt jɔːˌself tə/

4.2 Grammar 4.26

be concerned about /bi kən'sɜːnd əˌbaʊt/
dye your hair /ˌdaɪ jɔː 'heə/
form a band /ˌfɔːm ə 'bænd/
hold sth up /ˌhəʊld ˌsʌmθɪŋ 'ʌp/
risky /'rɪski/
staff entrance /ˌstɑːf 'entrəns/
stage /steɪdʒ/
transfer money /ˌtræns'fɜː 'mʌni/

4.3 Listening 4.27

antiques market /æn'tiːks ˌmɑːkət/
auction house /'ɔːkʃən haʊs/
bric-a-brac /'brɪk ə ˌbræk/
car boot sale /ˌkɑː 'buːt seɪl/
checked bag /ˌtʃekt 'bæg/
claim sth /'kleɪm ˌsʌmθɪŋ/
clutter /'klʌtə/
domestic /də'mestɪk/
fashionable /'fæʃənəbəl/
flea market /'fliː ˌmɑːkət/
get hold of /ˌget 'həʊld əv/
lost property /ˌlɒst 'prɒpəti/
market stall /'mɑːkət ˌstɔːl/
old-fashioned /ˌəʊld 'fæʃənd/
online auction /ˌɒnlaɪn 'ɔːkʃən/
ornament /'ɔːnəmənt/
personal belongings /ˌpɜːsənəl bɪ'lɒŋɪŋz/
pre-owned goods /ˌpriː 'əʊnd ˌgʊdz/
reasonably-priced /ˌriːzənəbli 'praɪst/
rotten food /ˌrɒtn 'fuːd/
second-hand clothes /ˌsekənd ˌhænd 'kləʊðz/
stall holder /'stɔːl ˌhəʊldə/
unclaimed /ˌʌn 'kleɪmd/
unwanted /ʌn'wɒntɪd/
used goods trade /ˌjuːzd ˌgʊdz 'treɪd/

4.4 Reading 4.28

afford to do sth /ə'fɔːd tə duː ˌsʌmθɪŋ/
annoying /ə'nɔɪ-ɪŋ/
annual /'ænjuəl/
available /ə'veɪləbəl/
be broke /bi 'brəʊk/
be loaded /bi 'ləʊdəd/
be rolling in money /bi ˌrəʊlɪŋ ɪn 'mʌni/
be short of money /bi ˌʃɔːt əv 'mʌni/
be well-off /bi ˌwel 'ɒf/
bid /bɪd/
bid for sth (in an auction) /'bɪd fə ˌsʌmθɪŋ (ɪn ən 'ɔːkʃən)/
broadcast /'brɔːdkɑːst/
business empire /'bɪznəs ˌempaɪə/
catch the bug /ˌkætʃ ðə 'bʌg/
cause /kɔːz/
come up for auction /ˌkʌm ˌʌp fər 'ɔːkʃən/
consumer behaviour /kənˌsjuːmə bɪ'heɪvjə/
contribute /kən'trɪbjuːt/
cuddly /'kʌdli/
cult following /ˌkʌlt 'fɒləʊɪŋ/
disability /ˌdɪsə'bɪləti/
disabled /dɪs'eɪbəld/
donate /dəʊ'neɪt/
enterprising /'entəpraɪzɪŋ/
entertainer /ˌentə'teɪnə/
fetch /fetʃ/
find it hard to make ends meet /ˌfaɪnd ɪt 'hɑːd tə ˌmeɪk ˌendz 'miːt/
fundraise for charity /'fʌndˌreɪz fə ˌtʃærəti/
have money to burn /hæv 'mʌni tə ˌbɜːn/
hold an auction /ˌhəʊld ən 'ɔːkʃən/
human trafficking /ˌhjuːmən 'træfɪkɪŋ/
hyped /haɪpt/
increase (your) earnings /ɪnˌkriːs (jər) 'ɜːnɪŋz/
in demand /ɪn dɪ'mɑːnd/
jar /dʒɑː/
label /'leɪbəl/
leftover /'leftəʊvə/
limited edition /ˌlɪmɪtɪd ɪ'dɪʃən/
live from hand to mouth /ˌlɪv frəm ˌhænd tə 'maʊθ/
make a fortune /ˌmeɪk ə 'fɔːtʃən/
make a profit /ˌmeɪk ə 'prɒfɪt/
make money /ˌmeɪk 'mʌni/
meaning of life /'miːnɪŋ əv ˌlaɪf/
on trend /ɒn 'trend/
place a bid /pleɪs ə'bɪd/
publicity stunt /pʌ'blɪsəti ˌstʌnt/
put sth up for sale /ˌpʊt ˌsʌmθɪŋ ʌp fə 'seɪl/
raise money /ˌreɪz 'mʌni/
refuse /rɪ'fjuːz/
resell /ˌriː'sel/
reveal /rɪ'viːl/
shredder /'ʃredə/
step in /step ɪn/
streetwear /striːtweə/
sum of money /ˌsʌm əv 'mʌni/
take on a challenge /ˌteɪk ˌɒn ə 'tʃæləndʒ/
winning bid /'wɪnɪŋ ˌbɪd/
wheelchair /'wiːltʃeə/
value /'væljuː/

4.5 Grammar 4.29

bother /'bɒðə/
bracelet /'breɪslət/
exchange /ɪks'tʃeɪndʒ/
in advance /ɪn əd'vɑːns/
it's a pity/it's a shame /ɪts ə 'pɪti/ /ɪts ə 'ʃeɪm/
rash /ræʃ/
receipt /rɪ'siːt/
take sth back /ˌteɪk ˌsʌmθɪŋ 'bæk/

4.6 Speaking 4.30

can't be bothered to do sth /ˌkɑːnt bi ˌbɒðəd tə 'duː ˌsʌmθɪŋ/
choice /tʃɔɪs/
delivery truck /dɪ'lɪvəri ˌtrʌk/
eye-catching /'aɪ ˌkætʃɪŋ/
get the message /ˌget ðə 'mesɪdʒ/

WORD LIST ACTIVITIES

• In pairs, students write down five or six gapped expressions. Next to the gap, there should be a word prompt, e.g. _____ *(employ) policy* – *employment policy*. Students exchange expressions with another pair, complete the gaps with the correct form of the words in brackets and check their answers. Monitor and offer feedback where necessary.
• Draw students' attention to the last section of the wordlist and explain that they may complete it with their own suggestions of other useful words or phrases related to the unit.

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halfway across town /ˌhɑːfˈweɪ əˈkrɒs ˌtaʊn/
interact with sb /ˌɪntərˈækt wɪð ˌsʌmbədi/
justify /ˈdʒʌstɪfaɪ/
leaflet /ˈliːflət/
locally grown /ˌləʊkəli ˈgrəʊn/
miraculous /mɪˈrækjələs/
on second thoughts /ɒn ˌsekənd ˈθɔːts/
order sth online /ˌɔːdə ˌsʌmθɪŋ ˈɒnlaɪn/
poorly /ˈpɔːli/
take effort /teɪk ˈefət/
time-consuming /ˈtaɪm kənˌsjuːmɪŋ/

4.7 Use of English 4.31

a penny saved is a penny earned /əˈpeni ˌseɪvd əz ə ˈpeni ˌɜːnd/
allowance /əˈlaʊəns/
attitude /ˈætətjuːd/
disadvantaged /ˌdɪsədˈvɑːntɪdʒd/
financial advisor /fəˈnænʃəl ədˌvaɪzə/
gain /geɪn/
get a discount /ˈget ə ˈdɪskaʊnt/
guidance /ˈgaɪdəns/
interest on a loan /ˌɪntrəst ɒn ə ˈləʊn/
luxurious /ləgˈʒʊəriəs/
miss an opportunity /ˌmɪs ən ˌɒpəˈtjuːnəti/
money-off voucher/coupon /ˌmʌni ɒf ˈvaʊtʃə/ˈkuːpɒn/
open a bank account /ˌəʊpən ə ˈbæŋk əˌkaʊnt/
permit /pəˈmɪt/
pocket money /ˈpɒkət ˌmʌni/
reduction in the price /rɪˈdʌkʃən ɪn ðə ˌpraɪs/
run a seminar /ˌrʌn ə ˈsemənɑː/
save for a rainy day /ˌseɪv fər ə ˈreɪni deɪ/
save up for /ˌseɪv ˈʌp fə/
savings account /ˈseɪvɪŋz əˌkaʊnt/
stock of /stɒk əv/
succeed in /səkˈsiːd ɪn/
waste money /ˌweɪst ˈmʌni/

4.8 Writing 4.32

accuse sb of /əˈkjuːz ˌsʌmbɒdi əv/
approach /əˈprəʊtʃ/
bowling alley /ˈbəʊlɪŋ ˌæli/
discriminate against sb /dɪˈskrɪməneɪt əˌgenst ˌsʌmbɒdi/
draw sb's attention to /ˌdrɔː ˌsʌmbədiz əˈtenʃən tə/
embarrassing /ɪmˈbærəsɪŋ/
feel offended /fiːl əˈfendəd/
hang out /ˌhæŋ ˈaʊt/
humiliated /hjuːˈmɪlieɪtɪd/
incident /ˈɪnsɪdənt/
kick sb out /ˌkɪk ˌsʌmbɒdi ˈaʊt/
make a complaint /meɪk ə kəmˈpleɪnt/
on behalf /ɒn bɪˈhɑːf/
overreaction /ˌəʊvəriˈækʃən/
policy /ˈpɒləsi/
reason with /ˈriːzən wɪð/
reconsider /ˌriːkənˈsɪdə/
security guard /sɪˈkjʊərəti ˌgɑːd/
threaten /ˈθretn/
treat sb unfairly /ˌtriːt ˌsʌmbədi ˌʌnˈfeəli/
upset /ˌʌpˈset/

MY WORD LIST

SHOPPING	MONEY	OTHER

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FOCUS REVIEW 4

VOCABULARY AND GRAMMAR

1 Match the sentence halves.

1 Many consumers are trying to cut (b)
2 New shops are starting to spring (d)
3 Think about the environment before treating yourself (e)
4 It's true that sometimes you have to pay (a)
5 Even if you're a bit short (c)

a out a bit more for ethical products.
b down on the amount of waste they create.
c of money, there are still ways you can cut waste.
d up that offer goods with no plastic packaging.
e to that heavily packaged box of chocolates.

2 Complete the text with the words in the box. There is one extra word.

chain making meet pre-owned
sales support taking

It seems that anywhere you go in the world now, you see the same brand names and the same [1] chain stores selling familiar goods. An increasing number of people, however, are turning to alternatives, such as avoiding the big brands to [2] support local independent shops or seeking out unique [3] pre-owned goods at auctions or car boot [4] sales. Buying and selling second-hand goods is no longer just for those who find it hard to make ends [5] meet. For many, selling their unwanted belongings online is a way of reducing waste as well as [6] making a bit of a profit.

3 Complete the sentences with question tags or reply questions.

1 Nobody has received a refund for their cancelled flight, have they ?
2 That's a nice dress she's wearing tonight, isn't it ?
3 Let's talk about insuring the house, shall we ?
4 Don't forget to call me, will you ?
5 **A:** Tim had to take out a loan to buy a car.
B: Did he ?
6 **A:** I'm not going to lend him money ever again!
B: Aren't you ?

4 Choose the correct option.

1 We *should have found* / *had to find* the receipt before we could take the camera back to the shop.
2 I told you not to order a wedding dress online. You *should listen* / *ought to have listened* to me then, and we wouldn't have to look for one now!
3 She said she was broke, so she *shouldn't have* / *ought to have* spent so much on new clothes.
4 I *didn't need to spend* / *needn't have spent* a fortune on all this fancy food. They didn't come after all.
5 Look at the queue to get into the shop! We *ought to arrive* / *ought to have arrived* earlier.

USE OF ENGLISH

5 Read the text. Choose the correct answer, A, B, C or D.

BAR CODE

You may have never heard of Joe Woodland or Bernard Silver, but you [1]___ to come across their groundbreaking invention on a daily basis – the bar code.

While studying engineering, Woodland and Silver were approached by a retail food company and asked to find ways to automate checkout operations. They [2]___ design a bar code in the shape of a bull's eye. It meant that employees no longer [3]___ manually input prices for every single product at the checkout, neither were they [4]___ replace price tags whenever an item's cost changed. Even though the idea didn't catch on at first, the food industry didn't give up looking for an easy way to scan products. Finally, an IBM employee, George Laurer, [5]___ designing the bar code we're all familiar with today as a rectangular box with vertical lines and numbers. The first ever item was scanned on 26th June 1974. It was a pack of chewing gum, which is now a museum exhibit, together with the scanner used.

Nowadays, you [6]___ to come across everything from food to furniture branded with a bar code. It has even become a feature in some modern paintings.

1	A are meant	B manage	C are certain	D are required
2	A able to	B succeeded	C managed to	D were allowed to
3	A ought to	B must	C should	D had to
4	A needed to	B bound to	C had to	D obliged to
5	A succeeded in	B managed	C were able to	D supposed to
6	A are able	B are likely	C are meant	D will surely

6 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use up to four words in each gap, but do not change the word in capitals.

1 It would have been better if we hadn't given Tony so much money for his birthday. **SHOULD**
We should not have given Tony so much money for his birthday.
2 The offer was so good, they didn't hesitate to accept it. **SUCH**
It was such a good offer that they didn't hesitate to accept it.
3 It wasn't necessary for Sarah to pay her university fees because they were covered by her employer. **NEED**
Sarah didn't need to pay her university fees because they were covered by her employer.
4 By law, stores can't sell certain products to under eighteens. **FORBIDDEN**
By law, stores are forbidden to sell/from selling certain products to under eighteens.
5 We didn't manage to launch a new campaign due to lack of funding. **SUCCEED**
We did not succeed in launching a new campaign due to lack of funding.

REFERENCES

Audioscript **p. 203**

EXTRA ACTIVITIES

- Photocopiable resources 49–50
Multiple-choice cloze (20 min.) pp. 235, 292–293
- Photocopiable resources 57–58
Sentence transformation (20 min.) pp. 236, 300–301
- Use of English 4, WORD STORE booklet, p. 8
- Extra digital activities: Listening and Use of English Checkpoints

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LISTENING

7 2.32 **Listen to an interview with Anne, who works as a mystery shopper, and choose the correct answer, A, B, C or D. You will hear the recording twice.**

1 Anne is asked by her clients to
A visit local businesses.
B buy specific products.
C dress in a particular way.
D go to any store she wants.

2 The services of mystery shoppers are in demand mainly because
A shops want to attract wealthier customers.
B they provide information on the online competition.
C there aren't many people who actually do the job.
D online shopping is becoming a danger to regular stores.

3 Which is not true about the stores Anne has visited?
A Some of them are hiring more staff and are cleaner than before.
B Some of them have more customers and longer queues.
C Some of them are becoming more shopper-friendly.
D Some of them are winning awards for customer service.

4 What does Anne say about being a mystery shopper in expensive restaurants?
A It's a task requiring a good memory.
B She has to take notes during the meal.
C It's a good opportunity to speak to the staff.
D She finds it a good way to combine work and spending a nice evening.

5 In the interview, Anne suggests that the mystery shopper job
A cannot bring any satisfaction.
B can sometimes pay very well.
C can be monotonous.
D can be done by anyone.

WRITING

E-mail

8 Read part of an email you sent to an English friend. Write an email of complaint to the manager of the museum.

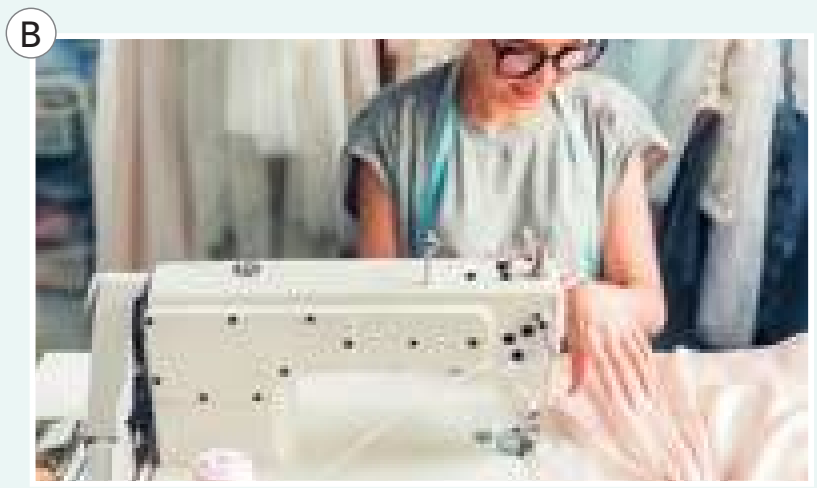
I really enjoyed our visit to the museum yesterday, but I can't believe that they asked you not to go into the Egyptian room. How can they claim it's in the museum rules and regulations that your wheelchair might damage the delicate exhibits in there! I think their attitude was really wrong and totally unfair. I'm going to write an email to the director of the museum and complain about the behaviour of the museum staff.

SPEAKING

9 Look at the photos. Your end-of-school ball is taking place soon and you need a suitable formal outfit. Choose the method of getting a new outfit which, in your opinion, is the best, and give reasons for your choice.

A

B



C

10 Ask and answer the questions.

1 Where do you usually buy your clothes?
2 What are the advantages and disadvantages of buying clothes online?
3 In the past, people often had their clothes made or sewed them themselves. Why was it so popular and why did it stop being so common?
4 Do you think it makes sense to spend a lot of money on clothes you will only wear once at a ball or similar occasions?

NEXT CLASS

- Ask students to do Self-check 4.10, WB pp. 66–67, as homework.
- Ask students to prepare for Unit Test 4: Assessment Package, Unit 4.
- Ask students to prepare for Review Test 2: Assessment Package, Unit 4.

PROJECT

- How to teach with projects **p. T21**
- Work in groups. Find out how supermarkets are organised to attract as many customers as possible and to encourage them to buy more. Do some research online and prepare a digital presentation or speech on the topic. Then present it to your class.

5 Off to work

My advice is to never do tomorrow what you can do today. Procrastination is the thief of time.

Charles Dickens

BBC

FEELING LIKE A LEADER

19 Watch the BBC video.
For the worksheet, go to page 140.

Exercise 4

1 It's the most difficult or important task and it means you should do it first.
2 It can help you focus, increase output and save time. He suggests a list of goals and a to-do list.
3 By imitating their behaviour you adopt good habits and become successful too.
4 The more skilled you become, the faster you work.

UNIT 5 VIDEOS

BBC Off to work 19

GRAMMAR ANIMATION
Lesson 5.2 20 Lesson 5.5 22

FOCUS VLOG About job interviews
Lesson 5.2 21

ROLE-PLAY
Lesson 5.6 23 24

5.1 VOCABULARY

Work • expressions to do with work • phrasal verbs • adjectives from nouns

I can talk about work and employment.

SHOW WHAT YOU KNOW

1 Complete the sentences with the correct form of *work* (noun or verb) or *job* (noun).

1 Brenda has a *part-time/manual/well-paid* __job__ .
2 Tom __works__ *from home/long hours/with his hands.*
3 Amy has done a lot of *hard/voluntary/office* __work__ over the years.
4 Luca __works__ *outdoors/in advertising/abroad.*
5 Hal *applied for/got fired from/resigned from* a __job__ in sales.

2 SPEAKING Think about three people with different jobs that you know. Tell your partner about them using the structures in Exercise 1 and your own ideas.

3 SPEAKING Brainstorm ideas for how you can become a more effective worker or student. Then read a summary of some tips from a book called *Eat that Frog!* by Brian Tracy and check your answers.

4 Read the summary again and answer the questions.

1 What is a 'frog' in the summary? What does 'eat that frog' mean?
2 How can making lists help you at work? What two lists does the author suggest?
3 Why should you imitate what other successful people do?
4 Why is developing your skills important?

EAT THAT FROG!

You're almost at the end of school and close to going on to further education or **entering the job market**. In his book, ***Eat that Frog!***, time management expert Brian Tracy outlines some simple tips to help you **reach your full potential** and stop you burning out.

REFERENCES

Culture notes **p. 192**
Videoscript **p. 216**
Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

• Photocopiable resource 25 *What the frogs said* (15 min.) pp. 229, 264
• Extra digital activities: Vocabulary Checkpoint
• Students discuss one of their goals. Then encourage them to individually write down a to-do list which will help them to achieve it. Students exchange their to-do lists with their partner to comment on and compare.

WORKBOOK

pp. 68–69, including *Show What You've Learnt*

5 SPEAKING **Discuss the questions.**

1 How good are you at time management and getting things done?
2 Which tips describe things you do or would consider doing?
3 Do you think it is always important to 'eat that frog'? Why/Why not?

1 EAT THAT FROG

Imagine the scenario – you've taken up a new job or started a new course, but you're overworked. You've got so many things to do. Your frog is your biggest, most difficult and important task, the one you're most likely to put off until later. Make sure it's the first job you do, and keep at it until it's done.

2 WRITE DOWN YOUR GOALS

Set out your objectives. Make a list of ten goals you'd like to achieve in the next twelve months. If you could only achieve one goal, which one would have the most positive effect on your life? Focus on that objective first and get down to work straight away.

3 WRITE A TO-DO LIST

Get organised. Before you get on with your work, if you take ten minutes to map out exactly how you will spend your time, you can increase your output by 25 percent. Planning can save you time especially when you're working to a deadline.

4 DEVELOP THE RIGHT HABITS

Improve your career prospects by observing what successful people do. Imitate their behaviour: be punctual, think for yourself, speak your mind. Do these things day in, day out until they become second nature. Then you'll be on your way to becoming a successful person, too.

5 GET BETTER AT WHAT YOU DO

Commit to taking on new challenges, picking up new skills and reading about your future profession. The more knowledgeable and skilled you become, the faster you will carry out the tasks at hand. Identify what you're good at and then put your heart into doing those specific things very, very well.

6 MOTIVATE YOURSELF

Always be enthusiastic and purposeful. Try to be conscientious and get the job done – imagine you have to go away for a month and then work towards finishing the job before you leave.

7 REMEMBER – EAT THAT FROG!

Do the hard things first. Focus on the important tasks. Be single-minded. Just do it!

Go to WORD STORE 5 page 11

WORD STORE 5A Expressions to do with work

6 2.33 **Complete WORD STORE 5A with the verbs in red in the text. Then listen, check and repeat.**

7 **Replace the underlined phrases with the phrases in WORD STORE 5A. Then answer the questions about the text.**

1 How can this book help you to become as good as you can be? reach your full potential
2 Of all the objectives you'd like to fulfil, which one should you pursue first? the goals you'd like to achieve
3 How can you make yourself 25 percent more productive? increase your output by 25 percent
4 What can help when you have a time limit to do something? are working to a deadline
5 How can you make your employment possibilities better? improve your career prospects
6 What do you need to do over and over until it becomes second nature? do day in, day out
7 What specific things should you put a lot of effort into? put your heart into

WORD STORE 5B Phrasal verbs

8 2.34 **Complete WORD STORE 5B with the underlined phrasal verbs in the text. Then listen, check and repeat.**

9 SPEAKING **Complete the sentences with the correct phrasal verb and the pronoun *it*. Discuss which sentence, a or b, is true for you and whether you should change your habits.**

1 When I have English homework, …
a I put it off till the last minute. (burn out/put off)
b I get down to it as soon as I can. (get down to/keep at)
2 When I have an English essay to do, …
a I brainstorm ideas and map it out carefully before writing. (carry out/map out)
b I start writing immediately and keep at it until it's finished. (keep at/set out)
3 When I have an English exam coming up, …
a I make a revision plan and carry it out carefully. (carry out/put off)
b I work towards it by doing old exam papers. (burn out/work towards)

WORD STORE 5C Adjectives from nouns

10 2.35 **Complete WORD STORE 5C with the highlighted adjectives in the text. Then listen, check and repeat.**

11 SPEAKING **Complete the statements with an appropriate noun or adjective in WORD STORE 5C. Then discuss whether you agree and give reasons for your answers.**

1 Overwork is unhealthy. It causes stress.
2 It is a sign of respect to be punctual and not to waste other people's time.
3 Single-minded people have the gift of extreme focus. They become successful more often.
4 Knowledge is power. A good education is important.
5 At work, people with a sense of purpose are motivated and optimistic about the future.

Exercise 7

1 The book gives you some simple tips.
2 The one that would have the most positive effect on your life.
3 By mapping out exactly how you will spend your time.
4 Planning can help.
5 By observing what successful people do.
6 Be punctual, think for yourself, speak your mind.
7 The things you are good at.

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Asssessment Package, Unit 5.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 70.

VIDEO 20 21

5.2 GRAMMAR

Reported speech

I can use reported speech, making appropriate grammatical changes.

1 2.36 SPEAKING **Listen to some people being interviewed for the jobs shown in photos A–C. Would you employ them? Why?/Why not?**

2 2.36 **Read the reports of the interviews in Exercise 1. Rewrite the underlined parts in Direct Speech. Then listen again and check.**

1 We asked the candidate to tell us about his weaknesses. He told us that he wasn't a morning person. In fact, he said he had struggled to get up that morning. He said he would like to start work after lunch.
A: Tell us about your weaknesses.
B: I 'm not a morning person. In fact, I struggled to get up this morning. I'd like to start work after lunch.

2 In the interview we said it was a pity that they hadn't had any experience of restaurant work. They told us not to worry and that they were very good at eating. That was why they thought they should get the job.
A: It's a pity that you haven't had any experience of restaurant work.
B: Don't worry. We're very good at eating.
C: That 's why we think we should get the job.

3 In the current interview we've just asked the candidate whether she likes the job she has now. She says she doesn't because she has to answer the phone a lot, and she hates that.
A: Do you like the job you have now?
B: No, I don't because I have to answer the phone a lot and I hate that.

3 Read the GRAMMAR FOCUS. Then look at the way the Direct Speech is reported in Exercise 2 and find examples for each rule.

GRAMMAR FOCUS 20

Reported Speech

When you report someone's words, remember these rules:

- You usually move the verbs 'one tense back' when your reporting verb is in a past tense (*She said …*).
- You **don't** change the verb form if your reporting verb is in a present tense (*She says …* or *He has told me …*).
- You **don't** change verbs in the Past Perfect or modal verbs such as *would, should, could, might, must.*
- You change pronouns, possessive adjectives and words for time and place if necessary.
- You change the word order in questions and don't use *do, does* or *did*.
- You use the *to* + infinitive to report orders, suggestions, requests and promises.

4 Harry is preparing for a job interview. Report his parents' comments. Do not change the tense if it isn't necessary.

1 'You didn't prepare well enough for your last interview.' They said *(that) he hadn't prepared well enough for his previous interview.*
2 'You'll never get a job if you don't have your hair cut.' They said _____
3 'You forgot to clean your shoes last time and they always look at shoes.' They said _____
4 'You should buy a new suit.' They said _____
5 'You mustn't drink too much coffee beforehand because you'll be nervous.' They said _____
6 'Don't worry if you don't get it. Something better might come up.' They've told him _____

5 SPEAKING Report these interviewers' comments. Do not change the tense if not necessary. Which comments would you be happy with/worried about? Why?

1 'Did you write this CV?' They asked me *whether/if I had written that CV.*
2 'Don't call us, we'll call you.' They told me not to call them. They would call me.
3 'I'll be contacting your references tomorrow.' He says he'll be contacting my references tomorrow.
4 'Will you be available to start here next month?' They've asked me whether/if I'll be available to start there next month.
5 'You're exactly the person we're looking for.' She says I'm exactly the person they're looking for.
6 'Could we give you some advice?' They asked me whether/if they could give me some advice.

6 Complete the reported statements to make them true for you. Compare with a partner.

1 The last time my friends gave me good advice, they told me _____
2 My brother/sister/friend annoys me when he/she tells me _____
3 I think I'm pretty good/bad at English. My teacher says _____
4 I heard something interesting recently. Somebody told me _____
5 I don't know what I want to do when I leave school. My parents say _____
6 The last person who spoke to me was _____ . He/She said _____

FOCUS VLOG 21 About job interviews

21 **Watch the Focus Vlog. For the worksheet, go to page 141.**

Grammar page 160

Exercise 3

1 wasn't a morning person, had struggled, it was a pity, hadn't had any experience, were very good at eating, that was why
2 she likes the job, says she doesn't because she has to answer the phone a lot, and she hates that
3 would like, should
4 his weaknesses, that morning, they hadn't had
5 whether she likes the job she has now
6 to tell us, not to worry

Exercise 4

2 (that) he would never get a job if he didn't have his hair cut.
3 (that) he had forgotten to clean his shoes the previous time and that they always looked at shoes.
4 (that) he should buy a new suit.
5 (that) he mustn't drink too much coffee beforehand because he would be nervous.
6 not to worry if he doesn't get it and that something better might come up.

REFERENCES

Audioscript **p. 204**
Videoscript **p. 216**
Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 26 *Who said it?* (12 min.) pp. 229, 266–267
- Extra digital activities: Grammar Checkpoint
- With a partner, students prepare an alternative verdict to the one in ex. 4 using as many reporting verbs as possible. They present their versions to the class.

WORKBOOK

p. 70, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 5.2, Grammar.

5.3 LISTENING

Matching

I can identify details that support a point of view in an interview about jobs.

1 SPEAKING **Discuss which category A–C each job in the box belongs to. Think of three more jobs for each category.**

actor A artist A body-part maker C dentist A
factory worker B fire fighter A lawyer A office worker B
politician A robot mechanic C shop assistant B
teacher A solar panel engineer A space tourist guide C
wind turbine technician A writer A

A jobs that will always be needed
B jobs that are at risk
C jobs of the future

2 2.37 **Listen to an interview with a data analyst. Compare his findings with your ideas in Exercise 1.**

3 2.37 **Complete the sentences with the words in the box. Then listen again and check.**

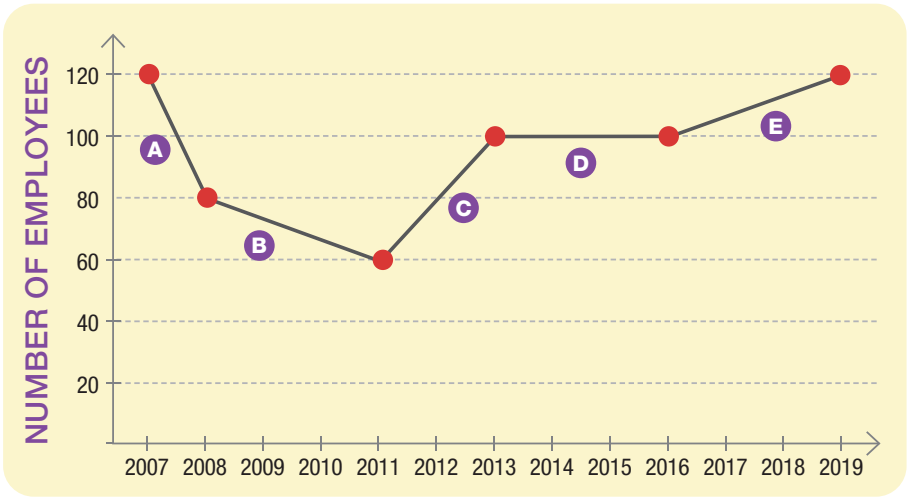
constant decline marked rise sharp

1 There's been **a steady** rise **in** people working from home.
2 There's been **a** sharp **drop in** the number of people commuting to work.
3 The need for jobs in the medical and teaching professions will **remain** constant .
4 There will be **a** marked **increase in** jobs connected with alternative energy.
5 There will be **a gradual** decline **in** jobs in retail, offices and factories.

WORD STORE 5D Phrases describing change

4 2.38 **Complete WORD STORE 5D with the words in the box to describe change. Then listen, check and repeat.**

5 **Look at the graph and describe what was happening in periods A–E. Use the phrases from WORD STORE 5D.**



Between 2007 and 2008 there was a sharp decline in the number of employees.

6 SPEAKING **Use the phrases in WORD STORE 5D to describe trends in your country. Think about the ideas in the box.**

cycling to work/school shopping online
studying English cost of going out
getting married in your twenties living alone
using plastic bags

EXAM FOCUS Matching

7 2.39 **Listen to four people talking about their jobs. Match statements A–E with speakers 1–4. There is one extra statement.**

Speaker 1: B Speaker 3: A
Speaker 2: E Speaker 4: D

The speaker
A is concerned about some elderly people he/she meets at work.
B says that technology has replaced parts of the jobs in his/her industry.
C thinks that it's better to do an apprenticeship than go to university.
D has a hobby that has taught him/her skills that are relevant for his/her job.
E thinks technology allows for more efficiency in his/her job.

8 2.39 **Listen again and answer the questions.**

1 What makes law such a stable profession?
2 Why are law firms now offering apprenticeships?
3 How have dental patients benefited from medical advances?
4 Why is it useful to have good interpersonal skills as a shop assistant?
5 What qualifications and skills do you need to be a wind turbine technician?

9 SPEAKING **Discuss the questions about the future of work.**

1 What other jobs or careers do you think are stable? Which ones are at risk?
2 What are the advantages of working from home compared to commuting to work?
3 What kind of qualifications and skills do you think you'll need for the future?

PRONUNCIATION FOCUS

10 2.40 **Listen and repeat the words said as nouns and as verbs. Mark the stress. Which pairs have different stress patterns?**

~~contract~~ export import increase
market recruit review target

a contract/to contract an export/to export,
an import/to import, an increase/to increase,
a market/to market, a recruit/to recruit, a review/to review,
a target/to target

11 **Take turns to practise the words in Exercise 10. Decide whether your partner is saying a noun or a verb.**

Exercise 8

1 Laws don't change fast.
2 So that trainees can start work and earn a salary while training.
3 There's less pain.
4 To handle difficult customers.
5 A two-year course in applied science; to be good with your hands and to have some experience of mechanics.

REFERENCES

Audioscript **pp. 204–205**

EXTRA ACTIVITIES

After ex. 7, students read the audioscript and prepare a similar matching exercise in pairs. Then they exchange it with another pair. Play the recording again for students to complete the exercise.

WORKBOOK

p. 71

5.4 READING

Multiple choice

I can find specific information in a long text.

1 SPEAKING **Discuss the questions.**

1 As a child, how did you use to answer this question: *What do you want to be when you grow up?*
2 How would you answer this question now?
3 Is it better to have one or many passions? Why?

2 Look at the title of the blog post. What do you think it is about? Read and check your ideas.

EXAM FOCUS Multiple choice

3 Read the post again. For questions 1–5, choose the correct answer, A, B, C or D.

1 The writer thinks that as we get older we
A tend to lose our imagination.
B find it impossible to make decisions.
C could benefit from career counselling.
D feel pressured to choose a specialisation.

2 In the third paragraph the writer suggests that
A everybody should find a passion and stick to it.
B people refuse to choose a career on purpose.
C people are worried if they don't have one true calling.
D you will never succeed in life unless you find your niche.

3 In the modern workplace, people
A that are curious stay in the same profession.
B can't decide what they want to do.
C are taking responsibility for how they work.
D have fewer opportunities than their parents.

4 In the sixth paragraph the writer's purpose is to show that
A the workplace needs to be modernised.
B the traditional working day is being transformed.
C part-time workers can do several jobs equally well.
D freelancers can choose to be employed or independent.

5 The blog post is about
A the importance of finding your one true calling.
B the negative consequences of being a quitter.
C the best age at which to choose your career.
D people who don't fit neatly into one category.

4 2.42 **Match the words and phrases in blue in the blog post with their definitions. Then listen, check and repeat.**

1 advice from career experts = *career guidance*
2 a series of jobs in the same profession = career path
3 a person who gives advice = counsellor
4 work hours that are not fixed = flexitime
5 a person who is self-employed = freelancer
6 one work role carried out by two people = job-sharing
7 a person who doesn't work full-time = part-timer
8 do well and be successful = thrive
9 people who work = workforce
10 the place where you work = workplace

5 Complete the comments with the words and phrases in Exercise 4 in the correct form.

Sandra, 16
Thanks for this post. I can see now that my problem is that I'm a jack of all trades and master of none! At school I had [1]career guidance , but it didn't help me at all. I still don't know what to do at college.

Robert, 18
I agree. The [2]counsellors don't really help. It would be more helpful to have counselling once we have some experience and can visualise our future [3]career path more clearly.

Marta, 16
I was really interested in what you're saying about the modern [4]workplace being more flexible. I think [5]job-sharing is a great idea – you just have to make sure that communication is really good between both people doing the job.

Paula, 17
Maybe, but I think it's better to work for a big organisation if you want to [6]thrive in your career. I don't think you can ever feel like an important part of the workforce if you're a self-employed [7]freelancer .

James, 17
I don't think I could do the same job day in, day out, even if they had [8]flexitime in place of rigid nine to five hours. But I can see myself working as a [9]part-timer in several different jobs.

6 SPEAKING **Discuss whether you have similar or different opinions to the people in Exercise 5.**

WORD STORE 5E Verb–noun collocations

7 2.43 **Complete WORD STORE 5E with the underlined phrases in the blog post. Then listen, check and repeat.**

8 SPEAKING **Complete the sentences with collocations in WORD STORE 5E. Discuss which sentences are true for you.**

1 I wouldn't say I lack purpose . I'm just keeping my options open.
2 My sister/brother and I are wired differently – it's incredible to think we're related.
3 My dad always wanted to be a teacher – he says it's his one true calling .
4 I'd like to focus on my strengths , but I'm not sure what they are.
5 I'm not worried about finding my niche or having a vocation . I just want to be famous and make lots of money!
6 I don't think I'd like to be somebody else's boss, but I would like to be in charge of my own career.

REFERENCES
Culture notes **pp. 192–193**

EXTRA ACTIVITIES
In pairs, students prepare two or three comments similar to those in ex. 5, leaving gaps to be filled with the collocations from Word Store 5E. Then they swap their comments with another pair. Monitor and offer feedback where necessary.

WORKBOOK
pp. 72–73

NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 74.

72

What if you don't have ONE dream job?

2.41

Do you remember being asked what you wanted to be when you grew up? No doubt the more imaginative your answer, the more approval you would get. But once we reach adolescence, there's far less tolerance for answers like, 'I'm going to be a marine biologist, circus clown and journalist!' Now the question translates as *You are allowed one identity in this life, so which is it?*

At school there's pressure to focus on your strengths, and choose a subject to major in at university, which leads to one specific degree, intended for one type of job. The message that you need to specialise is reinforced in many contexts. **Career guidance** books and **counsellors** give you tests to help you find your niche and identify your dream job.

But what happens if you're wired differently? Let's say you're curious about several subjects, and there are many things you'd like to study. If you're unable or unwilling to settle on a single **career path**, you might worry that you don't have one true calling like everybody else and that, therefore, your life lacks purpose. As the saying goes, you're a 'jack of all trades, master of none'.

In reality, few people are just 'one thing'. A rare few have a vocation and stick to it, but for most young people who will make up the **workforce** of the future, 'one thing' is not relevant any more. For our parents' and grandparents' generation, it was normal to work in the same profession and often the same company for thirty or more years. Those days are long gone.

The ambitious young people of today are more interested in moving around and doing different things. In the modern **workplace**, people are working flexibly and the individual is in control of their professional life and in a position to make decisions about how, when and where they work. Rather than finding something and doing it forever, the new challenge is to find a way of working that works for you.

Reflecting the needs of the modern workforce, the workplace is also changing at a rapid rate. Flexible working is becoming the new norm. The standard working day of nine to five has been replaced by **flexitime**. The majority of people no longer believe that attendance in an office is required or necessary on a day-to-day basis. **Job-sharing** is becoming more popular with people who prefer diversity in their working day – work traditionally performed by one person can be split between two **part-timers**. There are also a growing number of **freelancers** choosing self-employment as a way to be in charge of their own professional lives.

This new flexible workplace is one where multipotentialites feel at ease. Multipotentialite is a term invented by Emilie Wapnick, whose TED talk *Why some of us don't have a true calling* has been watched by millions of viewers. She claims to be someone who has a range of interests. She sees herself not as a specialist, but as a generalist, and describes how she used to worry that she wasn't normal because she didn't have a vocation, and so could be dismissed as a quitter, a flake or a jack of all trades, master of none.

She explains how people like herself are suited to the modern workplace in three essential ways. Firstly, they are used to combining two or more fields and it is at the intersection between seemingly unrelated ideas that innovation often happens. Secondly, people who change roles frequently are less afraid of trying new things and stepping out of their comfort zones. They're fast learners. And finally, they are adaptable.

So, if you're a generalist, a polymath, a multipotentialite, or whatever you call yourself, you are the one who will **thrive** in the twenty-first century workplace. The world needs jacks of all trades. And it also needs an updated version of the phrase. How about 'jack of all trades, master of all'?

VIDEO 22

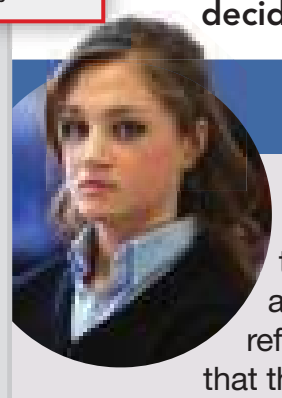
GRAMMAR

5.5

Reporting verbs

I can use a range of reporting verbs.

1 SPEAKING **Discuss the meaning of the question in the headline. Then read Part 1 of the report and decide what you think the answer is.**



SPOILT BRAT OR NEGLECTED CHILD?

Part 1 US teenager Rachel Canning took her parents to court and tried to sue them for financial support. She accused them of abandoning her when she had turned eighteen and refusing to fund her college education. She **claimed** that they had thrown her out of her home and **explained** that she had been living at a friend's house.

Mr Canning refused to accept his daughter's version of events. He denied kicking Rachel out and **assured** the court that she had left voluntarily after an argument about household rules. He **suggested** that Rachel's friends had encouraged her to take the matter to court. He **insisted** that he and his wife loved and missed their child and **added** that the situation was having a terrible effect on them. He begged his daughter to come home soon.

2 **Look at the six reporting verbs in blue in Exercise 1. Five can be replaced with *said* and one with *told*. Which one and why?**

3 **Read the GRAMMAR FOCUS. Then find five more reporting verbs in the text in Exercise 1. Which verb patterns do they illustrate?**

4 USE OF ENGLISH **Read Part 2 of the report and choose the correct answer, A, B, C or D. Do you agree with the judge's decision?**

Part 2 The judge rejected the teenager's demands, but [1]_____ everyone in the court that in future, children may consider suing their parents for a smartphone. The judge [2]_____ Rachel and her family to have family counselling. The teenager has [3]_____ to return home and the Cannings have [4]_____ the media to give the family some privacy while they work things out. The parents have [5]_____ to relax the house rules and in return, Rachel has [6]_____ them that she won't leave home again.

1	(A) warned	B explained	C promised	D suggested
2	A denied	B insisted	(C) advised	D reminded
3	(A) agreed	B proposed	C reminded	D ordered
4	A refused	B warned	C insisted	(D) urged
5	A convinced	(B) offered	C suggested	D told
6	A agreed	B denied	C warned	(D) promised

5 **Some reporting verbs can have two or more patterns. Report each of these sentences in two different ways.**

1 'I did not kick my daughter out!' Rachel's father denied *kicking his daughter out/that he had kicked his daughter out*.
2 'We reckon you should take your parents to court.' Rachel's friends suggested _____.
3 'We have been terribly upset.' Rachel's parents admitted _____.
4 'You should have some family counselling.' The judge recommended _____.
5 'OK. We'll relax some of the house rules.' Rachel's parents promised _____.
6 'All right. I'll move back in.' Rachel agreed _____.

6 **Complete the sentences with the verbs in the box. Use an appropriate verb pattern and the pronoun *me* as the object if necessary.**

buy ~~have~~ lose not copy owe redecorate

Recently …
1 my friends have persuaded *me to have* a haircut.
2 my brother has blamed *me for losing* his camera.
3 a teacher has warned *me not to copy* homework from the Internet.
4 a friend has reminded *me that I owe* him/her some money.
5 my parents have offered *to buy me* a laptop.
6 Dad has suggested *redecorating* my bedroom.

7 SPEAKING **Are any of the sentences in Exercise 6 true for you? Use the sentence beginnings to report other things that people have said to you recently.**

Grammar page 161

GRAMMAR FOCUS 22

Reporting verbs

Verbs without an object

- **verb + *that*:** *add, admit, agree, claim, deny, explain, insist, promise, propose, recommend, suggest*
  *She **promised that** she would come home.*
- **verb + *to* + infinitive:** *agree, claim, offer, promise, refuse*
  *He **offered to help**.*
- **verb + *-ing*:** *admit, deny, propose, recommend, suggest*
  *They **suggested talking** to the lawyer.*
- **verb + preposition + *-ing*:** *apologise for, insist on, object to*
  *I **insisted on paying** for everything.*

Verbs with an object

- **verb + object + *that*:** *assure, convince, inform, promise, remind, warn*
  *She **assured me that** she was OK.*
- **verb + object + *to* + infinitive:** *advise, beg, convince, encourage, invite, order, persuade, remind, urge, warn (not)*
  *He **urged them to leave**.*
- **verb + object + preposition + *-ing*:** *accuse sb of, blame sb for, congratulate sb on, thank sb for*
  *He **congratulated me on passing** the exam.*

Exercise 2

Claimed, explained, suggested, insisted, added can be replaced with *said* because they don't take an object.

Assured can be replaced with *told* because it takes an object.

Exercise 3

accuse (verb + object + preposition + *-ing* form)

refuse (verb + *to* infinitive)

deny (verb + *-ing* form)

encourage, beg (verb + object + *to* infinitive)

Exercise 5

2 taking her parents to court/that she should take her parents to court
3 being terribly upset/that they had been terribly upset
4 having some family counselling/that they should have some family counselling
5 to relax some of the house rules/that they would relax some of the house rules
6 to move back in/that she would move back in

REFERENCES

Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 27 Test yourselves (10 min.) pp. 229, 268
- Extra digital activities: Grammar Checkpoint
- In pairs, students prepare five or six sentences using reporting verbs, e.g. *She apologised for shouting at them.* They exchange the sentences with another pair to transform them back to direct speech, *e.g. 'I am sorry that I shouted at you', she said.*

WORKBOOK

p. 74, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 5.5, Grammar.

74

5.6 SPEAKING

Problem solving

I can discuss problems and solutions, and express annoyance.

1 SPEAKING Describe what happened last time you experienced one of these problems.

1 Something was lost or stolen (bag, keys, bike, etc.)
2 Something was broken (computer, car, phone, etc.)
3 Something was forgotten (test, alarm, appointment, etc.)

2 2.44 Listen to two friends, Hannah and Daniel, discussing a problem and answer the questions.

1 What was the problem and how did Hannah and Daniel try to solve it?
2 What would be a better solution in your opinion?
3 What do you think might happen next?

3 2.44 Choose the correct option to complete the SPEAKING FOCUS. Then listen again and check.

SPEAKING FOCUS

Talking about a problem

What's wrong/the matter?
What's [1] *up* / *on* (with it)?
I seem/appear to have lost/forgotten/broken …
I haven't (got) a clue./I've no [2] *thought* / *idea*./I wish I knew.
Every time I try to …, it …
Perhaps there's something wrong/a problem with the …

Talking about a solution

Have you tried …+ *-ing*?
It's worth a try/a go, I suppose.
I [3] *doubt* / *know* it'll/that'll work/help, but let's see.
Problem solved!
No, that doesn't/didn't make any [4] *solution* / *difference*.

Expressing annoyance

What are we [5] *about* / *supposed* to do now?
Why on earth did/didn't you …?
How should I [6] *know* / *think*?
You should have checked/asked first.
You should have thought about that earlier.

4 2.45 Complete the dialogues with one word in each gap. Sometimes more than one answer is possible. Then listen and check.

Dialogue 1

Abi and Beth are working in a supermarket during the school holidays.

Abi: What's [1] up ?
Beth: Well, unfortunately, I [2] seem to have broken the bar code scanner.
Abi: Oh no. What happened?
Beth: I put it on the table during the break and spilled my coffee on it – like an idiot!
Abi: Whoops. The manager isn't going to be happy.
Beth: Yeah, tell me about it. [3] Every time I try to switch it on, it beeps and switches off again.
Abi: Have you [4] tried drying it under the hand dryer in the toilets?
Beth: Actually no, but it's worth a go, I [5] suppose .

Dialogue 2

Leo is working on his uncle's farm during the summer.

Pete: Hello, Woodtop Farm.
Leo: Uncle Pete, it's me. I'm in the bottom field. The tractor has broken down.
Pete: What? What's the [6] matter with it?
Leo: Er … I [7] wish I knew.
Pete: OK. Listen, are the lights working?
Leo: Hang on a second … Yep.
Pete: OK, then it's not the battery. You did remember to put some fuel in it, right?
Leo: Er … oh.
Pete: Leo! I told you it was nearly empty.
Leo: I, er … I forgot. Sorry.
Pete: Well, you'll have to walk back up here and get some, won't you?
Leo: What? It's miles!
Pete: Well, you should have thought about that [8] earlier . Next time, perhaps you'll remember.
Leo: Can't you bring some fuel down in the … hello?

5 SPEAKING Follow the instructions below to prepare a dialogue. Use the SPEAKING FOCUS to help you.

As part of a project, you are giving a joint presentation about summer job opportunities in your local area. Together, you prepared a presentation on a laptop.

Student A: You were responsible for bringing a pen drive with all the notes and visuals. The presentation is in twenty minutes, and you have just realised that you left the pen drive at home.

Student B: You worked hard on the presentation and are very annoyed that your partner forgot to bring the pen drive.

There isn't enough time to go home. Together, you need to come up with a solution.

6 Practise your dialogue and act it out. Take turns to be Student A and Student B.

ROLE-PLAY 23 24 Solving problems

23 24 Watch the video and practise. Then role-play your dialogue.

Exercise 2

1 The door to the shop wouldn't open. The key broke off in the lock. Then Hannah tried to get into the shop through an open window at the back, but she got stuck.

REFERENCES

Audioscript **p. 205**
Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

- Photocopiable resource 28 *Problem solving* (7–9 min.) pp. 229, 169
- In pairs, students choose one of the situations from ex. 1. They role-play talking about a problem, expressing annoyance and discussing a solution. Monitor and offer feedback where necessary.

WORKBOOK

p. 75

5.7 USE OF ENGLISH

Phrasal verbs – advanced points

I can use phrasal verbs with two particles and other advanced phrasal verbs.

1 SPEAKING **List all the social media apps you use. Discuss which are the most popular. How popular is WhatsApp?**

2 Read the text about WhatsApp. One of the following statements is false. Which one?

1 Jan Koum, a co-founder of WhatsApp, is from Ukraine.
2 The app is called WhatsApp because it sounds like 'What's up?'
3 Koum was not successful at school or at university in the USA.
4 Koum met Brian Acton, the other co-founder of WhatsApp, at Yahoo.
5 Koum and Acton both got jobs at Facebook in 2007.
6 Koum and Acton sold WhatsApp to Facebook and are now billionaires.

3 Read and complete the LANGUAGE FOCUS with examples of the three-part phrasal verbs in blue and the underlined nouns and adjectives in the text.

LANGUAGE FOCUS

Phrasal verbs – advanced points

Three-part phrasal verbs

- Most three-part phrasal verbs are made up of really common verbs like *come, get, put,* etc. plus a variety of adverbial and prepositional particles.
  [1] *come up against* (meet or confront), [2] look down on (feel superior to), [3] make up for (compensate for)
- Three-part phrasal verbs are nearly always inseparable.
  He came up against bullying. NOT ~~*He came up bullying against.*~~

Word building with phrasal verbs

- **Nouns**
  Verb + particle: *clear sth out* → *a clear-out, let sb down* → *a* [4] letdown , *warm sth up > a warm-up.* You stress the 'verb' part not the particle.
  Particle + verb: *bring sb up* → *an* [5] upbringing , *pour down* → *a downpour, set out* → *outset.* You usually stress the 'particle' part not the verb.
- **Adjectives**
  Particle + verb *-ing* *put sb off* → *be off-putting*
  Verb (Past Participle) + particle *run sth down* → *be* [6] run-down

4 Match the remaining three-part phrasal verbs in blue in the text with the definitions. Use a dictionary if necessary.

1 be the result of = come down to
2 think of a new idea = come up with
3 leave e.g. a school = drop out of
4 do sth after = go on to
5 develop from sth = grow out of
6 be very busy with sth = be tied up with

The WhatsApp story

If you use instant messaging services, it's very likely that WhatsApp is one of them. But what do you know about it? Did you know that it was invented by Jan Koum, a Ukrainian-born entrepreneur? After he bought his first iPhone, he got annoyed that he was missing calls when he went to the gym and WhatsApp **grew out of** the simple idea that it's good to let people know if you're available. He **came up with** the name WhatsApp because it sounded like 'What's up?'

There was nothing in Koum's upbringing to suggest that the young Ukrainian would one day change the world of social media. He was brought up in a small village near Kiev. He rarely saw his father who **was** usually **tied up with** work at a government construction company until 10 o'clock at night. But then, when Koum was sixteen, he emigrated to California with his mother and grandmother, while his father stayed behind and never left Ukraine. It was a hard time for the family who lived in very run-down accommodation.

Koum studied computer science and maths, but at school he **came up against** bullying from other boys and often got into trouble. In Ukraine Koum had left behind his close group of friends; now he **looked down on** the casual friendships that people had at high school in America and he eventually **dropped out of** college.

Things changed when he got a job at Yahoo in the early 2000s. First he met Brian Acton, who would **go on to** co-found WhatsApp. When Koum and Acton left Yahoo in 2007, they applied for jobs at Facebook. Both were turned down.

Following rejection from Facebook, the two friends decided to go travelling in South America, and it was when they returned to the USA that they co-founded WhatsApp. The app didn't take off straight away, which was a real letdown for Koum and Acton. However, by 2014 it had more than 400 million users globally. In the end, the huge success of WhatsApp **came down to** the excellent user experience. Facebook paid more than $19 billion to acquire WhatsApp, which more than **made up for** their earlier rejection, turning both Koum and Acton into billionaires.

REFERENCES

Culture notes **p. 193**

EXTRA ACTIVITIES

- Photocopiable resource 29 *Let's focus on phrasal verbs* (10 min.) pp. 230, 270
- Students use the phrasal verbs from the lesson to write a short account of their experiences of using different apps. They exchange their texts with a partner to read and correct. Monitor and offer feedback where necessary.

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Jan Koum (right) and Brian Acton (left), co-founders of WhatsApp

5 **Match eight more common three-part phrasal verbs with their definitions.**

1 keep up with sb [d]
2 get on with sb [h]
3 get out of [b]
4 get round to [f]
5 look up to sb [a]
6 put up with sth/sb [g]
7 run out of sth [c]
8 stand up for sth [e]

a admire and respect
b avoid
c use all of sth and have nothing left
d stay at the same level as
e defend
f find time to
g tolerate
h be friends with

6 **Complete the three-part phrasal verbs in the sentences with the correct forms of *come*, *get*, *make* or *put*.**

1 To become rich, you only have to ___come___ up with one good idea.
2 I ___get___ on really well with my work colleagues, we are quite a team!
3 Being successful in a job ___comes___ down to hard work – that's all.
4 An interesting job that you love doing can ___make___ up for a low salary.
5 It's important to keep your social media profile updated, but most people don't ___get___ round to it.
6 Rich people always try to ___get___ out of paying their taxes.
7 Wage discrimination isn't a thing of the past; women ___come___ up against it all the time.
8 You can't choose your work colleagues. If you don't get on, you just have to ___put___ up with them.

7 SPEAKING **Discuss the statements in Exercise 6. Which ones do you agree with? Give reasons for your answers.**

8 **Complete the second sentence so that it has a similar meaning to the first. Use the noun or adjective form of the underlined phrasal verb.**

1 I was brought up in a similar way to my parents.
I had a similar upbringing to my parents.
2 Yesterday it poured down on my way home from school.
Yesterday there was a downpour on my way home from school.
3 I always warm up before I do any sport.
I like to do a warm-up before I do any sport.
4 I need to clear out all the junk in my bedroom.
I need to have a clear-out of all the junk in my bedroom.
5 Background music puts me off when I am trying to study.
I find background music off-putting when I am trying to study.
6 If I dropped out of college, my parents would never forgive me.
If I became a college dropout, my parents would never forgive me.

SHOW WHAT YOU'VE LEARNT UNITS 1–5

9 USE OF ENGLISH **Complete the message with one word in each gap.**

Dee
Published 1 hour ago

Dear All,

This is to announce that I've decided to give up social media (no, it's not a joke). I'm just completely fed up with it. Over the last five years I've spent a great [1] ___deal___ of time and energy on posting, reading, liking and commenting. But now push notifications are driving me mad! I just can't put [2] ___up___ with it any longer. I'm also fed up with all my [3] ___casual___ acquaintances. Over the years, I've [4] ___managed___ to collect 3,000 friends on social media, but [5] ___none___ of them visited me when I was ill – not one! Last, but not least, I'm so busy on social media that I can't [6] ___get___ down to any serious school work. It feels like if I don't stop now, I'll [7] ___drop___ out of school! So, this is my last post.

CU [8] ___soon/later___ – in the real world!

Dee

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10 SPEAKING **Imagine you decided to give up social media. Discuss the questions.**

1 What would be the advantages/disadvantages?
2 What would you miss most/least?
3 How long would you be able to manage without social media?

Use of English page 162

WORKBOOK
pp. 76–77

NEXT CLASS
Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 5.7, Use of English.

WRITING

5.8

An opinion essay

I can write an opinion essay exploring different aspects of viewpoints.

1 SPEAKING **Look at the results of an international student survey about reasons for going to university. Then answer the questions and discuss with a partner.**

1 Which three reasons are most important to you?
2 What other reasons to go to university can you think of?
3 Should students choose a degree based on what they are interested in or what is most likely to lead to getting a job? Explain your answer.

Why do you want to go to university?

I want to go to university because:

I want to continue my education and development	58.4%
I am really keen on the subject I want to study	57.9%
this is necessary for my future career	53.7%
I need stimulation and intellectual challenge	52.7%
I want to learn some necessary life skills	50.1%
this will help me find a job (or a better job)	36.1%
I want to experience student life and just have fun	22.8%
my family expects me to continue my education	16.3%

2 **Read the task and the essay below. Do you agree with the author's opinion?**

Some university degrees are more likely to lead to employment after graduation than others. In your opinion, should young people choose a university subject based on what will help them get a good job rather than what interests them?
Write an opinion essay on this topic analysing the importance of motivation to study and career success.

3 **Read the WRITING FOCUS. In the model essay, find:**

1 a sentence which states the writer's main opinion.
2 a sentence that says which two aspects will be discussed.
3 a sentence which acknowledges an opposing opinion and states why the writer disagrees with it.
4 a sentence which expands the discussion by giving examples.
5 a sentence which restates the writer's main opinion.
6 a final comment.

Many school-leavers choose a degree based on what is likely to lead to a good job rather than what truly interests them. Personally, I worry this could lead to a negative experience 1 at university and that it may be better to opt for a subject you find stimulating. **To explain** 2 **the reasons for** my view, I will **examine the issue in terms of** motivation and career success.

When it comes to motivation, there is no doubt that four years is a long time to dedicate to a single subject. The high level of commitment required means that enthusiasm for your chosen subject is important. The outcome of struggling through a course you don't enjoy could be low final grades and a negative student experience.

It is also important to consider this issue with regard to career success. It is often the case that those who rise to the very top of their field get there because they are passionate about what they do. Of course, passion does not guarantee career success, but it is undeniably an important factor.

It is true that some subjects appear to offer 3 limited career prospects, however, **I am of the opinion that** studying for any degree teaches valuable transferable skills. These include the ability to interpret 4 information or communicate complex ideas, for example, and are undoubtedly appreciated by employers.

All in all, I think it is better to choose a university 5 subject that interests you. I would prefer to learn useful 6 skills and work towards high grades in a subject I have enjoyed studying rather than risking low grades in a subject that I do not find motivating.

Exercise 3

1 Personally, I worry this could lead to a negative experience at university and that it may be better to opt for a subject you find stimulating.
2 To explain the reasons for my view, I will examine the issue in terms of motivation and career success.
3 It is true that some subjects appear to offer limited career prospects, however I am of the opinion that studying for any degree teaches valuable transferable skills.
4 These include the ability to interpret information or communicate complex ideas, for example, and are undoubtedly appreciated by employers.
5 All in all, I think it is better to choose a university subject that interests you.
6 I would prefer to learn useful skills and work towards high grades in a subject I've enjoyed studying rather than risking low grades in a subject that I don't find motivating.

EXTRA ACTIVITIES

• Photocopiable resource 30
An opinion essay (15 min.) pp. 230, 271
• After ex. 10, students read each other's essays in pairs and offer feedback. Is the information organised into paragraphs? Are the ideas expressed clearly? Has their partner used phrases from the WRITING FOCUS? What have they done well? What could be improved?

WORKBOOK

pp. 78–79, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to study the Word list on pp. 80–81.

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4 Complete the WRITING FOCUS with the words and phrases in purple in the essay.

WRITING FOCUS

An opinion essay

Introduction

- Introduce the topic and state your main opinion.
- Say which two (or more) points of view or aspects will be discussed.

  To explain the [1] *reasons for my view, I will examine the issue in* [2] terms *of …*

  It is my intention to explore this issue from the viewpoint of …

  This essay will look at this question from the perspective of …

Paragraphs 2 and 3

- Discuss different aspects of the issue and support the main opinion you stated in the introduction.

  When it [3] comes *to …*

  It is also important to consider this issue with [4] regard *to …*

  Another important angle on/aspect of this issue is …
- Expand the discussion by giving examples.

Paragraph 4

- Acknowledge an opposing opinion and say why you disagree with it.

  It is [5] true *that …, however, I am of the* [6] opinion *that …*

  While some people say …, I …

  Some people do not agree and feel that …

Conclusion

- Use a linking phrase to introduce a conclusion.

  In conclusion,/To sum up,/All things considered,/ [7] All in all,
- Restate your main opinion.
- Include a final comment.

5 Choose the correct option.

1 It is my *reason* / *intention* to explore this issue from the viewpoint of both employers and job-seekers.
2 This essay will look at this question from the *perspective* / *opinion* of an international student.
3 Another important *aspect* / *angle* on this issue is parental expectations.
4 *While* / *True* a few lucky people earn a living doing very little, most of us have to work hard to do well.
5 Some people do not *question* / *agree* and say it's better to study something you think will be easy.
6 All things *concluded* / *considered*, it is more important to find a good job.

6 Complete the questions with the unerlined words in the essay. Then answer them and compare your ideas with a partner.

1 Which school subjects do you find most stimulating ?
2 Which school subjects require the highest level of commitment ?
3 Which valuable transferable skills could you learn from studying overseas?
4 Which university subjects offer limited career prospects ?
5 Apart from going to university, what other options do school-leavers have?

7 Read the LANGUAGE FOCUS. Which structures are used in the essay?

LANGUAGE FOCUS

Expressing certainty and describing consequences

Use the following structures to express certainty and describe consequences in a formal way.

- **Expressing certainty**

  Undeniably/Undoubtedly, …

  It's undeniable that/There is no doubt that …

  Without (a) doubt, …
- **Describing consequences**

  The result/consequence/outcome of (such a decision/choice) could be that …

  As a result/consequence, …

  This could lead to/result in …

8 Rewrite the statements. Use the words in brackets and the LANGUAGE FOCUS. Which of the statements do you agree with?

1 The average secondary student in my country is short of money. (undoubtedly) Undoubtedly, the average secondary student …
2 Employers in my country value work experience as highly as qualifications. (without) Without (a) doubt, employers in my country …
3 Young people can learn some very useful skills by working part time. (doubt) There is no doubt that/ Without (a) doubt, young people can learn …
4 Succeeding at school is more important than earning a bit of extra cash. (undeniable) It is undeniable that succeeding at school …
5 Having a part-time job teaches you to be more responsible. (undeniably) Undeniably, having a part-time job …

9 Complete statements 1–4 with a word from the LANGUAGE FOCUS. Use each word only once.

1 Not gaining experience through a part-time job could result in a very bare CV.
2 The consequence/outcome of working part-time while you are at school is less time for homework.
3 Focusing on schoolwork only could lead to better final grades.
4 As a result of having a part time job, students gain valuable work experience.

SHOW WHAT YOU'VE LEARNT

10 Do the writing task. Use the ideas in the WRITING FOCUS, the LANGUAGE FOCUS and Exercises 8 and 9 to help you.

More and more young people do weekend or part-time jobs while at secondary school. Is this a good idea or should young people focus exclusively on their school work? Write an essay in which you analyse the consequences of having a part-time job on a person's education and their career prospects.

- Say in the introduction which two aspects will be discussed and state your opinion.
- Support your opinion with examples and acknowledge an opposing opinion.
- Add a conclusion.

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UNIT 5 Off to work

5.1 Vocabulary 4.33

achieve a goal /əˌtʃiːv ə ˈgəʊl/
burn out /ˌbɜːn ˈaʊt/
carry out /ˌkæri ˈaʊt/
commit to /kəˈmɪt tə/
conscientious /ˌkɒnʃiˈenʃəs/
conscientiousness /ˌkɒntʃiˈentʃəsnəs/
develop a habit /dɪˌveləp ə ˈhæbɪt/
do sth day in, day out /ˌduː ˌsʌmθɪŋ ˈdeɪ ɪn ˌdeɪ aʊt/
employment possibilities /ɪmˌplɔɪmənt ˌpɒsəˈbɪlɪtiz/
enter the job market /ˌentə ðə ˈdʒɒb ˌmɑːkət/
enthusiasm /ɪnˈθjuːziæzəm/
enthusiastic /ɪnˌθjuːziˈæstɪk/
fulfil an objective /fʊlˈfɪl ən əbˈdʒektɪv/
get down to /get daʊn tə/
goal /gəʊl/
improve your career prospects /ɪmˌpruːv jə kəˈrɪə ˌprɒspekts/
increase your output /ɪnˌkriːs jər ˈaʊtpʊt/
keep at /kiːp ət/
knowledge /ˈnɒlɪdʒ/
knowledgeable /ˈnɒlɪdʒəbəl/
map sth out /mæp ˌsʌmθɪŋ aʊt/
objective /əbˈdʒektɪv/
outline /ˈaʊtlaɪn/
overwork /ˌəʊvəˈwɜːk/
overworked /ˌəʊvəˈwɜːkt/
pick up a new skill /ˌpɪk ˌʌp ə njuː ˈskɪl/
punctual /ˈpʌŋktʃuəl/
punctuality /ˌpʌŋktʃuˈæləti/
purpose /ˈpɜːpəs/
purposeful /ˈpɜːpəsfəl/
put a lot of effort into /ˌpʊt ə lɒt əv ˈefət ˌɪntə/
put sth off /ˌpʊt ˌsʌmθɪŋ ˈɒf/
put your heart into sth /ˌpʊt jə ˈhɑːt ˌɪntə ˌsʌmθɪŋ/
reach your full potential /ˌriːtʃ jə fʊl pəˈtenʃəl/
set sth out /ˌset ˌsʌmθɪŋ ˈaʊt/
single-minded /ˌsɪŋgəl ˈmaɪndɪd/
single-mindedness /ˌsɪŋgəl ˈmaɪndɪdnəs/
skilled /skɪld/
speak your mind /ˌspiːk jə ˈmaɪnd/
take sth up /ˌteɪk ˌsʌmθɪŋ ˈʌp/
think for yourself /ˌθɪŋk fə jɔːˈself/
time management /ˈtaɪm ˌmænɪdʒmənt/
to-do list /tə ˈduː ˌlɪst/
work to a deadline /ˌwɜːk tə ə ˈdedlaɪn/
work towards /ˌwɜːk təˈwɔːdz/

5.2 Grammar 4.34

answer the phone /ˈɑːnsə ðə ˌfəʊn/
interview /ˈɪntəvjuː/
references /ˈrefrənsɪz/
struggle to do sth /ˈstrʌgl tə ˌduː ˌsʌmθɪŋ/
weakness /ˈwiːknəs/

5.3 Listening 4.35

alternative energy /ɔːlˌtɜːnətɪv ˈenədʒi/
applied science /əˌplaɪd ˈsaɪəns/
be at risk /bi ətˈrɪsk/
be constant/unchanged /bi ˈkɒnstənt/ʌnˈtʃeɪndʒd/
benefit /ˈbenəfɪt/
commute to work /kəˌmjuːt tə ˈwɜːk/
concerned about /kənˈsɜːnd əˈbaʊt/
dental patient /ˌdentl ˈpeɪʃənt/
do an apprenticeship /ˌduː ən əˈprentəsʃɪp/
elderly /ˈeldəli/
fulfilling /fʊlˈfɪlɪŋ/
gradual drop/decline in /ˌgrædʒuəl ˈdrɒp/dɪˈklaɪn ɪn/
gradual rise/increase in /ˌgrædʒuəl ˈraɪz/ˈɪnkriːs ɪn/
graduate /ˈgrædʒuət/
growing number /ˌgrəʊɪŋ ˈnʌmbə/
handle sb /ˈhændl ˌsʌmbədi/
high-powered job /ˌhaɪ ˈpaʊəd dʒɒb/
lucrative /ˈluːkrətɪv/
marked rise/increase in /ˌmɑːkt ˈraɪz/ˈɪnkriːs ɪn/
medical advances /ˌmedɪkəl ədˈvɑːnsɪz/
rapid drop/decline in /ˌræpɪd ˈdrɒp/dɪˈklaɪn ɪn/
recruit /rɪˈkruːt/
relevant /ˈreləvənt/
remain constant/unchanged /rɪˌmeɪn ˈkɒnstənt/ʌnˈtʃeɪndʒd/
replace /rɪˈpleɪs/
retail /ˈriːteɪl/
secure /sɪˈkjʊə/
sharp drop/decline in /ˌʃɑːp ˈdrɒp/dɪˈklaɪn ɪn/
sharp rise/increase in /ˌʃɑːp ˈraɪz/ˈɪnkriːs ɪn/
stable /ˈsteɪbəl/
steady drop/decline in /ˌstedi ˈdrɒp/dɪˈklaɪn ɪn/
steady rise/increase in /ˌstedi ˈraɪz/ˈɪnkriːs ɪn/
take sth over /ˌteɪk ˌsʌmθɪŋ ˈəʊvə/
take sth apart /ˌteɪk ˌsʌmθɪŋ əˈpɑːt/
tedious /ˈtiːdiəs/
trainee /ˌtreɪˈniː/
wind turbine /ˈwɪnd ˌtɜːbaɪn/

5.4 Reading 4.36

adaptable /əˈdæptəbəl/
approval /əˈpruːvəl/
at a rapid rate /ət ə ˌræpɪd ˈreɪt/
attendance in the office /əˈtendəns ɪn ðiˌɒfɪs/
be in charge /bi ɪn ˈtʃɑːdʒ/
be suited to /bi ˈsuːtɪd tə/
be wired differently /bi ˈwaɪəd ˌdɪfrəntli/
career guidance /kəˈrɪə ˌgaɪdəns/
career path /kəˈrɪə ˌpɑːθ/
combine /kəmˈbaɪn/
counsellor /ˈkaʊnsələ/
curious about /ˈkjʊəriəs əˌbaʊt/
dismiss sb as /dɪsˈmɪs ˌsʌmbɒdi əz/
diversity /daɪˈvɜːsəti/
essential /ɪˈsenʃəl/
find your niche /ˌfaɪnd jə ˈniːʃ/
flake /fleɪk/
flexitime/flexible working /ˈfleksɪtaɪm/ ˈfleksəbəl ˌwɜːkɪŋ/
focus on your strengths /ˌfəʊkəs ɒn jə ˈstreŋθs/
freelancer /ˈfriːˌlɑːnsə/
have a vocation /ˌhæv ə vəʊˈkeɪʃən/
have one true calling /ˌhæv wʌn ˌtruː ˈkɔːlɪŋ/
identify /aɪˈdentɪfaɪ/
imaginative /ɪˈmædʒənətɪv/
intersection /ˌɪntəˈsekʃən/
jack of all trades, master of none /ˌdʒæk əv ɔːl ˈtreɪdz ˌmɑːstər əv ˈnʌn/
job-sharing /ˈdʒɒb ˌʃeərɪŋ/
keep your options open /ˌkiːp jɔːr ˌɒpʃənz ˈəʊpən/
lack purpose /ˌlæk ˈpɜːpəs/
multipotentialite /ˈmʌltɪpəˌtenʃɪˈælaɪt/
on a day-to-day basis /ɒn ə ˌdeɪ tə ˌdeɪ ˈbeɪsɪs/
part-timer /ˌpɑːt ˈtaɪmə/
polymath /ˈpɒlɪmæθ/
quitter /ˈkwɪtə/
range of interests /ˌreɪndʒ əv ˈɪntrəsts/
reflect the need /rɪˌflekt ðə ˈniːd/
reinforce /ˌriːənˈfɔːs/
rigid /ˈrɪdʒɪd/
seemingly /ˈsiːmɪŋli/
self-employment /self ɪmˈplɔɪmənt/
settle on /ˈsetl ɒn/
split the work /ˌsplɪt ðə ˈwɜːk/
step out of your comfort zone /ˌstep aʊt əv jə ˈkʌmfət ˌzəʊn/
stick to /stɪk tə/
thrive /θraɪv/
unrelated /ˌʌnrɪˈleɪtɪd/
unwilling /ʌnˈwɪlɪŋ/
work flexibly /ˌwɜːk ˈfleksəbli/
workforce /ˈwɜːkfɔːs/
workplace /ˈwɜːkpleɪs/

5.5 Grammar 4.37

abandon /əˈbændən/
add /æd/
admit /ədˈmɪt/

WORD LIST ACTIVITIES

• Divide the class into teams. Take turns to give each team a set of different words or phrases from the word list. They have to use them correctly in sentences. Each correct sentence gives each team a point, and the team with most points at the end wins.

• Draw students' attention to the last section of the wordlist and explain that they may complete it with their own suggestions of other useful words or phrases related to the unit.

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apologise /ə'pɒlədʒaɪz/
assure /ə'ʃʊə/
beg /beg/
blame /bleɪm/
brat /bræt/
claim /kleɪm/
congratulate /kən'grætʃəleɪt/
convince /kən'vɪns/
demand /dɪ'mɑːnd/
deny /dɪ'naɪ/
encourage /ɪn'kʌrɪdʒ/
explain /ɪk'spleɪn/
family counselling /ˌfæməli 'kaʊnsəlɪŋ/
financial support /ˌfə'nænʃəl sə'pɔːt/
fund /fʌnd/
household rules /ˌhaʊshəʊld 'ruːlz/
insist /ɪn'sɪst/
neglected /nɪ 'glektɪd/
object /əb'dʒekt/
order /'ɔːdə/
persuade /pə'sweɪd/
reckon /'rekən/
remind /rɪ'maɪnd/
relax the rules /rɪˌlæks ðə 'ruːlz/
spoilt /spɔɪlt/
sue sb /'sjuː ˌsʌmbɒdi/
suggest /sə'dʒest/
take sb to court /ˌteɪk ˌsʌmbɒdi tə 'kɔːt/
turn eighteen /ˌtɜːn eɪ'tiːn/
urge /ɜːdʒ/
voluntarily /'vɒləntərəli/
warn /wɔːn/
work things out /ˌwɜːk ˌθɪŋz 'aʊt/

5.6 Speaking 4.38

battery /'bætəri/
break off /ˌbreɪk 'ɒf/
fuel /'fjuːəl/
have no clue /ˌhæv nəʊ 'kluː/
it's worth a try /ɪts ˌwɜːθ ə 'traɪ/
lock /lɒk/
on purpose /ɒn 'pɜːpəs/
solution /sə'luːʃən/
solve a problem /ˌsɒlv ə 'prɒbləm/
spill /spɪl/
switch sth on/off /ˌswɪtʃ ˌsʌmθɪŋ 'ɒn/'ɒf/

5.7 Use of English 4.39

acquire /ə'kwaɪə/
be tied up with /bi ˌtaɪd 'ʌp wɪð/
bring sb up /ˌbrɪŋ ˌsʌmbɒdi 'ʌp/
casual /'kæʒuəl/
clear-out /'klɪəraʊt/
come down to /ˌkʌm 'daʊn tə/
come up against /ˌkʌm ʌp ə'genst/
come up with /ˌkʌm 'ʌp wɪð/
downpour /'daʊnpɔː/
drop out of /ˌdrɒp 'aʊt əv/
dropout /'drɒpaʊt/
entrepreneur /ˌɒntrəprə'nɜː/
get on with /ˌget 'ɒn wɪð/
get out of /ˌget 'aʊt əv/
get round to /ˌget 'raʊnd tə/
grow out of /ˌgrəʊ 'aʊt əv/
keep up with /ˌkiːp 'ʌp wɪð/
leave sb behind /ˌliːv ˌsʌmbɒdi bɪ'haɪnd/
letdown /'letdaʊn/
look down on /ˌlʊk 'daʊn ɒn/
look up to /ˌlʊk 'ʌp tə/
make up for /ˌmeɪk 'ʌp fə/
off-putting /'ɒfˌpʊtɪŋ/
outset /'aʊtset/
put up with /ˌpʊt 'ʌp wɪð/
rejection /rɪ'dʒekʃən/
run out of /ˌrʌn 'aʊt əv/
run-down /ˌrʌn 'daʊn/
stand up for /ˌstænd 'ʌp fə/
take off /ˌteɪk 'ɒf/
upbringing /'ʌpˌbrɪŋɪŋ/
warm-up /'wɔːm ʌp/

5.8 Writing 4.40

acknowledge /ək'nɒlɪdʒ/
appreciated /ə'priːʃɪeɪtɪd/
examine/explore an issue /ɪgˌzæmɪn/ ɪkˌsplɔːr ən 'ɪʃuː/
in terms of /ɪn 'tɜːmz əv/
intention /ɪn'tenʃən/
lead to /'liːd tə/
level of commitment /ˌlevəl əv kə'mɪtmənt/
limited /'lɪmɪtɪd/
outcome /'aʊtkʌm/
question /'kwestʃən/
school-leaver /ˌskuːl 'liːvə/
stimulating /'stɪmjəleɪtɪŋ/
survey /'sɜːveɪ/
transferable skills /trænsˌfɜːrəbəl 'skɪlz/
undeniably /ˌʌndɪ'naɪəbli/
viewpoint /'vjuːpɔɪnt/
with regard to /wɪð rɪ'gɑːd tə/

MY WORD LIST

EMPLOYMENT	DESCRIBING CHANGE	OTHER

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FOCUS REVIEW 5

VOCABULARY AND GRAMMAR

1 Complete the sentences with the correct form of the words in the box. There are two extra words.

carry find improve put reach speak thrive

1 I think Chris will need to move to a bigger company if he's going to ___reach___ his full potential.
2 Robots are being used increasingly to ___carry___ out simple, repetitive tasks.
3 If you can respond to an email quickly, then do it right away rather than ___put/putting___ it off until later.
4 He took a short project management course to try and ___improve___ his career prospects.
5 Sometimes you have to be diplomatic, but occasionally you need to ___speak___ your mind.

2 Complete the sentences with the correct form of the words in capitals.

1 We want to see that candidates are ___enthusiastic___ (**ENTHUSIASM**) about the wildlife.
2 She was clearly ___knowledgeable___ (**KNOWLEDGE**) about all aspects of video production.
3 A lot of work is done by ___freelancers___ (**FREELANCE**) who work on specific projects.
4 In an interview, you should try and focus on your ___strengths___ (**STRONG**).
5 In recent years, there's been a ___marked/remarkable___ (**MARK**) increase in jobs related to social media.

3 Complete the second sentence so that it has a similar meaning to the first. Use Reported Speech.

1 'You should take a few days off,' the manager said.
The manager said that I ___should take___ a few days off.
2 'I've been working here for ten years,' Olivia told them.
Olivia said ___(that) she had been working there___ for ten years.
3 'What's your home address?' the man asked.
The man asked him ___what his home address was/for his home address___ .
4 'When are you going to look for a permanent post?' my parents keep asking me.
My parents keep asking me ___when I am going to look for___ a permanent post.
5 'Send a copy of your CV to head office,' the store manager told me.
The store manager told me ___to send a copy of my CV/that I should send a copy of my CV___ to head office.

4 Complete the sentences with the correct form of the words in brackets. Use up to five words in each gap and make any changes necessary.

1 The other day my mum's boss (refuse/give/she) ___refused to give her___ a pay rise.
2 Our new interpreter (suggest/make/few/change) ___suggested making a few changes___ in the speech so that it would sound more natural.
3 The management (thank/team/work) ___thanked the team for working___ so hard.
4 My team leader (convince/I/sign up) ___convinced me to sign up___ for a training course.
5 Last month my dad (offer/show/I/class) ___offered to show my class___ around different departments in his company.

USE OF ENGLISH

5 Read the text. Choose the correct answer, A, B, C or D.

When I left school, I didn't have a(n) [1]___ what I wanted to do as a career. I was quite good at Science, so I decided to study Physics at university. I knew it was the wrong choice though right from the [2]___ . I enjoyed the social side of university and I [3]___ the other students on my course, but I really struggled with the coursework. I tried to be disciplined and work hard, but it didn't make any [4]___ .
Physics just wasn't my thing. Soon my tutor noticed that I wasn't [5]___ my classmates and called me in for a chat. She was really understanding. I explained that I was thinking about [6]___ university, but she suggested I look at other options first. She [7]___ the idea that I could sit in on lectures in different subjects to see if any of them might suit me better. I went to some Chemistry and Biology lectures, which didn't really spark my interest, but then I went along to an Engineering class and realised I'd found my [8]___ .
I switched courses and I've never looked back!

1	**A** clue	**B** idea	**C** thought	**D** knowledge
2	**A** clear-out	**B** downturn	**C** letdown	**D** outset
3	**A** got out of	**B** came up with	**C** got on with	**D** looked down on
4	**A** change	**B** difference	**C** solution	**D** progress
5	**A** coming up against	**B** putting up with	**C** keeping up with	**D** getting round to
6	**A** standing up for	**B** running out of	**C** growing out of	**D** dropping out of
7	**A** made up for	**B** came up with	**C** came up against	**D** looked up to
8	**A** hole	**B** niche	**C** corner	**D** focus

6 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use up to five words in each gap, but do not change the word in capitals.

1 `A scholarship in Brussels?! Fantastic! Well done, Amanda!' Robert said. **CONGRATULATED**
Robert ___congratulated Amanda/her on___ getting a scholarship in Brussels.
2 `I wouldn't apply for that job', Marion told me. **ADVISED**
Marion ___advised me not to___ apply for that job.
3 `Did you practise to become a fitness instructor?', she asked. **HAD**
She asked me ___if/whether I had practised to___ become a fitness instructor.
4 Choosing a career is undeniably one of the most challenging decisions you face in life. **DOUBT**
Choosing a career is ___without (a) doubt___ one of the most challenging decisions you face in life.

EXTRA ACTIVITIES

- Photocopiable resources 49–50 Multiple-choice cloze (20 min.) pp. 235, 292–293
- Photocopiable resources 57–58 Sentence transformation (20 min.) pp. 236, 300–301
- Use of English 5, WORD STORE booklet, p. 10
- Extra digital activities: Reading and Use of English Checkpoints

NEXT CLASS

- Ask students to do Self-check 5.10, WB pp. 82–83, as homework.
- Ask students to prepare for Unit Test 5: Assessment Package, Unit 5.

82

READING

7 Read the text. Choose the correct answer, A, B, C or D.

The Human Scarecrow

Being told to bring a deckchair and a good book for the first day in a new job might not be the kind of advice you'd expect to receive from your new boss, but that's exactly the advice Jamie Fox was given when he took up a post to help out a local farmer.

Fox, aged twenty-two, a recent music graduate from Bangor University, uses a range of musical instruments to scare off partridges that have been destroying crops because ordinary scarecrows don't quite seem up to the job. Despite working from 7:30 a.m. to 4:00 p.m. for a minimum wage, Fox, who is saving up to finance a trip next year to New Zealand, is quite content with his unique position. Indeed, he'd much rather be out in the open air reading and playing instruments, he says, and time passes much quicker than sitting at home doing nothing and claiming unemployment benefit.

Fox can do anything he likes to pass the time. As well as playing musical instruments and reading to relieve the monotony, other perks of the job include doing Sudoku puzzles, observing the wildlife and daydreaming. He does, however, need to get out of the comfort of his chair occasionally to scare the partridges off the fields. And although the work is far from lucrative, some of Jamie's friends, including those with more generously paid jobs, are reportedly envious of his position and the fact that he spends the best part of the day doing largely as he pleases.

His employer, farmer William Youngs, claims that he was forced to take someone on as a human scarecrow after partridges didn't respond to more traditional methods of frightening them away. Since losing thirty acres worth of crops to the birds at a cost of thousands of pounds, Youngs has tried a variety of approaches to protect his livelihood. Now, however, he is happy with the solution and claims that Jamie's presence in the fields is proving very effective and making a real difference.

1 Jamie Fox's plans include
- A joining a band.
- B becoming a farmer.
- (C) travelling abroad.
- D earning more money.

2 Jamie Fox is happy with his job because
- A he never gets bored.
- B he uses his educational background.
- C he has plenty of free time during the day.
- (D) he thinks it is better than being out of work.

3 What is true about Jamie's job?
- A He doesn't need to move.
- B He has replaced another person.
- C He gets uncomfortable.
- (D) He makes a lot of noise.

4 Jamie's friends are envious because of
- A the hours he works.
- (B) the nature of his work.
- C the money he earns.
- D the variety of his tasks.

5 Mr Youngs decided to employ Jamie because
- A he can pay him a low wage.
- B he has been using human scarecrows for a long time.
- (C) he had lost lots of crops previously.
- D he wants to help with the problem of unemployment.

SPEAKING

8 Ask and answer the questions.

1 What types of part-time jobs are offered to teens in your area?
2 Would you like to set up your own business? Why?/Why not?
3 What can a young person do to be successful on the job market?
4 Is it better to choose a job that you like doing or one which has a good salary?
5 Some famous people, like footballers, earn very high salaries. Is this a good thing? Why?/Why not?

WRITING

9 Read this announcement on an international students' website and write an article in reply.

Gap year students, we want articles!

- Are you considering taking a year off before university or have you already done this?
- Write an article for our magazine about your plans for a gap year or your experiences. How can a gap year help or hinder your education?
- The best articles will be published in the next edition.

PROJECT

- How to teach with projects **p. T21**
- Work in groups. Do some research into jobs that do not exist anymore (but were common, e.g. one or two hundred years ago). Find out why there is no need for them. Prepare a digital presentation or poster on the topic and present it to your class.

6

A matter of fact

Never let the truth get in the way of a good story.

Mark Twain

BBC

IS SOCIAL MEDIA KILLING CREATIVITY?

25 Watch the BBC video.
For the worksheet, go to page 142.

UNIT 6 VIDEOS

BBC Is social media killing creativity? 25

GRAMMAR ANIMATION
Lesson 6.2 26 Lesson 6.5 28

FOCUS VLOG About time travel
Lesson 6.2 27

6.1 VOCABULARY

The media • truth and falsehood • adjective–noun collocations • adverbs

I can talk about the media and fake news.

SHOW WHAT YOU KNOW

1 Complete the sentences with the words in the box. Then write about your media habits. Use the sentences or your own ideas.

clips ~~media~~ podcasts post Twitter

1 I get news from **news apps/social** *media* posts/**local papers**.
2 If I see something interesting, I '**like**'/**share**/ post /**retweet** it.
3 I like to read **news blogs/celebrity** Twitter **feeds/editorials**.
4 I like to watch **TV drama series/online video** clips /**reality TV**.
5 I like to listen to podcasts /**the radio/music streaming services**.

2 SPEAKING Compare your sentences in Exercise 1. Discuss how similar/different your habits are to your partner's.

FAKE NEWS

What is it?

Completely made-up stories presented as news and made to go viral, often for politically motivated reasons or commercial gain. Fake news stories are 70 percent more likely to be retweeted because they are usually more eye-catching than the truth. Some people **spread fake news** deliberately while others do it without realising. The Internet is awash with information that cannot be trusted. The smartphone generation are bombarded with such information practically on a daily basis and they're growing up alarmingly misinformed.

How do you know what you're reading is accurate?

Don't **take a story at face value** – step back and ask yourself these questions:

- *Does the story come from a reputable source?* Has this website always shown a clear commitment to newsworthy stories based on fact? Alternatively, is this an article put out knowingly by an organisation that **has an agenda** – an agenda to **manipulate the media** because of a political or commercial motive?
- *Does the photo or video look normal?* If it looks slightly odd, it may have been **tampered with** to **distort the truth** and **mislead people** into believing something that never actually happened.

REFERENCES

Videoscript **pp. 216–217**
Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

- Photocopiable resource 31 *Too true! Absolutely!* (15 min.) pp. 230, 272
- Extra digital activities: Vocabulary Checkpoint
- Students work in pairs and prepare some news items (fake and true) concerning school, their own life, etc. Then they exchange them with another pair who decide if the news item is fake or not. If it's fake, they should correct it.

3 SPEAKING **Look at the three news headlines and discuss which one you think is true. Then read the article and check your ideas.** Story no. 3 is true.

1 **American woman adopts alien baby!**
SPACE BABY SURVIVES UFO CRASH
'I couldn't resist its big sad eyes,' says woman from Ohio.

2 **5 million euros lottery winner leaves winnings on bus**
Joe Smith appeals to public: 'I was going to buy my mum a new house.'

3 **WOMAN BURST INTO FLAMES DURING AN OPERATION!**
Spark ignites cleaning solution and patient becomes ball of fire.

4 **Read the article again and answer the questions.**
1 Why is fake news usually created?
2 How can we check the reliability of a news source?
3 In what way can images suggest that news is fake?
4 What do your instincts have to do with spotting fake news?

5 SPEAKING **Did any information in the article surprise you? What do you do to make sure that what you are reading is true?**

- *Is this story likely to be true?* There are different ways in which a story can be inaccurate or misleading. Start from your gut feeling, **trust your instincts** – does it *sound* believable? American woman adopts alien baby is clearly fake news. But how about the lottery winner? Would he really carry 5 million euros in cash on a bus? Then there's the story of a person bursting into flames. Unbelievable, right? Not exactly – you can **check the accuracy** of this story by searching online where you find out that fires in operating theatres are remarkably common! In fact, the third story is the only true story.

What can you do?

Social media giants have a responsibility to tackle the problem of fake news, but in an era when anyone with an Internet connection can publish stories freely and without any checks, individuals need to learn how to **double-check facts** and **evaluate sources.** In other words, it is essential to read information critically: you should question facts and examine arguments closely, instead of believing everything you read.

Go to WORD STORE 6 page 13

WORD STORE 6A Truth and falsehood

6 3.1 **Complete WORD STORE 6A with the verbs in red in the text. Then listen, check and repeat.**

7 **Complete the questions with one word in each gap. Then answer the questions according to the information in the text.**
1 Do people always spread __fake__ news on purpose?
2 Can you trust your instincts when deciding whether a story is true?
3 What motivates organisations who have an agenda to manipulate the __media__ ?
4 What things are sometimes tampered __with__ to mislead __people__ ?
5 Where can you check the accuracy of a story?
6 Who is responsible for identifying people who distort the __truth__ ?
7 Why should people learn how to double-check __facts__ and evaluate sources ?

WORD STORE 6B Adjective–noun collocations

8 3.2 **Complete WORD STORE 6B with the underlined phrases in the text in the correct form. Then listen, check and repeat.**

9 **Are the pairs of collocations in WORD STORE 6B similar or different in meaning? Use a dictionary to check your answers.**

10 **Complete the sentences with an appropriate word in WORD STORE 6B. Are the sentences true for you?**
1 I hate being bombarded with so much useless __information__ on a daily __basis__ .
2 I never take anything I read at face value unless it is from a reputable __source__ .
3 I have a gut __feeling__ that print-based media will disappear within ten years.
4 I would never make a long-term __commitment__ to any political organisation.
5 Organisations should be heavily fined if they spread fake news for commercial __gain__ .

WORD STORE 6C Adverbs

11 3.3 **Complete WORD STORE 6C with the highlighted adverbs in the text. Then listen, check and repeat.**

12 **Rewrite each sentence with the correct adverb made from the adjective in brackets.**
1 The press and social media are closely controlled. (close)
2 The number of fake news stories is alarmingly high. (alarming)
3 News organisations never (deliberately) spread fake news deliberately. (deliberate)
4 Students are taught to think critically about everything they read (critically). (critical)
5 No government minister ever knowingly misinforms the public. (knowing)
6 Most people are remarkably happy, despite the economic situation. (remarkable)

13 SPEAKING **Which of the situations described in Exercise 12 would you like/put up with/not like in a society?**

Exercise 4
1 Deliberately, for commercial or political gain.
2 Check if the website has always published newsworthy stories based on fact.
3 Images are often tampered with to distort the truth.
4 Often you should trust your instincts and decide if sth sounds believable.

Exercise 9
1 quite similar
2 different
3 different
4 quite similar
5 different
6 different
7 quite similar

WORKBOOK
pp. 84–85, including *Show What You've Learnt*

NEXT CLASS
- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Asssessment Package, Unit 6.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 86.

6.2 GRAMMAR

Conditional clauses – alternatives to *if*

I can make conditional sentences using if, unless, imagine, provided, suppose and inversion.

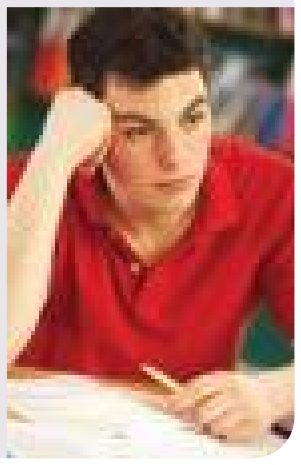
1 SPEAKING **'The dog ate my homework' is a typical excuse used by students. Discuss and list other excuses.**

2 **Read the story. What excuse did the students use for missing their exam? What happened next?**

The Exam Question

Imagine you were taking an important exam on Monday, what would you do the weekend before? You almost certainly wouldn't do what two Chemistry students did in Kansas, Missouri. They went to a different city and partied all weekend. They had a great time, but they knew that unless they got back in time for the exam, they wouldn't be able to take it. So they drove through the night and got back to college in the early hours of Monday morning. Sadly for them, they overslept and missed the exam.

When they found their professor afterwards, they decided to invent a story. They told her that they would have got back for the exam had they not had a flat tyre. The professor thought about this for a moment and then agreed that, provided they arrived before 9 a.m., they could take the exam the next day. She placed them in separate rooms and gave them the exam paper. The first question was simple and worth five points. But they were unprepared for the question on the next page: **(Ninety-five points) Which tyre?**



3 **Read the GRAMMAR FOCUS. Then rewrite the conditional clauses in blue in the story using *if*.**

GRAMMAR FOCUS 26

Conditional clauses – alternatives to *if*

- You use ***unless*** to mean 'if not' with the sense 'except if'.
  *I wouldn't lie to you **unless it was necessary**.*
  (= … if it wasn't necessary.)
- You use ***imagine*** or ***suppose/supposing*** to ask questions.
  ***Imagine you were getting married**, how would you feel?*
  (= If you were getting married, …)
- You use ***provided/providing*** to create a condition.
  *I'll lend you €10 **provided you pay me back** tomorrow.*
  (= if you pay me back …)
- You can use **inversion** in formal contexts – mostly with the auxiliary verbs *were*, *had* or *should*.
  ***Had they followed** my instructions, they wouldn't have got lost. (= If they had followed …)*
  Note: In inversion, you do not contract negative forms.
  Had they not called, we wouldn't have known (…).
  NOT ~~*Hadn't they called …*~~

4 **Rewrite these conditional sentences using *unless*. Which sentences are true for you?**

1 I'll fail all my exams if I don't revise properly.
I'll fail all my exams unless I revise properly.
2 I can't do my homework if I don't have a laptop.
3 I wouldn't study English if I didn't need it to get a job.
4 My parents won't let me go out if I haven't finished my homework.
5 I'd never get to school on time if my mum didn't wake me up every morning.
6 I can't understand American films if I don't watch them with subtitles.

5 USE OF ENGLISH **Complete the second sentence so that it has a similar meaning to the first. Use up to six words including the word in capitals. Are any of the sentences true for you?**

1 I won't go out this evening if I get too much homework. **PROVIDED**
I might go out this evening provided I don't get too much homework.
2 If my mum hadn't reminded me, I would've forgotten her birthday. **NOT**
Had my mum not reminded me, I would've forgotten her birthday.
3 I'd never eat fast food unless I was absolutely starving. **WASN'T**
If I wasn't/was not absolutely starving , I'd never eat fast food.
4 I'd have watched *Mr Bean* if I'd known it was on TV last night. **WAS**
Had I known Mr Bean was on TV last night, I'd have watched it.
5 I don't watch football unless my team are playing. **IF**
I don't watch football if my team aren't/are not playing .
6 If I wasn't so tired, I'd go out this evening. **NOT**
Were I not so tired , I'd go out this evening.
7 If I should ever get married, I'd want a huge party. **EVER**
Should I ever get married , I'd want a huge party.

6 **Use ideas 1–6 to write conditional questions. Begin each question with *Imagine …* or *Suppose …* and complete it with your own ideas.**

1 You can't live anywhere in the world.
Imagine/Suppose you could live anywhere in the world, where would you live?
2 You didn't find 100 euros in the street yesterday.
3 You're not able to travel back in time.
4 You don't have to live without technology.
5 You didn't see an old man steal something from a shop last week.
6 You can't have three wishes.

7 SPEAKING **Ask and answer the questions in Exercise 6.**

FOCUS VLOG 27 About time travel

27 **Watch the Focus Vlog. For the worksheet, go to page 143.**

Grammar page 163

Exercise 2
They said they had had a flat tyre.
They sat the exam and the second question was 'Which tyre?'

Exercise 3
If you were taking an important exam on Monday, …
… if they didn't get back in time for the exam, …
… if they hadn't had a flat tyre.
… if they arrived before 9 a.m.

Exercise 4
2 I can't do my homework unless I have a laptop.
3 I wouldn't study English unless I needed it to get a job.
4 My parents won't let me go out unless I have finished my homework.
5 I'd never get to school on time unless my mum woke me up every morning.
6 I can't understand American films unless I watch them with subtitles.

REFERENCES

Videoscript **pp. 217–218**
Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 32

Test yourselves (10 min.) pp. 230, 273

- Extra digital activities: Grammar Checkpoint
- In pairs, students prepare conditional sentences using their excuses from ex. 1, e.g. *Imagine your dog ate the homework you had left on the floor. What would you do?* They share their ideas with the whole class.

WORKBOOK

p. 86, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 6.2, Grammar.

86

6.3 LISTENING

Note completion

I can identify the main points of a discussion about a street artist.

1 SPEAKING **Describe these two murals by controversial British artist Banksy. Also look at *Girl with Balloon* on page 57. Discuss what you think they mean.**

2 3.4 **Listen to a news report about Banksy. Tick the information if it has been confirmed. If not, put a question mark.**

Banksy bio

1 Real name is Robin Gunningham. ?
2 Was born in Bristol in 1973. ?
3 Trained to be a butcher. ?
4 Became famous in the 1990s. ✓
5 Has never been arrested. ✓
6 Authenticates his work on his website. ✓
7 Is a multi-millionaire. ?

3 **Add *pro-* or *anti-* to the following words to describe whether you think Banksy is for or against these things.**

1 pro-anonymity
2 anti-authority
3 anti-war
4 pro-animal rights
5 pro-peaceful protest
6 pro-fairness
7 anti-animal cruelty
8 pro-equality

4 3.5 **Listen to two people talking about Banksy and check your ideas in Exercise 3.**

EXAM FOCUS Note completion

5 3.5 **Listen again and complete sentences 1–6 with a word or a short phrase.**

1 Robert is doing a school assignment on ethical issues in art.
2 Alice says that Banksy uses graffiti to express his views on society .
3 Alice first thought that Banksy was born in the USA/America .
4 Banksy has remained anonymous thanks to his friends' commitment and loyalty .
5 He substituted paintbrushes with stencils and spray cans so that he could paint more speedily/quickly .
6 Banksy's artwork on a Welsh garage can be seen as a comment on environmental issues.

WORD STORE 6D Collocations

6 3.6 **Complete WORD STORE 6D with the words in the box. Then listen, check and repeat.**

7 SPEAKING **Complete the statements with the appropriate noun in WORD STORE 6D. Then discuss whether you agree or disagree with them. Give reasons for your answers.**

1 Committing an offence is always wrong.
2 If you're a street artist, it's a good idea to remain anonymous .
3 Teenagers don't do enough to protect their identity online.
4 Street art can be an effective way of raising awareness and making a statement
5 Only experts can understand the underlying messages in modern art.
6 Nobody has strong beliefs about anything anymore.

PRONUNCIATION FOCUS

8 3.7 **Listen and put these words into the correct column A, B or C depending on the stress.**

~~alteration~~ authority ceremony commentator inauthentic photographer uncomfortable underlying vandalism

A ■■■	B ■■■	C ■■■
ceremony	authority	*alteration*
commentator	photographer	inauthentic
vandalism	uncomfortable	underlying

9 3.8 **Listen, check and repeat.**

REFERENCES

Culture notes **p. 193**
Audioscript **pp. 205–206**

EXTRA ACTIVITIES

- In pairs or small groups, students look for other examples of Banksy's art (e.g. online) and analyse their meaning.
- After ex. 5, students read the audioscript and then write more gapped sentences. In pairs, they take turns to complete the sentences.

WORKBOOK

p. 87

6.4 READING

Note completion

I can recognise inferred meaning in a structured text.

1 SPEAKING Discuss the questions.

1 When was the last time you took a selfie and why did you take it?
2 Which of your friends posts the most interesting selfies?
3 Why do you think selfies are so popular?

2 Choose the correct option. Then read the text and check your ideas.

1 The first teenage selfie was taken in *1839* / *1914* / *2006*.
2 One in *three* / *five* / *ten* photos taken by eighteen to twenty-four-year-olds is a selfie.
3 The word 'selfie' originated in *Russia* / *Australia* / *New York*.
4 Taking selfies occasionally causes *memory* / *mental health* / *motivational* problems.

EXAM FOCUS Note completion

3 Read the article again. Complete the sentences with up to five words from the article in the correct form.

1 Anybody who uses social media is also likely to be a selfie-taker, and this doesn't just mean young people.
2 Although Britney Spears and Paris Hilton claim to have taken the first selfie ever, the real pioneer was 19th century photographer Robert Cornelius, whose self-portrait was taken in 1839.
3 The first teenager to take a selfie was a young Russian princess who managed to do it by herself in a mirror.
4 The selfie as we know it today was first taken by a group of photographers using a camera that was so heavy that it required two men to hold it.
5 Since the coming out of the smartphone in the early 2000s, taking selfies has become much easier and one in three photos taken by a young person has been a selfie.
6 The term 'selfie' comes out of the Australian habit of adding *-ie* to the end of words.
7 'Selfitis' is a term for people who take selfies obsessively and post them on social media in order to feel happier or more accepted.
8 A medical journal has reported that the use of airbrushing apps could make some people see defects in their appearance, with the result that many seek surgery to look more like their filtered photos.

4 3.10 Complete the phrases with the verbs in blue in the text. Then listen, check and repeat.

1 become **mainstream** = be ordinary or normal
2 date **back to** = begin at a time in the past
3 gain **popularity** = become more popular
4 have **a habit of** = do sth regularly
5 make **a claim** = state that sth is true
6 seek = try to do
7 shake **sth off** = get rid of
8 trigger = cause sth to happen

5 Complete the questions with one word in each gap. Then answer the questions according to the information in the text.

1 When did smartphones become mainstream ? In the early 2000s.
2 Who made the claim that they had invented the selfie? Britney Spears and Paris Hilton.
3 When does the oldest selfie date back to and how was it taken? 1839 – self-portrait taken by Robert Cornelius with fifteen minutes of posing.
4 What do Australians have a habit of adding to the end of words? -ie
5 What might some people be seeking by taking a lot of selfies? To be part of a group.
6 What can taking lots of selfies help you to shake off ? Depressive thoughts.
7 What kind of apps are gaining popularity and why? Airbrushing apps.
8 What does BDD mean and what can trigger it? Body dysmorphic disorder. Filtered images can trigger it.

WORD STORE 6E Photography

6 3.11 Complete WORD STORE 6E with the words in the box. Then listen and repeat.

7 SPEAKING There is one word missing in each question. Rewrite the questions with an appropriate word in WORD STORE 6E. Then ask and answer the questions.

1 When was the last time you took a on your smartphone?
When was the last time you took a snap on your smartphone?
2 How do you usually pose for selfies – is it a smile, duck-face or wink?
3 What is the funniest moment you have captured on your phone?
4 Do you sometimes put your finger in front of the lens by mistake?
5 What do you do with photos that are not in focus?
6 Have you ever retouched/airbrushed images of yourself to try and improve them?
7 How often do you crop images to e.g. change their shape?
8 When was the last time you zoomed in on something far away when taking a photo?
9 Think of your favourite photo and how it was taken. Was it only one shot, or many?

REFERENCES
Culture notes **p. 193**

EXTRA ACTIVITIES
In pairs or groups, students use the information in the lesson and their own ideas to discuss what it takes to be a good photographer and what the differences are between amateur and professional photographers.

WORKBOOK
pp. 88–89

NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 90.

88

A short history of the selfie

3.9

They're everywhere – people posing with their phones held out in front of them or on a selfie-stick. And it's not just young people – social media users of all ages take selfies, including space-walking astronauts and the Pope.

So when did this selfie mania begin? Most people would guess that it was around the beginning of this century or perhaps a bit later when smartphones **became mainstream**. But most people would be wrong, just as Britney Spears and Paris Hilton were wrong when they declared on Twitter in 2017 that they had invented the selfie eleven years previously. In fact, they were around 167 years too late to **make that claim**. The oldest existing selfie **dates back to** 1839 when photographer Robert Cornelius took a self-portrait photograph of himself. To achieve this, he had to uncover the lens, run to his place and pose in the same position for up to fifteen minutes and then run back to cover the lens again. Cornelius couldn't take a dozen shots and choose the best one – his selfie had to be just one photo. Half a century later, in 1914, thirteen-year-old Grand Duchess Anastasia Nikolaevna of Russia took a picture of herself in a mirror and became the first teenager to take a selfie.

The first image taken in the same way as today, with the photographer holding the camera at arm's length, was in December 1920. The image shows five photographers standing on the roof of their studio in New York. The men were the main photographers of the Byron Company, a photographic studio founded in Manhattan in 1892 and still in business today. An image taken by another man shows that the camera was so heavy in those days that it took two of the photographers to hold it up. Thanks to innovations and improvements in cameras, a selfie gradually became easier to take, but it was the smartphone coming out in the early 2000s that led to selfie dominance. Surveys have shown that every third photo taken by those aged eighteen to twenty-four is a selfie.

And what about the origin of the word itself? It is thought to come from Australia where people **have a habit of** putting *-ie* on the end of words – barb*ie* for barbecue, post*ie* for postal worker and even Auss*ie* for Australian. In 2002, an Australian man took a photo of an injury to his lip and put it up on a public forum to ask for advice on how to treat it. He referred to the photo as a selfie, and the term was born. Selfie became Oxford Dictionaries' word of the year in 2013.

So, why do we take so many photos of ourselves? A 2017 study into 'selfitis', as the obsessive taking of selfies has been called, found a range of motivations, from **seeking** to feel more part of a group to **shaking off** depressive thoughts and – of course – capturing a memorable moment. Since we live so much of our lives online, there is pressure to present good quality images, and so it is no surprise that airbrushing apps that enable people to retouch images and present an idealised version of themselves are **gaining popularity**.

For the most part, this is harmless fun, normal behaviour in the age of social media. But a recent report in a medical journal suggested that filtered images 'blurring the line of reality and fantasy' could be **triggering** body dysmorphic disorder. BDD, as it is known, is a mental health condition where people imagine defects in their appearance. Nowadays it's not unusual for young people to ask for plastic surgery, not to look more like their favourite celebrity, but to look like their own filtered image. In a 2018 report on facial plastic surgery, 55 percent of surgeons said patients' motivation was to look better in selfies, up from just 13 percent in 2016.

Whatever your motivation, once you're in the selfie habit, it's hard to stop. So tousle your hair, extend your arm, check the lighting is right, zoom in, smile/duck-face/wink, and snap a selfie. It's blurred. Take another snap. Once more. Delete the ugly ones and post the cutest shot. Wait for the likes!

6.5 GRAMMAR

Mixed conditionals

I can use mixed conditionals to talk about hypothetical situations in the past or present.

1 Read the text and find out what these two British actors think about their screen characters.
Radcliffe doesn't mind being called Harry Potter.
Pattinson didn't like Edward Cullen.

ACTORS LIKE THEIR SCREEN CHARACTERS, OR DO THEY?

Daniel Radcliffe

Daniel Radcliffe doesn't mind being called Harry Potter. If he hadn't played the part of Harry Potter, he wouldn't be one of the richest young stars in cinema today. 1 c But there have been times when his fame has been difficult for him to deal with. If he was less famous, he would have gone out dancing with his friends more, 2 a but sadly, he's never had that freedom.

Robert Pattinson didn't like the character he played in the *Twilight* series. He says that if Edward Cullen wasn't a fictional character, he would have been a troubled young man. 3 d Pattinson understands that he wouldn't be so mega-famous if he hadn't played the role of Edward Cullen, 4 b but he says it's really weird being famous for a character he doesn't like.

Robert Pattinson

2 Read the text again and match the real situations with the real results or consequences. 1 c, 2 a, 3 d, 4 b

Situations	Results
1 Radcliffe played Harry Potter.	a He didn't go out dancing much.
2 Radcliffe is very famous.	b He is very famous.
3 Edward Cullen is fictional.	c He is very rich.
4 Pattinson played Edward Cullen.	d He wasn't a troubled young man.

3 Match the four conditional sentences in blue in the text with the four real situations and results in Exercise 2.

4 Read the GRAMMAR FOCUS and complete the gaps with *past* or *present*.

GRAMMAR FOCUS 28

Mixed conditionals

You use a **mixed conditional** to describe certain imaginary situations and their imaginary results. There are two main types:

1 imaginary [1] *present* condition → imaginary [2] past result
***If* + Past Simple, *would/wouldn't have* + Past Participle**
*If he **was** less famous, he **would have gone out** dancing with his friends more.*

2 imaginary [3] past condition → imaginary [4] present result
***If* + Past Perfect, *would/wouldn't* + verb**
*If he **hadn't played** the part of Harry Potter, he **wouldn't be** one of the richest young stars in cinema today.*

Note: As well as *would*, you can also use *could*, *might* and *should* in conditional sentences.

Exercise 7

2 I wouldn't be reading this book if a friend hadn't recommended it.

3 If I liked football, I would have watched the game last night.

4 I wouldn't have passed all my exams if I wasn't/weren't a good student.

5 If I'd had a big breakfast, I wouldn't be hungry now.

6 I wouldn't be learning how to drive if my parents hadn't paid for some lessons.

5 For each sentence, tick the explanations (a, b or both) that are correct.

1 If I'd watched the *Twilight* films, I'd know who Edward Cullen was.
a I didn't watch the *Twilight* films. ✓
b I know who Edward Cullen is. ☐
2 If I was interested in Harry Potter, I'd have read the books.
a I'm not interested in Harry Potter. ✓
b I haven't read any of the books. ✓
3 If Robert Pattinson was ugly, I might not have watched *Twilight*.
a Robert Pattinson is handsome. ✓
b I watched *Twilight*. ✓
4 Pattinson and Radcliffe wouldn't be enjoying so much success if they hadn't worked hard on these roles.
a They aren't enjoying success. ☐
b They worked hard on these roles. ✓

6 Compare your answers in Exercise 5 and correct the incorrect explanations.
1 b I don't know who Edward Cullen is.
4 a Pattinson and Radcliffe are enjoying success.

7 Use the words in brackets to write mixed conditional sentences for each situation 1–6. Which sentences are true for you?

1 It's cold today so you came to school by bus. (If …)
If it wasn't cold today, I wouldn't have come to school by bus.
2 You're reading this book because your friend recommended it. (I …)
3 You don't like football so you didn't watch the game last night. (If …)
4 You passed all your exams because you're a good student. (I …)
5 You didn't have a big breakfast so you're hungry now. (If …)
6 You're learning how to drive because your parents paid for some lessons. (I …)

8 Complete the sentences to make them true for you. Compare with a partner.

1 If I didn't have a smartphone, (*imaginary past result*) _____
2 If antibiotics hadn't been invented, (*imaginary present result*) _____
3 If I had been born in the USA, (*imaginary present result*) _____
4 If I could fly, (*imaginary past result*) _____
5 If I was a better student, (*imaginary past result*) _____
6 If my dad hadn't woken me up this morning, (*imaginary present result*) _____
7 If my parents were famous actors, (*imaginary past result*) _____

Grammar page 164

REFERENCES
Culture notes **p. 193**
Using videos in the classroom **p. T16**

EXTRA ACTIVITIES
- Grammar animation
- Photocopiable resource 33 *Mix them well together* (10 min.) pp. 230–231, 274
- Extra digital activities: Grammar Checkpoint
- Students prepare three or four more sentences similar to those in ex. 8. They take turns to finish their partner's sentences using mixed conditionals. Monitor and offer feedback.

WORKBOOK
p. 90, including *Show What You've Learnt*

NEXT CLASS
Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 6.5, Grammar.

6.6 SPEAKING

Discussing ethical issues

I can express opinions in discussions on social issues and add comments using adverbials.

1 SPEAKING **Discuss which of these ways of highlighting ethical issues you think are the most effective and why.**

handing out leaflets posts on social media
the involvement of public figures
protest marches petitions

2 SPEAKING **Imagine you are organising a 'Say no to fur' campaign at school and need to choose a poster to advertise it. Look at posters 1 and 2 and do the task.**

- Choose the poster which you think is more effective and support your choice with reasons.
- Explain why you have rejected the other poster.

3 3.12 **Listen to three extracts from an interview with an anti-fur campaigner. For each extract, choose the question the campaigner is answering.**

Extract 1

(a) Do awareness-raising campaigns and protests really make a difference and if so, how?

b Do fashion designers still like using fur and if so, how important is it to stop the fur trade?

Extract 2

c Why do you think fur is still popular with fashion designers and celebrities?

(d) What are the benefits of getting public figures involved in anti-fur protests?

Extract 3

e Apart from avoiding fur products, what else could members of the public do to help?

(f) If you could send any message to people who wear fur, what would it be?

4 3.12 **Complete the SPEAKING FOCUS with the words in the box. Then listen again and check.**

argued emphasise ~~firmly~~ obvious particularly

SPEAKING FOCUS

Beginning your answer

I [1] *firmly* believe/I'm not convinced they do, because …
One [2] obvious /clear advantage/disadvantage is that …
I think I'd [3] emphasise /explain that/how …
It's absolutely vital/quite important I think, because …
As well as (avoiding fur products), other (things that can help) include …
I think the main/one/a significant reason is that …

Expressing opinions

It could be [4] argued that …
I don't feel [5] particularly strongly about …
I don't have a strong opinion about …
I suppose you could say that …

A

B

5 **Match questions a–f in Exercise 3 with appropriate ways to begin answers in the SPEAKING FOCUS.**

6 **Read the extracts from the interview and complete REMEMBER THIS with the words in orange.**

a Sadly, fur seems to be fashionable again these days …
b Obviously, protesting is a good way to promote awareness …
c Frankly, I find some of the pictures extremely difficult to look at.

REMEMBER THIS

You can use comment adverbials to add your opinion to statements you make.

- You use *clearly*/[1] obviously to introduce something that can easily be noticed or understood.
- You use *to be honest*/[2] frankly to show that you are saying what you really think about something.
- You use *regrettably*/[3] sadly to show you wish something was not true.

7 SPEAKING **You are going to ask and answer the questions below. Follow the instructions.**

- Decide who is Student A and who is Student B.
- In your notebook, make notes on how you will answer the questions.
- Use the SPEAKING FOCUS and REMEMBER THIS to help you.
- Ask and answer the questions.

Student A: Ask Student B the questions below.

1 How important is it to stop the practice of testing cosmetics on animals?
2 If you could send any message to the governments of countries that still test cosmetics on animals, what would it be?

Student B: Ask Student A the questions below.

1 Why do you think hunting animals for sport is still popular with certain groups and individuals?
2 How important is it to stop the practice of hunting animals for sport?

Exercise 5

a I firmly believe/I'm not convinced they do, because …
b It's absolutely vital/quite important I think, because …
c I think the main/one/a significant reason is that …
d One obvious/clear advantage/disadvantage is that …
e As well as (avoiding fur products), other (things that can help) include …
f I think I'd emphasise/explain that/how …

REFERENCES

Audioscript **p. 206**

EXTRA ACTIVITIES

- Photocopiable resource 34 *Expressing opinions* (8–10 min.) pp. 231, 275
- In pairs, students take turns to answer the questions from ex. 3 which were not answered by the campaigner. The partner should tick the expressions used in the answer.

WORKBOOK

p. 91

USE OF ENGLISH

6.7

Compound nouns and adjectives

I can understand and use compound words.

A DAY IN THE LIFE OF A NEWS ANCHOR

I'm a **news anchor** on the **morning show** of a local **TV station**. The question I get asked most is what time I get up. 3 a.m.! And I'm in hair and **make-up** at 4:30. I wear block colours – no stripes or frills, and no green. We sometimes use **green screens** so that artificial backgrounds can be superimposed. So if you wear a green top, it doesn't show up against a green **background** and you appear as a floating head and a pair of arms and legs – very **ill-advised** and not a good look!

We go live at 6 a.m., and before that I have to read up on the day's **news stories**. I start by getting an **overview** of the stories I'll be reporting. We're a local **news station**, so we don't report on **foreign affairs**.

You can't rehearse – you have to deal with **breaking news** as it comes in, but I have a lot of **backup**. A **fact-checker** has made sure the details of the story are accurate, a **copy editor** makes sure stories are written in a way that I'd actually say them and when I'm live on air if I become **tongue-tied** or mess up, I have the director in my ear.

On morning TV, we focus on **heartwarming** stories. It's the morning and people are eating breakfast – I don't want to give a **blow-by-blow** account of some hideous crime. Having said that, it's our job to report anything newsworthy.

It's a **four-hour** programme with several **three-minute commercial breaks** – that's when I dash to the **bathroom**, ask about any breaking news and read up on the next interview.

I work nonstop for four hours, but how many jobs finish before midday? It means I can spend time with my **four-year-old** twins. I go to bed at the same time as they do!

1 Decide whether you think the following statements are true (T) or false (F). Then read the article to check your ideas.

1 A news anchor can't wear green. T
2 A news anchor can't rehearse the stories. T
3 A news anchor can't hear the director while she/he is on-air. F
4 A news anchor can't report on crime at breakfast time. F
5 A news anchor can't go to the toilet for four hours. F

2 SPEAKING Would you like to be a news anchor or work in television? Why/Why not?

3 Match five compound adjectives and nouns in blue in the article with the definitions.

1 likely to have a bad effect = ill-advised
2 a short description including the main ideas = overview
3 unable to speak because of nerves or embarrassment = tongue-tied
4 information about a news event that is still happening = breaking news
5 extremely detailed = blow-by-blow

4 Check whether you understand the meaning of all the other compound nouns and adjectives in blue in the article. Use a dictionary if necessary.

5 Read and complete the LANGUAGE FOCUS with the examples in blue from the article.

LANGUAGE FOCUS

Compound nouns and adjectives

Compound nouns

- A compound noun is normally made up of two words. The first word describes or modifies the second word: *a* [1]*morning show* = a show that is on in the morning. Compare: *a company car* (a type of car) and *a car company* (a type of company).
- Compound nouns can consist of:
  noun + noun: [2] news *anchor, newsreader, health check*
  adjective + noun: [3] foreign *affairs*
  verb-*ing* + noun: *breaking* [4] news
  preposition + noun: [5] over*view*
- A significant number of compound nouns are **made from phrasal verbs**: *back sth up* > *a* [6] backup , *crack down on sth* > *a crack-down*
- Compound nouns can be written as one word, two words or with a hyphen. Check in a dictionary. The stress is usually on the first syllable.

Compound adjectives

- A compound adjective is usually made from two words and usually written with a hyphen.
- Compound adjectives can consist of:
  number + noun: *three-minute, twenty-four-hour*
  adjective + noun: *high-quality, present-day, deep sea*
  noun + adjective: *user-friendly, waist-high, weatherproof*
  noun/adjective/adverb + *-ed/-ing* participle: [7] *heart*warming , *mouth-watering, short-lived, far-fetched, kind-hearted, weather-beaten, broad-shouldered, flat-footed*
  verb + preposition/adverb: *made-up, unheard-of*
- Some compound adjectives are made from more than two words: *four-year-old, blow-* [8] by-blow , *state-of-the-art*
- The noun in a compound adjective is usually singular: *a four-* [9] hour programme NOT ~~*a four-hours programme*~~

EXTRA ACTIVITIES

- Photocopiable resource 35 *What about you?* (10 min.) pp. 231, 276
- Using a fake news item from the extra activity in Lesson 6.1, students write a short story with their partner. They should make it sound believable and use the vocabulary from the lesson. Then they exchange their story with another pair to read and correct. Monitor and offer feedback where necessary.

WORKBOOK

pp. 92–93

NEXT CLASS

Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 6.7, Use of English.

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6 Match the words from boxes A and B to make common compound colour adjectives. What things can you describe using these colours?

A	B
~~blood~~ charcoal lemon lime nut sky snow	blue brown green grey ~~red~~ yellow white

a blood-red sky, a blood-red rose, blood-red lips
charcoal-grey, lemon-yellow, lime-green, nut-brown, sky-blue, snow-white

7 Rewrite the following descriptions using compound adjectives. Use a dictionary if necessary.

1 a young woman with rosy cheeks
a rosy-cheeked young woman
2 a child with curly hair a curly-haired child
3 an old man with thin lips a thin-lipped old man
4 a young sportsman with broad shoulders
a broad-shouldered young sportsman
5 a high jumper with long legs a long-legged high jumper
6 a teenager with a kind heart a kind-hearted teenager

8 Read the news story and replace the information in brackets with a compound noun or adjective. Do you believe the boy's explanation?

Real-life teddy bear

A [1] three-year-old boy (boy who was three years old) who went missing in woods for two days says a brown bear kept him safe. The boy who survived the [2] two-night ordeal (ordeal that lasted two nights) alone in the woods in freezing conditions has told police and family he was helped out by a friendly bear. Rescuers, who had to wade through [3] waist-high water (water that was high to the waist), found him tangled up in thorny bushes. He was taken to hospital for a [4] health check (check on his health) and was found to be a little [5] sunburnt (burned by the sun) but otherwise unhurt. The story of the bear is too far-fetched for some people, but whether a [6] kind-hearted bear (bear with a kind heart) really took care of him, or whether it was all in his imagination, the important thing is that he is safely home with his family.

9 USE OF ENGLISH Complete the second sentence so it has a similar meaning to the first. Use up to five words including the word in CAPITALS.

1 Fifty years ago, nobody had heard of some of the health problems affecting children today. **WERE**
Some of the health problems affecting children today were unheard of fifty years ago.
2 Local police have announced that they are cracking down on anti-social behaviour. **A**
Local police have announced a crack-down on anti-social behaviour.
3 The Oxford to London bus service, which operates all day and all night, is under review. **TWENTY-FOUR-HOUR**
The twenty-four-hour bus service from Oxford to London is under review.
4 Phones with voice recognition are easier to use according to a recent survey. **MORE**
Phones with voice recognition are more user-friendly according to a recent survey.
5 I've completely worn myself out playing tennis this afternoon. **AM**
I am completely worn out after playing tennis this afternoon.
6 Joe and Becky decided to buy a train pass that would last them seven days. **SEVEN-DAY**
Joe and Becky decided to buy a seven-day train pass .

SHOW WHAT YOU'VE LEARNT UNITS 1–6

10 USE OF ENGLISH Read the text and choose the correct answer A, B, C or D.

The branch of a well-known pizza company [1]_____ up with a [2]_____ offer which turned out to be somewhat [3]_____ . They promised 100 free pizzas per year for 100 years to [4]_____ customer who painted the company's logo on the side of their car and then posted it on social media. The [5]_____ response from the general public was loud and [6]_____ : the thought of looking [7]_____ to a lifetime supply of [8]_____-watering pizzas proved irresistible and [9]_____ of people [10]_____ in posting their photos before the overwhelmed company withdrew their offer early.

1	A put	B took
	(C) came	D made
2	(A) special	B important
	C significant	D particular
3	A short-handed	(B) short-lived
	C short-range	D short-changed
4	(A) every	B all
	C each of	D whole
5	A first	B beginning
	C introductory	(D) initial
6	A obvious	(B) clear
	C distinct	D long
7	(A) forward	B up
	C out	D down
8	A tongue	B teeth
	(C) mouth	D stomach
9	A lot	B very many
	(C) hundreds	D one thousand
10	A were able	B managed
	(C) succeeded	D could

Use of English page 165

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6.8 WRITING

A review of a TV series

I can write a review of a television series.

1 SPEAKING **Discuss the questions in groups.**

1 Which old TV series do you consider to be classics and why?
2 Which of today's TV series do you think are the classics of the future and why?
3 What do you know about the series shown in the picture?

2 Read the notice on the website and answer the questions.

1 What kind of website is Pictureshow? What similar sites do you know? A film and TV review site.
2 What should readers do to enter the competition? Write a review of a recent TV show and explain why you think it will be considered a classic in the future.

Pictureshow TV and film reviews by you, for you.

Classic TV

RESULTS

- Classic TV series by genre
- Editor's picks: TV classics
- Fifty classic shows that changed TV forever
- **Tomorrow's Classics Competition**

Tomorrow's Classics Competition

Spotting the classic TV series of tomorrow is no easy task, but that's our challenge for you this month. To enter the competition, send us a review of a recent TV show and explain why you think it will be considered a classic in the future. Our favourite review will appear on the website next month and the winner will receive a €50 cash prize.

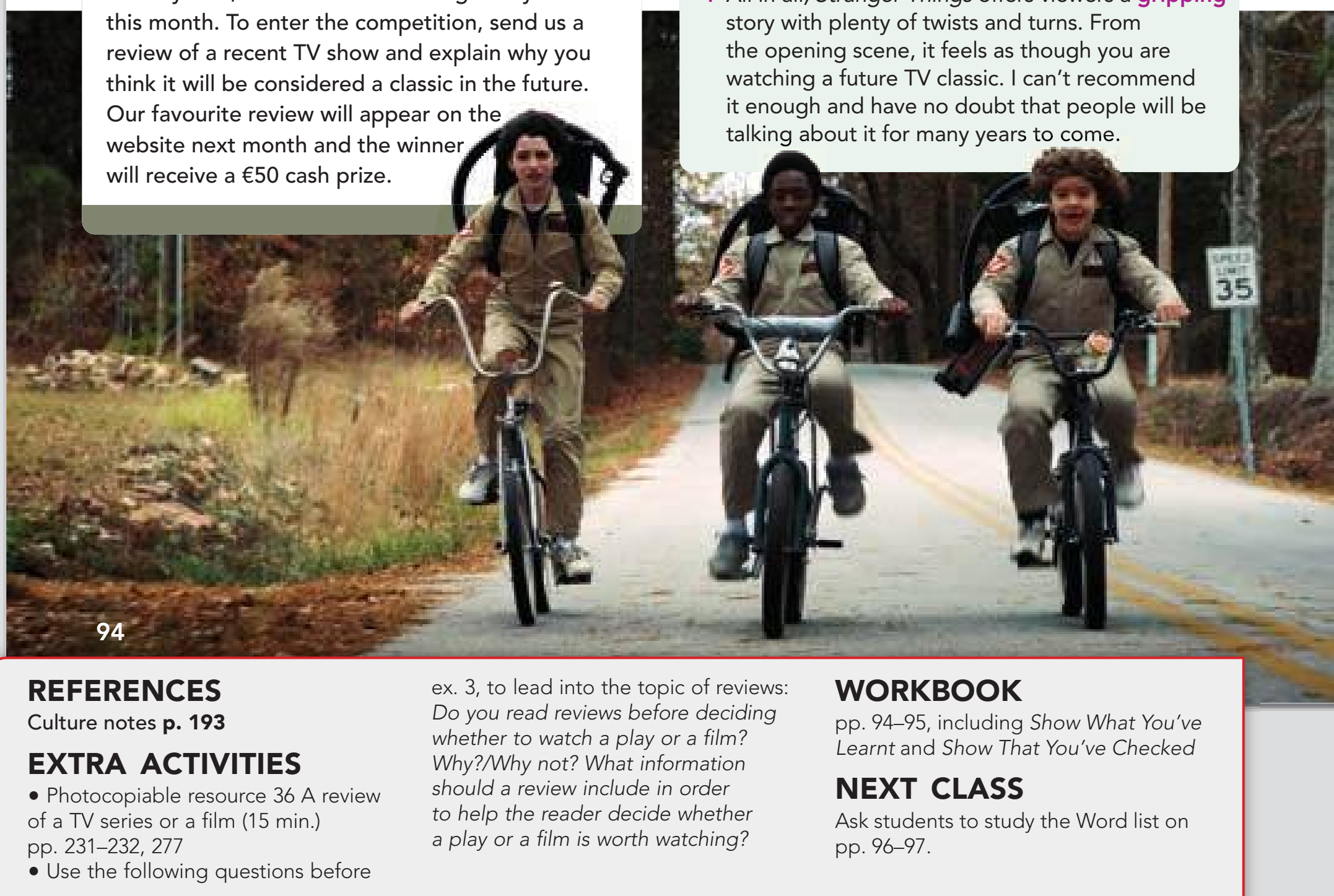
3 SPEAKING **Read the review. If you have seen *Stranger Things*, do you agree with the writer's opinion of it? If you haven't, does the review make you want to watch the series? Explain your answers.**

1 Take a **nostalgic** journey back to small-town America in the 1980s with Netflix's dark mystery *Stranger Things*. This excellent show is heavily influenced by the books and films of Stephen King and Steven Spielberg. Series creators, the Duffer brothers, have combined action, humour and horror to create a **well-reviewed** sci-fi drama. As far as I'm concerned, it's a TV classic.

2 In season one of *Stranger Things*, a schoolboy named Will goes missing. His friends, mother and the rest of the town become part of a series of mysterious events involving an unusual young girl named Eleven. It soon becomes clear that something even stranger is hiding in the woods of their town. In season two, the town and its inhabitants are once again threatened by super-natural forces and we are reminded that the worst villains are not always the monsters. Season three not only presents a continuation of this theme, but also shows how the main characters and their relationships have developed with time.

3 *Stranger Things* is a brilliant show with an **unforgettable** soundtrack. The plot explores friendships, family ties and even romance. The young cast give wonderful performances and the show is beautifully shot. Unlike many modern shows, it doesn't rely too heavily on special effects. While season one is not particularly scary, seasons two and three are more strongly influenced by horror films and are **terrifying** at times.

4 All in all, *Stranger Things* offers viewers a **gripping** story with plenty of twists and turns. From the opening scene, it feels as though you are watching a future TV classic. I can't recommend it enough and have no doubt that people will be talking about it for many years to come.



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REFERENCES

Culture notes **p. 193**

EXTRA ACTIVITIES

- Photocopiable resource 36 A review of a TV series or a film (15 min.) pp. 231–232, 277
- Use the following questions before ex. 3, to lead into the topic of reviews: *Do you read reviews before deciding whether to watch a play or a film? Why?/Why not? What information should a review include in order to help the reader decide whether a play or a film is worth watching?*

WORKBOOK

pp. 94–95, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to study the Word list on pp. 96–97.

4 Read the review again and match points a–d below with paragraphs 1–4.

a Summarise your opinions and make a recommendation. [4]
b Give your opinion on the story, acting, dialogue, special effects, etc. [3]
c Give key information: the name of the series, where and when it is set etc., and your overall opinion. [1]
d Summarise the story but don't give any spoilers. [2]

5 Read the WRITING FOCUS and find examples of each point in the review.

WRITING FOCUS

A review

The goal of a review is to give your personal opinion about something, e.g. a film, a series or a book. The opinion should be supported with examples and recommendations should be given at the end. Reviews are usually written for newspapers, websites or magazines and therefore have a fairly informal style.

Introduction

- Attract the reader's attention with an interesting opening sentence.
- Mention the type of show, the stars/director/writer, the setting, obvious influences, etc.
- State your overall opinion.

Main paragraphs

- Use present tenses to give more details about the plot and the main characters.
- Use present or past tenses to say what you liked/didn't like about the TV series.
- Use a variety of adjectives and modifiers when presenting your opinions.

Conclusion

- Summarise your review.
- Make recommendations.

6 Complete the sentences from other reviews with one to three words from the review in Exercise 3.

1 People will be talking about how bad this is for many years to come.
2 I can't recommend it enough and look forward to the second season.
3 From the opening scene, it is clear that the film is going to be slow and predictable.
4 The cast give confident performances and are a pleasure to watch.
5 The third season is strongly influenced by the films of Quentin Tarantino.
6 At times, the show is poorly shot and relies too heavily on low quality special effects.
7 To sum up, Schumer's new sitcom is hilarious and full of unexpected twists and turns.
8 The rather far-fetched plot explores the idea of an alien invasion.

7 Match the adjectives in purple in the review and Exercise 6 with the definitions in the LANGUAGE FOCUS box. Is each one positive, negative, or a matter of taste?

LANGUAGE FOCUS

Adjectives for reviews

Use a range of adjectives to make your review interesting.

1 very funny = *hilarious* – positive
2 impossible to forget = unforgettable – positive
3 extremely frightening = terrifying – a matter of taste
4 exciting = gripping – positive
5 emotional about the past = nostalgic – a matter of taste
6 hard to believe = far-fetched - negative
7 liked by critics = well-reviewed – positive
8 easy to guess = predictable – negative

8 Complete the sentences with an appropriate adjective from the LANGUAGE FOCUS. Use each adjective only once.

1 This comedy is hilarious . It will have you laughing out loud.
2 Although the show was well-reviewed on several TV websites, we found it average at best.
3 For me this series is unforgettable . I haven't stopped thinking about it since I finished watching it.
4 This show takes a nostalgic look at life in the UK in the 1920s.
5 Don't watch this zombie series alone because it is truly terrifying .
6 This predictable sitcom is no different to a thousand others you've seen before.
7 If you don't mind a far-fetched plot involving aliens and cowboys, you'll probably enjoy this series.
8 Each episode is so gripping , it's almost impossible to stop watching and go to bed.

9 SPEAKING Discuss what shows, films or actors fit some of the descriptions in Exercises 6 and 8.

SHOW WHAT YOU'VE LEARNT

10 Do the writing task. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.

Imagine you are entering the competition on the website in Exercise 2. Write a review of a TV series that you think will be a future classic.

- Write an interesting opening sentence and state your overall opinion of the series.
- Summarise the plot of the series (but remember to avoid spoilers) and the reasons why you like it/feel it will be a future classic.
- Add a conclusion that includes a recommendation.

Exercise 5

Opening sentence: Take a nostalgic journey back to small-town America in the 1980s with Netflix's dark mystery *Stranger Things*.

Overall opinion: As far as I'm concerned, it's a TV classic.

Details about the plot: In season one of *Stranger Things*, a schoolboy named Will goes missing.

What you liked/disliked: Unlike many modern shows, it doesn't rely too heavily on special effects.

Adjectives and modifiers: unforgettable soundtrack, wonderful performances, beautifully shot.

Summary: All in all, *Stranger Things* offers viewers a gripping story with plenty of twists and turns.

Recommendation: I can't recommend it enough.

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UNIT 6 A matter of fact

6.1 Vocabulary 4.41

accurate /'ækjərət/
alarming /ə'lɑːmɪŋ/
alarmingly /ə'lɑːmɪŋli/
appeal to /ə'piːl tə/
awash with information /əˌwɒʃ wɪð ˌɪnfə'meɪʃən/
believable /bə'liːvəbəl/
bombarded with information /bɒmˌbɑːdɪd wɪð ˌɪnfə'meɪʃən/
burst into flames /ˌbɜːst ˌɪntə 'fleɪmz/
check the accuracy /tʃek ðiˈækjərəsi/
cleaning solution /'kliːnɪŋ səˌluːʃən/
clear commitment /ˌklɪə kə'mɪtmənt/
close /kləʊs/
closely /'kləʊsli/
critical /'krɪtɪkəl/
critically /'krɪtɪkli/
deliberate /dɪ'lɪbərət/
deliberately /dɪ'lɪbərətli/
distinct feeling /dɪˌstɪŋkt 'fiːlɪŋ/
distort the truth /dɪˌstɔːt ðə 'truːθ/
double-check facts /ˌdʌbəl ˌtʃek 'fækts/
evaluate sources /ɪˌvæljueɪt 'sɔːsɪz/
examine sth closely /ɪgˌzæmɪn ˌsʌmθɪŋ 'kləʊsli/
eye-catching story /ˌaɪ ˌkætʃɪŋ 'stɔːri/
fake news /ˌfeɪk 'njuːz/
falsehood /'fɔːlshʊd/
for commercial gain /fə kəˌmɜːʃəl 'geɪn/
for political gain /fə pəˌlɪtɪkəl 'geɪn/
gut feeling /ˌgʌt 'fiːlɪŋ/
have an agenda /ˌhæv ən ə'dʒendə/
ignite /ɪg'naɪt/
inaccurate /ɪn'ækjərət/
knowing /'nəʊɪŋ/
knowingly /'nəʊɪŋli/
long-term commitment /ˌlɒŋ tɜːm kə'mɪtmənt/
made-up /ˌmeɪd 'ʌp/
manipulate the media /məˌnɪpjəleɪt ðə 'miːdiə/
mislead/misinform people /ˌmɪsˌliːd/ mɪsɪnˌfɔːm 'piːpəl/
misleading /mɪs'liːdɪŋ/
newsworthy story /ˌnjuːzˌwɜːði 'stɔːri/
not take a story at face value /nɒt ˌteɪk ə ˌstɔːri ət ˌfeɪs 'væljuː/
on a daily basis /ɒn ə ˌdeɪli 'beɪsɪs/
on a regular basis /ɒn ə ˌregjələ 'beɪsɪs/
operating theatre /'ɒpəreɪtɪŋ ˌθɪətə/
print-based media /ˌprɪnt beɪst 'miːdiə/
question facts /'kwestʃən ˌfækts/
reliable/reputable source /rɪˌaɪəbəl/ˌrepjətəbəl 'sɔːs/
remarkable /rɪ'mɑːkəbəl/
remarkably /rɪ'mɑːkəbli/
spark /spɑːk/
spread fake news /ˌspred ˌfeɪk 'njuːz/
tackle a problem /ˌtækəl ə 'prɒbləm/
tamper with photos /ˌtæmpə wɪð 'fəʊtəʊz/
trust your instincts /ˌtrʌst jər 'ɪnstɪŋkts/
winnings /'wɪnɪŋz/

6.2 Grammar 4.42

flat tyre /'flæt taɪə/
invent a story /ɪnˌvent ə 'stɔːri/
oversleep /ˌəʊvə'sliːp/
starving /'stɑːvɪŋ/
subtitles /'sʌbˌtaɪtlz/

6.3 Listening 4.43

alteration /ˌɔːltə'reɪʃən/
animal cruelty /ˌænəməl 'kruːəlti/
animal rights /ˌænəməl 'raɪts/
anonymity /ˌænə'nɪməti/
authenticate /ɔː'θentɪkeɪt/
authority /ɔː'θɒrəti/
background /'bækgraʊnd/
bar code /'bɑː kəʊd/
butcher /'bʊtʃə/
commit an offence /kəˌmɪt ən ə'fens/
confirm /kən'fɜːm/
equality /ɪ'kwɒləti/
ethical issue /ˌeθɪkəl 'ɪʃuː/
express /ɪk'spres/
fairness /'feərnəs/
float away /ˌfləʊt ə'weɪ/
genuine /'dʒenjuɪn/
identity /aɪ'dentəti/
make a statement /ˌmeɪk ə 'steɪtmənt/
out of reach /aʊt əv riːtʃ/
paintbrush /'peɪntbrʌʃ/
peaceful protest /ˌpiːsfəl 'prəʊtest/
protect your identity /prəˌtekt jər aɪ'dentəti/
protestor /prə'tɛstə/
raise awareness /ˌreɪz ə'weənəs/
recognised /'rekəgnaɪzd/
remain anonymous /rɪˌmeɪn ə'nɒnəməs/
stencil /'stensəl/
strong belief /strɒŋ bə'liːf/
substitute /'sʌbstətjuːt/
treatment of animals /ˌtriːtmənt əv 'ænɪməlz/
unconfirmed rumour /ˌʌnkənˌfɜːmd 'ruːmə/
underlying message /ˌʌndəˌlaɪ-ɪŋ 'mesɪdʒ/

6.4 Reading 4.44

airbrush /'eəbrʌʃ/
at arm's length /ət 'ɑːmz ˌleŋθ/
become mainstream /bɪˌkʌm 'meɪnstriːm/
blurred /blɜːd/
body dysmorphic disorder /ˌbɒdi dɪs'mɔːfɪk dɪsˌɔːdə/
capture a memorable moment /ˌkæptʃər ə 'memərəbəl ˌməʊmənt/
crop images /ˌkrɒp 'ɪmɪdʒɪz/
cute /kjuːt/
date back to /'deɪt ˌbæk tə/
declare /dɪ'kleə/
defect /'diːfekt/
duchess /'dʌtʃəs/
duck-face /'dʌkfeɪs/
facial /'feɪʃəl/
gain popularity /ˌgeɪn ˌpɒpjə'lærəti/
harmless /'hɑːmləs/
have a habit of /ˌhæv ə 'hæbɪt əv/
in focus/out of focus /ɪn 'fəʊkəs/aʊt əv 'fəʊkəs/
lens /lenz/
make a claim /ˌmeɪk ə 'kleɪm/
mental health problem/condition /ˌmentl 'helθ ˌprɒbləm/kənˌdɪʃən/
origin /'ɒrɪdʒɪn/
originate /ə'rɪdʒəneɪt/
pose for a photo /ˌpəʊz fər ə 'fəʊtəʊ/
refer to /rɪ'fɜː tə/
retouch images /ˌriːˌtʌtʃ 'ɪmɪdʒɪz/
seek /siːk/
shake sth off /ˌʃeɪk ˌsʌmθɪŋ 'ɒf/
sharp /ʃɑːp/
shot /ʃɒt/
snap /snæp/
snap a selfie /ˌsnæp ə 'selfi/
take a shot/a snap /ˌteɪk ə 'ʃɒt/ ə 'snæp/
tousle /'taʊzəl/
treat /triːt/
trigger /'trɪgə/
wink /wɪŋk/
zoom in/zoom out /ˌzuːm 'ɪn/ˌzuːm 'aʊt/

6.5 Grammar 4.45

fictional character /ˌfɪkʃənəl 'kærəktə/
screen /skriːn/

6.6 Speaking 4.46

awareness-raising campaign /ə'weənəs ˌreɪzɪŋ kæmˌpeɪn/
convinced /kən'vɪnst/

WORD LIST ACTIVITIES

• Play *Snowman* with the new words. On the board, write a dash for each letter of a word which the students need to guess. Draw a part of the snowman for each wrong guess (e.g. the body, its eyes). The team who guesses the word before the snowman is complete wins a point. If a team makes a wrong guess and you draw the last part of the snowman, they lose a point.
• Draw students' attention to the last section of the wordlist and explain that they may complete it with their own suggestions of other useful words or phrases related to the unit.

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creature /'kriːtʃə/
desirable /dɪ'zaɪərəbəl/
do harm /ˌduː 'hɑːm/
emphasise /'emfəsaɪz/
engage with /ɪn'geɪdʒ wɪð/
firmly /'fɜːmli/
for the sake of /fə ðə 'seɪk əv/
frankly /'fræŋkli/
fur /fɜː/
fur trade /fɜː treɪd/
general public /ˌdʒenərəl 'pʌblɪk/
glamorous /'glæmərəs/
hand out leaflets /ˌhænd ˌaʊt 'liːflɪts/
involvement /ɪn'vɒlvmənt/
make a difference /ˌmeɪk ə 'dɪfərəns/
make your point /ˌmeɪk jə 'pɔɪnt/
member of the public /ˌmembər əv ðə 'pʌblɪk/
obviously /'ɒbviəsli/
peacefully /'piːsfəli/
petition /pə'tɪʃən/
prevent from /prɪ'vent ˌfrəm/
promote awareness /prəˌməʊt ə'weənəs/
protest march /'prəʊtest ˌmɑːtʃ/
public figure /ˌpʌblɪk 'fɪgə/
receive criticism /rɪˌsiːv 'krɪtəsɪzəm/
regrettably /rɪ'gretəbli/
take notice of /ˌteɪk 'nəʊtɪs əv/
vital /'vaɪtl/

6.7 Use of English 4.47

background /'bækgraʊnd/
backup /'bækʌp/
blood-red /'blʌd red/
blow-by-blow /ˌbləʊ baɪ 'bləʊ/
breaking news /ˌbreɪkɪŋ 'njuːz/
broad-shouldered /ˌbrɔːd 'ʃəʊldəd/
bush /bʊʃ/
car company /ˌkɑː 'kʌmpəni/
charcoal-grey /'tʃɑːkəʊl ˌgreɪ/
commercial break /kəˌmɜːʃəl 'breɪk/
company car /ˌkʌmpəni 'kɑː/
copy editor /'kɒpi ˌedɪtə/
crack down on /ˌkræk 'daʊn ɒn/
crackdown on /'krækdaʊn ɒn/
curly-haired /ˌkɜːli 'heəd/
dash /dæʃ/
deep sea /diːp 'siː/
fact-checker /ˌfækt 'tʃekə/
far-fetched /ˌfɑː 'fetʃt/
flat-footed /ˌflæt 'fʊtɪd/
float /fləʊt/
foreign affairs /ˌfɒrɪn ə'feəz/
frill /frɪl/
green screen /ˌgriːn 'skriːn/
health check /'helθ ˌtʃek/
heartwarming /'hɑːtˌwɔːmɪŋ/
hideous /'hɪdiəs/
high-quality /ˌhaɪ 'kwɒləti/
ill-advised /ˌɪl əd'vaɪzd/
irresistible /ˌɪrɪ'zɪstəbəl/
kind-hearted /ˌkaɪnd 'hɑːtɪd/
lemon-yellow /ˌlemən 'jeləʊ/
lifetime supply /ˌlaɪftaɪm sə'plaɪ/
lime-green /ˌlaɪm 'griːn/
long-legged /ˌlɒŋ 'legəd/
makeup /'meɪkʌp/
mess up /ˌmes 'ʌp/
morning show /ˌmɔːnɪŋ 'ʃəʊ/
mouth-watering /'maʊθ ˌwɔːtərɪŋ/
news anchor /ˌnjuːz 'æŋkə/
news station /ˌnjuːz 'steɪʃən/
news stories /ˌnjuːz 'stɔːriz/
newsreader /'njuːzˌriːdə/
nonstop /ˌnɒn'stɒp/
nut-brown /ˌnʌt 'braʊn/
on air /ɒn 'eə/
ordeal /ɔː'diːl/
overwhelmed /ˌəʊvə'welmd/
overview /'əʊvəvjuː/
present-day /'prezənt deɪ/
rehearse /rɪ'hɜːs/
report on /rɪ'pɔːt ɒn/
rosy-cheeked /ˌrəʊzi 'tʃiːkt/
short-lived /ˌʃɔːt 'lɪvd/
sky-blue /ˌskaɪ 'bluː/
snow-white /ˌsnəʊ 'waɪt/
state-of-the-art /ˌsteɪt əv ðiː 'ɑːt/
stripe /straɪp/
sunburnt /'sʌnbɜːnt/
superimpose /ˌsuːpərɪm'pəʊz/
tangled up /'tæŋgəld ʌp/
thin-lipped /ˌθɪn 'lɪpt/
tongue-tied /'tʌŋ ˌtaɪd/
thorny /'θɔːni/
TV station /ˌtiː 'viː ˌsteɪʃən/
unheard-of /ʌn'hɜːd ɒv/
unhurt /ʌn'hɜːt/
user-friendly /ˌjuːzə 'frendli/
waist-high /ˌweɪst 'haɪ/
weather-beaten /'weðə ˌbiːtn/
weatherproof /'weðəpruːf/
withdraw /wɪð'drɔː/
worn-out /ˌwɔːn 'aʊt/
voice recognition /'vɔɪs rekəgˌnɪʃən/

6.8 Writing 4.48

dark /dɑːk/
enter a competition /ˌentər ə ˌkɒmpə'tɪʃən/
family ties /'fæməli taɪz/
genre /'ʒɒnrə/
go missing /ˌgəʊ 'mɪsɪŋ/
gripping /'grɪpɪŋ/
heavily influenced /ˌhevəli 'ɪnfluənst/
hilarious /hɪ'leəriəs/
nostalgic /nɒ'stældʒɪk/
opening scene /ˌəʊpənɪŋ 'siːn/
plot /plɒt/
predictable /prɪ'dɪktəbəl/
soundtrack /'saʊndtræk/
spoiler /'spɔɪlə/
spot /spɒt/
terrifying /'terəfaɪ-ɪŋ/
threaten /'θretn/
twists and turns /ˌtwɪsts ən 'tɜːnz/
unforgettable /ˌʌnfə'getəbəl/
villain /'vɪlən/
well-reviewed /ˌwel rɪ'vjuːd/

MY WORD LIST

EXCHANGING INFORMATION	PHOTOGRAPHY	OTHER

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FOCUS REVIEW 6

VOCABULARY AND GRAMMAR

1 Match the words in box A with the words in box B to make collocations, then complete the sentences with the collocations in the correct form.

A commercial daily double-check make raise

B awareness basis the facts gain a statement

1 The company's website is updated on a daily basis with the latest news and events.
2 She set up a campaign to raise awareness of the disease amongst the general public.
3 The school have been passing on students' data for commercial gain , selling lists of names to advertisers.
4 It's vital that, as a journalist, you double-check the facts in a story before it's published.
5 This morning, the director of the hospital made a statement to the media about the crisis.

2 Complete the sentences with words from the unit. The first letter of each word is given.

1 You shouldn't take stories you read online at **f**ace value, they're often fake news.
2 I just had a **g**ut feeling that something wasn't right about what I'd been told.
3 The name of the witness has been changed to **p**rotect her identity.
4 Legally, he hadn't actually **c**ommitted an offence, but his actions were clearly dishonest.
5 It's really important to check the **a**ccuracy of any statistics you use in your article.
6 I don't believe the files were deleted by accident, they clearly did it **d**eliberately .

3 Choose the correct option.

1 *Would / (Should)* you need any further information, please don't hesitate to ask.
2 *(Had the government not) / Hadn't the government* acted, there would soon have been more riots.
3 I would ask people for their IDs before letting them in *providing / (unless)* I knew them personally.
4 We wouldn't get involved in your project *weren't we / (were we not)* enthusiastic about it.
5 *(Imagine) / Provided* you were offered a job as a foreign affairs correspondent, would you accept it?

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

1 If Karen had checked (check) her sources before submitting her article last week, she would not be (not/be) in trouble with the editor today.
2 John would have told (tell) us the truth about the school incident if he were/was (be) an honest person.
3 If Jerry generally took (take) his job seriously, his manager would have promoted (promote) him a long time ago.
4 If my grandparents were not (not/be) such generous people, they would not have helped (not/help) me financially at university and I wouldn't be a lawyer.
5 We would not have to (not/have to) take them to court now if they had paid (pay) the loan back on time.

USE OF ENGLISH

5 Read the text. Choose the correct answer, A, B, C or D.

'Prodigal Summer' by Barbara Kingsolver

This novel is the story of two women whose lives change dramatically over the course of one summer. It doesn't have a(n) [1]___ plot like some of Kingsolver's other books, but neither is it too slow or [2]___ , with one or two surprising twists along the way. First and foremost, it's about the characters. Both women have [3]___ opinions about how they want to live their lives and both [4]___ believe in the importance of respecting the natural world. It's set in the [5]___ USA, in the small farming community of Egg Fork in the Zebulon Mountains, a [6]___ place, but typical of the Appalachian Mountains of North Carolina, and the landscape and its wildlife are ever-present in the [7]___ . The women's stories are also linked up with a third character, an elderly local farmer who is [8]___ for a past way of life and who initially seems angry and bitter, but who turns out to be surprisingly [9]___ .

1	A eye-catching	(B) gripping
	C newsworthy	D remarkable
2	(A) predictable	B unpredictable
	C reliable	D hilarious
3	A hard	B tough
	(C) strong	D heavy
4	A greatly	B honestly
	C completely	(D) firmly
5	A nowadays	B real-time
	(C) present-day	D up-to-date
6	A backup	(B) made-up
	C far-fetched	D fake
7	A foreground	B backdrop
	(C) background	D back-story
8	(A) nostalgic	B memorable
	C unforgettable	D romantic
9	A heartwarming	(B) kind-hearted
	C hard-hearted	D single-minded

6 Complete the sentences with the correct form of the words in brackets. Use up to five words in each gap and make any changes necessary.

1 I would not have told (not/tell) Christie my secret then if she were not a trustworthy person.
2 I'm pretty sure that if you had listened to the advice (listen/advice) which I gave you last time, you wouldn't be in such a terrible situation now.
3 Suppose you had missed (you/miss) your flight last night, what would you have done?
4 If you hadn't forgotten the keys, we would not be standing (not/stand) outside our house in the cold right now.
5 I'm sure there will be an investigation unless the company releases (unless/company/release) its financial report.
6 Tim wouldn't be giving you any free lessons were he not your (he/be/not/you) good friend.

EXTRA ACTIVITIES

- Photocopiable resources 49–50 Multiple-choice cloze (20 min.) pp. 235, 292–293
- Photocopiable resources 59–60 Sentence formation (12 min.) pp. 236–237, 302–303
- Use of English 6, WORD STORE booklet, p. 12
- Extra digital activities: Reading and Use of English Checkpoints

NEXT CLASS

- Ask students to do Self-check 6.10, WB pp. 98–99, as homework.
- Ask students to prepare for Unit Test 6: Assessment Package, Unit 6.
- Ask students to prepare for Review Test 3: Assessment Package, Unit 6.

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READING

7 **Read the article. Complete the sentences with up to three words from the article in the correct form.**

THE POWER OF IMAGES

It's often said that a picture is worth a thousand words. There's something appealing about images that makes them a powerful tool for communication.

As you scroll through your social media feed or browse a news website, what is it that prompts you to read on? The chances are that it's the images that attract your attention. Online content that is accompanied by an image is more likely to prompt engagement, in the form of clicks, likes and shares, than straightforward text. This phenomenon is especially important to digital marketers. They will tell you that on average people only read around 20 percent of the text on a web page. When it comes to remembering information, it is said that we retain around 80 percent of what we see versus only 20 percent of what we read and just 10 percent of what we hear. Although these figures are criticised by experts as an oversimplification, visuals do play an important role in how we deal with content in an information-rich world. Producing eye-catching visuals to attach to digital content is vital for anyone who wants to get their message across to the maximum number of people.

It's not only in the commercial world that the power of the image is being recognised. Governments and NGOs such as the World Health Organisation are acknowledging the importance of social media in communicating public health messages. Research into social media engagement during one recent disease outbreak, for example, found that it was image-based platforms such as Instagram that were most effective in communicating vital health messages. Whilst there is some concern amongst healthcare professionals that what starts off as helpful messages can easily get distorted as they're shared and reshared, specialists say that social media has huge potential for promoting public health.

Political journalists and campaigners have also long understood the power of an image. In a social media age, though, just posting a striking image that is sure to go viral has been labelled by some as 'slacktivism'. That is the idea that people will like and share an image without really thinking about the ideas behind it or engaging with the political message. The challenge for activists, journalists, marketers and governments is to develop a social media strategy that includes eye-catching visuals but is also more than skin deep.

1 When looking at information online, people are far more likely __to engage__ with content if it includes an image of some kind.
2 This fact is exploited by those working in __(digital) marketing__ to help make their messages stand out.
3 Apparently, we remember only a tiny percentage of information in the form of text or audio, but a much greater proportion of ideas presented in the form __of images__ .
4 Images are also increasingly being used by official bodies to communicate __vital health messages__ to the widest possible audience and by journalists and activists to promote political campaigns.
5 The use of eye-catching images that quickly go __viral__ has been criticised as an example of `slacktivism' because it is superficial and doesn't really engage people with the underlying message.

SPEAKING

8 **Look at the photos. The local council has decided to close down a community centre in your neighbourhood. Choose the method of protesting against this decision which, in your opinion, is the best, and give reasons for your choice.**

A

B

9 **Ask and answer the questions.**

1 Should young people get involved in campaigns that concern their local areas? Why?/Why not?
2 Is it better to express one's opinion on a controversial issue or to keep quiet? Why?/Why not?
3 What's the most effective way to persuade somebody to change their opinion? What makes you think so?
4 What are the advantages of using social media to organise an event?

WRITING

10 **Read the writing task and write a review.**

What is your favourite film genre? Comedy, action movie, romantic comedy or something else? Write a review for a film which is the best representation of your favourite genre and could encourage viewers to watch more films of that type.

PROJECT

- How to teach with projects **p. T21**
- Work in groups. Compare traditional forms of advertising with those online, especially using social media. Do some research online and prepare a digital presentation. Then present it to your class.

Exercise 1

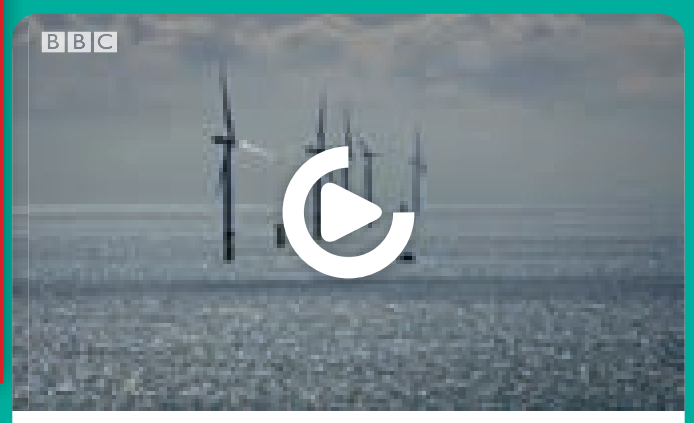
astronomy, astronomer
biology, biologist
botany, botanist
chemistry, chemist
geology, geologist
mathematics, mathematician
physics, physicist

7 It's not rocket science!

I am among those who think that science has great beauty.

Marie Curie

BBC



BLOWING IN THE WIND

29 Watch the BBC video.
For the worksheet, go to page 144.

Exercise 4

Marie Curie – a physicist and chemist
Mary Anning – a geologist
Rosalind Franklin – a chemist
Jocelyn Bell Burnell – an astrophysicist
Dorothy Hodgkin – a chemist
They were all women and they were all discriminated against because they were women.

UNIT 7 VIDEOS

BBC Blowing in the wind 29

GRAMMAR ANIMATION
Lesson 7.2 30 Lesson 7.5 32

FOCUS VLOG About science and technology
Lesson 7.2 31

ROLE-PLAY
Lesson 7.6 33 34

7.1 VOCABULARY

Science • scientific research • prepositions after verbs and nouns • words in science

I can talk about science and scientific research.

SHOW WHAT YOU KNOW

1 **For each adjective in the box, add a discipline and a person. Add any other science word families that you know.**

archaeological astronomical biological botanical chemical geological mathematical physical

archaeological → *archaeology* → *archaeologist*

2 SPEAKING **Look at the subjects in Exercise 1. Which science is the most/least difficult to study?**

3 SPEAKING **Between 1901 and 2019 the Nobel Prize in Chemistry and Physics was awarded to 386 men and only eight women. Discuss possible reasons for this and say if you think the situation is changing.**

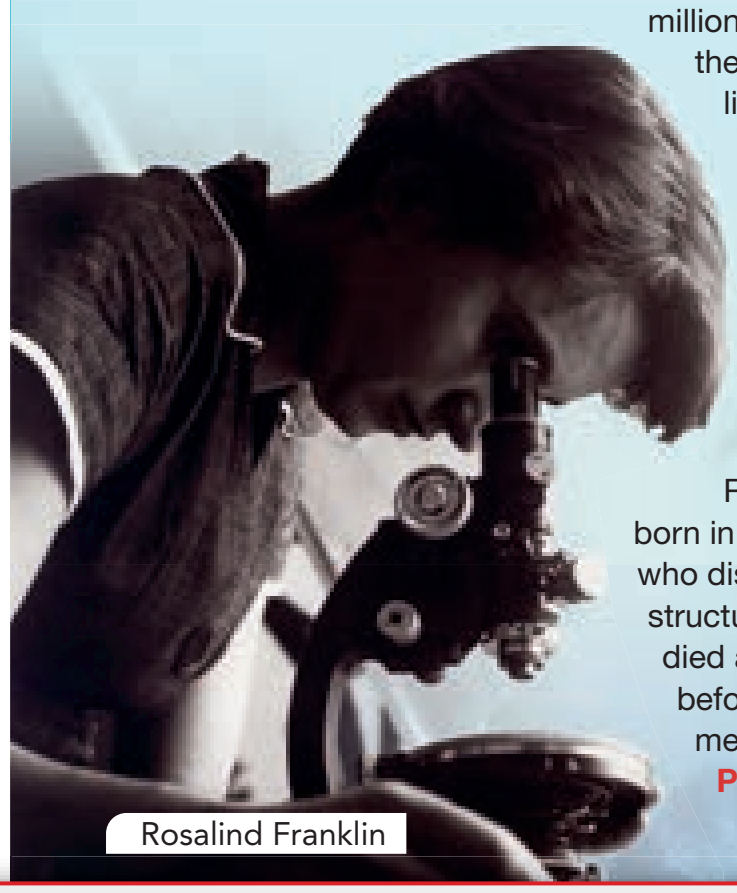
4 **Read the text. What scientists are mentioned and what are their fields of study? What do they have in common?**

FEMALE SCIENTISTS
Changing The World

In any web search for the world's famous scientists, Marie Curie always **receives a mention**. Curie, a Polish and naturalised French physicist and chemist, discovered radiation, helped apply it in the field of X-rays and **coined the term** *radioactivity*. She **made a huge contribution** to science, but was one of the very few women who **gained the recognition** they deserved.

Science was a man's world in the nineteenth century. And yet, Mary Anning became an expert in fossils and geology. Coming from a poor family, she collected fossils on the beach and sold them to make a little money. She found fossils of complete marine reptiles that became extinct over 100 million years ago. She gained the respect of scientists, but living in an era when women weren't allowed to vote or attend university, she was not allowed to join the Geological Society of London.

A hundred years later, conditions were still difficult for female scientists. Rosalind Franklin, a chemist born in 1920, was part of a team who discovered the molecular structure of DNA. Tragically, she died aged thirty-seven, four years before her fellow scientists, all men, were **awarded the Nobel Prize** in 1962. They made no reference to Franklin in their acceptance speech.


Rosalind Franklin

REFERENCES

Culture notes **pp. 193–194**
Audioscript **p. 206**
Videoscript **p. 218**
Using videos in the classroom **p. T16**

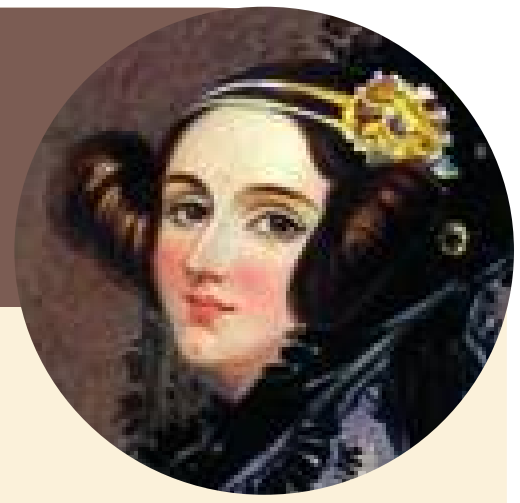
EXTRA ACTIVITIES

- Photocopiable resource 37 *Science crossword* (10 min.) pp. 232, 278–279
- Extra digital activities: Vocabulary Checkpoint
- Students take turns to quiz each other on the words in Word Store 7C. Instead of translating, they have to give definitions or examples, using a dictionary if necessary. As a follow-up activity, check definitions with the whole class.

5 3.13 **Listen to a podcast about another famous scientist, Ada Lovelace. What was she famous for?**
For working on the first type of computer and inventing the first algorithm.

6 3.13 **Listen again and answer the questions.**

Ada Lovelace QUIZ



1. What did Ada Lovelace collaborate with Charles Babbage on?
2. How do people refer to Charles Babbage?
3. Who is credited with inventing the first computer algorithm?
4. In what way did Lovelace **see the true potential** of the computer?
5. How easy was it for women to have access to education in the nineteenth century?
6. When did Ada Lovelace find out that she had an aptitude for calculations?
7. Did many women manage to **win the respect** of their fellow scientists?
8. What did the US Department of Defence name after Lovelace?

A similar injustice happened when British astrophysicist Jocelyn Bell Burnell discovered radio pulsars, described as the greatest astronomical discovery of the twentieth century. Her supervisor and his male colleague were awarded the 1974 Nobel Prize in Physics for the discovery, and she was completely left out. Many astronomers criticised the decision, but Bell Burnell finally gained recognition in 2007 when she was made Woman of the Year for her remarkable contributions to science.

In cases where women's **achievements were recognised**, we still find evidence of discrimination in the way these were reported in the press. When the brilliant chemist Dorothy Hodgkin was awarded the Nobel Prize in 1964 for discovering the molecular structure of penicillin and vitamin B_{12}, the paper headline was *Oxford Housewife Wins Nobel*. In fact, this housewife was also a professor at Oxford University.

Today the gender gap in the world of science is slowly closing and there are many female scientists inspiring new generations of girls to study scientific subjects. But there is still some way to go for women to be equally represented in science.

Go to WORD STORE 7 page 15

WORD STORE 7A Scientific research

7 3.14 **Complete WORD STORE 7A with the words in red in the text and Exercise 6. Then listen, check and repeat.**

8 SPEAKING **Complete the descriptions with the verbs in WORD STORE 7A. Then write short descriptions of the two scientists from the text who are NOT described below. Discuss who you admire the most.**
Dorothy Hodgkin and Rosalind Franklin are not described.

1 She ___saw___ the true potential of the Analytical Engine and the US Department of Defence ___recognised___ her achievements by naming a computer language after her.
2 She ___coined___ the term 'radioactivity' and always ___receives___ a mention as one of the world's most famous scientists.
3 Surprisingly, she was not ___awarded___ the Nobel Prize for her discovery of radio pulsars in outer space.
4 She ___won___ the respect of fellow scientists and found evidence of animals that had become extinct 100 million years ago.

WORD STORE 7B Prepositions after verbs and nouns

9 3.15 **Complete WORD STORE 7B with the underlined prepositions in the text and Exercise 6. Then listen, check and repeat.**

10 SPEAKING **Complete the questions with a verb or a noun in WORD STORE 7B. Then ask and answer the questions. Give reasons for your answers.**

1 What software programmes do you have ___access___ to at school?
2 What area of science would you like to be an ___expert___ in?
3 If you were doing a science project, who would you ___collaborate___ with?
4 Which school subjects do you think you have an ___aptitude___ for?
5 Is there somebody in your family who you were ___named___ after?

WORD STORE 7C Words in science

11 3.16 **Translate the words in WORD STORE 7C and tick any that appear in the text and Exercise 6. Use a dictionary if necessary. Then listen and repeat. Do you know any other words you could add?**

12 **Work together to complete these scientific facts using the words in WORD STORE 7C in the correct form.**

1 The periodic table, showing all known ___elements___ , was invented in 1867 by Russian chemist Dmitri Mendeleev.
2 An ___electron___ moves around the ___nucleus___ of an atom.
3 An ___algorithm___ is a set of rules to be followed in ___calculations___ , especially by a computer.
4 $E = mc^2$ is Einstein's most famous ___equation___ and helps to explain the theory of ___relativity___ .
5 Addition (+), subtraction (-), ___multiplication___ (x) and ___division___ (÷) are the four basic maths operations.
6 ___Acids___ (e.g. lemon juice) have a pH value lower than 7.0.

Exercise 6

1 The prototype of a computer.
2 As the father of the computer.
3 Ada Lovelace.
4 She realised it was capable of anything if it was programmed correctly.
5 Not easy.
6 When her mother arranged lessons for her with the best teachers of Science and Mathematics
7 No.
8 A computer language.

WORKBOOK

pp. 100–101, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 7.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 102.

VIDEO 30 31

GRAMMAR

7.2

Advanced passive forms

I can use a variety of advanced passive forms.

1 SPEAKING **Discuss what would happen in your home if all screens were banned for six months. Then read what happened to the Maushart family and compare.**

What happened when mum pulled the plug on technology

Susan Maushart unplugged her teenagers and for six months the family lived without their devices. Family rooms were no longer lit up by the light of screens and no electronic noises **could be heard** through the night.

Maushart decided to unplug the family because nothing was ever properly switched off. She'd constantly told her children to turn their devices off when doing their homework, but even when they **should have been switched off**, they were bleeping away in the background.

So what happened? Once the children **had been made to turn off** their technology, the family rediscovered small pleasures like board games, books and listening to music together. Susan Maushart's son **was given** a saxophone and took up music seriously. If the Internet was needed for homework, her older daughter just went to the library. The youngest daughter **hated being unplugged**, but Susan Maushart believes her children became more focused thanks to being less dependent on technology. She now believes all families **need to be encouraged** to unplug periodically.

2 **Read the GRAMMAR FOCUS. Decide which forms of *be* complete the gaps correctly. Then check your answers in the text.**

GRAMMAR FOCUS 30

Advanced passive forms

- Passive forms with present or past modal verb structures.
  *… no electronic noises **could** [1] ___be___ **heard** through the night.*
  *… even when they **should** [2] have been **switched off**, they were bleeping …*
- Passive forms with verbs that take two objects, i.e. a person – usually the indirect object, and a thing – usually the direct object (*give sb sth*, *send sb sth*, *show sb sth*, etc.)
  *Her son [3] ___was___ **given** a saxophone.* (the 'person' is the topic – more common)
  *A saxophone **was given** to her son.* (the 'thing' is the topic – less common)
- Passive forms with verbs + *-ing* or verbs + *to* + infinitive.
  *The youngest daughter **hated** [4] ___being___ unplugged.*
  *… all families **need** [5] ___to be___ encouraged …*

Note: *make sb **do** sth → be made **to do** sth*
*Once the children **had been made to turn off** their technology …*

Exercise 3

2 The importance of the Internet could not have been predicted back in the 1970s.
3 Your computer must be protected by using anti-virus software.
4 Bill Gates's house may have been designed on an Apple computer.
5 The volume of a YouTube video can be controlled with the up/down arrows on your keyboard.
6 Albert Einstein should have been given a Nobel Prize for his theory of relativity.

Exercise 4

2 I might be given a new laptop for my birthday.
3 We have been promised some new computers for the school.
4 I am owed lots of money.
5 My father should be offered a new job.
6 Today we are being taught IT by a temporary teacher.

3 **Rewrite the sentences in the Passive starting with the underlined object.**

1 You can buy <u>absolutely anything</u> on the Internet these days.
Absolutely anything can be bought on the Internet these days.
2 Nobody could have predicted <u>the importance of the Internet</u> back in the 1970s.
3 You must protect <u>your computer</u> by using anti-virus software.
4 Architects may have designed <u>Bill Gates's house</u> on an Apple computer.
5 You can control <u>the volume of a YouTube video</u> with the up/down arrows on your keyboard.
6 They should have given <u>Albert Einstein</u> a Nobel Prize for his theory of relativity.

4 **Underline the indirect object in each sentence. Then rewrite the sentences in the Passive using *by* if necessary. Which sentences are true for you?**

1 Yesterday, people sent <u>me</u> more than fifty messages.
Yesterday, I was sent more than fifty messages.
2 My parents might give <u>me</u> a new laptop for my next birthday.
3 They have promised <u>us</u> some new computers for the school.
4 People owe <u>me</u> lots of money.
5 They should offer <u>my father</u> a new job.
6 Today a temporary teacher is teaching <u>us</u> IT.

5 SPEAKING **Use the ideas below to write sentences using the passive infinitive or *-ing* form. Then discuss the statements.**

Most teenagers …
1 don't enjoy (shout at)
Most teenagers don't enjoy being shouted at.
2 can't stand (ignore) being ignored.
3 would prefer (not criticise) not to be criticised.
4 would like (take seriously) to be taken seriously.
5 get tired of (judge) being judged.
6 just want (love) to be loved.
7 dislike (tell what to do) being told what to do.
8 aren't interested in (compare to other teenagers) being compared to other teenagers.

FOCUS VLOG 31 About science and technology

31 **Watch the Focus Vlog. For the worksheet, go to page 145.**

Grammar page 166

REFERENCES

Culture notes **p. 194**
Videoscript **pp. 218–219**
Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 38 *Quick teen survey* (15 min.) pp. 232, 280
- Extra digital activities: Grammar Checkpoint
- Students write several questions to the text in ex. 1 using the Passive. Then, in pairs, they take turns to ask and answer the questions.

WORKBOOK

p. 102, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 7.2, Grammar.

102

7.3 LISTENING

Multiple choice

I can extract the main points from a news report about problems with technology.

1 SPEAKING **Look at the cartoons and identify what problems they illustrate. Discuss any similar problems you have had with technology.**

2 3.17 **Listen and match cartoons A–D with situations 1–3. There is one extra cartoon.**

1 D 2 B 3 A

EXAM FOCUS Multiple choice

3 3.17 **Listen again. For questions 1–3, choose the correct answer A–C.**

1 The shop assistant wants to
A warn Julie against buying cheap laptops.
B persuade Julie to increase her planned budget.
C encourage Julie to store films and music on a laptop.

2 Which sentence best describes the situation?
A The sat-nav has taken them the wrong way.
B Luke wants to avoid the motorway.
C Kate thinks Luke should trust the sat-nav.

3 Choose the most appropriate headline for this news report.
A MOPED CRIME RISES BY 30 PERCENT IN LONDON
B MOBILE THEFTS HIGHER ON PUBLIC TRANSPORT
C MOPED THIEVES TARGET MOBILE PHONE USERS

4 Complete the sentences about the recordings with the words in the box. There are four extra words.

drop gaming laptop bag
map memory card mobile phone
rise sat-nav security word processing

RECORDING 1

a The shop assistant says four gigabytes of RAM is not sufficient if Julie wants to **go in for** gaming .
b The shop assistant says he'll **throw in** a laptop bag if Julie buys the better computer.

RECORDING 2

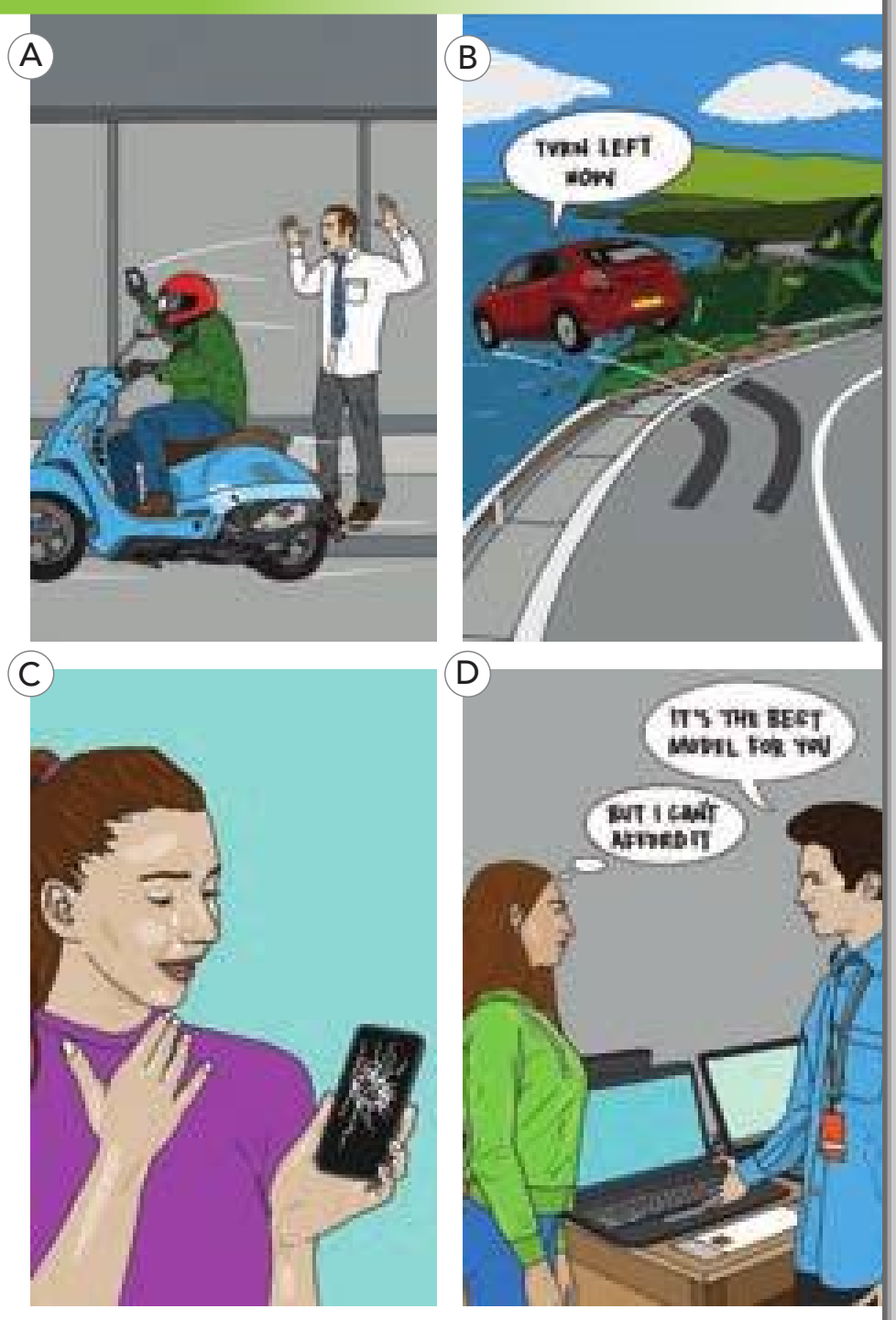
a Luke wants a map to help him **figure out** which way to go.
b Luke was **talked into** using the sat-nav even though they **wind** him **up**.

RECORDING 3

a Figures have **come out** that show a sharp rise in moped robberies.
b The police say they are going to **bring in** new security measures.

WORD STORE 7D Phrasal verbs

5 3.18 **Complete WORD STORE 7D with the phrasal verbs in the box. Then listen, check and repeat.**



6 Complete the sentences to make them true for you. Then compare with a partner.

1 I usually listen to the same kind of music. I don't really **go in for** …
2 When I buy my next phone, I'd like the shop to **throw in** …
3 I always find it difficult to **figure out** …
4 I can't **talk** my parents **into** buying me …
5 The person who **winds me up** most is …
6 The government should **bring in** new laws to …
7 The next new book/film/album/game I want to buy is **coming out** …

PRONUNCIATION FOCUS

7 3.19 **Listen and complete the table. Then listen again and repeat.**

NOUN	ADJECTIVE	ADVERB
1 science	*scientific*	scientifically
2 technology	technological	technologically
3 electronics	electronic	electronically
4 electricity	electric	electrically

8 3.20 **Mark the stress in the words in Exercise 7. Then listen, check and repeat.**

Exercise 1

A stealing a phone from a moped
B following sat-nav to the wrong place
C breaking a mobile phone screen
D not having enough money and/or not being tech savvy

REFERENCES

Audioscript **p. 207**

EXTRA ACTIVITIES

Use this activity as a brief warm-up before ex. 1. Write *Problems with technology* on the board and get students to discuss their ideas in pairs or small groups.

WORKBOOK

p. 103

7.4 READING

Open-ended questions

I can scan a set of related texts to find specific information.

1 **Read the titles of the two texts on page 105. What are they about?**
The connection between cleanliness, microbes and health.

2 SPEAKING **Discuss the questions. Then read the two texts quickly and check your ideas.**

1 What do you know about bacteria?
2 Do you know what the gut is and what its function is?
3 Do you think of bacteria as a threat to humans? Why?/Why not?

3 SPEAKING **Discuss how you feel about the topic in the texts. Is it something that interests you? Why?/Why not?**

EXAM FOCUS Open-ended questions

4 **Read the texts again and answer the questions.**

TEXT A

1 In which part of the body can we find most microbes? In the digestive system.
2 What impact do pathogens have on the body? They cause disease.
3 Why does each person react differently to the same food? Because we all have different gut microbiomes.
4 What is the connection between the gut microbiome and medication? It affects the way individuals respond to drugs and in turn it is affected by e.g. antibiotics.

TEXT B

1 How are most infections passed between humans? Through dirty hands.
2 Why could too much washing and cleaning be dangerous? It gets rid of the 'good bacteria' too.
3 Why should you wash your chopping board immediately after cutting fish or meat? To avoid the risk of infection.
4 How can having a pet dog influence your health? The bacteria in its saliva may boost your immune system.

5 3.22 **Match the words in blue in the text with their definitions. Then listen, check and repeat.**

1 the response of the body's immune system to some substances = allergy
2 a condition that causes breathing difficulties = asthma
3 a condition that affects how people communicate and interact with others = autism
4 a condition that causes people to feel unhappy = depression
5 when your blood glucose is too high = diabetes
6 it protects against infections = immune system
7 a disease/condition caused by viruses or bacteria = infection
8 when a person carries excess weight that might affect their health = obesity

6 3.23 **Complete the news report with the words in Exercise 5. Then listen and check.**

Cities are taking steps to tackle air pollution following reports into its impact on human health. Children are at the highest risk of being affected because their [1] immune systems aren't strong enough to fight off [2] infections . If they breathe in polluted air over a long period, they may develop [3] asthma or other lung conditions. People who suffer from pollen [4] allergy/allergies in the summer get worse symptoms in cities where diesel fumes act as an irritant. [5] Obesity and Type 2 [6] diabetes are not only due to lifestyle or genetic factors but also to traffic-related air pollution.

WORD STORE 7E Word families

7 3.24 **Complete WORD STORE 7E with the underlined words in the text. Then listen, check and repeat.**

8 SPEAKING **Complete the statements with the correct form of the word in capitals. Then discuss whether you agree with the statements and why/why not.**

1 Cleanliness *is next to godliness.* John Wesley **CLEAN**
2 *Happiness: a good bank account, a good cook and a good* digestion . Jean Jacques Rousseau **DIGEST**
3 *Let your food be your* medicine *and* medicine *be your food.* Hippocrates **MEDICINE**
4 *Happiness is* beneficial *for the body but it is grief that develops the powers of the mind.* Marcel Proust **BENEFIT**
5 *Whenever a doctor cannot do good, he must be kept from doing* harm . Hippocrates **HARM**
6 *Some people are born with a vital and* responsive *energy.* Kate Chopin **RESPONSE**
7 *My honest opinion and my friendly* advice *is this: do it or do not do it – you will regret both.* Søren Kierkegaard **ADVISE**

I'm not sure I agree with the first statement; it depends on the context. If we're talking about clean hands …

REFERENCES
Culture notes **p. 194**

EXTRA ACTIVITIES
In pairs, students write four or five true/false statements about the texts and swap with another pair. Then the pairs work together to compare their answers.

WORKBOOK
pp. 104–105

NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 106.

104

3.21 Text A

THE HUMAN MICROBIOME

Why our microbes could be key to our health

Did you know that more than half of your body is not human? The average adult has just under 40 trillion microbial cells and about 30 trillion human ones. In other words, human cells make up only 43 percent of the body's total cell count. The rest are microbes. No matter how well you wash, nearly every part of your body is covered in microscopic creatures. This includes bacteria, viruses, fungi and archaea, each with their own DNA, and together they are known as the human microbiome. 90 percent of this microscopic life is hidden away in our digestive system. But it would be naive to think that we carry around so much microbial material without it having any effect on our bodies at all.

Microbes and bacteria have a negative reputation and it's true that some microbes are known to cause disease and these are called pathogens. Others only become harmful if they get in the wrong place or grow in number. But the majority of microbes are essential for our health: they regulate the **immune system**, provide nutrients for our cells, help digestion and protect us against disease.

Different parts of the body all have very different communities of microbes. In his book, *I Contain Multitudes*, Ed Yong compares the body's microbiome to the earth's ecosystems. Just as the ecosystems of a rainforest and a desert are very different, he writes, so the microbiome of the skin is completely different from the gut. Microbiomes also differ between two people. In fact, each individual has a unique gut microbiome, as personal as a fingerprint. Rob Knight of the University of California San Diego and an expert on the human microbiome explains that differences in the microbiome of the gut help to explain why people respond differently to the same foods.

It is thought that 90 percent of disease can be linked back in some way to the gut and the health of the microbiome. Over recent years the gut microbiome has been associated with a wide range of conditions such as **diabetes**, **autism**, **depression** and **obesity**. It has also been linked to how individuals respond to certain drugs (and is affected by the drugs we take, such as antibiotics). It has even been suggested that it could be connected with how well we sleep. Microbial medicine is in its early stages, but some researchers think that it will become routine for doctors to keep an eye on the makeup of patients' microbiomes. Microbiome-derived medicine may well be the future of precision medicine.

Text B

ALL YOUR HEALTH QUESTIONS ANSWERED

Being too clean may be bad for your health

I shower every morning, wear clean clothes every day and I carry a hand sanitiser that I use regularly throughout the day to keep my hands clean, especially after touching my pet dog. My house is spotless and you won't see a dirty dish in the kitchen. But now I hear that being too clean may be bad for my health. Is this true?

We need to strike the right balance between keeping obsessively clean and learning to live with the bacteria around us. We know that certain bacteria cause diseases, and in recent times, sanitation and cleanliness have dramatically improved our health. But not all bacteria are bad. In fact, lots of them are extremely useful and beneficial to our health. So the question is, how can we avoid disease from the bad bacteria while nurturing the good bacteria?

First, let me be clear – I'd never suggest skipping the essentials, such as washing your hands. Scientists consider dirty hands as one of the most likely reasons why **infections** are passed between us. Getting your hands clean is not just a question of how long you wash them, but how well. Experts say you have to apply soap and water, rub all surfaces of the hands thoroughly for at least fifteen seconds, then rinse under running water and then dry them. The rubbing with soap detaches the germs from your skin, while the rinsing and drying takes them off the hands. But not all of our body has to be washed so thoroughly. A long shower every day may not be advisable, as it removes the 'good bacteria' from our skin.

Around the house, the solution for fighting the wrong kind of bacteria isn't excessive cleaning, but the right kind of cleaning. For instance, if you chop vegetables on your chopping board, you can wait until after your meal to wash it up. Not so if you've chopped raw fish or meat, when instant action is required, or you may increase the risk of infection.

Sometimes, it's good to get dirty! Research shows that children who grow up on farms are less likely to have problems like **allergies** and **asthma** and this is because they're exposed to a wonderful biodiversity of bacteria in the soil, rich in beneficial microbes. Dogs are also good for helping you to develop healthy bacteria – next time a slobbery dog jumps up at you, don't push it away. Instead, think about how the bacteria in its saliva may be boosting your immune system.

105

7.5 GRAMMAR

Passive reporting structures

I can use passive reporting structures to talk about general feelings and beliefs.

1 3.25 **Read the *Maths facts* and choose the correct option. Compare with a partner. Then listen and check.**

Maths facts

1 **It is thought that** numbers and counting began with the number *zero* /(*one*).
2 Arithmetic **is considered to have originated** around *20,000* /(*6,000*) years ago in Sumer.
3 The(*Egyptians*)/ *Romans* **are known to have invented** the numbers one thousand and one million.
4 Before 1500, the term 'mathematics' **was understood to mean** (*'astrology'*)/ *'physics'*.
5 **There are said to be** *limited* /(*unlimited*) opportunities for mathematicians.
6 (*An increasing*)/ *A decreasing* number of students **are expected to be doing** Maths at university in the future.

2 Read the GRAMMAR FOCUS and find examples of each pattern in *Maths facts*.

GRAMMAR FOCUS 32

Passive reporting structures

You can use the Passive to talk about general feelings or beliefs with reporting verbs like *believe, know, think,* etc. These structures are usually used in more formal contexts.

- ***it* + passive verb** (present or past) **+ *that* clause** 1
- **subject + passive verb** (present or past) **+ *to* + infinitive** (*to do/to have done/to be doing,* etc.) 2, 3, 4, 6
- ***there* + passive verb** (present or past) **+ *to be/to have been*** 5

3 3.26 **Read the text. Identify the missing word in each underlined verb structure. Then listen and check.**

1 Pythagoras is understood to have come up with …

4 USE OF ENGLISH Complete the sentences with the correct form of the words in brackets. Make any changes neccessary, but do not change the order of the words.

1 It *is understood that Pythagoras came up with* (understand/Pythagoras/come up) the idea of odd and even numbers.
2 Pythagoras is said to have prepared (say/prepare) the way for many famous Greek mathematicians.
3 It is thought that Archimedes (think/Archimedes) is one of the greatest mathematicians of all time.
4 Archimedes is believed to have made (believe/to/make) his most famous discovery in the bath.
5 The Romans are not thought to have been interested (not/think/be interested) in maths.
6 Several other civilisations are known to have contributed (know/contribute) to the advancement of mathematics.

5 Rewrite each sentence in two ways. Begin with the words in brackets.

1 We know that most mathematical symbols were invented in the 1500s. (It …/Most …)
It is known that most mathematical symbols were invented in the 1500s.
Most mathematical symbols are known to have been invented in the 1500s.
2 Historians consider the seventeenth century to be a high point in the history of mathematics. (The seventeenth …/It …)
3 Many teachers thought that calculators could harm students' maths skills. (It …/Calculators …)
4 They estimate that there are over 10,000 new Maths graduates every year in the UK. (There …/It …)

6 List the school subjects you study by putting them in order from most important to least important. Compare your lists. How important is Maths?

Grammar page 167

Exercise 5

2 The seventeenth century is considered to have been a high point in the history of mathematics. It is considered that the seventeenth century was a high point in the history of mathematics.

3 It was thought that calculators could harm students' Maths skills. Calculators were thought to be able to harm students' Maths skills.

4 There are estimated to be over 10,000 new Maths graduates every year in the UK. It is estimated that there are over 10,000 new Maths graduates every year in the UK.

WHERE DO OUR NUMBERS COME FROM?

Around 500 BC, the Greek philosopher [1] Pythagoras is understood to have come up with the idea of odd and even numbers. [2] It is said that Pythagoras prepared the way for many famous Greek mathematicians including Archimedes. [3] Archimedes is considered to be one of the greatest mathematicians of all time. He discovered how to measure the volume of an object with an irregular shape. [4] He is believed to have been taking a bath when he made the discovery, and leapt out shouting 'Eureka!' ('I have found it!'). Unfortunately, Archimedes was killed by a Roman soldier in 212 BC and mathematics entered a dark age. [5] It is thought that the Romans just weren't interested in mathematics.

Brahmi numerals around 300 AD

1 2 3 4 5 6 7 8 9

[6] There are known to have been several other civilizations, including the Maya people in Mexico and scholars in ancient China, who contributed to the advancement of mathematics. However, the next big breakthrough was probably in 500 AD when the Indians invented 'zero'. They had already created symbols for the numbers one to nine. In fact, [7] it could be argued that our 'Arabic numerals' should rather be known as 'Indian numerals'. After all, it was actually the Indians who invented them.

REFERENCES

Culture notes **p. 194**
Audioscript **p. 207**
Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 39 Test yourselves (10 min.) pp. 232, 281
- Extra digital activities: Grammar Checkpoint
- Before ex. 4, ask students to work in pairs and change the passive reporting structures into active ones. Students compare their answers in small groups. Monitor and offer feedback where necessary.

WORKBOOK

p. 106, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 7.5, Grammar.

7.6 SPEAKING

Clarification

I can ask for and give clarification.

1 SPEAKING **Discuss which of these machines you would trust in place of a human and which you would not.**

1 A self-driving car
2 A robotic surgeon
3 A computer-generated online friend
4 A virtual teacher
5 A robot police officer

2 SPEAKING **Imagine you are going to a science and technology exhibition. Look at the posters and discuss which you would rather visit and why.**

3 3.27 **Listen to a conversation at the 'Mind-blowing Machines' Exhibition. What type of machine is Sam describing?** A robotic surgeon.

4 3.27 **Listen again. Which phrases from the SPEAKING FOCUS do you hear?**

SPEAKING FOCUS

Signalling confusion

Sorry, I'm not with you.	☐
I'm not sure I follow (you).	☐
I'm afraid you've lost me there.	☑
I don't know what you mean by …	☐

Checking your understanding

So, in other words, …	☐
Are you saying …?	☑
If I understand correctly, you mean …, right?	☐

Giving clarification

Yes, precisely/exactly.	☑
Yes, (that's) pretty much (it).	☐
No, that's not (quite) what I meant.	☐
What I meant was …	☐

5 3.28 **Complete the conversations with words from the SPEAKING FOCUS. Then listen and check.**

Dialogue 1

A: Not many people agree with me, but I think computer games are a bit of a waste of time. I'd rather kick back with my friends than stare at a screen for hours on end.
B: Er … sorry, but I don't know what you mean [1] by 'kick back'.
A: What I [2] meant was spend time together, you know, hang out, chat, relax.

Dialogue 2

A: I think I'd die without my phone.
B: And this year's Oscar for best actress goes to …
A: Ha ha, very funny. Are you [3] saying I'm being dramatic?
B: Yes, [4] exactly . I think you'd survive without it.

Dialogue 3

A: Dan, I have to answer this question for homework. Can you help, please?
B: Sure, what's the question?
A: 'In what ways might socially intelligent robots benefit human society?'
B: Hmm. Well, I suppose the ability to have conversations with our machines will make a big difference.
A: I'm not sure I [5] follow you.
B: Well, we interact with today's machines mostly by typing or pushing buttons, but some phones and tablets already understand voice commands, right? Imagine they and other machines could react to what you say and talk back to you properly.
A: Hmm. OK. If I understand [6] correctly , you mean we'll be able to have a conversation with our television or our fridge, right?
B: Yes, that's [7] pretty much it.
A: I'm not sure I'd want to have a conversation with a fridge.
B: Why not?
A: Well, they have a reputation for being rather cold.
B: Oh, very funny.

6 SPEAKING **Discuss the questions. Use the SPEAKING FOCUS to help you.**

1 In what ways are computer games good or bad for the people who play them?
2 What do you think has been the most important technological development during your lifetime?
3 Have social media made us more or less sociable? Explain your opinion.
4 In what ways might socially intelligent machines benefit human society?

ROLE-PLAY 33 34 Clarification

33 34 **Watch the video and practise. Then role-play your dialogue.**

REFERENCES

Culture notes **pp. 194–195**
Audioscript **p. 207**
Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

- Photocopiable resource 40 *How has technology developed?* (10–12 min.) pp. 232–233, 282
- Ask students to work in pairs and discuss the positive and negative aspects of one of the machines mentioned in ex. 1. Compare answers with the whole class.

WORKBOOK

p. 107

Exercise 3

1 To locate submarines.
2 He made GPS available to all civilian airlines.
3 Four systems US/Russia/EU/China.
4 You'd be up to six miles away from your true location.
5 By measuring the melting of the ice caps.

7.7 USE OF ENGLISH

Easily confused words

I can understand and use words that are easily confused.

1 SPEAKING What do you know about GPS? Discuss the questions.

1 What does GPS stand for? Global Positioning System
2 How does GPS work? Three satellites measure the distance and triangulate your position, a fourth one corrects the position.
3 When do *you* use GPS?
4 What other uses do you think it has?

2 Read the text. Match headings a–d with paragraphs 1–4. Check your ideas in Exercise 1.

a GPS takes Einstein's theory into account
b GPS is owned and operated by the US government
c GPS isn't just for determining location
d GPS isn't the only navigation system

Four things you didn't know about GPS

[1] b

Originally the system was built by the US Navy to locate submarines, and consisted of six satellites which **eventually** grew to ten. This model **preceded** the Global Positioning System or GPS as we know it today. At first, GPS was reserved for military use, but in 1983 US President Reagan made a **historic** decision to let all civilian commercial aircraft use it.

[2] d

GPS is just one of several space-based radio navigation systems. **Currently**, there are four global navigation systems: GPS (US), GLONASS (RUSSIA), Galileo (EU) and BeiDou (China). These navigation systems are essential for military operations, so some countries prefer not to be **dependent** on another country in case problems **arise**.

[3] a

Twenty-four satellites **ensure** that at least four satellites are in **sight** of any location on Earth at all times. Four satellites are needed to provide **data** to calculate an exact position. The GPS receiver measures the distance to three satellites by the amount of time it takes to receive a transmitted signal. A fourth satellite is used to account for Albert Einstein's general theory of relativity, that time moves faster for those satellites that are further from sources of gravity. Without correction, this would **affect** the exact location by about six miles. That, in a nutshell, is the **principle** on which the GPS is based.

[4] c

Most people associate GPS with giving directions when driving. But there are other important uses for this powerful tool. GPS helps farmers by gathering data about soil, weather patterns and expected rainfall. It is also used to find evidence of the speed at which the ice caps are melting, or the **deserts** are advancing, and this information contributes to environmental **advice** and warnings. GPS can even predict **whether** a natural disaster is likely and help to manage the consequences.

3 Choose the correct option, then answer the questions.

1 What was the purpose of the original US system that *proceeded* / *preceded* GPS?
2 What *historic* / *historical* decision did US President Reagan make in 1983?
3 *Actually* / *Currently* how many systems are there and who do they belong to?
4 How would your location be *affected* / *effected* if only three satellites were in *sight* / *site*?
5 How can GPS contribute to environmental *advice* / *advise*?

4 Read and complete the LANGUAGE FOCUS with the words in blue in the text.

LANGUAGE FOCUS

Easily confused words

Lots of English words cause problems because they are easily confused. If in doubt, it is always best to check in a dictionary.

- **Words that look or sound similar, but have different meanings**

  cite/site/[1] sight
  conscious/conscientious
  dessert/[2] desert
  late/lately
  lose/loose
  principal/[3] principle
  proceeded/[4] preceded
  sensible/sensitive
  weather/[5] whether

- **Words that look or sound similar and have similar meanings (this often includes words from the same word family)**

  alike/likely
  advise/[6] advice
  alone/lone/lonely
  assure/insure/[7] ensure
  breathe/breath
  dependant/[8] dependent
  economic/economical
  effect/[9] affect
  historical/[10] historic
  lay/lie
  migrate/immigrate/emigrate
  raise/rise/[11] arise

- **Words that look or sound different, but have similar meanings**

  after all/finally/lastly/[12] eventually
  comprise/consist of/include
  occasion/opportunity

- **False friends are words that look or sound similar to words in your language, but have different meanings**

  realise (know or understand) ≠ *perform or carry out*
  actually (in fact) ≠ [13] currently
  [14] data (information) ≠ *date*

REFERENCES

Culture notes **p. 195**

EXTRA ACTIVITIES

- Photocopiable resource 41 *Nought on the confusion scale* (20 min.) pp. 233, 283
- After ex. 5, students write a list of five extra statements using the verbs from the LANGUAGE FOCUS. They then discuss their statements in different pairs than in ex. 5.

5 Choose the correct option. Which statements do you agree with?

1 It's so easy to *lose* / *loose* track of time when you're on your phone.
2 Technology is useful, but it makes you *lone* / *lonely* / *alone*.
3 Going to bed *late* / *lately* every night is not good for your health.
4 The *arise* / *raise* / *rise* in antisocial behaviour is due to too much screen time.
5 So it seems, *after all* / *finally* / *lastly*, that money doesn't buy you happiness.
6 If *present* / *actual* trends continue, cybercrime will *affect* / *effect* all of us.

6 Complete the sentences with different parts of speech by changing one letter in the words in bold.

1 You can *advise* someone or give someone **advice.**
2 You can **practise** the guitar or do some guitar practice .
3 You can **breathe** in deeply or take a deep breath .
4 You can be dependent on someone or be someone's **dependant**.
5 A situation can **affect** you badly or have a bad effect on you.

7 USE OF ENGLISH Complete the text with the correct form of the words in the box. There are two extra words.

affect depend economy interest like migration sense sure

Many species of bird [1] migrate twice a year often travelling long distances, especially if their natural habitat suffers harsh winters. Scientists are [2] interested in finding out how they navigate on these journeys. They know that birds are [3] sensitive to light and use the sun and stars to [4] ensure that they know where north is located. Some researchers think they may also recognise landmarks, but it's doubtful that they are completely [5] dependent on this method, because they can still navigate on cloudy days and fly across the oceans where there are no landmarks. The latest thinking is that they're [6] likely to use more than one method, including detecting the Earth's magnetic field.

8 SPEAKING Choose the correct option. Then ask and answer.

1 Are you *economic* / *economical*? Do you hate waste?
2 Do you *lay* / *lie* on your front when you're sleeping?
3 Are there any *historic* / *historical* buildings near your school?
4 Will you ever get an *occasion* / *opportunity* to go to Australia?
5 Would you say you were a person of strong *principles* / *principals*?
6 Are you a *conscious* / *conscientious* student?

9 Replace the underlined phrases with words with a similar meaning in the box.

actually complement compliment currently eventually fantastic genial possibly sight site

1 I always say I've got lots of Facebook friends, but …
a in fact I've only got 100.
b at the moment I've only got 100.
2 'Are you going to buy a new laptop?'
a 'In the end, yes.'
b 'Maybe, yes.'
3 My grandma and grandpa always …
a work well with each other.
b say nice things to each other.
4 We love our family doctor. He's a …
a great guy.
b friendly guy.
5 Our local festival takes place in the grounds of a historic castle. It's a …
a wonderful place.
b wonderful spectacle.

10 SPEAKING Discuss whether the words in the box in Exercise 9 have any false friends in your language. Are any of the sentences true for you?

SHOW WHAT YOU'VE LEARNT UNITS 1–7

11 USE OF ENGLISH Choose the word or phrase, A, B or C, that has a similar meaning to the underlined words in each sentence.

1 If you're late for the bus home, you will be banned from coming on the next trip.
A not be allowed to come
B be permitted to come
C be able to come
2 Some of the exhibits are on loan from private collections, while others belong to the museum.
A when B where C whereas
3 The robot demonstration is very popular and people have to tolerate crowds at the venue.
A put down to B put up with C put off to
4 If you like, you can join a half-hour tour of the exhibition. The tour is free.
A thirty-minute B thirty minutes C thirty-minutes
5 You're welcome to discuss the exhibition, but you have to remain silent during the demonstration.
A are made to B are able to C are required to
6 The exhibition booklet consists of fifty pages and contains all the data about the exhibits as well as some photos.
A comprises B includes C is

Use of English page 168

Exercise 9
1 a actually b currently
2 a Eventually b Possibly
3 a complement b compliment
4 a fantastic b genial
5 a site b sight

WORKBOOK
pp. 108–109

NEXT CLASS
Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 7.7, Use of English.

7.8 WRITING

A narrative

I can write an entertaining narrative using a variety of verbs to describe ways of speaking.

1 SPEAKING **Work in groups. Discuss the questions about Artificial Intelligence (AI).**

1 What is AI? Write a short definition.
2 How do you feel about the idea of living in a world where AI is more advanced than human intelligence?
3 What problems might there be if it was impossible to tell the difference between a human and a robot?

2 SPEAKING **The image on this page is from the story you are about to read. Say what might be happening in it. Now read the story and find out.**

3 SPEAKING **What did Robert discover about himself in his parents' office? What exactly do you think his parents' job is?**

4 **Study the WRITING FOCUS and find examples of each point in the story in Exercise 2.**

WRITING FOCUS

Structure of a narrative

Short stories are usually written from a first-person point of view (the main character tells the story) or a third-person point of view (the writer tells the story but is not a character in it).

Beginning

- Get the reader's attention with a dramatic or mysterious opening, a statement by one of the main characters, or a detail concerning an important place or person from the story.
- Set the scene. Say where and when the story takes place and introduce the main characters.

Middle

- Use narrative tenses to describe the action.
- Add drama and interest with shorter sentences.
- Use language that appeals to the senses to describe what the characters see, hear and feel.
- Report speech using a variety of verbs.
- Give characters a voice using direct speech.

End

- Conclude the story with a twist, a lesson learned, a decision taken (as a result of what happened), or a later event linked to the story.

ROBERT WEAVER discovered he was not in fact Robert Weaver on Independence Day, 2092. His parents were celebrating at their company headquarters on Earth-Station One and had left the seventeen-year-old home alone for the weekend. They worked in advanced computing, though exactly what they did, their son wasn't sure. Their office, in the basement of the house, remained locked at all times and Robert was strictly forbidden from entering. 'Top secret and extremely dangerous,' his parents had warned him many times.

With his mother and father away, Robert had decided to throw a party. It was going well, just a few friends hanging out and having fun. But word had spread, and soon the house was full. A small group had gone downstairs and seen a strange blue glow coming from under one of the doors. 'Something's in there,' **whispered** one of the girls and insisted they find out what it was. Just as they were breaking in, Robert appeared at the bottom of the stairs. 'What are you … No!' he **yelled**, terrified of what his parents would say. But it was too late.

The room was more of a high-tech laboratory than an office, and in its centre they all saw what appeared to be a glowing blue holographic model of a human body. Robert raised his hands to his mouth in shock, and the hologram made precisely the same movement. As he turned to the others, the hologram mirrored him once again. 'What is this?' **gasped** Robert.

One of the girls in the doorway **screamed,** and another said in a shocked voice 'You're not human, Robert! You're … You must be an android. And that is your 3D image … because ONLY androids have holographic models!'

Exercise 1

1 The ability of a computer programme or machine to think and learn (or similar).

Exercise 3

1 That he is not human, he is an android.
2 We can assume that their job is to research, develop and care for Robert.

Exercise 4

Get the reader's attention: Robert Weaver discovered he was not in fact Robert Weaver on Independence Day, 2092.

Set the scene: His mother and father were celebrating at their company headquarters on Earth-Station One and had left Robert home alone for the weekend.

Use narrative tenses: With his parents away, Robert had decided to throw a party. It was going well …

Shorter sentences: But word had spread, and soon the house was full.

Appealing to the senses: A small group had gone downstairs and seen a strange blue glow coming from under one of the doors.

Report speech: he/she insisted they find out what it was

EXTRA ACTIVITIES

- Photocopiable resource 42
A narrative (15 min.) pp. 233, 284
- In small groups, students take turns to test each other on the words in purple in the texts. They can either act out the word or give a definition.

WORKBOOK

pp. 110–111, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to study the Word list on pp. 112–113.

110

5 Look at the beginnings of six stories (1–6). Which beginnings …

a use a dramatic or mysterious opening? 1, 5
b use a direct quote to get the reader's attention? 2, 4
c describe a detail or a place important for the story? 3, 6

1 The morning after the brain implant, Zara Jones stretched, **sighed** and got out of bed. When she pulled back the curtains, she realised nothing was the same as it had been yesterday.

2 'Stand against the wall!' **snapped** the home-help droid at the frightened family. The revolution had begun at exactly four minutes past six.

3 Neither of the suns had risen that day and the only light in Milo Haver's apartment came from the communications screen. The extra hours of darkness presented tech-thieves like Milo with a rare opportunity.

4 'Please let me out!' **sobbed** seventeen-year-old Kevin Saunders, but the Saunders' smart-house refused once again.

5 They had been hunting for Robot AI71 for almost a week when they finally found her. She was missing a finger and her battery was critically low.

6 The sensors showed that the child was asleep. His mother remembered switching off his AI toys. So why could she hear **giggling** coming from the bedroom?

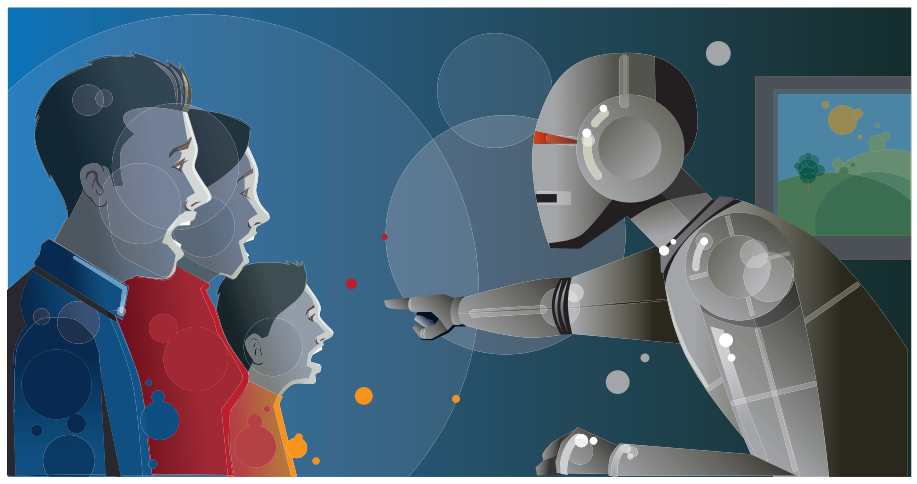
6 Match the base forms of the speech verbs in purple in the story and in Exercise 5 with the definitions in the LANGUAGE FOCUS.

LANGUAGE FOCUS

Speech verbs

You can make your writing more descriptive and dramatic by using alternatives to *say*. Use them to describe the way in which the characters speak, or the noises they make to express their emotions.

1 breathe in suddenly because you are surprised or in pain = *gasp*
2 say something quietly using your breath rather than your voice = whisper
3 shout something loudly, to get someone's attention or because you are angry = yell
4 speak suddenly in an angry way because you have lost your temper = snap
5 laugh quickly in a high voice = giggle
6 let out a long loud breath because you are sad, relieved, or frustrated = sigh
7 cry noisily while taking short breaths = sob
8 make a high, long, loud noise because you are hurt or afraid = scream



REMEMBER THIS

When you use direct speech in a narrative, the words that are actually spoken should be written inside inverted commas. There should always be a comma, full-stop, question mark or exclamation mark at the end of what is said, and inside the inverted commas.
e.g. *'Something's in there,' whispered one of the girls.*
'What is this?' gasped Robert.

7 Read REMEMBER THIS, then choose an appropriate verb from the LANGUAGE FOCUS to complete each sentence. Add inverted commas where necessary.

1 'Keep still!' she whispered as quietly as possible, afraid that the hunter-drone might hear us.
2 'How long was this going to take?' wondered Leila as she sighed with frustration and told the system to reboot for the third time.
3 Tom screamed in terror when he opened the curtains and saw two sets of piercing red eyes staring out of the darkness at him.
4 The child's furry AI friend was always making jokes and they would often spend the whole evening giggling together in his room.
5 As Marlon sobbed , pale blue tears ran down his cheeks and into both of his mouths.
6 'Put the vacuum cleaner on the floor!' yelled/snapped the security guard at the cleaner-bot, and this time it did as it was told.
7 Keila gasped with surprise as her feet left the ground and she rose gently to the ceiling.
8 'Will you just be quiet!' snapped/yelled the pilot at Dee-dee as the light-bike flew towards the clouds.

SHOW WHAT YOU'VE LEARNT

8 Do the writing task. Use one of the beginnings in Exercise 5 or your own ideas. Use the WRITING FOCUS and the LANGUAGE FOCUS to help you.

Write a narrative which features a character with artificial intelligence.

- Write when and where the story takes place, and who the main characters are.
- Decide what happens and how the story ends.

111

UNIT 7 It's not rocket science!

7.1 Vocabulary 4.49

acceptance speech /ək'septəns ˌspiːtʃ/
acid /'æsɪd/
addition /ə'dɪʃən/
algorithm /'ælgərɪðəm/
apply /ə'plaɪ/
atom /'ætəm/
award a prize /əˌwɔːd ə 'praɪz/
base /beɪs/
become an expert in /bɪˌkʌm ən 'ekspɜːt ɪn/
calculation /ˌkælkjə'leɪʃən/
capable of doing sth /'keɪpəbəl əv ˌduːɪŋ ˌsʌmθɪŋ/
coin a term /kɔɪn ə tɜːm/
collaborate with /kə'læbəreɪt wɪð/
collect /kə'lekt/
contribution /ˌkɒntrə'bjuːʃən/
credit sb with /'kredɪt ˌsʌmbɒdi wɪð/
discriminate against sb /dɪ'skrɪməneɪt əˌgenst ˌsʌmbɒdi/
division /də'vɪʒən/
electron /ɪ'lektrɒn/
element /'eləmənt/
equation /ɪ'kweɪʒən/
extinct /ɪk'stɪŋkt/
fellow scientists /ˌfeləʊ 'saɪəntɪsts/
fossil /'fɒsəl/
fraction /'frækʃən/
gain recognition /ˌgeɪn ˌrekəg'nɪʃən/
gender gap /'dʒendə gæp/
have access to /ˌhæv 'ækses tə/
have an aptitude for /ˌhæv ən 'æptɪtjuːd fə/
injustice /ɪn'dʒʌstəs/
make a contribution /ˌmeɪk ə ˌkɒntrə'bjuːʃən/
make reference to/refer to /ˌmeɪk 'refərəns tə/rɪ'fɜː tə/
marine reptile /mə'riːn ˌreptaɪl/
molecular structure /mə'lekjələ ˌstrʌktʃə/
multiplication /ˌmʌltəplə'keɪʃən/
name sth after sb /'neɪm ˌsʌmθɪŋ ˌɑːftə ˌsʌmbɒdi/
nucleus /'njuːkliəs/
outer space /'aʊtə speɪs/
periodic table /ˌpɪəri'ɒdɪk 'teɪbəl/
provided (that) /prə'vaɪdəd (ðæt)/
radioactivity /ˌreɪdiəʊæk'tɪvəti/
radiation /ˌreɪdi'eɪʃən/
receive a mention /rɪˌsiːv ə 'menʃən/
recognise an achievement /ˌrekəgnaɪz ən ə'tʃiːvmənt/
relativity /ˌrelə'tɪvəti/
remarkable /rɪ'mɑːkəbəl/
see the potential /ˌsiː ðə pə'tenʃəl/
subtraction /səb'trækʃən/
supervisor /'suːpəvaɪzə/
theory of relativity /ˌθɪəri əv ˌrelə'tɪvəti/
value /'væljuː/
velocity /və'lɒsəti/
win the respect /ˌwɪn ðə rɪ'spekt/

7.2 Grammar 4.50

ban /bæn/
bleep /bliːp/
periodically /ˌpɪəri'ɒdɪkli/
plug /'plʌg/
unplug /ʌn'plʌg/

7.3 Listening 4.51

(be) on the rise /ˌ(bi) ɒn ðə 'raɪz/
bring in /ˌbrɪŋ 'ɪn/
come out /ˌkʌm 'aʊt/
commuter /kə'mjuːtə/
distracted /dɪ'stræktɪd/
exit /'egzɪt/
figure /'fɪgə/
figure sth out /ˌfɪgə ˌsʌmθɪŋ 'aʊt/
go in for /ˌgəʊ 'ɪn fə/
look up directions /ˌlʊk ˌʌp daɪ'rekʃənz/
moped /'məʊped/
motorway /'məʊtəweɪ/
offence /ə'fens/
offender /ə'fendə/
price range /'praɪs ˌreɪndʒ/
reveal /rɪ'viːl/
robbery /'rɒbəri/
route /ruːt/
sat-nav /'sæt næv/
security measures /sɪ'kjʊərəti ˌmeʒəz/
stick to /'stɪk tə/
storage /'stɔːrɪdʒ/
store /stɔː/
sufficient /sə'fɪʃənt/
take advantage of /ˌteɪk əd'vɑːntɪdʒ əv/
talk sb into /ˌtɔːk ˌsʌmbədi 'ɪntə/
target /'tɑːgət/
theft /θeft/
throw sth in /ˌθrəʊ ˌsʌmθɪŋ 'ɪn/
top-of-the-range /ˌtɒp əv ðə 'reɪndʒ/
turn around /ˌtɜːn ə'raʊnd/
urge sb to do sth /'ɜːdʒ ˌsʌmbədi tə 'duː ˌsʌmθɪŋ/
wind sb up /ˌwaɪnd ˌsʌmbədi 'ʌp/
word processing /'wɜːd ˌprəʊsesɪŋ/

7.4 Reading 4.52

advice /əd'vaɪs/
advisable /əd'vaɪzəbəl/
advise /əd'vaɪz/
allergy /'ælədʒi/
apply /ə'plaɪ/
archaea /ɑː'kiːə/
asthma /'æsmə/
autism /'ɔːtɪzəm/
beneficial /ˌbenə'fɪʃəl/
benefit /'benəfɪt/
biodiversity /ˌbaɪəʊdaɪ'vɜːsəti/
boost /buːst/
cell /sel/
chopping board /'tʃɒpɪŋ ˌbɔːd/
cleanliness /'klenlinəs/
community /kə'mjuːnəti/
condition /kən'dɪʃən/
depression /dɪ'preʃən/
derived /dɪ'raɪvd/
detach /dɪ'tætʃ/
diabetes /ˌdaɪə'biːtiːz/
digest /daɪ'dʒest/
digestion /daɪ'dʒestʃən/
digestive system /daɪ'dʒestɪv ˌsɪstəm/
essentials /ɪ'sentʃəlz/
excessive /ɪk'sesɪv/
exposed /ɪk'spəʊzd/
fight off /ˌfaɪt 'ɒf/
fingerprint /'fɪŋgəˌprɪnt/
fumes /fjuːmz/
fungi /'fʌŋgiː/
genetic factor /dʒəˌnetɪk 'fæktə/
germ /dʒɜːm/
grow in number /ˌgrəʊ ɪn 'nʌmbə/
gut /gʌt/
harm /hɑːm/
harmful /'hɑːmfəl/
hidden away /ˌhɪdn ə'weɪ/
immune system /ɪ'mjuːn ˌsɪstəm/
infection /ɪn'fekʃən/
impact /'ɪmpækt/
instant /'ɪnstənt/
irritant /'ɪrətənt/
linked back to /'lɪŋkt bæk tə/
lung condition /'lʌŋ kənˌdɪʃən/
medicate /'medɪkeɪt/
medicinal /mə'dɪsənəl/
medicine /'medsən/
microbe /'maɪkrəʊb/
microbiome /ˌmaɪkrəʊ'baɪəʊm/
nervous system /'nɜːvəs ˌsɪstəm/
nurture /'nɜːtʃə/
nutrients /'njuːtriənts/
obesity /əʊ'biːsəti/
pathogen /'pæθədʒən/
pollen allergy /'pɒlən ˌælədʒi/
provide /prə'vaɪd/
raw /rɔː/
regulate /'regjəleɪt/
regulation /ˌregjə'leɪʃən/
regulatory /ˌregjə'leɪtəri/
respiratory system /rɪ'spɪrətəri ˌsɪstəm/
respond /rɪ'spɒnd/

WORD LIST ACTIVITIES

• In pairs, students prepare a *Taboo* game using four or five expressions from the list. On a piece of paper, they write the word/expression from the list and up to three additional words which should not be used when defining it. They swap their set with other pairs and take turns to guess the word.
• Draw students' attention to the last section of the wordlist and explain that they may complete it with their own suggestions of other useful words or phrases related to the unit.

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response /rɪ'spɒns/
responsive /rɪ'spɒnsɪv/
rinse /rɪns/
risk of infection /ˌrɪsk əv ɪn'fekʃən/
rub /rʌb/
saliva /sə'laɪvə/
sanitation /ˌsænə'teɪʃən/
sanitiser /'sænətaɪzə/
skip /skɪp/
slobbery /'slɒbəri/
soil /sɔɪl/
spotless /'spɒtləs/
strike a balance /straɪk ə 'bæləns/
surface /'sɜːfəs/
thoroughly /'θʌrəli/

7.5 Grammar 4.53

advancement /əd'vɑːnsmənt/
breakthrough /'breɪkθruː/
decreasing /diː'kriːsɪŋ/
even number /ˌiːvən 'nʌmbə/
increasing /ɪn'kriːsɪŋ/
invent /ɪn'vent/
leap out /ˌliːp 'aʊt/
measure /'meʒə/
numeral /'njuːmərəl/
odd number /ˌɒd 'nʌmbə/
scholar /'skɒlə/
unlimited /ʌn'lɪmətəd/
volume /'vɒljuːm/

7.6 Speaking 4.54

artificial intelligence /ˌɑːtɪ'fɪʃəl ɪn'teladʒəns/
clarification /ˌklærəfə'keɪʃən/
exhibition /ˌeksə'bɪʃən/
fully-automated /ˌfʊli 'ɔːtəmeɪtəd/
kick back /kɪk bæk/
mind-blowing /'maɪnd ˌbləʊɪŋ/
perform an operation /pəˌfɔːm ən ˌɒpə'reɪʃən/
range of movement /ˌreɪndʒ əv 'muːvmənt/
remote /rɪ'məʊt/
robotic surgeon /rəʊˌbɒtɪk 'sɜːdʒən/
scary /'skeəri/
steady /'stedi/
surgical unit /'sɜːdʒɪkəl ˌjuːnət/
voice command /'vɔɪs kəˌmɑːnd/

7.7 Use of English 4.55

account for /ə'kaʊnt fə/
actually /'æktʃuəli/
advance /əd'vɑːns/
affect /ə'fekt/
after all /'ɑːftər ɔːl/
alike /ə'laɪk/
alone /ə'ləʊn/
arise /ə'raɪz/
assure /ə'ʃʊə/
breath /breθ/
breathe /briːð/
cite /saɪt/
civilian /sə'vɪljən/
commercial aircraft /kəˌmɜːʃəl 'eəkrɑːft/
comprise /kəm'praɪz/
conscious /'kɒnʃəs/
consist of /kən'sɪst əv/
currently /'kʌrəntli/
data /'deɪtə/
date /deɪt/
dependant /dɪ'pendənt/
dependent /dɪ'pendənt/
desert /'dezət/
dessert /dɪ'zɜːt/
determine /dɪ'tɜːmɪn/
economic /ˌekə'nɒmɪk/
economical /ˌekə'nɒmɪkəl/
effect /ɪ'fekt/
emigrate /'eməgreɪt/
ensure /ɪn'ʃʊə/
eventually /ɪ'ventʃuəli/
exact /ɪg'zækt/
finally /'faɪnəl-i/
gather /'gæðə/
genial /'dʒiːniəl/
historic /hɪ'stɒrɪk/
historical /hɪ'stɒrɪkəl/
ice cap /'aɪs kæp/
immigrate /'ɪmɪgreɪt/
in a nutshell /ɪn ə 'nʌtʃel/
include /ɪn'kluːd/
insure /ɪn'ʃʊə/
lastly /'lɑːstli/
lately /'leɪtli/
lay /leɪ/
lie /laɪ/
likely /'laɪkli/
locate /ləʊ'keɪt/
lone /ləʊn/
lonely /'ləʊnli/
loose /luːs/
lose /luːz/
migrate /maɪ'greɪt/
occasion /ə'keɪʒən/
opportunity /ˌɒpə'tjuːnəti/
practice /'præktɪs/
practise /'præktɪs/
precede /prɪ'siːd/
principal /'prɪnsəpəl/
principle /'prɪnsəpəl/
proceed /prə'siːd/
rainfall /'reɪnfɔːl/
raise /reɪz/
receiver /rɪ'siːvə/
rise /raɪz/
sensible /'sensəbəl/
sensitive /'sensətɪv/
sight /saɪt/
site /saɪt/
source of gravity /ˌsɔːs əv 'grævəti/
submarine /'sʌbməriːn/
take sth into account /ˌteɪk ˌsʌmθɪŋ ˌɪntʊ ə'kaʊnt/
weather /'weðə/
whether /'weðə/

7.8 Writing 4.56

basement /'beɪsmənt/
gasp /gɑːsp/
giggle /'gɪgəl/
glow /gləʊ/
headquarters /'hedˌkwɔːtəz/
piercing /'pɪəsɪŋ/
scream /skriːm/
sigh /saɪ/
snap /snæp/
sob /sɒb/
whisper /'wɪspə/
yell /jel/

MY WORD LIST

SCIENCE	DOING RESEARCH	OTHER

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FOCUS REVIEW 7

VOCABULARY AND GRAMMAR

1 Complete the sentences with the correct form of the words in the box.

award coin digest figure wind

1 In 2018, Donna Strickland and Gerard Mourou were ___awarded___ the Nobel Prize in Physics.
2 It took the team months of trial and error to ___figure___ out the solution to the problem.
3 It really ___winds___ me up how people presume Engineering is a 'boys' subject'.
4 Grace Hopper was a computer scientist who ___coined___ the term 'debugging'.
5 Patients may have trouble ___digesting___ certain types of foods.

2 Complete the sentences with the correct form of the words in capitals.

1 Well-balanced meals at school might help to solve the problem of ___obesity___ among pupils. **OBESE**
2 A simple ___calculation___ gives us the average number of pupils per class. **CALCULATE**
3 This new technology will be extremely ___beneficial___ for teaching blind students. **BENEFIT**
4 Her innovative designs are gaining ___recognition___ internationally. **RECOGNISE**
5 It is always ___advisable___ to wear safety glasses when handling chemicals. **ADVICE**

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

1 I'm sure you ___will be shown___ (show) the results soon.
2 Your invention needs ___to be described___ (describe) in detail before you submit it to the Patent Office.
3 I don't mind ___not being paid___ (not pay) much for testing video games because I love playing them.
4 The spare parts should ___have been delivered___ (deliver) a week ago.
5 Mr Jenkins ___was made to undergo___ (make/undergo) a stomach operation by his surgeon.

4 Complete the second sentence so that it has a similar meaning to the first. Use passive forms.

1 One report argued that the archaeologists had damaged some artefacts during the excavations.
It ___was argued that___ the archaeologists had damaged some artefacts during the excavations.
2 Some writers believe that the lost city of Atlantis existed until the ninth century BC.
The lost city of Atlantis ___is believed to have existed___ until the ninth century BC.
3 It's not clear why the lights went out. They say there was a short circuit.
It's not clear why the lights went out. There ___is said to have been___ a short circuit.
4 The police think that a dangerous hacker has been stealing sensitive data for over a year.
A dangerous hacker ___is thought to have been stealing___ sensitive data for over a year.

USE OF ENGLISH

5 Complete the text with the correct form of the words in the box. There are two extra words.

breath depend digest economy history respond

No one likes walking through a busy city during rush hour. There's the noise and the traffic and perhaps worst of all, the pollution. When air pollution levels are high, we all [1] ___breathe___ in tiny particles of substances that are harmful to our health. As an asthma sufferer, for me the effects of air pollution are not just unpleasant, but potentially life-threatening. So, I really welcomed the [2] ___historic___ decision by my home city to ban cars from the city centre altogether. It's just one of a growing number of cities taking bold action to reduce air pollution. Of course, politicians are cautious about the [3] ___economic___ impact of banning vehicles from their cities. As a society, we've become [4] ___dependent___ on road vehicles not just to get around but to transport goods. The health problems associated with pollution, however, also bring huge costs.

6 Complete the sentences with the correct form of the words in brackets. Use up to five words in each gap and make any changes necessary.

1 Psychologists (think/establish) ___are thought to have established/are thinking of establishing___ a connection between genes and specific types of behaviour, but there isn't enough information available yet.
2 When I saw Julia last week, she looked much better, so I guess the treatment she received (must/do/trick) ___must have done the trick___ .
3 My younger brother (not/enjoy/tell) ___does not enjoy being told___ to switch his computer off every evening at 8 p.m.
4 A place at the research station (offer/Tiago) ___was offered to Tiago___ after he had become a laureate in a national competition in physics.
5 Even primary school pupils (expect/do) ___are expected to be doing/to do___ many experiments nowadays.
6 Ada Lovelace (believe/study) ___is believed to have studied___ the art of flying when she was twelve.

REFERENCES

Audioscript **p. 208**

EXTRA ACTIVITIES

- Photocopiable resources 55–56 Cloze (20 min.) pp. 236, 298–299
- Photocopiable resources 59–60 Sentence formation (12 min.) pp. 236–237, 302–303
- Use of English 7, WORD STORE booklet, p. 14
- Extra digital activities: Listening and Use of English Checkpoints

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LISTENING

7 3.29 **Listen to three recordings and choose the correct answer, A, B or C. You will hear the recordings twice.**

1 What's the most appropriate headline for this news report?
- A INTERNET PIRACY ON THE INCREASE AGAIN
- B NEW LAWS SET TO PUNISH ILLEGAL DOWNLOADERS MORE HARSHLY
- C ILLEGAL DOWNLOADERS TO RECEIVE NEW KIND OF WARNING

2 Which sentence is NOT true in this situation?
- A The woman is sure the man will fail his exam.
- B The woman is concerned about the man's health.
- C The woman believes the game is affecting the man's moods.

3 Which of the following is stated in the text as a fact, not an opinion?
- A To connect to the Internet, you should go to settings.
- B The phone has got some pre-installed applications.
- C The Wi-Fi option isn't on.

SPEAKING

8 Do the task in pairs.

Student A

Together with Student B, you are preparing a school exhibition about important inventions. Start the conversation and mention:

- Inventions included in the exhibition
- Display options
- Extra attractions
- Invitation to the exhibition

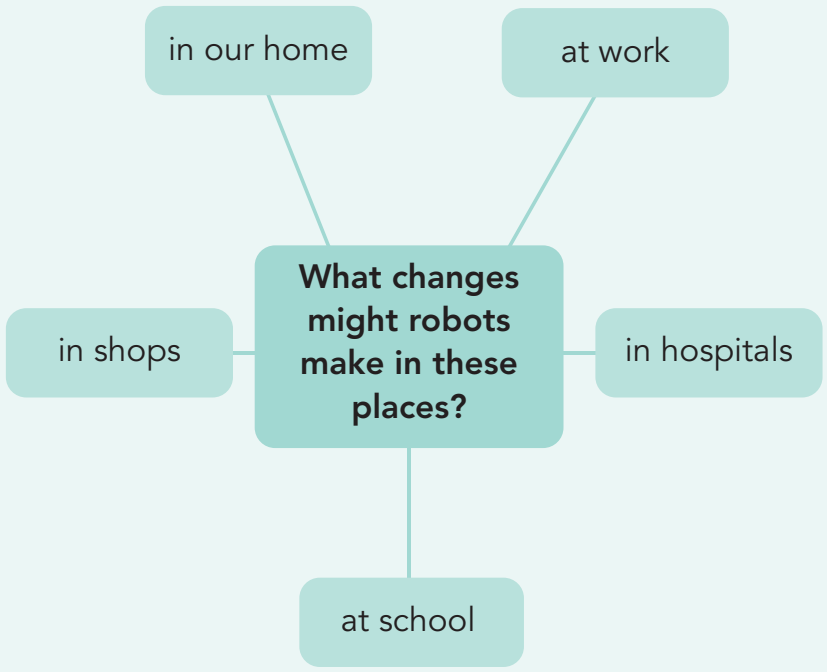
Student B

Use some or all of the following sentences after Student A starts the conversation:

- So, tell me, which inventions should we choose?
- I'm afraid you've lost me there.
- How about making some posters with basic information about them?
- Are you saying that we should just publish the invitation online?

9 Look at the diagram. It shows different places where robots might change our lives in the future. In pairs, follow these steps.

- Talk to each other about the changes robots might make in these places.
- Decide in which place robots would help us the most.



10 Ask and answer the questions.

1 Do you think robots will ever be able to think like human beings?
2 What other kinds of technological changes will change our lives in the future?
3 Do you think we rely on computers too much? Why?/Why not?
4 Some people think Science lessons are boring. How can teachers make them more interesting?
5 Some people believe the computer is the most important invention ever. Do you agree?

WRITING

11 Read the writing task and write a story.

Write a story featuring modern technology used to solve a problem.

NEXT CLASS

- Ask students to do Self-check 7.10, WB pp. 114–115, as homework.
- Ask students to prepare for Unit Test 7: Assessment Package, Unit 7.

PROJECT

- How to teach with projects **p. T21**
- Work in groups. Imagine you are working in the headquarters of a big technology company and you are about to explain what the company does and how it operates. Do some research online and prepare a digital presentation or speech about the company. Then present it to your class.

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Exercise 1

problems: climate change, endangered species, global warming, water shortages

solutions: recycling bins, renewable energy, solar panels

both: economic growth

8 Costing the earth

We do not inherit the Earth from our ancestors, we borrow it from our children.

Native American quote

BBC

THE GLOBAL SEED VAULT

35 Watch the BBC video.
For the worksheet, go to page 146.

UNIT 8 VIDEOS

BBC The Global Seed Vault 35

GRAMMAR ANIMATION
Lesson 8.2 36 Lesson 8.5 38

FOCUS VLOG About regrets
Lesson 8.2 37

8.1 VOCABULARY

Nature • environmental issues • landscapes • animals

I can talk about the environment and animals.

SHOW WHAT YOU KNOW

1 Match the words from boxes A and B to make collocations.

A climate economic endangered global recycling renewable solar water

B bins change energy growth panels shortages species warming

2 Which collocations in Exercise 1 describe problems and which describe solutions? Complete the table.

PROBLEMS	SOLUTIONS
climate change	

3 SPEAKING **Discuss the questions.**

1 Are you optimistic or pessimistic about the future of our planet? Why?
2 Which environmental problems are the most serious? Which ones have you personally noticed?
3 Do you or your family use any of the solutions in Exercise 2? Why/Why not? Are they effective?

The Life Journey of a PLASTIC BOTTLE

REFERENCES

Audioscript **p. 208**
Videoscript **p. 219**
Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

- Photocopiable resource 43 *Rescue the turtle* (15 min.) pp. 233, 285–286
- Extra digital activities: Vocabulary Checkpoint
- With books closed, students work in small groups to try to remember the stages of the bottle's journey from ex. 6. Ask the whole class for answers, but have students check the information themselves with books open.

4 **Read the infographic. Which statistic is most shocking?**

5 3.30 **Listen to a commentary on the life journey of a plastic bottle. Why does it use humour and irony?**
Because it's an engaging way to make a serious point.

6 3.30 **Match stages of the bottle's journey A–F with places 1–6 on the infographic. Then listen again and check.**

A It remains on the loose and blows across open countryside through **orchards**, **meadows** and **ploughed fields** avoiding farmers and **ditches** if it can. [4]

B Somebody drinks the liquid and throws the bottle away – it is released into the wild and it begins its migration, avoiding eco-warriors who could lead to their extinction. [2]

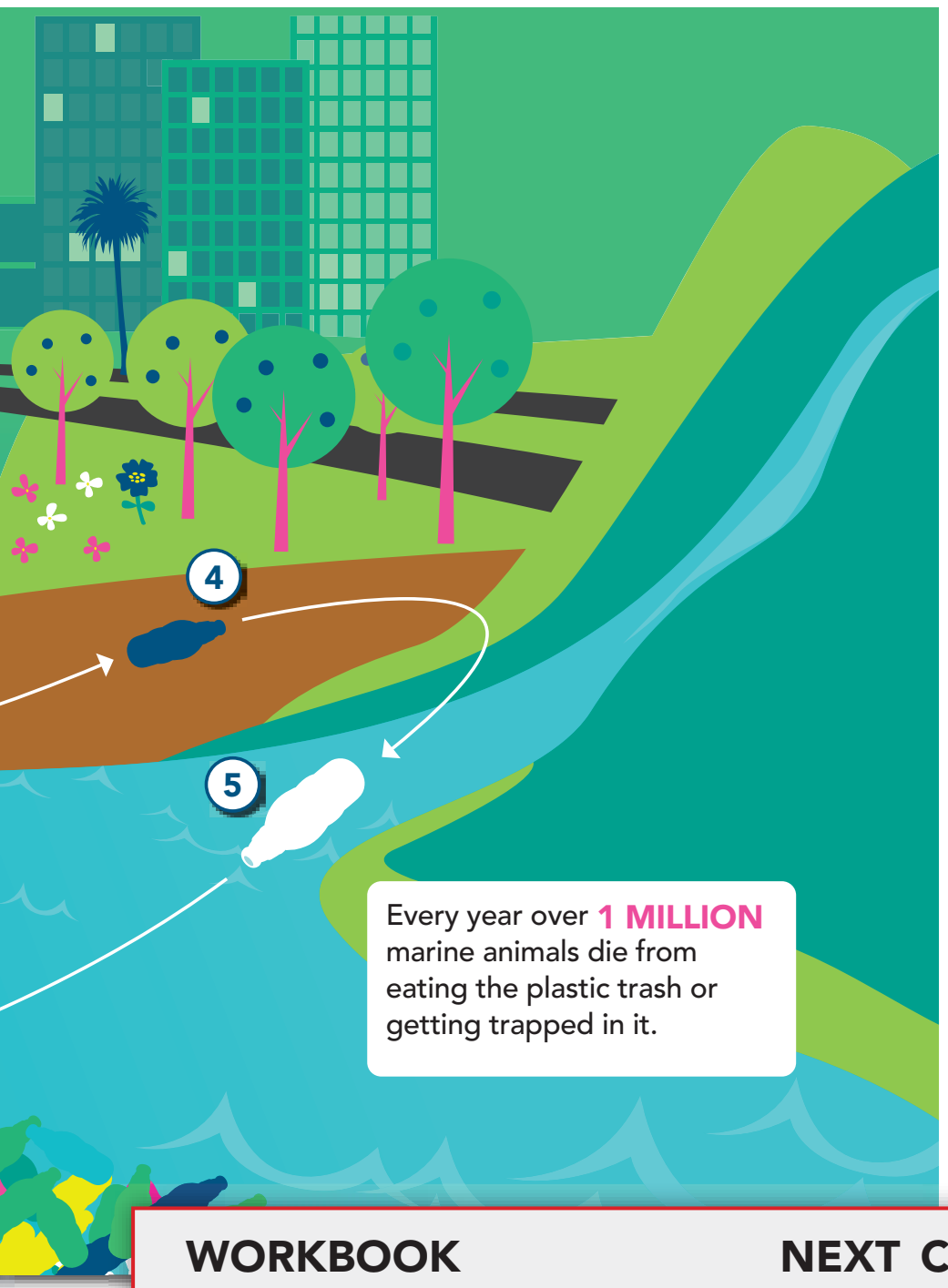
C Eventually it reaches the open sea and joins the thriving population of plastic waste in the Pacific Ocean. [6]

D A plastics factory is the breeding ground for our plastic bottle. It hatches here and then moves to its natural habitat, the supermarket. [1]

E In **built-up areas** nowhere is safe – not even parks. Children want to kick it and park wardens want to catch it and put it in captivity. [3]

F It drops into a **stream** which takes it out of the **foothills** and onto the **plain**. [5]

7 SPEAKING **Discuss how much plastic you and your family throw away in a typical week and how you could cut down on plastic waste.**



Go to WORD STORE 8 page 17

WORD STORE 8A Environmental issues

8 3.31 **Complete WORD STORE 8A with the words in the box. Then listen and repeat.**

9 SPEAKING **Complete the statements with an appropriate word or phrase in WORD STORE 8A.**

1 The Great Pacific Garbage Patch is one of five such 'patches' in the oceans and they are doing irreparable damage .
2 40 percent of all plastic produced is single-use plastic used in packaging. Most of it is not recycled.
3 1 million plastic drinks bottles are sold every minute. None of them are biodegradable .
4 Plastic trash causes serious contamination of the food chain . By 2050, oceans will contain more plastic than fish.
5 Eco-warriors such as Greenpeace use spectacular methods to protest against climate change.

WORD STORE 8B Landscapes

10 3.32 **Label the pictures in WORD STORE 8B with the words in red in Exercise 6. Then listen, check and repeat.**

11 SPEAKING **Take it in turns to explain the difference in meaning between the following words.**

1 a built-up area/open countryside
2 a foothill/a mountain
3 a stream/a river
4 an orchard/a forest
5 a meadow/a ploughed field
6 a desert/a plain
7 a ditch/a canal

WORD STORE 8C Animals

12 3.33 **Complete WORD STORE 8C with the underlined words and phrases in Exercise 6. Then listen, check and repeat.**

13 **Complete the animal fact file with the words or phrases in WORD STORE 8C.**

Did you know …?

- There are only about 3,900 tigers living in the wild now and facing [1] extinction . About 10,000 are kept in [2] captivity .
- The Arctic tern makes the longest [3] migration of any bird. Every year it flies nearly 71,000 km from its [4] breeding grounds in the Arctic to the Antarctic and back.
- In the 1980s only a few giant pandas remained in the wild. The Chinese government took action to protect their natural [5] habitat and there is now a [6] thriving population of over 2,000.
- The emperor penguin lays one egg which takes more than two months to [7] hatch . During that time it lives through Antarctic temperatures of minus 40 degrees Celsius and wind speeds of over 200 km/h.

WORKBOOK
pp. 116–117, including *Show What You've Learnt*

NEXT CLASS
- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Asssessment Package, Unit 8.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 118.

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VIDEO 36 37

8.2 GRAMMAR

Unreal past and regrets – *wish*, *if only*, *it's time* and *would rather*

I can talk about present or future wishes and past regrets and use phrases with it's time and 'd rather.

Exercise 2

1 Go back to the same campsite, do sth exciting/have an adventure, something cultural, safari/ trekking, sail across the ocean, white water rafting.

1 SPEAKING **Discuss your vision of an ideal holiday and a nightmare holiday.**

2 3.34 **Listen to the Moss family discussing what to do for their next holiday. Answer the questions.**

1 What suggestions do they make?
2 What do you think they will probably do?

3 3.34 **Who said what? Write B for Ben, E for Ellie, M for Mum and D for Dad. Then listen again and check.**

1 'If only we could go somewhere exciting for a change.' E
2 'I think it's time we did something cultural.' D
3 'I wish you all realised how much I look forward to doing nothing for two weeks.' M
4 'I'd rather we went to the same campsite we went to last year.' B

4 **Read GRAMMAR FOCUS I and answer the questions about the sentences in Exercise 3.**

1 Which sentences refer to the present and which to the future? present = 3; future = 1, 2, 4
2 Which tense is used after the underlined structures? Past Simple

GRAMMAR FOCUS I 36

Unreal past

- You use ***wish/if only* + sb + Past Simple** to say that somebody really wants a present or future situation to be different.
- You use ***it's (high) time* + sb + Past Simple** to say that somebody should do something (now or in the future).
- You use ***would rather* + sb + Past Simple** to say what somebody would prefer somebody else to do (now or in the future).

5 **Complete the second sentence so it has a similar meaning to the first. Which sentences are true for you?**

1 It isn't summer. I wish it *was summer* .
2 We always go to the mountains, but I prefer the sea. I'd rather we went to the sea .
3 I ought to learn how to ski. It's time I learnt how to ski .
4 I can't drive. I wish I knew how to drive/could drive .
5 I really need to plan my next holiday. It's high time I planned my next holiday .
6 It's raining. If only it wasn't raining .

6 3.35 **Listen to the Moss family talking after their holiday. Choose the correct option to explain the meaning of these extracts.**

1 'If only I'd worn more sunscreen.' = Ellie *wore* / *didn't wear* enough sunscreen.
2 'I wish I hadn't forgotten my camera.' = Ben *had* / *didn't have* his camera with him.
3 'I wish you'd fallen in, too, Ben.' = Ben *fell out* / *didn't fall out* of the raft with Ellie.
4 'I just wish I'd known about the mosquitoes.' = Mum *knew* / *didn't know* that there were mosquitoes.

7 **Look at the example phrases in Exercise 6 and choose the correct tense in the rule in GRAMMAR FOCUS II.**

GRAMMAR FOCUS II 36

Past regrets

You use ***wish/if only* + sb + *Past Simple* / *Past Perfect*** to talk about past regrets.

If only I'd worn more sunscreen.
I wish I hadn't forgotten my camera.

Note: ***If only*** is much stronger than ***wish***.

8 **Complete the sentences with the correct form of the verbs in brackets. Do you have any of these regrets?**

1 I wish I *had gone* (go) on holiday with my friends last summer.
2 If only I had revised (revise) more for my last English test.
3 I wish my parents had been born (be born) in another country.
4 I wish I hadn't given up (not give up) piano lessons a few years ago.
5 If only I had gone (go) to bed earlier last night.

9 **Complete the sentences to make them true for you. Then compare with a partner.**

1 I wish I could …
2 It's high time I …
3 I'd rather people didn't …
4 If only I hadn't …
5 I wish my parents …

FOCUS VLOG 37 About regrets

37 **Watch the Focus Vlog. For the worksheet, go to page 147.**

Grammar page 169

REFERENCES

Audioscript **pp. 208–209**
Videoscript **p. 220**
Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 44 *Vote for us* (15 min.) pp. 233–234, 287
- Extra digital activities: Grammar Checkpoint
- Students look at the problems and solutions in ex. 2 and make sentences using unreal past structures, e.g. *It's high time we stopped using plastic straws.*

WORKBOOK

p. 118, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 8.2, Grammar.

8.3 LISTENING

Note completion

I can identify the main points in a lecture about intelligent animals.

1 SPEAKING **Discuss which adjectives in the box you would use to describe the animals in the pictures.**

affectionate agile aggressive
competitive friendly gentle
harmless independent intelligent
loyal playful social stupid wise

2 3.36 **Decide whether you think the statements below are true (T) or false (F). Then listen to a wildlife expert and check your ideas.**

1 Chimpanzees share half of the same genes as humans. F
2 Dolphins sometimes attack each other. T
3 Cats have more developed brains than dogs. F

EXAM FOCUS Note completion

3 3.36 **Listen to the lecture again and complete sentences 1–7 with a word or a short phrase.**

1 Dr Mathews is talking about the smartest animal species on Earth.
2 The reason why chimpanzees attack and often kill some of their own kind is the need for territory .
3 Dolphins are capable of fighting aggressively when they compete to win over females/a female .
4 Not only are sheep intelligent, but they also have great memory and highly developed recognition skills .
5 Dr Mathews says appearances can be misleading, and owls are a good example.
6 Cats' unsociability is often associated with the fact that, unlike dogs', their brains have not developed for centuries.
7 According to the speaker, cats' indifference to pleasing their owners results from the fact that they simply don't care for human approval .

WORD STORE 8D Word building

4 3.37 **Complete WORD STORE 8D. Use the prompts below to help you. Then listen, check and repeat.**

1 a period of time in teenagers' lives when they are developing into adults
2 showing very strong desire to be more successful than others
3 an idea that is wrong, but people believe it because they don't understand the issue properly
4 appearing to be one thing, but being in fact very different
5 almost certainly
6 an opinion people have of something or someone based on what happened in the past
7 to look like or be like something or someone else
8 considered to be less important than it really is

5 **Complete the text with the words in WORD STORE 8D.**

Bird-brained or highly intelligent?

We know it's a common [1] misconception to think that owls are wise. In fact, they're rather stupid. But what about other birds, do they deserve the same [2] reputation ? Many scientists are convinced that the intelligence of some birds has been seriously [3] undervalued . Take the crow family. Crows are [4] undoubtedly top of the list when it comes to brain power. They perform even better than chimpanzees in some research tests. It just shows that appearances can be [5] deceptive . Not all birds are bird-brained – in the same way that not all humans are intelligent!

6 SPEAKING **Discuss the questions.**

1 Which domesticated animal do you think is most/least useful to society? Why?
2 How could wild animals be better protected? Is it ever OK to keep them in captivity?
3 Do you know any organisations, international or local, which help to protect animals and nature? Can you give examples of their activities?

PRONUNCIATION FOCUS

7 3.38 **Listen and repeat these word pairs.**

1 sheep /ʃiːp/	ship /ʃɪp/
2 keys /kiːz/	kiss /kɪs/
3 cats /kæts/	cuts /kʌts/
4 prove /pruːv/	proof /pruːf/
5 bag /bæg/	back /bæk/

8 3.39 **Listen and write down the five words in Exercise 7 that you hear.**
1 cuts 2 back 3 sheep 4 kiss 5 prove

9 **Choose five words from Exercise 7 and take turns to dictate them to your partner. Check the words. Has your partner written the correct words?**

REFERENCES

Audioscript **pp. 209–210**

EXTRA ACTIVITIES

After ex. 1, students say which animal they would like to own and why. Then they look at their answers to ex. 1 and discuss if animals' qualities often match their owners'. Students support their comments with examples.

WORKBOOK

p. 119

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8.4 READING

Matching

I can scan a set of texts to find specific information.

1 SPEAKING **Think about the most extreme weather conditions you have ever experienced. Tell your partner where you were, what you were doing and how extreme the weather was.**

2 3.40 **Look at the words and phrases below. Translate them using a dictionary if necessary. Then listen and repeat.**

1 avalanche = _____
2 blizzard = _____
3 drought = _____
4 earthquake = _____
5 gale-force winds = _____
6 hurricane = _____
7 tsunami = _____
8 wildfire = _____

3 Complete the gaps with the words in Exercise 2 and then finish each piece of news in an appropriate way.

1 The earthquake , measuring 7.4 on the Richter scale, lasted for seven seconds, but …
2 Roofs were blown off and cars overturned in the latest hurricane to hit the coast of …
3 It has already been fifteen weeks since the drought began. All the water holes have dried up and …
4 Fishing villages were destroyed by the latest tsunami , as a thirty-metre wall of water …
5 Fire fighters are trying to prevent the wildfire from spreading any further by …
6 Heavy snowfall has led to a high risk of avalanches and skiers have been warned …
7 Not only drivers had problems during yesterday's blizzard . A group of young hikers from the local college lost their way in the snow due to poor visibility and …

4 SPEAKING **Discuss when and where the natural disasters in Exercise 2 might occur:**

a in your region
b in your country
c on your continent
d elsewhere in the world.

5 SPEAKING **Look at the photos in the film blog and discuss the questions.**

1 Which of these films, if any, have you seen?
2 What is each film about and what do they have in common?
3 Which words in Exercise 2 would you associate with each film?

3.41

FILM BLOG

THIS WEEK'S THEME:
DISASTER MOVIES BASED ON TRUE STORIES

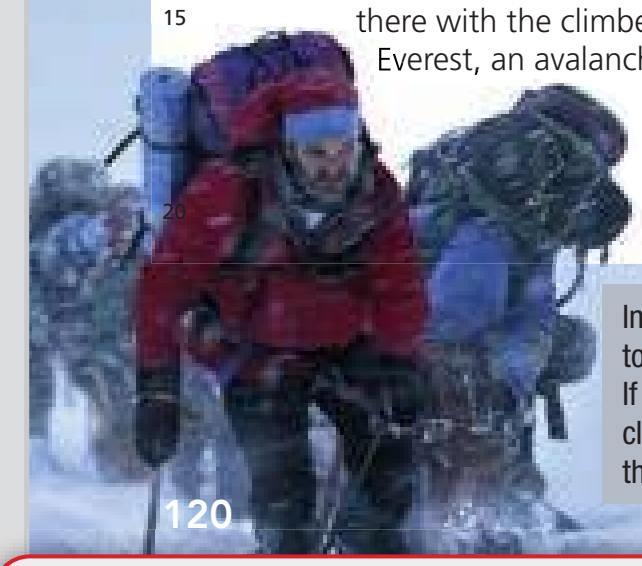
The subject of this week's Film Blog is natural disasters. Here are four films, all based on true stories, that will have you sitting on the edge of your seat! NB: The summaries contain SPOILERS!

A EVEREST

Everest tells the story of an attempt to reach the summit of Mount Everest in 1996. Several teams of climbers encounter a severe blizzard and eight climbers die, including two expedition leaders.

Once the climbers depart the base camp and **begin the ascent**, the film becomes **a gripping tale** of survival, life and death. When they **begin their descent** the blizzard hits. Climbers are blinded in the snowstorm and can see no more than thirty centimetres in front of them. It is best not to move in a whiteout, but if you stay still on Everest, you'll freeze to death. With gale-force winds of 160 kilometres per hour, and a lack of oxygen, the climbers fight for their lives. The **severe weather conditions** make rescue impossible.

The special effects make you feel as though you are right there with the climbers. During filming on Everest, an avalanche struck, killing sixteen Sherpa guides – a harsh reminder that Everest is one of the most dangerous places on Earth.



In films like *Everest*, it's difficult to feel sorry for the characters. If they want to take risks by climbing mountains, it's up to them. Not my problem. ***Ada***

B ADRIFT

There are few forces on Earth more deadly than a Category 4 hurricane. At its centre, a Category 4 generates winds of over 200 km/h and waves up to thirty metres in height. *Adrift* begins with Californian Tami Oldham waking up on her yacht after being unconscious for some time. She searches the boat for her British fiancé Richard Sharp, and soon realises he must have been **swept overboard** during the hurricane.

The film then goes back to five months before the hurricane when Tami and Richard are hired to deliver a luxury yacht from Tahiti to San Diego, 6,500 kilometres away. Two weeks into the voyage, they hear on the radio that a huge **storm is brewing** on their route, so they change course. Meanwhile, Hurricane Raymond changes direction unexpectedly, and they end up sailing straight into the eye of the storm.

The yacht is battered by twelve-metre waves and Tami wakes up alone. Then she spots Richard in the water.

When she manages to save him, she realises that he has **life-threatening injuries**. So she has to repair the boat and reach Hawaii. The unexpected twist is when Tami realises that Richard is actually a hallucination. At the end of the film, she is eventually rescued by a Japanese boat after being all alone aboard the yacht for forty-one days.

When I saw *Adrift*, I couldn't help wondering whether I'd be able to survive on my own, lost at sea. I'm not sure. 41 days is a long time. ***Fred***

REFERENCES
Culture notes **p. 195**

EXTRA ACTIVITIES
Students prepare their own comments to each of the films, then discuss with a partner. Then they have a class vote for the best comment.

WORKBOOK
pp. 120–121

NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 90.

6 SPEAKING **Read the reviews on the blog and check your ideas in Exercise 5. Which film would you like to see the most/least and why?**

EXAM FOCUS Matching

7 **Read the reviews again. Match texts A–D with statements 1–6. Two texts have two matching statements.**

In this film

1 the special effects led to difficult filming conditions for the actors. C
2 the director gave the characters their own voice. D
3 the main characters take action to try and avoid the disaster. B
4 the actors witnessed another disaster while making the film. A
5 the characters are not expecting the disaster. C
6 the characters are starving due to man-made problems. D

WORD STORE 8E Collocations

8 3.42 **Complete WORD STORE 8E with the words in blue in the reviews. Then listen, check and repeat.**

9 **Answer the questions about the blog reviews using the collocations in WORD STORE 8E.**

A
1 What phrase does the reviewer use to describe the type of story told by the film? Gripping tale.
2 When did the climbers' problems start? On the descent of the mountain.
3 Why are rescuers unable to help the climbers? Because of severe weather conditions.

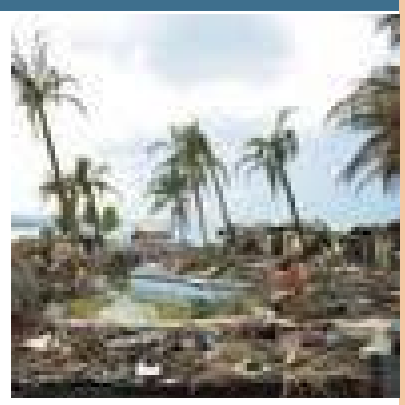
B
1 What do Tami and Richard hear on the radio to make them change course? That a storm was brewing.
2 What does Tami assume happened to her boyfriend during the hurricane? That he was swept overboard.
3 In Tami's hallucination, where does she see Richard and what is wrong with him? In the water with life-threatening injuries.

C
1 What does a large part of the film focus on? The agony suffered by the family.
2 How does the reviewer describe the conditions in which the actors had to perform? Physically demanding.

D
1 What problems confronting William's village does the film investigate? Extreme poverty and hunger.
2 Despite the problems, how does the film end and why? On a positive note because William saves his village.

10 SPEAKING **Read the four comments under the reviews and discuss whether you agree with the views. Give reasons for your answers.**

C THE IMPOSSIBLE



The film is based on the story of a Spanish family who went on a Christmas holiday to Khao Lak in Thailand in 2004 and were caught up in the tsunami that hit Southeast Asia, killing 230,000 people in fourteen countries.

The filming of the tsunami itself is spectacular and uses a mixture of digital effects and real waves filmed in slow motion in a water tank.

Most of the film deals with the aftermath of the tsunami and the **agony suffered** by the family when they are split up and have no idea whether the others have survived.

In the film, the family are British, with Naomi Watts and Ewan McGregor giving honest and compassionate performances as the parents of three young boys. The director, Juan Antonio Bayona, wanted the film to be as realistic as possible, so the actors had to spend five weeks of **physically demanding** filming in a massive water tank.

The Impossible tells a captivating true story in which survival, society, family ties and human kindness all shine through.

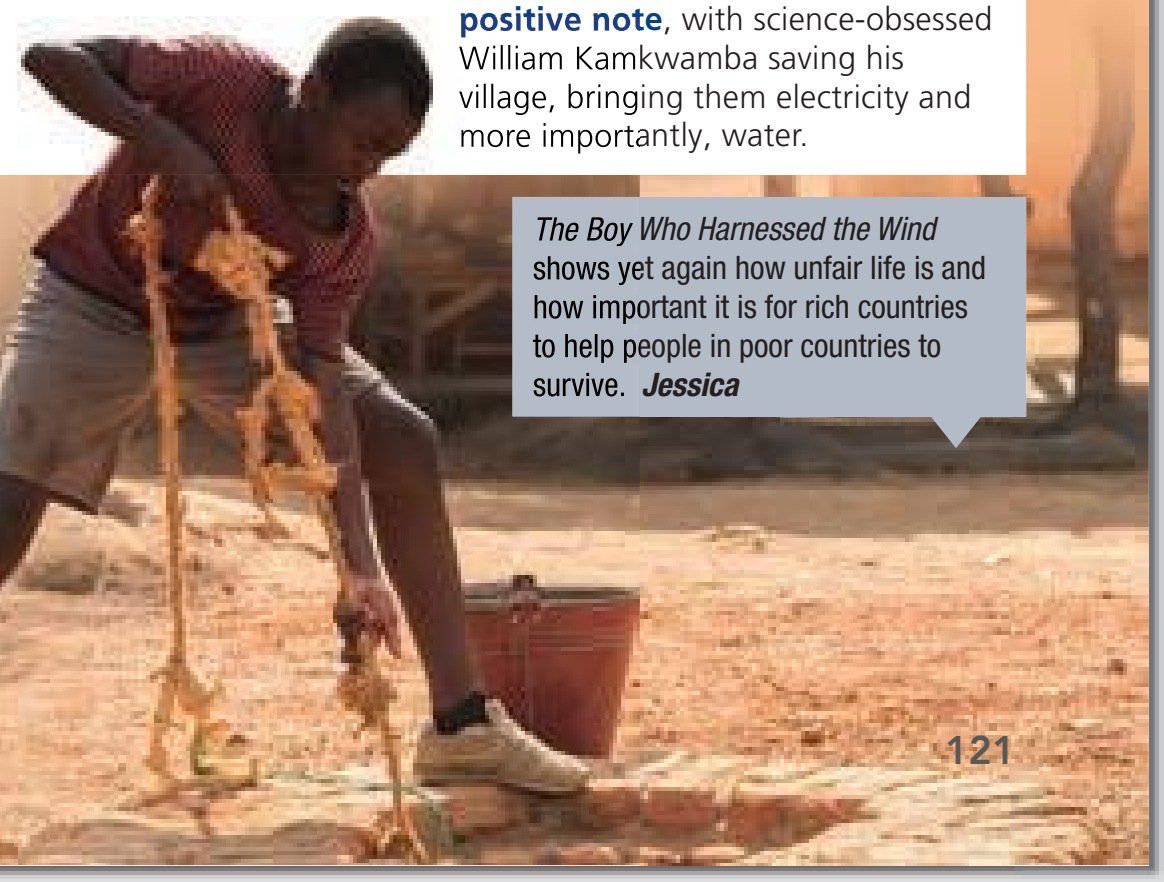
The Impossible is an amazing film, but it made me question how sensible it is to develop tourism in areas that are likely to suffer natural disasters. Isn't it too risky? ***Boris***

D THE BOY WHO HARNESSED THE WIND

Set in Africa, the film tells the story of Malawian inventor William Kamkwamba. When he was just fourteen years old, he saved his family and village from famine by building an electricity-generating windmill from spare parts, working from rough plans he found in a library book. The film explores a community facing **extreme poverty and hunger**. Although the Kamkwamba family is struggling to survive, the parents do their best to focus on their children's education, but William is forced to leave school when the family can no longer afford the school fees.

The film is directed by and stars Chiwetel Ejiofor who spent a decade getting to know the Malawi people and learning their language. He uses subtitles so that the characters in the film mostly speak Chichewa, the Malawian language, and this is one of the reasons why the characters are so believable.

Drought and the underlying issues of deforestation, colonialism and climate change are dealt with in detail. But the movie ends **on a positive note**, with science-obsessed William Kamkwamba saving his village, bringing them electricity and more importantly, water.



The Boy Who Harnessed the Wind shows yet again how unfair life is and how important it is for rich countries to help people in poor countries to survive. ***Jessica***

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8.5 GRAMMAR

Emphasis – cleft sentences and inversion

I can use a variety of sentence structures to change the emphasis.

1 3.43 **Read and listen to a conversation between two friends. Why does Will get angry?**
Because Emma doesn't think humans are responsible for climate change.

Will: I've been watching a programme about extreme weather events – interesting but very scary! **What they did was show** the effects of some recent floods where people had lost absolutely everything. **Rarely have I seen** such devastating scenes. **What I find shocking is that** some people still believe that humans have nothing to do with climate change.
Emma: I don't think you can blame humans.
Will: What? **It's those kind of comments that** really annoy me. How can you say that?
Emma: **All I'm saying is that** there's no link between carbon emissions and climate change. **What's happened is that** scientists have invented global warming so they can get more funding.
Will: Are you serious?! **Not only are you** making ridiculous accusations, **but** you don't even know the basic facts. Of course it's carbon emissions that are to blame for global warming.

2 **Read and complete the GRAMMAR FOCUS with the words in blue in Exercise 1.**

GRAMMAR FOCUS 38

Emphasis – cleft sentences and inversion

There are a variety of ways in which you can change the emphasis in a sentence.

- **Cleft sentences:** 'divide' a sentence by adding a clause to emphasise key information.
  What's [1]*happened* ***is (that)*** *scientists have invented …* (= Scientists have invented …)
  What they [2] ___did___ ***was (to) show*** *the effects of …* (= They showed the effects of …)
  [3] ___What___ *I find shocking* ***is (that)*** … (= I find it shocking (that) …)
  [4] ___It's___ *those kind of comments* ***that*** … (= Those kind of comments …)
  [5] ___All___ *I'm saying* ***is (that)*** … (= I'm just saying (that) …)
- **Inversion: negative expression (*never, rarely, not only* etc.) + auxiliary verb + subject (formal).**
  [6] ___Rarely___ ***have I seen*** … (= I have rarely seen …)
  [7] ___Not only___ ***are you*** *making ridiculous accusations,* ***but*** *you don't even know the basic facts.* (= You are making … and you don't even know …)

Exercise 3

1 It was Will that started talking about climate change, not Emma.
2 What Will did was (to) tell Emma how strongly he felt.
3 All Emma suggested was that you couldn't blame humans.
4 What Will couldn't believe was/were Emma's views on scientists.
5 Never had Will heard such ridiculous accusations.

Exercise 5

1 What I worry about most is global warming.
2 All I want for my next birthday is money.
3 What I hate about winter is that it gets dark so early.
4 What I love most about my country is the food.
5 It's my father who does the cooking in our house.
6 What I want to do is buy a laptop.
7 Under no circumstances would I lend my clothes to any of my friends.

3 **Rewrite the sentences using the structures from the GRAMMAR FOCUS and the words in capitals.**

1 Will and Emma had an argument. **HAPPENED**
What happened was (that) Will and Emma had an argument.
2 Will (not Emma) started talking about climate change. **IT**
3 Will told Emma how strongly he felt. **DID**
4 Emma only suggested that you couldn't blame humans. **ALL**
5 Will couldn't believe Emma's views on scientists. **WHAT**
6 Will hadn't ever heard such ridiculous accusations. **NEVER**

4 **Complete the sentences with the words in the box. There are two extra words.**

all are do does has is ~~it's~~ what

1 ___It's___ the gases from industrialisation that have caused the greenhouse effect.
2 What scientists ___do___ is analyse air that's 800,000 years old, trapped under the ice in Antarctica.
3 Never ___has___ there been more carbon dioxide in the atmosphere than there is now.
4 ___What___ happened was that average temperatures rose by one degree Celsius last century.
5 Not only ___are___ we observing a rise in sea levels, but also many more extreme weather events.
6 If we don't act now, ___all___ we're doing is creating problems for future generations.

5 **Make sentences from the prompts. Begin with the underlined words.**

1 worry about most / I / is / global warming / <u>What</u>
2 I / money / my next birthday / <u>All</u> / for / want / is
3 it gets dark so early / <u>What</u> / winter / I / about / that / hate / is
4 most / the food / <u>What</u> / I / my country / about / love / is
5 who / in our house / the cooking / my father / does / <u>It's</u>
6 to do / <u>What</u> / buy a laptop / is / want / I
7 my clothes / to any of my friends / <u>Under no circumstances</u> / lend / would I

6 SPEAKING **Discuss which sentences in Exercise 5 are true for you. Give reasons for your answers. Make more true sentences with the same sentence beginnings.**
What I worry about most is …

Grammar page 170

REFERENCES

Using videos in the classroom **p. T16**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 45 Test yourselves (10 min.) pp. 234, 288
- Extra digital activities: Grammar Checkpoint
- Write *What I need is …/Under no circumstances will I …/All I want …* on the board. Ask students to finish the statements and then compare their ideas with a partner.

WORKBOOK

p. 122, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 8.5, Grammar.

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8.6 SPEAKING

Giving a presentation

I can introduce new information during a presentation.

1 SPEAKING **Follow the instructions below.**

1 In pairs, make a list of well-known natural wonders.
2 Compare your list with another pair of students.
3 In groups of four, discuss which of the places you have visited or would like to visit.

2 Look at the photo. Then describe it using the words in the box.

cave/cavern crystal geologists minerals underground

3 3.44 **You are going to listen to a presentation about the Giant Crystal Cave. How does the information below relate to the topic? Listen and check.**

1 the year 2000
2 half a million years
3 fifty-five tons
4 58 degrees Celsius
5 ten minutes

4 3.44 **Complete the SPEAKING FOCUS with the words in the box. Then listen again and check.**

aware during familiar free realise ~~wondered~~

SPEAKING FOCUS

Introducing the topic

Have you ever thought about/considered/ [1] *wondered* how/why/what, etc. …?

[2] During my/this presentation, I plan to tell you about …

You may be wondering why I've chosen to talk about … today. Well, let me explain …

Introducing familiar information

We are (probably) all [3] familiar with …

You may be [4] aware that …

You may already know that …

Perhaps you have heard of/about …

Introducing surprising information

Most people aren't aware/don't [5] realise that …

… but, did you know that …?

You might not know that …

Finishing your presentation

OK, that's all from me.

Thank you for listening.

I hope you found the presentation interesting.

If anyone has any questions, please feel [6] free to ask now.

5 Complete the extracts from presentations with words and phrases from the SPEAKING FOCUS.

1 You may be wondering why I've chosen to talk about Ha Long Bay in Vietnam today. Well, let me explain.
2 You may already know/be aware that Wolin, an island in Poland, is home to around 200 bird species.
3 Perhaps you have heard of Table Mountain in South Africa. It rises high above the city of Cape Town.
4 We are probably all familiar with the Dolomite Mountains in northeastern Italy, but most people aren't aware that this mountain range was added to the UNESCO World Heritage list in 2009.
5 Thanks for listening. If anyone has any questions, please feel free to ask now.

6 Choose which is the correct piece of advice for each pair of tips on giving presentations.

1 (a) Speak with a clear voice at a natural speed.
b Speak more loudly and a little more slowly than normal.
2 a Look at a point just above the audience.
(b) Make eye contact with members of the audience.
3 (a) Ask the audience questions to keep them involved.
b Don't ask the audience questions.
4 a Write a script and read out every word when you present.
(b) Have some notes with you when you present, but don't read them out.
5 (a) If you forget something, keep going. Nobody knows what you were planning to say anyway!
b If you forget something, say sorry and finish the presentation.
6 a When you finish, thank the audience and sit down.
(b) When you finish, thank the audience and invite questions.

7 Prepare a presentation on a natural wonder. Follow the steps below.

- Select a natural wonder that interests you.
- Do some research and plan your presentation.
- Find some interesting photographs to illustrate the presentation, if possible.
- Select useful language from the SPEAKING FOCUS.
- Learn and practise your presentation.
- Give your presentation to the class. Follow the advice in Exercise 6.

Exercise 3

1 The year when mineral miners from the town of Naica, in Northern Mexico discovered the cave.
2 The age of the enormous crystals of Cueva De Los Cristales.
3 The weight of the largest crystal in the cave.
4 The temperature in the cave.
5 It is impossible to remain underground in the cave for more than ten minutes at a time.

REFERENCES

Culture notes **p. 195**
Audioscript **p. 210**

EXTRA ACTIVITIES

- Photocopiable resource 46 *Different shades of green* (12–15 min.) pp. 234, 289
- In pairs, students check if their partner is following the advice from ex. 6 while they are giving a presentation and then offer feedback. Then they swap roles.

WORKBOOK

p. 123

8.7 USE OF ENGLISH

Prefixes

I can recognise and form a wide range of words using prefixes.

1 Think about how the weather affects human behaviour. Choose the option you think is correct.

1 *Rainy* / *Sunny* weather makes you sleepy.
2 *Rainy* / *Sunny* weather makes you hungry.
3 *Rainy* / *Sunny* weather makes you more violent.
4 *Calm* / *Stormy* weather makes children hyperactive.
5 *Dull* / *Sunny* weather makes your memory better.
6 *Rainy* / *Sunny* weather makes you feel comforted.

2 Read the blog and check your ideas in Exercise 1.

HOW WEATHER AFFECTS HUMAN BEHAVIOUR

Are you **incapable** of getting up in the morning? That may be because it's raining, and the absence of sunlight causes the sleep hormone melatonin to be **overactive**. Heavy rain can also make you hungry. When it's cloudy, the hormone serotonin decreases, and you need more carbohydrates.

The effect of rain on crime rates cannot be **underestimated**. A *New York Times* investigation found that crimes committed on dry days far **outnumber** those committed in bad weather because people (including criminals) are **unwilling** to go out in the rain. Perhaps we should **reconsider** our negative opinion of British weather in the light of these statistics!

High temperatures on the other hand have long been linked with an **upturn** in violence. Raised temperatures cause an increase in heart rates and people are less able to control their temper.

Another study concluded that the behaviour of children can predict when a storm is brewing. When the barometer hits **pre-storm** lows, children become **hyperactive** and start **misbehaving**. One theory is that the positive electrical forces in the atmosphere increase blood pressure and cause **antisocial** behaviour.

An Australian study shows that sunshine can affect our mental sharpness: it may seem **illogical**, but it has been proven that people think better on days when the sky is grey. A selection of shoppers saw ten **unusual** objects in the checkout area of a shop and were asked to recall the objects later. Shoppers on cloudy days could remember them better than shoppers on sunny days.

Ending on a positive note, it's not all bad news for rain. If your emotions are **off-balance** or you're feeling **off-colour**, the sound of raindrops can be comforting. So if it's raining where you are, the best thing is to curl up and have a nap.

3 Read and complete the LANGUAGE FOCUS with the examples in blue in the blog.

LANGUAGE FOCUS

Prefixes

Prefixes can be added to the same root word to create different words. For example from the root word *use* you can form ***re****use* and ***mis****use*.

Prefix	Meaning	Examples
un- in- dis- il- im- ir-	not (mainly adjectives)	[1] *incapable*, [2] unwilling, [3] illogical, [4] unusual
un- dis-	opposite (mainly verbs)	*undo, disallow*
re-	do again	*remarry*, [5] reconsider
hyper-	extremely	[6] hyperactive, *hypersensitive*
mis-	bad(ly), wrong(ly)	[7] misbehave, *misinformation*
multi-	many or several	*multicultural*
off-/on-	not the case/ a place where …	[8] off-balance, [9] off-colour / *onstage*
out-	more than or better	[10] outnumber, *outdo*
over-/ under-	too much/ not enough	[11] overactive / [12] underestimate
anti-/ pro-	against/in favour	[13] antisocial / *pro-democracy*
pre-/ post-	before/after	[14] pre-storm / *post-match*
self-	done to/by yourself	*self-esteem, self-obsessed*
sub-	inferior or lower	*substandard*
up-/ down-	increase or improve/become worse	[15] upturn /*downturn*

4 Look the example words in the table. Does your language have similar prefixes?

5 Work out the meaning of the words in the box. Then choose three words and write example sentences for them.

antinuclear misjudge multipurpose
overpaid pre-election self-awareness
uncontrollable understaffed

I believe self-awareness can be learned.

EXTRA ACTIVITIES

- Photocopiable resource 47 *We're word builders! We're bricklayers!* (15 min.) pp. 234, 290
- Students take turns to give definitions of the words from the LANGUAGE FOCUS and ex. 6 for their partner to guess.

WORKBOOK

pp. 124–125

NEXT CLASS

Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 8.7, Use of English.

6 **Match the words in the box with the correct prefixes to make twelve new words. What spelling rules can you work out for *il-*, *im-* and *ir-*?**

adequate approve aware believe
capable legal literate mature
probable relevant responsible safe

1 dis-approve , believe
2 il-legal , literate
3 im-mature , probable
4 in-adequate , capable
5 ir-relevant , responsible
6 un-aware , safe

7 **Rewrite the sentences so they have the opposite meaning by changing the underlined word. Which statements do you agree with?**

1 It's probable that people will live on Mars one day.
2 The money I get from my parents is adequate.
3 It ought to be legal to cycle without a helmet.
4 Most people would describe me as responsible.
5 The roads in my country are really safe.
6 Doctors are underpaid for the job they do.
7 People who are pro-nuclear don't understand the dangers.
8 Pre-match interviews with footballers are boring.

8 **USE OF ENGLISH Complete the two comments about the blog with the correct form of the words in brackets.**

I don't like winter. I suffer from low **(ESTEEM)** [1] self-esteem and I fall out with friends because I'm very **(SOCIAL)** [2] antisocial . I'm **(CAPABLE)** [3] incapable of getting up in the morning and I know that my work is **(STANDARD)** [4] substandard because I lack concentration. I need sunshine to feel alive.

Jonny

All this weather stuff is **(RELEVANT)** [5] irrelevant for people like me. I work all day in a shop, I travel to work and back by bus and I go to the gym in the evening. I'm totally **(AWARE)** [6] unaware of the weather most of the time!

Julie

9 **USE OF ENGLISH Complete another two comments about the blog with the correct forms of the words in the box.**

balance comfortable controllable
able obsessed sensitive

Personally, I'm [1] hypersensitive to changes in the weather. I find the transition from one season to another particularly [2] uncomfortable . For a couple of weeks I don't feel like myself – I feel [3] off-balance and [4] unable to concentrate. Then I go back to normal again.

Emma

It really annoys me when people say the weather affects them. These people think it's all about them! They're [5] self-obsessed and I get an [6] uncontrollable desire to shout 'It's not the weather – it's just another excuse to talk about yourself!'.

Tim

10 **SPEAKING Read the comments in Exercises 8 and 9 again. Which do you agree or disagree with? Discuss how the weather affects your behaviour or how you feel.**

11 **SPEAKING Complete the sentences with the correct forms of the words in capitals. Then discuss whether you share any of these worries.**

I worry about …

1 jobs. Youth unemployment is a big problem in my country. **EMPLOY**
2 the environment. People should use more renewable energy. **NEW**
3 the media. There is too much misinformation you can't trust anybody. **INFORM**
4 health. There aren't enough doctors. Our hospitals are understaffed . **STAFF**
5 politics. There has been a downturn in the numbers of people who vote in elections. If you can vote, you should. **TURN**
6 our society. I think it should be more diverse and more multicultural . **CULTURE**

SHOW WHAT YOU'VE LEARNT UNITS 1–8

12 **USE OF ENGLISH Complete the second sentence so that it has a similar meaning to the first. Use between two and five words including the word in capitals.**

1 Could you tell me when the conference starts? **WONDERING**
I was/'ve been wondering if/whether you could tell me when the conference starts.
2 My parents are both extremely clever and I can't overestimate how much they've taught me. **HIGHLY**
Both of my parents are highly intelligent and I can't overestimate how much they've taught me.
3 I'm not allowed to use my electronic devices after 10 p.m. **BANNED**
I'm banned from using my electronic devices after 10 p.m.
4 In my class, all the students turn off their phones in school time. **WHOLE**
The whole class turn off their phones in school time.
5 My last birthday wasn't as good as I expected and I was disappointed. **LETDOWN**
My last birthday was a bit of a letdown and I was disappointed.
6 I get very short of breath when I run for more than five minutes. **BREATHE**
I can't breathe very well/can hardly breathe when I run for more than five minutes.
7 My brother is so broad-shouldered that it's difficult to find tops to fit him. **SUCH**
My brother has such broad shoulders that it's difficult to find tops to fit him.
8 I think football players earn too much for what they do. **ARE**
I think football players are overpaid for what they do.

Use of English page 171

Exercise 6

Spelling rule:

il- before words beginning with 'l'

im- before words beginning with 'p' or 'm'

ir- before words beginning with 'r'

Exercise 7

1 improbable
2 inadequate
3 illegal
4 irresponsible
5 unsafe
6 overpaid
7 anti-nuclear
8 Post-match

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8.8 WRITING

A letter to an editor

I can write a formal letter using a variety of linking devices.

1 SPEAKING **Discuss the questions. Use the collocations in the box.**

1 Why are some areas made into national parks?
2 Describe a well-known national park you know.

cultural heritage diverse landscapes
environmental impact natural beauty
sustainable tourism wildlife protection

2 SPEAKING **Read Alice's comment in *Young Traveller* magazine. Do you agree with her point of view? Why?/Why not?**

3 **Read Nick's letter to the magazine in response to Alice's comments. Why does he choose to write about Zakynthos? Would you like to visit the island? Why?/Why not?**

Exercise 3
He writes about Zakynthos because he's been there recently, and because it is an example of a place where environmental protection takes priority over development of facilities for tourists.

HAVE YOUR SAY . . .

Last month we asked you: Is enough being done to protect the natural environment in popular tourist destinations?

ALICE, 17, WROTE:

I'm a nature lover and it seems to me that governments and tour operators care mainly about the money that tourism generates and not about the negative impact that visitors have on natural environments. Development of facilities for tourists often takes priority over protection of areas of natural beauty and local wildlife, and not enough is done to establish national parks or develop tourism responsibly.

NICK, 18, WROTE:

Dear Editor,

1 I am contacting you after reading Alice's comments in January's *Young Traveller* magazine. Although I understand Alice's concerns, I would like to point out that there are tourist resorts where a great deal is being done to promote wildlife protection and preserve natural beauty.

2 Having just returned from a holiday to beautiful Zakynthos, I have personally seen sustainable tourism in action. Zakynthos is a picturesque Greek island surrounded by turquoise waters. In the southern part of the island lies the Bay of Laganas, a major nesting area for the Loggerhead Sea Turtle. The island's natural environment is vital to its success as a tourist destination, yet it is only relatively recently that the authorities have begun to protect it.

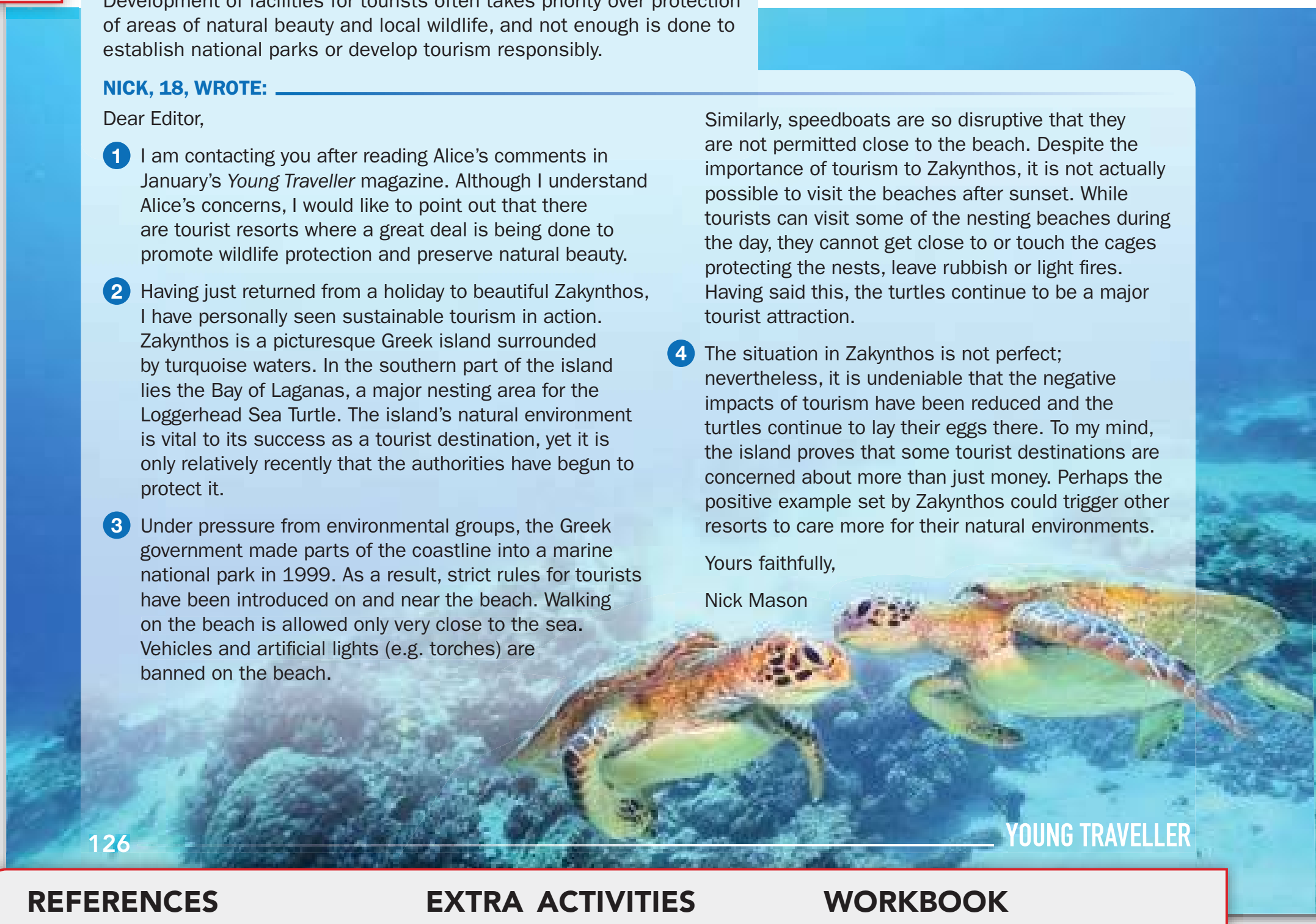
3 Under pressure from environmental groups, the Greek government made parts of the coastline into a marine national park in 1999. As a result, strict rules for tourists have been introduced on and near the beach. Walking on the beach is allowed only very close to the sea. Vehicles and artificial lights (e.g. torches) are banned on the beach.

Similarly, speedboats are so disruptive that they are not permitted close to the beach. Despite the importance of tourism to Zakynthos, it is not actually possible to visit the beaches after sunset. While tourists can visit some of the nesting beaches during the day, they cannot get close to or touch the cages protecting the nests, leave rubbish or light fires. Having said this, the turtles continue to be a major tourist attraction.

4 The situation in Zakynthos is not perfect; nevertheless, it is undeniable that the negative impacts of tourism have been reduced and the turtles continue to lay their eggs there. To my mind, the island proves that some tourist destinations are concerned about more than just money. Perhaps the positive example set by Zakynthos could trigger other resorts to care more for their natural environments.

Yours faithfully,

Nick Mason



4 **Answer the questions. Then study the WRITING FOCUS and check your ideas.**

1 In which section(s) does Nick:
  a support his opinion with examples? 2 & 3
  b summarise his opinion then make a final comment? 4
  c give a reason for writing and opinion on the topic? 1
2 Why doesn't Nick use contracted forms (*it's, there's, can't,* etc.), abbreviations or informal language in his letter?
Because it is a formal letter.

WRITING FOCUS

A letter to an editor

A letter to an editor is written in response to an article you have read or a film or programme you have watched. It should be formal in style and contain the following elements:

Introduction
- Your reason for writing and your point of view on the topic.

Body paragraphs
- Support for your point of view, further opinions and examples.

Conclusion
- A summary of your opinion and a recommendation or final comment.

REFERENCES

Culture notes **p. 196**

EXTRA ACTIVITIES

- Photocopiable resource 48 A letter to an editor (15 min.) pp. 235, 291
- In pairs, students write four or five comprehension questions about the text in ex. 3. They swap questions with another pair and answer them with their partner.

WORKBOOK

pp. 126–127, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to study the Word list on pp. 128–129.

5 **Complete the headings in LANGUAGE FOCUS I with the words in the box.**

cause and result ~~concession~~
certainty consequences reason

LANGUAGE FOCUS I

Formal language – review

- **Express** [1] *concession*
  Although/Even though I understand Alice's concerns, I would like to point out that … .
  Despite/In spite of the importance to tourism of Zakynthos, it is not actually possible to visit the beaches after sunset … .
- **Express** [2] reason **formally using participle clauses**
  Having just returned from a holiday to beautiful Zakynthos, I have personally seen … .
  Being a responsible tourist, I am happy to follow the rules.
- **Express** [3] cause and result
  Speed boats are so disruptive that they are not permitted.
  Litter became such a problem that the area was closed.
- **Express** [4] certainty
  It is undeniable that/There is no doubt that the negative impacts of tourism have been reduced.
  Undeniably/Undoubtedly, there is still work to be done.
  Without (a) doubt, the situation is improving.
- **Describe** [5] consequences
  As a result/consequence, strict rules for tourists have been introduced.
  The result/consequence/outcome of (such a decision/choice) is that the turtles are left in peace.
  This could trigger other resorts to care more about their natural environments.
  This could lead to/result in other destinations introducing similar schemes.

6 **Which words from Nick's letter complete LANGUAGE FOCUS II correctly?**

LANGUAGE FOCUS II

Expressing comparison and contrast

While/Whereas *many parts of the forest are protected, others are not.*
Some tourists behave responsibly ***while/whereas*** *others do not.*
That said/[1] Having ***said this****, the turtles remain a major tourist attraction.*
The situation is not perfect; [2] nevertheless***/even so*** *it is undeniable that the negative impacts of tourism have been reduced.*

Introducing unexpected or surprising contrasts

The island's natural environment is vital to its success as a tourist destination, [3] yet *it is only relatively recently that the authorities have begun to protect it.*
Despite the importance of tourism to Zakynthos, it is not [4] actually *possible to visit the beaches after sunset.*

7 **Read LANGUAGE FOCUS II, then rewrite extracts 1–7 using the words in brackets.**

1 Some beaches are protected while others are not. (whereas)
Whereas _____
2 Whereas Zakynthos protects its wildlife, many other destinations fail to. (while)
Zakynthos _____
3 Closing the beaches at night wasn't easy. That said, it was necessary for the sake of the turtles. (Having)
Closing _____
4 Things are improving; nevertheless it will take years for the bay to recover completely. (even so)
Things _____
5 Even though bins are provided, visitors continue to leave litter in the sand. (yet)
Bins _____
6 In fact, the seabird population has begun to recover. (actually)
The seabird population _____
7 Some of the forest is private while other parts are open to the public. (whereas)
Whereas _____

8 **Read the message which was printed after Nick's letter in *Young Traveller* magazine. Then plan your letter to an editor.**

Thank you for your interesting contribution, Nick. We would like to hear from other readers who have visited, or know of places where similar efforts are being made. Write a letter describing a place in which negative impacts of tourism on the natural environment are being controlled.

YOUNG TRAVELLER

1 Do some research. Use your own ideas or try one of the following:
- Masai Mara National Reserve, Kenya
- Fraser Island, Great Sandy National Park, Australia
- Punta Tombo Penguin Rookery, Argentina
- Ao Phang Nga National Park, Thailand

(***Hint****: search for 'visitor rules' or 'visitors' guide'.)*

2 Take some notes about the place:
- Where is it located?
- Why is it interesting?
- How are negative impacts of tourism controlled?

SHOW WHAT YOU'VE LEARNT

9 **Do the writing task. Use the ideas in Exercise 8, the WRITING FOCUS and LANGUAGE FOCUS I and II to help you.**

Write a letter to an editor in response to the message in Exercise 8.

Exercise 7

1 some beaches are protected, others are not.
2 protects its wildlife while many other destinations fail to.
3 the beaches at night wasn't easy. Having said that, it was necessary for the sake of the turtles.
4 are improving; even so, it will take years for the bay to recover completely.
5 are provided, yet visitors continue to leave litter in the sand.
6 has actually begun to recover.
7 some of the forest is private, other parts are open to the public.

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UNIT 8 Costing the earth

8.1 Vocabulary 4.57

biodegradable /ˌbaɪəʊdɪ'greɪdəbəl/
breeding ground /'briːdɪŋ graʊnd/
built-up area /ˌbɪlt ˌʌp 'eəriə/
contamination /kənˌtæmə'neɪʃən/
countryside /'kʌntrisaɪd/
current /'kʌrənt/
discard /dɪs'kɑːd/
ditch /dɪtʃ/
eco-warrior /'iːkəʊˌwɒriə/
extinction /ɪk'stɪŋkʃən/
food chain /'fuːd ˌtʃeɪn/
foothill /'fʊtˌhɪl/
gust of wind /ˌgʌst əv 'wɪnd/
hatch /hætʃ/
(have a) narrow escape /(hæv ə) ˌnærəʊ ɪ'skeɪp/
in captivity /ɪn kæp'tɪvəti/
irreparable damage /ɪˌrepərəbəl 'dæmɪdʒ/
leafy /'liːfi/
litter /'lɪtə/
meadow /'medəʊ/
migration /maɪ'greɪʃən/
natural habitat /ˌnætʃərəl 'hæbɪtæt/
on the loose /ɒn ðə 'luːs/
orchard /'ɔːtʃəd/
park warden /ˌpɑːk 'wɔːdn/
patch /pætʃ/
plain /pleɪn/
plastic waste /ˌplæstɪk 'weɪst/
ploughed field /ˌplaʊd 'fiːld/
predator /'predətə/
prey /preɪ/
release into the wild /rɪˌliːs ˌɪntə ðə 'waɪld/
reunite /ˌriːjuː'naɪt/
roam /rəʊm/
set free /set friː/
single-use plastics /ˌsɪŋgəl juːs 'plæstɪks/
stream /striːm/
tern /tɜːn/
thriving population /ˌθraɪvɪŋ ˌpɒpjə'leɪʃən/
trapped /træpt/
trash /træʃ/

8.2 Grammar 4.58

campsite /'kæmpsaɪt/
for a change /fər ə 'tʃeɪndʒ/
lounge /laʊndʒ/
raft /rɑːft/
sunbed /'sʌnbed/
sunscreen /'sʌnskriːn/
white water rafting /ˌwaɪt ˌwɔːtə 'rɑːftɪŋ/

8.3 Listening 4.59

adolescence /ˌædə'lesəns/
adolescent /ˌædə'lesənt/
affectionate /ə'fekʃənət/
agile /'ædʒaɪl/
bird-brained /'bɜːd ˌbreɪnd/
bond /bɒnd/
competition /ˌkɒmpə'tɪʃən/
competitive /kəm'petətɪv/
conceive /kən'siːv/
deception /dɪ'sepʃən/
deceptive /dɪ'septɪv/
developed /dɪ'veləpt/
domesticate /də'mestəkeɪt/
doubt /daʊt/
embrace /ɪm'breɪs/
establish a community /ɪˌstæblɪʃ ə kə'mjuːnəti/
extend a territory /ɪkˌstend ə 'terətəri/
gentle /'dʒentl/
hug /hʌg/
loner /'ləʊnə/
mindlessly /'maɪndləsli/
misconception /ˌmɪskən'sepʃən/
notion /'nəʊʃən/
playful /'pleɪfəl/
please /pliːz/
recognition skills /ˌrekəg'nɪʃən ˌskɪlz/
reputable /'repjətəbəl/
reputation /ˌrepjə'teɪʃən/
resemblance /rɪ'zembləns/
resemble /rɪ'zembəl/
undervalued /ˌʌndə'væljuːd/
undoubtedly /ʌn'daʊtɪdli/
wise /waɪz/

8.4 Reading 4.60

a storm is brewing /ə stɔːm əz 'bruːwɪŋ/
adrift /ə'drɪft/
aftermath /'ɑːftəmæθ/
avalanche /'ævəlɑːntʃ/
battered /'bætəd/
begin the ascent/descent /bɪ'gɪn ðə ə'sent/dɪ'sent/
believable /bə'liːvəbəl/
blind /blaɪnd/
blizzard /'blɪzəd/
captivating /'kæptəveɪtɪŋ/
deforestation /diːˌfɒrə'steɪʃən/
disaster movie /dɪ'zɑːstə ˌmuːvi/
drought /draʊt/
earthquake /'ɜːθkweɪk/
electricity-generating /ɪˌlek'trɪsəti ˌdʒenəreɪtɪŋ/
extreme hunger /ɪkˌstriːm 'hʌŋgə/
extreme poverty /ɪkˌstriːm 'pɒvəti/
famine /'fæmɪn/
fee /fiː/
gale-force winds /ˌgeɪl fɔːs 'wɪndz/
gripping tale /ˌgrɪpɪŋ 'teɪl/
harness /'hɑːnəs/
harsh reminder /ˌhɑːʃ rɪ'maɪndə/
hurricane /'hʌrɪkən/
life-threatening injuries /ˌlaɪf ˌθretənɪŋ 'ɪndʒəriz/
on a positive note /ɒn ə 'pɒzətɪv ˌnəʊt/
on the edge of your seat /ɒn ði 'edʒ əv jə ˌsiːt/
overturn /ˌəʊvə'tɜːn/
physically demanding /ˌfɪzɪkli dɪ'mɑːndɪŋ/
rough /rʌf/
severe weather conditions /səˌvɪə 'weðə kənˌdɪʃənz/
snowfall /'snəʊfɔːl/
spare parts /ˌspeə 'pɑːts/
split up /ˌsplɪt 'ʌp/
(be) swept overboard /(bi) ˌswept 'əʊvəbɔːd/
suffer agony /ˌsʌfər 'ægəni/
summit /'sʌmɪt/
tsunami /tsʊ'nɑːmi/
twist /twɪst/
water tank /'wɔːtə ˌtæŋk/
whiteout /'waɪtaʊt/
wildfire /'waɪldfaɪə/
windmill /'wɪndˌmɪl/

8.5 Grammar 4.61

accusation /ˌækjə'zeɪʃən/
carbon dioxide /ˌkɑːbən daɪ'ɒksaɪd/
devastating scene /'devəsteɪtɪŋ ˌsiːn/
flood /flʌd/
funding /'fʌndɪŋ/
greenhouse effect /'griːnhaʊs ɪˌfekt/
industrialisation /ɪnˌdʌstriəlaɪ'zeɪʃən/
ridiculous /rɪ'dɪkjələs/

8.6 Speaking 4.62

astonishingly /əs'tɒnɪʃɪŋli/
astounding /ə'staʊndɪŋ/
audience /'ɔːdiəns/
awe-inspiring /'ɔːr ɪnˌspaɪərɪŋ/
cave/cavern /keɪv/'kævən/
demolish /dɪ'mɒlɪʃ/
diameter /daɪ'æmɪtə/
drain /dreɪn/
miner /'maɪnə/
natural wonder /ˌnætʃərəl 'wʌndə/
wonder /'wʌndə/

8.7 Use of English 4.63

anti-nuclear /ˌænti 'njuːkliə/
antisocial /ˌænti'səʊʃəl/
carbohydrates /ˌkɑːbəʊ'haɪdreɪts/
comforting /'kʌmfətɪŋ/

WORD LIST ACTIVITIES

- Write word categories, e.g. *the weather, environmental issues, animal kingdom, world problems* on the board and ask students to contribute as many words from the list as possible.
- Draw students' attention to the last section of the wordlist and explain that they may complete it with their own suggestions of other useful words or phrases related to the unit.

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curl up /ˌkɜːl ˈʌp/
disallow /ˌdɪsəˈlaʊ/
disapprove /ˌdɪsəˈpruːv/
disbelieve /ˌdɪsbəˈliːv/
downturn /ˈdaʊntɜːn/
hyperactive /ˌhaɪpərˈæktɪv/
hypersensitive /ˌhaɪpəˈsensətɪv/
illegal /ɪˈliːgəl/
illiterate /ɪˈlɪtərət/
illogical /ɪˈlɒdʒɪkəl/
immature /ˌɪməˈtʃʊə/
improbable /ɪmˈprɒbəbəl/
inadequate /ɪnˈædəkwət/
incapable /ɪnˈkeɪpəbəl/
irrelevant /ɪˈreləvənt/
irresponsible /ˌɪrɪˈspɒnsəbəl/
misbehave /ˌmɪsbɪˈheɪv/
misinformation /ˌmɪsɪnfəˈmeɪʃən/
misjudge /ˌmɪsˈdʒʌdʒ/
multicultural /ˌmʌltiˈkʌltʃərəl/
multipurpose /ˌmʌltiˈpɜːpəs/
nap /næp/
off-balance /ˌɒf ˈbæləns/
off-colour /ˌɒf ˈkʌlə/
onstage /ˌɒnˈsteɪdʒ/
outdo /aʊtˈduː/
outnumber /aʊtˈnʌmbə/
overactive /ˌəʊvərˈæktɪv/
overestimate /ˌəʊvərˈestəmeɪt/
overpaid /ˌəʊvəˈpeɪd/
post-match /ˌpəʊst mætʃ/
pre-election /ˌpriː ɪˈlekʃən/
pre-storm /ˌpriː stɔːm/
pro-democracy /ˌprəʊ dɪˈmɒkrəsi/
raindrop /ˈreɪndrɒp/
recall /rɪˈkɔːl/
reconsider /ˌriːkənˈsɪdə/
remarry /ˌriːˈmæri/
renewable /rɪˈnjuːəbəl/
self-awareness /ˌself əˈweənəs/
self-esteem /ˌself ɪˈstiːm/
self-obsessed /ˌself əbˈsest/
sharpness /ˈʃɑːpnəs/
substandard /ˌsʌbˈstændəd/
unable /ʌnˈeɪbəl/
unaware /ˌʌnəˈweə/
uncomfortable /ʌnˈkʌmftəbəl/
uncontrollable /ˌʌnkənˈtrəʊləbəl/
underestimate /ˌʌndərˈestɪmeɪt/
understaffed /ˌʌndəˈstɑːft/
undo /ʌnˈduː/
unemployment /ˌʌnɪmˈplɔɪmənt/
unsafe /ˌʌnˈseɪf/
unusual /ʌnˈjuːʒuəl/
unwilling /ʌnˈwɪlɪŋ/
upturn /ˈʌptɜːn/
violent /ˈvaɪələnt/

8.8 Writing 4.64

coastline /ˈkəʊstlaɪn/
concession /kənˈseʃən/
cultural heritage /ˌkʌltʃərəl ˈherətɪdʒ/
diverse landscape /daɪˌvɜːs ˈlændskeɪp/
facilities /fəˈsɪlɪtiz/
lay eggs /ˌleɪ ˈegz/
natural beauty /ˌnætʃərəl ˈbjuːti/
nesting beach /ˈnestɪŋ ˌbiːtʃ/
speedboat /ˈspiːdbəʊt/
sustainable tourism /səˌsteɪnəbəl ˈtʊərɪzəm/
take priority /ˌteɪk praɪˈɒrəti/
tourist resort /ˈtʊərɪst rɪˌzɔːt/
wildlife protection /ˈwaɪldlaɪf prəˌtekʃən/

MY WORD LIST

NATURE	ECOLOGY	OTHER

FOCUS REVIEW 8

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words in the box. There are two extra words.

ditch drought habitat meadow
orchard severe strong thriving

1 There was a small ___orchard___ at the back of our house where we'd pick apples in the autumn.
2 The car skidded on an icy road and ended up in a ___ditch___ but thankfully no one was hurt.
3 It was amazing to see tigers in their natural ___habitat___ in India.
4 The village is in a remote mountain area and experiences some ___severe___ weather conditions.
5 The region is facing its worst ___drought___ in decades with no rain in months now.
6 Thanks to conservation efforts, there's now a ___thriving___ population of wildcats.

2 Complete the sentences with the correct words to replace the words in brackets. The first letter is given.

1 The clearance of hundreds of trees has caused **i**rreparable (*impossible to repair*) damage to the forest.
2 There are less than a hundred animals in the wild and just a handful in **c**aptivity (*not in the wild*).
3 Despite its **r**esemblance (*being similar*) to a bat, this creature is actually a type of squirrel.
4 The packaging is **b**iodegradable (*capable of being decomposed*).
5 Many of the villagers live in extreme **p**overty (*being poor*) getting by on less than a dollar a day.
6 Raccoons are extremely **c**ompetitive (*that like to compete and win*) animals.

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

1 If only you sorted out/had sorted out (sort out) the recycling properly, I wouldn't have to waste time doing it!
2 It's high time you ___started___ (start) cycling to school. It's not too far.
3 If only the motorway had not been built (not build) near the nature reserve, it wouldn't have affected the local wildlife so much.
4 I'd rather you ___used___ (use) reusable bags while shopping instead of those plastic ones.
5 I wish my parents ___had asked___ (ask) me what breed of dog I wanted to get before buying me a poodle.

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

1 Tim not only saw a school of dolphins, but he also spotted a whale.
Not only did Tim see a school of dolphins, but he also spotted a whale.
2 Claudia needs to mow the lawn before she goes on holiday.
What Claudia needs to do is (to) mow the lawn before she goes on holiday.
3 We have never experienced such cold weather while skiing.
Never have we experienced such cold weather while skiing.
4 Josh only recommended you should buy more organic food.
All Josh recommended was that you/Josh did was recommend that you should buy more organic food.

USE OF ENGLISH

5 Choose the correct answer, A, B or C.

1 Don't you agree that it is _____ time you started training your dog?
A best (B) high C right
2 Never before _____ so many robins in our garden.
A do we see B we saw (C) have we seen
3 Pollution might be tightly controlled in one country, whereas _____ country regulations may be less strict.
(A) in another B in other C others
4 Under _____ are you to leave home now. There is a tornado approaching so we need to stay inside.
(A) no circumstances
B no way
C no conditions
5 I wish _____ to my brother when he told me not to swim in the river with such a strong current.
(A) I had listened
B I listened
C I have listened
6 If only _____ a presentation about endangered species! I'm struggling with the topic of acid rain.
A I have chosen
(B) I had chosen
C I chose

6 Complete the sentences with the correct form of the words in capitals.

1 The country is struggling to deal with the outbreak of malaria due to ___inadequate___ healthcare facilities. **ADEQUATE**
2 Max was facing the other direction and was completely ___unaware___ of what was happening behind him. **AWARE**
3 Where a person comes from should be ___irrelevant___ ; what's important is whether they have the skills for the job. **RELEVANT**
4 We don't want to lose Sophia and have asked her to ___reconsider___ her decision to resign. **CONSIDER**
5 The company has been forced to close some shops due to a sharp ___downturn___ in sales. **TURN**
6 There have been complaints about vandalism and other ___antisocial___ behaviour. **SOCIAL**
7 He's a strict vegetarian and ___disapproves___ of keeping animals for meat. **APPROVE**
8 The clinic is severely ___understaffed___ with often only one or two nurses on duty. **STAFF**
9 The idea that space exploration has led to the loss of the ozone layer is a common ___misconception___ . **CONCEIVE**
10 The bird's north–south ___migration___ route is 3,000 miles from Canada to Southern Mexico. **MIGRATE**

EXTRA ACTIVITIES

- Photocopiable resource 51 Multiple choice (12 min.) pp. 235, 294
- Photocopiable resource 54 Word building (20 min.) pp. 235–236, 297
- Use of English 8, WORD STORE booklet, p. 16
- Extra digital activities: Reading and Use of English Checkpoints

NEXT CLASS

- Ask students to do Self-check 8.10, WB pp. 130–131, as homework.
- Ask students to prepare for Unit Test 8: Assessment Package, Unit 8.
- Ask students to prepare for Review Test 4: Assessment Package, Unit 8.

130

READING

7 Read texts A–D and match them with questions 1–6. Two texts match two of the questions.

Which text mentions an environment where …

1 young creatures are protected from potential harm? D
2 temperatures can change dramatically during a single day? A
3 water levels change several times a day? D
4 a very wide range of species thrive? B
5 there are no distinct seasons? B
6 few plants and animals can live? C

A

DESERTS

Contrary to popular perception, temperature alone does not directly define whether an area of land is described as a desert. The key factor instead is rainfall, with desert areas averaging less than 254 millimetres of rain a year. There are, in fact, what are known as 'cold deserts', such as in the Antarctic, where temperatures can be below freezing. Even the hot, dry deserts we most typically think of, such as the Sahara, can experience very dramatic temperature drops at night. This is because the lack of cloud cover allows hot air to escape very quickly once the sun has set.

B

RAINFORESTS

As their name suggests, rainforests are found in areas with consistently high levels of rainfall, typically in tropical regions of the world around the equator. They may receive more than 2,000 millimetres of rain a year and with an average daily temperature of around 28 degrees Celsius, they are hot and humid. This climate is consistent all year round which creates the perfect habitat for an incredibly diverse range of plants and animals and makes them some of the most biodiverse environments on the planet.

C

TUNDRAS

One of the world's harshest environments are tundras, treeless ecosystems found in the Arctic and on the tops of mountains. These areas are very cold and windy with little rainfall, making it difficult for both plants and animals to survive. Most of the plants found on the tundra are very low-lying, growing in gaps in the rocks where they have some protection from the wind. The Arctic tundra is covered in snow for much of the year, with the soil below the surface permanently frozen. Tundra plants have a very short growing season of just fifty to sixty days during the short Arctic summer.

D

MANGROVE FORESTS

Mangrove forests are found in coastal areas around the world where trees and shrubs grow with their roots submerged in water that is a mix of freshwater and seawater. Mangrove forests are typically tidal, so water levels rise and fall twice a day. They play a vital role in preventing coastal erosion as well as providing a home to numerous species of fish, which use them as nurseries because the mass of roots creates a safe space for young fish away from the reach of larger predators.

SPEAKING

8 Look at the photos. You and your friend would like to spend some time helping the environment during the summer holidays. Choose the option which, in your opinion, is the best, and give reasons for your choice.

A

B

C

9 Ask and answer the questions.

1 What could be done to persuade people to recycle more?
2 How can you use social media to promote an environmentally-friendly lifestyle?
3 Is the work of environmental organisations effective? What makes you think so?
4 What are the advantages of living next to large green areas?

WRITING

10 Read the writing task and write a letter to an editor.

Read the question asked in a newspaper and Brian's reply. Write to the editor of the newspaper expressing your critical opinion to Brian's comment.

Have your say ...
As air travel contributes almost 10 percent of the world's carbon emissions, should we be travelling in ways that have less of an impact on the environment?

While I agree that we need to cut air travel, in an era of cheap flights other forms of transport, such as rail travel, are disproportionately more expensive and also significantly slower. Until there's an affordable alternative, I'm afraid people are still going to fly away on holiday. *Brian, 17*

• Ask students to prepare for the End-of-year Test: Assessment Package, End-of-year Test.

PROJECT

• How to teach with projects **p. T21**
• Work in groups. Do some research into how waste is managed in the area where you live and how a waste recycling centre works. Then prepare a digital presentation or poster and present it to your class.

131

BBC Learning a new skill

BEFORE YOU WATCH

1 SPEAKING In what order do children typically learn these life skills? Discuss how old you were when you learnt how to do them.

Learning how to …

read ride a bike speak swim
tie your shoelaces type walk write

2 SPEAKING Discuss the questions.

1 What new skills have you learnt since you became a teenager?
2 Is it easier to learn a new skill as a child, a teenager or an adult? Why?
3 Have you ever learnt how to juggle? Would you like to? Why/Why not?

WHILE YOU WATCH

3 1 Watch Chris (38) and Tahoe (8) learning how to juggle. Who is learning faster and why?

4 1 Choose the correct option and decide whether the statements are true (T) or false (F). Then watch the video again and check your answers.

1 Chris decides to up the ante by pitting himself *against* / *with* Tahoe. T
2 The *catch* / *trick* is that Tahoe is three decades younger than Chris. T
3 Scarves help to *find* / *form* a juggling network because they speed the process up. F
4 The practice stage is enjoyable. One step *onward* / *forward*, two steps back. F
5 Chris claims that he's not a *big* / *large* one for excuses, but he hasn't done enough practice. T
6 Chris is not impressed when he says to Tahoe: 'Give it your best *shot* / *throw*'. F
7 White matter fixes new brain pathways creating a sense of everything clicking into *point* / *place*. T

5 Replace the underlined phrases with the correct form of an appropriate phrase in Exercise 4.

1 If something seems too good to be true, it's because there is a <u>hidden problem</u>. catch
2 Learning a language is often a case of <u>getting better and then getting worse</u>. one step forward, two steps back
3 I <u>don't like</u> reading about things. I prefer listening to podcasts. 'm not a big one for
4 When you are faced with a difficult challenge, always <u>try your best</u>. Never walk away. give it your best shot
5 Learning a new skill is so satisfying – that moment when everything <u>starts to work perfectly</u>. clicks into place
6 In some sports – e.g. motor-racing – women should <u>compete with</u> men in an equal contest. pit themselves against
7 Whenever you meet interesting people, it's worth collecting their phone numbers so that you can <u>create a group</u> of useful contacts. form a network

6 SPEAKING Discuss the statements in Exercise 5. Do you agree with them?

7 1 Watch the video again. What is happening during stages 1–3?

1 The cognitive stage
We watch and listen, and then start to practise.
2 The practice stage
The practice starts to make the task easier.
3 The automatic stage The skill becomes automatic.

AFTER YOU WATCH

8 SPEAKING Think about your experience of learning English and discuss the questions.

1 What is the best age to start learning a language? Why?
2 Which learning stage do you think you are at now?
3 How does learning English compare with other learning experiences such as learning how to dance, to drive, to play the piano, to ski, etc.?

REFERENCES
Videoscript **p. 211**

132

Focus Vlog About daily routines

What was your daily routine when you were younger and how does it compare to now?

What did you use to do when you were a teenager that you miss doing now?

1 **Name a person you know well who is in their twenties or older. Think about their daily routine when they were teenagers. Which statements could describe what they used to do?**

1 He/she used to have a structured routine.

_____

2 He/she used to make their own breakfast.

_____

3 He/she used to play football with friends.

_____

4 He/she used to belong to an athletics club.

_____

5 He/she used to go to dance classes.

_____

6 He/she used to chill at home in the evenings.

_____

7 He/she used to do stretches in the morning.

_____

8 He/she used to drive around listening to music.

_____

2 **Does the person you know do any of the things in Exercise 1 now?**

3 3 **Watch the video and match the statements in Exercise 1 with the teenage daily routine of the speakers in the box.**

Aaron 2, 8 Hannah 4, 6 Harriet 1 Natasha 5, 7 Nobuse 3

4 SPEAKING **Compare your daily routine now with the one your parents had. Discuss how similar or different they are.**

5 3 **Put the words in the correct order to make questions. Then watch the first part of the video (up to 3:18) again and answer the questions.**

1 Hannah / with / Who / to / would / school / walk ?
Who would Hannah walk to school with? A friend.

2 school / would / to / Aaron / How / get ?
How would Aaron get to school? By bus.

3 use / Why / 'quite intense' / be / routine / Natasha's / to / daily / did ?
Why did Natasha's daily routine use to be 'quite intense'? Because she trained as a dancer, went to school in London and then had dance classes in the evening.

4 eat / school / home / to / way / use / the / What / Nobuse / did / from / on ?
What did Nobuse use to eat on the way home from school? Chicken and chips.

5 routine / structure / to / What / some / Harriet's / used / daily / give ?
What used to give Harriet's daily routine some structure? School routine.

6 3 **Discuss the questions. Then watch the rest of the video (3:19–4:26) and check your answers.**

1 What would Hannah like to get back into?
2 Why did Aaron use to drive around a lot?
3 Why did Natasha use to see her friends much more?
4 What does Nobuse miss doing?
5 Why did Harriet use to get more things done?

7 SPEAKING **Are you a person who likes to have structure or variety in your day-to-day life? Why?**

FOCUS ON LIFE SKILLS

Communication • Critical thinking

8 SPEAKING **Discuss these sayings about youth. What do they mean and how much do you agree with them?**

- School days are the best days of your life.
- Youth is wasted on the young.
- Youth is the best time to be rich and the best time to be poor.

9 **Think about how life as a teenager was different for your grandparents. Write notes under the headings. Think about daily routines, free time, friends, school and your own ideas.**

Ways life is easier for teenagers now	Ways life was easier for teenagers in the past

10 SPEAKING **Discuss your notes. What is your conclusion?**

Exercise 6

1 Athletics.
2 Because there wasn't much to do.
3 Because of dance classes.
4 Hanging out with his friends and playing football.
5 Because she was made to do them.

REFERENCES

Videoscript **pp. 211–212**

133

BBC Nature or nurture?

BEFORE YOU WATCH

1 SPEAKING **Look at the photo and the title of the video you're going to watch. Discuss what you think the video is about. Use some of the key words and phrases in the box to help you.**

genes growing up apart identical twins
nature nurture upbringing

WHILE YOU WATCH

2 5 **Watch the video and check your ideas in Exercise 1.**

3 5 **Complete the commentary with the words in the box. There are two extra words. Then watch the first part of the video (up to 0:55) and check your answers.**

between born collection environment
experienced gathering nurture rare

We're in London at St Thomas' hospital for a very special [1] gathering of twins. Scientists love identical twins because they're perfect for examining how nature and [2] nurture affect our lives. By studying both the similarities and differences [3] between identical twins, scientists can begin to answer the big question – are we [4] born , or are we made the way we are? If twins have grown up in the same [5] environment , it's difficult to know whether it's genes or experiences that have made them similar. It would be easier to check if they'd had different lives. Cases of twins growing up apart are [6] rare , but they do exist.

4 5 **Watch the second part of the video (0:56–2:17) and complete the information about the girls.**

	MIA	ALEXANDRA
Nationality at birth	1 Chinese	2 Chinese
Age	3 six	4 six
Lives in	5 Sacramento (in the USA)	6 (a village in) Norway
Parents	7 Angela and Andy	8 Wenche and Sigmund
Goes to school?	9 Yes	10 Not yet

5 SPEAKING **Whose upbringing, Mia's or Alexandra's, is the most similar to your own up to the age of six? Discuss with your partner.**

6 5 **Watch the third part of the video (2:18–4:10) with no sound. It shows the moment when Alexandra and Mia meet each other for the first time. Make notes about the following:**

- The feelings that Mia has just before Alexandra arrives.
- Their very first reaction to one another outside the house.
- The first thing they do when they get inside the house.

7 5 **Compare your notes. Then watch the video again with sound and check your ideas.**

8 5 **Watch the rest of the video (4:11–5:30) and notice Mia's mother's reflections about the following:**

- genetics
- her own role as a parent
- parental control

9 SPEAKING **Discuss whether you agree with Mia's mother's reflections in Exercise 8.**

AFTER YOU WATCH

10 SPEAKING **Are the following human attributes determined more by nature or nurture?**

health intelligence life expectancy looks
musicality personality size sporting ability

Exercise 6&7
Mia's feelings before Alexandra arrives: Really excited.
First reaction: Shy, but they can't take their eyes off one another. They both look to their parents.
First thing they do inside: They go straight upstairs, get changed and start playing in the pool.

Exercise 8
She realises that genetics plays a big role in who they are.
She wonders how much control she really has.
She thinks she should help Mia become who Mia wants to be, rather than who she wants Mia to be.

REFERENCES
Videoscript **pp. 212–213**

134

Focus Vlog About important people

Could you tell me about a family member or friend you look up to?

What have you learned from a friend or family member that has helped you later in life?

1 SPEAKING **Discuss who has influenced you most in your life. Refer to people in the box or your own ideas.**

aunt brother cousin famous person father friend (great-) grandmother (great-) grandfather mother roommate sister teacher uncle

2 8 **Watch the first part of the video (up to 2:17) in which the speakers say who has influenced their lives most. Match a person from the box in Exercise 1 with each speaker.**

1 Lilee – mother
2 Hassan – cousin
3 Hannah – sister
4 Aaron – great-grandmother
5 Shaelyn – brother

3 8 **Match the reasons why each speaker in Exercise 2 looks up to their family member with the names of the people. Then watch the first part of the video (up to 2:17) again and check your answers.**

1 She was the first woman pilot in West Virginia. *Aaron's great-grandmother*
2 She's kind-hearted and honest. Hannah's sister
3 He's following his dreams. Hassan's cousin
4 He encourages me to keep going. Shaelyn's brother
5 She inspired me to be mature and responsible and make good decisions. Lilee's mum

4 8 **Watch the rest of the video (2:18–3:41). Which two speakers mention a friend rather than a family member?** Hannah and Aaron

5 8 **Complete the quotes with appropriate verb forms. Then watch the whole video again and check your answers.**

1 **Lilee:** She moved out of home and she handled everything really well and she brought me up on her own.
2 **Hassan:** He's following his dreams and that inspires me to follow mine as well.
3 **Shaelyn:** I'm pursuing acting in the UK and I can always phone him back home and he's always able to encourage me to keep going.
4 **Lilee:** She always told me to stand up for what I believe in and be who I want to be.
5 **Aaron:** Small leaks sink big ships … And the same can be applied to finances as well. Buying small things here and there adds up very quick.
6 **Shaelyn:** My grandfather taught me how to be independent, which has helped me since moving to the UK from Canada to feel like I can stand on my own two feet.

6 SPEAKING **Lilee and Aaron both mention women who were ahead of their times. Do you have any family members who were or are ahead of their times?**

FOCUS ON LIFE SKILLS

Critical thinking • Collaboration • Digital skills

7 SPEAKING **Work together to put the qualities of a good role model in order from 1 to 7 (1 being the most important). Add ideas of your own.**

A good role model is someone who …

- is independent ☐
- is a good communicator ☐
- is educated and hard-working ☐
- believes in themselves ☐
- prioritises the important things in life ☐
- is brave and takes risks ☐
- is kind-hearted and honest ☐

8 **Present your ideas in Exercise 7 to the class and give reasons for the order you have chosen.**

9 **Prepare a multimedia presentation introducing a person you admire the most and explaining what makes this person your role model. Share the presentation with the class.**

REFERENCES

Videoscript **p. 213**

135

BBC Smog-free Mexico City

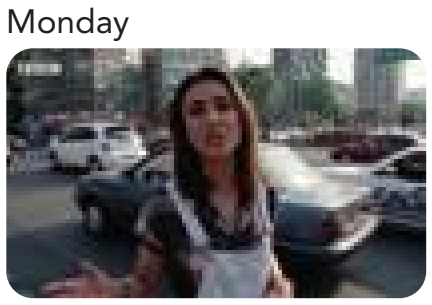
BEFORE YOU WATCH

1 SPEAKING **Imagine living in the metropolis of Mexico City, home to 22 million people. Discuss the questions.**

1 How different would your life be?
2 What kind of problems would you encounter?
3 What kind of things could the city authorities do to tackle traffic pollution?

2 SPEAKING **Compare the streets in Mexico City on Monday and Sunday. What difference do you notice? Why do you think that is?**

Monday



Sunday

Exercise 3
On weekdays the streets are extremely busy. There are 'traffic-free Sundays' when cars are banned from the city centre and only pollution-free means of transport are allowed.

WHILE YOU WATCH

3 9 **Watch the video and check your ideas in Exercise 2.**

4 9 **Match 1–8 with a–h to make phrases and collocations used in the commentary. Then watch the video again and check your answers.**

1 close	b	a of a city
2 cycling	c	b down
3 the heart	a	c enthusiast
4 one-off	h	d levels
5 smog	d	e of life
6 tackle	g	f measures
7 take	f	g a problem
8 walks	e	h event

Exercise 6
In the video there are: a skateboard, bicycle, tricycle, roller skates, wheelchair, go-cart, bicycle trailers for baby and for dog, also walking/running – body-powered means of transport.

5 **Complete the newspaper article about what Mexico City is doing about pollution. Use the phrases and collocations in Exercise 4.**

In an attempt to [1] tackle its traffic problems and reduce [2] smog levels, the Mexican authorities have [3] taken measures to [4] close down several main streets in the [5] heart of Mexico City on Sundays so that cyclists can have the streets to themselves. Mexico City now has a bike mayor, the campaigner and [6] cycling enthusiast Areli Carreón. This is not a [7] one-off event. Every Sunday, 50,000 people enjoy the car-free centre. Areli Carreón says that one of the things she likes best is that it doesn't matter who you are, people from all [8] walks of life come together and enjoy car-free Sundays.

6 9 **Make a list of all the non-polluting means of transport you can use in a city. Then watch the video again and tick the ones you see.**

7 SPEAKING **Discuss the questions.**

1 What does Anita Rani mean by 'progressive civic planning'?
2 What are the pros and cons of banning cars from main streets for one day a week?
3 What do you think of the idea of a 'traffic-free Sunday'?

AFTER YOU WATCH

8 SPEAKING **Imagine your local city authorities want to have a 'traffic-free Sunday'. First, they want to conduct a survey to measure public opinion. Complete the task.**

- Write a questionnaire with at least six questions.
- Interview other students in the class and record their responses.
- Write a summary of the results and make a recommendation.

REFERENCES
Videoscript **pp. 213–214**

136

Focus Vlog About dreams

Where do you think you'll be living five years from now?

What life goals will you have achieved by the time you turn fifty?

1 **Complete the three sentences and make one of them false. Can your partner guess which one is false?**

1 My dream is to one day …
2 In five years' time, I'll be living in …
3 By the time I'm fifty, I'll have …

2 11 **Watch the video. Does anyone mention the things you wrote in Exercise 1? Who do you think has the most ambitious plans?**

3 11 **Read the future predictions and complete them with the names of the speakers in the box. Then watch the first part of the video (up to 2:07) and check your answers.**

Hannah Kat Lilee Lucy Natasha Nick Nobuse

In five years' time …

1 Kat will still be working freelance.
2 Nick hopes to be living in a house with a music studio.
3 Lilee doesn't know what he/she'll be doing.
4 Hannah will be enjoying the outdoor life of Australia.
5 Nobuse would like to be living in a hot country.
6 Lucy hopes to be living in a different part of London.
7 Natasha will be living in his/her mum's house.

4 11 **Match verbs 1–8 with noun phrases a–h to make collocations. Watch the rest of the video (2:08–3:26) and check your answers.**

1 play	g	a	a family
2 be in a	d	b	a book
3 travel round	c	c	the world
4 raise	a	d	TV series
5 publish	b	e	yoga teacher training
6 go further	h	f	top ten album
7 achieve a	f	g	a leading lady
8 complete my	e	h	in my career

5 SPEAKING **What will you have achieved by the time you turn fifty? Use the collocations in Exercise 4 or your own ideas.**

FOCUS ON LIFE SKILLS

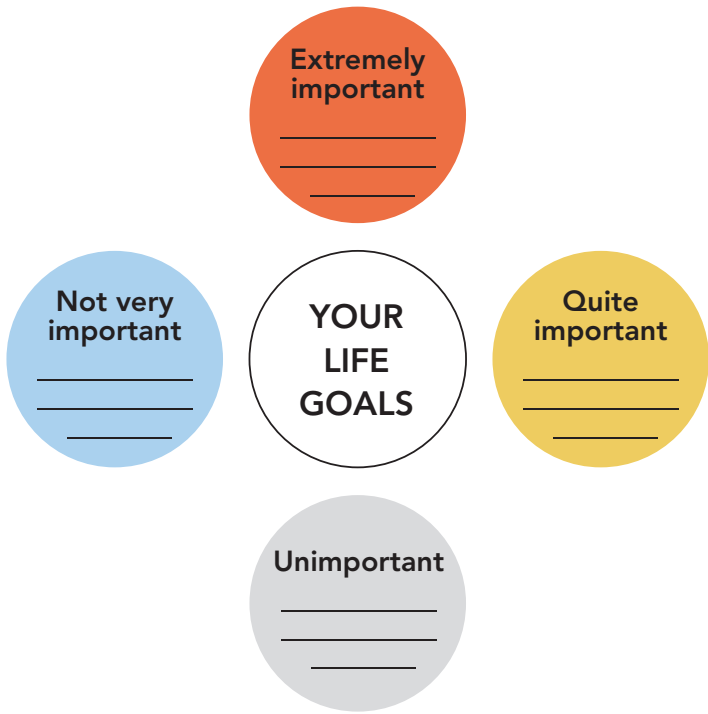
Communication • Critical thinking

6 SPEAKING **Think about ten years from now. Answer the questions and compare with a partner.**

1 What would you like to be doing?
2 Where would you like to be living?
3 What would you like to have achieved?

7 **How important are these life goals for you? Write the list of your goals in the diagram and add at least one goal to each circle. Then compare your ideas with a partner.**

- be true to yourself
- make a lot of money
- have a big family
- make a difference
- travel the world
- do something I love
- make my parents proud
- be happy
- be famous



REFERENCES

Videoscript **p. 214**

137

BBC Young entrepreneurs

BEFORE YOU WATCH

1 SPEAKING You are going to watch a video about two young entrepreneurs. Discuss the questions.

1 What sort of person do you think of when you read 'young entrepreneur'? Describe them.
2 What sort of industries do you think a young entrepreneur is most likely to go into?
3 Do you know any young entrepreneurs? Tell your partner about them.

2 SPEAKING Imagine you have launched an exciting new business. How would you go about marketing your product?

WHILE YOU WATCH

3 14 Watch the video. Are any of the ideas you discussed in Exercises 1 and 2 included in the clip?

4 14 Complete the fact file about the two young entrepreneurs. Then watch the video again and check your answers.

FACT FILE

Name	1 Hillary	6 Georgia
Age when she launched	2 10	7 23
Job	3 CEO of Minor Mynas	8 Cake-maker
Marketing strategy	4 Networking	9 Instagram
Help and inspiration	5 Nelson Mandela and her parents	10 Cara Delevingne

5 14 Put the description of Minor Mynas in the correct order. Then watch the first part of the video (up to 1:04) and check your answer.

a language. Minor Mynas provides a safe [4]
b Minor Mynas is an online educational platform [1]
c and make friends across borders. [6]
d in conversations and learn one another's [3]
e place for children to communicate, chat [5]
f that connects children so they can engage [2]

6 14 Replace the underlined words and phrases in the questions with words and phrases in the box. Then answer the questions and watch the second part of the video (1:04–2:54) to check your answers.

entrepreneurs get along network
profound think big

1 Why does Hillary think it's easier for kids to be friendly than adults? get along
2 What makes it easy to make connections in Hong Kong? network
3 What makes Hong Kong such a good place for people who start their own business? entrepreneurs
4 Who encouraged Hillary to have huge ambitions? think big
5 What did Nelson Mandela say that Hillary thinks is deep? profound

7 Put the phrases into the correct order to explain how Georgia first launched and now runs her business. What is her recipe for success?

- get orders [6]
- bake cakes [4]
- big boost [3]
- Cara Delevingne [1]
- upload more photos [8]
- Instagram tag [2]
- bake more cakes [7]
- upload photos [5]

8 14 Watch the rest of the video (2:55–4:20) and check your ideas in Exercise 7.

AFTER YOU WATCH

9 SPEAKING Look at some businesses young people make money on and add your own ideas. Discuss what you think each business does and whether or not it would be suitable for you. Explain why.

e-sport player meme creator online reviewer
social media influencer vlogger YouTuber

Exercise 6

1 Because they don't worry about race, gender and other stereotypes.
2 The fact that it's quite a small city.
3 It's quite a small city, there's a very close and supportive entrepreneur community, so it's easy to meet a lot of people and make connections.
4 Her parents.
5 That if you speak in somebody's language you are speaking to their heart (rather than their brain).

REFERENCES
Videoscript **pp. 214–215**

138

Focus Vlog About money

Do you usually pay with cash or card? What sort of things are you likely to pay for with cash?

What ways of paying are likely to become popular in the future?

1 SPEAKING **Which of the following do people usually pay for by card/in cash in your country? Discuss, then answer the questions.**

clothes coffee groceries hairdressers public transport taxi tips

1 What are the advantages and disadvantages of paying by card or with cash?
2 What other ways of paying can you think of?
3 Which way of paying do you use most?

2 18 **Watch the first part of the video (up to 1:58) and complete the sentences with the names of the speakers in the box. Which speakers prefer cash to all other ways of paying?** Kat & Shaelyn (and less strongly Sam)

Kat Lilee Lucy Sam Shaelyn

1 Shaelyn thinks it's too easy to overspend with a card.
2 Kat uses cash for everyday necessities.
3 Lucy only uses cash for tips.
4 Lilee uses a card except for paying her nail lady.
5 Sam prefers cash, but can't always find an ATM.

3 18 **Watch the rest of the video (1:59–3:18). Match the ways of paying the people think will be popular in the future with the explanations. Then watch the video again and check your answers.**

Sam:	contactless	4
Kat:	a digital currency	5
Lilee:	phone-pay	1
Shaelyn:	e-wallets	2
Lucy:	contactless	3

1 because it will be easy for people to leave the house and not have to take a bag or wallet.
2 because it saves people the hassle of having to go for currency exchange and carry loads of cash.
3 and maybe if they input that in other devices as well, that might become more popular too.
4 using a cellular device and a back-up – maybe a contactless card – if your phone dies.
5 but he/she personally hopes that people will stick to cash.

4 SPEAKING **Discuss which predictions in Exercise 3 you agree with. Can you imagine a world without any cash at all?**

FOCUS ON LIFE SKILLS

Communication • Critical thinking

5 SPEAKING **Read the travel advice and discuss questions 1–3 with your partner.**

Travel Advice
How much to tip in the USA

Meal in a restaurant	15–20% of the bill
Home delivery	10% of the order
Toilet attendant	50c–$3
Hotel cleaner	$2–5 a day
Taxi	15–20% of the fare
Hair, nails, etc.	15–20% of the price

1 Is it common to leave a tip in your country in the places listed above?
2 How much do people usually tip?
3 Do you think tipping should be banned? Why/ Why not?

REFERENCES
Videoscript **pp. 215–216**

139

BBC Feeling like a leader

BEFORE YOU WATCH

1 SPEAKING **You are going to watch an animation video about leadership. Discuss the questions.**

1 Which leaders in your school, community, country or the world do you admire? Why?
2 What qualities do you think natural leaders have in common?
3 Are there things you can do to 'fake' leadership qualities?

2 **Complete the summary in the screenshot from the video about four ways to appear more like a leader.**

WHILE YOU WATCH

3 19 **Watch the video and check your answers in Exercise 2.**

4 **Match 1–8 with a–h to make phrases or expressions from the video. Use a dictionary if necessary.**

1 use expansive hand [e]
2 give [g]
3 look as [f]
4 have a profound [c]
5 project [b]
6 social [d]
7 take up more [h]
8 make [a]

a assumptions
b leadership qualities
c effect
d animals
e gestures
f if you own the place
g the impression
h room

5 **Complete the extracts from the commentary with the phrases and expressions in Exercise 4.**

1 … the bigger you are, the easier it is to project leadership qualities .
2 As social animals , we can make assumptions about a person from the way they look, and the way they behave.
3 If you look as if you own the place , people will think you do!
4 The way you present yourself has a really profound effect on the way you think about yourself.
5 If you use big gestures, you take up more room , and people get the idea that you're more powerful.
6 Politicians or religious preachers use huge expansive hand gestures and this gives the impression that these people are bigger than they actually are.

6 19 **Watch the video again and check your answers in Exercise 5.**

7 SPEAKING **Discuss how much you agree with the statements in Exercise 5.**

AFTER YOU WATCH

8 SPEAKING **Complete the sentence to best sum up the conclusion in the video. Then discuss whether you think it's possible to 'fake it till you make it'.**

If you act like a leader, …

REFERENCES
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Focus Vlog About job interviews

Have you ever been to a job interview?
What sort of questions did they ask you?
What did you reply?

1 SPEAKING **Look at the interview questions in Exercise 2 and discuss the following:**

1 Which questions are easy/difficult?
2 Which questions are predictable/unexpected?
3 Which questions would you most/least like to answer?

2 21 **Watch the video and match the people with the questions they were asked. What sort of jobs do you think they were being interviewed for?**

1 Hannah D
2 Sam A
3 Kat F
4 Shaelyn B
5 Harriet E
6 Lilee C

A What do you know about the store?
What can you bring to the table?

B Will you be able to help customers?
Why are you fit for the job?
Why do you want to work for our company?

C What experience do you have with kids?
Do you have a car?

D Why do you want the job?
What are your strengths and weaknesses?

E What is your previous experience working in foods?

F Are you willing to move for the job?
Are you willing to work overtime?
What is your favourite food?
Are you willing to walk up the stairs?

3 **Answer the questions with the names of the speakers in Exercise 2.**

1 Who said he/she would always be there with a smile? Shaelyn
2 Who told the interviewer that he/she was a good team player? Hannah
3 Who said he/she was willing to work as hard as he/she possibly could? Sam
4 Who said he/she was used to kids because he/she was from a big family? Lilee
5 Who described how he/she had served foods in his/her previous job? Harriet
6 Who said he/she had been asked some strange questions? Kat
7 Who told the company that he/she thought they were ecologically-friendly? Shaelyn

4 21 **Watch the video again and check your answers in Exercise 3.**

5 SPEAKING **Have you ever had a job interview? What questions were you asked and how did you reply?**

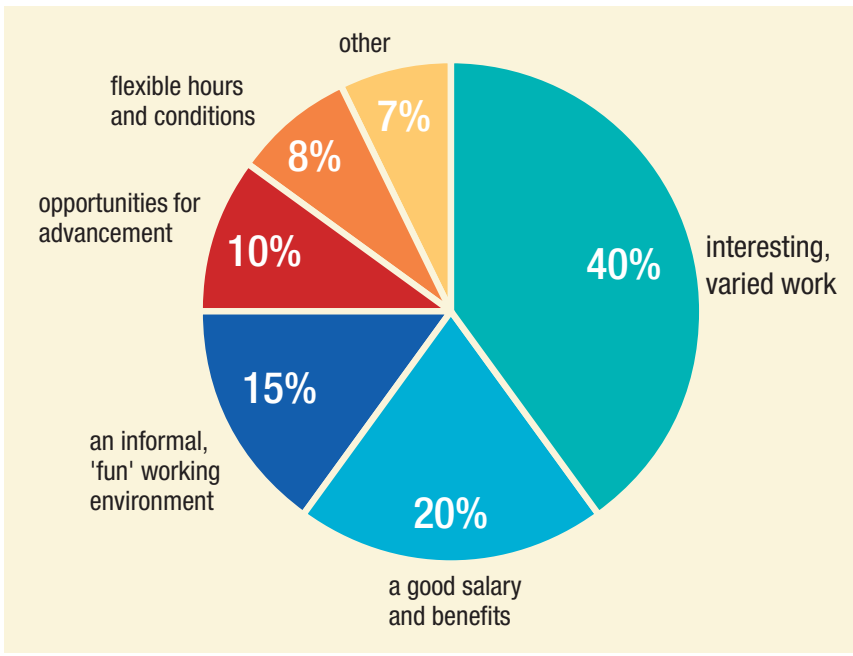
FOCUS ON LIFE SKILLS

Communication • Collaboration • Digital skills

6 SPEAKING **What would be important to you in a job? Discuss the list and add any other ideas you may have. Decide on your top three.**

- a good salary and benefits
- opportunities for advancement
- interesting, varied work
- competent, approachable managers
- a positive company culture and mission
- an informal, 'fun' working environment
- flexible hours and conditions

7 **Poll other students in your class on their top three. Make notes and count which aspects of work are most important for students. Calculate the percentage. Then use online tools to prepare a bar graph or pie chart to present the poll results.**



Exercise 2

1 Hannah – type of job not mentioned.
2 Sam – shop assistant in a camping store.
3 Kat – some sort of office job.
4 Shaelyn – a company selling environmentally-friendly products.
5 Harriet – café job as a waitress.
6 Lilee – a children's nanny.

REFERENCES

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Is social media killing creativity?

BEFORE YOU WATCH

1 Complete the sentences to make them true for you. Then compare with a partner.

1 I carry my phone in … (e.g. my pocket, my bag)
2 I check my phone … (e.g. every five minutes, once a day)
3 My favourite social media app is … (e.g. Instagram, WhatsApp)

2 SPEAKING Discuss some of the questions asked in the video you are going to watch.

1 Is the amount of time we spend on social media a problem?
2 What are some of the ways that you and I can use social media in a better way?
3 Is it true that creativity can actually be good for our health?
4 Do you think that social media can be good for your creativity?

WHILE YOU WATCH

3 25 Watch the video and compare your ideas in Exercise 2 with the answers given in the video.

4 Complete the table with some of the comments describing the use of phones in the video. What's the most important advantage/disadvantage of mobile phones for you?

be very careful with your privacy being creative
connectivity easy to get addicted low-quality content
makes you more mindful opened up so many new activities
scrolling through mindlessly

Advantages	Disadvantages
being creative, connectivity, makes you more mindful, opened up so many new activities	be very careful with your privacy, easy to get addicted, low-quality content, scrolling through mindlessly

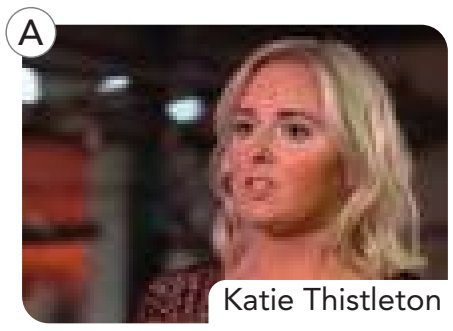
5 Look at the photos A–D of the four people in the video. Who …

1 warns that you should educate yourself because you're the publisher of your own data? B
2 doesn't have to plan ahead to bring her phone with her, it's always with her? C
3 can't even count the number of times a day she's on social media? A
4 says creative activities can provide really targeted support for people with mental health conditions? D
5 admits that by nature she's sort of a lazy person? C
6 thinks social media has been fascinating with what it's done to creativity? D
7 is surprised to hear that art on prescription is available on the NHS (National Health Service) already? A

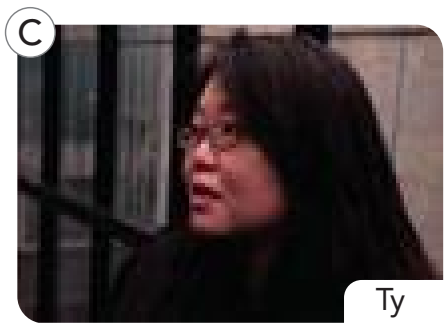
6 25 Watch the video again and check your answers in Exercise 5.

AFTER YOU WATCH

7 SPEAKING Based on the video and your own ideas, discuss the question which is the title of this lesson: *Is social media killing creativity?* Use ideas and phrases from Exercise 4 and your own ideas.

A 
Katie Thistleton

B
Dr Becky Inkster

C 
Ty

D
Dr Daisy Fancourt

Exercise 3

1 Can be, but it's complicated, as it depends on the person and the content.
2 Be creative, discover your identity, but also protect your privacy.
3 Yes.
4 Yes, it can be.

REFERENCES
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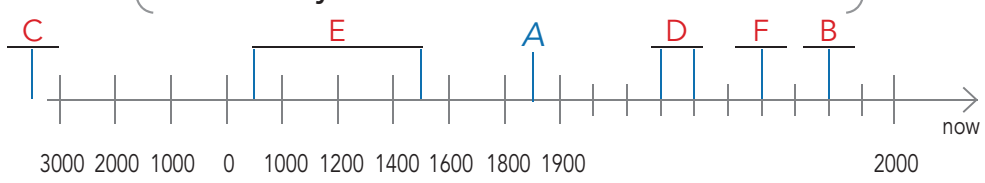
Focus Vlog About time travel

Imagine you could travel back in time. Which decade, century or era would you visit?

Suppose you could meet any famous person dead or alive. Who would you like to meet?

1 SPEAKING **Put the periods in the box on the time line. Discuss why people might want to visit those periods.**

A Dickensian period (mid nineteenth century)
B The 1980s
C Ancient Egypt
D The late 1930s/early 1940s
E The Middle Ages
F The early 1960s



2 27 **Watch the first part of the video (up to 2:30) and complete the table. Which periods would the people like to visit and why? Did the answers match any of your ideas in Exercise 1?**

	When – which decade, century or era?	Why?
Nick	late 1930s/early 1940s	to see Spitfires and Lancasters flying
Kat	early 1960s	to see how her grandmother dealt with the same problems Kat has
Sam	Ancient Babylon or Egypt	to see the desert setting
Hassan	the Middle Ages	to see how people lived without technology
Luke	Dickensian period in England	to understand the very different circumstances in which people lived
Ellie	the 1980s	a good decade for music

3 SPEAKING **Discuss how much you know about the people in the photos. Who would you like to meet?**

A Winston Churchill 1874–1965

B Duke Ellington 1899–1974

C Salvador Dali 1904–1989

D Frank Sinatra 1915–1998

E Mark Tremonti 1974–

F Rafael 'Rafa' Nadal 1986–

4 27 **Watch the rest of the video (2:31–4:21). Match each speaker with the person they would like to meet.**

1 Nick E 2 Kat C 3 Sam D 4 Hassan F
5 Luke A 6 Ellie B

5 Answer the questions.

1 What would Nick like to ask Mark Tremonti?
2 How does Kat think Salvador Dali influenced modern art?
3 Why would Sam like to meet Frank Sinatra?
4 What does Hassan think of Rafael Nadal?
5 Which period does Luke want to ask Winston Churchill about?
6 What would Ellie like to know more about Duke Ellington?

6 27 **Watch the second part of the video (2:31–4:21) again and check your answers in Exercise 5.**

FOCUS ON LIFE SKILLS

Communication • Collaboration

7 SPEAKING **Think about the history of your own country or the world. Discuss which period you would most like to visit and which person you would most like to meet.**

8 Prepare a short presentation about the period and the person you chose in Exercise 7.

- Describe the period and say why you would like to visit it.
- Describe the person and say why you would like to meet them.
- Give as much detail as possible and include at least three phrases in the box.

Had I … If I … Imagine I … Provided that …
Suppose I … Were I to …

Exercise 5

1 How he started his career and what his path through his music was.
2 He changed it. He was incredible.
3 Because he's a huge fan of his music and the 1950s and 1940s culture in America in general.
4 He's his huge fan and is inspired by him.
5 The period during the Second World War, in which Churchill led the UK and Europe to victory over Germany.
6 How he got so far in his musical career.

REFERENCES

Videoscript **pp. 217–218**

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BBC Blowing in the wind

BEFORE YOU WATCH

1 SPEAKING **Discuss what kind of renewable sources of energy are most common where you live (wind power, solar panels, hydropower, etc.)**

2 **Do the quiz and compare your answers with a partner.**

WHILE YOU WATCH

3 29 **Watch the video and check your answers in Exercise 2.**

4 **Complete the extracts from the commentary with the words in the box. There are two extra words.**

constant engineering nightmare offshore platform skilled turbine wind

1 If you want to harness enough ___wind___ energy to power a town or city you need to go where the wind is at its strongest.
2 The largest ___offshore___ wind farm in the world is here in Britain.
3 Getting these monsters out here presents a whole host of ___engineering___ challenges.
4 The unpredictable weather conditions and ___constant___ threat of stormy weather makes this an extremely difficult construction site.
5 It's an incredibly ___skilled___ operation, but they make it look so easy.
6 It's just quite awe-inspiring seeing how enormous these ___turbine___ blades are.

TODAY'S QUICK QUIZ
Wind Power Points

1 The largest offshore wind farm in the world is in **Britain** / **Denmark** / **China**.
2 The wind farm is built **1** / **10** / **20** miles from the coast (1.6km / 16km / 32km).
3 It takes **12** / **24** / **48** hours to construct one turbine in the sea.
4 A wind turbine is **50** / **100** / **120** metres wide.
5 A single wind turbine can power **30** / **300** / **3,000** houses.

5 **Put the description of the ship in the correct order.**

a stilts to make a stable 7
b With everything constantly moving, the wind 1
c solid to work from a solid 3
d platform standing on the 8
e turbines are on board. 11
f base, and this is the solution. A huge 4
g going and the waves going, you need somewhere 2
h parts necessary to build the giant 10
i of the water and stand on giant 6
j ship called Discovery. It can lift completely out 5
k seabed. All of the different 9

6 29 **Watch the video again and check your answers to Exercises 4 and 5.**

AFTER YOU WATCH

7 SPEAKING **What are the advantages and disadvantages of being a wind turbine engineer or a TV presenter like Dallas Campbell? What special qualities would you need for each job?**

REFERENCES
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Focus Vlog About science and technology

What kind of technology would you like to be developed in the future?

What technology should be provided free for everyone?

1 SPEAKING **Discuss the questions.**

1 Would you call yourself technology-dependent, not into technology at all or something in between?
2 What technology makes your life better?
3 What technology would you like to be developed in the future?

2 31 **Watch the first part of the video (up to 1:54). Does anyone mention your ideas from Exercise 1?**

3 31 **Complete as much of the table as you can from memory. Then watch the first part of the video (up to 1:54) again and check your answers.**

	Technology	Reason
Lilee	electric cars	cool, great for environment
Luke	teleportation	easier to travel
Sam	solar batteries	could solve the world's energy crisis problems
Nick	digital musical instruments	interesting what kind of sounds you could get from them
Nobuse	virtual learning	more engaging and fun, more in tune with the modern-day student

4 31 **Watch the rest of the video (1:55–2:27). What technology do the speakers think should be free for everyone?**

Lilee: access to electricity (light/heat)
Luke: expensive medical technology
Sam: universal access to the Internet
Nick: tablets
Nobuse: online education

5 **Put the answers in Exercise 4 in order of importance for society from 1 to 5 (1 being the most important). Compare with a partner.**

FOCUS ON LIFE SKILLS

Communication • Critical thinking

6 **Read a list of tips to pass on to young people when using the Internet. Discuss what you think each tip means. Then read the explanations below.**

1 Sharing isn't always caring
2 A lasting impression
3 Remember the human
4 True or False?
5 Don't believe the hype

THE FIVE GOLDEN RULES OF NETIQUETTE

Sharing isn't always caring
Ask your friends for permission before you post photos of them on social media. They may not like the way they look or come across.

A lasting impression
If you're sending a message or email to someone, think about how you come across. CAPITAL LETTERS or **bold** can look aggressive. Too many emojis and exclamation marks can look childish or silly. Check spelling and punctuation if it's a formal email.

Remember the human
Think before you post. Never post unkind comments on other people's photos and posts, including celebrities and other famous people. They're human too.

True or False?
Be careful not to share fake news. Check that something is factually correct and from a reputable source before you share it.

Don't believe the hype
If social media makes you feel that everyone's having more fun and a better lifestyle than you, remember that it's easy to give the impression that life is perfect by choosing photos cleverly. But it's not real life.

7 SPEAKING **Discuss whether you agree with the rules of netiquette. Is there anything you'd add or change?**

REFERENCES
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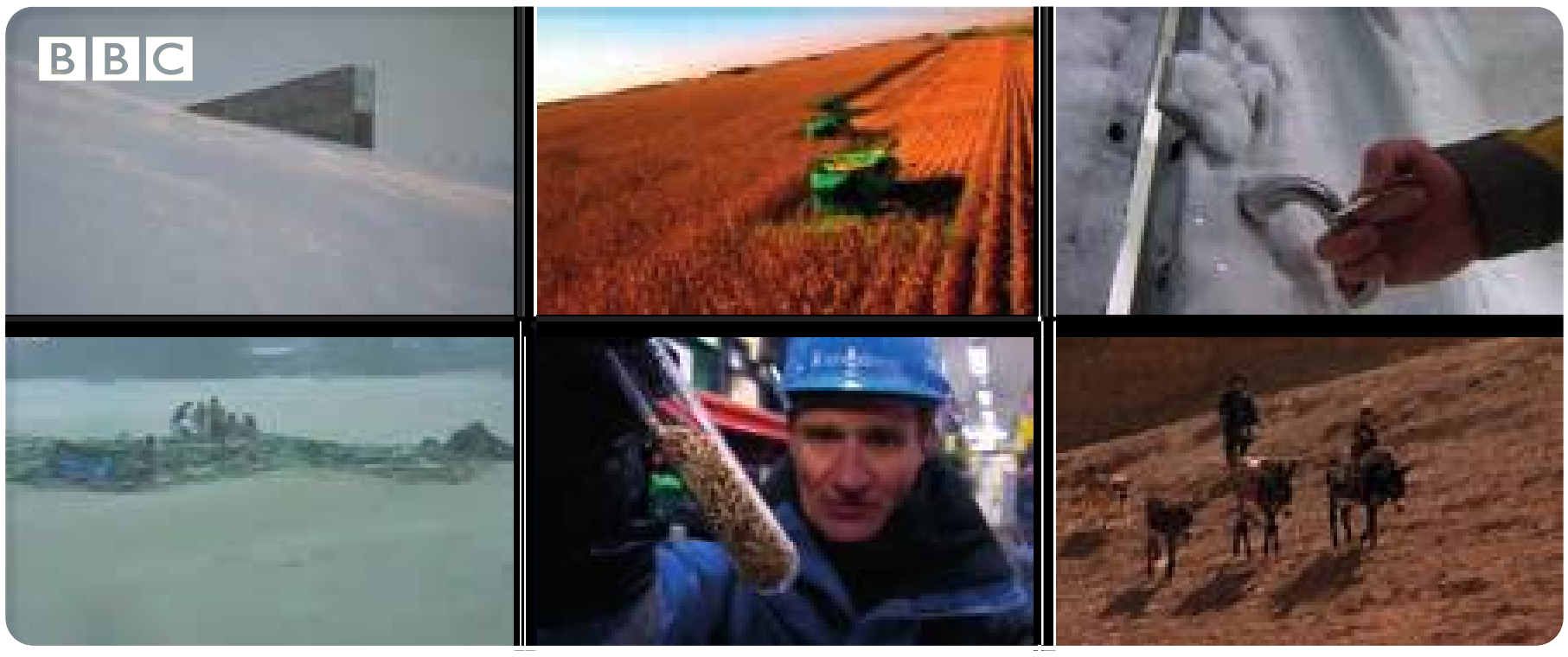
BBC The Global Seed Vault



BEFORE YOU WATCH

1 SPEAKING Look at the screenshots from the video and discuss the questions.

1 What is the Global Seed Vault?
A project to store and preserve all the world's seed varieties.
2 Where is it located and why?
Located in the Arctic mountains of Norway because it is very safe.
3 Why do we need it? What is it for?
To protect seed varieties from climate change.

WHILE YOU WATCH

2 35 Watch the video and check your ideas in Exercise 1.

3 35 Complete the sentences with the numbers in the box. Then watch the video again and check your answers.

4,000 12 130 −20 800,000
250 800

1 The average temperature inside the vault is ___−20___ degrees Celsius.
2 Some seeds will survive for ___4,000___ years.
3 Most food comes from just ___12___ varieties of plants.
4 The Seed Vault is only ___800___ miles from the North Pole.
5 There are more than ___800,000___ plastic packets stored in the vault.
6 The Seed Vault is cut ___250___ metres deep into the permafrost.
7 The vault is ___130___ metres above sea level.

4 SPEAKING Discuss the questions about the video.

1 Why was the vault built in this **remote, isolated and hostile terrain**?
2 Why was the construction of the vault **a major achievement** for Norway?
3 Why is the box of seeds carried by the scientists referred to as **precious**?
4 Why would the vault survive if global warming melted all the **ice caps**?
5 Why does the employee refer to the pharaohs and their pyramids?
6 Why does the video show images of **drought, flooding** and **industrial-scale farming**?
7 Why is the **Seed Vault** considered to be a 'global insurance policy'?

5 Complete the gaps with the words in bold in Exercise 4. Then complete the sentences to make them true for you.

1 My most ___precious___ possession is …
2 A ___major___ achievement in my life is …
3 The most remote, hostile ___terrain___ I've ever experienced is …
4 The worst ___drought___ or flooding in my country was …
5 If all the ice ___caps___ melted, my country would …
6 I think the Global ___Seed___ Vault is …

6 SPEAKING Compare and discuss your sentences in Exercise 5.

AFTER YOU WATCH

7 SPEAKING The Global Seed Vault is a project to store and preserve seeds 'just in case'. Discuss what else you think the world should store and preserve 'just in case'.

Exercise 4

1 Because it is the safest place on Earth.
2 Because it was a difficult project.
3 Because it needs to be taken great care of.
4 Because it's 130 metres above sea level.
5 Because they built them to last 4,000 years – same time that the seeds will survive.
6 Because these are the threats to food.
7 Because it guarantees the survival of food.

REFERENCES
Videoscript **p. 219**

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Focus Vlog About regrets

Is there anything you wish you had or hadn't done when you were younger?

How would you like your life to be different from what it is now?

1 **Complete the two sentences and compare with a partner. Do you share similar wishes and regrets?**

When I was younger, I wish I had …

When I was younger, I wish I hadn't …

2 37 **Watch the first part of the video (up to 1:51) and complete the first column of the table.**

	As a child …	Wishes he/she …
Lilee	did dancing.	had done ice skating.
Hannah	didn't learn a language.	had learnt a language when she was younger.
Nick	was a trouble maker at school.	had paid more attention at school.
Shaelyn	did theatre studies (loved playing, read plays, learned scripts).	hadn't given up theatre.
Kat	didn't know what she wanted to do.	had known what she wanted to do and hadn't been afraid to pursue it.
Harriet	didn't learn a musical instrument.	had learnt a musical instrument when she was a child.

3 37 **Complete as much of the second column of the table as you can from memory. Then watch the first part of the video again and check your answers. Did the answers match any of your ideas in Exercise 1?**

4 37 **Watch the rest of the video (1:52–3:09). Who do you think is the happiest with their life? Who would like to change where they live?**

Lilee, Kat and Harriet wouldn't change anything. Lilee's probably the most enthusiastic.
Shaelyn would like to live in a warm place like Mexico.

5 37 **Complete the quotes with appropriate prepositions. Then watch the rest of the video (1:52–3:09) again and check your answers.**

Lilee: I've got some great friends that I've made ___along___ the way with my travels.
Hannah: I would like to have my friends ___from___ England living in Sydney so everyone is together.
Nick: I'm very happy with what I have and the people that I have ___in___ my life.
Shaelyn: I wish I lived ___in___ , say, Mexico, because it has the sea and the surf.
Kat: I think that all my mistakes and choices I made, I made ___for___ a reason.
Harriet: I'm actually really happy ___with___ the way my life is now.

6 **Whose answer do you agree with most? Compare with a partner.**

FOCUS ON LIFE SKILLS

Communication • Collaboration

7 **Take five minutes to do the 'gratitude exercise' below.**

- Write down the name of someone in your life who you are grateful to, and why.
- Write down the name of someone in your past who changed your life for the better and explain how.
- Write down three things that have gone well today and explain why.

8 SPEAKING **Compare your answers and discuss the benefits of feeling grateful. Use the phrases below or your own ideas.**

I'm grateful to … because …

If it wasn't/hadn't been for him/her …

What he/she did was …

Not only was he/she …

What I really admire …

It's … that really makes me feel …

REFERENCES
Videoscript **p. 220**

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1.2 Present and past habits

To talk about someone's habits and typical behaviour, we can use:

- the Present Simple or the Past Simple to talk about repeated present or past actions or states:
  *When I **get** home, I **do** my homework and **practise** the violin.*
  *My grandfather **picked** me **up** from school every day.*
- *used to* + infinitive to talk about states (e.g. with the verbs *be*, *have*, *believe*, *like*) or actions that happened regularly in the past but are no longer happening in the present. We do not use this structure to talk about single past actions:
  *When I was at primary school, I **used to be** very eager to learn.*
  *I **didn't use to fall behind** with my schoolwork.*
  ***Did** you **use to like** Chemistry?*
- *would* + infinitive to talk about past actions or behaviour typical for someone (but not states):
  *Our Maths teacher **would give** us loads of homework.*
- *will* + infinitive to talk about repeated present actions or typical behaviour (but not states):
  *She**'ll watch** TV or **play** games all day instead of studying for her exams.*

Note: We do not use the verbs *will/would* in this meaning in questions.

- the Present Continuous or Past Continuous with the adverb *always* to complain about someone's behaviour:
  *She**'s always putting** things off.*
  *My neighbours **were always complaining** about the noise.*

1 Choose the correct option.

1 When Marco and I shared a room in a hall of residence, he *was always borrowing* / *will always borrow* my things without asking.
2 When I was a kid, I *would* / *used to* believe that my dad was a spy.
3 Did you ever *use to* / *used to* cheat in exams?
4 It's so annoying. She *will always lose* / *is always losing* her notebook.
5 Martha *would ask* / *was asking* the teacher plenty of questions after every lesson. She was very curious.
6 I always *forget* / *will forget* to bring a pen. Can I borrow one of yours?

2 Complete the sentences with one word in each gap.

1 I didn't ___use___ to worry about exams, but now I do because I need to get the best grades possible.
2 When Jim gets home, he doesn't/won't start doing his homework until he has something to eat.
3 Our Science teacher ___will___ always tell us to be careful when we do experiments using chemicals.
4 Cathy isn't committed to her studies. She ___is___ always chatting to her friends online for hours instead of doing her homework.
5 ___Did___ you use to study a lot when you were at school, Grandpa?' 'Of course! I was an excellent student.'
6 When she was a teacher, she ___would___ correct homework every day after school and at the weekend.

3 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary.

1 I had a kindergarten teacher who used to wear (use/wear) a flower in her hair.
2 Have you noticed our History teacher is always tapping/always taps (always/tap) his pen on the desk?
3 Our Maths teacher is really forgetful. Sometimes, she will set (will/set) us homework but forget to collect it.
4 Years ago, teachers didn't use to have (not/use/have) the equipment they do now. There was just a blackboard.
5 At my secondary school we used to watch videos on an old TV that was always breaking down/would always break down (always/break down).
6 When you were at school, did you use to have (use/have) a favourite teacher?

4 Choose the correct option, A, B or C to complete the text.

In every class, you get a mix of different personalities. There's generally one kid who's [1]___ the centre of attention. They [2]___ something completely inappropriate in the middle of a lesson so everyone laughs. Then there's the shy kid who [3]___ at the back of the class and [4]___ at their desk when the teacher asks a question. When I was at primary school, I found reading and writing quite difficult and I struggled to keep up with my classmates. I [5]___ much self-confidence. I [6]___ questions because I was convinced I'd get them wrong and look stupid. It seemed like the other kids [7]___ awards for something and I never did. That was until we started studying IT and I suddenly found the thing I was good at. Now I'm regularly top of the class ... at least in one subject anyway.

1 **A** used to be
B always trying to be
C always being
2 **A** 'll say
B 're saying
C said
3 **A** 's sitting
B is used to sitting
C sits
4 **A** would always look down
B is always looking down
C won't look down
5 **A** didn't use to have
B wouldn't have
C wasn't always having
6 **A** wouldn't answer
B wasn't answering
C 'm not used to answering
7 **A** used to always winning
B were always winning
C will win

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1.5 Verb patterns

Verb patterns

Verbs preceded by other verbs or verb phrases may follow these patterns:

- verb + *to* + infinitive, e.g. *agree, arrange, can't afford, decide, intend, learn, manage, offer, prefer, refuse, remember, seem, tend:*
  *I **decided to leave** school and find a job.*
  *My sister **agreed to help** me with my homework.*
- verb + object + *to* + infinitive, e.g. *advise, allow, cause, enable, encourage, expect, force, remind, urge, warn:*
  *Robert's mother **encouraged him to study** Law.*
  *The teacher **reminded us not to use** our mobile phones during lessons.*
- verb + object + infinitive without *to*, e.g. *make, let:*
  *Do his parents **let him hang out** with his friends? My parents used to **make me do** a lot of house chores.*
- verb + gerund (*-ing* form), e.g. *admit, avoid, can't help, can't stand, enjoy, fancy, imagine, keep, miss, practise, spend/waste time, stop*:
  *I **can't stand wearing** a school uniform.*
  *She recently **stopped eating** fast food, and she feels better already.*
- verb + gerund (*-ing* form)/*to* + infinitive:
  After the verbs *begin, continue, hate, intend, like, love, prefer* and *start* we can use both the *-ing* form and the *to* infinitive. The meaning stays the same or changes very slightly.
  *I **started playing** chess. I **started to play** chess.*
  *He **intends using** the school website. He **intends to use** the school website.*

Change in meaning

- After the verbs *remember*, *forget*, *stop* and *try* we can use both the *-ing* form and the *to* infinitive form, however the meaning of the sentence changes:
  *Jenny **remembers locking** the door.* (She remembers that she locked the door.)
  *Jenny **remembers to lock** the door.* (She always remembers to lock the door.)
  *Dad**'ll forget giving** me the money.* (He will forget that he gave me the money.)
  *Dad**'ll forget to give** me the money.* (He hasn't given me the money and he'll forget to do it.)
  *Liz **stopped drinking** coffee.* (Liz doesn't drink coffee anymore.)
  *Liz **stopped to drink** some coffee.* (Liz stopped doing something in order to drink coffee.)
  *I **tried turning** the computer **off** and **on** again, but it didn't help.* (I tried this as an experiment to see if it would work).
  *I **tried to turn** the computer **off**, but the shutdown command didn't work.* (I made an effort to turn the computer off).
- We use *feel, hear, see, watch* + infinitive without *to* in order to say we saw the whole action from beginning to end:
  *I **saw** Mary **paint** a picture.* (I saw Mary start on the painting, paint it and finish painting).
  We use *feel, hear, see, watch* + *-ing* form when we witness only a part of the action.
  *I **saw** Mary **painting** a picture.* (Mary was painting a picture when I saw her).

1 Complete the second sentence so that it has a similar meaning to the first. Use up to five words including the word in capitals.

1 Are you looking for volunteers? You could put a poster up in the school. **TRIED**
Have you tried putting up a poster in the school?
2 It's really important that you hand in your assignment on Friday. **FORGET**
You must not forget to hand in your assignment on Friday.
3 I told him that dropping Spanish was a bad idea. **ENCOURAGED**
I encouraged him not to drop Spanish.
4 Those boots are much too expensive for me to buy. **AFFORD**
I can't afford (to buy) those boots.
5 Janice doesn't go to dance classes any more. She quit two years ago. **STOPPED**
Janice stopped going to dance classes two years ago.
6 We watched the gardener when he planted some flowers in front of the building. They look great. **WATCHED**
We watched the gardener plant some flowers in front of the building. They look great.
7 Would John like to come to the concert on Sunday? **FANCY**
Does John fancy coming to the concert on Sunday?
8 Jorge has been forbidden from using his dad's computer. **ALLOWED**
Jorge is not allowed to use his dad's computer.

2 Complete the sentences with the correct form of the verbs in the box.

add admire bring do drive
eat fix learn splash wear

1 Thankfully, my sister's really practical and she managed __to fix__ my bike for me.
2 When we arrived at the cabin, it was really dark, but luckily Sam had remembered __to bring__ a torch.
3 When we're at the farm, my uncle sometimes lets me __drive__ his old van around the fields.
4 I saw some people __learning__ to kayak on the river and it looked really fun.
5 Of course you can use the bikes, but can you just remind everyone __to wear__ helmets?
6 Everyone needs to wear plastic gloves to avoid __splashing__ the cleaning liquid on their skin.
7 When we reach the top of the hill, we'll stop for a while by that wooden gate __to admire__ the view.
8 Obviously, if you keep __adding__ white paint to the mix, the colour will get lighter and lighter.
9 My mum makes me __eat__ lots of fish because it's considered to be brain food.
10 Harry tends __to do__ his homework at the last minute, which is why he isn't doing well at school.

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1.7 Register – formal and informal language

Formal language is used in official documents, letters and emails to people who we do not know very well, and in official invitations. In speech it usually appears in notifications, presentations and speeches.

Informal language is used in private conversations, letters or emails to friends, notes and postcards.

Formal and informal language is expressed through the relevant grammatical structures and suitable vocabulary.

Grammar

- In formal language we use full verb forms, in informal language – contractions, e.g.:
  ***I am** contacting you .../**I'm** contacting you …*
- We do not use abbreviations in formal language, but they are used in informal language:
  *Could you do it **as soon as possible**?/Could you do it **ASAP**?*
- Formal language features more passive voice and indirect speech, while in informal language active forms and direct speech are more often used:
  *The dissertation **must be submitted** today./You **must submit** the dissertation today.*
  ***It is said**/**They say** that spinach is healthy.*
- Formal language also features more indirect questions, beginning with expressions such as:
  I was wondering .../Could you tell me ...?/Do you happen to know ...?
  We use direct questions in informal language:
  ***I was wondering if there are** enough volunteers./**Are there** enough volunteers?*

Vocabulary

- We use more complex expressions and abstract nouns in formal language, while in informal language the expressions or adjectives are simpler:
  employment opportunities/a chance to get a job
  Is it possible to be happy?/Is happiness possible?
- Many of the words used in formal language are derived from Latin, e.g. ***to depart, to cease***. Informal language features more vocabulary of Anglo-Saxon origin, e.g. ***to go, to stop.***
- Formal language features more common verbs, e.g. ***appear***. Informal language uses more phrasal verbs, e.g. ***turn up.***
- We also use more complex prepositional phrases in formal language, e.g. ***in favour of***, and simpler ones in informal language, e.g. ***for***.
- Examples of formal linkers are ***furthermore/however.*** In informal language ***and/but*** are commonly used.

1 Complete the second sentence in each pair by replacing the words in bold with the correct form of the phrasal verbs in the box.

come along | go into | leave out | put off | take away

1 Tomorrow's meeting has been **postponed** due to the adverse weather conditions.
We've put off tomorrow's meeting because of the bad weather.
2 Do not **enter** the recording studio when the 'on-air' light is illuminated.
You can't go into the recording studio if the 'on-air' light's on.
3 Kindly inform the centre in advance if you are unable **to attend** the workshop.
Can you please let us know if you can't come along to the workshop?
4 Applicants under the age of eighteen should **omit** section 4.
If you're under eighteen, you can leave out section 4.
5 Bottled water may be **confiscated** by airport security.
If you try to take bottled water through security, they might take it away from you.

2 Choose the best option for the context.

1 **An email to a friend**: *Who's coming to / Who is attending* the party?
2 **An official document**: *More info's / More information is* available via the school website.
3 **A job application**: *I'm really into / I especially enjoy* outdoor activities.
4 **A social media comment**: The whole thing just *isn't OK / is unacceptable* to me.
5 **A conversation**: Sorry, *I've got to go / I must leave* now, I'll call you later.
6 **An announcement at an event**: *There are toilets / Toilet facilities are located* near each exit gate.

3 Read the advertisement and use the information to complete the social media post. Use up to two words in each gap.

Wildlife photography workshop

A one-day photography workshop is being held at the zoo on 28 June with wildlife photographer, Mark Ellis. The event will consist of an introductory session during which Mark will introduce some of the key concepts in wildlife photography and demonstrate a number of techniques.

Then, participants will have the opportunity to photograph some of the zoo's animals. The workshop will conclude with a session during which Mark will critique participants' work.

This event is open to all those interested in wildlife photography. Special equipment is not required, but participants should bring their own camera or mobile device.

I've just spotted some info about a wildlife photography workshop. Fancy going? It's on 28th June at the zoo with a top photographer. [1] There's an intro session in the morning where the guy will chat a bit about wildlife photography and [2] give (us) some tips. Then you get to go round the zoo and [3] take photos/pictures of the animals. And at the end, he'll take a [4] look at your shots. Anyone can go and you don't [5] need any fancy gear, just take your [6] phone/mobile or camera.

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2.2 Past Perfect Simple and Past Perfect Continuous

Past Perfect Simple

We use the Past Perfect Simple:

- to talk about actions that happened before a particular time or event in the past (for which we usually use the Past Simple):
  *When I arrived at the wedding reception, the bride's father **had** already **made** his speech.*
  *By the age of sixteen, he **had learnt** to speak three foreign languages.*
- to talk about states that were true or happening before a particular time in the past:
  *When my parents got married, they **had known** each other for fifteen years.*

Past Perfect Continuous

We use the Past Perfect Continuous to talk about actions that were in progress up to a particular time in the past (or finished shortly before it):

*The guests **had been waiting** for forty minutes before the bus picked them up.*
*We **hadn't been thinking** about selling the house, but then we got this great offer.*
*How long **had** you **been sitting** there before I woke up?*

Affirmative			**Negative**		
I/You/He/She/It/We/They	**had been**	**sleeping**.	I/You/He/She/It/We/They	**hadn't been (had not been)**	**sleeping**.
***Yes/No* questions**			**(Short answers)**		
Had	I/you/he/she/it/we/they	**been sleeping**?	Yes, I/you/he/she/it/we/they **had**. No, I/you/he/she/it/we/they **hadn't**.		

***Wh-* questions**				**Subject questions**		
How long	**had**	I/you/he/she/it/we/they	**been sleeping**?	Who	**had**	**been sleeping**?

Past Perfect Simple vs Past Perfect Continuous

- We use the Past Perfect Simple:
  - to talk about finished actions:
    *My father **had visited** his Scottish relatives twice before he finally went to live with them.*
  - to talk about states using stative verbs, e.g. *be, have, know, see, believe*:
    *I went to see the castle. I **had** never **seen** such a magnificent building.*
- We use the Past Perfect Continuous to talk about actions, but not states. We stress the duration of the action rather than the result:
  *When the head teacher finally arrived, we **'d been discussing** the problem for two hours.*
- When we use time expressions such as *before* or *after*, we do not need to use the Past Perfect Simple or Past Perfect Continuous, because the order of events is clear:
  *The children **went** to sleep **before** we came.*

1 Choose the correct option.

1 By the time our guests arrived, we *had tidied* / *had been tidying* the living room.
2 My neighbours *had played* / *had been playing* music quite loudly all night and I was unable to sleep.
3 How long *had you looked* / *had you been looking* for a new apartment before you came across this place?
4 My flatmates were annoyed with me because I *hadn't done* / *hadn't been doing* the dishes last night.
5 Emma *hadn't saved* / *hadn't been saving* money for long before she bought a second-hand car.
6 *Had they bought* / *Had they been buying* their new furniture before they moved into their new home?

2 Complete the sentences with the correct form of the verbs in brackets. Use the Past Perfect Simple or the Past Perfect Continuous.

1 Robert watches a lot of French cinema but fortunately he hadn't seen (not see) that film before. He loved it!
2 I didn't speak to Janet at the reception. By the time I arrived she had already left (already/leave).
3 It was such a shame. She had been decorating (decorate) the tree for about an hour before it fell over.
4 I was really tired. I had driven (drive) all the way there without stopping.
5 Gina locked the cat in the wardrobe by mistake. The poor thing had been crying (cry) for ages before she finally let him out.
6 Barbara hadn't known (not know) that Alex was going to be at the party.
7 On the way to the airport I realised that I had left (leave) my passport at home.
8 The streets were all wet because it had been raining (rain) heavily since the morning.

3 Complete the text with the correct form of the verbs and verb phrases in the box.

get on get to know move out share stay work

Last year, I moved to a new city to start a job with a big insurance company. I [1] 'd been working there for a couple of weeks when I met Natalie in the coffee shop one lunchtime. Up to that point, I [2] 'd been getting on okay with my job, but I [3] hadn't got to know many people. We immediately hit it off. We had lots of things in common and we were soon chatting away. I told her that I [4] 'd been staying in a hostel since I'd arrived and that I was looking for a place to live. Coincidentally, her previous flatmate [5] had moved out just a few days before, so she was looking for someone else to share with. I went to see the flat that evening and I moved in a few days later. I was a bit unsure at first because I [6] hadn't shared a flat with anyone before, but we got on really well and we soon became best friends.

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2.5 Relative clauses

Defining relative clauses

- They provide information integral to the sentence (without which the sentence makes no sense):
  *A stepfather is a man **who** is married to your mother but isn't your father.*
- We do not use commas to separate a defining relative clause from the rest of the sentence:
  *The girl **who** is sitting next to the bride is her sister Kerry.*
- Defining relative clauses can start with:
  – *who* or *that*, when talking about people:
  *Mrs Wilkes is the person **who/that** moved in last week.*
  – *which* or *that*, when talking about things:
  *Would you like to see the house **which/that** is for sale?*
  – *whose*, when talking about possession or ownership:
  *I know a girl **whose** parents own a yacht.*
  *You shouldn't drive a car **whose** bumper is about to fall off.*
  – *where*, when talking about places:
  *This is the place **where** my parents first met.*
- We can leave out the relative pronouns *who*, *which* and *that* when they are followed by a noun or a pronoun:
  *He is the man (**who/that**) I want to marry.*
  BUT: *This is the man **who/that** wants to marry me.*

Non-defining relative clauses

- They always include a relative pronoun:
  *Hector, **who** is a brilliant actor, took the main role.*
- They give additional information, without which the sentence still makes sense:
  *Jill, **who** used to be my neighbour, is going to marry my nephew.*
- They are separated by commas from the rest of the sentence:
  *The new film, **which** stars Leonardo DiCaprio, will be a huge success.*
- They begin with the same relative pronouns as defining relative clauses, with the exception of *that*:
  *My father, **who** lives in Montreal, couldn't come to the funeral.*
  *Joyce's new Lexus, **which** she bought last month, cost a fortune.*
  *The college building, **where** the event is going to be held, was built in 1645.*
  *Yesterday I bumped into Angus, **whose** brother is studying Medicine.*
- Non-defining relative clauses can also comment on the rest of the sentence and are then begun with the pronoun *which*:
  *Tom was late for dinner again, **which** made his mother furious.*
  *The waiter continued to stare at me, **which** I found extremely annoying.*

Reduced relative clauses

- We use the Present Participle (in the active voice) or the Past Participle (in the passive voice) instead of the relative pronoun and the verb:
  *Elderly people **living** alone (= who live alone) should have friends or family to care for them.*
  *Children **raised** (= who were raised) in a bilingual environment may begin to speak a little later.*
- They can be both defining and non-defining:
  *Do you know the man **talking** (= who is talking) to Mr Schwartz?* (defining)
  *Rich people, **accustomed** (= who are accustomed) to luxurious living, will never understand poor people.* (non-defining)

1 Choose the correct option, A, B or C to complete the sentences.

1 Kim's the one _____ likes to be the centre of attention the whole time. That's her in the red dress.
(A) who B whom C which
2 There's a new magazine on the market _____ you how to play guitar.
A what teaches B teaches (C) teaching
3 Barbara is an only child, _____ a lot about her behaviour at times.
A explaining (B) which explains C that explains
4 Isn't this the same place _____ we saw on the way here?
A what (B) – C where
5 The wedding I went to, _____ was in Porto, was actually very nice. And the bride was beautiful.
A where B that (C) which
6 According to some, children _____ to break rules become more independent thinkers.
(A) taught B teaching C that taught
7 That's the man _____ conducted the ceremony last night. Doesn't he look different in casual clothes?
A – (B) that C which

2 Complete the second sentence so that it has a similar meaning to the first. Use the number of words shown in brackets.

1 My older brother, who is studying in Australia, doesn't get home very often.
My older brother, studying in Australia , doesn't get home very often. (3)
2 Children who grow up with two languages at home find it easy to switch between them.
Children growing up with two languages at home find it easy to switch between them. (3)
3 Spanish and French are the languages which were spoken by my family as I was growing up.
Spanish and French are the languages spoken by my family as I was growing up. (4)
4 My mother, who was sent away to school at a young age, didn't have a close relationship with her parents.
My mother, sent away to school at a young age, didn't have a close relationship with her parents. (4)
5 My sister, who was diagnosed with dyslexia at school, went on to get a PhD in Physics.
My sister, diagnosed with dyslexia at school, went on to get a PhD in Physics. (3)

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2.7 Collocations

Collocations are formed when two or more words are used together to form a logical expression. Unlike in idioms, the meaning of a collocation is derived from the meaning of its parts. Collocations may be divided into two categories: weak, where one word can form many collocations with other lexical items, e.g. ***take a photo/notes/a break*** and strong ones, where the separate words do not form many other collocations, e.g. ***common sense.*** Often collocations are made from more than two words, e.g.:

healthy lifestyle

lead a healthy lifestyle

When we use collocations correctly, the language we speak or write seems more natural.

Types of collocations:

- **adjective + noun**:
  *My brother has a **vivid imagination**.*
  *I only wear these earrings on **social occasions**.*
- **verb + noun**:
  *Try not to **lose touch** with your friends after high school.*
  *Make sure you **keep an eye** on Maggie.*
- **noun + verb**:
  *Be careful when the **doors open** so that you don't get hit.*
  ***Snow has been falling** heavily recently.*
- **noun (*of/and/for*) + noun**:
  *Tim's **desire for knowledge** is impressive.*
  *What's your **home town** like?*
- **verb + adjective/numeral**:
  *Who **came first**?*
  *You **looked beautiful** at the ball.*
- **adjective + adjective:**
  *The rooms looked **neat and tidy**.*
  *We were told **loud and clear** what to do in an emergency.*
- **verb + adverb:**
  ***Hold tightly** onto me when you're going down those stairs.*
  *She **smiled politely**.*
- **adverb + adjective:**
  *We want to rent a **fully furnished** flat.*
  *It's **perfectly normal** that you're afraid of the operation.*

1 Choose the correct option.

1 Max has a *mean* / *nasty* habit of coughing without covering his mouth.
2 Her incredible *sense* / *feeling* of humour has made her popular among her colleagues.
3 Yesterday's flooding of several neighbourhoods was the result of *hard* / *heavy* rainfall.
4 He had raised his voice and I could hear him loud and *clearly* / *clear* from the other room.
5 Sam *shook* / *shrugged* her shoulders in reply when I asked her if she wanted to go out.

2 Choose the correct option, A, B or C to complete the sentences.

1 When I finally heard the news I just _____ into tears. It was such a relief.
A fell B broke C burst
2 Diana is _____ shy and she absolutely hates speaking in public.
A bitterly B painfully C perfectly
3 When the lights suddenly _____ , several people in the hall screamed.
A went out B switched off C closed down
4 Make sure you hold the fabric _____ in place while you stitch around the edges.
A clearly B tightly C strongly
5 If everyone's prepared to compromise, I'm sure we can _____ an agreement.
A reach B find C make
6 If they start talking about the competition, just _____ quiet and pretend you don't know anything.
A come B keep C hold
7 The company expects _____ standards of all its staff, especially those dealing directly with customers.
A high B full C good
8 Joanna's always had a _____ imagination. It's no surprise she became a novelist.
A strong B creative C vivid

3 Complete the text with the words in the box. There are two extra words.

attention come interest leave neat
normal quiet smart spare strong

Empty Nest Syndrome

When children [1] leave home to go off to university, many parents are looking forward to a [2] quiet life without all the noise and disruption of a houseful of teens. They dream about how easy it'll be to keep the house [3] neat and tidy at last. They plan to turn the kids' bedrooms into [4] spare rooms so that friends can come and visit. They can't wait to do things as a couple again without the kids being the centre of [5] attention .

But when the time comes and the house is suddenly quiet, it can [6] come as a bit of a shock. Many parents experience [7] strong feelings of loss. Others suffer anxiety about how their offspring are coping without them. All these emotions are perfectly [8] normal though and just part of adjusting to a new stage of life. There's even a name for it: Empty Nest Syndrome.

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3.2 Future forms including the Future Perfect Continuous

Future Continuous

We use the Future Continuous:

- to talk about actions which will be in progress at a particular time in the future:
  *This time tomorrow we **'ll be flying** to the Maldives.*
- to talk about planned or routine future events, actions or situations:
  *I **'ll be going** to the supermarket after work.*
- to form polite questions or requests:
  ***Will** you **be doing** the first aid course this month?*
  ***Will** you **be using** your car tomorrow?* (because I'd like to borrow it)

Affirmative			**Negative**		
I/You/ He/She/ It/We/ They	'll (will)	be sleeping.	I/You/ He/ She/ It/We/ They	won't (will not)	be sleeping.
***Yes/No* questions**			**Short answers**		
Will	I/you/ he/she/ it/we/ they	be sleeping?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.		

***Wh-* questions**				**Subject questions**		
How long	will	I/you/he/ she/it/ we/they	be sleeping?	Who	will	be sleeping?

Future Perfect Simple

We use the Future Perfect Simple to talk about actions or situations which will be completed before a certain time in the future:

*They **will have left** by 6 o'clock.*

Affirmative			**Negative**		
I/You/ He/She/ It/We/ They	'll (will)	have finished by 10.	I/You/ He/She/ It/We/ They	won't (will not)	have finished by 10.
***Yes/No* questions**			**Short answers**		
Will	I/you/ he/she/ it/we/ they	have finished by 10?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.		

***Wh-* questions**				**Subject questions**		
How long	will	I/you/he/ she/it/ we/they	have finished?	Who	will	have finished by 10?

Future Perfect Continuous

We use the Future Perfect Continuous to talk about actions or states which will have been in progress for some time by a certain time in the future:

*By the end of the year, we **will have been living** in Toronto for eight years.*

Affirmative			**Negative**		
I/You/ He/She/ It/We/ They	'll (will)	have been working for twelve hours.	I/You/ He/ She/ It/We/ They	won't (will not)	have been working for twelve hours.
***Yes/No* questions**			**Short answers**		
Will	I/you/ he/she/ it/we/ they	have been working for twelve hours?	Yes, I/you/he/she/it/we/ they will. No, I/you/he/she/it/we/ they won't.		

***Wh-* questions**				**Subject questions**		
How long	will	I/you/ he/she/ it/we/ they	have been working?	Who	will	have been working for twelve hours?

Typical time expressions used with the Future Perfect Simple and Future Perfect Continuous are:

- ***by 2030/next month/next year***
- ***by then***
- ***by the time***
- ***in two days'/three weeks'/one month's/ten years' time***

1 Complete the sentences with the correct form of the verbs in brackets. Use the Future Continuous, the Future Perfect Simple or the Future Perfect Continuous.

1 This time next week I will have been working/will have worked (work) here for three years. Doesn't time fly?
2 Robert can't meet us at 6 p.m. He won't have finished (not finish) his homework by then.
3 Will you have read (you/read) that book by Friday? I promised to lend it to Ana.
4 Sasha will be visiting (visit) her grandfather tomorrow, so we can't meet for coffee like we usually do.
5 I will have been volunteering (volunteer) as a lifeguard for three years in a row after this summer.
6 This article says we won't be living (not live) in space for at least another 200 years.
7 Will you be collecting (you/collect) Pietro from the train station tomorrow or do I need to go?
8 By June next year, we will have been coming (come) to France for our annual holiday for ten years.

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3.5 Quantifiers

Quantifier	Countable nouns	Uncountable nouns
each/every	each/every ***Each/Every*** *book costs 10 pounds.*	
all	all ***All the*** *books were quite cheap.* ***All the*** *furniture was quite cheap.*	
most	most ***Most*** *books were quite cheap.* ***Most of the*** *furniture was quite cheap.*	
whole	whole *I've read the* ***whole*** *book.*	
many/much/ a great deal of	many **Questions/negative:** *Have you got* ***many*** *books?* *I haven't got* ***many*** *books.*	much/a great deal of **Questions/negative:** *Have you got* ***much/a great deal of*** *furniture?* *I haven't got* ***much/a great deal of*** *furniture.*
a lot of/ lots of/ loads of/ plenty of	a lot of/lots of/loads of/plenty of *I've got* ***a lot of/lots of/loads of/plenty of*** *books.* *I've got* ***a lot of/lots of/loads of/plenty of*** *furniture.*	
a number of/several/ a few/ a couple of/a little	a number of/several/ a few/a couple of *I've got* ***a number of/ several/a few/ a couple of*** *books.*	a little *I've got* ***a little*** *furniture.*
some	some *I've got* ***some*** *books/furniture.*	
few/little	few *I've got very* ***few*** *books.*	little *I've got* ***little*** *furniture.*
both	both ***Both*** *these books are mine.*	
either	either **(for two people/things)** *You can buy* ***either*** *book.*	
neither	neither **(for two people/things)** ***Neither*** *book was expensive.*	
no/none of	no *I've got* ***no*** *books/furniture.* none of ***None of*** *the books/furniture belongs to me.*	

- The following quantifiers are always used with the preposition *of*: *a number of, a couple of, a great deal of, a lot of, lots of, loads of, plenty of, none of.*
- All other quantifiers (except *no* and *every*) can be used with the preposition *of*, if it is followed by: a personal pronoun, a pronoun (possessive or demonstrative) + noun or the article *the*:
  Most *shops/****Most of the*** *shops were open.*
  John spent ***most of his*** *life on a farm.*
  A few of us *took a taxi home.*

1 Choose the correct option, A, B or C to complete the sentences.

1 I'm afraid only _____ people decided to come, so we won't be putting on the show.
(A) a few B little C few

2 I hear that _____ people are still unaware of the plans to build a multi-storey car park in the city centre.
A most of (B) most C none of

3 The head teacher said that _____ of the students that caused the fire will be allowed to go on the trip next week.
(A) none B no C very little

4 This flat has a slightly bigger living room than the other one, but I'm afraid _____ of them have cable TV.
A either B both (C) neither

5 Why is there only _____ water left? Barbara bought three bottles for the trip.
A any B a few (C) a little

6 Jenny can come in our car too – there's _____ of space.
(A) plenty B some C a couple

7 There's a great _____ of traffic on the roads today, so I'm going to take the underground to work.
A number B lot (C) deal

8 There are _____ vacant shops on the high street, which is a bad sign for the local economy.
A plenty (B) several C few

2 Complete the sentences with the quantifiers in the box. There are three extra words.

a couple all each either few little many much neither no none plenty some whole

1 There are two single beds in the spare room, but ___neither___ of them have sheets on them at the moment, I'm afraid.
2 You'll find ___plenty___ of cups and mugs in the cupboard above the kettle. There should be enough for everyone.
3 There isn't ___much___ space left in the wardrobe, but you could put a box of stuff under the bed.
4 We have a separate heating control in ___each___ room, so you can keep the rooms you use warm without wasting energy.
5 Modern kitchen appliances are pretty energy efficient and use very ___little___ electricity.
6 Annoyingly, there's ___no___ mobile signal inside the flat, so you have to go out on the balcony if you want to make a call.
7 When we got home, ___none___ of the lights were working. It turned out there was a power cut, so we had to find ___some___ candles.
8 We've only got ___a couple___ of chairs in the kitchen, so Maggie and Jan took those and I brought in a stool from the other room.
9 How greedy of Tom to eat a ___whole___ family-sized pizza by himself!
10 There are two ways to get to the capital from the village and we can take ___either___ route.

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3.7 Determiners

Both

Both is used to refer to two people or things. It may be used with countable nouns or pronouns:

Both (of the) cities *are interesting.*

I've visited ***both of them****.*

Each, every and *all*

- The determiners ***each*** and ***every*** are used with singular nouns. *Each* is used when we separately refer to two or more things/people in a group, while *every* is used to talk about the whole group of three or more people or things together (similarly to *all*):

  Each tourist *learnt to say a few words in the tribe's native language.*

  The tourists listened attentively to ***every word*** *the guide said.*

- ***Every*** and ***all*** (but not *each*) may be modified by the adverbs *almost, nearly, practically*:

  Kate has seen ***nearly every*** *art gallery.*

- ***All*** is used with plural nouns or pronouns and refers to three or more items/people:

  All (of) the guidebooks *were interesting.*

  All of them *were interesting.*

- *Both, each (one), every one* and *all* may be followed by ***of*** when they precede either a personal pronoun, or a pronoun (possessive or demonstrative) + plural noun, or a definite article + plural noun:

  Both maps *were useful.*

  Both of my maps *were useful.*

  Both of the maps *were useful.*

  Both of them *were useful.*

All and *whole*

- ***Whole*** is used with countable singular nouns:

  I spent ***a whole day*** *on the beach.*

- ***All*** is usually used with uncountable nouns. When used with countable nouns, it refers to a period of time:

  All the accommodation *is booked.*

  He stayed there ***all winter****.*

Another, other, the other(s), the other ones

- ***Another*** is used with singular nouns or the pronoun *one*:

  Let's think about ***another place*** *to meet.*

  I've already had a sandwich, so I don't want ***another one****.*

- ***Other*** is used with plural countable nouns, uncountable nouns or the pronoun *ones:*

  We need ***other people*** *to help us.*

  I think you should pick ***other furniture*** *– it should be easy to clean.*

  These curtains are ugly. We need ***other ones****.*

- ***The other*** is used with countable nouns or the pronoun one/ones. It also refers to one item out of two:

  I booked this hotel because ***the other ones*** *are full.*

  Can you show me ***the other side*** *of your hand?*

- ***The others*** is not followed by any nouns or pronouns:

  I can see some tourists from our group. Where are ***the others****?*

Each other/one another

We use *each other* and *one another* to describe a relation or an activity performed by two or more persons, and when the subject and object are different:

The tourists helped ***each other/one another*** *with their bags.*

1 Complete the second sentence so that it has a similar meaning to the first. Use the words in capitals.

1 The biscuits are delicious. Do you mind if I have one more? **ANOTHER**
The biscuits are delicious. Do you mind if I have another one ?

2 The cottage isn't suitable for wheelchair users because the two bedrooms are located on the first floor. **BOTH**
The cottage isn't suitable for wheelchair users because both bedrooms are located on the first floor .

3 There's enough room at the dining table for all the family to eat together. **WHOLE**
There's enough room at the dining table for the whole family to eat together .

4 All the rooms in the hotel are unique and decorated in a different style. **EACH**
Each room in the hotel is/Each of the rooms in the hotel is unique and decorated in a different style.

5 The buses from the city centre to the castle leave at twenty-minute intervals. **EVERY**
The buses from the city centre to the castle leave every twenty minutes .

6 Some of our friends are here, but where is everybody else? **OTHERS**
Some of our friends are here, but where are the others ?

7 The plans for the bridge were approved by every person on the committee. **ALL**
All (of) the people on the committee approved the plans for the bridge.

2 Complete the text with the words and phrases from the box. There are two extra options.

all of	another	both of	each	each of
every	other	others		

Unique stays

Have you ever dreamed of staying in a treehouse in the middle of the Black Forest? Or perhaps you'd like to fall asleep looking up at the stars high in the Arctic Circle from the comfort of a warm bed? Now you can. We offer the chance for you to stay in [1] both of these unique locations plus [2] other equally special places across Europe and beyond.

We have more than twenty unique holiday rentals; [3] each of them has their own special charms. There are cosy cabins hidden deep in the woods, glass cubes with 360° wilderness views and even a hut that rotates to follow the sun. We have properties in almost [4] every type of landscape imaginable; forest, mountains, coast, Arctic wilderness, even desert. [5] Each property sleeps two to six people and [6] all of them offer luxury accommodation.

Visit our website to start your adventure now.

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4.2 Question tags and reply questions

Question tags

- Question tags are short questions added at the end of the sentence to ask for confirmation (falling intonation) or ask a question (rising intonation):
  She's gorgeous, ***isn't she****?*
- We form question tags using auxiliary verbs *be*, *have*, *do*, *will* or modal verbs, e.g. *can*, *should*, and the pronoun corresponding to the subject, e.g. *I*, *you*, *she*, *they*.
- Question tags for affirmative sentences usually take the negative form:
  You ***'ve*** *already been to this café,* ***haven't you?***
  They ***made*** *a formal complaint,* ***didn't they?***
- Question tags for negative sentences usually take the affirmative form:
  Olivia ***can't*** *swim,* ***can she?***
  You ***aren't*** *going to reduce the price,* ***are you?***

Other forms of question tags

- In sentences with *I'm* we use the question tag ***aren't I?***:
  I'm *late,* ***aren't I?***
- In sentences with *Let's* we use the question tag ***shall we?***:
  Let's *meet for a coffee later,* ***shall we?***
- In sentences with negative adverbs, such as *never, rarely, seldom, hardly* or *barely*, or the words *no* or *nobody*, we use an affirmative question tag:
  I ***hardly*** *know you,* ***do I?***
  They ***never*** *listen to you,* ***do they?***
- In affirmative imperative sentences we use *will, would, can/can't* or *could*, depending on the context. In negative imperative questions we always use the question tag ***will you?***:
  Wait *for me here,* ***will you/could you?***
  Don't spend *too much,* ***will you?***
- In sentences where the pronoun *something* or *nothing* is the subject, we use a question tag with the pronoun *it*. If the subject is *nothing*, we always use an affirmative question tag:
  Something *is wrong,* ***isn't it?***
  Nothing *can be done,* ***can it?***
- In sentences with *everybody, everyone, no one* or *nobody* as the subject, we use a question tag with the pronoun ***they*** and the plural form of the verb. If the subject is *no one* or *nobody*, we always use an affirmative question tag:
  Everybody/Everyone *will ask questions,* ***won't they?***
  Nobody/No one *signed up for the dressmaking course,* ***did they?***
- In sentences with the pronoun *that* as the subject, we use a question tag with the pronoun ***it***:
  That*'s your new car over there,* ***isn't it?***
- In sentences with *there is/there are* (in all tenses), we repeat the pronoun *there* in the question tag:
  There *was a security alarm in the store,* ***wasn't there?***
  There *won't be any problems with the complaint,* ***will there?***

Reply questions

We use reply questions to show interest in what somebody is saying and to signal that we want more details.

Affirmative sentence + affirmative reply question:

'I ***went*** *to the new shop in Green Street yesterday.'* ***'Did you?'***

'Your dad ***lent*** *me some money.'* ***'Did he?'***

Negative sentence + negative reply question:

'Chris and Lisa ***aren't flying*** *to Japan after all.'* ***'Aren't they?'***

'I ***never buy*** *shoes online.'* ***'Don't you?'***

1 Choose the correct option.

1 She hates being criticised, *isn't* / *doesn't* she?
2 Don't buy the first coat you see, *will* / *could* you?
3 I'm the last to arrive, *don't* / *aren't* I?
4 Nobody in the complaints department helped you, *did* / *didn't* they?
5 There wasn't anything affordable in that shop, was *it* / *there*?
6 He's just placed his order, *hasn't* / *didn't* he?

2 Complete the sentences with the correct question tag.

1 You've forgotten to post my letters, haven't you ?
2 I think I'm going to have to start again from the beginning, aren't I ?
3 No matter what we do, nothing will change, will it ?
4 Don't get lost, will you ?
5 I guess there'll be no buses going to Woodside on New Year's Day, will there ?
6 Everybody loves chocolate cake, don't they ?
7 Nobody's in the changing room at the moment, are they ?
8 Let's get something to eat first, shall we ?

3 Write the correct reply questions to complete the dialogues.

1 **A:** I'm not going to the theatre tomorrow.
  B: Aren't you ?
2 **A:** My brother never buys anything online.
  B: Doesn't he ?
3 **A:** I think the shop on the corner sells bus tickets.
  B: Does it ?
4 **A:** I don't think you can book a table in advance.
  B: Can't you ?
5 **A:** They don't allow you to take your own drinks into the stadium.
  B: Don't they ?
6 **A:** Don't worry, most foreign films have subtitles.
  B: Do they ?

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4.5 Present and past modal structures

The present

To give advice, express necessity or lack of necessity, we use:

- modal verbs ***should/shouldn't*** and ***ought to/oughtn't to***:
  *You **should/ought to eat** more fruit and vegetables.*
  *You **shouldn't/oughtn't to spend** so much money on clothes.*
- modal verb ***must/mustn't***:
  *You **must try** that spa – it's really wonderful!*
  *You **mustn't spoil** her.*
- verb ***need to/needn't***:
  *You **need to have** the receipt if you want to return the dress.*
  *I can hear you, you **needn't shout**.*
- the structure ***had better/had better not***:
  *You**'d better check** the price online before you buy a phone here.*
  *You**'d better not be** late this time.*

The past

- To say that something was or wasn't necessary, we use ***had to/didn't have to***:
  *Ella's car broke down, so she **had to** take a taxi.*
  *There was nobody at the desk, but luckily I **didn't have to** wait long.*
- To express regret or criticism about something that happened or didn't happen, or to give advice, we use ***ought (not) to/should (not) + have* + Past Participle**:
  *We **should have booked/ought to have booked** a different hotel. This one is terrible.*
  *My parents **shouldn't have sold/oughtn't to have sold** their camper van.*
- To say that an action was not necessary, we can also use ***didn't need to* + infinitive** or ***needn't have* + Past Participle**. There is a difference in meaning:
  *I **didn't need to cook** dinner for the children yesterday because they were away.* (So I didn't cook it.)
  *I **needn't have cooked** dinner for the children yesterday because they weren't hungry and didn't touch anything.* (I cooked it but didn't have to.)
- The modal verb *must* and the structure *had better* are not used in the past.

1 Match the sentence halves.

1 We really ought (c)
2 You'd better (a)
3 We should have (d)
4 You mustn't (e)
5 She needn't (b)

a not wait too long before you book your flight.
b have made a cake as I'd bought one earlier.
c to reduce our spending and try to save.
d taken the train instead of driving; just look at the traffic!
e speed when you drive; it's quite dangerous.

2 Choose the correct option, A, B or C to complete the sentences.

1 We got a travel card when we arrived in the city so that we _____ tickets every time we went on the metro.
(A) didn't have to buy B needn't have bought C shouldn't have bought

2 Of course, we _____ in the city centre. The car parks are ridiculously expensive.
A didn't have to park B needn't have parked (C) shouldn't have parked

3 We booked a table in advance, but when we arrived, the restaurant was fairly empty, so we _____ .
A didn't need to bother B mustn't have bothered (C) needn't have bothered

4 If you're going to be queuing for a long time, _____ some water with you. It's going to be a really hot day.
(A) you'd better take B you had to take C you needn't take

5 Legally, if the customers were under sixteen, the venue ought _____ sold them tickets without permission from an adult.
A to have not B not have (C) not to have

6 I bought a ticket for the bus, but I _____ it to anyone when I got on or during the journey.
A needn't have shown (B) didn't need to show C shouldn't have shown

3 Complete the second sentence so that it has a similar meaning to the first. Use up to five words including the word in capitals.

1 It was wrong that you told her that I was leaving. I thought I could trust you. **OUGHT**
You really ought not to have told her that I was leaving. I thought I could trust you.

2 It's not very wise to write your PIN number on your credit card. **BETTER**
You had better not write your PIN number on your credit card.

3 My train was cancelled but fortunately another one came quite quickly. **HAVE**
My train was cancelled, but fortunately I didn't have to wait long for another.

4 It was a mistake to buy the tickets for the auction in advance. There were still plenty on sale on the door. **NEEDN'T**
It wasn't until they got to the auction that they realised they needn't have bought the tickets in advance.

5 Patty returned the shoes because the sole came off. **HAD**
Patty had to return the shoes because the sole came off.

6 The car isn't here. I'm sure Jake took it. **MUST**
The car isn't here. Jake must have taken it.

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4.7 Modality – alternative structures

We can also use alternative structures to express modality in situations when modal verbs are not usually used (e.g. in past or future tenses, or infinitive clauses):

*I **must** help him.*

*I **had to/was obliged to** help him.*

Probability

Modal verbs: ***can, can't, could, may, might, must*** and:

- ***be likely unlikely to do that:***
  *Tim **is likely to sell** the house.*
  *It **was unlikely that** Jenny's offer would win.*
- ***be bound to do:***
  *You're **bound to feel nervous** before the auction.*
- ***be sure to do:***
  *She **is sure to pay** a lot if she wants to buy that flat.*
- ***be certain to do:***
  *The manager **is certain to ask** difficult questions.*

Ability

Modal verbs: ***can, can't***, ***could*** and:

- ***be able/unable to do:***
  *Zoe **was unable to open** a bank account.*
- ***manage to do:***
  *Will you **manage to help** her?*
- ***succeed in doing:***
  *I **succeeded in exchanging** the trousers with no receipt.*

Permission

Modal verbs: ***can, could, may*** and:

- ***be allowed to do:***
  ***Will** I **be allowed to join** the club?*
- ***be permitted to do:***
  *Students **were permitted to open** a charity shop.*

Prohibition

Modal verbs: ***can't, couldn't, may not, shouldn't, mustn't*** and:

- ***not be allowed to do:***
  *The school shop **isn't allowed to sell** any sweets.*
- ***be forbidden to do/from doing:***
  *Guests **are forbidden to use** the pool after 11 p.m.*
- ***be banned from doing:***
  *Students **were banned from taking** food into the room.*

Obligation

Modal verbs***: must***, ***should*** and:

- ***have to do:***
  *You **have to pay** for extra luggage.*
- ***need to do:***
  *We **need to borrow** money to go on a holiday.*
- ***ought to do:***
  *Producers **ought to choose** names for their products carefully.*

Ought to is a 'semi-modal' verb. Although unlike modal verbs, it is used with the *to* + infinitive and it shares the other features of modal verbs.

- ***be obliged to do:***
  ***Is** he **obliged to pay** for the damage?*
- ***be required to do:***
  *They **are required to be** punctual.*
- ***be supposed to do:***
  *You're **supposed to sign** both copies.*
- ***be meant to do:***
  *I **meant to text** you but I forgot.*

1 Complete the second sentence so that it has a similar meaning to the first. Use between three and five words including the words in capitals.

1 Unfortunately, they didn't manage to meet their crowdfunding target. **SUCCEED**
Unfortunately, they didn't succeed in meeting their crowdfunding target.

2 The band's very popular, so the tickets will probably sell out quickly. **LIKELY**
The band's very popular, so the tickets are likely to sell out quickly.

3 You can't go into the backstage area without a security pass. **ALLOWED**
You aren't allowed to go into the backstage area without a security pass.

4 We couldn't get the book you wanted because it was out of stock. **MANAGE**
We didn't manage to get the book you wanted because it was out of stock.

5 The phone should come with a charger, but it wasn't in the box. **MEANT**
The phone is meant to come with a charger, but it wasn't in the box.

6 Alex can't train with the team because he insulted one of the instructors. **BANNED**
Alex has been/was/is banned from training with the team because he insulted one of the instructors.

7 It's highly likely he'll withdraw from the tournament due to his injury. **BOUND**
He is bound to withdraw from the tournament due to his injury.

8 Karl couldn't answer the professor's tricky questions. **ABLE**
Karl wasn't able to answer the professor's tricky questions.

9 Students can't leave the school without parental permission. **FORBIDDEN**
Students are forbidden from leaving/to leave the school without parental permission.

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5.2 Reported speech

- In Reported Speech we change the following:
  - time expressions and words referring to places (depending on the context)
  - demonstrative pronouns, personal pronouns, object pronouns and possessive adjectives (depending on the context)
  - most tenses in affirmative sentences and in questions, but only when the reporting verb is in the past tense (e.g. *he said, she told me, he asked*).
- If the reporting verb is in the present tense (e.g. Present Simple or Present Perfect), we do not change the tense in the reported statement:
  *'I **'m not satisfied** with your performance.' → The teacher **has said** she **is not satisfied** with my performance.*
  *'**How** do you handle stress?' → She **wants to know** how I **handle** stress.*
- Even when the reporting verb is in the past tense, we do not change the following in the reported statement:
  - verbs in the Past Perfect Simple and Past Perfect Continuous:
    *'Before my resignation I **had been working** on an environmental project.' → The candidate said that before his resignation he **had been working** on an environmental project.*
    *'**Had** you ever **been** to a job interview before that last one?' → I asked my neighbour if she **had** ever **been** to a job interview before that last one.*
  - modal verbs *would, should, could, might, must*:
    *'During the interview you **should** try to make eye contact.' → The advisor told me that during the interview I **should** try to make eye contact.*
    *'We **must** all try harder.' → The manager said that we **must** all try harder.*

1 Report the statements. Tick the statements which DON'T move back one tense when reported.

1 'You need to fill out an application form.'
She says I/we need to fill out an application form . ✓
2 'Candidates must speak good English.'
The job advert said (that) candidates must speak good English . ✓
3 'I really want to improve my career prospects.'
Ben's told me (that) he really wants to improve his career prospects . ✓
4 'I'd like to express my interest in this vacant post.'
He said (that) he he'd like to express his interest in that vacant post . ✓
5 'Magda hasn't really achieved her goals.'
Rob told me (that) Magda hadn't really achieved her goals . ☐
6 'I had never had a job interview before.'
Paula said (that) she had never had a job interview before . ✓
7 'We're struggling to meet our deadline.'
Matt said they were struggling to meet their deadline . ☐
8 'They have found the perfect candidate for the job.'
She said they had found the perfect candidate for the job . ☐

2 Report the questions and requests.

1 'Can you wait here for a few minutes?'
She wants to know _____ .
2 'Please, sign in at reception when you arrive.'
They told me _____ .
3 'Have you already sent us a copy of your qualifications?'
She asked _____ .
4 'Log on to our website to update your contact details.'
The job agency has asked us _____ .
5 'Could you give me the report by noon today?'
John asked _____ .
6 'Will I need to wear a uniform?'
I asked the interviewer _____ .

3 Choose the correct option, A, B or C to complete the dialogue.

Max: How did your interview go?
Nina: I think it was okay, but I struggled with some of the questions.
Max: Like what?
Nina: Well, she asked me what [1]_____ .
Max: Oh, that's difficult. What did you say?
Nina: I said that I [2]_____ at speaking in public. I told her that I [3]_____ in front of a big group of people.
Max: That sounds okay. But do you need to speak in public for the job?
Nina: Not really. I asked her [4]_____ in front of people and she told me [5]_____ . She said that I might [6]_____ presentations in meetings occasionally, but she said that it [7]_____ in front of a lot of people.
Max: It was a good answer to the question, then. You were honest, but you didn't say [8]_____ a weakness that's going to affect your ability to do the job.

1 (A) my biggest weakness was B was my biggest weakness C is my biggest weakness
2 A haven't been very good B hadn't been very good (C) wasn't very good
3 A 've got nervous B 'd got nervous (C) got nervous
4 A if I need to speak B will I need to speak (C) whether I'd need to speak
5 A to not worry (B) not to worry C don't worry
6 A have needed to give (B) need to give C need to have given
7 A won't be B wouldn't have been (C) wouldn't be
8 A you've had (B) you had C you'd had

4 Now write the conversation between Nina and the interviewer in Exercise 3.

Interviewer: What's _____ ?
Nina: I _____ . _____ . _____ ?
Interviewer: _____ . _____

Exercise 2

1 if/whether I/we can wait here/ there for a few minutes
2 to sign in at reception when I arrived
3 if/whether I/ we'd already sent them a copy of my/ our qualifications
4 to log on to their website to update our contact details
5 if/whether I/we could give him the report by noon that day/ me to give him the report by noon that day
6 if/whether I would need to wear a uniform

Exercise 4

Interviewer: What's your biggest weakness?
Nina: I'm not very good at speaking in public. I get nervous in front of a big group of people. Will I need to speak in front of people?
Interviewer: Don't worry. You might need to give presentations in meetings occasionally, but it won't be in front of a lot of people.

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5.5 Reporting verbs

Although we usually use the verbs *say* or *tell* to report statements, there are also many other reporting verbs that may be used in different forms.

Verbs without a direct object

- verb + (*that*) (e.g.: *add, admit, agree, claim, complain, deny, explain, insist, promise, propose, recommend, regret, suggest*):
  'I wasted a lot of money.' → *Sue* ***complained (that)*** *she had wasted a lot of money.*
- verb + (*not*) *to* + infinitive (e.g.: *agree, claim, decide, offer, promise, refuse, threaten*):
  'I'll hire two new employees.' → *The manager* ***decided to*** *hire two new employees.*
- verb + (*not*) *-ing* (e.g.: *admit, deny, propose, recommend, regret, suggest*):
  'I didn't take the money.' → *The cashier* ***denied taking*** *the money.*
- verb + preposition + (*not*) *-ing* (e.g.: *apologise for, insist on, object to*):
  'I'm sorry I was rude.' → *I* ***apologised for being*** *rude.*

Verbs with a direct object

- verb + object + (*that*) (e.g.: *advise, assure, convince, inform, persuade, promise, remind, tell, warn*):
  'The meeting will start in an hour.' → *The secretary* ***reminded them (that)*** *the meeting would start in an hour.*
- verb + object + (*not*) *to* + infinitive (e.g.: *advise, ask, beg, convince, encourage, invite, order, persuade, recommend, remind, tell, warn, urge*):
  'You really should apply for this job.' → *Everybody* ***encouraged me to apply*** *for that job.*
- verb + object + preposition + (*not*) *-ing* (e.g.: *accuse sb of, blame sb for, criticise sb for, congratulate sb on, praise sb for, suspect sb of, thank sb for*):
  'It's your fault that the car was damaged.' → *Joe's boss* ***blames him for damaging*** *the car.*

1 Complete the sentences with the correct form of the verbs in brackets. Use a preposition if necessary.

1 She reminded me to fulfil (fulfil) my duties.
2 Jonathan suggested hiring/(that) I/we/they hire (hire) an interior designer.
3 She persuaded me not to step down (not/step down).
4 I was blamed for causing (cause) unnecessary problems.
5 He threatened to tell (tell) the boss about my lack of experience.
6 She congratulated me on winning (win) first prize.
7 Would you advise me to do (do) a course in accountancy?
8 He is suspected of selling (sell) top-secret information.

2 Complete the text with the correct form of the reporting verbs in the box. There are two extra verbs.

agree congratulate explain invite persuade promise suggest thank warn

Recently, my cousin asked me to help him sell his homemade cookies at a music festival. I wasn't very keen at first, but he [1] persuaded me to do it, saying it would probably only take a couple of hours. He [2] explained that he only had a few boxes of cookies to sell and that they'd sell really quickly. He also [3] promised/agreed to split the profits fifty-fifty. I [4] agreed/promised to help out, but I [5] warned him that I wouldn't stay longer than two or three hours. To my surprise, the cookies proved to be really popular and they sold out in just over an hour! My cousin was delighted and [6] thanked me for making his new business such a success. He's also [7] invited me to work with him again at the next festival.

3 Complete the sentences with the correct prepositions or write Ø if no preposition is needed.

1 The company later apologised for misleading its customers.
2 Some people object to receiving marketing emails from companies.
3 The store denied Ø selling fake goods.
4 The manager thanked everyone for their hard work.
5 At least one person has admitted Ø/to using a fake ID to get into the venue.
6 He blamed problems with the IT system for missing the deadline.
7 Several experts have proposed Ø cutting the working day to just five hours.

4 Complete the second sentence so that it has the same meaning as the first. Use the reporting verbs in brackets.

1 'The service here is terrible!'
  She complained that the service there was terrible/about the terrible service . (complain)
2 'You really must invest in the company,' he said to me.
  He convinced me to invest in the company . (convince)
3 'Put your wallet away; we're going to pay for dinner.'
  They insisted on paying for dinner . (insist)
4 'Take your umbrella,' she said to him.
  She reminded him to take his umbrella . (remind)
5 'I bought shares in that company; what a stupid thing to do!'
  He regretted buying shares in that company . (regret)
6 'You committed fraud,' they said to her.
  They accused her of committing fraud . (accuse)

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5.7 Phrasal verbs – advanced points

Three-part phrasal verbs

Three-part phrasal verbs are usually formed with a common verb and a variety of adverbial and prepositional particles:

*Tom **dropped out of** school after failing his exams.*

*You should **stand up for** what you believe in.*

*Kate couldn't **keep up with** other students.*

Three-part phrasal verbs are inseparable; the object (a noun or pronoun) follows the whole phrasal verb:

*We are sure to **come up against** a lot of opposition.*

~~*We are sure to **come up** a lot of opposition **against**.*~~

Word building with phrasal verbs

- **Nouns**
  - **verb + adverbial/prepositional particle**: *clear out – a clear-out, let sb down – a letdown, warm sth up – a warm-up, burn out – burnout*
    *I had a **clear-out** because I needed more space for some new equipment.*
    *A friend of mine took a year out to avoid **burnout**.*
    In such words, the stress falls on the 'verb' part.
  - **adverbial and prepositional particle + verb**: *bring up → upbringing, pour down → downpour, set out → outset, put in → input*
    *Please, allow me to say a few words at the **outset**.*
    *They had the greatest **input** into our company*
    In such words, the stress falls on the 'particle' part.
- **Adjectives**
  - **adverbial/prepositional particle + verb + *-ing:*** *put off → off-putting, lift up → uplifting, stand out → outstanding*
    *Our teacher told us an **uplifting** story.*
    *For such **outstanding** work, you deserve a pay rise.*
  - **verb (Past Participle) + adverbial/prepositional particle:** *run down → run-down, build up → built-up, wear out → worn-out*
    *You are driving through a **built-up** area.*
    *The boys grew up in this **run-down** building you see.*

Note: remember to check the spelling of such nouns and adjectives in a dictionary before you use them.

1 Rewrite the sentences replacing the underlined verb with the correct form of a phrasal verb from the box. There is one extra verb.

come up against come up with drop out of
get on with get out of look up to put up with

1 You should not <u>tolerate</u> such working conditions. put up with
2 I try to <u>avoid</u> early shifts if I can. get out of
3 Two students <u>quit</u> the course. dropped out of
4 Of course we <u>encountered</u> problems, but we found ways to deal with them. came up against
5 We <u>found</u> an efficient way of dealing with applications. came up with
6 He's aware that young athletes <u>admire</u> him as a role model. look up to

2 Choose the correct option, A, B or C to complete the sentences.

1 To prevent injury, make sure you _____ before you do any physical exercise.
A heat up (B) warm up C keep up
2 The position looked quite interesting, but the low salary _____ .
A wore me out B looked me up (C) put me off
3 He doesn't know when he'll _____ completing the annual report as he has so much other work.
(A) get round to B get out of C get over
4 We've _____ printing paper. Could you order some more?
A come up against B made up for (C) run out of
5 I dislike dealing with difficult customers, but I can't _____ it as it's one of my duties.
A drop out of (B) get out of C get on with

3 Complete the text with one word in each gap.

Hanna did well at school, but she decided not to [1] go on to further education. Instead, she got a job in a local restaurant working in the kitchen. She got [2] on really well with her colleagues and loved working as part of a team. Although she didn't have any formal qualifications, she [3] made up for that with her enthusiasm and willingness to learn. Over the next few years, she first worked her way up to become a chef and eventually went on to run her own restaurant. She now goes into schools to talk about her career path. She explains that people looked [4] down on her because of her lack of education. She talks about how she had to stand up [5] for herself and prove her abilities.

4 Complete the sentences using a noun or adjective form of the phrasal verb in brackets.

1 The film was a bit of a letdown – not as good as I'd expected. (let down)
2 We got caught in a complete downpour without an umbrella. (pour down)
3 It's important that everyone knows what's involved from the outset . (set out)
4 The smell is a bit off-putting but it actually tastes really good. (put off)
5 The cupboard in my office is full of old paperwork, it needs a clear-out . (clear out)
6 He grew up in a rather run-down neighbourhood. (run down)
7 She had a fairly traditional upbringing and education. (bring up)
8 Messi pulled a muscle during the warm-up and couldn't play. (warm up)

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6.2 Conditional clauses – alternatives to *if*

To form Zero, First, Second and Third Conditionals, we can use the following words and structures, apart from ***if***:

- conjunction ***unless***:
  *I won't tell you what happened **if** you **don't** promise to keep it secret.* → *I won't tell you what happened **unless** you promise to keep it secret.*
- conjunction ***provided (that)/providing (that)***:
  *You can go with us **if** you pay for your own meals.* → *You can go with us, **provided that** you pay for your own meals.*
- expressions ***Imagine*** … or ***Suppose/Supposing*** … used in questions:
  If someone published a private email from you on Facebook, would you be angry? → ***Imagine/Suppose/Supposing** someone published a private email from you on Facebook, would you be angry?*

Inversion

- We use inversion in formal language (mostly in writing) to emphasise the rhetorical effect of the sentence.
- We can use inversion in sentences with the auxiliary verbs *were* and *had*, and the verb form *were* is also used with the first and third person singular. In order to transform a conditional clause using inversion, we do not use *if*, but start the sentence with the auxiliary verb:
  *If it **were** my photograph, I wouldn't let anyone publish it.* → ***Were** it my photograph, I would not let anyone publish it.*
  *If I **had considered** all the aspects more carefully, I would probably have made the right decision.* → ***Had** I **considered** all the aspects more carefully, I would probably have made the right decision.*
- We can also use inversion with *should* if we want to say that the condition is rather improbable. In such cases the conditional clause must first be transformed into a more formal sentence using *should* + infinitive, which replaces the verb in the Present Simple. At the next step we use inversion, starting the sentence with *should* and omitting *if*:
  ***If** you **are dissatisfied** with the product, you are entitled to a refund.* (the least formal) → ***If** you **should be** dissatisfied with the product, you are entitled to a refund.* (more formal) → ***Should** you **be** dissatisfied with the product, you are entitled to a refund.* (the most formal)
- When using inversion, we do not use contractions with negatives in the dependent clauses:
  *If I **hadn't told** the police the truth, an innocent person would have been arrested* → ***Had** I **not told** the police the truth, an innocent person would have been arrested.*

1 Choose the correct option.

1 I won't help you *if* / *unless* you stop misleading me.
2 I'll lend you the book *providing* / *supposing* you give it back to me on Friday.
3 You would never have read the news story *unless* / *if* I hadn't sent you the link.
4 *Providing* / *Supposing* I refused to tamper with the picture, what would you do then?
5 *Imagine* / *Provided* you had your own TV show, what would it be about?
6 *Had I not* / *Hadn't I* distorted the truth, there would have been even more trouble.
7 *Should* / *If* you be unhappy with the portrait, you can always get a photo taken.

2 Complete the second sentence so that it has a similar meaning to the first. Use up to four words including the word in capitals.

1 I don't generally believe a news story online if it isn't from a reputable source. **UNLESS**
I don't generally believe a news story online unless it is from a reputable source.
2 You can only use statistics in your essay if you state where they're from. **PROVIDED**
You can include statistics in your essay provided you state where they're from.
3 If a company used your image in an advert, what would you do? **SUPPOSE**
Suppose a company used your image in an advert, what would you do?
4 We won't publish someone's photo unless we get their permission first. **IF**
We will only publish someone's photo if we get their permission first.
5 If someone posted lies about you on social media, how would you feel? **IMAGINE**
Imagine someone posted lies about you on social media, how would you feel?
6 Everything should be okay unless it rains. **PROVIDING**
Everything should be okay providing it doesn't rain.

3 Put the words in brackets in the correct order to complete the sentences.

1 I'm sure that, were she here today (here / she / today / were), she'd be shocked by this behaviour.
2 Had you used (had / used / you) a stronger password, your account might not have been hacked.
3 Should customers need (customers / need / should) further help, there's a customer service desk in store.
4 Had someone not contacted (contacted / had / not / someone) the media, the story wouldn't have become public.
5 Were we to use (we / to / use / were) his real name in the story, he might be put in danger.
6 Don't hesitate to call me, should the same problem ever arise (arise / ever / problem / should / the same) again.

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6.5 Mixed conditionals

We can mix Second and Third Conditional forms, creating mixed conditional sentences of Type I or Type II.

Mixed conditionals Type I

***If* + Past Simple, *would/wouldn't have* + Past Participle**

We use Type I mixed conditionals to speculate about permanent states or situations which had a result in the past, and the verb form *were* can be also used with the first and third person singular:

*If Sergio **didn't speak** English with an Italian accent, he **wouldn't have been recognised** and arrested last month.* (But because he speaks with an accent, he was arrested.)

*If I **was/were taller,** I **would have got** the main role in the school play a year ago.* (But I didn't get the role because I'm not taller.)

Mixed conditionals Type II

***If* + Past Perfect, *would/wouldn't* + infinitive**

We use Type II mixed conditionals to speculate about past situations which didn't happen, and this has certain effects or consequences in the present:

*If she **hadn't changed her job** two years ago, Gina **wouldn't be** so unhappy now.* (But she did and now she is unhappy.)

*He **would be** a free man now if the police **had stopped** looking for him then.* (But the police didn't stop looking and he isn't free.)

As with all types of conditionals, we can use *could, might* or *should* instead of *would* in mixed conditional sentences.

1 Match the sentence halves.

1 If someone had proofread the article, (e)
2 She probably wouldn't have got it wrong (b)
3 If he wrote a bit more slowly, (d)
4 The text would be more natural (a)
5 If they checked their facts, (f)
6 They could reach a wider audience (c)

a if they'd paid for a proper translator.
b if she was more willing to ask for advice.
c if they'd created an English version of their website.
d he might have made fewer spelling mistakes.
e it wouldn't contain so many errors.
f they'd have known the figures were out of date.

2 Complete the sentences with the correct form of the verbs in brackets. Use mixed conditionals.

1 If you hadn't moved (not move), the photo wouldn't be (not be) so blurred.
2 Jared would be (be) a much better actor today if he had taken (take) lessons when he was younger.
3 The paper wouldn't have reported (not report) the story if it didn't involve (not involve) a celebrity.
4 If you hadn't eaten (not eat) so much for dinner, you wouldn't feel (feel) sick now.
5 She wouldn't be (not be) angry with you now if you had told (tell) her the truth this morning.
6 If Gina was/were (be) a better liar, they might have believed (might/believe) the story she told them.

3 Choose the correct option, A, B or C to complete the text.

Scrolling through your social media feed, it's easy to think that everyone's holidays are perfect. However, if those same people [1]_____ so selective about what they shared, the impression would be very different. For example, you see a shot of your friend sitting on a beach in the sun, but if they'd taken a picture a few hours earlier, it [2]_____ grey clouds. Or you see them alone looking out at a stunning view, but if they had turned the camera round just a few degrees, it [3]_____ crowds of other tourists. Personally, I like to have a more realistic record of my travels. If I had only captured the 'picture perfect' moments of my recent trip to Asia, I [4]_____ laugh at some of the disasters now. If I [5]_____ photographic evidence of me walking through water up to my knees when the monsoon rain arrived early, my friends just wouldn't believe my story.

1 (A) hadn't been B haven't been C wouldn't be
2 A will show (B) would show C will have shown
3 (A) would reveal B had revealed C reveals
4 A didn't (B) wouldn't be able to C wouldn't have been able to
5 (A) hadn't got B didn't get C haven't got

4 Rewrite the two sentences as a single sentence using a mixed conditional.

1 My dad threw away the receipt. I can't take the T-shirt back to the shop. **If my dad** hadn't thrown away the receipt, I could take the T-shirt back to the shop.
2 Maria's not very tall. She couldn't become a professional basketball player. **If Maria** was/were taller, she could/might have become a professional basketball player.
3 The editor didn't give me his contact details. I can't send him copies of the photos. **If the editor** had given me his contact details, I could send him copies of the photos.
4 The venue doesn't have good public transport links. Lots of people drove to the concert. **Fewer people** people would/might have driven to the concert if the venue had better public transport links.
5 The signs at the airport aren't very clear. We got lost and missed our flight. **If the signs** at the airport were clearer/weren't so unclear, we wouldn't have got lost and missed our flight.
6 The organiser didn't book tickets in advance. We're standing in this long queue. **We** wouldn't be standing in this long queue if the organiser had booked tickets in advance.
7 We didn't take your advice. We're in trouble. **If we** had taken your advice, we wouldn't be in trouble.
8 Lucy is very shy. She didn't ask for a promotion. **She** would have asked for a promotion if she weren't/wasn't so shy.
9 He doesn't get good roles. He didn't go to drama school. **If he** had gone to drama school, he would get better roles.
10 I didn't see the film because I don't like the leading actor. **I** would have seen the film if I liked the leading actor.

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6.7 Compound nouns and adjectives

Compound nouns

Compound nouns are usually made up of two words. The first word describes or modifies the second word, e.g. *time travel* (= travel in time) and *travel time* (= travel duration).

Compound nouns structures include:

- **noun + noun:**
  *We always watch a **news bulletin** first thing in the morning.*
- **adjective + noun:**
  *Everybody should be interested at least a little bit in **foreign affairs**.*
- **verb *-ing* + noun:**
  *Have you seen my **reading glasses**?*
- **preposition + noun:**
  *Our local radio station is located **on the outskirts** of town.*
- nouns derived from phrasal verbs:
  *Don't forget to ring me if you need any **backup**.*

Compound nouns are written as one word, two separate words or two words with a hyphen.

Compound adjectives

Compound adjective structures include:

- **numeral + noun:**
  *We were extremely tired after the **twenty-hour flight** to Australia.*
- **adjective + noun:**
  *The setting of the film is **present-day London**.*
- **noun + adjective:**
  *The evening **blood-red sun** promises good weather the next day.*
- **noun/adjective/adverb + -ed/-ing participle:**
  *It was such a **heart-warming message**.*
  *I **got tongue-tied** when I saw that so many people came to hear me speak.*
- **verb + preposition/adverb:**
  *Nowadays, there are a lot of **made-up stories** on social media.*

Compound adjectives are usually hyphenated.

Some compound adjectives are made from more than two words, e.g. *fifteen-year-old*, *state-of-the-art*.

Note: the noun in a compound adjective is usually singular:
two-minute conversation NOT ~~*two-minutes conversation*~~
flat-footed NOT ~~*flat-feeted*~~

1 Complete the sentences with the words in the box. There are two extra words.

actual affairs art breaking commercial present science stop

1 People now learn about the latest breaking news via social media.
2 Our journalists cover both domestic news and foreign affairs .
3 People are fed up with the nonstop coverage of the elections.
4 They use state-of-the-art camera technology to capture the action.
5 After the commercial break, we'll hear from our reporter on the scene.
6 This ancient tradition is still practised in present /modern-day Turkey.

2 Replace the underlined phrase in the first sentence with an appropriate compound adjective in the second one.

1 They've produced a video that lasts for five minutes.
They've produced a five-minute video.
2 We're using a name we made up to protect the woman's identity.
We're using a made-up name to protect the woman's identity.
3 People had to walk through water that was as high as their waist to get to safety.
People had to walk through waist-high water to get to safety.
4 The hospital has an emergency department that is open for twenty-four hours a day.
The hospital has a twenty-four-hour emergency department.
5 We've created a new online booking system that's very easy for people to use.
We've created a new user-friendly/easy-to-use online booking system.

3 Choose the correct option.

1 Ford, the US *car company* / *company car*, is planning to open a factory in the town.
2 The job also comes with a *car company* / *company car* and private health insurance.
3 There's a jug of *tap water* / *water tap* on the table or you can order mineral water.
4 There's an outside *tap water* / *water tap* we use to water the garden.
5 If *time travel* / *travel time* were possible, I'd go back to Ancient Egypt.
6 The new high-speed rail link cuts *time travel* / *travel time* to two hours.
7 You turn off the main road and go down a small *roadside* / *side road*.
8 A group of schoolchildren were standing by the *roadside* / *side road* waiting for a bus.

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7.2 Advanced passive forms

Passive forms with modal structures

We can use the Passive:

- with modal verbs in the present (**modal verb + *be* + Past Participle**):
  *The project **must be completed** by tomorrow.*
  *Mobile phones **may be used** as directed by the staff.*
- with modal verbs in the past (**modal verb + *have been* + Past Participle**):
  *The competition **should have been cancelled** after the accident.* (But it wasn't, and the competition continued).
  *The server **couldn't have been repaired** properly yesterday.* (And it still isn't working properly).
  *Her Facebook profile **must have been removed** because I can't find it.*

Passive forms with verbs that take two objects

- Some verbs, e.g. *ask, bring, buy, give, hand, offer, pay, promise, sell, send, show, teach, tell*, etc. can take a direct and an indirect object.
  *They promised **a bonus and a pay rise*** (indirect object) *to **John*** (direct object).
  *The pupils gave **the teacher*** (direct object) ***a bunch of flowers***. (indirect object)
- Depending on what we want to emphasise, we can form passive statements by beginning with either the direct or the indirect object:
  *A bonus and a pay rise **were promised** to John.* (indirect object becomes the subject with emphasis on 'a bonus and a pay rise'):
  *John **was promised** a bonus and a pay rise.* (direct object becomes the subject with emphasis on 'John')
  ***A bunch of flowers** was given to the teacher by the pupils.* (indirect object becomes the subject with emphasis on 'a bunch of flowers')
  ***The teacher** was given a bunch of flowers by the pupils.* (direct object becomes the subject with emphasis on 'the teacher').

Passive forms with verbs + *-ing* and verbs + *to* infinitive

- To form the Passive of verbs and phrases followed by a gerund, e.g. *be interested in, can't stand, don't mind, enjoy, get tired of, hate, like/dislike, love, miss*, etc., we use **verb/phrase + *being* + Past Participle**:
  *My IT teacher **doesn't mind being asked** millions of questions.*
  *I **got tired of being** constantly **criticised**.*
- To form the Passive of verbs and phrases followed by *to* + infinitive, e.g. *can't afford, choose, decide, hope, need, prefer, pretend, refuse, want, would like*, etc., we use **verb/phrase + *to be* + Past Participle**:
  *Millions of people **hope to be cured** of the disease.*
  *At some point your son will **need to be told** the truth.*
- To form the Passive of the phrase *make sb do sth* we use **form of *be* + *made* + *to* infinitive**:
  *My mother **made me clean** the bathroom and the kitchen.* (active sentence)
  *I **was made to clean** the bathroom and the kitchen (by my mother).* (passive sentence)

1 Complete the sentences with the correct forms of the verb *be* and the verbs in brackets.

1 Your phone might have been/be set (set) to silent mode. Have a look in the settings.
2 These samples can't have been checked (checked) properly. There are far too many errors.
3 The laptop must have been left (leave) on overnight. The battery's completely dead.
4 The volume can be adjusted (adjust) using the button on the side of the tablet.
5 All mobile devices should be switched (switch) to flight mode during the flight.
6 When the drug was originally developed, these side effects couldn't have been predicted/ be predicted (predict).

2 Put the words in brackets in the correct order to complete the sentences.

1 Hopefully, everyone has been sent an email (an email / been / everyone / has / sent) with a link to the video.
2 They claim they were made to sign (made / they / to / sign / were) the contract without reading it first.
3 Customers said they had not been offered any explanation (any / been / explanation / had / not / offered / they) for the delay.
4 Remember that laptops need to be removed from your bag (be / from / laptops / need / removed / to / your bag) at security check.
5 The school had already been promised more money (already / been / had / more money / promised / the school) for science equipment.
6 I should have been kept (been / have / I / kept / should) more up-to-date with what was going on.
7 The package must have been sent to the customer (customer / to / been / must / the / sent / have) by now.
8 Honestly, I can't stand being interrupted (stand / I / interrupted / can't / being) when I'm concentrating on my work.

3 Complete the second sentence so that it has a similar meaning to the first. Use up to four words including the word in capitals.

1 It is a bad idea not to address all of the issues. **OUGHT**
All of the issues ought to be addressed.
2 Everybody could hear the music despite my closing the windows. **COULD**
The music could be heard despite my closing the windows.
3 She had shown me the password for the site the previous afternoon. **HAD**
I had been shown the password for the site the previous afternoon.
4 They said that I mustn't surf the Internet. **TOLD**
I was told not to surf the Internet.
5 I don't like it when someone orders me around. **BEING**
I dislike being ordered around.
6 The babysitter made the kids go to bed early. **MADE**
The children were made to go to bed early.

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7.5 Passive reporting structures

To talk about general opinions and views, we use verbs such as *agree, believe, claim, consider, expect, feel, hope, know, report, say, think, understand*, etc. and the following structures:

- **it + passive verb (present or past) + that:**
  People claim that optimists live longer. → ***It is claimed that** optimists live longer.*
  People believed that mathematics was the link between the supernatural and the world of men. → *It **was believed that** mathematics was the link between the supernatural and the world of men.*
- **subject + passive verb (present or past) + to infinitive:**
  Computer scientists consider wearable technology to be the future of computing. → ***Wearable technology is considered to be** the future of computing.*
  Doctors knew that almonds protected against diabetes. → ***Almonds were known to protect** against diabetes.*
  The infinitive may also be replaced by **be + Present/Past Participle**:
  They expect that over three million smartphones will be sold. → *Over three million smartphones **are expected to be sold**.*
  People thought that the Ministry of Health was preparing new regulations. → *The Ministry of Health **was thought to be preparing** new regulations.*
- **subject + passive verb (present or past) + to have + Past Participle**
  Experts estimate that the earthquake has killed more than 1,000 people. → ***The earthquake is estimated to have killed** more than 1,000 people.*
  The press previously reported that the company's profit had reached £100 million. → ***The company's profit was** previously **reported to have reached** £100 million.*
- **there + passive verb (present or past) + to be:**
  Analysts expect that there will be a rise in the number of jobs offered across the UK. → ***There is expected to be** a rise in the number of jobs offered across the UK.*
- **there + passive verb (present or past) + to have been:**
  Historians think that there were over twenty inventors before Edison who invented various light sources. → ***There are thought to have been** over twenty inventors before Edison who invented various light sources.*

1 Choose the correct option.

1 Some years ago, the university's Physics department *was considered that* / *was considered to be* the best in the country.
2 The ancient treasure *was thought to lose* / *was thought to have been lost*, until it was unexpectedly discovered.
3 Our government *is said to look* / *is said to be looking* into ways to lower carbon emissions.
4 Chemicals from factory waste *are estimated to have caused* / *are estimating to cause* the death of thousands of river fish.
5 A 5G network for faster communication *is expected to be established* / *is expected to establish* within months.

2 Rewrite the sentences using passive reporting structures.

1 Many people consider Bob Dylan to be the most influential musician of the 20th century.
Bob Dylan _____ .
2 In February, newspapers reported that crime levels were falling faster in Poland than in other EU countries.
It _____ .
3 Linguists expect that by 2050 another 7,000 languages will disappear.
It _____ .
4 Nutritionists say that salmon is one of the most nutrient-dense foods there is.
Salmon _____ .
5 Palaeontologists think there were over 500 different species of dinosaur.
There _____ .
6 Experts believe that 1.24 million people were killed in road traffic accidents in 2010.
Road traffic accidents _____ .
7 We now know that cats are able to produce about ninety different sounds more than dogs.
Cats _____ .

3 Choose the correct option, A, B or C to complete the text.

How safe are your passwords? In a recent study, 123456 [1]_____ the most commonly used password. In the study data, there [2]_____ more than 23 million rather unimaginative people using it. The equally easy-to-guess 'password' [3]_____ in the top five. Names of people, football teams and bands were popular because [4]_____ they're easy to remember. However, people who use well-known words or names as passwords [5]_____ themselves at high risk of being hacked. A string of three random words together [6]_____ a strong password that will best protect you from fraud.

1 **A** was found that it was
B is found to have been
C was found to be
2 **A** showed to have been
B was shown to be
C were shown to be
3 **A** was reported that it appeared
B was reported to appear
C is reported to be appearing
4 **A** it is thought that
B there were thought
C were thought that
5 **A** are said to be putting
B are said that they put
C are said to have been put
6 **A** it is considered that it makes
B is considered to be made
C is considered to make

Exercise 2

1 is considered to be the most influential musician of the 20th century
2 was reported in February that crime levels were falling faster in Poland than in other EU countries
3 is expected that by 2050 another 7,000 languages will have disappeared
4 is said to be one of the most nutrient-dense foods there is
5 are thought to have been over 500 different species of dinosaur
6 are believed to have killed 1.24 million people in 2010
7 are now known to be able to produce about ninety different sounds more than dogs

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7.7 Easily confused words

- Words that look or sound similar but have different meanings, e.g.:
  cite (quote), ***site*** (place), ***sight*** (view)
  conscious (aware/awake), ***conscientious*** (dutiful)
  dessert (something sweet), ***desert*** (dry land with no vegetation)
  late (unpunctual), ***lately*** (recently)
  principal (main/head teacher), ***principle*** (rule)
  proceed (go ahead), ***precede*** (come first)
  sensible (reasonable), ***sensitive*** (delicate)
  weather (atmospheric conditions), ***whether*** (if)
  *The **principal** talked to the parents.*
  *The **principle** of being a vegetarian is not eating meat.*

- Words that look or sound similar and have similar meanings (and often belong to the same word family), e.g.:
  alike (similar), ***likely*** (probable),
  advise (give advice), ***advice*** (noun)
  alone (on your own), ***lone*** (one), ***lonely*** (alone and unhappy)
  assure (promise that sth will happen), ***ensure*** (make certain), ***insure*** (provide insurance)
  breathe (draw breath), ***breath*** (noun)
  dependant (sb dependent on sth/sb else), ***dependent*** (needing sth to exist)
  economic (related to the economy), ***economical*** (cost-effective)
  effect (result), ***affect*** (influence sth/sb)
  historical (relating to the past), ***historic*** (important as part of the past)
  lay (put sth down, e.g. on a bed), ***lie*** (be placed flat, e.g. on a bed)
  migrate (move), ***immigrate*** (move to another country), ***emigrate*** (move out of a country)
  raise (lift/move sth higher), ***rise*** (increase), ***arise*** (happen)
  *Please, **lay** your phones on the desks.*
  *My grandfather likes to **lie** on the couch after lunch.*

- Words that look or sound different but have similar meanings, e.g.:
  after all, ***finally***, ***lastly***
  eventually, comprise, consist of, include
  occasion, opportunity
  ***After all**, it's simple.*
  ***Finally/Eventually**, he started the car.*
  ***Finally/Lastly**, add some salt.*
  *The course **comprises/consists of** a coursebook and a CD.*
  *The course **includes** a CD.*
  *It was the only **opportunity**.*
  *I bought it for a special **occasion**.*

- False friends are words that look or sound similar to words in your language, but have different meanings, e.g.:
  data (information):
  *I lost all the **data**.*
  date (a point in time):
  *I'd like to fix the **date**.*
  realise (know/understand):
  *Do you **realise** how dangerous it is?*
  carry out (do/perform):
  *We used to **carry out** a lot of experiments.*
  actually (in fact):
  *This flat looks smaller, but **actually** is bigger.*
  currently (now):
  *The company **currently** employs 1,000 people.*

1 Complete the sentences with the words in capitals.

1 Maria works ___alone___ studying wildlife in Alaska. She admits to feeling ___lonely___ occasionally, but she loves her job. **ALONE / LONELY**
2 Of course, trains sometimes arrive a few minutes ___late___ , but on some routes ___lately___ , the delays have become extreme. **LATELY / LATE**
3 We ___advise___ people to bring warm clothes, but there are people who don't listen to ___advice___ and turn up in shorts. **ADVISE / ADVICE**
4 At first ___sight___ it looks just like an empty field, but it's actually the ___site___ of one of Europe's most significant battles. **SITE / SIGHT**
5 If any significant issues ___arise___ , you should ___raise___ them with your manager later. **RAISE / ARISE**
6 Today our teacher is absent, so we're having a class with the ___principal___ , who's a physicist. We're going to discuss the most important ___principle___ of quantum physics. **PRINCIPAL / PRINCIPLE**
7 Unfortunately, the ___weather___ being what it is today, we won't be able to go hiking. We'll see tomorrow ___whether___ it will be safer to hike. **WHETHER / WEATHER**
8 We need to ___ensure___ that all equipment is cleaned and put away after use. The lab director wants us to ___assure___ him that we'll leave the lab tidy. Otherwise, he won't let us in again. **ASSURE / ENSURE**

2 Complete the words in the text with the correct endings.

VOLUNTEER RESEARCHERS NEEDED

We can't live without water, but for those living in [1] des**ert** regions with little or no rainfall, water is a constant challenge. What's more, these areas are typically more [2] sens**itive** to the effects of climate change. Communities here often have very limited access to clean water. Our project is looking to recruit hardworking, [3] consc**ientious** volunteers to help design water filtering systems that are both effective and [4] econ**omical** to run. This would be ideal work experience for engineering students. Our research is entirely [5] depen**dent** on charitable donations, so we aren't able to offer payment, but you'll gain valuable experience putting the engineering [6] prin**ciples** you've studied into practice, as well as making a really valuable contribution to this vital area of development.

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8.2 Unreal past and regrets – *wish, if only, it's time* and *would rather*

Present and future

- To express regret about a present situation which seems to be impossible to change, we use ***wish/if only* + subject + Past Simple**:

  *I **wish I knew** more about ecology.*
  *I **wish oceans** weren't used as rubbish tips.*
  ***If only we could** save sea animals from starvation.*
  ***If only I didn't have** to work so much.*

- To say that we believe somebody should do something in the present or in the near future, we use ***it's (high) time* + subject + Past Simple**:

  ***It's high time people stopped** driving cars in cities.*
  ***It's high time you started** recycling your rubbish.*

- To talk what we would prefer somebody to do in the present or in the future, we use ***would rather* + subject + Past Simple**:

  *I'**d rather we switched** to organic fruit and vegetables.*
  *My mum **would rather I studied** more.*

Past

- To express regret about a past situation, we use ***wish/if only* + subject + Past Perfect**:

  *I **wish we had done** more to prevent this tragedy.*
  *My sister **wishes we hadn't moved** to this area, but I'm happy about it.*
  ***If only the city council hadn't reduced** the funds for environmental protection.*
  ***If only I had listened** to you when you advised me not to go on that expedition!*

1 Choose the correct option.

1 If only I *lost / (hadn't lost) / didn't lose* my camera on the beach.
2 It's high time we *stop / (stopped) / had stopped* dumping waste in the seas.
3 My back's all red. I wish I *(had) / did / would* put more sun cream on.
4 I'd rather she *couldn't / (didn't) / won't* go alone, to be honest.
5 If only I *hadn't to / had to / (didn't have to)* go camping. I hate sleeping in tents.
6 I wish you all *(knew) / had known / know* just how much effort I put into this trip.
7 If only I *(had seen) / saw / did see* her earlier. I'd have asked her to join us.
8 I'd rather we *use / (used) / had used* less plastic than we currently do.
9 If only the fire *doesn't destroy / didn't destroy / (hadn't destroyed)* the forest.
10 I wish I *(could) / did / will* do more to protect endangered species.

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

1 If only more people ___left___ (leave) a patch of their garden to grow wild, it would help wildlife.
2 So many products damage the environment. It's time consumers ___took___ (take) more interest in how the things they buy are made.
3 It's difficult to know what products contain. I'd rather companies ___labelled___ (label) them more clearly.
4 Some species are now at risk of extinction. I wish we ___had done___ (do) more to protect them earlier.
5 I wish supermarkets ___didn't sell___ (not/sell) fruit and vegetables wrapped in plastic.
6 The new road blocks a migration route for animals. If only they ___had consulted___ (consult) wildlife experts, it could have been avoided.
7 We all contribute to pollution. It's high time we ___recognised___ (recognise) that fact.
8 The heat is terrible! If only it ___weren't/wasn't___ (not/be) so hot today!
9 It sounds like the lecture you attended was fascinating. I wish I ___had known___ (know) about it.
10 I'd rather we ___didn't discuss___ (not/discuss) the issue right now if you don't mind.

3 Complete the text with the correct form of the verbs in the box.

do know not assume not fly switch warn

I love travelling, but lately I've become more conscious of my environmental footprint. When I look back on the amazing places I've visited, I have fond memories, but I also wish I [1]___hadn't flown___ quite so many air miles. It's time more of us [2]___switched___ to less polluting forms of transport. I've been trying to cut my air travel, but it's not always that easy. I wish big travel companies [3]___didn't assume___ that everyone wants to fly. Of course, they don't offer other transport options, because they'd rather everyone [4]___did___ the same to keep things simple. Researching different routes yourself can be fun, but it doesn't always work out. When I planned to take a ferry from Spain to Morocco last year, for example, I wish I [5]___had known___ that it sometimes gets cancelled in bad weather. I got stuck in Cádiz for two days and missed the train I'd booked from Tangier to Marrakesh. If only someone [6]___had warned___ me about possible delays, I'd have waited to buy my train ticket when I arrived.

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8.5 Emphasis – cleft sentences and inversion

In order to add emphasis to a sentence, we may use cleft sentences or inversion.

Cleft sentences

- Cleft sentences are formed from two parts, and usually start with the pronouns *what, it* or *all*. Although the meaning they convey could be expressed in a simpler way, cleft sentences are used to give emphasis to the person performing an action or to the place, time or reason of the action:

  I love helping other people. → ***What I really love*** *is helping other people.*

  The company covered up the scandal. → ***What the company did was (to) cover up*** *the scandal.*

  I raised the subject of sewage being dumped into the river. → ***It was me who raised*** *the subject of sewage being dumped into the river.*

  We helped the flood victims clean up the debris. → ***All we did was (to) help*** *the flood victims clean up the debris.*

  You need love. → ***All you need is*** *love.*

Inversion

- We use inversion in sentences which start with negative adverbs, e.g. *never, rarely, seldom, hardly, barely, scarcely, no sooner* or phrases with *no* or *not*, e.g. *under no circumstances, on no condition, on no account, at no time, in no way, not until, not only*, etc. In these sentences an affirmative sentence takes on the order and verb form of a question, i.e.

  negative adverb/phrase with *no* or *not* + auxiliary verb + subject + main verb:

  He had never been so devastated. → ***Never had he been*** *so devastated.*

  We rarely hear about such powerful mother and child bonds in animals. → ***Rarely do we hear*** *about such powerful mother and child bonds in animals.*

  He had entered the house and the phone rang. → ***No sooner had he entered*** *the house than the phone rang.*

  She had not only survived the disaster, but she saved two other people as well. → ***Not only had she survived*** *the disaster, but she saved two other people as well.*

  You are not permitted to leave the building under any circumstances. → ***Under no circumstances are you permitted*** *to leave the building.*

1 Match the sentence halves.

1 The figure that surprised me (d)
2 What's happened in some countries (a)
3 Never have our rivers (e)
4 It's people in the hottest parts of the world (b)
5 Not only (f)
6 What many of us see as a basic necessity (c)

a is the population has migrated to cities putting pressure on resources.
b who are already experiencing water shortages.
c is becoming a luxury in some regions.
d was the amount of water wasted through leaking pipes.
e been under such pressure from human water use.
f is water scarce in these areas, but it's frequently contaminated.

2 Choose the correct option.

1 *All / (It's) / What's* meat production that accounts for most of the world's agricultural land use, representing around 80 percent of farmland worldwide.
2 Not only *are / did / (do)* cattle take up land themselves, but farmland is also used to grow animal feed.
3 *It's / (What) / What's* many people find shocking is that huge areas of forest are being cleared just to grow grain to feed to cows.
4 In some parts of the world, what farmers *are doing / (are doing is) / do are* cutting down previously wildlife rich forests just to keep up with our demand for meat.
5 *(It's) / What's / What* this loss of habitat that especially concerns environmentalists.
6 With a growing population and changing eating habits, never before *(has demand for meat been) / has been demand for meat / is demand for meat* so high.
7 To protect natural habitats, *(all) / it's / what's* we need to do is declare them areas for conservation.
8 What this teen eco-warrior *(is doing is) / is doing / does* raising awareness about a problem that adults should be dealing with.
9 *What / (It's) / What's* increased industrialisation that has greatly contributed to the problem of global warming.

3 Rewrite the sentences changing the emphasis.

1 Tess promised to help tidy up the garden.
It was Tess that/who promised to tidy up the garden/the garden that Tess promised to tidy up .
2 We are only handing out leaflets in protest.
All we are doing is handing out leaflets in protest .
3 She has never been so disappointed by the results.
Never has she been so disappointed by the results .
4 You are not going out in that raging storm under any circumstances.
Under no circumstances are you going out in that raging storm .
5 The protestors started the violence.
What the protestors did was start the violence .
6 We rarely see such extreme temperatures at this time of year.
Rarely do we see such extreme temperatures at this time of year .
7 They had only just got back to the flat when they heard the news.
Hardly had they got back to the flat when they heard the news .
8 I don't believe in telling lies.
What I don't believe in is telling lies .
9 He asked the question and answered it too.
Not only did he ask the question, but he answered it as well .
10 I can't stand your ignorance of the issue.
It's your ignorance of the issue that I can't stand .

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8.7 Word families – prefixes

Prefixes

Prefixes may be added to the same root word to create new words, e.g. ***take, retake*** and ***overtake.***

Common prefixes:

- ***un-***, ***in-***, ***dis-***, ***il-***, ***im-***, ***ir-*** are usually added to adjectives, to create a negative adjective.
  The prefix ***il-*** precedes adjectives beginning with *l-*, ***ir-*** precedes adjectives beginning *r-*, while ***im-*** goes with adjectives beginning with *m-* or *p-*.: ***unwilling***, ***incurable, disobedient***, ***illegible***, ***immoral***, ***impatient***, ***irrelevant***
- ***un-***, ***dis-*** are used with verbs to create opposites: ***unlock, discontinue***
- ***re-*** means to do something again: ***reapply***, ***rebuild***
- ***hyper-*** means something extreme: ***hypertension***, ***hypersensitive***
- ***mis-*** means something bad or wrong: ***misunderstand***, ***misbehave***, ***mismanagement***
- ***on-/off-*** denote either a specific place, or 'not the case': ***onshore***, ***offshore***, ***on-site***, ***off-site***
- ***out-*** often precedes verbs and means 'more than or better': ***outlive, outnumber***
- ***over-/under-*** mean either 'too much' or 'not enough': ***overdeveloped, underdeveloped, overweight***, ***underweight***
- ***anti-/pro-*** are used for 'against' or 'in favour': ***antisocial***, ***anti-ageing***, ***pro-family***, ***pro-ecological***
- ***pre-/post-*** are used to describe that something happened before or after something else: ***preschool***, ***pre-tax***, ***post-tax***, ***post-match***
- ***self-*** describes actions done to or by yourself: ***self-control***, ***self-portrait***
- ***sub-*** means something inferior or lower: ***sub-standard***, ***sub-zero***
- ***up-/down-*** denotes an increase, improvement or fall: ***upturn***, ***downturn***

1 Complete the words in the sentences with appropriate prefixes.

1 We can cut waste by reusing plastic bags and bottles rather than throwing them away.
2 The number of kids cycling to school has grown and they now outnumber those being dropped off by car.
3 It's hard to persuade people to leave their cars at home because they're unwilling to give up the convenience of driving.
4 There's been an upturn in demand for organic products as people become more eco-conscious.
5 In the winter, the area experiences heavy snow and sub-zero temperatures.
6 People are naturally impatient and they don't like having to wait for things.
7 We underestimated the number of people who might come and we soon ran out of chairs.
8 All the students took a pre-course test to decide which class they should join.

2 Choose the correct option.

1 The builders painted the room the wrong colour and they had to *undo* / *redo* the work.
2 Workers are asking for more money, complaining they're *overpaid* / *underpaid*.
3 We have strict security to prevent the *misuse* / *reuse* of confidential information.
4 People get frustrated by politicians' *inability* / *disability* to give a direct answer.
5 The hall is a *multi-purpose* / *repurpose* space that can be used for all kinds of events.
6 The books are aimed at *preschool* / *postschool* children aged between three and five.
7 In private, she's quite shy; the complete opposite of her *offstage* / *onstage* personality.
8 A group of *anti-nuclear* / *pro-nuclear* activists were protesting against plans for a new power station.

3 Complete the sentences with the correct form of the word in capitals.

1 Inspectors found the company had inadequate safety training for staff. **ADEQUATE**
2 It's a very multicultural community, with students from all over the world. **CULTURE**
3 The wildfires spread and quickly became uncontrollable/uncontrolled . **CONTROL**
4 It seems improbable now that we'll get finished by the deadline. **PROBABLE**
5 His arguments are completely illogical and don't make any sense. **LOGICAL**
6 They were living in sub-standard conditions with no electricity or clean water. **STANDARD**
7 Such high levels of air pollution are clearly unsafe and need to be tackled urgently. **SAFE**
8 All kinds of wildlife is now treating this disused factory as a home. **USED**

4 Complete the text using the correct forms of the words in brackets.

The Earth is in grave danger from decades of [1] overdevelopment (development) that has resulted in the destruction of forests and other habitats. Such [2] mismanagement (manage) of our planet cannot be tolerated any longer. If governments continue to act so [3] irresponsibly (responsible), not only will all animal life face extinction, but humans will as well. Politicians who are [4] unwilling (willing) to put the survival of the planet above short-term profits should be ashamed of themselves. In order to [5] rebuild (build) confidence in our governments, they should make greater efforts to fight global warming and pollution.

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PRONOUNS AND NUMERALS

PERSONAL PRONOUNS AND POSSESSIVE PRONOUNS

Personal pronoun as a subject	Personal pronoun as an object	Possessive pronoun (+noun)	Possessive pronoun (no noun)
I'm a student.	Come with **me**.	It's **my** house.	It's **mine**.
Have **you** got a cat?	I like **you**.	It's **your** bike.	It's **yours**.
He works at home.	Can you help **him**?	It's **his** book.	It's **his**.
She's been to Prague.	Listen to **her**.	It's **her** room.	It's **hers**.
Is **it** a famous city?	I can't find **it**.	Oxford (= it) is famous for **its** university.	—
We live in Poland.	Wait for **us**.	It's **our** tablet.	It's **ours**.
You can't sit here.	Can I talk to **you**?	It's **your** car.	It's **yours**.
Are **they** working?	Do you know **them**?	It's **their** money.	It's **theirs**.

DEMONSTRATIVE PRONOUNS, INTERROGATIVE PRONOUNS, RELATIVE PRONOUNS

Demonstrative		Interrogative	Relative
Singular	Plural		
this that	these those	What? Who? Whose? Which? Where? When? Why? How? (How often? How long? How far? How much? How many?)	who which that whose when where

NUMERALS

Numbers: 1 – 100

Cardinal numbers	Ordinal numbers	Cardinal numbers	Ordinal numbers
1 – one	first (1st)	20 – twenty	twentieth (20th)
2 – two	second (2nd)	21 – twenty-one	twenty-first (21st)
3 – three	third (3rd)	22 – twenty-two	twenty-second (22nd)
4 – four	fourth (4th)	23 – twenty-three	twenty-third (23rd)
5 – five	fifth (5th)	24 – twenty-four	twenty-fourth (24th)
6 – six	sixth (6th)	25 – twenty-five	twenty-fifth (25th)
7 – seven	seventh (7th)	26 – twenty-six	twenty-sixth (26th)
8 – eight	eighth (8th)	27 – twenty-seven	twenty-seventh (27th)
9 – nine	ninth (9th)	28 – twenty-eight	twenty-eighth (28th)
10 – ten	tenth (10th)	29 – twenty-nine	twenty-ninth (29th)
11 – eleven	eleventh (11th)	30 – thirty	thirtieth (30th)
12 – twelve	twelfth (12th)	40 – forty	fortieth (40th)
13 – thirteen	thirteenth (13th)	50 – fifty	fiftieth (50th)
14 – fourteen	fourteenth (14th)	60 – sixty	sixtieth (60th)
15 – fifteen	fifteenth (15th)	70 – seventy	seventieth (70th)
16 – sixteen	sixteenth (16th)	80 – eighty	eightieth (80th)
17 – seventeen	seventeenth (17th)	90 – ninety	ninetieth (90th)
18 – eighteen	eighteenth (18th)	100 – one/a hundred	hundredth (100th)
19 – nineteen	nineteenth (19th)	101 – one/a hundred and one	hundred and first (101st)

Numbers over 100

1,000 – one/a thousand
3,555 – three thousand, five hundred **and** fifty-five
56,223 – fifty-six thousand, two hundred **and** twenty-three
725,000 – seven hundred **and** twenty-five thousand
1,000,000 – one/a million
1,000,000,000 – one/a billion

IRREGULAR VERBS

Infinitive	Past Simple	Past Participle
be [biː]	**was/were** [wɒz/wɜː]	**been** [biːn]
beat [biːt]	**beat** [biːt]	**beaten** ['biːtn]
become [bɪ'kʌm]	**became** [bɪ'keɪm]	**become** [bɪ'kʌm]
begin [bɪ'gɪn]	**began** [bɪ'gæn]	**begun** [bɪ'gʌn]
bite [baɪt]	**bit** [bɪt]	**bitten** ['bɪtn]
bleed [bliːd]	**bled** [bled]	**bled** [bled]
blow [bləʊ]	**blew** [bluː]	**blown** [bləʊn]
break [breɪk]	**broke** [brəʊk]	**broken** ['brəʊkən]
bring [brɪŋ]	**brought** [brɔːt]	**brought** [brɔːt]
broadcast ['brɔːdkɑːst]	**broadcast** ['brɔːdkɑːst]	**broadcast** ['brɔːdkɑːst]
build [bɪld]	**built** [bɪlt]	**built** [bɪlt]
burn [bɜːn]	**burned** [bɜːnd]/**burnt** [bɜːnt]	**burned** [bɜːnd]/**burnt** [bɜːnt]
burst [bɜːst]	**burst** [bɜːst]	**burst** [bɜːst]
buy [baɪ]	**bought** [bɔːt]	**bought** [bɔːt]
can [kæn]	**could** [kʊd]	**been able to** [biːn 'eɪbl tə]
catch [kætʃ]	**caught** [kɔːt]	**caught** [kɔːt]
choose [tʃuːz]	**chose** [tʃəʊz]	**chosen** ['tʃəʊzn]
come [kʌm]	**came** [keɪm]	**come** [kʌm]
cost [kɒst]	**cost** [kɒst]	**cost** [kɒst]
cut [kʌt]	**cut** [kʌt]	**cut** [kʌt]
deal [diːl]	**dealt** [delt]	**dealt** [delt]
dig [dɪg]	**dug** [dʌg]	**dug** [dʌg]
do [duː]	**did** [dɪd]	**done** [dʌn]
draw [drɔː]	**drew** [druː]	**drawn** [drɔːn]
dream [driːm]	**dreamed** [driːmd]/ **dreamt** [dremt]	**dreamed** [driːmd]/ **dreamt** [dremt]
drink [drɪnk]	**drank** [drænk]	**drunk** [drʌnk]
drive [draɪv]	**drove** [drəʊv]	**driven** ['drɪvn]
eat [iːt]	**ate** [et]	**eaten** ['iːtn]
fall [fɔːl]	**fell** [fel]	**fallen** ['fɔːlən]
feed [fiːd]	**fed** [fed]	**fed** [fed]
feel [fiːl]	**felt** [felt]	**felt** [felt]
fight [faɪt]	**fought** [fɔːt]	**fought** [fɔːt]
find [faɪnd]	**found** [faʊnd]	**found** [faʊnd]
fit [fɪt]	**fit** [fɪt]	**fit** [fɪt]
fly [flaɪ]	**flew** [fluː]	**flown** [fləʊn]
forget [fə'get]	**forgot** [fə'gɒt]	**forgotten** [fə'gɒtn]
forgive [fə'gɪv]	**forgave** [fə'geɪv]	**forgiven** [fə'gɪvən]
freeze [friːz]	**froze** [frəʊz]	**frozen** ['frəʊzən]
get [get]	**got** [gɒt]	**got** [gɒt]
give [gɪv]	**gave** [geɪv]	**given** ['gɪvən]
go [gəʊ]	**went** [went]	**gone** [gɒn]/**been** [biːn]
grow [grəʊ]	**grew** [gruː]	**grown** [grəʊn]
hang [hæŋ]	**hung** [hʌŋ]	**hung** [hʌŋ]
have [hæv]	**had** [hæd]	**had** [hæd]
hear [hɪə]	**heard** [hɜːd]	**heard** [hɜːd]
hide [haɪd]	**hid** [hɪd]	**hidden** ['hɪdn]
hit [hɪt]	**hit** [hɪt]	**hit** [hɪt]
hold [həʊld]	**held** [held]	**held** [held]
hurt [hɜːt]	**hurt** [hɜːt]	**hurt** [hɜːt]
keep [kiːp]	**kept** [kept]	**kept** [kept]
know [nəʊ]	**knew** [njuː]	**known** [nəʊn]
lead [liːd]	**led** [led]	**led** [led]
learn [lɜːn]	**learned** [lɜːnd]/ **learnt** [lɜːnt]	**learned** [lɜːnd]/ **learnt** [lɜːnt]
leave [liːv]	**left** [left]	**left** [left]
lend [lend]	**lent** [lent]	**lent** [lent]
let [let]	**let** [let]	**let** [let]
lie [laɪ]	**lay** [leɪ]	**lain** [leɪn]
light [laɪt]	**lit** [lɪt]	**lit** [lɪt]
lose [luːz]	**lost** [lɒst]	**lost** [lɒst]
make [meɪk]	**made** [meɪd]	**made** [meɪd]
mean [miːn]	**meant** [ment]	**meant** [ment]
meet [miːt]	**met** [met]	**met** [met]
overtake [ˌəʊvə'teɪk]	**overtook** [ˌəʊvə'tʊk]	**overtaken** [ˌəʊvə'teɪkən]
pay [peɪ]	**paid** [peɪd]	**paid** [peɪd]
put [pʊt]	**put** [pʊt]	**put** [pʊt]
read [riːd]	**read** [red]	**read** [red]
ride [raɪd]	**rode** [rəʊd]	**ridden** ['rɪdn]
ring [rɪŋ]	**rang** [ræŋ]	**rung** [rʌŋ]
rise [raɪz]	**rose** [rəʊz]	**risen** [rɪzən]
run [rʌn]	**ran** [ræn]	**run** [rʌn]
say [seɪ]	**said** [sed]	**said** [sed]
see [siː]	**saw** [sɔː]	**seen** [siːn]
seek [siːk]	**sought** [sɔːt]	**sought** [sɔːt]
sell [sel]	**sold** [səʊld]	**sold** [səʊld]
send [send]	**sent** [sent]	**sent** [sent]
set [set]	**set** [set]	**set** [set]
shake [ʃeɪk]	**shook** [ʃʊk]	**shaken** [ʃeɪkən]
shine [ʃaɪn]	**shone** [ʃɒn]	**shone** [ʃɒn]
show [ʃəʊ]	**showed** [ʃəʊd]	**shown** [ʃəʊn]
shut [ʃʌt]	**shut** [ʃʌt]	**shut** [ʃʌt]
sing [sɪŋ]	**sang** [sæŋ]	**sung** [sʌŋ]
sit [sɪt]	**sat** [sæt]	**sat** [sæt]
sleep [sliːp]	**slept** [slept]	**slept** [slept]
slide [slaɪd]	**slid** [slɪd]	**slid** [slɪd]
smell [smel]	**smelled** [smeld]/ **smelt** [smelt]	**smelled** [smeld]/ **smelt** [smelt]
speak [spiːk]	**spoke** [spəʊk]	**spoken** ['spəʊkən]
spend [spend]	**spent** [spent]	**spent** [spent]
spill [spɪl]	**spilled** [spɪld]/**spilt** [spɪlt]	**spilled** [spɪld]/**spilt** [spɪlt]
split [splɪt]	**split** [splɪt]	**split** [splɪt]
spread [spred]	**spread** [spred]	**spread** [spred]
spring [sprɪŋ]	**sprang** [spræŋ]	**sprung** [sprʌŋ]
stand [stænd]	**stood** [stʊd]	**stood** [stʊd]
steal [stiːl]	**stole** [stəʊl]	**stolen** ['stəʊlən]
stick [stɪk]	**stuck** [stʌk]	**stuck** [stʌk]
sting [stɪŋ]	**stung** [stʌŋ]	**stung** [stʌŋ]
strike [straɪk]	**struck** [strʌk]	**struck** [strʌk]
swell [swel]	**swelled** [sweld]	**swollen** ['swəʊlən]
swim [swɪm]	**swam** [swæm]	**swum** [swʌm]
take [teɪk]	**took** [tʊk]	**taken** ['teɪkən]
teach [tiːtʃ]	**taught** [tɔːt]	**taught** [tɔːt]
tear [teə]	**tore** [tɔː]	**torn** [tɔːn]
tell [tel]	**told** [təʊld]	**told** [təʊld]
think [θɪŋk]	**thought** [θɔːt]	**thought** [θɔːt]
throw [θrəʊ]	**threw** [θruː]	**thrown** [θrəʊn]
understand [ˌʌndə'stænd]	**understood** [ˌʌndə'stʊd]	**understood** [ˌʌndə'stʊd]
upset [ʌp'set]	**upset** [ʌp'set]	**upset** [ʌp'set]
wake [weɪk]	**woke** [wəʊk]	**woken** ['wəʊkən]
wear [weə]	**wore** [wɔː]	**worn** [wɔːn]
win [wɪn]	**won** [wʌn]	**won** [wʌn]
write [raɪt]	**wrote** [rəʊt]	**written** ['rɪtn]

KEY TO PHONETIC SYMBOLS

CONSONANTS

p	**p**en, co**p**y, ha**pp**en
b	**b**ack, **b**u**bb**le, jo**b**
t	**t**ea, ci**t**y, bu**tt**on
d	**d**ay, la**dd**er, o**dd**
k	**k**ey, s**ch**ool, du**ck**, **c**ool
g	**g**et, **g**i**gg**le, **gh**ost
tʃ	**ch**ur**ch**, mat**ch**, na**t**ure
dʒ	**j**u**dg**e, a**g**e, sol**di**er
f	**f**at, co**ff**ee, tou**gh**, **ph**ysics
v	**v**iew, hea**v**y, mo**v**e
θ	**th**ing, au**th**or, pa**th**
ð	**th**is, o**th**er, smoo**th**
s	**s**oon, **c**ease, **s**ister
z	**z**ero, **z**one, ro**s**e, bu**zz**
ʃ	**sh**ip, **s**ure, sta**ti**on
ʒ	plea**s**ure, vi**si**on
h	**h**ot, **wh**ole, be**h**ind
m	**m**ore, ha**mm**er, su**m**
n	**n**ice, **kn**ow, fu**nn**y, su**n**
ŋ	ri**ng,** lo**ng**, tha**nk**s, su**ng**
l	**l**ight, va**ll**ey fee**l**
r	**r**ight, so**rr**y, a**rr**ange
j	**y**et, **u**se, b**e**auty
w	**w**et, **o**ne, **wh**en, q**u**een

VOWELS

ɪ	k**i**t, b**i**d, h**y**mn
e	dr**e**ss, b**e**d
æ	b**a**d, c**a**t, tr**a**p
ɒ	l**o**t, **o**dd, w**a**sh
ʌ	l**o**ve, b**u**t, d**u**ck
ʊ	f**oo**t, g**oo**d, p**u**t
iː	s**ea**, f**ee**l, machine
eɪ	f**a**ce, d**ay**, st**ea**k
aɪ	pr**i**ce, h**igh**, tr**y**
ɔɪ	b**oy**, ch**oi**ce
uː	t**wo**, bl**ue**, g**oo**se
əʊ	g**oa**t, sh**ow**, n**o**
aʊ	m**ou**th, n**ow**
ɪə	n**ea**r, h**ere**, ser**iou**s
eə	f**ai**r, var**iou**s, sq**ua**re
ɑː	st**a**rt, f**a**ther
ɔː	th**ou**ght, l**aw**, n**o**rth
ʊə	c**ure**, p**oor**
ɜː	n**ur**se, st**i**r
i	happ**y**, rad**i**ation, glor**i**ous
ə	**a**bout, comm**o**n
u	sit**u**ation, ann**u**al, infl**u**ence

Workbook answer key

1.1 Vocabulary

Exercise 1
1 go
2 person
3 further
4 prove
5 course

Exercise 2
1 people
2 bachelor's
3 skips
4 further
5 successful

Exercise 3
1 went
2 fell
3 go
4 gave
5 major
6 settle

Exercise 4
1 settle down
2 fallen behind
3 go on to
4 scraped through
5 major in
6 give up on

Exercise 5
1 gifted
2 lenient
3 self-disciplined
4 bully
5 swot
6 strict
7 dyslexic

Exercise 6
1 self-disciplined
2 swot
3 dyslexic
4 strict
5 disruptive
6 bullies
7 gifted

Exercise 7
1 give
2 knowledge
3 sit
4 passion
5 enrol
6 interest
7 dissertation
8 field
9 expelled
10 scholarship

Exercise 8
1 C
2 A
3 A
4 B
5 B
6 C
7 B
8 C
9 A
10 C

1.2 Grammar

Exercise 1
1 use
2 not
3 would
4 use

Exercise 2
Tick box 2

Exercise 3
1 's always talking
2 were always playing
3 're always putting
4 are you always hanging

Exercise 4
1 are
2 performed
3 used
4 didn't use to
5 would

Exercise 5
1 is always biting
2 used to be
3 will (always) leave
4 would pick and eat

Exercise 6
1 A
2 C
3 B
4 A
5 B
6 C

1.3 Listening Language Practice

Exercise 1
1 have
2 have
3 I've seen
4 I've
5 could have

Exercise 2
1 losing
2 confused
3 recall
4 remember
5 manages

Exercise 3
1 back
2 escape
3 heart
4 bear
5 draw
6 bell

Exercise 4
1 think back
2 Bear in mind
3 learn, by heart
4 drawing a blank
5 ring a bell
6 slipped my mind

Exercise 5
1 vivid
2 photographic
3 earliest
4 lost
5 sieve
6 vague
7 jogged

1.4 Reading

Exercise 1
3 (Because it is the only one broad enough to apply to the whole article.)
Not 1 because Kim Peek is the person on whom Rain Man was based.
Not 2 because the article is about more than just Daniel's recitation of pi.

Exercise 2
1 E
2 B
3 F
4 A
5 D

Exercise 3
1 F
2 T
3 T
4 T
5 T
6 F
7 F

Exercise 4
1 put – e
2 make – c
3 have – a
4 read – d
5 see – b

REMEMBER BETTER
1 make eye contact with
2 put (her bilingualism) to good use
3 had an effect on
4 take (electricity) for granted
5 see the big picture

Exercise 5
1 lose
2 fell
3 regained
4 came
5 suffer
6 recovered
7 remain
8 struck
9 feel
10 acquire
11 sharpen

Exercise 6
1 brainwave
2 the brains behind (inventing)
3 racking my brains
4 brainstorm
5 brainy

1.5 Grammar

Exercise 1
1 a
2 b
3 a and b
4 b

Exercise 2
1 to laugh
2 to meet
3 to recycle
4 working
5 talking

Exercise 3
1A b
1B a
2A a
2B b
3A a
3B b
4A b
4B a

Exercise 4
1 hearing Mum and Dad talking
2 trying to get
3 stop thinking
4 forgotten to do
5 tried counting

Exercise 5
1 to meet – meeting
2 not leave – not to leave
3 having – to have
4 breaking – break
5 to turn – turning
6 to switch – switch

1.6 Speaking

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

Exercise 3
1 tell
2 by
3 Clearly
4 chances
5 having
6 definitely
7 about

Exercise 4
1 For this reason I feel
2 To be honest
3a In my opinion
3b That's why I think
4a intend
4b Actually
a 3
b 2
c 1
d 4

1.7 Use of English

Exercise 1
1a F
1b I
2a I
2b F
3a F
3b I
4a I
4b F
5a I
5b F
6a F
6b I
7a I
7b F
8a F
8b I

Exercise 2
1 return
2 dressed
3 unlikely
4 Additional
5 graduated

Exercise 3
1 enter / go into / use / access
2 anyone / anyone else / another person / other people
3 stolen/damaged
4 let us
5 every year / each year
6 of
7 bring (them) back
8 late
9 weekdays
10 may/might
11 check / check out / visit

Exercise 4
1 up
2 order
3 come
4 used
5 if/though
6 field

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

Exercise 6
1 tried to convince her to change
2 were always causing trouble
3 might have just made
4 can't help biting my nails
5 used to stand up
6 to recover from the injury

Exercise 7
1 lets me use
2 a memory like a sieve
3 is the brains behind/is the brains behind organising
4 advise people to walk / advise walking
5 use to do

1.8 Writing

Exercise 1
1 incorrect – A CV should be 1–2 pages long.
2 correct
3 incorrect – Avoid using full sentences to make your CV short and concise.

4 incorrect – Check if a photo is required in the country where you are applying for a job.
5 correct
6 correct

Exercise 2
1 proven ability
2 excellent command
3 skills
4 dedicated member
5 relevant knowledge

Exercise 3
1 meet
2 command
3 skills
4 user
5 of

Exercise 4
1 Student with a proven ability to meet deadlines.
2 Excellent command of Spanish and German.
3 Well-developed communication skills.
4 Competent user of computer software.
5 Dedicated member of a French club.

Exercise 5
1 e
2 c
3 a
4 d

Exercise 6
1 consideration – Tip 4
2 confident, suited – Tip 3
3 response – Tip 1
4 attend – Tip 4
5 welcome – Tip 2
6 apply – Tip 1
7 experience – Tip 3

Exercise 7
1 b
2 d
3 a

1.9 SELF-CHECK

Exercise 1
1 consciousness
2 disruptive
3 expelled
4 struck
5 brainy

Exercise 2
1 B
2 A
3 C
4 C
5 A

Exercise 3
1 scholarship
2 acquire
3 dissertation
4 major
5 sieve

Exercise 4
1 will walk – would walk
2 always were disturbing – were always disturbing
3 used – use
4 correct
5 don't used – didn't use

Exercise 5
1 to go
2 let him choose
3 avoid revising
4 remind your brother to give
5 remember visiting

Exercise 6
1 B
2 C
3 A
4 C
5 B

Exercise 7
1 singing
2 brainwave
3 will
4 scraped
5 urge

Exercise 8
1 deepen
2 unconscious
3 photographic
4 achievements
5 proven

Exercise 9
1 advised me to study
2 remember hitting the tree
3 spent all day Reading books
4 is always messing around
5 used to attend

Exercise 10
1 to
2 used
3 always
4 brains
5 will

1.10 Skills Review

Task 1
1 F
2 D
3 A
4 E
5 H
6 B
Extra sentences: C, G

Task 2
1 C
2 A
3 C
4 B

Writing Task
Students' own answers

2.1 Vocabulary

Exercise 1
1 impatient
2 irresponsible
3 insensitive
4 unfriendly
5 unambitious
6 impolite

Exercise 2
1 trusting
2 witty
3 moody
4 affectionate
5 perceptive

Exercise 3
1 spontaneous
2 insecure
3 daring
4 witty
5 tactful

Exercise 4
1 self-centred, self-conscious, self-critical
2 good-natured
3 laid-back
4 short-tempered
5 strong-willed
6 level-headed
7 fair-minded

Exercise 5
1 fair-minded
2 laid-back
3 self-centred
4 kind-hearted
5 self-critical
6 short-tempered

Exercise 6
1 on – at
2 out – outside
3 herself – life
4 soul and life – life and soul
5 with – of

Exercise 7
1 A
2 A
3 C
4 B
5 A
6 A
7 C
8 B
9 B
10 C

2.2 Grammar

Exercise 1
1 had run out – a
2 had fallen – c
3 had stolen – b
4 hadn't brought – e
5 had never used – d
6 hadn't booked – g

Exercise 2
1a had been feeling
1b had done
1c had failed
1d hadn't worked
2a had been cycling
2b had he set off
2c had been
2d had been looking forward to
2e had done

Exercise 3
1a had been living
1b had known
2a had been sneaking
2b had sneaked
3a had been sleeping
3b had slept

Exercise 4
1 had loved
2 had always started
3 had done
4 had put up
5 had been receiving
6 had correctly predicted
7 had heard
8 had been looking forward
9 had snowed / had been snowing
10 had gone off

Exercise 5
1 had attempted
2 had left
3 had been revising
4 had probably fallen
5 had finished
6 had been planning

2.3 Listening Language Practice

Exercise 1
1 more
2 characteristics
3 like
4 more
5 just
6 worse
7 much

Exercise 2
1 A
2 C
3 B
4 C
5 A
6 B

Exercise 3
The more passionate the love, the more activity there was in that area.

Exercise 4
1 The faster the car, the more petrol it uses.
2 The longer the hike, the more water you'll need to take with you.
3 The bigger the barbecue, the more sausages we'll be able to cook.
4 The cuter the puppy, the more chance there is of finding it a good home.
5 The steeper the ski slope, the more falls and injuries there are.

Exercise 5
1 out with
2 split
3 with
4 attracted
5 in love with

2.4 Reading

Exercise 1
F

Exercise 2
1 B
2 C
3 A
4 D
5 C

REMEMBER BETTER
1 competitor
2 darken
3 response
4 triumphant
5 protectiveness
6 dedication

Exercise 3
1 triumphant
2 dedicated
3 responsive
4 protective
5 competitive

Exercise 4
1 crouched down
2 grimaced
3 grip, manipulate
4 hesitated
5 gave a wave
6 let out a groan
7 flinched
8 flickered across

Exercise 5
1 stared
2 glanced
3 peered
4 was gazing
5 glimpsed

2.5 Grammar

Exercise 1
1 a
2 b
3 b
4 a
5 a

Exercise 2
1a <u>which</u>
3a who
4a which

Exercise 3
1 b
2 c
3 d
4 a

Exercise 4
1 – (which/that)
2 who/that
3 , whose
4 – (which/that)
5 , which

Exercise 5
1 Prince William Bridge, built in 2012, is the newest in the city.
2 There's a Japanese death metal band playing at the club on Saturday.
3 Most of the buildings destroyed in the war have been rebuilt.
4 Pupils living in the hills have to walk several hours to get to school.
5 cannot be rewritten

Exercise 6
1 who
2 Ø
3 that
4 where
5 which
6 whose

2.6 Speaking

Exercise 2
2 expected, the presentation was lengthy and tedious.
3 I look back on that day now, I always smile to myself.
4 of a sudden we turned a corner and there she was.
5 of the blue a car appeared on the horizon.
6 turned out to be worth all the effort in the end.
7 soon as we left, it started snowing heavily.

Exercise 3
1 1
2 4, 7
3 2, 5
4 3, 6

Exercise 4
1 place
2 Just
3 predictably
4 Fortunately
5 When
6 unexpectedly
7 enough
8 Without

Exercise 5
A 4
B 2
C 1
D 5
E 3

2.7 Use of English

Exercise 1
1 C
2 D
3 A
4 B
5 B

Exercise 2
1 laughter
2 ease
3 agreement
4 imagination
5 interest
6 requirements

Exercise 3
1 painfully
2 perfectly
3 deeply
4 highly/supremely
5 supremely/highly

Exercise 4
1 B
2 C
3 A
4 A
5 C

Exercise 5
1 extremely
2 delighted
3 your book proposal has been accepted for publication
4 whose
5 loud and clear
6 Please find attached
7 return
8 to contact
9 Yours sincerely,

Exercise 6
1 had forgotten to lock
2 a nasty habit of breaking down
3 didn't use to share a
4 had been barking for ages
5 was raised by my parents
6 is always complaining about

Exercise 7
1 didn't use to
2 after/when we had made
3 gave us permission to leave
4 had been planning the wedding
5 you tell me where
6 told me off for
7 should avoid eating

Exercise 8
1 used
2 to
3 who/that
4 for
5 had
6 which
7 by
8 even

2.8 Writing

Exercise 1
1 question
2 summarising
3 define
4 anecdote
5 develop
6 personal
7 think
8 formal

Exercise 2
1 d – B
2 a – C
3 e – D
4 c – A
5 b – D

Exercise 3
1 B followed by F
2 H followed by D
3 G followed by E

Exercise 4
B followed by F

Exercise 5
2 I had
3 mistakenly
4 returned
5 thanked him
6 nearly a year later
7 we had
8 the best of friends

Exercise 6
1 Having never had a female friend before,
2 Spending so much of their time together,
3 Having gained each other's trust,
4 Being interested in the same things,

Exercise 7
1 Having grown up
2 Spending
3 checking

2.9 SELF-CHECK

Exercise 1
1 full
2 intellectual
3 hesitated
4 crouched
5 perceptive

Exercise 2
1 glanced
2 fell
3 gazed
4 swallowed
5 grimaced

Exercise 3
1 short-tempered
2 split up
3 life and soul of the party
4 self-centred
5 at ease

Exercise 4
1 had already started
2 had been snowing
3 had been working
4 talked
5 had known

Exercise 5
1 Ø
2 which
3 whose
4 Ø
5 Ø

Exercise 6
1 B
2 C
3 C
4 B
5 A

Exercise 7
1 vivid
2 let
3 think
4 reach
5 wave

Exercise 8
1 interesting
2 unforgettable
3 insecure
4 obsessed
5 predictably

Exercise 9
1 the film had already started
2 she hadn't been listening
3 had known
4 had won
5 I hadn't been learning

Exercise 10
1 been
2 self-conscious
3 which/that
4 love
5 with

2.10 Skills Review

Tasks 1–4
Students' own answers

3.1 Vocabulary

Exercise 1
1 slum
2 historic monument
3 fast-flowing river
4 bridge
5 waterfront restaurant
6 shopping centre
7 breathtaking view
8 canal
9 market square

Exercise 2
1 on
2 within
3 in
4 within
5 on
6 in, in
7 at
8 within

Exercise 3
1 space
2 nightlife
3 architecture
4 square
5 colours
6 development

Exercise 4
1 A
2 B
3 C
4 B
5 A
6 C

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

Exercise 6
1 on-street
2 lanes
3 zones
4 cobbled
5 rolling
6 network

Exercise 7
1 C
2 B
3 A
4 C
5 C

Exercise 8
1 on – in
2 cycling – cycle
3 at – on
4 house – home
5 historical – historic

3.2 Grammar

Exercise 1
1 'll be watching
2 'll have found out

Exercise 2
1 'll have finished
2 won't have been
3 will have started
4 'll have been waiting
5 will have been living
6 'll be eating

Exercise 3
1a In July people will be shopping there.
1b By Christmas, the centre will have been operating for six months.
2a At 11 p.m. the first horror film will have finished.
2b By midnight, the audience will be watching the second film./By midnight, the audience will have watched the second film.
2c By 4 a.m., the audience will have been sitting in the cinema for eight hours.

Exercise 4
1 will be living
2 will have constructed
3 will be designing
4 will have been using
5 will have become
6 will be recycling

Exercise 5
1 C
2 B
3 B
4 A
5 A
6 B

3.3 Listening Language Practice

Exercise 1
1 of British people
2 any of their neighbours
3 residents of Springhill co-housing project
4 the southwest of England
5 housing development of thirty-five homes

Exercise 2
2 affordable
3 latest
4 daily
5 well-established
6 neighbourly
7 communal

Exercise 3
1 well-established
2 latest
3 affordable
4 sustainable
5 daily
6 neighbourly

Exercise 4
1 costly, extravagant, overpriced
2 infrequent, irregular, occasional
3 cold, hostile, unsociable
4 temporary, damaging, wasteful

Exercise 5
Students' own answers

Exercise 6
1 multi-storey
2 housing
3 residential
4 second
5 household
6 self-contained
7 domestic

3.4 Reading

Exercise 1
2

Exercise 2
1 D
2 A
3 E
4 B

Exercise 3
1 F
2 T
3 F
4 F
5 F
6 T

Exercise 4
1 staggering
2 mortgage
3 tight
4 shrinking
5 prioritise
6 considerably

Exercise 5
1 prioritise
2 staggering
3 tight
4 minimally
5 mortgage
6 shrinking

Exercise 6
1 draughty
2 damp
3 fireplace
4 fitted
5 running
6 en suite
7 cramped
8 snug
9 inaccessible
10 canvas

Exercise 7
1 wits
2 hairy
3 company
4 tea
5 second
6 preach
7 cool

3.5 Grammar

Exercise 1
1 very little
2 many
3 A lot
4 too much
5 too many

Exercise 2
1 A couple of
2 many of the people
5 none of the ink

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

Exercise 4
1 there are several only children
2 so you can borrow either of
3 All (of) the people who attended
4 Every student
5 No animals

Exercise 5
1 Most of cafés – Most cafés
2 some these – some of these
3 Each the puppies – Each of the puppies
4 All priests – All the priests/All of the priests
5 either of babies – either of the babies
6 3

3.6 Speaking

Exercise 2
1 joking
2 halfway
3 settled
4 choice
5 convinced
6 agree
7 compromise
8 saying

Exercise 3
1 O
2 C
3 A
4 S
5 O
6 A
7 C
8 O

Exercise 4
1 No way!
2 know what you mean
3 could split/share
4 guess
5 What would you say if
6 absolutely right
7 If you agree
8 I'll
9 why don't we compromise
10 that's settled
11 fully

3.7 Use of English

Exercise 1
1a every one of them
1b all the
2 both of them
3a The whole
3b every one of
4a the others
4b one of them
4c another one
5 all of them

Exercise 2
1 both
2 whole
3 each
4 every
5 others

Exercise 3
1 C
2 B
3 A
4 B
5 D

Exercise 4
1 other
2a whole
2b every/each
3 other's
4 another

Exercise 5
1a to start
1b had driven
2a feel
2b watching
3a to go
3b will be staying
4a being
4b are always talking
5a entering
5b departing

Exercise 6
1a running
1b which
2a appliance
2b another
3a walking
3b use
4a who
4b roar
5a disappointed
5b neither

Exercise 7
1 permission
2 healthy
3 Others
4 notifying
5 equally

Exercise 8
1 tested each other
2 look up to
3 stopped many tourists from flying
4 am/was wondering if flats are
5 which I found
6 practise what she preached

3.8 Writing

Exercise 1
Tick topics 2, 4, 5 and 7

Exercise 2
1 urbanites
2 urban
3 rural
4 shrunk
5 disposable income
6 enrich

Exercise 3
1 Equally
2 further
3 persuasive
4 minuses
5 considered
6 Personally

Exercise 4
1 Likewise
2 Another
3 convincing
4 drawbacks
5 On balance,
6 As far as I'm concerned,

Exercise 5
1 E
2 B
3 C
4 F
5 A
6 D

Exercise 6
1 Although this suggests that life in the city may be superior in some ways, there are definitely pros and cons to metropolitan living.
2 All things considered, despite the fact that cities can be lonely and dangerous places to live, I feel the benefits outweigh the drawbacks.

Exercise 7
1 Although
2 Even though
3 in spite of
4 Although
5 despite

Exercise 8
1 though
2 arguments
3 Similarly
4 Despite
5 Likewise
6 minus
7 balance
8 Personally

3.9 SELF-CHECK

Exercise 1
1 housing
2 vibrant
3 medieval
4 bustling
5 scenery

Exercise 2
1 on
2 of
3 within
4 in
5 at

Exercise 3
1 A
2 B
3 A
4 C
5 C

Exercise 4
1 will/'ll have been working
2 will/'ll be enjoying
3 will/'ll have owned
4 will/'ll be fitting
5 will/'ll have arrived

Exercise 5
1 either
2 no
3 none
4 deal
5 plenty

Exercise 6
1 few
2 every
3 the others
4 the whole
5 another

Exercise 7
1 will have finished the housing development
2 in spite of reminding/in spite of having reminded
3 will be building the garage
4 will have been teaching children
5 a great deal of stuff

Exercise 8
1 home
2 reliable
3 running
4 wild
5 household

Exercise 9
1 will have escaped
2 the others
3 will be living
4 a couple of ideas
5 either of them

Exercise 10
1 cup
2 on
3 number/lot
4 Another
5 have

3.10 Skills Review

Reading task 1
1 B
2 D
3 C
4 A
5 C

Reading task 2
1 B
2 B
3 A

Writing Task
Students' own answers

4.1 Vocabulary

Exercise 1
1 bargain
2 sales
3 pick
4 special
5 charity
6 quality
7 last
8 fashion
9 vintage
10 designer
11 brand
12 reduced

Exercise 2
1 around
2 out
3 down

4 back
5 up
6 aside
7 out

Exercise 3
1 check up
2 shop around
3 look out for
4 cut down on
5 send it back

Exercise 4
1 impulse purchases
2 chain store
3 online shopping
4 bargain prices
5 ethical values
6 local brands
7 responsible attitude

Exercise 5
1 local brands
2 chain stores
3 online shopping
4 impulse purchases
5 bargain prices
6 mass-produced products
7 responsible attitude

Exercise 6
1 B
2 C
3 C
4 C
5 A

REMEMBER BETTER
Students' own answers

Exercise 7
1 values/products/goods
2 down
3 supporting
4 mass-produced
5 back
6 impulse
7 budget
8 shop
9 bargain
10 yourself

4.2 Grammar

Exercise 1
1 you
2 he
3 they
4 you
5 it
6 we

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

Exercise 3
1a is
1b Will you?
2a weren't
2b Were they?
3a will
3b Are they?
4a have
4b Aren't you?
5a won't
5b Can't you?

Exercise 4
a will
b shall
c did
d isn't
e don't
f didn't
g isn't
1 e
2 g
3 b
4 f
5 d
6 c

Exercise 5
1 do you? would you?
2 do you? will you?
3 will we? shall we?
4 was it? did it?
5 B: Will they? Are they?
6 isn't she? isn't it?

4.3 Listening Language Practice

Exercise 1
1 A
2 C
3 B
4 C
5 A
6 B
7 B

Exercise 2
1 even
2 slim
3 million
4 stand
5 take
6 jump
7 lifetime
8 half

Exercise 3
1 Given half a
2 doesn't stand
3 the chance of a lifetime
4 Now's your
5 jumped at/took
6 a one in a million/a remote/a slim
7 in with
8 take

Exercise 4
1 market
2 house
3 property
4 stall
5 sale
6 goods
7 belongings

4.4 Reading

Exercise 1
1 B
2 C
3 A

Exercise 2
1 C
2 A
3 C
4 B

Exercise 3
1 A & B
2 B & C
3 A & B
4 A & B
5 A & C
6 B & C
7 C

Exercise 4
1 Australia
2 they are carefully locked away
3 their durability
4 6 months
5 agricultural compost
6 58 billion pounds

Exercise 5
1 shred
2 conceal
3 switch
4 issue
5 compact
6 manufacture
7 sidestep

Exercise 6
1 shred
2 issuing
3 compact
4 manufactures
5 switch
6 sidestepped
7 concealed

Exercise 7
1 make
2 fundraise
3 was held
4 bid
5 made
6 coming

Exercise 8
1 short of money
2 you're broke
3 make ends meet
4 money to burn
5 from hand to mouth
6 are rolling in money
7 to be loaded

4.5 Grammar

Exercise 1
1 should
2 need to
3 mustn't
4 ought not to

Exercise 2
1 ✓
2 You'd better to avoid …
3 ✓
4 Visitors simply must to experience …
5 With our affordable design ideas you needn't to spend …
6 ✓

Exercise 3
2 ought not to have worked
3 ought to have had
4 should not have lost touch
5 should have let

Exercise 4
1 had to go
2 needn't have spent a fortune
3 didn't need to cancel
4 didn't need to bother
5 needn't have spent
6 didn't need to bother

Exercise 5
1 need to have
2 didn't have to walk
3 shouldn't have
4 needn't have
5 ought not to propose
6 didn't need to

4.6 Speaking

Exercise 2
1 is definitely the more suitable choice because
2 main reason why X would be my choice
3 is much more likely that
4 is clearly the least suitable option because
5 might be cheaper but I wouldn't choose it because
6 isn't the best choice if you consider

Exercise 3
1 prefer
2 but
3 simply
4 the best option
5 why I'd opt for

4.7 Use of English

Exercise 1
1 from
2 to
3 from
4 in
5 to

Exercise 2
1 probability; You are likely to save up to 90 percent if you buy a train ticket in advance.
2 obligation; Job applicants are supposed to tell the truth in their CVs.
3 ability; Sorry, but I was unable to withdraw any money from the bank yesterday.
4 prohibition; Students are not allowed to dye their hair bright colours.

Exercise 3
1 B
2 A
3 C
4 B
5 B

Exercise 4
1 obliged
2 permitted
3 bound
4 unlikely
5 aren't able to
6 supposed

Exercise 5
1 have been banned from wearing
2 are only permitted to use
3 succeed in hitting
4 are required to report
5 Be sure to visit
6 are unable to board

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

Exercise 7
1 your grandfather will have retired
2 needn't have called
3 which makes my neighbours furious
4 aren't I
5 should stop buying

Exercise 8
1 did not manage to get
2 will still be living
3 was meant to be
4 used to work
5 a great/good deal of

Exercise 9
1 have
2 out
3 spend/waste
4 offer
5 where
6 bit/little
7 for
8 will

4.8 Writing

Exercise 1
1 begin
2 summarising
3 narrative tenses
4 reaction
5 happen
6 reply

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

Exercise 3
1 took place
2 approached
3 accused
4 reason with
5 make matters worse
6 humiliated
7 decided to contact you and complain
8 ask that you investigate the matter
9 simply unfair to treat
10 look forward to you reply/response

Workbook answer key

Exercise 4
1 such
2 so
3 such a
4 such an
5 so

Exercise 5
1 accused us of
2 such a disappointment
3 The fact is
4 urge you to
5 We were so humiliated
6 on behalf of

Exercise 6
1 humiliating
2 complaint
3 approached
4 to reason
5 threatened
6 investigate
7 to discriminate
8 response

Exercise 7
1 The experience was so humiliating that we want to complain.
2 We received such terrible service that we won't be coming back to your restaurant.
3 The waiters took such a long time to bring the food that it was cold when it arrived.
4 It was so unfair that we were annoyed. / We were annoyed that it was so unfair.

4.9 SELF-CHECK

Exercise 1
1 response – reputation
2 up – out
3 fly – flea
4 correct
5 key – chain

Exercise 2
1 fortune
2 broke
3 support
4 to shop
5 burn

Exercise 3
1 ends
2 belongings
3 impulse
4 sale
5 products

Exercise 4
1 Does he
2 Is she
3 hasn't she
4 will you
5 didn't he

Exercise 5
1 didn't need/have to hire
2 mustn't use / can't use
3 shouldn't have kept / ought not to have kept
4 had to cancel
5 needn't have brought

Exercise 6
1 obliged
2 certain
3 banned
4 unlikely
5 succeeded

Exercise 7
1 have
2 myself
3 out/much
4 should
5 had

Exercise 8
1 had better not spend
2 needn't have paid
3 ought to have gone
4 are not allowed to park
5 are bound to go

Exercise 9
1 haven't they
2 needn't have used
3 banned from going
4 another one
5 ought to have bought

Exercise 10
1 C
2 A
3 D
4 B
5 D

4.10 Skills Review

Tasks 1–4
Students' own answers

5.1 Vocabulary

Exercise 1
1 manual
2 badly-paid
3 part-time, voluntary
4 office
5 well-paid
6 full-time

Exercise 2
1 speak – g
2 increase – a
3 achieve – i
4 enter – f
5 reach – j
6 put – d
7 improve – h
8 work – b
9 do – e

Exercise 3
1 put
2 think
3 speak
4 achieve
5 work
6 do
7 increase
8 improving
9 reaching

Exercise 4
1 long hours
2 from home
3 outdoors
4 hands
5 abroad
6 fired
7 resigned
8 in

Exercise 5
1 A
2 C
3 C
4 B
5 A
6 A
7 C

Exercise 6
1 has burned/burnt out
2 put off
3 kept at
4 mapped out
5 get down to
6 has been working towards
7 has set out

Exercise 7
1 punctual
2 single-minded
3 enthusiastic
4 overworked
5 conscientious
6 purposeful

Exercise 8
1 A
2 C
3 B
4 A
5 C
6 B
7 C
8 A
9 A
10 C

5.2 Grammar

Exercise 1
1 was babysitting
2 worked
3 had left
4 had been

Exercise 2
1 is
2 you are
3 he was
4 look
5 not to
6 you
7 loves
8 to wait

Exercise 3
1 him whether the company had filled
2 me if I had
3 us whether we had both applied

Exercise 4
1 the company had been attempting to target the youth market since the year before.
2 whether/if he could interview me there and then.
3 she gets a real sense of achievement from her job.
4 he might miss the meeting the following day.
5 to wait there.
6 not to forget to renew my passport the following month.
7 how long I had been campaigning for a change in the law.

Exercise 5
1 to be
2 the month before
3 had voted
4 had been chosen
5 might
6 will

5.3 Listening Language Practice

Exercise 1
a to work
b used to do
c can't
d mustn't
e aren't
f can be

Exercise 2
1 f
2 b
3 d
4 a
5 c

Exercise 3
1 leadership
2 professions
3 creative industries
4 job titles
5 tourist guide

Exercise 4
1 a drop
2 sharp
3 constant
4 rapid
5 growing

Exercise 5
1 gradual decline
2 marked increase
3 unchanged
4 sharp drop
5 steady rise

5.4 Reading

Exercise 1
2 Technology news

Exercise 2
3 & 4

Exercise 3
1 A
2 C
3 D
4 B
5 C

Exercise 4
1 F
2 F
3 T
4 F
5 T
6 T

Exercise 5
1 in – e
2 of – a
3 at – c
4 between – b
5 out – d

Exercise 6
1 at hand
2 in good stead
3 phasing out
4 bridge the gap between
5 a thing of

Exercise 7
1 job-sharing
2 flexitime
3 part-timer
4 counsellor
5 career guidance
6 thrive
7 freelancer
8 workplace
9 workforce

Exercise 8
1 be
2 lacks
3 found
4 focus
5 are
6 has

5.5 Grammar

Exercise 1
1 suggested
2 pointed out
3 explained
4 replied

Exercise 2
1 being
2 to pay
3 them to give
4 that he would increase
5 of
6 wearing

Exercise 3
1 The sergeant ordered his men not to shoot unless they were shot at.
2 I begged her not to contact my parents, but she ignored me and called my mum.
3 Even though we've been friends for years, they haven't invited us/me to their wedding.
4 Taylor apologised for being so grumpy and explained that she was very tired.
5 I only had a couple of pounds, but thankfully the manager insisted on paying for my taxi home.
6 Jasmine didn't object to spicy food, as long as it wasn't ridiculously hot.

Exercise 4
1 advised us not to work for free/ that we shouldn't work for free
2 congratulated me on getting the job
3 urged her to visit us again the following month.
4 reminded them to count the money that night/that they should count the money that night.
5 admitted forgetting to place the order the day before/that he had forgotten to place the order the day before.

Exercise 5
1 of taking
2 to continue
3 that the weather would be
4 the forecast had caused
5 an American supermarket chain for causing
6 he had missed

5.6 Speaking

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

Exercise 3
1 I've no idea
2 there's a problem with
3 Have you tried
4 make any difference
5 doubt that will work , but let's see
6 Why on Earth didn't
7 are we supposed to do now

Exercise 4
1 the matter / wrong with it
2 should I know
3 should've thought
4 time
5 you tried
6 make any difference
7 solved

5.7 Use of English

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

Exercise 2
1b round to
1c on with
1d out of
2a looks up to
2b come up against
2c stand up for
2d make up for

Exercise 3
1 run-down
2 warm-up
3 downpour
4 clean-out
5 upbringing
6 off-putting
7 letdown

Exercise 4
1 dropped
2 letdown
3 came
4 grew
5 against
6 outset
7 down
8 with

Exercise 5
1 told
2 lots/plenty/loads
3 must
4 fancy
5 to
6 out
7 another
8 why

Exercise 6
1 suggested that we (should)
2 should have read
3 warned me not to spend/warned me against spending
4 is likely to reply
5 tend to rise more slowly
6 each of them was

Exercise 7
1 stopped receiving (such) expensive gifts
2 in which they were the main
3 must have told him
4 used to look
5 she had caught a cold

Exercise 8
1 unwilling
2 difference
3 visitor
4 enthusiastic
5 adds

5.8 Writing

Exercise 1
1 aspects
2 discuss
3 support
4 examples
5 opposing
6 restate
7 comment

Exercise 2
Express certainty: Undoubtedly, Undeniably, Without doubt
Describe consequences: … this could also lead to … , As a result … , the outcome of (working less) …

Exercise 3
1 g
2 b
3 f
4 a
5 d
6 c

Exercise 4
1 choice
2 (all are correct)
3 results
4 cause
5 outcome

Exercise 5
1 consider
2 in terms of
3 no doubt
4 result in
5 examine this issue
6 While
7 believe
8 conclusion

5.9 SELF-CHECK

Exercise 1
1 output
2 goals
3 day
4 mind
5 heart

Exercise 2
1 carry out
2 burned/burnt out
3 got down to
4 put off
5 keep at

Exercise 3
1 overworked
2 conscientious
3 single-minded
4 punctual
5 knowledgeable

Exercise 4
1 how long I had been looking for
2 he was flying to Canada the following day
3 not to ask her
4 would have to buy
5 whether/if I was going to commute

Exercise 5
1 insisted on preparing
2 suggested that we (should) wear
3 explained (that) they had been doing research
4 apologised for not being able to get
5 reminded me that they were decorating

Exercise 6
1 A
2 C
3 B
4 B
5 A

Exercise 7
1 denied breaking the photocopier
2 to have forgotten my CV
3 reminded me to turn off
4 should have asked first
5 in terms of motivation

Exercise 8
1 B
2 C
3 C
4 A
5 C

Exercise 9
1 tied up with
2 grow out of
3 find his niche
4 lacks purpose
5 get round to

Exercise 10
1 D
2 B
3 C
4 D
5 A

5.10 Skills Review

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

Task 2
1 A
2 C
3 A

Writing Task
Students' own answers

6.1 Vocabulary

Exercise 1
1 news blogs
2 reality TV
3 drama series
4 feeds

Exercise 2
1 series, media
2 reality
3 apps, blogs
4 local, editorials
5 clips, streaming
6 share
7 podcast

Exercise 3
1 misinform
2 agenda
3 fake
4 tamper
5 Manipulating
6 face
7 accuracy
8 evaluate
9 facts
10 instincts/intuition

Exercise 4
1 information
2 commitment
3 source
4 gain
5 feeling
6 story

Exercise 5
1 critically
2 knowingly
3 remarkably
4 closely
5 deliberately

Exercise 6
1 closely
2 alarmingly
3 remarkably
4 critically
5 knowingly

Exercise 7
1 A
2 C
3 A
4 C
5 B

Exercise 8
1 tampered on with
2 Pay closely close attention
3 commercial gaining gain
4 the catch-eye eye-catching story
5 publishing alarmingly alarming stories

6.2 Grammar

Exercise 1
1 c, 'll
2 a, would
3 b, hadn't
4 d, doesn't grow

Exercise 2
1 provided/providing
2 unless
3 Unless
4 Provided/Providing
5 provided/providing
6 unless

Exercise 3
1 Suppose the Apollo moon landings had been fake
2 Supposing I said I didn't want to go to university
3 Imagine we didn't have to go to school today
4 Imagine you had been born fifty years ago
5 Imagine you could have any job

Exercise 4
a 4
b 1
c 3
d 2
e 5

Exercise 5
1 Should I not return
2 Was/Were Helen not so two-faced
3 Had the announcement not been so ill-timed
4 Should you see Meredith
5 Were/Was it not summer

Exercise 6
1 Unless
2 Had
3 provided
4 were
5 Imagine
6 would

Workbook answer key

6.3 Listening Language Practice

Exercise 1
1 for
2 on/about
3 through
4 on/for
5 about
6 about
7 through
8 about

Exercise 2
1 to stay
2 remain
3 using
4 to remain
5 writing
6 to achieve
7 to raise

Exercise 3
1a fairness
1b fair
2a equal
2b equality
3a anonymous
3b anonymity
4a loyal
4b loyalty
5a mystery
5b mysterious

Exercise 4
1 underlying
2 remain
3 commit
4 raise
5 make
6 strong

6.4 Reading

Exercise 2
1 (a) well-informed and educated (citizen)
2 exposed to / bombarded with
3 frightening or alarming information
4 live recordings
5 stress and anxiety
6 once or twice daily/a day
7 progress and solutions

Exercise 3
1 e
2 b
3 d
4 a
5 g
6 c
(f is not used)

Exercise 4
well-informed, 24-hour, hard-wired, ever-increasing, long-term

Exercise 5
1 high-speed
2 left-handed
3 self-service
4 half-price
5 low-calorie
6 slow-moving

Exercise 6
1 dates
2 become
3 trigger
4 shake
5 made
6 has
7 gaining

Exercise 7
1 snaps
2 focus
3 sharp
4 blurred
5 lens
6 zoom
7 pose
8 crop
9 retouch
10 airbrush

6.5 Grammar

Exercise 1
1 b
2 a
3 d
4 c

Exercise 2
1 a/c
2 b/d
3 b/c
4 a/d
5 a/c

Exercise 3
1 liked
2 had kept
3 would have
4 would have left

Exercise 4
1 a wouldn't look b hadn't been airbrushed
2 a was/were b would've applied
3 a wouldn't have driven b wasn't/weren't
4 a would have b hadn't had
5 a would be b hadn't forgotten

Exercise 5
1 she wouldn't have met
2 Stewart had turned
3 you wouldn't be
4 I had passed
5 he didn't have
6 she wouldn't have spent

6.6 Speaking

Exercise 2
1 Frankly
2 Sadly
3 Clearly
4 Regrettably

Exercise 3
1 R
2 W
3 U
4 W

Exercise 4
2 one obvious disadvantage is that
3 quite important, I think, because
4 well as reducing their energy consumption, other things include
5 I don't have a strong opinion about
B 2
C 5
D 3
E 4

Exercise 5
1 explain
2 argued
3 Regrettably
4 firmly
5 Obviously
6 significant
7 advantage
8 suppose

6.7 Use of English

Exercise 1
1 weatherproof
2 check
3 casual
4 affairs
5 sea

Exercise 2
1 advised
2 editor
3 blow
4 sky
5 broad

Exercise 3
1 user-friendly
2 24-hour
3 high-quality
4 snow-white
5 state-of-the-art
6 mouth-watering

Exercise 4
1 company car – car company
2 thirteen-years-old – thirteen-year-old
3 state-of-the-play – state-of-the-art
4 correct
5 broken – breaking
6 correct
7 kindly-hearted – kind-hearted

Exercise 5
1 foreign affairs
2 non-stop
3 far-fetched
4 make-up
5 tongue-tied
6 on-air

Exercise 6
1 to call me/that he would call me
2 will you
3 if
4 who/that
5 had started

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

Exercise 8
1 much
2 such
3 in
4 Had
5 can
6 told
7 Unless

Exercise 9
1 unless I am absolutely sure
2 are bound to discover
3 would not have sold well if
4 congratulated Sarah on winning
5 should have checked

6.8 Writing

Exercise 1
1 director
2 influences
3 plot
4 characters
5 opinion
6 summarise
7 recommendations

Exercise 2
1 C
2 MP
3 I
4 C
5 MP
6 MP
7 I
8 I/C

Exercise 3
1 It is about TV shows.
2 Write a review of a show you think everyone should watch.

Exercise 4
1 C
2 A
3 D
4 B

Exercise 5
1 predictable
2 opening
3 recommend
4 twists
5 influenced
6 well-reviewed
7 explores
8 performances
9 shot

Exercise 6
1 unforgettable
2 far-fetched
3 gripping
4 predictable
5 nostalgic
6 terrifying
7 well-reviewed

Exercise 7
1 concerned
2 drama
3 Set
4 plot
5 soundtrack
6 cast
7 conclude
8 scenes
9 enough

6.9 SELF-CHECK

Exercise 1
1 B
2 A
3 C
4 C
5 A

Exercise 2
1 manipulate
2 feeling
3 look into
4 evaluate
5 strong

Exercise 3
1 d
2 f
3 c
4 a
5 b

Exercise 4
1 C
2 A
3 C
4 B
5 A

Exercise 5
1 wouldn't have stayed late if her boss hadn't been angry
2 had a smartphone, she could have
3 I weren't/wasn't busy, I would have sent you
4 hadn't studied acting, he wouldn't be
5 would have gone to the party if we weren't

Exercise 6
1 would
2 wouldn't know
3 if
4 would have read
5 Had we

Exercise 7
1 made-up
2 lived
3 advised
4 crack-down
5 News

Exercise 8
1 providing
2 alarmingly
3 has changed
4 were going through
5 would have helped/would help

Exercise 9
1 deliberately
2 popularity
3 breaking
4 commitment
5 had read

Exercise 10
1 Suppose she had not told us
2 would not be sitting
3 would never have employed him
4 were you not honest with
5 has a habit of lying to people

6.10 Skills Review

Tasks 1–4
Students' own answers

7.1 Vocabulary

Exercise 1
1 astronomy
2 botanical
3 Biological
4 chemist
5 mathematician
6 Physics

Exercise 2
1 recognised
2 won
3 saw
4 gained
5 coined
6 awarded
7 received

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

Exercise 4
1 have an aptitude for
2 named after
3 credited with
4 expert in
5 refers to
6 collaborate with

Exercise 5
1 RELATIVITY
2 EQUATION
3 ELEMENT
4 ATOM
5 NUCLEUS
6 CALCULATION
7 ELECTRON
8 RADIOACTIVITY

Exercise 6
1 atom
2 nucleus
3 electrons
4 radioactivity
5 equation
6 relativity
7 velocity
8 calculation

Exercise 7
1 c
2 d
3 a
4 f
5 b
6 e

Exercise 8
1 C
2 B
3 A
4 A
5 C
6 B
7 C
8 A
9 B
10 C

7.2 Grammar

Exercise 1
1 are created using a 3D printer.
2 is being designed by Lodge Computers.
3 was being used to solve a variety of problems.
4 has been completed by fifty percent of the students.
5 will be delivered within 48 hours.

Exercise 2
1 was approaching
2 have been
3 had been
4 have been
5 being
6 be
7 had
8 have been

Exercise 3
1 being told
2 to be sent
3 to be treated
4 being taken over
5 being asked
6 to be beaten

Exercise 4
1 is being bought
2 is going to be given
3 has been promised
4 was offered to Brian
5 had been taught

Exercise 5
1 be
2 have been
3 was
4 were
5 to be
6 being

7.3 Listening Language Practice

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

Exercise 2
a basic
b top-of-the-range

Exercise 3
1 mid-range
2 premium
3 custom-made
4 branded
5 own brand
6 cutting-edge
7 user-friendly

Exercise 4
1 user-friendly
2 premium
3 mid-range
4 cutting-edge
5 own brand
6 custom-made

Exercise 5
1 wind (me) up
2 go in for
3 bring in
4 talk (me) into
5 comes out
6 throw in

7.4 Reading

Exercise 1
A Safety
B Parking
C Free time
D Traffic
E Environment
F Freedom

Exercise 2
1 Drunk driving, speeding/ breaking the speed limit, reckless driving, racing, falling asleep, losing concentration, sending text messages when driving.
2 Mobile phones/smartphone technology.
3 Reading, watching films, chatting with family and friends.
4 Driverless cars could travel in convoys with very little space between them and without unnecessary braking, which would mean less congestion.
5 Because congestion issues would be solved, less green spaces would have to be destroyed to build new motorways.
6 People who cannot drive, for example children and older people. Thanks to driverless cars they would be able to drive themselves to school or other appointments. Parents would have more time too, as they wouldn't have to drive their kids to school in the morning.
7 Legal issues related to security, privacy and safety.

Exercise 3
1 break
2 behind
3 reverse
4 circles
5 winding
6 eight-lane
7 dealership
8 licence
9 run

Exercise 4
1 driving in circles
2 behind the wheel
3 diving licence
4 the school run
5 car dealership
6 winding country roads
7 breaking the speed limit
8 Eight-lane motorways
9 reverse parking

Exercise 5
1 depression
2 infection
3 allergy
4 immune system
5 autism
6 diabetes
7 asthma

Exercise 6
1 medicinal
2 response
3 advisable
4 regulations
5 harmful
6 benefit
7 digestive

7.5 Grammar

Exercise 1
1 felt
2 think
3 believe
4 agreed
5 expect

Exercise 2
1 There
2 It
3 It
4 There
5 It

Exercise 3
1 It is thought that
2 There is believed to be
3 It was agreed by
4 am expected not to be

Exercise 4
1 are known to have woken
2 are not believed to have been
3 there are understood to be
4 is considered to be
5 it is thought that
6 are caused by
7 It's also said that

Exercise 5
1 has not – is not
2 companies thought – companies are thought
3 There was known – There were known
4 was understood that have – was understood to have
5 People are said to be – There are said to be
6 is believed to passing – is believed to be passing

7.6 Speaking

Exercise 2
1 with
2 What
3 follow
4 meant
5 lost
6 understand
7 mean
8 precisely
9 pretty
10 saying

Exercise 3
1 S
2 C
3 S
4 C
5 S
6 U
7 S
8 C
9 C
10 U

Exercise 4
1
B I'm not sure I follow you
C Yes, that's exactly it
1 C
2 B

Exercise 2
A What I meant was
B Are you saying
C That's not quite what I meant
D I'm not with you
3 D
4 B
5 C
6 A

Exercise 3
A that's pretty much it
B I'm afraid you've lost me there
C If I understand correctly, you mean
D in other words
7 D
8 A
9 B
10 C

7.7 Use of English

Exercise 1
1 C
2 B
3 B
4 A
5 C
6 C

Exercise 2
1 practising
2 practice
3 breathe
4 affecting
5 advise
6 breath
7 effect

Exercise 3
1 economic
2 historic
3 conscious
4 occasion
5 continual

Exercise 4
1 Currently
2 complements
3 Eventually
4 compliment
5 fantastic
6 possibly

Exercise 5
1 economical
2 dependent
3 lately
4 advice
5 sight

Workbook answer key

Exercise 6
1 lately
2 ensure
3 reality
4 movements
5 disadvantage
6 reduction
7 undeniably
8 unlikely

Exercise 7
1 has been given to
2 are meeting Paula
3 unless he had made
4 the following week they/the students would learn
5 ought to have paid
6 is believed to have been

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

Exercise 9
1 won't have graduated from university
2 I would definitely have looked for/I would have definitely looked for
3 blamed her mother for leaking
4 the people (who/that) you work
5 wanted to know if/whether students
6 were made to hand over

7.8 Writing

Exercise 1
1 E
2 B
3 M
4 E
5 M
6 M
7 B

Exercise 2
Scary/Full of suspense with a humorous ending

Exercise 3
7
3
5
6
4
1

Exercise 4
1 unlocked
2 had never come across
3 didn't make
4 were looking
5 hadn't been working
6 couldn't
7 would

Exercise 5
1 was shining
2 opened
3 weren't watching
4 had been walking
5 appeared
6 Was it hiding
7 didn't panic
8 hadn't seen

Exercise 6
1 whispered
2 screamed
3 yelling
4 sobbing
5 snapped
6 sighed
7 giggling

Exercise 7
B, D, A, C

Exercise 8
He picked up a brochure about a cave. 'You should visit it,' suggested the owner, who knew the island well. 'What is there to see?' asked Robbie. 'There are strange wall paintings and some writing in a language no one understands,' he replied. 'Wow!' said Robbie. Suddenly, he was interested. He was studying ancient languages at university and was excited by the idea of the mysterious writing. He decided to go the next day.

Early in the morning, Robbie set off. After hiking up a mountain, he eventually found the entrance to the cave. As he approached, he saw a young woman there. 'Hi. Have you been inside yet?' he asked her. 'Why are you here?' she snapped. Robbie was shocked. 'Err … umm … I just want to see the cave,' he said. 'Go away!' she yelled at him. 'This is my home and I have come back after many centuries,' she continued.

Exercise 9
1 B
2 C
3 A
4 C
5 A
6 B

7.9 SELF-CHECK

Exercise 1
1 named
2 with
3 coined
4 received
5 in

Exercise 2
1 contribution
2 reference
3 molecular
4 collaborate
5 aptitude

Exercise 3
1 threw in
2 come out
3 go in for
4 bring in
5 talked into

Exercise 4
1 being shown
2 to be encouraged
3 was known to have written
4 are estimated to be studying
5 It could be argued that

Exercise 5
1 being forced
2 have been charged
3 had been sent
4 to be installed
5 being criticised

Exercise 6
1 was thought that
2 is said to have had
3 were estimated to be
4 is claimed to cause
5 is known to have revolutionised

Exercise 7
1 B
2 D
3 A
4 B
5 C

Exercise 8
1 was expected not to reveal
2 is it being held
3 are known to be applying
4 can't stand being reminded
5 was talked into buying

Exercise 9
1 regulate
2 beneficial
3 harmful
4 privacy
5 technological

Exercise 10
1 is said to have designed
2 are sold to the employees
3 not to be informed
4 can't stand being controlled
5 advisable to establish

7.10 Skills Review

Task 1
1 (start to) feel inadequate
2 (simple) social actions
3 higher fees
4 way to identify suspicious accounts
5 have not been enhanced/filtered
6 small slice of real life
7 likes and followers
8 Deactivating your social media accounts

Task 2
1 Some possible consequences of spending too much time on photo sharing apps are poor mental health, bullying, lack of sleep and depression.
2 The writer is not surprised that we see things online that are not true because we live in a world of fake news and distorted truths.
3 You can increase the number of likes you get by subscribing to a free service where you complete a social action in exchange for likes.
4 Influencers get paid in relation to how many followers they have, so may pay a fee in order to get more.
5 Having a lot of letters and numbers in your username suggests the account could be fake.
6 People use the 'no filter' hashtag because most images you see online are enhanced in some way.
7 The article gives the example of only showing a small section of a room, or a carefully selected part of a view to highlight that things are not always what they seem.
8 Experts would like the number of followers and likes to be made private or deactivated, as well as a sign when an image has been airbrushed.

Writing Task
Students' own answers

8.1 Vocabulary

Exercise 1
1 global warming
2 climate change
3 water shortages
4 endangered species
5 renewable energy
6 solar panels
7 recycling bins

Exercise 2
1 D
2 A
3 C
4 E
5 B

Exercise 3
1 biodegradable
2 contamination
3 food chain
4 irreparable damage
5 eco-warriors

Exercise 4
1 stream
2 plain
3 built-up area
4 orchard
5 foothill
6 meadow

Exercise 5
1 built-up area
2 orchard
3 meadow
4 ditch
5 ploughed field
6 stream
7 plain

Exercise 6
1 Natural habitat
2 Migration
3 Breeding grounds
4 hatch
5 extinction
6 thriving populations

Exercise 7
1 breeding
2 captivity
3 extinction
4 hatch
5 on
6 migration
7 natural
8 thriving

Exercise 8
1 C
2 A
3 A
4 B
5 C
6 B
7 C
8 C
9 B
10 A

8.2 Grammar

Exercise 1
1 were/was
2 wouldn't upload/hadn't uploaded
3 didn't
4 would buy/had bought

Exercise 2
1 didn't
2 are
3 didn't
4 is
5 has

Exercise 3
1 drove (instead of me)
2 I had set
3 you bought your girlfriend
4 had learned/learnt to swim
5 not sit

Exercise 4
1 had been able to go on holiday/could have gone on holiday
2 had lived in a big city
3 didn't live alone
4 weren't/wasn't so tired

Exercise 5
1 invested
2 could
3 made / could make
4 had spent
5 had begun

Exercise 6
1 you remembered had remembered to lock
2 highly high time
3 I wish I would could remember
4 I'd rather of have stayed
5 I wish it is was/were Christmas
6 If only you had liked liked seaweed

8.3 Listening Language Practice

Exercise 1
1 natural
2 campaigner
3 powerful
4 shocking
5 playful
6 extremely
7 dependent
8 childhood
9 aggressive
10 mindlessly

Exercise 2
1 out of
2 closed
3 enquiring
4 back
5 fresh
6 on

Exercise 3
1 lose
2 fresh
3 Enquiring
4 on
5 out of
6 closed

Exercise 4
1 resemblance
2 misconception
3 undoubtedly
4 Competition
5 undervalued
6 reputable
7 adolescent

8.4 Reading

Exercise 1
2 Extinction

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

Exercise 3
1 F
2 T
3 F
4 T
5 F
6 T
7 F
8 T

Exercise 4
1 widespread
2 partial
3 enormous
4 severe
5 revealed
6 herbivore
7 shrink
8 ancient

Exercise 5
1 eventual
2 widespread
3 severe
4 minuscule
5 carnivore
6 partial
7 shrink
8 ancient
9 revealed

Exercise 6
1 hurricane
2 wildfires
3 blizzards
4 earthquake
5 tsunami
6 gale-force winds
7 avalanche

Exercise 7
1 overboard
2 tale
3 ascent
4 poverty
5 note
6 conditions
7 injuries
8 storm
9 agony

8.5 Grammar

Exercise 1
1 If you don't do any Exercise at all, I'm not surprised you feel unwell so often.
2 I'm sorry I was so rude to you. I've had a difficult day.
3 The question is, are you going to do it again?
4 I don't know why on earth you didn't call me first to check.
5 I am absolutely convinced she is telling the truth.

Exercise 2
1 f
2 b
3 c
4 e
5 a

Exercise 3
1 happened was
2 have I
3 It's
4 is that
5 we are
6 he did was
7 have the temperatures
8 do you

Exercise 4
1 It was a documentary about a man snowboarding on an iceberg that distracted him.
2 What the film crew did was fly out to the North Atlantic by helicopter.
3 What happened was they dropped the man onto the top of the huge iceberg.
4 All the man did was ride down it for about half a minute, but the shots were amazing.
5 Never (before) had Ryan seen anyone snowboarding in such an unusual place.
6 What he found most impressive was the effort that the whole team went to.

Exercise 5
1 C
2 A
3 B
4 C
5 B
6 A

8.6 Speaking

Exercise 2
1 contact
2 involved
3 notes
4 forget
5 invite

Exercise 3
1 You may be wondering why I've chosen to talk about – d
2 We are probably all familiar with – a
3 You might not know that – e
4 That's all from me – b
5 If anyone has any questions, please feel free to ask now. – c

Exercise 4
Beginning
2 D
3 C
4 E
5 B

Ending
2 E
3 C
4 F
5 D
6 B

8.7 Use of English

Exercise 1
1 irregular
2 impossible
3 unable
4 disagree
5 disbelieve
6 irresponsible
7 illiterate
8 inaccurate
9 unconscious
10 immature

Exercise 2
1 disallow
2 multi-coloured
3 misbehave
4 underpaid
5 pro-democracy/pro-democratic
6 overwork
7 anti-nuclear
8 pre-election
9 hypersensitive
10 imperfect

Exercise 3
1 irresponsibly
2 unmarried
3 undercook
4 disabled
5 unwilling
6 misinformation

Exercise 4
1 disobedient
2 rewritten
3 misunderstood
4 pre-installed
5 imperfection
6 multilingual
7 anti-acne
8 underfeeding
9 irrelevant

Exercise 5
1 overturn
2 rebuild
3 Renewable
4 substandard
5 irreparable
6 endangered

Exercise 6
1 A
2 C
3 C
4 C
5 B

Exercise 7
1 would rather you did not/didn't
2 if I had not/hadn't worked
3 they did was study
4 will have started
5 is thought to have been
6 only did we stay

Exercise 8
1 have
2 lots/plenty
3 which/that
4 used
5 each
6 What
7 to
8 in

Exercise 9
1 can't stand being criticised
2 should have complained to
3 unless everyone stops dropping
4 both are thought to be
5 wish we had not/hadn't lived
6 insisted on taking me

8.8 Writing

Exercise 1
2 I am
3 contacting you / Writing to you
4 newspaper
5 would like to point out

Exercise 2
1 2
2 4 & 5
3 3

Exercise 3
1 a
2 of
3 no
4 lead
5 so
6 even though

Exercise 4
1 such
2 Having
3 despite
4 Being
5 so
6 in
7 Without
8 Although

Exercise 5
1 There is such a serious water shortage that
2 even though it is a breeding ground for turtles
3 global warming leads to climate change
4 in spite of a severe drought / in spite of the fact that there was a severe drought
5 The result of the decision is that
6 Without a doubt, new laws
7 As a consequence, half the village was destroyed

Exercise 6
1 That said,
2 While
3 nevertheless
4 actually
5 Having said this,
6 yet
7 even so

Exercise 7
1 actually
2 whereas
3 yet
4 That said
5 nevertheless

8.9 SELF-CHECK

Exercise 1
1 contamination
2 orchards
3 irreparable
4 single-use
5 chain

Exercise 2
1 ploughed fields
2 thriving population
3 built-up areas
4 extreme hunger
5 breeding ground

Exercise 3
1 gale-force
2 overboard
3 captivity
4 injuries
5 wild

Workbook answer key

Exercise 4
1 stopped
2 hadn't thrown out
3 planted
4 hadn't sold
5 had installed

Exercise 5
1 any no
2 Not Never
3 All What
4 There It
5 If Not

Exercise 6
1 would rather
2 could
3 What
4 Not only
5 Never

Exercise 7
1 unusually
2 hypersensitive
3 irresponsibly
4 improbable
5 incapable

Exercise 8
1 B
2 D
3 A
4 C
5 B

Exercise 9
1 only
2 have
3 high
4 only
5 that

Exercise 10
1 What Mark needs to do
2 wish we had preserved
3 'd/would rather you thought
4 only we could join you
5 (before) have we dumped

8.10 Skills Review

Tasks 1–4
Students' own answers

VOCABULARY BANK: EXERCISES

PEOPLE

Exercise 1
1 upbringing
2 memory
3 elderly
4 background
5 second-hand
6 blood-red
7 frills
8 tea
9 jack
10 master
11 soul
12 passionate

Exercise 2
1 confidence
2 head
3 laughter
4 shoulders
5 brains
6 zone
7 centre
8 edge

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

Exercise 4
curly-haired
fair-minded
level-headed
nut-brown
self-obsessed
thin-lipped
well-behaved

Exercise 5
1 firmly
2 clearly
3 unaware
4 imagination
5 feeling
6 risky
7 daring
8 astonishment
9 hairy

Exercise 6
1 T
2 F – No, if you hesitate, you wait before you do something.
3 F – No, you sob when you are sad.
4 F – No, when you peep, you look at someone/something in secret.
5 T
6 F – No, when you whisper, your voice is low and quiet.
7 F – No, you hold it tightly when you grip.
8 F – No, yelling is like shouting.
9 T
10 F – No, you giggle when something is funny.
11 T
12 T

HOME

Exercise 1
spotless
run-down
lock
wood burner
cleaning solutions
running water
clutter
solar panels

Exercise 2
Down
2 fireplace
3 basement
4 bustling
6 cramped
8 suburbs
Across
5 fence
7 furnished
9 cobbled
10 shabby

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

SCHOOL

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

Exercise 2
1 pay attention
2 deepen my knowledge
3 handed in my homework
4 scrape through final exams
5 keep up with the rest of the class

Exercise 3
1 kindergarten
2 pre-schoolers
3 graduate
4 drop out
5 fees
6 scholarship
7 swot
8 major
9 dissertation
10 supervisor
11 degree

Exercise 4
1 gets top marks
2 swot
3 for
4 messed up
5 go on to
6 lenient
7 with
8 a fee

WORK

Exercise 1
1 in the field
2 novelist
3 suited
4 basis
5 position
6 part-time
7 experience
8 deadline
9 interview
10 references

Exercise 2
1 c
2 l
3 a
4 b
5 f
6 i
7 d
8 j
9 k
10 g
11 e

Exercise 3
1 fulfilling
2 a trainee
3 commute
4 job-sharing
5 volunteer
6 overworked
7 pressure
8 workplace
9 benefits

FAMILY AND SOCIAL LIFE

Exercise 1
1 on
2 down
3 up
4 up
5 off
6 up
7 out
8 down
9 out
10 up

Exercise 2
1 company, interest
2 host
3 undivided
4 hang, welcome
5 chance, common

Exercise 3
1 love at first sight
2 fancied
3 fell for
4 long-distance relationship
5 drift apart
6 proposed
7 have a baby
8 firstborn

FOOD

Exercise 1
1 F – No, they contain high levels of protein.
2 T
3 F – No, you should put it in the bin. It's dangerous to eat.
4 F – No, they choose their food carefully and don't like to try new things.
5 T
6 T
7 T
8 F – No, mouth-watering food is delicious.
9 F – No, it is incredibly dangerous. You can get food poisoning.

SHOPPING AND SERVICES

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

Exercise 2
1 afford
2 burn
3 opened, save
4 wasting
5 made
6 living
7 meet
8 transfer

Exercise 3
1 earnings
2 reductions
3 exchange
4 limited
5 affordable
6 behaviour
7 economical
8 financial

TRAVELLING AND TOURISM

Exercise 1
1 company
2 facilities
3 camp
4 campsite
5 destinations
6 coast
7 path
8 directions

Exercise 2
1 embark
2 famed
3 guided
4 historic
5 cultural
6 tourist
7 sunbed
8 picturesque

Exercise 3
1 off
2 on
3 at
4 around/back
5 at
6 out
7 on
8 within
9 in

CULTURE

Exercise 1
mislead the people
out of focus
crop images
morning show
double-check facts
print-based media
news anchor
take a story at face value

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

Exercise 3
1 audiences
2 success
3 spoilers
4 scene
5 plot
6 darker
7 twists and turns
8 gripping
9 villain
10 soundtrack
11 nostalgic

SPORT

Exercise 1
1 T
2 F – No, a raft is a small boat, usually used in rivers.
3 F – No, they always happen after the match.
4 F – No, you do a warm-up before the match.

HEALTH

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

Exercise 2
1 habit
2 sunscreen
3 nasty
4 balance
5 addiction
6 harmful
7 check

Exercise 3
Across
4 diabetes
6 asthma
7 obesity
8 disability
9 coma
11 unconscious
Down
1 blind
2 depression
3 deaf
5 threatening
10 rash

SCIENCE AND TECHNOLOGY

Exercise 1
1 invention
2 decompose
3 examinations
4 radioactivity
5 advancements
6 applied
7 recognition
8 contribution

Exercise 2
1 sat-nav
2 image
3 store
4 locate
5 unplug
6 switch
7 range
8 battery
9 take
10 parts

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

THE NATURAL WORLD

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

Exercise 2
1 impact
2 emissions
3 fur
4 Plastic
5 sustainable
6 tank
7 alternative
8 turbines

Exercise 3
1 T
2 F – No, these winds are strong and can cause damage.
3 F – No, it will be coming very soon.
4 T
5 F – No, this is a blizzard and there is so much snow that it's hard to see.
6 F – No, an earthquake causes the ground to shake.
7 T
8 F – No, it means there is a lack of water because it has not rained.

STATE AND SOCIETY

Exercise 1
1 figures
2 awareness
3 peaceful
4 members
5 charity
6 leaflets
7 commitment
8 identities

Exercise 2
1 increase
2 up
3 producers
4 growing
5 political
6 industry

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

CULTURE OF ENGLISH-SPEAKING COUNTRIES

Exercise 1
1 F – No, It is an island in the US.
2 F – No, they are both in England.
3 F – No, they are from Liverpool.
4 F – No, Notting Hill is known for being well-off.
5 T
6 F – No, it's in New Zealand.
7 T
8 T

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

Exercise 3
1 A
2 B
3 A
4 A
5 A
6 B
7 B
8 A

Exercise 4
1 Cape Town
2 Beefeaters
3 Ada Lovelace
4 Bilbo Baggins
5 The Ceremony of the Keys
6 *Stranger Things*
7 Marie Curie
8 Ronald Reagan

FOCUS 3 Grammar REVIEW

Present tenses – review

Exercise 1
1a 've never heard
1b see
1c eat
2a are you doing
2b 'm making
2c Do you think
2d have you been boiling
2e think

Exercise 2
1 Are food prices going up at the moment?
2 Have you ever cut your finger preparing food?
3 How often do you cook a meal for the family?
4 How long have you been going to this school?
5 How long have you known your best friend?

Exercise 3
1 think, tastes, don't like
2 bakes, 's probably making
3 doesn't see, love
4 are you looking, Have you lost
5 've been doing, smells

Exercise 4
1 Do you run? – Have you been running?
2 became – 've become
3 hasn't cooked – doesn't cook
4 don't work – aren't working
5 're waiting – 've been waiting

Exercise 5
1 haven't seen
2 thinks, hasn't made
3 has been Reading
4 prefer
5 is taking
6 has written

Past tenses – review

Exercise 1
1 came, locked
2 had left
3 were talking
4 was riding
5 Had he ever coached

Exercise 2
1 were watching
2 reached
3 had climbed
4 was shining
5 pulled

Exercise 3
1 scored
2 were watching
3 hadn't brought
4 had never beaten
5 had made
6 was training

Exercise 4
1 was already scoring – had already scored
2 Had you remembered – Did you remember
3 was throwing – threw
4 were forgetting– had forgotten
5 didn't listen – weren't listening
6 Had you watched – Were you watching

Exercise 5
1 was studying
2 scored
3 had won
4 was looking forward to
5 liked
6 had been
7 didn't understand

Exercise 6
1 I didn't know how to make a cake when I was ten.
2 Was it raining when you were going to school?
3 By the time we arrived at the party, everyone had already left.
4 We were talking about her when she called.
5 She had never felt so happy before she met him.

Future tenses – review

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

Exercise 2
1 will have left
2 will make
3 are returning
4 Shall
5 You're going to have
6 arrives
7 Will they have finished
8 won't be working

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

Exercise 4
1 will be waiting
2 will have started
3 will be sitting
4 will have eaten
5 will be doing
6 will have finished
7 will have arrived

Exercise 5
1 will be sailing
2 does … start
3 are going to go
4 am having
5 will answer
6 Shall … bring
7 won't have moved
8 will drive

Exercise 6
1 is going to win
2 will ever live
3 are going to have
4 starts
5 am going
6. will be studying
7 pay
8 will have read

Exercise 7
1 when I go
2 will have started
3 until you speak
4 are having a/their party
5 will be playing
6 as soon as you cook
7 are you going to do
8 unless you want

Workbook answer key

First, Second and Third conditionals, *wish* and *if only*

Exercise 1
1 would've bought
2 'll never remember
3 saw
4 'd known
5 sit
6 wouldn't behave

Exercise 2
1 I wish/If only I could read music.
2 I wish/If only my sister would help around the house.
3 I wish/If only my dad didn't have to work long hours.
4 I wish/If only my sister would let me use her laptop.
5 I wish/If only my brother weren't/wasn't annoying.
6 I wish/If only my mum wouldn't embarrass me in front of visitors.

Exercise 3
1 mum wouldn't make
2 I had
3 my girlfriend would call
4 there was/were
5 I wasn't/weren't
6 Kerry wouldn't tap

Exercise 4
1 could, 'd choose
2 loved
3 'd never have been able, hadn't lent
4 could
5 don't give, gets/will get
6 were, would you accept
7 had

Exercise 5
1 If I knew Arabic, I'd talk to him.
2 If only I knew how to help her.
3 If the weather in Poland had been better last year, we wouldn't have gone abroad on holiday.
4 Will you ask her to dance if she comes to your party tomorrow?
5 He wishes his sister wouldn't come to his room all the time.
6 She wouldn't be late every day if she lived closer.

Modal verbs for speculation

Exercise 1
1 must be
2 may/might not have understood
3 can't/couldn't have imagined
4 must have been

Exercise 2
1 Human beings may visit the Moon again one day.
2 There must be life somewhere else in the universe.
3 Life could/might/may have arrived on Earth when an asteroid crashed into the planet.
4 We might not have landed on the Moon in 1969.

Exercise 3
1 must/might/may/could have missed
2 might/may/could have got
3 can't be
4 might/may/could arrive
5 might/may not even have posted
6 can't/couldn't have left

Exercise 4
1 can't/couldn't have approached
2 must be
3 may/might/could have been
4 may/might/could continue

Exercise 5
1 She might be in her room.
2 She can't be that old.
3 He may not have received it yet.
4 You must have left it at home.
5 You can't be serious.
6 You might not want to hear this.
7 They could have overheard what we said.

Reported speech

Exercise 1
1 these, Do
2 started, ago, will, me
3 My, love, have, is, are
4 is, Don't

Exercise 2
1 the manager would be there the following/next day if I could come back then
2 the advertising executives were arriving that night
3 he had seen the new advert on TV for the first time that day
4 they were going to open the new branch of their coffee shop the following/next week
5 she was sorry, but my doctor's appointment for that day had been cancelled
6 she couldn't promise anything right then

Exercise 3
1 to taste the drink and then describe the flavour
2 if/whether I would like to try their service for free for a month
3 to contact them and let them know what I thought
4 if/whether I had ever thought of trying a different brand of lipstick
5 not to forget to take one pill before breakfast and the other one before bed
6 who was going to pay for the damage to her computer

Exercise 4
1 if/whether he was from that part of town
2 if/whether I liked going to the cinema
3 not to play in the kitchen
4 (that) I/we needed to get the assignment back to him by 4 p.m. the following/next day
5 to pick her up some of her special toothpaste from the chemist's
6 (that) he had never bought anything because of an advertisement
7 if/whether my/our sister was going to visit us that weekend
8 if/whether I would be so kind as to show her that photo

Passive forms; *have something done*

Exercise 1
1 won't be asked
2 was told (by his teacher)
3 was added
4 was sent to America (by my parents)
5 am being met (by my American friend)
6 will always be remembered
7 was found, were being painted
8 are going to be posted

Exercise 2
1 Every year in the USA, around 60,000 teenagers are sent to prison.
2 In 1811 in Britain, nearly a quarter of all girls were named Mary.
3 More tea is drunk by people in the UK than in any other country.
4 The Statue of Liberty was built in France.

Exercise 3
1 has just been stolen
2 won't be built
3 were being cleaned
4 hasn't been repaired
5 are being printed
6 were they told
7 are ordered
8 was this film directed

Exercise 4
1 had your phone fixed yet
2 doesn't have his hair cut
3 didn't have her teeth whitened
4 has her toenails painted
5 is having the tattoo removed
6 had her hair cut

Exercise 5
1 When did you last have your eyes tested?
2 Will you ever have your hair coloured?
3 Are you going to have your bedroom redecorated?
4 Have you had your ears pierced?
5 When did you last have a passport photo taken?

Articles

Exercise 1
1 a place ➜ the place
2 the famous actor ➜ a famous actor
3 a lunch ➜ lunch
4 the pound coin ➜ a pound coin
5 Swimming pool ➜ The swimming pool
6 only music ➜ the only music

Exercise 2
1 Ø
2 a
3 an
4 a
5 a
6 an
7 a
8 the
9 the
10 a
11 the
12 Ø

Exercise 3
1 the
2 a
3 Ø
4 a
5 the
6 the, Ø
7 the

GRAMMAR: Train and Try Again

Unit 1

Exercise 1
1 they used to take her to the local park every Sunday afternoon
2 would never/wouldn't allow her children to stay up late during the week
3 use to enjoy going to school when you were younger
4 enables us to take part in IT competitions for schools
5 is always chewing gum in class
6 me forget to call the vet
7 force him to tell the truth
8 advised Ms Dodgson to start a new hobby

Exercise 2
1 came/would come
2 was always sitting
3 to get
4 was eating
5 realised
6 eating
7 to share
8 chewing/to chew
9 was eating
10 found
11 will give
12 to open
13 to pull
14 promising
15 would give
16 had already begun
17 to say
18 not to help

Exercise 3
1 was used to study – used to study
2 used to study – studied
3 afford buy – afford to buy
4 stopped calling – stopped to call, to discuss – discussing
5 used – use
6 forgot – had forgotten
7 would forget – forgot, will – would
8 be stopped – have stopped

Exercise 4
1 do you get,
2 would, had to,
3 flew, would be,
4 longest, the, a,
5 thrown, fly

Exercise 5
Students' own answers

Unit 2

Exercise 1
1 had
2 been
3 had
4 not/never
5 which
6 which/that
7 whose

Exercise 2
1 has never come – had never come
2 was trying – had been trying
3 what – which
4 stopping – who/that stopped
5 used to live – lived
6 bringing up – brought up/who are brought up
7 passing – to pass

Exercise 3
1 stop
2 had been planning
3 turned up
4 that
5 were unable to
6 decided not to
7 which
8 impressed
9 attacked
10 them to have

Exercise 4
1 been
2 had
3 who/that
4 which
5 always
6 use
7 would

Exercise 5
1 had been waiting
2 had invited me to
3 (that) my sister is married
4 which really annoyed
5 will never forget meeting
6 we stopped to buy
7 are always complaining about

Exercise 6
Students' own answers

Unit 3

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

Exercise 2
1 Neither
2 Every
3 will have arrived
4 where
5 I'll still be working
6 will they have been building
7 to let
8 had been waiting
9 will have been saving
10 made

Exercise 3
1 every
2 most of
3 was
4 little
5 few
6 number of
7 had been
8 a little
9 great deal
10 which
11 much
12 most
13 which
14 deal of
15 where
16 is
17 both

Exercise 4
Students' own answers

Unit 4

Exercise 1
1 needn't have cooked
2 did they
3 is it
4 didn't need to get up
5 had better not call
6 Don't they?
7 is there
8 had to

Exercise 2
1 not better – better not
2 must – had to
3 weren't they – weren't there
4 others – other
5 few – a little
6 they'll be – they'll have been
7 which teaching – teaching / which teaching – which teaches
8 to spend – spending

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

Exercise 4
1 used to, to do,
2 both, neither
3 no, there
4 had been to
5 will you be using
6 the whole, Did
7 have you
8 to buy

Exercise 5
1 been, which, have/need
2 plenty/lots, had, the, have
3 forward, had,
4 had, which
5 are/were
6 asking, to

Exercise 6
Students' own answers

Unit 5

Exercise 1
1 (that) his dad travels on business so often that their dog hardly recognises him
2 breaking the glass, of doing that
3 she hadn't told him that she had been dismissed
4 if/whether I was happy with the final score
5 not saying anything to Jane/(that) we shouldn't say anything to Jane
6 me not to be late
7 on (our) leaving early the following day/that we should leave early the following day
8 they might be late for dinner that night
9 if/whether she had been to the interview the week before
10 if/whether she could borrow his mobile / to lend her his mobile

Exercise 2
1 who
2 managed
3 had
4 to
5 when/after
6 that
7 little/short
8 being/feeling
9 him
10 been/proved

Exercise 3
1 spending
2 was hoping
3 was saving up
4 which
5 advised
6 should have listened
7 hadn't been expecting
8 praised
9 will have been working
10 worked out

Exercise 4
1 can't – couldn't
2 what was her email address – what her email address was
3 to travelling – to travel, seem do – seem to do
4 ought not have taken – ought not to have taken
5 that John had been to it – that John had been to

Exercise 5
Students' own answers

Unit 6

Exercise 1
1 didn't have
2 wouldn't have come
3 might have gone
4 were
5 Imagine
6 wouldn't be
7 wouldn't still be
8 you'd remembered
9 Unless
10 Had she let me know

Exercise 2
1 few
2 of
3 that
4 had
5 them
6 which
7 don't
8 saying
9 the
10 were
11 both/each
12 to
13 who
14 unless

Exercise 3
1 Suppose
2 that
3 others
4 many
5 suggested
6 drank
7 insist
8 not to drink
9 don't have to,
10 providing

Exercise 4
Students' own answers

Unit 7

Exercise 1
1 We were made to switch off our mobiles (by the teacher).
2 That problem can't be solved.
3 Has Ms Johnson been sent the letter?/Has the letter been sent to Ms Johnson?
4 She will have been given the news by now./The news will have been given to her by now.
5 The robber must have already been caught (by the police).
6 Prices are said to have risen dramatically.
7 I hate being asked my age.
8 She wanted to be invited to the party.
9 The chairman is expected to resign next week.
10 It is being suggested (that) the situation won't improve.

Exercise 2
1 have been searching
2 to find
3 to be
4 was found
5 admitted
6 had decided
7 had been described
8 shouldn't have
9 was raised
10 left
11 who
12 are being carried on
13 warning
14 hadn't launched
15 wouldn't be
16 will be sailing

Exercise 3
1 were questioning – were questioned
2 given them – given to them
3 made – be made
4 has thought – is thought
5 wouldn't have taken – hadn't taken
6 been marrying – been married

Exercise 4
1 fancy losing,
2 can't stand being told
3 claim to have come up
4 was invented/has been invented
5 promises to remove
6 insist that meals can be reduced
7 will have been removed
8 being eaten/to be eaten
9 is not expected to enter
10 urge us to limit

Exercise 5
Students' own answers

Unit 8

Exercise 1
1 wanted was success
2 stopped annoying her/didn't annoy her any more/didn't keep annoying her
3 have we seen such careless work
4 did he seem to realise how important the discussion was
5 must this leak out to the press
6 wants to know is your time of arrival
7 I hadn't gone on that trip with them
8 Julia had invited/had not forgotten to invite Richard to her birthday party
9 that camera was/were cheaper/less expensive/wasn't/weren't so expensive

Exercise 2
1 Should
2 does
3 to accept
4 accepting
5 would
6 didn't
7 hadn't
8 whole, all

Exercise 3
1 'd better take your cat to a vet
2 must have been stolen
3 is being opened tomorrow afternoon (by the President)
4 wish there was/were some coffee left
5 the police unless you get out immediately
6 thought to have done it on purpose

Exercise 4
1 should
2 which
3 are often thought
4 those kinds of
5 don't have to
6 recycling
7 much
8 check
9 made
10 known
11 –
12 wouldn't be

Exercise 5
Students' own answers

Culture notes

Unit 1 Live and learn

1.1 Vocabulary

Google is an Internet search engine. It allows you to search all the websites on the Internet to find information using key words and phrases. It was started in 1998 by Larry Page and Sergey Brin, two American students who wanted to organise the world's information and make it easy to use. By 2000, Google was the world's largest search engine. It has approximately over one billion search requests every day and we now often use the verb 'to google' when we mean to look something up on the Internet.

1.2 Grammar

Gillian Lynne (1926–2018) was a legendary British ballet dancer, choreographer and a director. She was renowned for the choreography of such successful Broadway shows as *Cats and The Phantom of the Opera*. At the age of eighty-eight, in recognition of her lifetime artistic achievements, she received the honour of Dame Commander of the Order of the British Empire.

Ken Robinson (b. 1950) is a British author and speaker whose main area of interest is education in the arts and through the arts. His best-known books are *Out of Our Minds: Learning to be Creative* and *The Element: How Finding Your Passion Changes Everything*, in which he analyses the success of popular artists such as Paul McCartney, Meg Ryan or Gillian Lynne. Sir Ken Robinson advises different organisations and governments on using art in education. He is a charismatic speaker and often gives talks at TED conferences.

1.3 Listening

Socrates (circa 470–399 BC) was a Greek philosopher. His thoughts and ideas are known to us through the writings of his students (notably Plato), as he left no texts of his own. He is believed to be behind the so-called Socratic method of inquiry (described e.g. in Plato's *Socratic Dialogues).* Each problem would be analysed through a series of questions and answers. Socrates applied this technique to moral concepts (e.g. justice). He is also seen as the precursor of Stoicism.

1.4 Reading

As of 2020, **Tim Berners-Lee** (b. 1955) has been working, among other places, at the University of Oxford and the Massachusetts Institute of Technology. He has received many awards for his pioneering work, including that of Knight Commander of the Most Excellent Order of the British Empire (KBE).

1.5 Grammar

Prince William (The Duke of Cambridge) (b. 1982) is the elder son of Charles, Prince of Wales and grandchild to Queen Elizabeth II. He is second in line to the British throne.

Paul McCartney (b. 1945) is an ex-member of the pop group The Beatles, and since the band broke up in 1970, has pursued a solo musical career. He is also a keen environmentalist. His daughter, Stella McCartney, is a well-known fashion designer.

Diego Maradona (b. 1960) is a retired Argentinian footballer, considered by many one of the best footballers of all time, and known for his special dribbling technique. He started playing football as a child, but the height of his fame came in the 1980s. After retiring as a player, he started coaching football teams.

Bart Simpson is a fictional character in the satirical cartoon *The Simpsons,* which was first broadcast in 1989 and has been on air ever since. In the animation, Bart is ten years old, the eldest child of Homer and Marge, and a troublesome child.

Rafael 'Rafa' Nadal (b. 1986) is a prize-winning Spanish tennis player. He is considered one of the best tennis players in history and is often called the King of Clay because of his exceptional skills on clay courts. Among many other records he holds, Rafael Nadal is the only tennis player who has won a single Grand Slam tournament nine times. He is also the 2008 Olympic gold medallist in singles.

Leonardo da Vinci (1452–1519) was a versatile Italian artist, scientist and inventor, regarded as one of the most gifted and influential Renaissance men. He is mostly known for his paintings such *as The Last Supper* and the *Mona Lisa*, to name but a few. Leonardo da Vinci is famous for his engineering projects and visionary inventions, including flying machines.

Mahatma Gandhi (1869–1948) was the leader of Indian independence movement and one of the founders of the modern Indian state, often referred to as the 'father of the nation'. He is known for using non-violent methods to achieve his political goals. Gandhi was born in India, into a well-off family. He studied law in London and worked as a lawyer in South Africa, where he first involved himself in civil rights movements. He continued his work as an activist after returning to India in 1915. Gandhi was assassinated by a Hindu nationalist, only half a year after India gained independence from Britain.

Albert Einstein (1879–1955) was a theoretical physicist and philosopher of science. He is most famous for developing the theory of relativity. He was born in Germany and studied physics and mathematics in Zurich. He became a lecturer at Bern University first and then a full professor at the Charles Ferdinand University in Prague in 1911. He moved to America in 1933 and became an American citizen in 1940. He won the Nobel Prize in Physics in 1921. He wrote over 300 scientific papers and 150 non-scientific ones. He also had a love of music and played the piano and violin.

Winston Churchill (1874–1965) was a British politician and an artist. He was the UK Prime Minister during the last five years of World War II, playing a crucial role in the wartime world politics. He became prime minister again in 1951 and retired in April 1955 because of ill health. As well as being an influential politician, Winston Churchill was also a painter and a writer. In 1953 he was awarded the Nobel Prize in Literature.

Marie Curie (born Maria Skłodowska) (1867–1934) was a Polish-French chemist and physicist, known for her research on radioactivity and the discovery of two radioactive elements, polonium and radium. In 1891 Marie Curie left Poland for Paris to study at the Sorbonne, where she continued her scientific work throughout her life and became the first woman professor in the history of the university. She was also the first woman to win a Nobel Prize, and the first person with two Nobel Prizes in different disciplines, the first in physics (in 1903) and the other one in chemistry (in 1911). She was awarded the 1903 Nobel Prize together with her husband Pierre Curie and Henri Becquerel.

Barack Obama (b. 1961) became the forty-fourth US President and the first black president in 2008. He was re-elected for a second term as president in 2012. In 2009 he won the Nobel Peace Prize. He is known for reforming health care laws and for working to end US military involvement abroad.

1.8 Writing

GCSE (General Certificate of Secondary Education) exams are taken by pupils finishing their secondary education in England, Wales and Northern Ireland. The examinations include a number of subjects, such as English, Mathematics, Science, foreign languages and Humanities. They used to be graded A to G, but the new grading runs from 9 to 1, with 9 the highest grade.

Unit 2 Human nature

2.2 Grammar

Facebook is a social networking website founded in 2004 by Mark Zuckerberg. You can join for free and after you create your personal profile you can upload photos and videos and keep in touch with your contacts by posting messages on their wall (a virtual bulletin board) or sending private messages which are similar to emails. You can also post your status updates (a microblogging feature) and comment on your contacts' photos. There are now over 1.15 billion active members and over 240 billion photos stored on the server.

2.4 Reading

Following the success of ***Me Before You***, **Jojo Moyes** (b. 1969) wrote several other novels, including two sequels to *Me Before You*: *After You* and *Still Me.* They feature the same protagonist, Louisa Clark, as in her bestseller. The film adaptation of *Me Before You* came out in 2016, and starred Emilia Clarke and Sam Claflin in the leading roles.

2.8 Writing

John Gray (b. 1951) is an American author and a personal relationship counsellor. He made his name as the author of the famous self-help book *Men Are from Mars, Women Are from Venus*, published in 1992. With millions of copies sold, the book is one of the best-selling non-fiction books in history. It aims at explaining problems in relationships between men and women through characteristic tendencies in each gender. Despite huge commercial success, *Men Are from Mars, Women Are from Venus* did not receive much recognition among academics, who often maintain that it is rather simplistic and largely stereotypical. All Gray's later books grew out of his bestseller and pivot around the same theme of relationships and personal growth.

Unit 3 Living spaces

3.1 Vocabulary

Norwich is a city located in Norfolk, around 160 kilometres north-east of London. Although it does still contain many old, medieval buildings, the city was heavily bombarded during World War II, and many areas were completely redeveloped between 1960 and 1970. It is one of the most popular tourist destinations in the UK, and has been listed among the 'Best Places To Live' in 2018.

Pontevedra is located in Galicia in Spain. The city centre was pedestrianised in 1999; motorised transport in these areas is only available for residents or services, and in 2010, the speed limit for motor vehicles was reduced to thirty kilometres per hour. It is estimated that most transport in the city centre is made on foot. Pontevedra is also considered one of the best cycling cities in the world. All these measures have made it possible to reduce the city's CO_2 fossil fuel emissions.

3.3 Listening

The Freedom Ship is the name of a floating city project, put forward in the late 1990s. It would be a series of huge barges, connected to each other into a 1,317-metre-long ship-like complex. It would consist of apartments for 50,000 residents and any facilities a modern city can offer, such as schools, shops, hotels, a hospital and a rooftop airport. Although the Freedom Ship would be continuously travelling around the world, it would not be a cruise liner. Its main aim is to create a unique place to live for the world's first mobile community.

3.4 Reading

The **Isle of Skye** is the largest island in the Inner Hebrides off the west coast of Scotland, and the second largest island in Scotland. It is known for its unusual rocky landscape and has been featured in many science-fiction or fantasy films (e.g. *Stardust* and *Prometheus*).

A **tipi** is a traditional conical tent, historically used by some groups of Native Americans.

3.5 Grammar

Wi-Fi is a set of standards for radio-based wireless networks which allow compatible devices to connect to network access points without cables or wires. The Wi-Fi logo is issued by the Wi-Fi Alliance, a non-profit organisation that promotes Wi-Fi technology and certifies that devices and products are compliant with Wi-Fi standards. Wi-Fi is considered to be an abbreviation for Wireless Fidelity.

3.7 Use of English

The Hobbit, or There and Back Again is a 1937 fantasy novel for children, written by J. R. R. Tolkien. It forms an introduction to the characters and Middle-earth universe featured in the *Lord of the Rings* trilogy. The main protagonist of the book is the hobbit Bilbo Baggins, from **Hobbiton,** a village in the Shire, a region of Middle-earth based on England. **Hobbits** are human-like entities who are usually only around one metre tall and live in houses built like rabbit-holes in the ground or hillsides. *The Hobbit* film series consists of three movies (even though the book was only one volume), and was filmed between 2011 and 2013 in New Zealand. Hobbiton was re-created for film purposes on a farm near Matamata, and after filming ended, the local government decided to keep the set as a tourist attraction.

Mamma Mia! is a 2008 film based on a musical centred around the songs of ABBA, a Swedish pop group most popular in the 1970s. Meryl Streep stars in the main role as Donna, a hotel owner and single mother, whose daughter is about to get married. The other main actors include Pierce Brosnan and Julie Walters. Most of the outdoor scenes were filmed in Greece, with the church of Agios Ioannis Kastri on Skopelos acting as the wedding location. The 2018 sequel *Mamma Mia! Here We Go Again* was filmed in several places, among them the Croatian island of Vis.

Unit 4 Shopping around

4.3 Listening

The Camden Market refers to a group of markets in Camden Town, an inner city district of London. The neighbourhood is famous for its alternative lifestyle, which has shaped the character of the market. The Camden Market is mainly made up of stalls selling hand-made crafts and clothes as well as international fast-food. It is one of London's biggest attractions, with about 100,000 visitors every weekend.

eBay refers to the commercial website, eBay.com, owned by an American multinational corporation. It is an online auction and shopping site, allowing its users to buy and sell a wide range of products and services. eBay operates in over thirty countries worldwide.

Notting Hill is a district in west London. It is famous for its multicultural character and the Notting Hill Carnival, organised every summer since 1966. It is also the place where the famous Portobello Market is held. The market takes place every Saturday in Portobello Road, a narrow street in Notting Hill stretching for over three kilometres, and specialises in antiques and second-hand goods. It dates from the 19th century, when it was a fresh-food market. These days there are some fruit and vegetable stalls there too, but they are greatly outnumbered by antique dealers.

4.4 Reading

Justin Timberlake (b. 1981) is an American pop singer and actor. He is a former member of the boy band NSYNC, and has released five solo studio albums. His filmography includes *The Social Network* (2010) and *Wonder Wheel* (2017).

French toast is typically eaten for breakfast, and usually consists of stale bread soaked in milk and egg, then fried and served with, e.g. fresh fruit.

As of 2020, **Queen Elizabeth II** (b. 1926) is the longest-reigning British monarch, having succeeded to the throne in 1952. She is known to be a fan of tea.

The ***Girl with Balloon*** is a series of murals created by Banksy and started in 2002. The first one appeared on Waterloo Bridge. There have also been several printed versions of the work, which are currently very valuable.

The **Children in Need** telethon is one of the three most popular televised charity events (alongside Red Nose Day and Sport Relief) in Britain, but the only one run by the BBC. It takes place once a year in November. Since 1985, the event's mascot has been a yellow teddy bear with a bandana over its eye, called Pudsey Bear.

Unit 5 Off to work

5.1 Vocabulary

Brian Tracy (b. 1944) is the author of over seventy self-help manuals and the founder of a counselling company. *Eat That Frog!* is one of his best known books. Its title comes from a quote attributed to Mark Twain: "If it's your job to eat a frog, it's best to do it first thing in the morning. And if it's your job to eat two frogs, it's best to eat the biggest one first."

5.4 Reading

Emilie Wapnick (b. 1984) is a Canadian writer and career coach, the author of *How to Be Everything: A Guide for Those Who (Still) Don't Know What They Want to Be When They Grow Up.* In 2010 she founded Puttylike, a website targeted at multipotentialites, to help people of many interests develop their careers and lives.

TED Conferences LLC is a media organisation, which posts **TED Talks** (speeches given at annual conferences) free of charge online, calling them 'ideas worth spreading'. The topics cover many issues, from science to culture. TED speakers have included, among others, Jane Goodall, Gordon Brown, Bill Gates and Naomi Klein.

5.7 Use of English

WhatsApp is a messaging service through which users can make voice or video calls, send text messages and videos, as well as share data. It is the primary means of communication in, e.g. Brazil and India. The service was launched in 2009 and purchased by Facebook in 2014. Both **Jan Koum** and **Brian Acton** continued to work for WhatsApp for several years after its purchase.

Unit 6 A matter of fact

6.3 Listening

Banksy is an elusive British artist, film director and a political activist. He is known for his provocative, satirical graffiti and other kinds of street art. He has placed his works in visible places in different cities all over the world. Through his art Banksy comments on important political and social issues. He works anonymously and has never revealed his true identity. It is speculated that his secrecy may result from the illegal character of graffiti.

6.4 Reading

Britney Spears (b. 1981) is an American pop singer and dancer. She started her career as a child, and reached fame with her hit debut album … *Baby One More Time* in 1999, which continues to be one of the best-selling albums of all time. As of 2020, she has released nine studio albums.

Paris Hilton (b. 1981) is an American businesswoman, socialite and great-granddaughter of the founder of Hilton Hotels. She has also worked as a model and starred in many films and television programmes, including reality shows.

Robert Cornelius (1809–1893) is seen as a pioneer of photography, although he was primarily a lamp manufacturer, continuing his father's business, and later dealing in gas and lighting. He also operated two of the first photographic studios in the USA (in the 1840s). His 1839 self-portrait is also believed to be the first human photographic portrait taken in America.

Anastasia Romanova (Grand Duchess Anastasia Nikolaevna of Russia) (1901–1918) was the youngest daughter of Tsar Nicholas II of Russia. She was killed together with the rest of her family after the Russian Revolution, although for many years after the assassination there were rumours of her survival.

6.5 Grammar

Daniel Radcliffe (b. 1989) is an English actor, mainly known for playing the title character in the *Harry Potter* film series. The director of *Harry Potter and the Philosopher's Stone* cast Radcliffe when he was eleven. He continued playing Harry Potter throughout the whole series for over ten years. Harry Potter is the main character in a fantasy series written by the British author J.K. Rowling. He is a young wizard and a student of Hogwarts School of Witchcraft and Wizardry, who tries to conquer the villain character, the Dark wizard Lord Voldemort. Harry Potter's adventures constitute the focus of the whole series, which consists of seven books: *Harry Potter and the Philosopher's Stone, Harry Potter and the Chamber of Secrets, Harry Potter and the Prisoner of Azkaban, Harry Potter and the Goblet of Fire, Harry Potter and the Order of the Phoenix, Harry Potter and the Half-Blood Prince* and *Harry Potter and the Deathly Hallows*. The series was an enormous commercial success, with over 400 million copies sold worldwide. All the books in the series have been made into films and Harry Potter has become a valuable brand name.

Robert Pattinson (b. 1986) is an English actor who was born in London. He is most famous for his role as **Edward Cullen** in The Twilight Saga. He was also in *Harry Potter and the Goblet of Fire*. When he was younger he used to be a model. He is also a musician and a song-writer; he plays both the piano and guitar. He sang one of his own songs, *Never Think*, on the Twilight soundtrack.

The *Twilight* Saga is a series of fantasy romance films for young adults based on the novels by Stephenie Meyer. The films are about a teenage girl called Bella Swan (played by Kristen Stewart) who falls in love with a vampire called Edward Cullen (played by Robert Pattinson). There are five films in the Saga: *Twilight, New Moon, Eclipse, Breaking Dawn Part I* and *Breaking Dawn Part II*.

6.8 Writing

Stranger Things is an American science-fiction drama available on the Netflix streaming platform. The story centres around a group of children living in the fictional town of Hawkins in the early 1980s and a nearby research lab, in which strange things seem to be happening. As of 2020, it consisted of three seasons, but more are planned.

Unit 7 It's not rocket science!

7.1 Vocabulary

Charles Babbage (1791–1871) was a British mathematician and computing pioneer, who was also interested in astronomy, philosophy and code breaking. He worked for many years on several calculating machines, most of which were unfinished in his lifetime. The most complex was called the Analytical Engine, which was meant to process instruction cards and include a memory unit.

Ada Lovelace (Augusta Ada King, Countess of Lovelace) (1815–1852) worked with Babbage on his Analytical Engine. Although she is often credited as the first computer programmer, some historians and scientists claim that she only wrote down Babbage's ideas (their co-operation began when she translated an article on the Analytical Engine from French into English). Apart from mathematics, she was interested in science and neurology.

Mary Anning (1799–1847) was a palaeontologist from the seaside village of Lyme Regis in Dorset, England. Her family ran a business finding and selling fossils to tourists, which Mary eventually took over. She was self-educated. Many of her fossils provided crucial informational about prehistoric life.

Apart from her work on the DNA, **Rosalind Franklin** (1920–1958) worked on the structure of ribonucleic acid, viruses (e.g. polio) and coal.

Since the 1970s, **Jocelyn Bell Burnell** (b. 1943) has received many awards for her contributions to science, including the Special Breakthrough Prize in Fundamental Physics in 2018. She decided to contribute the award (£2.3 million) to help aspiring physics researchers who are female, from minority groups and/or refugees.

Dorothy Hodgkin (1910–1994) was a British chemist, recognised for her achievements in structural biology. Apart from penicillin and vitamin B_{12}, she worked on the structure of insulin and steroids.

Dmitri Ivanovich Mendeleev (1834–1907) was a Russian chemist, who is often referred to as 'the Father of the Periodic Table'. He came up with the way of classifying chemical elements when working as a teacher at Saint Petersburg University and writing a textbook for his students. He received recognition for his work all over Europe, and was considered for the 1906 Nobel Prize in Chemistry, but lost to Henri Moissan.

7.2 Grammar

Bill Gates (b. 1955) is a successful American entrepreneur, philanthropist and inventor. He is best known for being the co-founder of Microsoft. According to the Forbes list, he has been ranked as one of the richest people in the world since 1995. In 2015 his fortune was estimated at almost eighty billion dollars. In 2000 Gates established the Bill & Melinda Gates Foundation, through which he has donated substantial funds to charitable organisations and various research programs. Gates is also the author of two books: *The Road Ahead* and *Business @ the Speed of Thought*.

The American company **Apple** designs and sells consumer electronics, computer software and computers. It is most famous for Mac computers, the iPod music player, the iPhone and the iPad tablet computer. It was founded in 1976 by Steve Jobs, Steve Wozniak and Ronald Wayne.

YouTube is a popular video-sharing website started in 2005 by Steve Chen, Chad Hurley and Jawed Karim. People upload video clips to share with others. Some TV companies also upload clips. In 2006 the website was bought by Google.

The Nobel Prize refers to a set of the most prestigious international awards for great achievements in various categories. The prizes were established by the Swedish inventor Alfred Nobel in his will in 1895. Since 1901 the prizes have been awarded in the following categories: physics, chemistry, medicine, literature and peace. In 1968 the Central Bank of Sweden established a related award in economics, called the Nobel Memorial Prize in Economic Sciences. All the prizes are presented in Stockholm, Sweden, with the exception of the Nobel Peace Prize, which is awarded in Oslo, the capital of Norway

7.4 Reading

I Contain Multitudes: The Microbes Within Us and a Grander View of Life is a 2016 book by Ed Yong, a science writer and journalist, which describes the relations between microbes and animals in an interesting and engaging way.

7.5 Grammar

Pythagoras (circa 570–circa 495 BC) was a Greek mathematician and philosopher. He is famous for developing the Pythagorean Theorem, which states that in every right-angled triangle the square built on the longest side has the same area as the two squares built on the other sides put together.

Archimedes (circa 287–circa 212 BC) was a Greek mathematician and inventor. Despite sparse information about his life, he is often considered the greatest mathematician in antiquity, whose work contributed a lot to the development of geometry. However, Archimedes is mostly known for discovering Archimedes' Principle, one of the basic rules of hydrostatics. It states that a body immersed in a fluid apparently loses as much of its weight as the weight of the fluid displaced. Archimedes was a great engineer too. He built defensive war machines to protect Syracuse, the Greek city in Sicily, where he lived.

The Maya people are diverse ethnic groups from Central America who speak the Mayan languages. They are native inhabitants of southern Mexico, Guatemala, Belize and Honduras. The ancestors of the Maya people created the Maya civilization, one of the finest pre-Columbian cultures of city-states, which flourished in the Yucatan Peninsula in the first millennium of the modern era. There were eight million Maya people living in the region before the arrival of Europeans in the 15th century. These days the Maya population is estimated at seven million.

7.6 Speaking

Mario is a Nintendo video game character, created by Shigeru Miyamoto. Mario is an Italian plumber living in the Mushroom Kingdom. His main goal is to rescue Princess Peach from the hands of a villain named Bowser. Mario first appeared in the early 1980s and has been in over 200 games since then, as well as numerous TV shows, films and comics.

Minecraft is video game released in 2009. In its core version the game consists in moving around in a world made of 3D cubes and breaking them up to build new constructions. The cubes represent various materials which the player gathers and uses to create new structures. The world consists of different types of terrain such as deserts, mountains, forests or seas. There are several game modes in which the player has different options and goals.

7.7 Use of English

Global Positioning System (GPS) is a space-based satellite navigation system. It provides location and time information anywhere in the world with sufficient GPS satellites. It is maintained by the United States government and is freely available to anyone with a GPS receiver. It is commonly used in car navigation systems but also has many commercial and military uses. It has been in operation since 1993 and uses more than twenty-four satellites in various orbits around the globe. Other countries such as Japan, Russia, India and China are now developing their own GPS systems. The European Union is also developing the Galileo positioning system.

Unit 8 Costing the earth

8.4 Reading

Ewan McGregor (b. 1971) is a Scottish actor and director, known for his roles in, e.g. *Trainspotting, Moulin Rouge* and *Christopher Robin.* He has been involved in charity work for many years, serving, e.g. as an ambassador to UNICEF UK.

Naomi Watts (b. 1968) is a British actress who moved to Australia as a teenager and first starred in Australian TV series. Her breakthrough came after playing the lead role in *Mulholland Drive* (2001). Other notable films include *King Kong, The Impossible, Birdman* and *21 Grams.*

Chiwetel Ejiofor (b. 1977) is a British stage and film actor. His best-known films include *Love Actually, Inside Man, Kinky Boots* and *12 Years a Slave*, for which he received many awards.

Juan Antonio Bayona (b. 1975) is a Spanish film director. *The Impossible* is his fourth feature film. More recent projects include the fifth *Jurassic Park* movie: *Jurassic World: Fallen Kingdom* (2018).

Over fifteen years after the 1983 events shown in *Adrift*, **Tami Oldham Ashcroft** (b. 1960) described her ordeal in a book entitled *Red Sky in Mourning: A True Story of Love, Loss and Survival at Sea*. When she was found by a Japanese boat, she had almost reached Hawaii. Richard Sharp's body was never recovered from the sea. For several years Oldham suffered from side-effects from the head injuries she sustained during the storm, but she continues to sail.

8.6 Speaking

Wolin is a Polish island near the border between Poland and Germany. Most of the area is covered in forest and hills. A large part of the island belongs to Wolin National Park.

The **Dolomites** (part of the Southern Limestone Alps) are a popular tourist destination for skiers, climbers, hikers and fans of many other sports. The highest peak is Marmolada (3,343 metres).

The Giant Crystal Cave is a cave in Naica, a mining town in the north of Mexico. It is part of a working lead, zinc and silver mine. The cave is famous for enormous gypsum crystals, some of the world's largest crystals ever discovered. The biggest specimen weighs fifty-five tonnes and it is twelve metres long. The cave lies 300 metres below the surface and is difficult to explore due to the inside temperature reaching up to 58 degrees Celsius and extremely high humidity.

Ha Long Bay is located in north-eastern Vietnam, near the mouth of the Bach Dang river, covering an area of 1,553 square kilometres. It is famous for its spectacular scenery and, as such, is one of the biggest tourist attractions in East Asia. There are over 1,600 limestone islands and islets, which make a unique seascape, created in a process of erosion over millions of years. Ha Long Bay was designated a UNESCO World Heritage site in 1994.

Cape Town is the second largest city in South Africa, with 3.7 million people living in the metropolitan area. Its population constitutes one of the world's most multicultural cities. Cape Town is located on the shore of Table Bay, on the Atlantic Coast, near the southernmost tip of the African continent. It is a famous tourist destination thanks to its beautiful harbour and two scenic landmarks: Table Mountain and Cape Point. Cape Town was founded by the Dutch in 1652 as a supply station for Dutch merchant ships and soon became the economic hub of the region. It is now the second biggest economic centre in South Africa. As its legislative capital, it is the seat of the National Parliament.

Table Mountain is the 1,084-metre landmark mountain which overlooks the South African city of Cape Town. As its name suggests, the flat top of the mountain resembles a table top. The top is almost three kilometres long and has steep, vertical cliffs at the edges. Table Mountain is part of the Table Mountain National Park and it is a famous tourist destinations. It can be easily reached by cableway, but it also attracts hikers thanks to a network of over 550 walks.

8.8 Writing

Zakynthos is a Greek island, located in the Ionian Sea. It is a popular holiday destination, famous for its picturesque 123-kilometre-long coastline. Since 1999 it has been the site of the National Marine Park of Zakynthos, located in the southern part of the island. The Park is famous for the Bay of Laganas and its beaches that serve the loggerhead sea turtle as nesting grounds. in the world. The average adult measures about ninety centimetres and weighs 135 kilograms, but specimens twice as long as this, weighing almost half a tonne, have also been found. The loggerhead inhabits all the world's oceans and the Mediterranean Sea. It is considered an endangered species. Its population, estimated at 200,000, has decreased due to industrial fishing nets, its slow reproduction rate and the loss of nesting beaches.

The Masai Mara National Reserve is a wildlife reserve, located in south-west Kenya, on the border with Tanzania. It adjoins the Serengeti National Park in Tanzania, with which it forms Africa's most diverse and fascinating eco-system. The whole area is famous for the Great Migration, the world's largest mammal migration, in which countless herds of gnus (also called wildebeests), zebras and Thomson's gazelles move to and fro between the Masai Mara and the Serengeti on a yearly cycle. Africa's big cats – the lion, the cheetah and the leopard – can be found in the Masai Mara in relatively big numbers. There are also elephants, buffaloes, black rhinoceroses, hippopotamuses and Nile crocodiles. The unique and rich wildlife attracts many tourists, making the reserve the most popular safari destination in Africa.

Fraser Island is an island located off the eastern coast of Australia. It spans 1,840 square kilometres and it is the largest sand island in the world. The sand it is made up of has been accumulating for over 750,000 years. Almost the whole island is now part of the Great Sandy National Park. In 1992 the island was declared a UNESCO World Heritage Site. Fraser Island has about 200 permanent residents but it is extremely popular with tourists as it offers unique landscape and nature. It is home to the last remaining pure dingoes in Eastern Australia. To protect the species, dogs are not allowed on the island.

Punta Tombo is a peninsula located on the Atlantic coast of Argentina. It is three kilometres long and 600 metres wide and it is famous for being the nesting site of Magellanic penguins. They arrive in Punta Tombo between September and April to lay their eggs and look after their offspring. It is one of the world's largest penguin colonies, and also one of the most accessible and as such it attracts about 100,000 visitors every year.

Student's Book audioscript

Unit 1 Live and learn

1.1 Vocabulary

1.2 Exercises 5 and 6, page 5

D = Daughter F = Father

D: Hi Dad, sorry I'm late, what are you looking at?
F: I'm reading a website called *Degree courses you didn't know existed*. You should read it.
D: Sounds like fun. Yeah, I've been thinking about what I should apply for at university.
F: Well, you've put so much effort into your end-of-school exams. You can look forward to dropping the subjects you don't like and focusing on something you love.
D: Is that how it was for you, Dad?
F: No, not really. You're much more gifted academically than I was … and self-disciplined!
D: You make me sound like a swot! I just like studying.
F: You are a swot compared with me. I struggled a lot at school. I just couldn't settle down in class – I was really disruptive. In fact, I nearly got expelled a few times.
D: No!! You haven't told me this before!
F: No, but now, that you're leaving school, I can tell you about all the times I got into trouble. But it was different back then. Our teachers were extremely strict. In fact, some of them were real bullies, and if you had a problem you couldn't talk to them – not like now. If you weren't a good student, the teachers just gave up on you.
D: So why weren't you a good student? You're really clever!
F: Hahaha, thank you. I didn't know then but I was dyslexic. I still am, but I've learned how to deal with it and it's not a problem. But I fell behind at school and only scraped through my exams.
D: So how did you get such a good job?
F: Oh, that's another story. Right now we're supposed to be talking about you and the university course that's going to set you up for a great future! How about this one? A surfing degree in Plymouth – now that looks like fun!
D: Ha ha surfing! Very funny…

1.2 Grammar

1.6 Exercise 2, page 6

M = Man W = Woman

M: What are you reading?
W: Oh this? It's a book about people who become successful because they do what they love doing.
M: Oh, that sounds good. What sort of thing?
W: Well, I'm just reading about a famous ballet dancer called Gillian Lynne. When she was a little girl her teachers at school complained that she didn't pay attention and was always fidgeting and disturbing her classmates. So her mother arranged for her to see a psychologist to find out what her problem was.
M: Oh right.
W: Anyway, the psychologist talked to the girl's mother, and then he put some music on the radio and left Gillian on her own in his office. He told the mother to watch Gillian through a window and as soon as they left the room, the little girl got up and started dancing.
M: Ah - that's so clever!
W: I know - the psychologist realised that Gillian didn't have a problem, she just had a gift for dancing.
M: So what did the mother do?
W: She sent her daughter to a dance school and Gillian ended up being a famous ballet dancer and choreographer.
M: Wow, that's a great story.

1.3 Listening

1.8 Exercise 2, page 7

S1 = Speaker 1 S2 = Speaker 2 S3 = Speaker 3 S4 = Speaker 4

1

S1: My earliest memory? I have a vague memory of the Christmas before I was three, but I have very vivid memories of my third birthday party, and I can remember other events very clearly from when I was three years old. Some people say I must have confused a memory with photos I've seen of the same events. But I've asked my mum about it and she agrees that my memories are accurate. For some of them, there's no photographic evidence or anything that could have jogged my memory, so I believe they're real.

2

S2: Most people in my family have rubbish memories, but my grandfather's amazing. He's not like other old people who are losing their memory and get confused – he's really switched on. He remembers dates and names and places. He can even recall in detail events that happened fifty years ago – and he's seventy-seven! I'm sixteen and I can't remember what I did yesterday! I wish I had his memory – it would help me a lot in my exams. I asked him how he manages to remember things so well, and he says it's because he drinks green tea! I think it's because he reads a lot and stays active. He walks every day – he's much fitter than I am.

3

S3: I've read that a lot of innocent people get convicted of crimes they didn't commit because a witness has identified them wrongly. That's terrible. Apparently, it's hard for most people to remember someone's face correctly, especially if you only see them for a few brief moments. I think I'd be really good at recognising criminals and I'm sure I wouldn't choose the wrong person in an identity parade because I never forget a face. I only have to see someone once, and I can remember them in detail. I just wish I had an equally good memory for names.

4

S4: I saw a documentary last night about a boy who can't forget anything about his life in the past. He can tell you exactly what he was doing on a date and at a time in the past – and he can tell you details like what he was wearing, what he ate, what the weather was like. So you can say 'What did you do for your fifteenth birthday?' and he can remember everything about it. He's the only one in his family with a memory like that. In fact, they said he has a very rare condition – it has a name but I can't remember it. I've got a memory like a sieve!

1.4 Reading

1.12 Exercise 2, page 8

1

This is fiction. Brain size and intelligence are unrelated. It has more to do with the strength of the neuron networks in your brain – the stronger they are the smarter you are.

2

This is fact, although some experts might say that it depends on how you define 'a thought'. Whatever the actual number, we humans clearly do a lot of thinking.

3

Correct. A brain doesn't get used up like the data storage on your smartphone. Brain power is enormous! You don't have to worry about running out of space in your lifetime.

4

Fact. When you are awake, the 100 billion neurons in the brain make enough electricity to run a light bulb. Crazy!

5

This is a complete myth. The way the brain works is extremely complicated, but most of it is being used most of the time.

1.5 Grammar

1.16 Exercises 1 and 2, page 10

1

Part one

What do Barack Obama, Prince William, Paul McCartney, Diego Maradona and Bart Simpson have in common? They're all left-handed. In fact, ten percent of the world's population is left-handed, and I'm one of them. I have no idea why I use my left hand or what causes someone to be left-handed, but according to studies, it's a combination of genes and the environment that make someone use one hand rather than the other.

In left-handed people, the right hemisphere of the brain is dominant. This means left-handers tend to be creative and visual thinkers. You would therefore expect to find more left-handers working in music, the arts and media in general. Dominance of the right hemisphere also enables left-handers to be better at 3D perception, so it's no surprise that a high proportion of left-handers decide to become architects.

Left-handers have good coordination too, which may explain why a greater number manage to pass their driving test first time. There is also a high percentage of lefties in the world of sport. Tennis champion Rafa Nadal is naturally right-handed but he has chosen to play tennis with his left hand. He keeps winning so it's a decision that seems to have worked out well for him.

1.6 Speaking

1.19 Exercises 6 and 7, page 11

Personally, I think it's absolutely vital. Actually, I'm having lessons at the moment and I intend to take my test next year. My family and I live on the outskirts of the city and it takes me ages to get to the centre on the bus for school, or to meet my friends. Driving into the city would be so much more convenient, so for this reason I feel it's really important that I learn.

Focus Review 1

1.20 Exercise 8, page 19

S1 = Speaker 1 S2 = Speaker 2 S3 = Speaker 3 S4 = Speaker 4

1

S1: I was beginning to fall behind in Biology class, so I decided to go along to the local Science Centre where they were advertising some free workshops. I'm really interested in science, but the lessons in school are pretty dull, and the teacher doesn't seem very motivated, but dropping out's not an option. At the centre, though things are very different, much more hands-on, and the instructor is really supportive. He actually voted my last project as the best in the group, which makes me want to work even harder. And, the funny thing is, my marks at school have actually started to improve as a result.

2

S2: I'm really into science fiction and was curious about what a course on creative writing would involve. One thing I didn't expect was that the course would be so demanding and I've already fallen behind a little. I'm not sure what the tutor will say if I don't catch up on the work that's due. I mean, it's free and we're all there voluntarily – even the tutor I believe – so I doubt I'll be asked to quit the course. I've never been the most hard-working person and the other students in class strike me as being rather studious, so I know I can't put off doing the work indefinitely.

3

S3: I've always wanted to do a Drama course so when the opportunity came up to do one nearby I jumped at the chance. The tutor's great and the other students on the course all seem very self-motivated, which I guess is important on a free course such as this, otherwise you just wouldn't go, right? I plan to go on and study Drama at university and I dream of one day making a living out of being on stage. Naturally, I'm keen to soak up as much knowledge as I can in the hope that this will help me improve my acting skills.

4

S4: My high school grades in Art are fine but I just wanted to try some new approaches and was looking for inspiration. I was a little worried initially as I've never been a very sociable person but everybody at the art club struck me as being really open. The tutor came across as being very hard-working and focused – which I wasn't expecting as you hear about these volunteer teachers being a bit unmotivated. The next assignment, painting or sketching something about our earliest memory, is rather challenging, but I've got lots of ideas and I'm feeling really creative again!

Unit 2 Human nature

2.3 Listening

1.24 Exercises 2 and 3, page 23

N = Neuroscientist P = Presenter

P: Welcome to Saturday Science. We are very fortunate to have with us in the studio today Ruby Niverton, who is a neuroscientist. Ruby, recently you've been involved in a study of the brain and, in particular, which part of the brain is used for different emotions.

N: Yes, that's right. We have collected a lot of data about the changes in the brain that are caused by strong feelings.

P: Now, we associate love with the heart – but you would say that love is a chemical reaction, wouldn't you?

N: Ha ha, yes I probably would. In fact, love is a powerful neurological condition. When you fall for someone, it's similar to hunger or thirst, but more permanent.

P: That's not a very romantic image.

N: Well, no, but it's fascinating. In fact, romantic love has all the characteristics of addiction. At the beginning you're just attracted to somebody. Then you start going out with them and before you know it, you've fallen in love. You focus on the person, you obsessively think about them and you will take enormous risks to win this person that you're obsessed with. Also, like an addict, you need to see them more and more.

P: I see. So your study has found evidence for those feelings in the brain. Can you tell us a little bit about how you did that?

N: Well, we searched for people to put in a brain scanner – we wanted people who were madly in love. We wanted people who couldn't stop thinking about their sweetheart. Then we put them into the brain scanner and showed photographs of their sweetheart and photographs of people they didn't know. Then we could compare the activity in the brain.

P: And did you find what you were looking for?

N: Oh yes. First, there's an area deep in the centre of the brain – it's a primitive part of the brain which developed sixty-five million years ago. It's at the base of the brain, which is associated with wanting and motivation. The more passionate the love, the more activity there was in that area. We also found activity in a second area of the brain that becomes active when people eat chocolate! Chocolate can be addictive, just like romantic love!

P: And what happens when someone is rejected? Does the activity in those areas of the brain stop?

N: Unfortunately for the broken-hearted, no. The obsession can get worse when you're rejected. We put people into the brain scanner just after their partner had split up with them, and we found that there was as much activity, or even more, than when they were in love.

P: Can I ask you a personal question?

N: Ha ha, you can ask!

P: All this science and looking at brains – has it put you off romantic love? I mean, can you fall in love or do you just keep thinking about what it's doing to your brain?

N: Oh no, not at all. Love is more powerful than that. I might try to resist, but it wouldn't work!

2.6 Speaking

1.31 Exercises 4 and 5, page 27

OK, a memorable day out. Hmm, let's see. Right, so I'm going to tell you about a great day out I had at the local lake. This took place about a month ago, on a Saturday, and I had been working really hard studying after school in the evenings and at weekends. I hadn't been out for weeks and I felt like I really needed a break. So I called my friend, Lisa and we decided we would take a picnic and go to the lake not far from our village. The weather wasn't great, but we went anyway and as soon as we got there, the sun came out. Initially, we were the only people there, but it's a popular spot and, as expected, other people soon started arriving. As we were sitting there on our blanket, another group of teenagers came and sat down right next to us. They were really friendly and we chatted for a bit, then someone got a bat and ball out. All of a sudden, the weather changed and out of the blue, it started pouring with rain. We were going to go and then someone said we might as well go for a swim as we were wet anyway.

Swimming in the rain was fantastic and fortunately, after it stopped raining, the sun came out again and we ended up staying all afternoon. Eventually, the evening came and it started to get cold so we headed home. Without a doubt it was one of the best days I've had in ages and a welcome break from studying. We're planning to meet our new friends again as soon as we've finished our exams. Funnily enough, the best days are often the ones you don't really plan.

2.7 Use of English

1.33 Exercise 5, page 29

D = Dave L = Lisa

D: Hi Lisa.

L: Hi Dave. Have you got a minute?

D: Sure.

L: I want to ask you about your friend Martin – he's applied for my spare room.

D: Oh yes, we study together, but he's just a casual acquaintance rather than a close friend.

L: OK. What's he like?

D: Um, I'd say he's a bit of a free spirit – he's very independent and sure of himself. But he's good company on a night out, very popular.

L: You mean he's loud?

D: No, not at all. He's supremely confident and highly intelligent. He was top of our course last year.

L: Wow. Does he have a lot of friends?

D: Yes, as I said, he's popular and really kind. Last year there was a girl in our year who was deeply depressed and he helped her a lot.

L: Oh, he sounds like a nice guy. Anything else you can tell me?

D: No, I'd say he's perfectly normal. Oh, and he plays the trumpet really well!

Focus Review 2

1.34 Exercises 8, page 35

A = Adam P = Presenter

P: Good afternoon and welcome to today's show. Continuing our theme on family, today I'm talking to Adam Martins, a psychologist, expert on twins and a twin himself. Welcome to the studio.

A: Good afternoon.

P: Let's kick off by asking the question which I'm sure all the people at home are most keen to know. There's a common belief that twins share some sort of unexplained mental or spiritual connection. It's an intriguing idea, but is there any truth behind it?

A: Well, there have been many reported cases which suggest that twins – especially identical twins – share some kind of psychic connection, can feel each other's pain or sense when the other twin is in danger, for example. There are stories of twins who gave birth to baby daughters on the same day, at the exact same time, and even twins who were separated at birth but reunited decades later to find that they both married spouses with the same first and surnames. Psychic powers have never been scientifically proven to exist, and psychic twins are no exception. However, as we move away from science toward anecdotal evidence, we find many intriguing parallels in the lives of twins.

P: You're a fraternal twin. Have you personally experienced something like this? If so, what happened and what was the reaction?

A: I can recall quite vividly when my sister and I were fifteen, our teacher asked us to draw a picture of a scene from a book. Although we were sitting on opposite sides of the room, we had somehow managed to draw very similar images. The teacher was so taken aback she had to get the teacher from next door and tell her what had happened.

P: Incredible. And is it difficult being a twin?

A: In many ways it's no harder than being a regular sibling or an only child but a number of twins do report a higher degree of competitiveness – a greater need to be the centre of attention. Twins that were dressed alike when younger or were encouraged to do similar things often feel the need to over-accentuate their differences in order to maintain a sense of themselves as individuals – which is by far the most common problem reported by twins. Unfortunately, such competition between twins often starts early with the major source of competition being for parental attention. Later in life, however, twins tend to develop different interests in order to avoid such competitive situations which can create friction between them.

P: How does a twin go about establishing a greater sense of self?

A: Some twins will often make concerted efforts to study different subjects, go to different universities, or study or work in different countries. Emotionally it's not easy. But we can't escape our genes, and most research suggests that it is our DNA which is responsible for our psychological characteristics rather than the physical environment in which we find ourselves. Which brings us back to why many twins, even those that have been separated at birth, somehow find themselves attracted to similar professions, becoming obsessed by similar hobbies or simply find it impossible to be different from their brother or sister.

P: It's fascinating stuff but I'm afraid we have to leave it there. Thank you for coming in today Adam. Tomorrow's topic in our series on the family looks at ways of coping with the generation gap…

Unit 3 Living spaces

3.1 Vocabulary

2.1 Exercise 4, page 37

Ja = Jack Ju = Julia P = Presenter R = Ryan S = Sarah

P: Today on CITY LIFE we're discussing the pros and cons of banning cars in city centres. What do you think? Call on 02099777999. We'd like to hear your views. Okay, our first caller is Ryan from Dublin in Ireland. Go ahead Ryan.

R: I live in the centre of Dublin, but I work in another city. Cars are banned from my street and so I can't park at home. This means that my daily commute is more difficult, but it's worth the sacrifice - I used to hear the constant noise of car engines and honking of horns from my top floor apartment overlooking one of the main streets, but now I love the peace and quiet.

P: Thank you Ryan. Next up is Jack from London.

Ja: I agree with banning cars – it's definitely the right way to go. London is so polluted. They're talking about banning diesel cars. I think they should ban all cars. So long as there's a reliable network of buses and public transport, who needs cars!

P: Thank you Jack. Yes, public transport is important. Let's see what Sarah has to say.

S: I agree with banning cars in the city centre because it's safer for cyclists. But my problem is that I live in the suburbs, and my neighbourhood doesn't have cycle lanes so it's not a safe environment for young people to get around by bicycle. Urban planners should ask themselves: would you let your child cycle here?

P: Good point Sarah. Councils have been focusing on the city centre and forgetting about the suburbs. What do you think Julia from Bath?

Ju: I don't think it's a good idea to ban cars everywhere. It's easy to build cycle lanes in cities where there are wide avenues but my home town of Bath is very picturesque and tourists flock here to visit the historic centre. The problem is that these ancient cobbled streets are too narrow for cycle lanes. We can never be a bike-friendly town. And I don't mind. I like my car.

P: Ah yes, the cobbled streets of Bath. Lovely. Well that's all we have time for now. Thanks to our listeners …

3.3 Listening

2.5 Exercises 3 and 4, page 39

1

Welcome to the *Lifestyle Programme*. Let's start with the shocking results of a recent survey: thirty-five percent of British people do not know any of their neighbours. Well, it's not a problem for residents of Springhill co-housing project in the southwest of England. Springhill is a new housing development of thirty-five homes in a typical residential area. Residents have their own self-contained flats or houses and gardens but share a common house for communal meals. The co-housing idea comes from Denmark where it is well-established, and according to the latest government housing figures, tens of thousands of Danish people live in this way. There is growing interest around the world in the model as a provider of affordable, sustainable social housing. Building materials are natural or recycled.

Springhill is not only sustainable in building terms, but in human terms too, encouraging the daily social contact that we know is key to health and happiness. We're sure there'll be a hundred percent improvement in neighbourly relations at Springhill. And now for a look at a different kind of …

2

T = Tom R = Rick

R: Come on, we're going to be late for school. What are you reading?

T: Oh, it's one of Dad's business magazines. Have you seen the plans for this Freedom ship?

R: No, what is it?

T: Well, it's just a concept at the moment, but they're planning to build a huge ship that looks like a floating tower block with an airport on top.

R: That sounds a bit unstable if you ask me. Let's have a look. Oh, that's amazing. It looks like a multi-storey car park! I wouldn't like to be on it in bad weather. Are they really going to build it?

T: Only if it can be profitable, so if you ask me, I'd be surprised. They need billions of dollars to even start, so it may never happen. It says here that there are people with disposable income who want to invest in the project and use it as their second home, but I shouldn't think many people would want to live on it. They want to make it nearly two kilometres long – nearly two kilometres long! That doesn't sound possible!

R: Where will it dock?

T: According to this article, no ports will be big enough for it to enter, so it'll just be sailing around the world non-stop with 80,000 people on board.

R: Well, I won't be one of them! Come on, it's time to go.

3

Today I'm reporting from *The House and Home* show and I'm going to start with a question – where will you be living twenty years from now? Well, that's pretty obvious. You'll be living in a fully connected smart home! Smart homes and smart technology have now become reality, not the future. How do they benefit our lives? OK, a smart home can be rewired so household appliances such as fridges, light fixtures, security systems and thermostats can be controlled by the homeowner using a mobile device. One benefit is that the smart home can save energy costs – even when you're not at home. With the tap of a finger on your mobile phone, you can switch off lights, close windows and control the heating. With the smart home you gain more hours in the day – when you're running low on milk, your fridge can order more and it can be programmed to manage all your shopping. The fridge will even advise on recipes based on what you've got in stock. Domestic chores just got a lot easier! In the future such homes will be available for everybody!

Unit 4 Shopping around

4.2 Grammar

2.17 Exercises 1 and 2, page 54

L = Laura LM = Laura's mother

L: Mum! Guess what – Jamie got tickets for us to see Beyoncé tonight. It was sold out, but he got them online.

LM: You know it's risky buying tickets online, don't you?

L: Is it? The guy's meeting us outside the concert with the tickets.

LM: OK, but just be careful, won't you? Don't give him any money until you see the tickets.

L: Don't worry! It'll be fine. Right, Jamie's picking me up in five minutes.

LM: Jamie? But he hasn't passed his driving test, has he?

L: Yes Mum, he passed it weeks ago.

LM: Oh right … Wait a minute. You're not wearing my earrings, are you?

L: Oh, er … yes, I am. I forgot to ask you. Sorry.

LM: You know they're worth a lot of money, don't you?

L: Are they? But you never wear them, do you?

LM: Look, it's fine but just don't lose them, will you? It's so easy to lose things at concerts.

L: Stop worrying about everything Mum. I'm always careful when I borrow your things, aren't I?

4.3 Listening

2.20 Exercises 2 and 3, page 55

I = Interviewer MR = Martin Richards

I: Welcome to the *Shopping Programme*. In this episode we're looking at the growing market in the UK for second-hand goods and the different places where you can buy and sell these pre-owned items. To get us started, we have a guest in the studio. Hello and welcome Martin Richards. Martin, you sell second-hand goods on the market, don't you? Can you tell us where you get them from?

MR: Yes. Hello. Basically, I buy and sell the contents of luggage that is lost at airports and unclaimed by their owners.

I: There are thousands of bags and suitcases that go missing at airports, aren't there?

MR: Yes, absolutely. Twenty-six million checked bags go missing from international flights around the world every year. Heathrow is one of the busiest airports in the world with nearly 200,000 people passing through the airport each day. Unsurprisingly, 45,000 bags go missing every month.

I: Amazing! So how do you get hold of this unclaimed lost luggage and what do you do with it?

MR: Well, I certainly don't get them from the owners! I go to an auction house in London – they buy the lost property from Heathrow Airport, and sell

it weekly to individuals like me. Then I have a stall on a market where I sell the clothes that come out of the lost suitcases.

I: So what kind of things do you get?

MR: Well, there's an element of chance when you buy a suitcase as you can't look inside before you bid for it. The better the suitcase, the more likely you are to find designer clothes. But you could be very unlucky with a high quality bag and just find dirty socks – that's the chance you take. Luckily, the auctioneers open the bags and throw away anything horrible like food that's gone off or wet stuff that's gone mouldy. When you buy suitcases, you just get clothes. They take out electrical goods and shoes and they sell those in separate lots.

I: If we could just go back to what you were saying before, it's really surprising how many bags get lost! Have you any idea how this happens?

MR: Apparently, the most common cause of lost luggage is when people check in their bags either too far in advance, or at the very last minute. Things can also get lost if passengers transfer to other flights. But you wouldn't believe what the most commonly lost thing is – children's buggies! That's what I find most shocking – I just don't understand how people can leave the airport carrying the child and not remember the buggy!

I: One last question Martin. Do you feel a bit strange handling people's personal belongings?

MR: Um. That's a good question. The easy answer is no – I try to think about it as a job. But if I'm honest, I do often wonder who these people are, where they're from and where they were going. Once I found a wedding dress in one of the suitcases – I just hope they lost it on the way home.

I: Absolutely. I'm sure those suitcases could tell a few stories. Thank you, Martin. Now …

4.4 Reading

2.24 Exercise 3, page 56

Weirdest things sold at auction

A man thought that a jar contained a ghost and he was frightened of it, so he put it up for auction on eBay. After numerous bids, the jar sold for just around $55,000, but the buyer never paid for the item in the end.

In 2000 a man from North Carolina discovered the meaning of life and decided to sell it on eBay. Curiously, it was worth only $3.26.

A ten-year-old girl from England tried to sell her grandmother on eBay, describing the relative as 'annoying' but 'cuddly'. The Auction site had to take down the offer as it appeared to be promoting human trafficking.

The toast was sold for $1,025 when Justin Timberlake left it behind after an interview with a New York radio station. The leftover breakfast was put for sale by a DJ and a nineteen-year-old fan placed the winning bid.

An Australian thought it was funny to put New Zealand up for sale on eBay. After six thousand hits and twenty-two bids, the price quickly climbed to A$3,000, until eBay managers pulled the auction from the website.

No royal tea-leaves have ever come up at auction, but a piece of The Queen's wedding cake from her marriage in 1947 fetched £500 at auction when it was put up for sale by a woman whose father attended the royal wedding.

4.5 Grammar

2.28 Exercises 1 and 2, page 58

J = James E = Ellie

J: It's Bella's birthday tomorrow and I haven't got a present yet. Could you help me?

E: Well, well, well … A university student is seeking help from his little sister. That's new.

J: Stop that, please! Are you going to help me or not?

E: Fine. What's up?

J: As I was saying, I have no idea what to get Bella for her birthday. You're a girl. Any thoughts on that? Clothes, maybe?

E: You definitely shouldn't buy clothes unless you know the correct size. It's much too easy to get it wrong, too small or too large. Also, it might not be the right colour or style.

J: Oh, right, not clothes. How about jewellery? A nice ring?

E: A ring? You need to be careful with that because a ring tends to have a special meaning.

J: Hm. A bracelet?

E: Yes, with a bracelet you needn't worry about seeming too serious. But it must be something really nice. Something she'll be proud to wear. How much do you want to spend?

J: I don't know – no more than twenty euros.

E: Right – you ought to forget jewellery. What's she into?

J: Music. I could get concert tickets.

E: That's good – but you ought to avoid buying them for too far ahead. You may split up and then it would be a waste of money.

J: Oh yeah. I know – perfume!

E: Do you know what she likes?

J: No.

E: Well you ought to!

J: I could get her the same as mum wears.

E: No! You mustn't do that! That's a really bad idea! Mums and young girls don't wear the same perfume.

J: Why? Mum's perfume's nice. Oh dear this is more difficult than I thought. I wish I had more time. Should I get a voucher or is that boring?

E: It's boring. You'd better ask her friends for some ideas before the shops shut. They'll know exactly what she likes. Hurry …

4.5 Grammar

2.30 Exercise 8, page 58

1 A

A: You look tired today.

B: I am. I didn't have a very good evening yesterday.

A: What happened?

B: I went to the cinema with my brother. The ticket cost a lot and the film was terrible and very long. So it was an expensive evening and we went to bed late.

1 B

A: Have you seen Katy's new haircut?

B: No, what's it like?

A: I don't think it suits her. I told her it made her nose look big. She was upset.

1 C

A: That new girl came to my brother's birthday party last week.

B: Oh, what's she like?

A: I'm not sure if she's shy or rude, but she didn't speak to anyone and she left really early.

4.6 Speaking

2.31 Exercises 2 and 3, page 59

E = Emma O = Oscar

O: What a week! I'm exhausted. I'm glad it's Saturday.

E: Well, don't relax too much; we need to do some food shopping. We don't even have coffee.

O: Don't we? Well, you could've said something earlier. How am I supposed to function without coffee?

E: Er … well, *you* should've noticed *yourself* if it's so important to you. Anyway, there's a food market on West Street today. I say we get there early.

O: What, you mean leave the flat?

E: Well, how else do you suggest we do the shopping, Oscar?

O: Er … online? I really can't be bothered to go out, Emma. Going to the market is time consuming and takes effort, but shopping online is quick and convenient. Click, click, click and it's done. Miraculous! It's the only way of shopping that allows you to stay on the sofa … and therefore, it's clearly the best choice. Another reason is that, instead of carrying heavy bags half-way across town, someone will deliver everything to the door. What could be easier?

E: You are so lazy, Oscar! OK, when you compare the two, shopping online might require less effort, but I wouldn't choose it because you can't actually pick the fresh food yourself, can you? If you order online, they can send you all the old stuff. That's why I'd opt for the market. On top of that, it is actually good to leave the house and interact with other real people sometimes, you know?

O: Hmmm?

E: I mean, I prefer going to the market simply because it's a colourful and lively place to spend some time. Also, shopping online isn't the best choice if you consider the environment – all those delivery trucks speeding round the city. Plus, don't forget it's much more likely that the food at the market is locally grown and it's definitely the cheaper option.

O: OK, OK! I get the message. How about you go to the market and I stay here?

E: That's fine, Oscar. You can clean the kitchen and the bathroom while I do the shopping.

O: On second thoughts, I'll come with you and help carry the bags.

E: Oh, my hero!

Focus Review 4

2.32 Exercise 7, page 67

A = Anne P = Presenter

P: I'm here in the studio with Anne Knight – a mystery shopper. It's very much a niche job and one that's full of secrecy. Can you tell me a little about your job and what it actually entails?

A: Sure. Basically I'm assigned a number of different stores, in different locations and cities and asked to buy a certain something from a specific department or from a new product range. It could be in a chain of supermarkets, for example, a fast food restaurant or a large department store. I take extensive notes on the appearance and cleanliness of the store, the progression of the queue and the quality of customer service. I then have to write up detailed reports on the overall shopping experience. It's not as glamorous as most people think.

P: Companies are spending millions each year, there's an increasing need for mystery shoppers and salaries can be impressive I hear. Do your clients get good value for money?

A: I believe so. Retailers are becoming increasingly aware of the competition from online stores and profits are being threatened. They are responding to the fact that shoppers who are actually prepared to set foot inside a store need to be offered a higher quality of service – a more unique and enjoyable shopping experience than they get online. Attracting new customers is desirable through improved customer service, but central to the idea is keeping regular visitors coming back.

P: Does it work?

A: Oh definitely. Once the report has been produced clients might respond, for example, by employing more cashiers to work the tills, which results in queues moving faster. Or maybe shop floors are cleaner or reorganised to make them more shopper-friendly. In particular though, a few of the places I've visited have won awards for the good quality of service to their customers. I'm totally convinced that it is a result of my efforts and that what I'm doing benefits everyone who goes shopping – and that's most satisfying.

P: What else do you like about being a mystery shopper?

A: Occasionally, we get an exclusive assignment such as checking out a five star restaurant, or doing a report on a store that's on a cruise ship. Companies really have to spend vast sums for such a service and the pay is very good so understandably such jobs are quite rare – but it does add to the whole unpredictability of the work which is nice.

P: In many ways the perfect job.

A: Believe it or not, it's actually quite hard to enjoy a meal which costs a fortune in a plush restaurant because you can't sit there and take notes like you can in a store. Remembering lots of tiny details about the meal, the overall quality of the service and the food being served, as well as the much more personal interaction with the waiting staff – all of that can actually distract from the whole experience. And then having to go home or back to the hotel late at night to write reports on everything while it's still fresh. You really do need to remain focused and detail oriented. Hardly the perfect way to spend an evening.

P: So, it's not all just about free meals, is it? Thank you, Anne. Stay tuned because next up Michael Bridges will be talking to …

Unit 5 Off to work

5.2 Grammar

2.36 Exercises 1 and 2, page 70

1

Int = Interviewer I = Interviewee

Int: Tell us about your weaknesses.

I: I'm not a morning person. In fact, I struggled to get up this morning. I'd like to start work after lunch.

2

Int = Interviewer I1 = Interviewee I2 = Interviewee 2

Int: It's a pity that you haven't had any experience of restaurant work.

I1: Don't worry. We are very good at eating.

I2: That's why we think we should get the job.

3

Int = Interviewer I = Interviewee

Int: Do you like the job you have now?

I: No, I don't because I have to answer the phone a lot and I hate that.

5.3 Listening

2.37 Exercises 2 and 3, page 71

DA = Dr Atkins P = Presenter

P: In today's programme we're taking a look into the future of work. With us in the studio we have a specialist in future trends in the workplace – Dr Atkins. Dr Atkins, what do you think the world of work will look like ten years from now?

DA: Well, it certainly won't look the same as now. Technology now enables us to work anywhere and so there's been a steady rise in people working from home and a sharp drop in the number of people commuting to work.

P: As technology takes over tasks that people used to do, what kind of skills will be useful for people in the future?

DA: People will have to focus on the kind of skills that can't be done by a machine or a robot such as leadership and management jobs or caring for other humans.

P: So you don't think that dentists and teachers should worry about their jobs just yet.

DA: No, definitely not. The need for jobs in the medical and teaching professions will remain constant. Many of the traditional jobs will still be necessary ten or twenty years from now - we'll always need lawyers, politicians, fire fighters and so on. And we mustn't forget the creative industries: we'll always need artists, writers and actors. I also think there will be a marked increase in jobs connected with alternative energy.

P: What sort of jobs would they be?

DA: Well, things like solar panel engineers or wind turbine technicians.

P: Right, I see. So which jobs do you think are at risk in the future?

DA: Um, I think there will be a gradual decline in jobs in retail – shop assistants aren't required in the days of online shopping. Any office jobs and factory jobs that can be done by computers and robots will disappear.

P: Finally, can you name any job titles that don't exist now and will in the future?

DA: I think we'll see jobs like body-part maker, robot mechanic and space tourist guide. But I could be completely wrong!

5.3 Listening

2.39 Exercises 7 and 8, page 71

A = Angie M = Mark P = Presenter J = Julie G = Geoffrey

P: Welcome back to our programme exploring the future of work. We asked four people their thoughts on their careers and where they saw them in the future. Our first speaker is Julie Robinson, a lawyer.

J: A career in law is stable because laws don't tend to change fast. It's challenging and potentially well-paid if you get a high-powered job in a top law firm. However, I believe there's been a sharp drop in law graduates recently because it's so expensive to study Law at university for six years. Some law firms are offering apprenticeships so that trainees can start work and earn a salary while they're training. Technology has had an effect on our profession – some of the jobs that lawyers used to do can now be done online. Fortunately, these tend to be tedious tasks that nobody liked doing. On the whole, being a lawyer can be an extremely rewarding and lucrative career.

P: Our second speaker is Geoffrey Smith, a dentist.

G: My dental practice is always busy, and I can't see that changing in the future. As far as clients are concerned, I've noticed a marked increase in elderly patients who want to keep their teeth in good condition. Technology has changed the way I work and will probably continue to make my job easier. There have been great advances in the medication we use to manage pain, so my patients can relax a bit more. I know people hate coming to see me! I don't blame them, but I don't think they'd be any happier if I was replaced by a robot.

P: Our third speaker is Angie Walters, a shop assistant.

A: The supermarket where I work is always busy, so it's hard to believe my job is going to disappear. If you ask me, people want to see what they're buying – I do! But the experts say that there will be a gradual decline in supermarket sales, and so my job isn't secure. I'd hate to lose my job because I think I've got great interpersonal skills and I'm quite good at handling difficult customers. Some people think my job's monotonous, but I find this human contact with the customers very fulfilling. If we close down, I worry that some of my elderly customers will never go out and see anyone. That's not progress, is it?

P: Finally, our fourth speaker is Mark Pomroy, a wind turbine technician.

M: I'm working in the alternative energy industry. To work with wind turbines, you need to do a two-year course in Applied Sciences and this will teach you the basic technology. The skills you need are to be good with your hands, and it helps to have some experience in mechanics. In my free time I enjoy taking car engines apart and putting them back together, so that helps. After studying the basics, I did an apprenticeship with a company and learnt

on the job. My job's demanding, but I think it will be an important career in the near future.

P: Well thank you to our four speakers. It's interesting to hear …

5.6 Speaking

2.44 Exercises 2 and 3, page 75

D = Daniel H = Hannah N= Narrator

N: Friends Hannah and Daniel are working in Daniel's dad's bike shop during the summer holidays. Today they are responsible for opening the shop.
D: Right, here we are. Have you got the keys?
H: Yep.
D: Thanks … OK … er …
H: What's the matter?
D: I've no idea. I can't seem to open it.
H: What do you mean? Just put the key in and turn it.
D: Yes, thank you, Einstein. Every time I try to turn it, it gets stuck.
H: Well, what's up with it?
D: How should I know? Perhaps there's something wrong with the lock.
H: Well, have you tried turning it the other way?
D: The other way? I doubt that'll work, but let's see.
H: And?
D: No, that doesn't make any difference. Now what?
H: Let me try.
D: OK … Careful. Not too hard, it'll …
H: Whoops! It's broken off in the lock.
D: Hannah! Why on earth did you do that?
H: I didn't do it on purpose.
D: What are we supposed to do now?
H: Calm down. I think I might have left the toilet window open round the back. Perhaps if I climb through, I'll be able to open the door from the inside. At least then we can open the shop on time. We'll work out what to do about the lock later.
N: At the back of the shop.
H: Yes! It's open. Problem solved. Help me up.
D: OK, be careful. I'm not sure this is a good idea. It looks a bit small. Are you sure you'll fit?
H: Are you saying I'm fat?
D: What?
H: I'm joking, Daniel. OK, one … two … three … oooof … ah … ouch! Oh, I can't get my leg through.
D: Are you OK?
H: No! I can't move.
D: OK, this isn't going to work. Come back out.
H: OK … ah … ooof … ouch! Daniel, I can't …
D: What are you doing?
H: I'm stuck! What am I going to do now?
D: Well, you should have thought about that earlier. Oh no! That's it. My dad is going to kill us.

Unit 6 A matter of fact

6.3 Listening

3.4 Exercise 2, page 87

Reports are coming in from London of a new mural by enigmatic street artist, Banksy. Banksy's real identity is unknown. Some people believe his real name is Robert Banks while others say that he's Robin Gunningham who was born in Bristol in 1973. Banksy has never confirmed or denied any of these reports and his identity remains a mystery even though his art is recognised worldwide. There is an unconfirmed rumour that he trained to be a butcher before becoming a street artist. His graffiti art became famous in the 1990s in Bristol and London, but he chose to remain anonymous at first to avoid being arrested for acts of vandalism. So far he has managed to protect his true identity and has remained out of reach of the authorities. When a new 'Banksy' appears in the street, he posts it on his website. This is how he authenticates his street art and confirms to the public that it is genuine and not a fake. His artworks can fetch hundreds of thousands of pounds at auction. It is unclear how much of this money goes to Banksy himself, though people say he is worth twenty million dollars.

3.5 Exercises 4 and 5, page 87

A = Alice R = Robert

A: What are you doing?
R: I'm trying to find some information on the Internet for my Art project. I've got to do an essay about artists who raise ethical issues through their work.
A: Ooh, that sounds interesting. I did a similar module on my degree. You should write about street artists like Banksy who make statements about society through graffiti.
R: I don't know much about him. Do you?
A: Quite a bit, yeah. I used to think he was American because he's done a lot of work in New York, but it turns out that he's actually British. He's been doing street art for twenty-five years but I've no idea how old he was when he started. Actually it's amazing how he's managed to stay so enigmatic, but apparently his friends are really loyal and committed to helping him remain anonymous. I don't know much about his background – nobody does – but I can tell you about his murals and his painting techniques if you like.
R: Yes, that would be good.
A: OK, he started off with traditional painting onto walls and then later he started using stencils and spray cans to speed up the painting process. When you want your identity to remain a secret you don't want to hang around the streets too long doing something illegal! I mean, he is committing an offence.
R: Yeah, I suppose he is. Right, let me just finish writing that down. OK, so what's he trying to achieve with all this – what does he believe in?
A: Well, he's quite political – he calls himself an activist and he's against authority in general. He has strong beliefs about people and the way we live our lives. Some of his art draws our attention to the state of the environment and pollution, like this mural of a boy catching snowflakes in his mouth – only

if you look closer, it's not snowflakes, but ash. He painted it on a garage in an industrial town in Wales.

R: Yikes. So what other issues is he most interested in?

A: He's anti-war, so some of his murals aim to raise awareness of the stupidity of war. Look, I'll show you on this website about him.

R: Ah, right. I like the one of the protestor who's about to throw a bouquet of flowers.

A: Yes, that's a good one and it's quite obvious what it's about – it stands for peaceful protest. Banksy also does a lot of paintings of children and animals. His most popular image is a girl with a red heart-shaped balloon.

R: Oh yes, I love that one. But it's a bit sad – the balloon is floating away from the little girl. I'm not sure what the underlying message is, but his art really makes you think, doesn't it?

A: Yes, that's right. The meaning isn't always obvious but I know he's a strong believer in fairness and equality – that's why he's a good subject for your essay. This one has a clear message – he often uses his art to make statements about the treatment of animals.

R: It's so clever – you think the leopard is escaping from a cage but then you realise it's a bar-code. What does that mean?

A: I'm not sure, but as I said, it makes you think. That's his aim.

6.6 Speaking

3.12 Exercises 3 and 4, page 91

1

I firmly believe they do. During the 1980s, due to pressure from anti-fur campaigners, the number of fashion designers using fur fell sharply. Sadly, fur seems to be fashionable again these days so I would say that campaigns and protests are more important than ever. Obviously, protesting is a good way to promote awareness, but I think it is important to make your point peacefully. The anti-fur movement has received criticism in the past for using violent or illegal protests and I also believe these do more harm than good. It could be argued that some of the more shocking images used in protests actually prevent some people from engaging with the movement. Frankly, I find some of the pictures extremely difficult to look at.

2

Well, one obvious advantage is their ability to deliver a message to huge groups of people. Clearly, a lot of the general public are interested in the lives and opinions of public figures and celebrities. When a celebrity supports the anti-fur movement, lots of people take notice. Regrettably, the opposite is also true. When celebrities are seen wearing fur products, it sends the message that fur is glamorous and desirable. If you ask me, there is nothing glamorous or desirable about killing animals for the sake of fashion.

3

I think I'd emphasise just how many animals have died to make their coat, or hat or whatever it is they are wearing. Often, people don't realise that to make a single coat from fox fur, for example, fifteen to twenty animals have to be killed. I'd like them to think about these poor creatures every time they put on their 'beautiful' coat. Can they really justify that much killing, just so they can wear fur? In my opinion, fur is beautiful, but only when it's on the animals to which it belongs. For those who really can't do without the 'fur look', there are synthetic products that look exactly the same as the real thing. Some protesters feel that even synthetic fur is wrong as it encourages the fashion to continue, but I don't feel particularly strongly about that.

Unit 7 It's not rocket science!

7.1 Vocabulary

3.13 Exercises 5 and 6, page 101

DM = Dr Maggs P = Presented

P: Welcome to the Amazing Minds podcast. Our guest this week is Dr James Maggs, professor of Computer Science at Risinghurst University. Thank you for joining us Dr Maggs. Can you begin by telling us who you're going to talk about today?

DM: Well, before I tell you, let me ask you something – when do you think the first computer programme was written?

P: Um, that would be the mid-twentieth century? Alan Turing?

DM: Aha, you need to go back another 100 years to a woman that Alan Turing was inspired by. Her name is Ada Lovelace and she was a brilliant mathematician and a computer visionary.

P: Was she the woman who worked with Charles Babbage?

DM: That's right. She collaborated with Charles Babbage on a prototype for the first computer. At that time, it was known as the Analytical Engine. Charles Babbage is referred to as the father of the computer, but Lovelace is now credited with coming up with the first 'algorithm'.

P: How interesting. So Ada Lovelace was 100 years ahead of her time.

DM: Absolutely. She saw the true potential of their invention and was the first to recognise that the machine was capable of doing anything, provided it was programmed correctly.

P: So Dr Maggs, considering that women didn't always have access to education in the nineteenth century, how did Ada Lovelace discover that she had an aptitude for this kind of work?

DM: Her father was Lord Byron, the Romantic poet. He left her mother soon after Ada was born, and Ada's mother was afraid she would follow the same literary path as her father. So she arranged for the best teachers to give her lessons in Science and Mathematics.

P: It worked.

DM: It did. And she's one of the few women who've won the respect of her fellow computer scientists for her contribution to science and technology. In fact, in 1980 the United States Department of Defence named a computer language after her.

P: Quite right. Thank you very much Dr Maggs.

DM: You're very welcome.

7.3 Listening

3.17 Exercises 2 and 3, page 103

1

J = Julie SA = Shop Assistant

SA: Good afternoon. Can I help you?
J: Oh yes, I'm looking for a new laptop. I've got a budget of £400. Do you have anything in that price range?
SA: Well, you won't be looking at a top-of-the-range model for that amount, but I'm happy to come up with a few options. Let's start here. This one's a basic laptop with 4 GB of RAM and a terabyte of storage.
J: That sounds good.
SA: Well, compared with how computers used to be, it's not bad. If you just want to stick to word processing and social networking, it's a waste of money buying a more powerful computer. But if you want to go in for gaming and download films and music, you can get a computer with 8GB of RAM and an SSD hard drive for £450, that's just £50 more.
J: I do want to download films and music, but do I really need 8GB of RAM?
SA: Well, you need to think about the future. If you want to edit photos and videos it's well worth spending a bit more. For just £50 you get double the RAM and SSD storage.
J: Hm, I'm not sure. I need to think it over.
SA: Of course. If it helps you to make a decision, I'll throw in a laptop bag with the more expensive model.

2

L = Luke K = Kate S = Sat-nav

S: At the roundabout take the third exit. Take the exit.
L: Are you sure this is right?
K: Well the sat-nav seems to think it is. Why?
L: I thought we should be on the motorway by now. I'm going to go towards the motorway.
S: Turn around where possible.
K: The sat-nav didn't like that! I don't know why you insist on going on the motorway when the sat-nav was taking us another route?
S: Exit ahead.
K: Now it's trying to make us leave the motorway. I really don't think we should be on the motorway at all.
L: Have we got a map anywhere?
K: Why would we need a map? I think we should do what the sat-nav tells us to do.
S: After 200 metres take the exit.
L: But I think it's wrong. Why don't we stop at the next service station and have a look at a map. Then we can figure out where to go.
K: OK, but I don't know why you bother to have the sat-nav on if you don't think it works.
L: It was you who talked me into using it! I hate sat-navs – they just wind me up.
K: You just don't like being told what to do.
L: Sorry?
K: Nothing.
S: Turn around where possible.

3

A report into street crime in the UK has revealed that moped robbery is on the rise. The number of offences has risen thirty times in five years. Offenders targeting phones and handbags, take advantage of people who are distracted by their phones. Many of the moped robberies are concentrated around train and tube stations where commuters and tourists often check their phones or look up directions.

Since these figures were brought out, people have been urged by the government not to use phones in the street, but to go into a shop or café when they need to check something on a phone. The Metropolitan Police say that they are bringing in new security measures to help tackle the problem.

7.5 Grammar

3.25 Exercise 1, page 106

1 It is thought that numbers and counting began with the number one.
2 Arithmetic is considered to have originated around 6,000 years ago in Sumer.
3 The Egyptians are known to have invented the numbers one thousand and one million.
4 Before 1500, the term 'mathematics' was understood to mean 'astrology'.
5 There are said to be unlimited opportunities for mathematicians.
6 An increasing number of students are expected to be doing Maths at university in the future.

7.6 Speaking

3.27 Exercises 3 and 4, page 107

L = Luca M = Mia S = Sam

M: Whoa! What's this? It looks a bit scary.
L: I'm not sure, to be honest.
S: Hi, and welcome to 'Mind-blowing Machines'. I'm Sam and I'm an 'Explainer' here at the exhibition. Would you like to know a little bit more about this incredible machine?
M: Er … sure. What is it?
S: It's actually a fully-automated remote surgical unit.
L: Er … I'm afraid you've lost me there. It's a what?
S: Well basically, it's a kind of robotic surgeon that can be controlled from anywhere in the world.
L: A robotic surgeon? Sounds like something from a nightmare! You'd never get me anywhere near that thing.
S: Ha, yes. Quite a few people say that, but it's perfectly safe. It's operated by a real human surgeon, of course. The two robotic arms here are actually steadier and provide a greater range of movement than the human hand. The machine makes it possible to provide expert surgical services to patients all around the world without the need to travel.
M: Are you saying that the surgeon doesn't actually have to be in the place where the operation takes place?
S: Yes, precisely. Using an ultra-fast telecommunications system, the machine would allow a surgeon here in London, for example, to perform an operation on a patient in Australia or Africa, or anywhere in the world, in fact.
M: That's amazing.
S: Mind-blowing, huh?

Focus Review 7

3.29 Exercise 7, page 115

1

The entertainment industry is set to launch a new scheme in an effort to combat the high levels of Internet piracy. The project, backed by UK Internet service providers, will see people suspected of downloading illegal content alerted via 'educational' letters informing them of where they can download the same content through more official channels. Reports suggest that one in five British people engage in some form of copyright infringement, but many believe that the new measures are not severe enough to curb the growing number of Internet users downloading illegally.

2

M = Man W = Woman

W: What are you doing? I thought you were doing the washing up.

M: Later. I just thought I'd get half an hour in before we go out?

W: Seriously? So I have to do the washing up again? You play that silly computer game for hours every day. You'd be better off studying for your driving exam next month. Don't come crying to me if you fail.

M: Oh, it's just a little harmless fun and it helps me to relax.

W: Relax!? That's a joke. You get so wound up that you're miserable for ages afterwards. And with your high blood pressure …

M: Oh, come on. Don't exaggerate.

W: Look at last Wednesday when Anne and Bob came over? You could hardly be bothered to talk to them because you'd lost on that game.

3

B = Boy G = Girl

B: I don't know why I let myself get talked into buying this smartphone.

G: What's the problem? It's supposed to be a good phone. It has some pre-installed applications – you can see a complete list here. Just keep playing around with it.

B: But nothing seems to work. To connect to the Internet, you should go to settings and press connect. At least that's what you'd expect. But look, there's no connect option.

G: That's weird. It should be simple enough. Is the Wi-Fi option on?

B: It's hard to tell. When I try to check, the thing just reboots. Nothing does what it's supposed to do. I'll have to take it back to the shop.

Unit 8 Costing the earth

8.1 Vocabulary

3.30 Exercises 5 and 6, page 117

A plastics factory is the breeding ground for the familiar species, the plastic bottle. It hatches here in safety before being filled with water and going out into the big wide world. We first encounter our plastic bottle in its natural habitat, the supermarket.

Once the water has been consumed, the bottle is discarded and released into the wild. It encounters many predators on its journey to its final destination, a garbage patch the size of Texas in the heart of the Pacific Ocean.

As the bottle fights its way through the city, the eco-warrior is one of its most dangerous enemies and may one day be responsible for its extinction. Eco-warriors reject single-use plastics, claiming that plastic contamination is doing irreparable damage to the environment. After a narrow escape our plastic bottle continues to make its way through the leafy neighbourhoods of the city.

You'd think our plastic bottle would be safe in the local park but no – the litter-collecting park warden hunts the bottle and tries to catch it with his weapon. Our plastic bottle knows that the park warden will not stop until it's in captivity. Another dangerous enemy often encountered in the park is the child. They love to play with their prey, kicking it around the playground.

But our brave bottle is still on the loose, continuing its miraculous migration through built-up areas, down city streets and out into the orchards and meadows of the open countryside. The farmer is the next threat to the survival of our plastic bottle. Many of the species end up attached to a pole to scare off birds that come and eat the seeds on a freshly ploughed field, or stuck forever in a ditch. But not our bottle – it continues its journey.

In areas of natural beauty, the plastic bottle feels unwelcome. Fortunately, a gust of wind picks it up and drops it in a stream where the bottle floats on the surface. The stream flows out of the foothills and into the plain where it becomes a river. The river currents move it ever closer to the open sea where it will be reunited with millions of its own species who have, like our bottle, been set free to roam the Californian landscape. The sea is close now – it can feel it.

The bottle will now continue its journey across the ocean to the Great Pacific Garbage Patch which has a thriving population of millions of tons of plastic waste. Our bottle will never disappear completely because it isn't biodegradable but will live alongside other plastic waste before breaking into tiny pieces, entering marine life's food chain and completing the cycle of life.

8.2 Grammar

3.34 Exercises 2 and 3, page 118

B = Ben D = Dad E = Ellie M = Mum

B: Mum, where are we going on holiday this year? I wish we could go back to that campsite we went to last year.
E: And the year before, and the year before that, and the year …
D: OK Ellie, we get the message!
E: Well, it's boring to go to the same place every year. If only we could go somewhere exciting for a change.
M: Like where?
E: I don't know – I just wish we could do something different, have an adventure.
D: Yes, I agree. I think it's time we did something cultural. I've had enough of lounging on sunbeds – let's go somewhere where we can learn something about the culture.
M: Well, I don't see what's wrong with sunbeds myself. I wish you all realised how much I look forward to doing nothing for two weeks! I've got a stressful job and I look after you lot too.
D: Look, we can do both – we can go somewhere where you can lie in the sun and we can go and explore the museums and churches …
E: Dad, that wasn't what I meant. I want to have an experience. If only we could go on safari or go trekking in the Himalayas or sail across the ocean.
M: Ha, sail across the ocean? Can I remind you that we HAVEN'T won the lottery recently!
B: Hm, I'd rather we went to the campsite we went to last year.
E: But Ben, we don't do anything there – we just go to the beach every day.
M: Fine by me.
D: No, Ellie's right. It's time we went outside our comfort zone. We should have a family adventure. I've always wanted to do white water rafting. Let's go to France. It'll be hot – Mum can sunbathe and we can have an adventure.
E: I'd rather go to the Himalayas.
D: We can go there when you become a millionaire! Here, let's google white water rafting in France.

3.35 Exercise 6, page 118

B = Ben D = Dad E = Ellie M = Mum

D: So what was the best part of the holiday for you?
E: Definitely not the sunburn. If only I'd worn more sunscreen.
D: Hm, yes, you really suffered, didn't you, Ellie?
B: Hahaha, you were so red. But the best part for me was when you fell out of the raft. I wish I hadn't forgotten my camera. It would have been a great photo!
E: I wish you'd fallen in too, Ben! Then you wouldn't think it was so funny. The water was freezing!
M: Ugh, it sounds awful. I'm so glad I stayed at the campsite – I just wish I'd known about the mosquitoes. I was bitten to death. But it's better than being frightened to death in the raft.
D: Yes, I must admit it was frightening, but we wanted to go outside our comfort zone, and we certainly did.

8.3 Listening

3.36 Exercises 2 and 3, page 119

P = Presenter RM = Roger Mathews

P: Welcome to *Animal World*, the series in which we examine animals' behaviour in their natural habitats. This week, we're turning our attention to some of the smartest animals on the planet. Here to deliver today's three-minute lecture is wildlife expert and animal rights campaigner Dr Roger Matthews. Thank you Dr Matthews.
RM: Thank you. When you think of intelligent animals, no doubt chimpanzees come to mind. Chimpanzees share ninety-eight percent of the same genes as humans and they resemble humans in many ways. They have complex emotions: they embrace, they kiss and hug each other, and they laugh when they're playing. They experience adolescence and develop powerful mother and child bonds. They are also similar to humans in that they attack and kill rival gangs of chimpanzees when they want to extend their territory.
The notion of chimpanzees being aggressive is pretty shocking, but it's even harder to imagine dolphins being anything other than affectionate, playful and intelligent. Dolphins are undoubtedly extremely intelligent. They have large brains and a number of things in common with humans and chimpanzees. They are highly social creatures and form stable communities. Also like humans, they are totally dependent on their parents during childhood. But they're also good at defending themselves and can be quite competitive even aggressive, particularly when they want to keep other males away from a female.
But I'd like to move nearer to home and consider farm animals. Which do you think are the least intelligent: Cows maybe, or sheep? It's true that sheep have a reputation for being stupid because they mindlessly follow the crowd and frankly, they don't look very bright. However, scientific research shows that they've been seriously undervalued. Sheep are actually surprisingly intelligent, with impressive memory and recognition skills. The truth is that sheep are far smarter than we think, which proves that appearances can be deceptive.
Look at owls - we call them 'wise', but it's a common misconception. Owls are not very clever at all. Then there are dogs and cats. Cats seem to have strong personalities while some dogs can be rather silly. But in fact, dog's brains have been developing for centuries, while cats' brains have remained unchanged since they were first domesticated by the ancient Egyptians. This can be explained by one simple fact - dogs are more social than cats, and the more social the animal, the more developed the brain and therefore the smarter the animal.
If you think about it, dogs come when you call and are eager to please their owner. They're used as rescue dogs, police dogs, guide dogs. Cats, on the other hand, are loners. Cat-lovers may be annoyed to hear that. They think that dogs are people-pleasers who do tricks because they've been trained to come when you call their name, or to fetch the ball. Cats, on the other hand, are too independent to do tricks, they say, and they don't need the approval of humans like dogs do.

The truth of the matter is that everyone thinks their own pet is the smartest. I've got a goldfish and I'm sure he can tell the time.

P: Hahaha, thank you very much Dr Matthews for your fascinating lecture. In future, I won't judge an animal on what it looks like. Next week we're talking about elephants. But until then, goodbye.

8.6 Speaking

3.44 Exercises 3 and 4, page 123

Have you ever wondered what mysteries lie directly beneath your feet? Of course, there are your socks and shoes, and the floor, then possibly a cellar, then probably earth and rocks and then, perhaps an underground lake, or perhaps, something altogether more unexpected; something ancient and astonishingly beautiful.

In 2000, mineral miners from the town of Naica, in Northern Mexico made an astounding discovery beneath the ground. What they found took the idea of 'buried treasure' to a whole new level. During this presentation, I plan to tell you more about Cueva De Los Cristales, a truly incredible natural wonder.

We are all familiar with underground caves from films and documentaries, even if we have never actually been in one ourselves. You may be aware that caves can be very dangerous places, but also fascinating places. Most people don't realise, however, just how stunning they can actually be. When those Mexican miners drained the water from a system of underground caverns at the beginning of the new millennium, their discovery proved that caves can be among the most awe-inspiring environments on the planet.

Hiding and growing in the darkness for half a million years, the enormous crystals of Cueva De Los Cristales or Giant Crystal Cave - now on the screen, are some of the biggest ever discovered. The largest is twelve metres long, four metres in diameter and weighs fifty-five tons. Unfortunately, you won't be able to visit them any time soon as the caves are extremely hot. Temperatures of up to fifty-eight degrees Celsius mean that, without proper protection, it is impossible to remain underground there for more than ten minutes at a time. As you can see in this picture, scientists exploring the caves in 2006 had to wear breathing equipment and specially designed suits to keep them cool.

It is believed that there are more undiscovered caverns at Naica, but exploring them would mean demolishing many of the crystals already uncovered. Instead, the plan is to finish doing research then re-flood the caves with water and seal them up again.

OK, that's all from me. Thank you for listening. I hope you found the presentation interesting. If anyone has any questions, please feel free to ask now.

Videoscript

Unit 1 Live and learn

1 BBC: Learning a new skill, page 132

C = Chris I = Instructor N = Narrator T = Tahoe
From *Secrets of Superbrands: Fashion*

C: I'm Chris van Tulleken. My brother and I have been studying the human body all of our adult lives.
N: In this programme, we'll uncover the latest understanding of how we learn across a lifetime.
C: I'm doing something, but I don't know what I'm doing.
I: Yeah.
N: How every experience we have transforms us from helpless baby to accomplished adult.
C: Today I'm going to try and do something that I've never done before, juggling, because I wanna find out how quickly I can pick up a new skill at the age of thirty-eight. And to up the ante, I've decided to pit myself against someone who's also never juggled before. But there's a catch. Because the young Tahoe here is a full three decades younger than I am. So, the question is, Tahoe, which one of us is gonna learn to juggle quicker?
T: Me!
C: We'll see.
I: So, the first thing you need to know about juggling, it's about the throwing.
N: Learning comes in three stages. The first is called the cognitive stage. It's where we watch and listen, and then start to practise.
I: I think Tahoe's gone straight for the both sides.
C: How are you ahead already? So, learning any new skill takes a lot of practice. At the moment, lots of different parts of my brain are having to communicate with each other and form a juggling network.
I: Cool. I think we're ready to move on to scarves now. What scarves does, it slows it down, gives you more time to understand the patterns.
N: Without this network in place, we feel uncoordinated and clumsy. That is, until we reach the second stage of learning, when the practice starts to make the task easier.
C: I'm at that stage of learning where I'm doing something, but I don't know what I'm doing.
I: Yeah, it goes diagonal, swap, swap, swap, swap … Excellent.
N: Our brains are creating and storing a network to use every time we juggle. Or try to!
I: So, the idea is in one week to get you juggling three balls.
T: OK, that sounds cool.
C: So, you think you're gonna get to three balls easily in a week, do you?
T: Yeah, of course I will.
C: You're very very confident, aren't you? OK, I have no idea if I can do that.
N: So, it's off home for a week of practice. We all recognise this stage as being the most painful and frustrating. One step forward, two steps back.
C: Hahaha.
N: But with enough hard work and determination, something magical can happen. With enough practice, that brain network should be in place.
T: Yay!
N: We've reached the third stage of learning, where the skill becomes automatic.
C: OK, so I'm on my way to meet Tahoe. I'm not a big one for excuses, but let's just say I haven't had quite as much practice as I should have. Tahoe! How you doin, man?
T: Good!
C: Give me your best shot.
T: OK.
C: Oh man! Well, I think … why don't we just say that you're better than me and leave it at that?
N: Although neither of them have reached the automatic stage, Tahoe did have an advantage from the beginning. The advantage is his age. Part of the reason why Tahoe finds it easier than Chris can be seen from these images. As we grow and learn new skills, something called white matter develops in our brains. It's the material that's the key to making a skill automatic. As we practise, the brain pathways used most often to perform the new skill slowly start to transform. Thanks to white matter, they become fixed and it's this process that creates that sense of everything clicking into place. The skill suddenly becomes automatic and because Tahoe's younger, he can produce more white matter. So, learning as you get older is harder but not impossible.

3 Focus Vlog, page 133

A = Aaron Han = Hannah Har = Harriet
Na = Natasha No = Nobuse P = Presenter

P: Hello everyone and welcome back to my vlog. Now the other day I bumped into an old school friend and it brought back so many memories. Horrible school lunches, countless missed school buses and most importantly, just hours and hours spent purely on having fun, listening to music, gossiping and just hanging out doing nothing special together.
So today I'm going to be asking people about their teenage years and how their lives have changed since then.
What was your daily routine when you were younger and how does it compare to now?
Han: So when I was a teenager I was at school – high school obviously. So I would get up in the morning, have some breakfast. I'd walk to my friend's house, and then we'd walk to school. We'd have school obviously from nine to three and then I'd walk home. And then yeah, just chill at home in the evenings. That was Monday to Friday. And then my routine on the weekend would be to see my friends in the city, catch up. And my routine now is I guess quite similar. I'm based in Sydney. I will go to work for 8:30, again have some breakfast, do my work, go, um, have lunch, go for a little workout or a run, come home, do some yoga in the evenings, and the same again, catching up with friends on weekends.
A: Well, when I was a teenager I would wake up very early, I would make myself breakfast, I would get ready I would take the bus to school. Now since I'm living in France I wake up a little bit later, um, I still actually do not eat breakfast any more, and I go to school around twelve. That's about my daily

routine until about five o'clock and come home, relax, possibly read a book, just kinda leisure activities.

Na: My daily routine is quite drastically different actually, um, so when I was a kid I'd get up at about six o'clock and 'cause I trained as a dancer I would get up and do my stretches in the morning. Then I would go off to school in London, have a full day of school, get on a train back home, go to dance classes until about nine o'clock at night and then I'd go to bed so it was quite intense. And then today – I'll just tell you my day today – I got up at about 11:30 – I had a lie-in – met a friend and I'm going to go to work at five o'clock. So, it's quite relaxing in comparison.

No: I used to go to school and after school I'd hang out with my friends, get some chicken and chips. get home before five. And then I used to do some homework, which was every day from six to seven and go to sleep and start again. Nowadays, I just … I'm self-employed so now I just work through my own routine and whatever call sheet or time I get and, if not that I just go to the gym, work out, have some green tea, some daily exercises and stuff like that.

Har: When I was younger I used to go to school so my routine used to be much more structured – so getting up early, lessons, homework, dinner, things like that. Whereas now I don't have a routine as much as I used to.

P: What did you use to do when you were younger that you miss doing now?

Han: I miss athletics. I used to be part of an athletics club which, um, sadly I gave up. So that would be nice to get back into.

A: When I was a teenager I used to drive around a lot. There wasn't much to do where I lived – I lived in the countryside. So we would drive around a lot and listen to music, and there was a lot of freedom so we got to listen to loud music, discover a lot of things, drive in the countryside, so yeah I miss doing that.

Na: When I was younger, I used to see my friends a lot more 'cause we used to dance together. So I'd see them every single day. And now I very rarely see them. 'Cause of life … Life gets in the way.

No: I used to hang out with my friends and play football every day after school. But now because of age and work and life it's just now … just doesn't happen anymore, so, I guess that's what I miss doing.

Har: It's going to sound strange, but I actually miss doing homework and having an organised structure. Because at least when I was being made to do things, I actually got things done. Whereas now I'm just sort of very lazy. ha ha

P: So how about you guys? How was your life different when you were younger? And what do you miss about it?

Unit 2 Human nature

5 **BBC: Nature or nurture, page 134**

Al = Alexandra And = Andy Ang = Angela
M = Mia N = Narrator W = Wenche

N: We're in London at St Thomas' hospital for a very special gathering of twins. Scientists love identical twins because they're perfect for examining how nature and nurture affect our lives. By studying both the similarities and differences between identical twins, scientists can begin to answer the big question – are we born, or are we made, the way we are? If twins have grown up in the same environment, it's difficult to know whether it's genes or experiences that have made them similar. It would be easier to check if they'd had different lives. Cases of twins growing up apart are rare, but they do exist.
Chinese twins Mia and Alexandra were adopted separately when they were babies. Mia and Alexandra are now six years old. Their lives couldn't be more different. Alexandra lives in a tiny village in Norway with her adoptive parents, Wenche and Sigmund Hauglum. Mia lives with her adoptive parents, Angela and Andy Hansen, on the other side of the world in Sacramento, one of the largest cities in California. Naturally they have very different upbringings. Mia already knows how to read, write and do arithmetic.

M: Six thousand five hundred fifty-two.

N: Alexandra, on the other hand, won't start school till next year.

W: We get up in the morning and have breakfast together. And after that, she's free to do what she wants to do.

M: 'Batter up' called the pitcher. The pitcher threw the ball.

N: Mia and Alexandra's parents only found out after the adoption that their daughters were twins. They promised to reunite the girls when the time was right.

W: We have plans to meet each other, and now it's really going to happen.

N: But will they get on, or will their separate upbringings have made them so different they can hardly relate to each other?
Alexandra, her parents and her sisters, Michelle and Marlena, have arrived in Sacramento after a thirty-hour journey from Norway.

And: Oh! Here they are!

Ang: OK, wait Mia!

M: Yay!

Ang: Can you open the door?

Ang: Hello!

Ang: Why don't you give her a hug … Come here … Hello.

M: Hi.

Ang: How are you?

AL: Fine.

Ang: Good. Why don't you take her hand and bring her inside? That didn't take long.

W: No.

N: Despite the language barrier, Mia and Alexandra have an immediate bond.

Ang: So, Alexandra loves the water?

W: Yes!
Ang: So does Mia. It's her favourite thing.
M: I'm going over there.
Ang: I was kind of worried that they might not be able to communicate, but they seem to have figured it out. It's just really amazing looking at Alexandra's expressions. It's like looking at Mia.
W: Yes, it's the same, yes, it's the same.
Ang: That look right there – that was Mia. You wanna snow cone?
M & Al: Yes, please!
AN: Snow cone?
N: Watching the girls behave in such a similar way is raising big questions for Angela.
Ang: Well, seeing the way Mia and Alexandra interact together, and seeing how much genetics plays a role in who they are, makes me wonder how much control I really have as a parent.
Ang: They both have a little bit of an attitude and they're very strong-willed. And I'm not sure if any parenting style or techniques would really affect certain things that they do. They're gonna be the way they are no matter what. And so, it makes me realise I have to kinda step back as a parent and observe her for who she is, so that I can help her become who she wants to be. Maybe not so much who I might want her to be.

8 Focus vlog, page 135

A = Aaron Han = Hannah Has = Hassan L = Lilee
P = Presenter S = Shaelyn

P: Hello everyone and welcome back to my vlog. Now, it's my first month of living on my own after moving out of my family home and it's been great. No-one cares about how long I spend in the bathroom or how much mess I make. But it has made me realise how important my family is to me and how much of an impact they've had on my life. So today I'm going to be asking people about their families, and what they've learnt from them.
Could you tell me about a family member or a friend you look up to?
L: I really look up to my Mum because she's very independent and she was quite young when she had me but she moved out of home and she handled everything really well and she brought me up all on her own. And I feel like I've turned out okay. So it really inspires me to be mature and responsible and make good decisions.
Has: I look up to my cousin who is a successful painter because he's following his dreams, and that inspires me to follow mine as well.
Han: My sister who's with me here today. She is my role model. She's very kind-hearted and honest and I, er, she's taught me a lot in life.
A: I look up to my great-grandmother. She was the first woman pilot in West Virginia. Um, she also was the first one to leave West Virginia out of the family and so it was her first time exploring the world and that was a really big deal but, er, she became secretary to two presidents and she had a very very, er, beneficial career for her. Um, so yeah um, today she retires in Florida and lives a very happy life on a river and, er, very educated – has two doctorates so, very intelligent, very … very, um, all around excellent woman.
S: I look up to my older brother who pursued football when he was younger. He moved from Canada to the UK and I'm doing the same now, pursuing acting in the UK and I can always phone him back home and he's always able to encourage me to keep going.
P: What have you learnt from a friend or family member that has helped you later in life?
L: My Grandma is probably the one person who's really had an impact on me. She was a politician through the 70s and 80s when many women weren't in powerful positions and she always told me to stand up for what I believe in and to be who I want to be and not worry about what anyone else thought about it.
Has: I've learnt how to do laundry from my aunt which has helped me a lot since I've moved out from home and now I live on my own.
Han: I would say my current room mate who I met almost two years ago. So she's like a new friend I'd say. Um, she's very good at being communicative and showing emotions, which I think is a very good and important factor in life. So that's what I've learnt from her.
A: My friend Alex told me that small leaks sink big ships. So what that basically means is guard well against the little things and don't let them don't let them sink you or your or your voyage or wherever you're going. And the same can be applied to finances as well. You know, buying small things here and there adds up very quick.
S: My grandfather taught me how to be independent which has helped me since moving to the UK from Canada, to feel like I can stand on my own two feet and to feel like I can do anything even if I'm far away from my family.
P: Is there anyone you look up to? What have you learnt from them? Let me know in the comments.

Unit 3 Living spaces

9 BBC: Smog-free Mexico City, page 136

An = Anita Ar = Areli N = Narrator

N: Mexico City is a huge metropolis, home to nearly twenty-two million people. As in most major cities, there's a real problem with pollution, and we're going to look at one way in which the city is tackling its traffic problems and making sure people have clean air to breathe. We're joining Anita Rani in the centre of the world's busiest city.
An: Monday morning rush-hour traffic in Mexico City, but it's not as bad as it normally is because the smog levels have been so high this week. In fact, the highest smog levels recorded in the last twenty years. It's all happening here. Oh, get it into gear, mate. And off he goes. The smog levels are so high that the authorities take measures to reduce the number of cars on the road, so even though this looks insane, it's not half as bad as it normally is.
N: Something is changing here. Take a walk around the streets nearby and you immediately notice that they're much quieter. This is Paseo de la Reforma, a wide avenue running diagonally across the heart of Mexico City. It's usually full of cars, but not today.

An: Hola, Areli.
Ar: Hola.
An: Lovely to meet you.
N: Areli Carreón is a cycling enthusiast and campaigner. She's also Mexico City's first-ever bike mayor.
An: I'm totally blown away by what's happening. Tell me, it's a Sunday morning.
Ar: Yes.
An: What is this? Is this a one-off event?
Ar: No, it happens every Sunday, and it's a close-down of a main street in Mexico City. This is Reforma, one of the most historical and most iconic streets in the city.
An: This is like shutting down the Champs-Élysées.
Ar: Yes. There's like 50,000 people and, as you can see, there's people from all walks of life here enjoying the city.
An: Somebody's listening to their music whilst they're cycling.
Ar: Yeah.
An: Oh, it's not just a little bit, he's got a massive ghetto blaster.
Ar: Look at that. Yeah!
N: By replacing cars with bicycles on Sundays, this massive megacity is doing something about pollution.
An: That's amazing. Look, he's got grandma on the front, baby on the back, maybe that's his grandson.
Ar: One of the things that I like the best is that it doesn't matter who you are, which is your walk of life. People get to be together, and enjoy, and have a conversation, and just be around.
An: Well, I feel like you're telling me to get on this bike. I feel like, subliminally, you're just like 'Anita, I've got you a bike. Get on it.'
Ar: Let's go!
An: Shall we? Yes. I feel like we should join everybody.
Ar: Let's go.
An: Whee-hee! Oh, it's great fun. It's such a brilliant way to see the city as well. What a great bit of progressive civic planning! Cause at the heart of every city are its people, so let the people take over the streets. On top of that, it's great fun.

11 Focus Vlog, page 137

H = Hannah K = Kat Li = Lilee Lu = Lucy
Na = Natasha Ni = Nick No = Nobuse
P = Presenter

P: Hi everybody. Welcome back to my vlog. Now I found my old diary from ten years ago and it's so funny to read my ideas on what I thought the future might hold for me. I'm definitely not the person I imagined myself to be back then, though some dreams haven't changed. I always saw myself in the Australian outback working from home rather than being stuck in London's traffic jams. But hey, it might still happen! So I'm curious about other people's dreams. It's time to ask some questions. Where do you think you'll be living five years from now?
Na: My mum owns a house in Walton-on-Thames that I plan on buying off her so probably I will be living in Walton-on-Thames in her house in five years' time.
No: I'll probably be living in London with my family but I would like to be living in Monaco 'cause it's another city another country it's nice with hot weather and it's just a different environment compared to London.
K: Probably I'll be living in Vienna and hopefully I'll be still working freelance with projects abroad every couple of months so I can keep travelling.
Ni: In five years' time I would quite like to be living in a house with myself not with housemates, um, preferably with a studio so I can record my music and my guitars in there and a nice big living room.
H: I will be living in Sydney, New South Wales in Australia 'cause it's a lovely part of the world, lots of beaches and outdoor life.
Lu: In five years' time I hope to be living in East London. It's one of my favourite places. It's where I work so it'd be a lot easier. I wouldn't have to get up as early.
Li: Actually I have no idea. I've only just arrived here in London and loving it so far. But, er, if it turns out that after a couple of years I don't really love the cold any more I might head home where it's much warmer or I might try somewhere in Europe. I've really got no idea.
P: What life goals will you have achieved by the time you turn fifty?
Na: I would like to think that I will have played a leading lady in the West End. Um, I would like to have been in a TV series or two. And maybe some voice work, voice reels and language tapes.
No: I will have had my own film production agency. I'll have travelled round the world doing what I love which is acting and modelling, I'll have started to raise my own family as well and I will have my own property and businesses as well.
K: Hopefully by the time I'm fifty I will have published a book or been an established artist or at least published a movie and gone further in my career. Or just be happy – I guess that's a good goal as well.
Ni: By the time I'm fifty in my life I will achieve at least one top ten album, a tour of the world, and to get my band Lofthouse just anywhere and everywhere I can.
H: I will have completed my yoga teacher training in India and I will have my own studio so I'll be teaching yoga.
P: So what about you guys? Where would you like to live in the future and what are your most important life plans? Let me know in the comments.

Unit 4 Shopping around

14 BBC: Young entrepreneurs, page 138

A = Alexis G = Georgia H = Hillary N = Narrator

N: Running your own business is quite a challenge. Is it possible when you're very young? Let's meet two young women who prove that you don't have to be advanced in years to succeed as an entrepreneur. Hillary designed her app for children when she was just ten.
H: Best thing about being a CEO is that you don't have a boss.
N: Minor Mynas is an online educational platform that helps children of all ages to connect with other children their own age and build a global community. Through live interaction, children can engage

in conversations and learn one another's language. Minor Mynas provides a safe place for children to communicate, chat and make friends across borders.

H: I definitely think it's easier for kids to get along than for adults. In the adults' world, there is a ton of things about race, gender and other stereotypes. But for kids, everyone is just a kid.

N: In Hong Kong there are a lot of opportunities to network and talk with other entrepreneurs. As it's quite a small city, there's a very close and supportive entrepreneur community, so it's easy to meet a lot of people and make connections.

A: I'm Alexis, and I'm Hillary's younger brother. If you think my sister might be a little bit annoying cause she is so smart sometimes, you're wrong. She's annoying all the time. She speaks in really weird English. She usually calls me like … really old English words. I have no idea what to say back at her cause I have no idea what it means. And it's very annoying.

H: I … I always had pretty big goals. My parents always taught me to think big. They told me that being creative is one of the most important things you can be. And that always led me to having huge ambitions.
Languages are a really, really good way to make a personal connection with someone. As Nelson Mandela once said: 'When you speak in your language, you're speaking to his brain. But if you're speaking in their language, you're speaking to their heart.' I believe that this quote is really, really … profound, and I think it's true.

N: Cake-maker, Georgia, launched her own business at the age of twenty-three.

G: I got commissioned to make a cake for Cara Delevingne, the famous model, and it was actually my sister who said: 'You need to go on Instagram, build up a profile and get her to tag you.' I went from above hundred followers to six thousand that day, and I think that was the very start of my Instagram, and I already had that big boost.

N: Georgia uses natural ingredients to create sweet works of art. But being able to bake a perfect cake is not enough. This is her recipe for success.

G: You upload a photo, people like it, people see what're doing, and then react to it. And maybe someone can even get in touch and order that just by seeing it. So, the more I uploaded, the more interest I had of people, and then the more orders came in. And I'm also using Instagram as a portfolio of my work because it's so visual.
Instagram is something that you really have to keep up. If I haven't uploaded a photo, my followers might think: 'Oh, she's not as busy this week.' So, I have to show that I'm busy making lots of cakes, showing people different options that I can do, rather than the same cake over again. So, it's not just simply make a cake, photograph it, put it on. There is a whole background that goes into one photo.

18 Focus Vlog, page 139

K = Kat Li = Lilee Lu = Lucy P = Presenter
Sa = Sam Sh = Shaelyn

P: Hi everyone. Me again. So I'm off to a bad start today. I'm running late – typical me. I left my wallet in my other bag and I didn't realise until I went to buy a ticket. Luckily a kind stranger lent me some money when I found out I'd left my phone at home too. So I want to know about your experiences with money. Do you carry cash or have you switched to a completely cash-free method?
Do you usually pay with cash or card? What sort of things are you likely to pay for with cash?

Sa: I usually pay with card but I'd mostly rather be paying with cash, I just find a hard time getting my hands on it. Usually it's hard to go to the ATM, make sure I always have it on me, make sure I have a sufficient amount. But if I am paying with cash it's usually for something like the dry cleaners where it's usually cash only or picking up small items at the grocery store, small loaves, pieces of gum, packs of gum.

K: I tend to pay with cash 'cause I keep track of my money better that way and I use cash for all the small things, um, like food, groceries, just every day necessities.

Li: I generally pay with my card because it's so much easier and quicker but I like to get my nails done, and my nail lady only takes cash so that's when I usually pay with cash.

Sh: Actually, I'm most likely to pay for everything with cash because I'm an old-fashioned girl and it helps me to manage my spending with cash because I can see exactly how much I have left. Whereas with card, all you have to do is tap and it's easy to overspend.

Lu: I normally pay with card because it's a lot easier and quicker which isn't always the best thing but if I were to pay for something with cash, the only thing I can really think that I use cash for now would be leaving a tip in a restaurant.

P: What ways of paying are likely to become popular in the future?

Sa: I would say probably contactless using a cellular device, um, just because it's the most convenient – people always have their phones on them and usually kind of having a back-up maybe a contactless card if your phone dies. I can't see it really progressing too much further from that as of right now unless technology advances significantly.

K: I think in the future we'll be more likely to move towards a digital currency whether that is a representation for our current currency or some other value system but I personally hope that we will stick to cash.

Li: I think phone-pay will become really popular because it will be easy for people to leave the house and not have to take a bag or a wallet. All they need is their phone and they can tap away.

Sh: I think e-wallets are more likely to become popular in the future because foreign travel is becoming more popular and it saves people the hassle of having to go for currency exchange and having to carry around loads of cash and all kinds of different cards. So it might be safer for people to travel around as well.

Lu: I pay for a lot of things on my phone, with the contactless on my phone. So I feel like maybe if they input that in other devices as well, that might become more popular too.

P: So how do you guys pay for things? And how do you think you'll pay for things in the future? Let me know in the comments.

Unit 5 Off to work

19 BBC: Feeling like a leader, page 140

Some people think that the bigger you are, the easier it is to project leadership qualities. But appearing big can be achieved in ways that don't require you to be large in size. As social animals, we can make assumptions about a person from the way they look, and the way they behave. There are certain characteristics that we associate with leaders or what we might call dominant, or assertive people.

If you haven't got those leadership characteristics naturally, there are various ways to fake them.

So, for example, if you're going to a job interview, walk in with your shoulders back and your head held high. Make eye contact with people. If you look as if you own the place, people will think you do! It may be old-fashioned advice, but it works.

The way you present yourself has a really profound effect on the way you think about yourself, and the way you think about other things. If you dress formally, you feel more powerful, more capable of dealing with bigger issues.

Things like gestures are terribly important. If you use big gestures, you take up more room, and people get the idea that you're more powerful. So, when you see politicians talking or religious preachers, you'll notice that they use huge expansive hand gestures. And this gives the impression that these people are bigger than they actually are.

The interesting thing about this is that if you do all these things consistently, after a while you actually become more confident. Your brain starts to reflect your body's actions, and you feel naturally more like a leader. You no longer have to fake it.

21 Focus Vlog, page 141

Han = Hannah Har = Harriet K = Kat L = Lilee
P = Presenter Sa = Sam Sh = Shaelyn

P: Hey everybody, I'm back. So my friend just called up to complain about a job interview she had the other day. She was really upset and nervous the whole time mainly because of the questions the interviewer had asked her. He wanted to know why she wasn't studying, why she'd changed jobs so frequently and what she planned to do in the next five years. So I want to know about other people's experiences. What questions they were asked and what they said.
Have you ever been to a job interview? What sort of questions did they ask you? And what did you reply?

Han: Yes I've been to many job interviews. They asked why I wanted the job and I gave an answer of why I wanted to be in that certain industry. Another example would be what are my strengths and weaknesses and I would give them answers like I'm a good team player …

Sa: When I was in High School, I applied for a job at a local camping store in my neighbourhood. They asked me mostly questions related to my interest in camping, my interests in the store and what I thought I could bring to the table. Mostly I told them it was my first job so I was willing to work, like, as hard as I possibly could and that's what I could really bring to the table. I told them I'd been going to the store since I was very little and I had a huge passion for camping and hiking.

K: Yes, I have been for a job interview and when I went they asked me whether I was willing to move for the job, whether I was willing to work on the weekends, whether I was willing to work overtime and also they asked me some strange questions … whether … like what my favourite food was and whether I was willing to walk up the stairs every day because their elevator was broken. I agreed with most things because I wanted the job.

Sh: Yes, I did have a job interview recently. Erm … the first question they asked me was how I would be able to help customers and I said that I would always be there with a smile and I would always be able to answer questions. Um, the second question that they asked me was why was I fit for the job and I said that I was very hard-working and responsible and the third question that they asked me was why I wanted to work for their company and I said that I wanted to work for them because they were ecologically friendly and consciously trying to make a difference in the world.

Har: I've been for a couple of job interviews. My most recent one was for a job in a café, where they were asking me about my previous experience working in foods, and with people, and things like that. Just to make sure that I was comfortable with the job and I'd had previous experience. So, I was just sort of telling them the things I did in my previous job like how I served the food and the things that I'd learnt through that to get the job.

L: Yes I have been for a few job interviews. My most recent one was as a nanny back in Australia and what did they ask me? The parents of the children is who I met with and they asked about my experience with kids and about my ability to drive and if I had a car so I could help take their kids to and from school and that kind of thing and I answered by saying that I'd got lots of experience with kids from my big family and teaching at dance studios and I have a car and I have my license so I just answered all their questions for them.

P: What about you guys? Do you have any job interview experiences? Will you share?

Unit 6 A matter of fact

25 BBC: Is social media killing creativity? page 142

B = Becky D = Daisy K = Katie N = Narrator T = Ty

N: Our phones. It seems we're dependent on them. They are a useful tool, a form of communication and connectivity. Yet, they can be distracting, and it's very easy to get addicted.

K: I'm certainly guilty of it myself. What with Instagram, Twitter and Facebook, I can't even count the amount of times a day I'm on social media. I mean, I've always got my phone in my hand, and sometimes I'm just scrolling through mindlessly without even realising it. This all comes at a time when studies and research are starting to reveal links between social media and mental illness. So, is it time to reconsider the way we use it?

N: Katie has come to the Barbican, a creative hub of the arts and culture in London, to meet with doctor Becky Inkster, a neuroscientist from Cambridge University.

K: So, do you think the amount of time we spend on social media could be a problem?

B: I think it could, but it's a complicated situation. So, for some people it might be a lot of time is bad, for some people a lot of time is good, so it really depends on the person. But, also it depends on what you're looking at. So, is this a low-quality content, and are you sort of just passively passing time and scrolling through infinite content? It may not be beneficial.

K: What are some of the ways that you and I can use social media in a better way?

B: There's lots of things that we can do, and I think being creative and discovering your identity is such an amazing opportunity for people. But I do think that people need to protect themselves, so be very careful with your privacy, use these tools properly, and educate yourself because you are the consumer, and you're the publisher of your own data.

N: Katie's meeting with Instagrammer, Ty, to ask her why she prefers her phone to a professional camera.

K: So, why do you specifically use your phone as a tool for taking photographs?

T: I think the phone is such a powerful tool nowadays, and it's so easy that is always with us. And it's not something I have to plan ahead to bring with me. It's always with me, and I'm by nature sort of a lazy person. I'm certainly just trying to fit around what I do day to day.

K: Would you say that having a creative hobby like photography is really beneficial to your health?

T: I think absolutely. I think just the simple act of sort of creating something, and also being able to focus on a project that has value to myself. In a way, it helps distract me from these kind of, sometimes, problems that just go over and over in our head.

K: So, it actually makes you more mindful in a way because you're looking at the world around you and paying attention to what's going on rather than sort of being, I suppose, transfixed in your phone, but not using it for something creative in a way that everybody else is.

T: Exactly.

N: Ty says that her creativity and her art are good for her well-being. Now Katie wants to find out if there's scientific evidence that creativity is really good for our health.

K: I'm meeting with doctor Daisy Fancourt from University College London who's exploring the links between creativity and well-being.
So, Daisy, is it true that creativity can actually be good for our health?

D: Yes, we've got so much research data now showing how it can affect both our mental and our physical health. So, from a mental health perspective, there's a lot of data showing how engaging with creative activities, whether that's dancing, singing, cookery, gardening, all of these things can help us to maintain good well-being in our day to day lives, but also actually provide really targeted support for people with mental health conditions. And we see lots of links from that through to our physical health as well.

K: Do you think we will reach a time where GPs will actually prescribe creative classes to people to help with their mental health?

D: We're already there, actually!

K: Are we?!

D: Yes, art on prescription is available on the NHS already.

K: And now, of course, we often talk about social media and phones being quite bad for our mental health. But a lot of people use their phones and their social media for their creative activities, so do you think that, actually, social media can be good for your creativity?

D: Well, I think social media has been fascinating with what it's done to creativity, 'cause in a way it's opened up so many new activities that we didn't have a few decades ago. So, for example, people creating animations on their computer and doing things like Instagram or Snapchat with photography.

N: So, there is no reason why we can't treat social media as a tool for creativity.

K: Social media can be a great platform to express and share our creativity. But we have to actually allow ourselves the time for our creative endeavours.

27 Focus Vlog, page 143

E = Ellie H = Hassan K = Kat L = Luke N = Nick P = Presenter S = Sam

P: Hi everyone. I'm a bit over-tired today. I had a movie-marathon with my best friends last night. We each had to pick one film. Can you guess what film I picked? That's right, I picked The Time Machine. I don't know why, but time travel just fascinates me. I always picture myself going back in time and meeting my hero Marylin Monroe. So I want to know about everyone else's experiences. Are they as excited about time travel as I am?
Imagine you could travel back in time, which decade, century or era would you visit?

N: I would like to go back to the late 30s early 40s. I come from a small town in the North East that used to have a lot of airfields so I would have quite liked to see, you know, Spitfires and Lancasters fly over and land on these airfields in my home town.

K: If I could travel back in time, I would travel back to the early 60s because I would really like to see the

age at which my grandmother was in her 20s and I'd really like to see how she dealt with similar problems that I'm dealing with right now.

S: I would probably go to, like, ancient Babylon or ancient Egypt. I just really like the desert setting. Kind of like, the Nile river, very fertile, and the desert in the background.

H: I'd visit the Middle Ages … er … to see how people lived without technology, 'cause we live in a time where we depend heavily on technology and the internet.

L: I think, um, probably the kind of Dickensian period actually. Um … in England. I think, um, Charles Dickens and the picture he's painted in his, er, his novels. Paints a very, kind of, interesting experience, kind of, the kind of differences between wealth and poverty and, kind of, the very different circumstances in which people lived um would be great to experience. In my head, kind of, England in past at that time was pretty tough. Lots of, kind of dark, twisty, narrow buildings pathways in cities …

E: I like the sound of the 80s because of the music, um, and yeah, the 80s I think are a good decade for music so that's probably what I would choose.

P: Suppose you could meet any famous person dead or alive. Who would you like to meet?

N: If I could meet anyone famous it would be my guitar hero Mark Tremonti. I would love to ask him about how he started his career and what his path was through his music.

K: If I could meet any famous person at all I would like to meet Salvador Dali, because I really appreciate his art … and I think it's incredible what he did in terms of changing modern art and I find it fascinating that he was always of the opinion that you could only do that once you have covered your basics and I think that's a good approach to everything in life.

S: I would probably meet Frank Sinatra, just because I'm a huge fan of his music and the 1950s and 1940s culture in America in general. I'd probably ask him about his days with the rat pack, music … everything about 1950s culture really.

H: I'd like to meet Rafael Nadal. He's a really famous tennis player. I do play tennis sometimes and he inspires me a lot actually … I'm a huge fan of his.

L: Out of the many, many people I think I'd go for Winston Churchill. Um, a particularly interesting period during the Second World War, in which he led the United Kingdom to victory over Germany … the United Kingdom and Europe so I think to get inside his head and to ask him questions about that period would be absolutely fascinating. The challenges that he undertook and faced and also, you know, there's other stuff in the past that he's done, I think, I'd like to challenge him on as well.

E: I think I'd meet the Jazz musician, Duke Ellington. Because I really look up to him. And I think his story and like life was really interesting. I'd want to know more about that – how he got to where he did and yeah I think he's really interesting.

P: How about you guys? What would be your dream destination and who would you like to meet? Let me know in the comments.

Unit 7 It's not rocket science!

29 BBC: Blowing in the wind, page 144

D = Dallas N = Narrator W = Worker

D: If you want to harness enough wind energy to power a town or a city, you need to go where the wind is at its strongest. And that's normally over open water like this, simply because it's nice and flat, and you don't have the land getting in the way to slow it up.

N: That's why we're building in the sea. The largest offshore wind farm in the world is here in Britain. This is the London Array, twenty miles from the South East coast of England.

D: As I'm sure you can appreciate, getting these monsters out here presents a whole host of engineering challenges. Not least the wind itself, the thing they're actually designed to harness, makes the whole process of building them a complete nightmare!

N: The unpredictable weather conditions and constant threat of stormy weather makes this an extremely difficult construction site.

D: With everything constantly moving, the wind going and the waves going, you need somewhere solid to work from a solid base, and this is the solution.

N: A huge ship called Discovery. It can lift completely out of the water and stand on giant stilts to make a stable platform standing on the seabed. All of the different parts necessary to build the giant turbines are on board.

D: So, this chap over here is co-ordinating the whole thing, almost like a choreographer or a conductor. It's an incredibly skilled operation, but they make it look so easy. Be in awe of the skill of these guys.

N: On a calm day, they can install a whole turbine in twelve hours.

D: OK, we've got a bit of climbing to do today.

W: Once you're attached … take a good positive step off …

D: Yeah.

W: And up you go.

N: Dallas has to inspect the work a little closer.

D: Oh, man. It's stiff.
Oh, wow! Look at this! You can really understand why we're here as you stick your head up through this hatch and you feel the wind. And it's just quite awe-inspiring seeing how enormous these turbine blades are. When you're on the shore, they look so elegant and fragile and, actually, they're just enormous. I'm glad it's not too windy today. That's all I can say.

N: Each of these turbines is an enormous 120 metres wide. That's the same as the London Eye.

D: Imagine 174 London Eyes, all spinning out here, all generating power for us to use. And each one of these turbines can power 3,000 houses … something like that, depending on whether you've left your power shower on. And then, you multiply all that by 174 and you get a true sense of the scale of all of this. This huge power station out here in the middle of the sea. That's pretty awesome.

31 Focus Vlog, page 145

P = Presenter Li = Lilee Lu = Luke Ni = Nick
No = Nobuse S = Sam

P: Hi everybody. So I have a confession to make. I am absolutely awful when it comes to technology. I believe I can make a computer break down just by looking at it. But of course, I could not live without it so today I'm going to be asking for people's views on technology.
What kind of technology would you like to be developed in the future?

Li: I think that while the electric cars have already been developed. I think if they became more popular and easily accessible that would be really cool and really great for the environment as well.

Lu: I think certainly my answer would be teleportation, like the one featured in Star Trek. Er, you know, where they beam you up and you dissolve into a million particles and just appear somewhere else instantly. Um, I think that looks a much easier way to travel than flying … experiencing airports and the delays at airports and twenty-four hours to get to the other side of the world.

S: Yes, mostly I'd like to see efficient solar batteries for solar energy systems just because we have very efficient ways of capturing energy but not very efficient ways of storing it and that could solve lots of world energy crisis problems.

Ni: I would quite like to see how things like guitar and piano evolve over the next maybe ten, twenty years and see how they go from being a physical to digital device and what kind of sounds we can get from those.

No: Virtual reality education could be developed as it'll be more engaging for the students. They won't have to travel out of their homes … and literally learn in their own homes in their own time as well and would just be more fun and more in tune with the modern day student.

P: What technology should be provided free for everyone?

Li: I think that everyone should have access to electricity in their houses so they have light and heat because I think it is so important for you to be able to feel safe and comfortable in your own house and those are two things that you really need for that.

Lu: Anything medical … I mean I think we're very lucky – maybe too deep? – I think we're quite lucky in the UK because we have a free health service at the moment but, um, expensive technology to MRI scans, that sort of stuff, should be available free to everyone I think, really … so people can be well.

S: I would probably have to say universal access to the Internet just because there are so many possibilities that come with the Internet and so many, like, remote places in the world that can get an education and learn new information and global updates in a matter of seconds that they otherwise wouldn't be connected to so getting people access to free Internet cafes, or laptops that can connect to a cellular connection would be huge in the development of the world.

Ni: I think things like tablets should be available to everyone because, you know, they have so many uses to do with education and, you know, creativity, you know. We should be inspiring the younger generation to have these and to unlock their passions.

No: Online education should be provided for everyone. Not only for those who have money but for those who don't have money. Put everyone on an equal playing field.

P: What about you guys? What technology would you like to see being invented? And what technology should be provided for free? Let me know in the comments.

Unit 8 Costing the earth

35 BBC: The global seed vault, page 146

D = Dallas N = Narrator W1 = Worker
W2 = Worker 2

N: We are in the freezing cold Arctic mountains of the Svalbard Islands in Norway, only 800 miles from the North Pole. Here, there is a doorway that leads to what is supposed to be the safest place on earth. Scientists are on their way, approaching through this isolated and hostile terrain. They carry a precious box of seeds to be stored away and protected from the damaging effects of climate change. The opening of the Global Seed Vault was a major achievement for Norway. Construction of the vault required impressive engineering skills, cutting 250 metres deep into the permafrost. The average temperature of the vault is minus twenty degrees Celsius, cold enough to preserve the billions of seeds inside for future generations.

D: I've just come down the access tunnel that's cut into the mountain here. This place is 130 metres above sea level because if the worst happens and global warming melts all of the polar ice caps, this project will still be safe.
OK, so this is the next stage …

N: The deeper inside the mountain we go, the more the temperature drops. The store is designed to survive any natural disaster.

W1: The seeds can last here for a very long time. It depends on what crop it is, but some of the crops may survive for more than 4,000 years.

D: Are you really imagining this place functioning, keeping the seeds safe for 4,000 years?

W1: Well, it's difficult to say. I'm sure that the pharaohs thought that their pyramids would last long and they did.

N: This is the last barrier to the store itself.

D: Samples of seeds used to be held in glass test tubes. Now they're kept in little plastic packets, and there are more than 800,000 of these in this vault.

N: Having copies of key seeds is essential for times like this when harvests are ruined by extreme weather conditions. Another threat is flooding which can damage national stores of seeds. This happened in the Philippines. And with industrial-scale farming, most food comes from just a dozen varieties of plants, so keeping copies of these seeds can help to guarantee supplies.

W2: It is for the survival of mankind in the future. I mean, we need the diversity, all the different kinds of plant material to get food for the future.

N: So, in these remote mountains, the Norwegian government has provided a global insurance policy. We have many environmental problems facing us such as climate change. In future, the seeds in this vault could help us to overcome disease, drought and other unforeseen challenges.

37 Focus Vlog, page 147

L = Lilee Han = Hannah Har = Harriet N = Nick
P = Presenter S = Shaelyn

P: Hi everybody. I'm back. So my cousin has got an offer to work for an international company because he speaks four languages fluently. It really makes me wish I hadn't given up Spanish so carelessly when I thought it was a waste of time. But we live and learn and I may have to do something about that. So today I'm going to be asking people about their past decisions and if they're happy with their lives now.
Is there anything you wish you had or hadn't done when you were younger?

L: I actually really wish – it's a bit of a crazy one – but I always wanted to do ice-skating and now that I'm in a colder country ice-skating would come in handy but when I was little I never really said anything about it and never got into it. I did dancing instead.

Han: When I was younger I wish I had learnt a language and stuck with it so I could speak a different language now.

N: I wish I'd paid more attention in school. Um, a lot of my friends now have much better jobs than I do. Um, I was a bit of a trouble-maker in school so I wish that I'd have paid more attention and just took that time to learn something new.

S: I wish I hadn't given up the theatre because I enjoyed it so much as a child. I loved playing with other people and spending time learning scripts and reading plays. And I wish I had continued so that I could enjoy it in my adult years as well.

Kat: I wish I had realised sooner what I wanted to do in life and I wish that I had been less afraid to pursue it because of hardships.

Har: I wish I'd picked up a musical instrument earlier 'cause I really enjoy playing music now but I think that if I'd have started when I was a child would be a lot better than I am now.

P: How would you like your life to be different from what it is right now?

L: I don't think there is anything I'd change. I'm having so much fun travelling and meeting people and I've got some great friends that I've made along the way with my travels and I don't think I would change anything of that … what I'm doing now to make it better.

Han: I would like to have my friends from England living in Sydney so everybody is together.

N: To be honest, I wouldn't change much. Um, maybe I'd have a better job that I enjoy a little bit more but no, I'm very happy with what I have and the people that I have in my life.

S: I wish I lived in a place that was warm all year round, because London does get very cold in the winter. I wish I lived in, say, Mexico because it has the sea and the surf.

Kat: Honestly, I wouldn't want it to be different 'cause I think that all my mistakes and choices I made, I made for a reason.

Har: I'm actually really happy with the way my life is now. I think … I'm currently doing … am in my degree so a lot of things are currently changing so I'm a bit wary to say that I would change anything just wait to see what happens, to be honest.

P: How about you guys? Do you have any regrets? Are you happy with your lives? Let me know in the comments.

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Resource	Language point	When to use	Time (min.)
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1 FAQ	Words related to education and character	After 1.1 Vocabulary, pp. 4–5	10
2 Test yourselves	Present and past habits	After 1.2 Grammar, p. 6	10
3 In love with my bike	Verb patterns	After 1.5 Grammar, p. 10	12
4 Learning how to …	Describing photos	After 1.6 Speaking, p. 11	15
5 Verb pairs	Register	After 1.7 Use of English, pp. 12–13	6–8
6 A covering email	Correcting and completing a covering email	After 1.8 Writing, pp. 14–15	15
Unit 2 Human nature			
7 My best mate	Words related to personality	After 2.1 Vocabulary, pp. 20–21	15
8 Test yourselves	Past Perfect Simple and Continuous	After 2.2 Grammar, p. 22	10
9 To put or not to put a comma, that is the question	The use of commas in relative clauses	After 2.5 Grammar, p. 26	10
10 Tell me about a family celebration	Describing photos and answering questions related to a photo	After 2.6 Speaking, p. 27	12–15
11 Just think of someone	Collocations	After 2.7 Use of English, pp. 28–29	10
12 An article	Correcting and completing an article	After 2.8 Writing, pp. 30–31	15
Unit 3 Living spaces			
13 A whistle-stop tour of European cities	Words related to cities	After 3.1 Vocabulary, pp. 36–37	10
14 Text a fortune-teller	Future forms	After 3.2 Grammar, p. 38	10
15 Test yourselves	Quantifiers	After 3.5 Grammar, p. 42	10
16 Doing up a flat	Words related to home, suggesting, objecting, compromising and agreeing	After 3.6 Speaking, p. 43	13–15
17 Check the door	Determiners	After 3.7 Use of English, pp. 44–45	15
18 A ‘for and against’ essay	Correcting and completing a ‘for and against’ essay	After 3.8 Writing, pp. 46–47	15
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19 Read the comments	Words related to money and shopping	After 4.1 Vocabulary, pp. 52–53	15
20 Hurried dominoes	Question tags and reply questions	After 4.2 Grammar, p. 54	10
21 Test yourselves	Present and past modal structures	After 4.5 Grammar, p. 58	10
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25 What the frogs said	Words related to work	After 5.1 Vocabulary, pp. 68–69	15
26 Who said it?	Reported speech	After 5.2 Grammar, p. 70	12

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29 Let's focus on phrasal verbs	Phrasal verbs	After 5.7 Use of English, pp. 76–77	10
30 An opinion essay	Correcting and completing an opinion essay	After 5.8 Writing, pp. 78–79	15
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31 Too true! Absolutely!	Words related to media, truth and falsehood	After 6.1 Vocabulary, pp. 84–85	15
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33 Mix them well together	Mixed conditionals	After 6.5 Grammar, p. 90	10
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36 A review of a TV series or a film	Correcting and completing a review of a TV series or a film	After 6.8 Writing, pp. 94–95	15
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37 Science crossword	Words related to science	After 7.1 Vocabulary, pp. 100–101	10
38 Quick teen survey	Advanced passive forms	After 7.2 Grammar, p. 102	15
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Photocopiable resources

Instructions

Unit 1 Live and learn

1 FAQ
(1.1 Vocabulary)

Aim: To practise words related to education and character.
Interaction: Pairs.
Type of activity: Concept-checking questions.
Time: 10 minutes.
Materials: One set of 12 cards per pair.

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Tell students they're going to work in pairs. Give each pair one set of cards. Put the cards face down in a pile. **(3)** Students take turns to pick up one card at a time. They ask each other the questions. It is important that the questions are read out and not shown. There are only *yes/no* questions. Students have to justify their answers and get one point for each correct explanation. **(4)** Ask students about the result of their games.

2 Test yourselves
(1.2 Grammar)

Aim: To practise grammar from lesson 1.2.
Type of activity: Sentence correction.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

3 In love with my bike
(1.5 Grammar)

Aim: To practise verb patterns.
Interaction: Individual/Pairs.
Type of activity: Gap filling and information exchange.
Time: 12 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first. Ask them to complete the gaps with the correct form of the verbs in brackets. **(2)** When everyone has finished, check the answers with the whole class. **(3)** Students answer the questions for themselves. **(4)** Then they interview their partner and take notes of their answers to find out what they have in common. **(5)** Ask students to report their findings, e.g. *We both fancy riding our bikes today. (We may well go somewhere together.)*

Answers:
1 learning **2** to ride **3** to wear **4** to listen **5** cycling **6** biking **7** ride **8** to lend **9** going **10** riding

4 Learning how to …
(1.6 Speaking)

Aim: To practise describing photos.
Interaction: Individual/Pairs.
Type of activity: Gap filling and guided speaking.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually. Hand out the worksheets, ask students to look at Photo 1 and complete its description with words from the box. Point out that there are two extra words. **(2)** Ask students to compare their answers in pairs and then check them with the whole class. **(3)** Tell students to look at Photo 2 and complete its description with their own ideas. **(4)** Ask students to compare their answers in pairs and then check them with the whole class.

Answers:
Photo 1: 1 really **2** chances **3** seems **4** be **5** obvious **6** hard **7** on **8** Clearly

Photo 2 (example): This is a photo of a college or university professor talking to some students. Based on what is written on the board, the students must have just attended a lecture on Maths or Physics. It looks to me as if the professor has just finished explaining something difficult and the students could be asking additional questions. It's hard to say which year the students are in, but judging by how self-confident the students feel, the chances are that they might be studying science for an MSc. I can't really tell but they could be talking to the professor about his lecture or their understanding of science.

5 Verb pairs
(1.7 Use of English)

Part 1
Aim: To practise formal and informal language.
Interaction: Individual.
Type of activity: Matching.
Time: 2–3 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually and hand out the worksheets. **(2)** Tell them to match verbs with similar meaning into pairs. **(3)** Then ask students to compare their answers in pairs. **(4)** Check the answers with the whole class.

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

Part 2
Aim: To practise formal and informal language.
Interaction: Pairs.
Type of activity: Gap filling.
Time: 4–5 minutes.
Materials: One worksheet per student.

In class: (1) Ask students to work in pairs and complete the sentences with the verbs from Part 1. Point out they should decide whether they need a more/less formal word in each case. Remind them to look at the words before and after each gap (e.g. prepositions), and use the verbs in the correct form. **(2)** Once they have finished, check the answers with the whole class. In each case, ask students to give reasons for their choices. Explain that sometimes both options are possible, depending on the context.

Suggested answers:
1 telling (e.g. somebody telling their friend about their grandmother) **2** start (e.g. two friends talking) **3** need (e.g. a teacher talking to students)/are required (e.g. in school regulations) **4** take back (e.g. two friends talking) **5** tolerated (e.g. in an official speech) **6** request (e.g. on a university website) **7** have been omitted (e.g. in a scientific journal) **8** memorise (e.g. in a newspaper article)/learn by heart (e.g. in a class discussion) **9** thought about (e.g. two friends talking)/ considered (e.g. a school councillor talking to a student)

6 A covering email
(1.8 Writing)

Aim: To practise correcting and completing a covering email, following a checklist.
Interaction: Individual, pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the email, such as incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Ask students to present their corrections and discuss them with the class. Hand out the corrected text and ask students if they have found all the mistakes.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: one wrong word form, one wrong verb, one wrong preposition, one incorrect spelling, one instance of incorrect register, one grammatical error.

Unit 2 Human nature

7 My best mate
(2.1 Vocabulary)

Aim: To practise collocations related to personality.
Interaction: Pairs.
Type of activity: Jigsaw dictation and information exchange.
Time: 15 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. Give each student their worksheet. Tell them not to look at each other's worksheets. Tell students they are going to read short texts people wrote about their best friends. **(2)** Students take turns to dictate the highlighted words or phrases to each other and fill in the gaps. **(3)** When a pair has finished, ask them to compare their texts. **(4)** Tell students to talk to each other and say who they would like to get to know and/or who they would like to make friends with and why.

Optional follow-up: Ask students to match the descriptions to the pictures. Any interpretation is correct as long as it can be justified.

8 Test yourselves
(2.2 Grammar)

Aim: To practise grammar from lesson 2.2.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

9 To put or not to put a comma, that is the question
(2.5 Grammar)

Aim: To practise the use of commas in relative clauses.
Interaction: Individual.
Type of activity: Matching.
Time: 10 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually and hand out the worksheets. **(2)** Tell them to match sentence halves by writing letters next to the numbers at the bottom of the page. If a comma is needed, students draw a line between the sentence halves. The lines should go through the big comma in the middle. Set a time limit of 5 minutes. **(3)** Then ask students to compare their answers in pairs and check in which sentences they used a comma. **(4)** Check the answers with the whole class.

Optional follow-up: Students rewrite the sentences in which they misused commas or which they mismatched, changing the sentences so that they are true for them.

Answers:
Sentences with a comma: 1c My cousin has moved to New Zealand, where I'd love to go one day. **3k** My parents always ask me how school was, which is very irritating. **4h** My mum looks a lot like her sisters, who are twins and have the same eyes and hair as her. **6b** My father often talks about his grandma Mary, whose life became an inspiration for him. **10d** My grandpa died in 2005, when I was just four. **11f** My immediate family live in Gdansk, which is the sixth largest city in Poland.

Sentences without a comma: 2e My grandma makes a cheesecake that tastes like nothing else in the world. **5i** I couldn't make friends with people that never admit when they're wrong. **7a** Uncle Rob is the kind of person you take an instant liking to. **8l** I'm in touch with my whole extended family living abroad. **9g** I've never been to the village my great-grandparents were born in. **12j** I've got some black-and-white photos taken by my great-grandfather in the 1930s.

10 Tell me about a family celebration
(2.6 Speaking)

Part 1
Aim: To practise describing photos.
Interaction: Individual.
Type of activity: Gap filling.
Time: 2–3 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually. Hand out the worksheets and ask students to fill in the gaps with the appropriate words. **(2)** Check the answers with the whole class.

Answers:
1 shows **2** obvious **3** clearly **4** about **5** though

Part 2
Aim: To practise answering questions related to a photo.
Interaction: Individual/Pairs.
Type of activity: Multiple choice, matching, gap filling and guided speaking.
Time: 10–12 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first. Ask them to look at question 1 and at the picture in Part 1 again. **(2)** Students read the sample answer to the question and choose the correct words. Ask students to check their answers in pairs. **(3)** Students look at question 2, match the expressions and use them to complete the gaps in the sample answer. Check the answers with the whole class. **(4)** Students look at question 3 and fill in the gaps in the sample answer with the words from the box. There are two extra words. Check the answers with the whole class. **(5)** Ask students to prepare their own answers to questions 2 and 3 and share them in pairs.

Answers:
1: 1 To **2** Judging **3** excited **4** reason
2: 1 e **2** f **3** a **4** b **5** d **6** c
a Generally speaking, **b** family gathering
c What's more, **d** catch up with all the news
e On the other hand, **f** people of my age
3: 1 place **2** begin **3** just **4** as **5** sudden **6** turned **7** doubt **8** enough

11 Just think of someone
(2.7 Use of English)

Aim: To practise collocations.
Interaction: Individual/Pairs.
Type of activity: Gap filling and information exchange.
Time: 10 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually at first and then hand out the worksheets. Tell them to take 3 minutes to fill in the gaps with the words from the box. **(2)** Check the answers with the whole class. **(3)** Ask students to choose five people from the 'Think of' list and write their names in the notes at the bottom of the page in a random order. Set a time limit of 1–2 minutes. **(4)** Tell students to work in pairs and to swap their worksheets. **(5)** Students ask each other questions to find out who the people in the notes are, e.g. *Who's Adam?/How about Mr Patel?* Encourage students to give their answers from memory instead of reading them. Suggest asking follow-up questions, e.g. *So which team is he bitterly disappointed with?/How do you know he has a vivid imagination?* With weaker students, get them to ask yes/no questions, e.g. *Is Marjan a casual acquaintance that you'd like to get to know better?*

Answers:
1 vivid **2** baby **3** roar **4** shares **5** tidy **6** set **7** healthy **8** painfully **9** bitterly **10** casual

12 An article
(2.8 Writing)

Aim: To practise correcting and completing an article, following a checklist.
Interaction: Individual/Pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the article, such as incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Ask students to present their corrections and discuss them with the class. Hand out the corrected text and ask students if they have found all the mistakes.

Optionally, if students have difficulty finding all the mistakes you can write on the board: one grammatical error, one wrong relative pronoun, one wrong verb, one wrong adjective, one instance of incorrect register, one wrong preposition.

Unit 3 Living spaces

13 A whistle-stop tour of European cities
(3.1 Vocabulary)

Aim: To practise words related to cities.
Interaction: Pairs.
Type of activity: Matching.
Time: 10 minutes.
Materials: One set of 24 cards per pair.

In class: (1) Copy the worksheet and cut up the cards as indicated. Mix up the city cards and then the description cards, but keep the two types of cards separate. **(2)** Tell students that they're going to work in pairs and hand out the cards. Place the description cards face down in a pile. Place the city cards face up. **(3)** Tell students that the cards contain some clues about the cities to be visited during a whistle-stop tour called *A Dozen European Cities in Less Than a Fortnight*. **(4)** Students take turns to pick up one card at a time and read it out loud. They match it to a city to work out the actual itinerary. They should discuss their choices if in doubt. **(5)** Check answers with the whole class. **(6)** Tell students to tell each other their itineraries and say which three cities they would like to visit most. You can expand the task by getting students to repeat the descriptions of the chosen cities from memory.

Optional follow-up: You may ask students what they think of this particular itinerary and whistle-stop tours in general.

14 Text a fortune-teller
(3.2 Grammar)

Aim: To practise future forms.
Interaction: Individual/Pairs.
Type of activity: Gap filling and evaluating.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheets for Students A and B and cut off the bottom parts (the instructions). **(2)** Divide students into pairs, Student A and Student B. Fold the worksheets along the dotted line and give them to Students A and Students B respectively, the question side up. Ask students not to unfold the worksheets or look at the other side. **(3)** Get students to complete the questions with one word in each gap. Set a time limit of 4 minutes. **(4)** Check the answers briefly with the whole class. **(5)** Ask students to turn over and swap the folded worksheets. **(6)** Hand out the previously cut off fragments to Students A and Students B respectively. Ask them to follow the instructions and to complete the answers section on the worksheet they got from the other student. Set a time limit of 1 minute. **(7)** Once they have finished, they swap worksheets again. **(8)** Students unfold the worksheets and read the answers to each other. They decide which answers seem (il)logical and evaluate how trustworthy the fortune telling service is.

Answers:
Student A: 1 be / time **2** have been **3** be / time **4** have been **5** time
Student B: 6 have / by **7** be / in **8** been / time **9** have been **10** times

15 Test yourselves
(3.5 Grammar)

Aim: To practise grammar from lesson 3.5.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

16 Doing up a flat
(3.6 Speaking)

Part 1
Aim: To practise words related to home.
Interaction: Individual/Pairs.
Type of activity: Gap filling and matching.
Time: 7–8 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first. Hand out the worksheets and tell students to complete the *for and against* table with their own ideas. **(2)** Get students to compare their ideas and check them with the whole class. **(3)** Ask students to complete the mind maps with the verbs from the box. Draw their attention to the fact that some verbs can be used more than once. Check comprehension, if necessary. **(4)** Check the answers with the whole class.

Answers:
Redecoration on your own (examples):
FOR: cheap, satisfaction, the end result is exactly what you want
AGAINST: involves a lot of time and effort, things might go wrong
Jobs to do:
walls: paint, wallpaper
carpet: fit, lay, vacuum
curtains: hang, put up
new bookshelves: dust, fill, fit, put up
lights: fit, install

Part 2
Aim: To practise suggesting, objecting, compromising and agreeing.

Interaction: Individual/Pairs.
Type of activity: Gap filling and matching.
Time: 6–7 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first. Ask them to complete the missing letters in the expressions. **(2)** Get students to compare their answers in pairs. **(3)** Tell students to complete the grid with the expressions. **(4)** Check the exercise with the whole class.

Answers:
1 Why / half **2** halves **3** absolutely **4** Given / rather
5 wouldn't **6** would / say **7** agree **8** convinced / idea

Suggesting a course of action: 4, 6
Objecting: 5, 8
Compromising: 1, 2
Agreeing: 3, 7

17 Check the door

(3.7 Use of English)

Aim: To practise determiners.
Interaction: Individual/Groups of ten.
Type of activity: Choosing the correct option and mingling.
Time: 15 minutes.
Materials: One worksheet per person.

In class: (1) Hand out the worksheets. Divide students into groups of ten. Assign a number from 1 to 10 to each student in the group and tell them to write their name on the corresponding door in the worksheet. Alternatively, you can write in the names yourself before handing out the worksheets. This might be a practical solution if you have an uneven number of students or if you want to assign one task to two weaker students. **(2)** Tell students that at first they are going to work individually. Ask them to circle or tick the correct form in each sentence. Set a time limit of 4 minutes. **(3)** Check the answers with the whole class. Students cross out the wrong options. **(4)** Ask students to read the sentence that is on their door. Tell students that they will have to check whether the statement is true. Students decide what question they are going to ask. Monitor their work and answer any queries. **(5)** Students mingle in their groups and ask each person the same question to verify the statement. **(6)** At the end of the activity, students report back to the class whether their sentences were true. They correct the untrue statements.

Answers:
1 every **2** both **3** Each **4** Every one of **5** All
6 whole **7** other **8** the others **9** another
10 The others

Possible questions: 1 Do you tidy up your room every other day? / How often do you tidy up your room? **2** Do you think that both men and women should do their equal share of housework? **3** Do you sometimes do the washing yourself? **4** Do you hate (doing the) ironing? **5** Have you decorated your room yourself? **6** Would you like to have your whole room painted black? **7** Would you like to live in a hall of residence with other students? **8** Do you like the idea of sharing a fridge with others? **9** Do you want to study in another country/abroad? **10** Would you like to live on your own? / Do you want to continue living with your family?

18 A 'for and against' essay

(3.8 Writing)

Part 1
Aim: To practise correcting and completing a 'for and against' essay, following a checklist.
Interaction: Individual/Pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the essay, such as incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Ask students to present their corrections and discuss them with the class. Hand out the corrected text and ask students if they have found all the mistakes.

Optionally, if students have difficulty finding all the mistakes you can write on the board: one wrong quantifier, one wrong vocabulary item, one wrong subordinate conjunction, one wrong quantifier, one wrong future form, one structural error.

Unit 4 Shopping around

19 Read the comments

(4.1 Vocabulary)

Aim: To practise vocabulary related to shopping.
Interaction: Pairs.
Type of activity: Information and opinion exchange.
Time: 15 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. **(2)** Give Students their worksheets. **(3)** Explain that students should not look at each other's worksheets. **(4)** Students take turns to dictate the highlighted parts of the comments to each other. **(5)** Once they have finished, ask them to assess how relevant the comment related to a given item of clothing is. Tell students that they must repeat the comment out loud and avoid short responses such as *I agree./I don't think so*. You may want to demonstrate the assessment part, e.g. *I think it's greatly/slightly exaggerated. I wouldn't say that this is a bargain price. It is a bit expensive even for a pair of branded trainers.*

Follow-up: Get students to recap on which comments they found greatly exaggerated. Ask them if they had different opinions about any of the comments.

20 Hurried dominoes
(4.2 Grammar)

Aim: To practise question tags.
Interaction: Pairs.
Type of activity: Matching game.
Time: 10 minutes.
Materials: One set of 18 cards per pair.

In class: (1) Copy the worksheet and cut up the dominoes as indicated. **(2)** Tell students that they are going to play dominoes in pairs. They'll have to find matching sentences and question tags or reply questions. Give each pair one set of cards. Place all the dominoes face down except for one, which will serve as the beginning of the sequence. **(3)** Students pick up three dominoes each from the pile. **(4)** They take turns to put down a domino which completes the sentence with a correct question tag/reply question or the question tag/reply question with a correct sentence. **(5)** If a student doesn't have a suitable domino, they pick up one domino from the pile, or miss a turn when there are no dominoes left in the pile. **(6)** Walk around the class to monitor the game. **(7)** The first student to put down all the dominoes is the winner provided there are none left in the pile. **(8)** When all pairs have finished, ask students what their story is about.

Answers:
The complete sequence is a dialogue between two people who are in a hurry to go to a concert. The first sentence of the dialogue is *I'm already late, aren't I?*

21 Test yourselves
(4.5 Grammar)

Aim: To practise grammar from lesson 4.5.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

22 What would you do if you won a lot of money?
(4.6 Speaking)

Aim: To practise words related to money.
Interaction: Individual/Pairs.
Type of activity: Matching.
Time: 8–10 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first. Hand out the worksheets and tell students to complete the descriptions of ideas on what to do after winning the lottery with words or phrases from the box. There are two extra options. **(2)** Get students to compare their ideas and check the answers with the whole class. **(3)** Ask students to complete the *for and against* tables with the expressions from the list of arguments. Tell them that box number 4 has to be filled with their own ideas. **(4)** Ask students to add one *for* and one *against* argument to boxes 1–3. **(5)** Get students to compare their ideas and check the answers with the whole class.

Answers:
1 bank account; FOR: d, h AGAINST: e
2 world tour; FOR: b, i AGAINST: g, k
3 charity; FOR: a, f AGAINST: c, j
4 university

23 The focus of our debate today is …
(4.7 Use of English)

Aim: To practise modality structures.
Interaction: Individual/Pairs.
Type of activity: Gap filling and discussing.
Time: 15 minutes.
Materials: One worksheet per person.

In class: (1) Tell students that they are going to work individually at first. Hand out the worksheet and tell them to complete the sentences so that they mean the opposite of the sentences with a corresponding number. Students have to use 3 or 4 words to fill in the gaps, including the word in capitals in the correct form. Set a time limit of 5 minutes. **(2)** Check the answers with the whole class. **(3)** Tell students to read the statements again and tick the ones they agree with. **(4)** Get students to work in pairs and to compare their choices. When they find the topic they disagree on, they should try to convince each other to their point of view.

Answers:
1B be banned from advertising **2A** be permitted to try **3B** are bound to **4A** be obliged to **5B** are unlikely to stop **6A** succeed in getting **7B** are meant to **8A** are sure to go

24 A formal email
(4.8 Writing)

Aim: To practise correcting and completing a formal email, following a checklist
Interaction: Individual/Pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the email, such as incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Ask students to present their corrections and discuss them with the class. Hand out the corrected text and ask students if they have found all the mistakes.

Optionally, if students have difficulty finding all the mistakes you can write on the board: one structural error, four grammatical errors, one wrong adjective.

Unit 5 Off to work

25 What the frogs said
(5.1 Vocabulary)

Aim: To practise vocabulary related to work.
Interaction: Individual/Pairs.
Type of activity: Gap filling and discussing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually and hand out the worksheet. **(2)** Ask students to read the sentences and complete them with words in the top section of the worksheet. Point out that there are two groups of words (A: nouns/adjectives and B: verbs), and students need to think which word they need in each gap. The word *day* needs to be used twice. Students' task is to find out what the frogs said (i.e. complete the sentences correctly). Set a time limit of 5 minutes. **(3)** Check the answers with the whole class. Ask students how many sentences they managed to complete. A sentence only counts if the answer is correct. **(4)** Ask students to work in pairs. Students take turns to read one sentence at a time and say whether they think it is true or false. Allow students to decide which sentences they want to discuss. You may suggest, however, that they should start with the sentences they made mistakes in or failed to complete within the allotted time.

Answers:
1 deadline **2** day, day **3** increase **4** put **5** mind **6** think **7** prospects **8** conscientiousness **9** enter **10** achieve **11** purposeful **12** overworked **13** single **14** map **15** get **16** reach

26 Who said it?
(5.2 Grammar)

Aim: To practise reported speech.
Interaction: Pairs.
Type of activity: Sentence completion and information exchange.
Time: 12 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Tell students that they are going to work in pairs. They will have to match the six quotations to the famous people and check if the other student's answers are correct. **(2)** Ask students to complete the sentences using reported speech. Set a time limit of 6 minutes. **(3)** Students take turns to read their answers to each other. They award each other points: one for the right match and one for a grammatically correct answer. Students should correct their mistakes in the answers. Remember to point out that the context of each sentence is always important in reported speech, e.g. compare the Winston Churchill quote with Confucius. **(4)** When everyone has finished, ask students about their scores.

Optional follow-up: Ask students which quotations were the easiest to guess and which were too vague to be associated with a particular person.

Answers:
Student A: see the worksheet for Student B.
Student B: see the worksheet for Student A.

27 Test yourselves
(5.5 Grammar)

Aim: To practise grammar from lesson 5.5.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

28 Problem solving
(5.6 Speaking)

Part 1
Aim: To practise expressions used for talking about problems and solutions and expressing annoyance.
Interaction: Pairs.
Type of activity: Gap filling.
Time: 4–5 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work in pairs. Hand out the worksheets and ask students to fill in the gaps with the words from the box. **(2)** Check the answers with the whole class.

Answers:
1 wrong **2** seem **3** tried **4** doubt **5** difference **6** supposed **7** know **8** should **9** matter **10** wish **11** knew **12** Perhaps **13** worth **14** suppose **15** solved

Part 2
Aim: To practise expressions used for talking about problems and solutions and expressing annoyance.
Interaction: Individuals/Pairs.
Type of activity: Gap filling and matching.
Time: 3–4 minutes.
Materials: One worksheet per student.

In class: (1) Ask students to complete the missing words. **(2)** Check the answers with the whole class. **(3)** Ask students to match the expressions in Part 2 to similar phrases in the dialogues in Part 1.

Answers:
Talking about a problem: What's **up**? = What's wrong / the matter? I haven't got a **clue**. = I wish I knew. I **appear** to have … = I seem to have …
Talking about a solution: It's worth a **try**. = It's worth a go.
Expressing annoyance: Why on **earth** didn't you …? = You should have …

29 Let's focus on phrasal verbs
(5.7 Use of English)

Aim: To practise phrasal verbs.
Interaction: Individual/Pairs.
Type of activity: Matching and drilling.
Time: 10 minutes.
Materials: One worksheet per person.

In class: (1) Tell students that they are going to work individually at first. Hand out the worksheet and tell students to match questions 1–14 with answers a–n and write the numbers in the boxes. Set a time limit of 5 minutes. **(2)** Check the answers with the whole class. **(3)** Tell students to work in pairs. Student A folds their worksheet in half lengthwise along the dotted line and looks at the answers. They have to say the phrasal verbs from memory and use them with the given collocations, e.g.: *We look up to honest, successful and famous people.* Student B looks at their unfolded page and checks the answers, prompting Student A if necessary. **(4)** Get students to swap the roles. This time Student B folds their worksheet in half, looks at the questions with the phrasal verbs and says the collocations from memory, e.g.: *What can make up for bad service? An apology, a discount or a gift can make up for bad service.*

Optional follow-up: Students write their own examples with the phrasal verbs they had difficulty remembering.

Answers:
1 d **2** j **3** l **4** c **5** m **6** g **7** f **8** e **9** k **10** h **11** i **12** b **13** n **14** a

30 An opinion essay
(5.8 Writing)

Aim: To practise correcting and completing an opinion essay, following a checklist.
Interaction: Individual/Pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the essay, such as incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Ask students to present their corrections and discuss them with the class. Hand out the corrected text and ask students if they have found all the mistakes.

Optionally, if students have difficulty finding all the mistakes you can write on the board: no stated opinion, one wrong vocabulary item, one wrong word form, one wrong conjunction, one wrong verb, one wrong expression.

Unit 6 A matter of fact

31 Too true! Absolutely!
(6.1 Vocabulary)

Aim: To practise vocabulary related to the media, truth and falsehood.
Interaction: Pairs.
Type of activity: Memory game and discussion.
Time: 15 minutes.
Materials: One set of 24 cards per pair.

In class: (1) Copy the worksheet and cut up the cards as indicated. **(2)** Tell students that they are going to play a memory game in pairs. Give each pair of students one set of shuffled wide cards and one set of narrow cards. Tell students to put the cards face down in two columns according to width. The wide cards should be placed on the left. **(3)** Students take turns to turn over one wide and one narrow card at a time in order to find pairs of sentences with similar meanings. The sentence pairs are short conversations between two people sharing the same opinions. Explain that we say *too true* when we think something is true although we wish it wasn't. **(4)** If students find a matching pair, they remove it from the game as a trick. If not, they put the cards back in exactly the same place they were. Get students to read the cards out every time they turn them over, to reinforce the target vocabulary. **(5)** The game is over when all the matching pairs have been found. The student with the most tricks is the winner. **(6)** Ask students to talk to each other and say which of the opinions they disagree with.

Optional follow-up: You may ask students if they know people who tend to agree with everyone on everything.

32 Test yourselves
(6.2 Grammar)

Aim: To practise grammar from lesson 6.2.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

33 Mix them well together
(6.5 Grammar)

Aim: To practise mixed conditionals.
Interaction: Individual/Class competition.
Type of activity: Writing sentences using prompts.
Time: 10 minutes.
Materials: One worksheet per person.

In class: (1) Tell students that they are going to work individually at first. Hand out the worksheet and tell them to write five mixed conditional sentences using the given prompts. Point out that the sentences must be both grammatically correct and logical. Give students an additional example by writing two sentences on the board: *I'm watching a film (present). A friend recommended it to me (past)*. Tell students that they can be logically linked into one sentence: *I'm watching the film because a friend recommended it to me*, which can then be expressed as a mixed conditional: *If a friend hadn't recommended the/this film to me, I wouldn't be watching it (now)*. Remind them that they only need to write a conditional sentence. You may point out that the task resembles Exercise 7 in Unit 6.5, SB. Set a time limit of 3–5 minutes. **(2)** Get students to compare their sentences in pairs. **(3)** Check the answers with the whole class. You may also award students points for correct answers, e.g. 1 point for every correct answer plus 2 bonus points for an original sentence that no one else in the class has written.

Optional follow-up: Students write more examples of mixed conditional sentences at home.

Example Answers:
1 I wouldn't be broke if I hadn't splashed out on new clothes. **2** I'd be sleepy if I'd gone to bed late. **3** I'd have bags under my eyes if I hadn't slept well last night. **4** I wouldn't be really busy if I hadn't failed the exam. **5** I'd be lying in the sun if I'd gone to Egypt. **6** I'd be in my forties now if I'd been born in 1979. **7** I'd have gone to the beach if it wasn't raining. **8** I wouldn't have stayed home if I was well. **9** I'd have saved up enough for the trip if I was careful with money. **10** I'd have rented a car if I could drive. **11** I'd have taken that job if I didn't have to go to school. **12** I wouldn't have gone there by bus if I enjoyed flying.

34 Expressing opinions
(6.6 Speaking)

Part 1
Aim: To practise beginning your answers, expressing opinions tentatively and expressing opinions with comment adverbials.
Interaction: Individual.
Type of activity: Gap filling.
Time: 3–4 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually. Hand out the worksheets and ask students to fill in the gaps with the words from the box. **(2)** Check the answers with the whole class.

Answers:
1 Sadly **2** Of **3** vital **4** main **5** suppose **6** advantage **7** clearly **8** honest **9** opinion **10** well **11** particularly **12** firmly **13** argued **14** Frankly

Part 2
Aim: To practise beginning your answers, expressing opinions tentatively and expressing opinions with comment adverbials.
Interaction: Individual/Pairs.
Type of activity: Classifying.
Time: 5–6 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first. Ask them to complete the grid with the phrases from Part 1. **(2)** Ask students to compare answers in pairs and then check it with the whole class.

Answers:
Beginning your answer: 2, 3, 4, 6, 10, 12
Expressing opinions tentatively: 5, 9, 11, 13
Expressing opinions with comment adverbials: 1, 7, 8, 14

35 What about you?
(6.7 Use of English)

Aim: To practise compound nouns and adjectives.
Interaction: Pairs.
Type of activity: Gap filling and interview.
Time: 10 minutes.
Materials: One worksheet per person.

In class: (1) Divide students into pairs, Student A and Student B, and give each student a worksheet. **(2)** Students complete the questions using the words in the box. **(3)** Check the answers with the class. **(4)** Students answer the questions for themselves. **(5)** Students interview their partner. **(6)** When everyone has finished, check the answers with the whole class.

Answers:
1 anchor **2** copy **3** checker **4** grey **5** blood **6** snow **7** company **8** checks **9** art **10** heartwarming **11** blow **12** foreign **13** sunburnt **14** weatherproof **15** hearted **16** commercial **17** bathroom **18** mouth **19** station

36 A review of a TV series or a film
(6.8 Writing)

Aim: To practise correcting and completing a review of a TV series or a film, following a checklist.
Interaction: Individual/Pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the review, such as incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Ask students to present their corrections and discuss them with the class. Hand out the corrected text and ask students if they have found all the mistakes.

Optionally, if students have difficulty finding all the mistakes you can write on the board: one incorrect compound form, one wrong expression, one grammatical error/wrong tense, two wrong word forms, no recommendation given.

Unit 7 It's not rocket science!

37 Science crossword
(7.1 Vocabulary)

Aim: To practise words related to science.
Interaction: Individual/Pairs.
Type of activity: Crossword and guessing game.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: **(1)** Divide students into pairs, Student A and Student B. **(2)** Give Students A and Students B their worksheets and ask them not to show them to each other. **(3)** Students work individually first and match the clues to the answers in their part of the crossword. Set a time limit of 2 minutes. **(4)** Write the correct sequence of clues for Students A and Students B on the board and get students to check their answers. **(5)** Students work in pairs. They take turns to read the definitions of the words they have in their crosswords so that the other student can complete the missing words. **(5)** When they have finished, tell students to compare their answers.

Answers:
Student A: 11, 4, 1, 13, 6, 3, 10, 8
Student B: 9, 12, 2, 15, 5, 16, 7, 14

38 Quick teen survey
(7.2 Grammar)

Aim: To practise advanced passive forms.
Interaction: Groups of 8–12.
Type of activity: Mingling and asking questions.
Time: 15 minutes.
Materials: One set of 12 cards per group of 8–12.

In class: **(1)** Divide students into groups of 8 to 12 students. **(2)** Give each student a work card. **(3)** Students read their work cards and decide what question they are going to ask. Monitor their work and clear up any doubts. **(4)** Students mingle in their groups and ask every single student to find how many people in their group give the anticipated answer. **(5)** At the end of the activity, students report the results of their survey back to the class.

Optional follow-up: Discuss the results. Since some of the points in the exercise seem controversial, the interpretation of the results may allow students to express their otherwise hidden views in public. Teenagers are not always able to make their voices heard after all.

Answers:
1 Do you like being praised? **2** Have you been reminded to study harder today? **3** Do you agree that students shouldn't be told what to wear to school? **4** Do you think you're being taught useless things at school? **5** Do you feel you're not being prepared well for life? **6** Do you feel tired of being made to read books you don't like? **7** Would you like to not be given any marks at school? **8** Do you understand why laptop computers can't be used by students in the classroom? **9** Do you often avoid answering the teacher's questions because you don't want to be laughed at? **10** Have you ever been caught browsing the net on your phone during a lesson? **11** Do you think you should have been given less homework last week? **12** Do you mind being asked to read something out loud in class?

39 Test yourselves
(7.5 Grammar)

Aim: To practise grammar from lesson 7.5.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: **(1)** Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

40 How has technology developed?
(7.6 Speaking)

Part 1
Aim: To practise words related to technology.
Interaction: Individual/Pairs.
Type of activity: Matching and gap filling.
Time: 5–6 minutes.
Materials: One worksheet per student.

In class: **(1)** Tell students they are going to work individually at first. Hand out the worksheets and ask students to match the inventions with the reasons why they are important. **(2)** Tell students to compare answers in pairs. **(3)** Tell students to imagine they are preparing a school exhibition on how technology has developed. There are two mind maps on the worksheet with some ideas on how to organise the exhibition. Ask students to complete the gaps in the mind maps with the words from the box. **(4)** Check the exercise with the whole class.

Answers:
1 f **2** g **3** e **4** d **5** b **6** a **7** c
PRESENTATION: **1** posters **2** objects **3** displays
ATTRACTIONS: **4** gadgets **5** ticket **6** experiments
7 lecture

Part 2
Aim: To practise explaining points of view and justifying opinions.
Interaction: Individual/Pairs.
Type of activity: Gap filling and classifying.
Time: 5–6 minutes.
Materials: One worksheet per student.

In class: **(1)** Tell students to work individually at first and ask them to complete gaps a–n with the words from the box. **(2)** Check the exercise with the whole class. **(3)** Ask students to work in pairs and complete gaps 1–4 in the grid with the headings A–D. **(5)** Check the exercise again with the whole class.

Answers:

a with **b** follow **c** lost **d** mean **e** words **f** saying **g** correctly **h** exactly **i** much **j** meant **k** was **l** instead **m** How **n** should

1 B **2** D **3** A **4** C

41 Nought on the confusion scale

(7.7 Use of English)

Aim: To practise easily confused words.
Interaction: Individual/Pairs.
Type of activity: Gap filling and information exchange.
Time: 12–20 minutes.
Materials: One worksheet per student.

In class: **(1)** Fold the worksheets along the dotted line. **(2)** Tell students that they are going to work individually at first. Hand out the folded worksheet and ask students to choose the correct options in questions 1–12. Remind them not to unfold their sheets. Set a time limit of 4 minutes. **(3)** When everyone has finished, get students to place the numbers of the questions below the 'ruler', which is supposed to help them realise how clear the highlighted words are to them. Alternatively, students can write scale values next to the sentences. **(4)** Check the answers with the whole class. Ask students if they actually made any mistakes with the words they thought of as particularly confusing. **(5)** Ask students to read all the questions again in silence, paying special attention to those they made mistakes in. **(6)** Tell students to turn the folded page over and complete the same questions from memory. Set a time limit of 2 minutes. When they are ready, get them to unfold their worksheets and check the words against the first part. **(7)** The final stage depends on how much time you want to devote to the exercise. For example, you can tell students to work in pairs and ask each other only those questions that they made mistakes in (either in both parts or only in one of them). If students did not make any mistakes, they can ask each other the questions of their choice. Alternatively, students can work in pairs and take turns to answer all the questions.

Answers:

1 loose **2** present **3** alone **4** raise **5** advise **6** breath **7** lay **8** economical **9** affect **10** conscientious **11** late **12** compliment

42 A narrative

(7.8 Writing)

Aim: To practise correcting and completing a narrative, following a checklist.
Interaction: Individual/Pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: **(1)** Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the narrative, such as incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Ask students to present their corrections and discuss them with the class. Hand out the corrected text and ask students if they have found all the mistakes.

Optionally, if students have difficulty finding all the mistakes you can write on the board: one wrong preposition, one wrong verb, one grammatical error/wrong passive form, one wrong word form, one grammatical error/wrong tense, one sentence with missing punctuation.

Unit 8 Costing the earth

43 Rescue the turtle

(8.1 Vocabulary)

Aim: To practise vocabulary with environmental issues and landscapes.
Interaction: Pairs.
Type of activity: Board game.
Time: 15 minutes.
Materials: One board, one set of 16 questions.

In class: **(1)** Divide students into pairs. **(2)** Give each pair a worksheet and a set of questions. Put the questions face down in a pile. **(3)** Tell students their task is to rescue the turtle trapped in plastic waste. They can remove one piece of rubbish every time they give the correct answer to a question. Once they have removed all fourteen pieces of plastic, the turtle will be free. **(4)** Tell students they are going to work together, not against each other as cooperation is needed to solve environmental problems. Students take turns picking up one card at a time. One of the students reads the question and options A and B to the other student, who has to choose the right answer. If the answer is correct (the underlined option on the card), students remove one plastic item from the board by crossing it out. They can only remove the rubbish piece by piece. **(5)** The game is over when students have set the turtle free or when they have run out of questions, which means the turtle remains trapped. **(6)** Ask the class how many turtles they managed to save.

44 Vote for us

(8.2 Grammar)

Aim: To practise unreal past and regrets.
Interaction: Pairs/Groups.
Type of activity: Gap filling.
Time: 15 minutes.
Materials: One worksheet per pair (pair A and pair B).

In class: **(1)** Divide students into pairs, Pairs A and Pairs B. Give Pairs A their worksheet and Pairs B their worksheet. Ask them NOT to show them to each other. **(2)** Tell

students they are going to write a political manifesto. Ask students to read the notes and complete the sentences accordingly. They have to write an extra sentence with their own ideas. Each pair should also think of the name for their party. Monitor students' work and answer any questions raised. Set a time limit of 8 minutes. **(3)** Get each Pair A to work with Pair B. The pairs read their manifestos to each other. 'The voters' ask questions to find out more about the party's programme. 'The party members' elaborate on the programme. **(4)** When they have finished, ask students if they would vote for the other party.

Optional follow-up: Ask students how politically-minded they are. Have they ever voted? If they have never been to the polls, do they think it would be easy for them to decide who to vote for?

Example answers:
Pair A: 1 … didn't belong to drivers. (belonged to pedestrians and cyclists.) **2** … people travelled free on public transport. **3** … parking prices hadn't gone down last year. **4** … there were cycle lanes everywhere. **5** … were properly protected. / … we made the wearing of helmets compulsory.

Pair B: 1 … were treated with the same respect as humans. **2** … we raised the tax on meat. **3** … children had free vegetarian meals at school. **4** … a new zoo hadn't opened in the capital last year. **5** … didn't buy dogs. / … people were paid for adopting dogs from animal shelters.

45 Test yourselves
(8.5 Grammar)

Aim: To practise grammar from lesson 8.5.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

46 Different shades of green
(8.6 Speaking)

Part 1
Aim: To practise words related to the environment.
Interaction: Individual.
Type of activity: Gap filling.
Time: 2–3 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually. Hand out the worksheets and ask students to complete the missing letters in the expressions. **(2)** Check the answers with the whole class.

Answers:
1 considered **2** wondering **3** aware **4** Perhaps **5** realise **6** know

Part 2
Aim: To practise presenting your opinion.
Interaction: Groups of 3.
Type of activity: Guided speaking.
Time: 10–12 minutes.
Materials: One worksheet per group.

In class: (1) Ask students to get in groups of 3 and to choose one picture A–C. Make sure each photo has been chosen by at least one group. **(2)** Tell students to look at the phrases and to note down ideas about the benefits of the environmental action as shown in the chosen photo. **(3)** Get each group to present their points of view and to defend their choices using the expressions from Part 1.

47 We're word builders! We're bricklayers!
(8.7 Use of English)

Aim: To practise word formation.
Interaction: Groups of 3.
Type of activity: Board game.
Time: 15 minutes.
Materials: One worksheet, dice and three coloured counters per group.

In class: (1) Divide students into groups of 3. **(2)** Give each group a worksheet and a dice. Each student places a different coloured counter (or a small object, e.g. a rubber, a paper clip, a pen top) on the START brick. **(3)** Students take turns to throw the dice. The one with the highest score starts – they throw again and move the counter forward the number of bricks shown on the dice. When they land on the brick, they must complete the sentence with the correct form of the root word in capitals. Draw their attention to the fact that apart from adding a prefix other changes may be necessary, e.g. *RE+MARRY+ED=REMARRIED*. If another student lands on the same brick, they have to answer the question in a full sentence. When a player lands on a brick with a prefix, they have to say a word with the prefix and use it in a meaningful sentence. If the other players agree that the answers are correct, the student stays on the brick and it is the next student's turn. If the answer is not correct, the student moves back to their previous position. There are three penalty bricks called *Replay*, which mean having to move back to the previous position. **(4)** Monitor the game and help to clear any doubts concerning the correctness of the answers.

Answers:
1 disallowed **2** misbehave **3** illogical **4** reconsider **5** illegal **6** overworking/overworked **7** renewable **8** irrelevant **9** disapprove **10** misjudged **11** rewrite **12** undoing **13** immature **14** outnumber **15** misinformed **16** unfairly **17** self-esteem **18** unsafe **19** underpaid **20** incapable **21** disabilities **22** understaffed **23** illiterate **24** irresponsible

48 A letter to an editor
(8.8 Writing)

Aim: To practise correcting and completing a letter to an editor, following a checklist.
Interaction: Individual/Pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the letter, such as incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Ask students to present their corrections and discuss them with the class. Hand out the corrected text and ask students if they have found all the mistakes.

Optionally, if students have difficulty finding all the mistakes you can write on the board: wrong greeting, lack of point of view, one incorrect emphatic structure, one incorrect inversion, one wrong vocabulary item, one wrong word form.

Units 1–8 Use of English

49–50 Multiple-choice cloze
(Focus Review 1, 4, 5 and 6, Use of English)

Aim: To practise extended-level Matura-type tasks.
Interaction: Individual.
Type of activity: Multiple choice.
Time: 20 minutes/worksheet.
Materials: One worksheet per student.

In class: (1) Copy the worksheet for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the gapped texts and to choose one correct answer (a, b, c or d) for each gap. **(4)** Give students twenty minutes to do the tasks. **(5)** Check the answers with the whole class.

Answers:
Worksheet 49
1: 1 a, 2 d, 3 a, 4 b
2: 1 d, 2 d, 3 b, 4 a
3: 1 c, 2 a, 3 a, 4 d
4: 1 c, 2 b, 3 b, 4 c

Worksheet 50
1: 1 c, 2 b, 3 a, 4 b
2: 1 c, 2 b, 3 c, 4 a
3: 1 c, 2 d, 3 d, 4 a
4: 1 a, 2 c, 3 d, 4 a

51 Multiple choice
(Focus Review 2 and 8, Use of English)

Aim: To practise extended-level Matura-type tasks.
Interaction: Individual.
Type of activity: Multiple choice.
Time: 12 minutes.
Materials: One worksheet per student.

In class: (1) Copy the worksheet for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the gapped sentences and to choose one correct answer (a, b, or c) for each gap. **(4)** Give students twelve minutes to do the tasks. **(5)** Check the answers with the whole class.

Answers:
1: 1 c, 2 b, 3 a, 4 a
2: 1 c, 2 b, 3 c, 4 a
3: 1 c, 2 b, 3 b, 4 b
4: 1 b, 2 a, 3 c, 4 c

52–53 Open cloze
(Focus Review 3, Use of English)

Aim: To practise extended-level Matura-type tasks.
Interaction: Individual.
Type of activity: Gapped text.
Time: 20 minutes/worksheet.
Materials: One worksheet per student.

In class: (1) Copy the worksheet for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the gapped texts and complete each gap with one word so that the texts are logical and grammatically correct. **(4)** Give students twenty minutes to do the tasks. **(5)** Check the answers with the whole class.

Answers:
Worksheet 52
1: 1 mine, 2 on/for, 3 have, 4 wishes
2: 1 forward, 2 which/that, 3 if, 4 own
3: 1 like, 2 up, 3 a, 4 if/whether
4: 1 at, 2 either, 3 not/never, 4 whose

Worksheet 53
1: 1 into, 2 so, 3 like, 4 have
2: 1 only, 2 our, 3 it, 4 are
3: 1 what, 2 until, 3 more, 4 matters/things
4: 1 there, 2 What, 3 have/get, 4 although

54 Word building
(Focus Review 8, Use of English)

Aim: To practise extended-level Matura-type tasks.
Interaction: Individual.
Type of activity: Word building.
Time: 20 minutes.
Materials: One worksheet per student.

In class: (1) Copy the worksheet for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the gapped sentences and complete each gap with

the correct form of the word given in capital letters so that the sentences are logical and grammatically correct. **(4)** Give students twenty minutes to do the tasks. **(5)** Check the answers with the whole class.

Answers:
1: 1 electrician, 2 miraculous, 3 activate, 4 irresponsible
2: 1 generosity, 2 risky, 3 lengthen, 4 illegal
3: 1 approval, 2 active, 3 clarify, 4 autobiography
4: 1 racism, 2 skilful, 3 darken, 4 disbelief
5: 1 partnership, 2 worthless, 3 simplify, 4 inability
6: 1 employees, 2 terrifying, 3 relief, 4 misunderstanding
7: 1 economists, 2 inseparable, 3 sympathised, 4 retirement
8: 1 bravery, 2 unwritten, 3 memorise, 4 viewers

55–56 Cloze
(Focus Review 2 and 7, Use of English)

Aim: To practise extended-level Matura-type tasks.
Interaction: Individual.
Type of activity: Word building cloze.
Time: 20 minutes/worksheet.
Materials: One worksheet per student.

In class: (1) Copy the worksheet for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the gapped texts and complete each gap with the correct form of one of the words given above so that the texts are logical and grammatically correct. **(4)** Give students twenty minutes to do the tasks. **(5)** Check the answers with the whole class.

Answers:
Worksheet 55
1: 1 deaths, 2 making, 3 broader, 4 was dreaming
2: 1 was taken, 2 to having, 3 tasteless, 4 unlike
3: 1 arose, 2 uncommon, 3 spending, 4 advisable
4: 1 being encouraged, 2 Having seen, 3 creativity, 4 viewers

Worksheet 56
1: 1 be seen, 2 abilities, 3 applying, 4 incredibly
2: 1 representation, 2 has been modified, 3 accuracy, 4 made
3: 1 to have been, 2 has come/came, 3 exception, 4 thoughts
4: 1 taking, 2 permission, 3 would have ended, 4 owner(s)

57–58 Sentence transformation
(Focus Review 1 and 4, Use of English)

Aim: To practise extended-level Matura-type tasks.
Interaction: Individual.
Type of activity: Transformations.
Time: 20 minutes/worksheet.
Materials: One worksheet per student.

In class: (1) Copy the worksheet for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the pairs of sentences and to complete the gapped sentence using the word given in capital letters so that the meaning of both sentences in each pair is the same. Tell them they are allowed to fill each gap with a maximum of six words, including the one given under the first sentence. They are not allowed to change the form of this word. **(4)** Give students twenty minutes to do the tasks. **(5)** Check the answers with the whole class.

Answers:
Worksheet 57
1: 1 would always take us, 2 may have been stolen by, 3 older you get, the worse, 4 (that) they have gone off
2: 1 have your lawyer prepare, 2 would/might have passed if, 3 whose author is my friend, 4 hit it off
3: 1 denied taking/having taken my laptop, 2 Little did we know/realise that, 3 is the least complex, 4 not able/unable to make out
4: 1 have got Chris to fit, 2 It is no use talking, 3 so as not to miss, 4 be called off because of/due to

Worksheet 58
1: 1 time I had (ever) been, 2 in case he does not get, 3 went skydiving in spite of, 4 was looking forward to seeing
2: 1 wish I had not given, 2 is no point (in) asking, 3 What you must/need to do is (to), 4 should be cut down
3: 1 is always playing loud music, 2 would rather you did not ask, 3 feels as though it was, 4 can always turn to Tom
4: 1 do not remember unplugging the iron, 2 If only I had not left, 3 None of the delegates want(s) to, 4 put you up

59–60 Sentence formation
(Focus Review 3, 6 and 7, Use of English)

Aim: To practise extended-level Matura-type tasks.
Interaction: Individual.
Type of activity: Sentence formation.
Time: 12 minutes/worksheet.
Materials: One worksheet per student.

In class: (1) Copy the worksheet for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the gapped sentences and to complete each gap with the correct forms of the words given in brackets. Tell them not to change the order of the words. They can add other words if necessary. The sentences must be logical and grammatically correct. **(4)** Give students twelve minutes to do the tasks. **(5)** Check the answers with the whole class.

Answers:
Worksheet 59
1: 1 ought not to have criticised, 2 that job meant/would mean moving to, 3 people would/did not throw litter, 4 would not walk along
2: 1 had better not attempt to, 2 will/does not mind being asked, 3 you had not disappeared without, 4 (that) he will let me take
3: 1 did not use to do, 2 unless she apologises for, 3 we were not sitting, 4 which meant we had
4: 1 was the news broadcast, 2 advised me not to pay, 3 it had to be locked, 4 not knowing how to drive

Worksheet 60

1: 1 the personnel were being evacuated, 2 insists on me sampling/(that) I (should) sample, 3 Was it my fault (that), 4 heard Claudia practising

2: 1 are believed to be following, 2 should/if you require any further, 3 was forbidden from eating, 4 whether/if he should replace

3: 1 we will have been on, 2 nothing is known about, 3 wanted him to study, 4 me about Jenny always failing

4: 1 loves being listened to, 2 would have bought her son, 3 were having the boiler installed, 4 all of which were built

FAQ

1.1 Vocabulary (education)

Q: Do **disruptive** students cause problems in class?
A: Yes, because they are badly-behaved and break the school rules.

Q: Do **swots** tend to **fall behind** at school?
A: No, it's usually lazy or disorganised students that tend to fall behind. Swots do well at school.

Q: Can you be **expelled** if you often skip lessons?
A: Yes, because attending lessons is compulsory.

Q: Do **lenient** teachers demand a lot from their students?
A: No, lenient teachers are very tolerant. Strict teachers demand a lot from their students.

Q: Do you get the best marks if you **scrape through** your exams?
A: No, you usually get low marks, because you only just manage to pass the exams.

Q: Is a **dissertation** a kind of test?
A: No, it's a long piece of writing on an academic topic.

Q: Do **gifted** people have a lot of talent?
A: Yes. A gifted person has a natural ability to do something very well.

Q: If a student **gets a scholarship**, are they given any money?
A: Yes, because a scholarship is financial support for students to pay for their education.

Q: Do university professors **attend lectures**?
A: No, students attend lectures while professors give them.

Q: If you're **dyslexic**, do you have problems doing sport?
A: No, you have problems reading and spelling.

Q: If you **major in** a subject, do you get a degree in it?
A: Yes, because the subject you major in is your main subject at university.

Q: When you **enrol on** a course, does it mean that you stop attending it?
A: No, it means that you officially join the course and you start attending it.

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Resource 2

Test yourselves

1.2 Grammar (present and past habits)

Student A

1a One word is missing in each sentence. Add them to correct the sentences.

1 I can never use the phone because my sister is talking to her friends.

2 Adam is not very confident – he focus on his weaknesses when you ask him what he can do.

3 Last semester we to hand in our assignments every Monday.

4 I didn't learn much French at school because we always doing grammar exercises.

5 George didn't usually pay attention in class and he fall behind with his homework.

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 Ann was a popular student at secondary school. She used <u>to</u> have a large circle of friends.
2 Paul's notes were never neat. He <u>was</u> always drawing in his notebooks.
3 Our English teacher in middle school <u>would</u> never put off our weekly vocabulary quiz.
4 My brother is <u>always</u> complaining about the amount of homework he has to do.
5 Hanna's mum <u>will</u> ask Hanna to pack her backpack before she goes to bed.

Student B

1a One word is missing in each sentence. Add them to correct the sentences.

1 Ann was a popular student at secondary school. She used have a large circle of friends.

2 Paul's notes were never neat. He always drawing in his notebooks.

3 Our English teacher in middle school never put off our weekly vocabulary quiz.

4 My brother is complaining about the amount of homework he has to do.

5 Hanna's mum ask Hanna to pack her backpack before she goes to bed.

1b Listen to Student A and check his/her answers.

1 I can never use the phone because my sister is <u>always</u> talking to her friends.
2 Adam is not very confident – he <u>will</u> focus on his weaknesses when you ask him what he can do.
3 Last semester we <u>used</u> to hand in our assignments every Monday.
4 I didn't learn much French at school because we <u>were</u> always doing grammar exercises.
5 George didn't usually pay attention in class and he <u>would</u> fall behind with his homework.

1c Read your answers to Student A.

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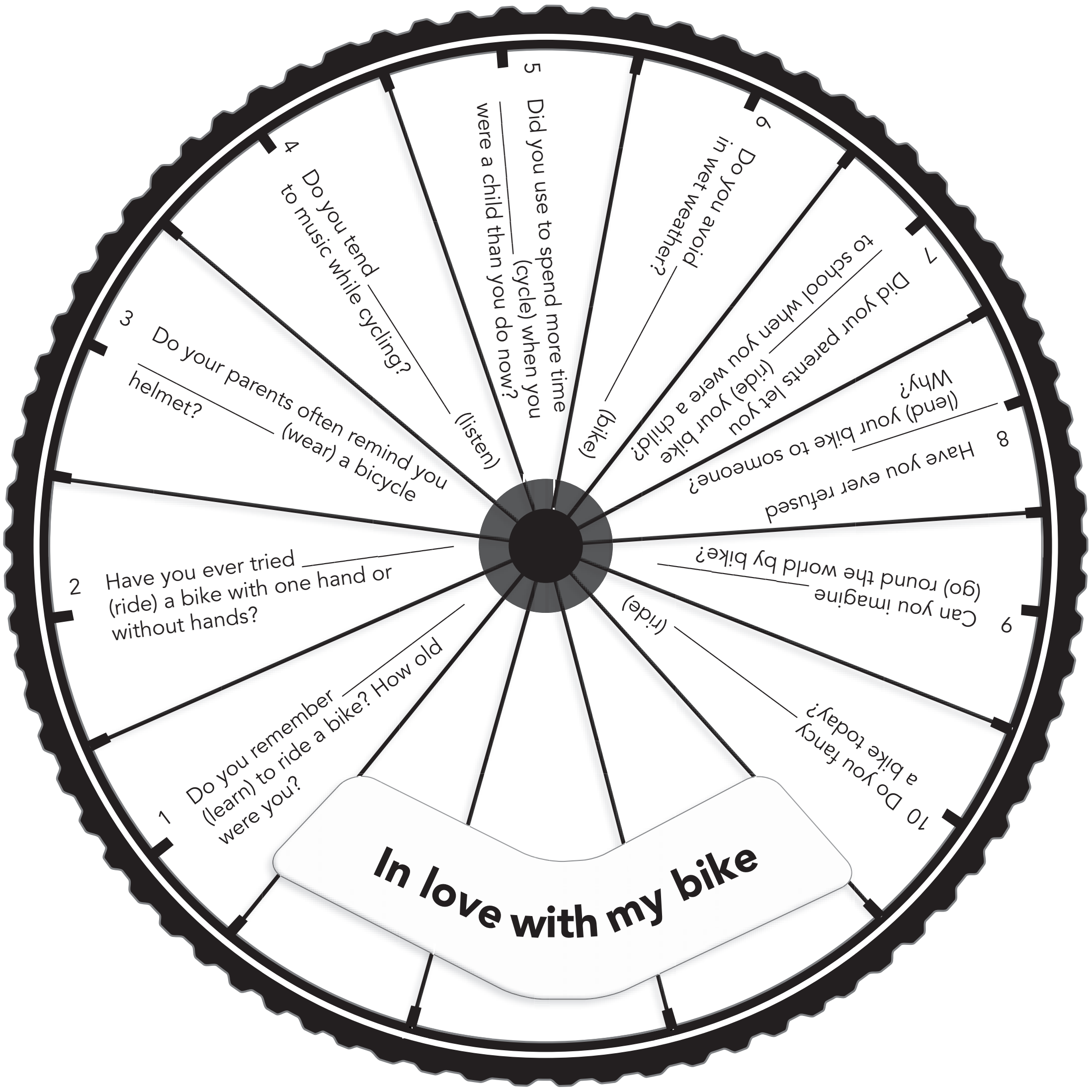
In love with my bike

1.5 Grammar (verb patterns)



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Learning how to …

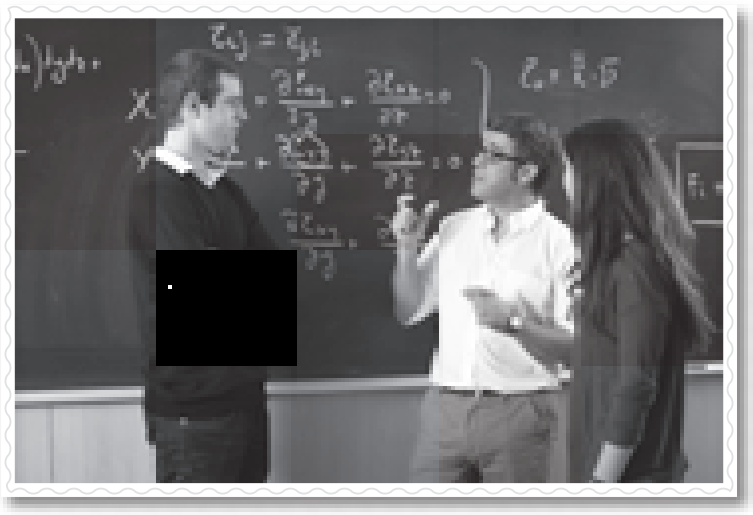
1.6 Speaking

Photo 1

be chances clearly could easy
hard obvious on really seems

This picture shows a basketball practice session. There is a young man wearing a tracksuit who is talking to six teenagers, two boys and four girls. I can't [1]_____ tell whether they are at school or at a sports centre. The children are sitting on the floor, so the [2]_____ are that they've just started the practice session. The instructor [3]_____ to be telling the kids what they are going to do today. He might [4]_____ explaining something difficult because they are very attentive. It's [5]_____ from the expression on his face that the man is enjoying his job. It's [6]_____ to say how the children are feeling because we can't see their faces. Based [7]_____ their body language, I'd say that they are relaxed. [8]_____ , it is not their first practice session with their coach. I think they are going to have a lot of fun today.

Photo 2



This is a photo of _____ talking _____ . Based on _____ the board, the students must have _____ _____ . It looks to me as if the professor _____ _____ and the students could _____ _____ . It's hard to say _____ _____ , but judging by _____ _____ , the chances are that they might _____ _____ . I can't really tell but they could _____ _____ .

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Resource 5

Verb pairs

1.7 Use of English (register)

Part 1

1 request	**a** ask for
2 commence	**b** learn by heart
3 memorise	**c** leave out
4 recount	**d** need
5 tolerate	**e** put up with
6 require	**f** start
7 consider	**g** take back
8 omit	**h** tell
9 return	**i** think about

Part 2

1 My granny was good at _____ stories about her life. They were true, but also very amusing.

2 The lecture is just about to _____ . Hurry up!

3 You _____ to hand in your assignments on time if you don't want to lose points.

4 I'm going to the library this afternoon. I can _____ your books _____ if you want.

5 No forms of discrimination against students of professors will be _____ .

6 To _____ more information about post-graduate programmes, please complete this form.

7 It is not entirely clear why people with university degrees _____ from the study.

8 A recent study has shown that many students try to _____ a lot of information just before their exams.

9 By the way, have you ever _____ taking a gap year before going to uni?

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Resource 6

A covering email

1.8 Writing

National Museum
Temporary Sales Assistant needed to work in gift shop.
Sales experience necessary
Contact: Mr P. Smith, Manager
p.smith@natmus.co.uk

Write a covering email of at least 200 words to apply for a job at the gift shop.

- Say why you are writing and which job you are applying for.
- Give details about yourself, your skills and experience and explain why you are suitable for the job.
- Mention availability for interview and any attachments you are sending.

In my covering email:

- I have used full sentences and a variety of positive language.
- I have said why I am writing and which job I am applying for.
- I have given details about myself and why I want the job.
- I have given more information about relevant skills and experiences and not simply repeated what is on my CV.
- I have mentioned my availability for an interview and any attachments I am sending.
- I have written at least 200 words.
- I have checked my spelling and punctuation.
- My text is neat and clear.

Dear Mr Smith,

I am writing to you in response to your online advertisement seeking staff for the National Museum's gift shop. I wish apply for the position of temporary sales assistant.

I am a full-time university student, working in the summer to support myself while in higher education. In this regard, the temporary nature of the position is ideal. In addition, I am confident that I possess all of the necessary skills and experience to fulfil the job role.

In the past two years, I have gained considering practical experience of sales at a High Street fashion retailer and at a well-known bookstore chain. In both positions, I assisted a large volume of customers daily in finding or selecting items, and provided recomendations. I would also deal with customer complaints and bring them to a successful resolution. Furthermore, I have an excellent command for French and Spanish. My experience at these stores has taught me the value that passionate customer service can bring to a company's reputation and contribute to its continuing success.

I would be happy to give an interview at any time convenient to you and have attached my CV for your consideration. Please do not hesitate to contact me if you require any further information. I am available by phone or email. Thank you for your time. I look forward to hearing from you.

All the best,

Alice Williams

Dear Mr Smith,

I am writing to you in response to your online advertisement seeking staff for the National Museum's gift shop. I ~~wish apply~~ *wish to apply* [1] for the position of temporary sales assistant.

I am a full-time university student, working in the summer to support myself while in higher education. In this regard, the temporary nature of the position is ideal. In addition, I am confident that I possess all of the necessary skills and experience to fulfil the job role.

In the past two years, I have gained ~~considering~~ *considerable* [2] practical experience of sales at a High Street fashion retailer and at a well-known bookstore chain. In both positions, I assisted a large volume of customers daily in finding or selecting items, and provided ~~recomendations~~ *recommendations* [3]. I would also deal with customer complaints and bring them to a successful resolution. Furthermore, I have an excellent command ~~for~~ *of* [4] French and Spanish. My experience at these stores has taught me the value that passionate customer service can bring to a company's reputation and contribute to its continuing success.

I would be happy to ~~give~~ *attend* [5] an interview at any time convenient to you and have attached my CV for your consideration. Please do not hesitate to contact me if you require any further information. I am available by phone or email. Thank you for your time. I look forward to hearing from you.

~~All the best~~ *Yours sincerely* [6],

Alice Williams

[1] Grammatical error. [2] Wrong word form. [3] Incorrect spelling. [4] Wrong preposition. [5] Wrong verb. [6] Incorrect register.

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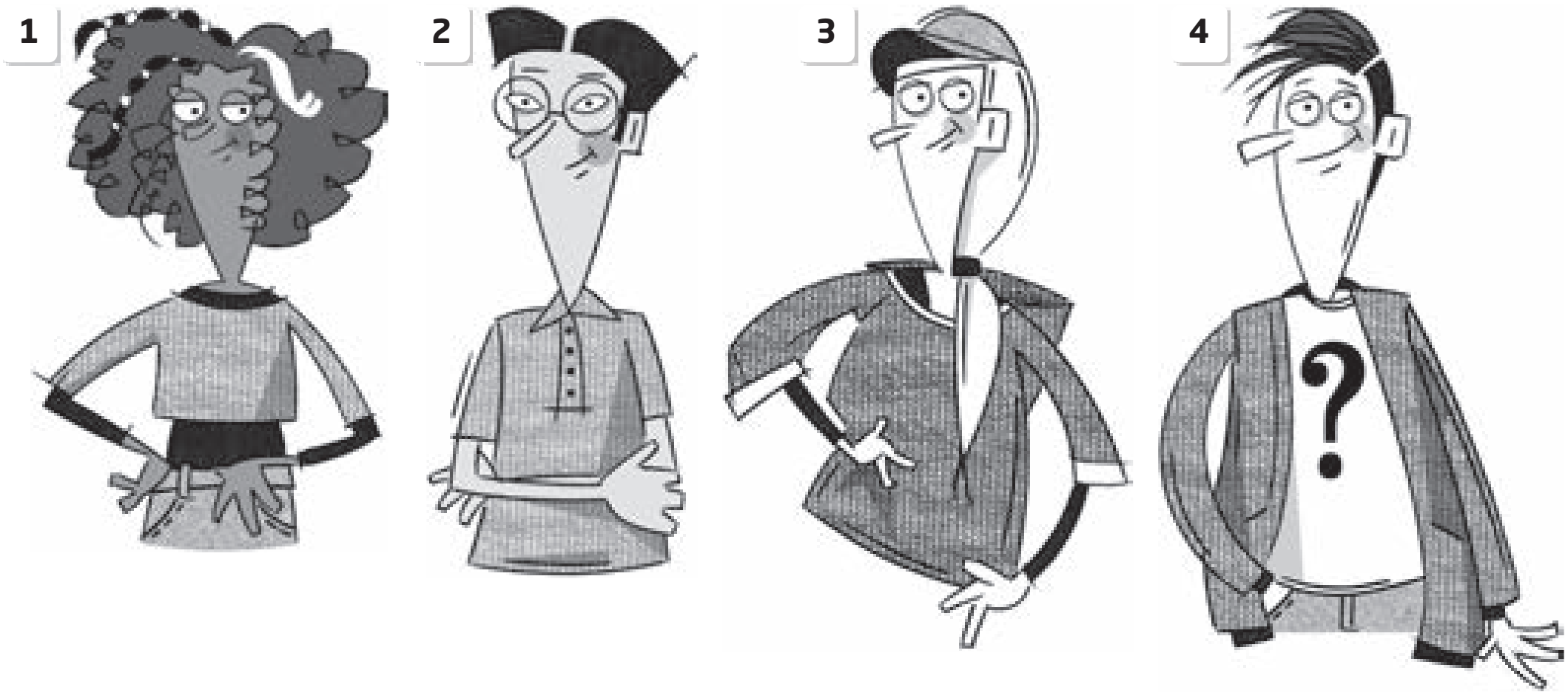
Resource 7

My best mate

2.1 Vocabulary (personality)

Student A



Sue
Sue is definitely _____ . She's _____ and always makes others laugh. She's _____ and doesn't like planning things carefully. She likes the company of adventurous, _____ people. You may get the impression that she's _____ but when you get to know her better, she appears a bit insecure and not as _____ as she seems at first sight.

Emily
Emily is very **intellectual** and has **a love for learning.** She enjoys long conversations about life. She can **think outside the box** so her answers to big questions are always fascinating. She's **humble** and doesn't like **self-centred** people. Emily admits that she is not very sociable. She avoids big groups and prefers to hang out with one person.

Rob
Rob is a _____ observer. He will see immediately that you're worried or feel _____ . He's quiet and doesn't really like talking about himself, but he's a great listener. He's _____ , and his sensitivity makes _____ . He's a _____ person so when he is critical of anyone, it always seems right.

Tim
Tim loves sport. He's been doing judo for years. He's **strong-willed and thorough** and doesn't like disorganised people. He thinks that it's important to be ambitious and hard-working if you want to achieve something in life. Perhaps that's why he's often **self-critical** and can be critical of others too. As a **good-natured**, **level-headed person**, he doesn't really get on well with those who are moody and **short-tempered**.

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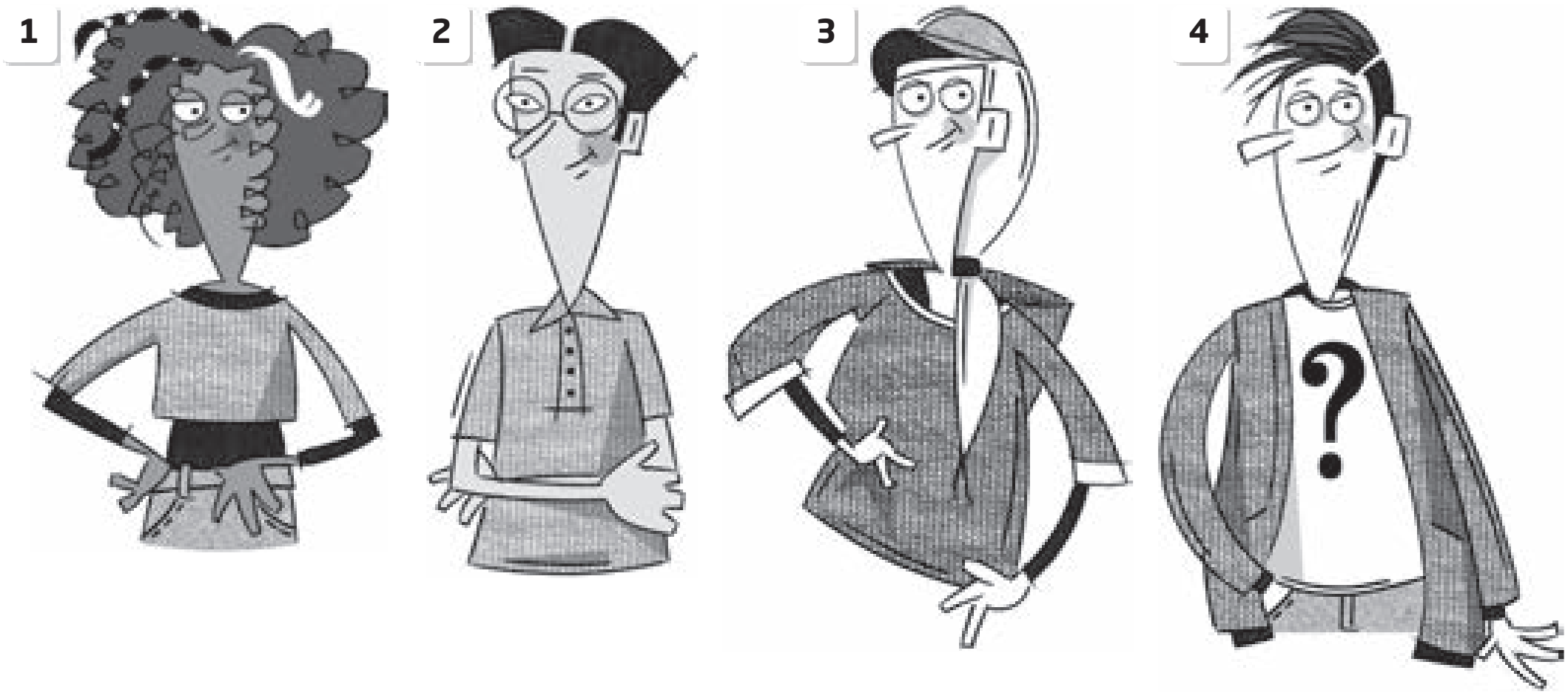
Resource 7

My best mate

2.1 Vocabulary (personality)

Student B



Sue
Sue is definitely **larger than life**. She's **witty** and always makes others laugh. She's **very spontaneous** and doesn't like planning things carefully. She likes the company of adventurous, **daring** people. You may get the impression that she's **full of herself** but when you get to know her better, she appears a bit insecure and not as **laid-back** as she seems at first sight.

Emily
Emily is very _____ and has _____ . She enjoys long conversations about life. She can _____ so her answers to big questions are always fascinating. She's _____ and doesn't like _____ people. Emily admits that she is not very sociable. She avoids big groups and prefers to hang out with one person.

Rob
Rob is a **perceptive** observer. He will see immediately that you're worried or feel **self-conscious.** He's quiet and doesn't really like talking about himself, but he's a great listener. He's **kind-hearted and affectionate**, and his sensitivity makes **everyone feel at ease**. He's a **fair-minded** person so when he is critical of anyone, it always seems right.

Tim
Tim loves sport. He's been doing judo for years. He's _____ and doesn't like disorganised people. He thinks that it's important to be ambitious and hard-working if you want to achieve something in life. Perhaps that's why he's often _____ and can be critical of others too. As a _____ , he doesn't really get on well with those who are moody and _____ .

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Resource 8

Test yourselves

2.2 Grammar (Past Perfect Simple and Continuous)

Student A

1a Complete the sentences with the correct form of the verbs in brackets. Use the Past Simple, Past Perfect Simple or Past Perfect Continuous.

1 Sean and Valerie [a]_____ (go) out for almost five years before they finally [b]_____ (decide) to get married.

2 Twenty guests [a]_____ (have to) spend the night in hospital after they [b]_____ (eat) prawn cocktail at the reception.

3 I [a]_____ (not/sleep) for a very long time when the cat [b]_____ (wake) me up by jumping on my face.

4 The last time I [a]_____ (check) my blog, more than 1,000 people [b]_____ (read) it.

5 When Wendy finally [a]_____ (find) her purse, she [b]_____ (realise) it [c]_____ (lie) behind her desk all the time.

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 Susan [a]had tried (try) on more than twenty wedding dresses before she [b]found (find) the perfect one!

2 I [a]hadn't been waiting (not/wait) for the bus for more than a couple of minutes when I [b]realised (realise) the next one would come in an hour.

3 They [a]had (have) everything perfectly ready for their holiday because they [b]had been planning (plan) it for months.

4 When I [a]looked (look) into my letter box, I [b]saw (see) that someone [c]had left (leave) a handwritten note in it.

5 The comedy series that Eve [a]had been following (follow) for such a long time [b]had (have) a very disappointing ending.

Student B

1a Complete the sentences with the correct form of the verbs in brackets. Use the Past Simple, Past Perfect Simple or Past Perfect Continuous.

1 Susan [a]_____ (try) on more than twenty wedding dresses before she [b]_____ (find) the perfect one!

2 I [a]_____ (not/wait) for the bus for more than a couple of minutes when I [b]_____ (realise) the next one would come in an hour.

3 They [a]_____ (have) everything perfectly ready for their holiday because they [b]_____ (plan) it for months.

4 When I [a]_____ (look) into my letter box, I [b]_____ (see) that someone [c]_____ (leave) a handwritten note in it.

5 The comedy series that Eve [a]_____ (follow) for such a long time [b]_____ (have) a very disappointing ending.

1b Listen to Student A and check his/her answers.

1 Sean and Valerie [a]had been going (go) out for almost five years before they finally [b]decided (decide) to get married.

2 Twenty guests [a]had to (have to) spend the night in hospital after they [b]had eaten (eat) prawn cocktail at the reception.

3 I [a]hadn't been sleeping (not/sleep) for a very long time when the cat [b]woke (wake) me up by jumping on my face.

4 The last time I [a]checked (check) my blog, more than 1,000 people [b]had read (read) it.

5 When Wendy finally [a]found (find) her purse, she [b]realised (realise) it [c]had been lying (lie) behind her desk all the time.

1c Read your answers to Student A.

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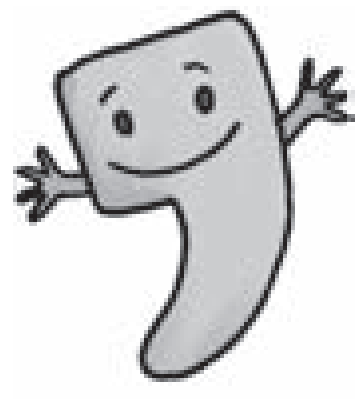
Resource 9

To put or not to put a comma, that is the question

2.5 Grammar (relative clauses)

1 My cousin has moved to New Zealand	**a** you take an instant liking to.
2 My grandma makes a cheesecake	**b** whose life became an inspiration for him.
3 My parents always ask me how school was	**c** where I'd love to go one day.
4 My mum looks a lot like her sisters	**d** when I was just four.
5 I couldn't make friends with people	**e** that tastes like nothing else in the world.
6 My father often talks about his grandma Mary	**f** which is the sixth largest city in Poland.
7 Uncle Rob is the kind of person	**g** my great-grandparents were born in.
8 I'm in touch with my whole extended family	**h** who are twins and have the same eyes and hair as her.
9 I've never been to the village	**i** that never admit when they're wrong.
10 My grandpa died in 2005	**j** taken by my great-grandfather in the 1930s.
11 My immediate family live in Gdansk	**k** which is very irritating.
12 I've got some black-and-white photos	**l** living abroad.



1 ____, 2 ____, 3 ____, 4 ____, 5 ____, 6 ____, 7 ____, 8 ____, 9 ____, 10 ____, 11 ____, 12 ____

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Resource 10 Tell me about a family celebration

2.6 Speaking

Part 1

This picture [1]s_____ a young mother with her little daughter colouring eggs. It's [2]o_____ that Easter is coming and painting eggs is probably part of their family preparation. I can [3]c_____ see there are several eggs which have been finished and put away in the basket on the table. The girl is just [4]a_____ to do another one and her mother is giving her encouragement. It looks as [5]t_____ it's a very special moment for them both.

Part 2

1 How are the people in the picture feeling? What makes you think so?

[1]*To / In* my mind the mother and her daughter are truly enjoying themselves. [2]*Based / Judging* by the smile on the girl's face, I'd say she's really [3]*excited / thrilling* about colouring those eggs. For this [4]*matter / reason*, I feel that her mum must be overjoyed that her little girl is doing so well at such a young age.

2 Do you like family meetings? Why? Why not?

1	What's	**a**	gathering
2	Generally	**b**	other hand, …
3	family	**c**	of my age
4	On the	**d**	all the news
5	catch up with	**e**	more, …
6	people	**f**	speaking, …

[a]_____ I really enjoy meeting up with my family, especially with my cousins who live far away. They come whenever there is a [b]_____ and we're always up to something. [c]_____ a family meeting gives us a chance to [d]_____ .
[e]_____ sometimes my parents make me go to some relatives' birthday parties, which I find boring, especially if there are no [f]_____ .

3 Tell me about the most memorable family event you took part in.

begin blue doubt place as enough turned sudden while just

My most memorable family event was my sister's wedding day. Although it took [1]_____ several years ago I still remember it very clearly because of a joke that the bridesmaids and I played on my sister, who was always late – whatever the occasion. We were all staying at the same hotel so it was easy to set everything up. To [2]_____ with, the day before the wedding we arranged a little party in the hotel restaurant. So, [3]_____ after my sister got chatting and dancing with her guests, I went to her room and moved all the clocks forward. The next morning we all turned up in her room early in the morning pretending to be in a hurry. We woke my sister up and she, [4]_____ expected, saw the time and started panicking that she would miss her own wedding! She rushed to the bathroom, then had a quick coffee and was just about to get ready when all of a [5]_____ she burst out laughing. It [6]_____ out that the view from her bedroom window was of a clock tower, which was then striking 7 a.m. She realised we had played a trick on her. Without a [7]_____ it was one of the most amusing days I've had in ages. Funnily [8]_____ , we just got to the church in time for the wedding but that's another story.

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Resource 11 Just think of someone

2.7 Use of English (collocations)

baby bitterly casual healthy painfully roar shares set tidy vivid

1 Think of someone who has a _____ imagination.
2 Think of someone who has had a _____ recently.
3 Think of someone who makes you _____ with laughter.
4 Think of someone who _____ an interest with you.
5 Think of someone who is neat and _____ .
6 Think of someone who has _____ high standards for what they do.
7 Think of someone who leads a _____ lifestyle.
8 Think of someone in your family who is _____ shy.
9 Think of someone who's been _____ disappointed with a football team recently.
10 Think of someone who is a _____ acquaintance that you'd like to get to know better.

baby bitterly casual healthy painfully roar shares set tidy vivid

1 Think of someone who has a _____ imagination.
2 Think of someone who has had a _____ recently.
3 Think of someone who makes you _____ with laughter.
4 Think of someone who _____ an interest with you.
5 Think of someone who is neat and _____ .
6 Think of someone who has _____ high standards for what they do.
7 Think of someone who leads a _____ lifestyle.
8 Think of someone in your family who is _____ shy.
9 Think of someone who's been _____ disappointed with a football team recently.
10 Think of someone who is a _____ acquaintance that you'd like to get to know better.

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Resource 12 An article

2.8 Writing

For young people, social groups and the experiences they share with friends can be the most important thing in their lives. However, not all friendships are beneficial. Write an article of at least 200 words in which you discuss the importance of friendships and describe situations in which friends can be a bad influence. A selection of articles will be printed in an upcoming edition of *Psychology Magazine*.

- Consider where your article will appear and who your audience is.
- Discuss the importance of friendship. Note down reasons to support your views. Describe instances when friends can act as a bad influence on young people.
- Use techniques to help you attract and hold the reader's attention.
- Make sure you use a formal or semi-formal style.

In my article:

- I have used one of the techniques to come up with an interesting title.
- In the first paragraph, I have presented the topic and attracted the reader's attention.
- In the main part, I have developed the topic.
- In the last paragraph, I have given my personal opinion and given the reader something to think about.
- I have used formal or neutral language.
- I have checked my spelling and punctuation.
- I have written at least 200 words.
- I have used at least one participle clause to express reason.
- My text is neat and clear.

Peer Pressure: Are You At Risk?

The desire to belong is a basic human need. We all want to feel connected to people share our opinions and care about our welfare. That, basically, is what friendship is about. But what happens when a friend does not have your best interests at heart?

First, it is necessary to understand what friendship means to adolescents. Having been accepted by a group, they form an identity and a sense of who they are and this is a major reason why teens are desperate to fit in. Teenagers can be easily influenced because outsiders, which are seen as 'unwanted' or 'unlikeable', are rejected by the group.

Unfortunately, peer pressure often results in antisocial behaviour and can have terrible consequences. Even when a young person is reluctant to engage in bullying or failing the law, the desire to conform can be overwhelming. In such moments, the advice of a fair-headed friend is what every teen needs – as they say, 'a friend in need is a friend indeed'.

I reckon adolescents need to realise that falling down with their peers isn't the disaster they imagine it to be, and that self-esteem and standing up for themselves should be what defines them.

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Unfortunately, peer pressure often results in antisocial behaviour, and can have terrible consequences. Even when a young person is reluctant to engage in bullying or ~~failing~~ *breaking* [3] the law, the desire to conform can be overwhelming. In such moments, the advice of a ~~fair-headed~~ *level-headed* [4] friend is what every teen needs – as they say, 'a friend in need is a friend indeed.'

~~I reckon~~ *As far as I am concerned*, [5] adolescents need to realise that falling ~~down~~ *out* [6] with their peers friend isn't the disaster they imagine it to be, and that self-esteem and standing up for themselves should be what defines them.

[1] Grammatical error. [2] Wrong relative pronoun. [3] Wrong verb. [4] Wrong adjective. [5] Incorrect register. [6] Wrong preposition.

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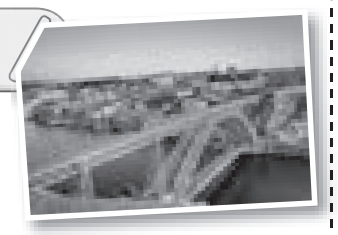
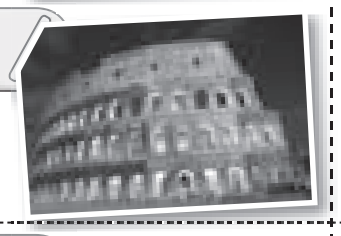
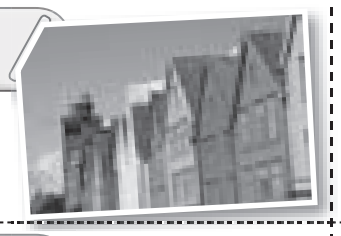
Resource 13

A whistle-stop tour of European cities

3.1 Vocabulary (cities)

Porto 	**DAY 1** This charming city **located on the Atlantic coast** was **shabby** for many years. It's well-known for the double-deck metal bridge over the Douro River, built by Gustav Eiffel's student.
Barcelona	**DAY 2** The city is famous for its **vibrant nightlife**, beaches and Antoni Gaudí's buildings.
Rome 	**DAY 3** The **historic centre** of the Eternal City with its ancient ruins, churches, **bustling** squares and fountains is always full of excited tourists.
Venice	**DAY 4** The city has **a reliable network of** water buses, called vaporetti, but it's best explored on foot.
Paris	**DAY 5** Some of the city's many **roundabouts** are being transformed into **pedestrian zones** to reduce **noise pollution** which harms the city's reputation as the most romantic destination in the world.
Amsterdam	**DAY 6** The whole city, known as the Venice of the North thanks to its canals, has a large **network of cycle lanes** and is very easy to get around by bike.
London	**DAY 7** The largest **urban area** in Europe and the world's top tourist destination offers free admission to its best museums.
Edinburgh	**DAY 8** From the **medieval** castle standing high on an old volcanic rock, you get a **breathtaking view** of Scotland's capital, surrounded by green **rolling hills**.
Bergen 	**DAY 9** It's the second largest city in Norway, but its centre with **quaint** little **backstreets** looks like a **picturesque** small town.
Copenhagen	**DAY 10** Strøget, the world's longest **pedestrian zone**, lies right in the centre of the second largest Scandinavian city and the **hometown** of Hans Christian Andersen's The Little Mermaid.
Vilnius	**DAY 11** The city boasts a beautifully preserved old town with its **cobbled streets** is one of Europe's best kept secrets. It's growing in popularity and may soon catch up with the top destinations in Eastern Europe, such as Prague or Krakow.
Prague	**DAY 12** The castle and the city's other main sights are **within walking distance** of the famous Charles Bridge.

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Resource 14 Text a fortune-teller

3.2 Grammar (future forms)

Student A

Questions

1 What will I _____ doing this _____ next year?

2 How many countries will I _____ _____ to by the end of the year?

3 Where will I _____ living in ten years' _____?

4 How long will I _____ _____ driving when I buy my own car?

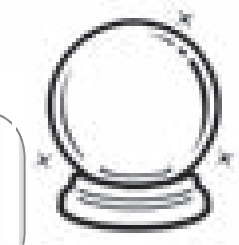
5 What language will I have learnt by the _____ I graduate from college?

FOLD

Answers

1 _____
_____

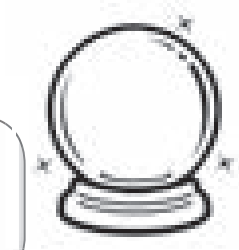
2 _____
_____



3 _____
_____

4 _____
_____

5 _____
_____



Instructions for Student A

Complete the speech bubbles on Student B's worksheet. Write:

6 a sum of money.
7 something that is worth studying.
8 the names of two countries.
9 a period of time.
10 a number.

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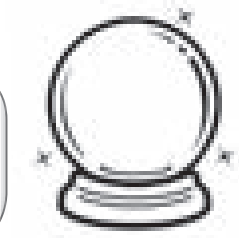
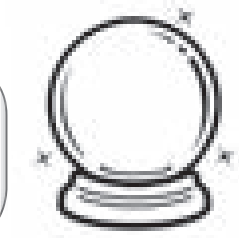
Resource 14 Text a fortune-teller

3.2 Grammar (future forms)

Student B

Questions	Answers
6 How much will I _____ spent _____ the end of the year?	6 _____ _____
7 What will I _____ studying _____ three years' time?	7 _____ _____
8 Which countries will I have _____ to by the _____ I'm twenty?	8 _____ _____
9 How long will I _____ _____ living on my own when I get my first job?	9 _____ _____
10 How many _____ will my parents have called me by this time tomorrow?	10 _____ _____

FOLD

Instructions for Student B

Complete the speech bubbles on Student A's worksheet. Write:

1 an activity you like doing.
2 a number.
3 the name of a city.
4 a period of time.
5 a language you like the sound of.

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Resource 15 Test yourselves

3.5 Grammar (quantifiers)

Student A

1a Choose the correct answers. Sometimes more than one answer is correct.

1 *Every / All / Each of* the people who want to go into space will have to undergo some medical tests.
2 As *much / a lot of / many* as 1,000 actors will be needed to make the film in our city.
3 I need some advice on how to sell *loads / a great deal / plenty* of e-books on Amazon.
4 We're sure that *several / lots / a number of* students in my class will be going to the concert next week.
5 *No / None of / Neither of* the people I know enjoy doing the housework.

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 What does this word mean? Neither of my two dictionaries explains it.
2 Loads of volunteers are still needed for the summer festival.
3 A number of / Several people have called Ann and congratulated her on her marriage.
4 I'm really proud of each of / all the students who have graduated this year.
5 We can't pay you much more than seven pounds an hour for your work.

Student B

1a Choose the correct answers. Sometimes more than one answer is correct.

1 What does this word mean? *No / Neither of / None of* my two dictionaries explains it.
2 *Loads / Lot / A great deal* of volunteers are still needed for the summer festival.
3 *A number of / Several / A great deal of* people have called Ann and congratulated her on her marriage.
4 I'm really proud of *each of / all / every* the students who have graduated this year.
5 We can't pay you *much / many / lot* more than seven pounds an hour for your work.

1b Listen to Student A and check his/her answers.

1 All / Each of the people who want to go into space will have to undergo some medical tests.
2 As many as 1,000 actors will be needed to make the film in our city.
3 I need some advice on how to sell loads / plenty of e-books on Amazon.
4 We're sure that several / a number of students in my class will be going to the concert next week.
5 None of the people I know enjoy doing the housework.

1c Read your answers to Student A.

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Resource 16 Doing up a flat
3.6 Speaking

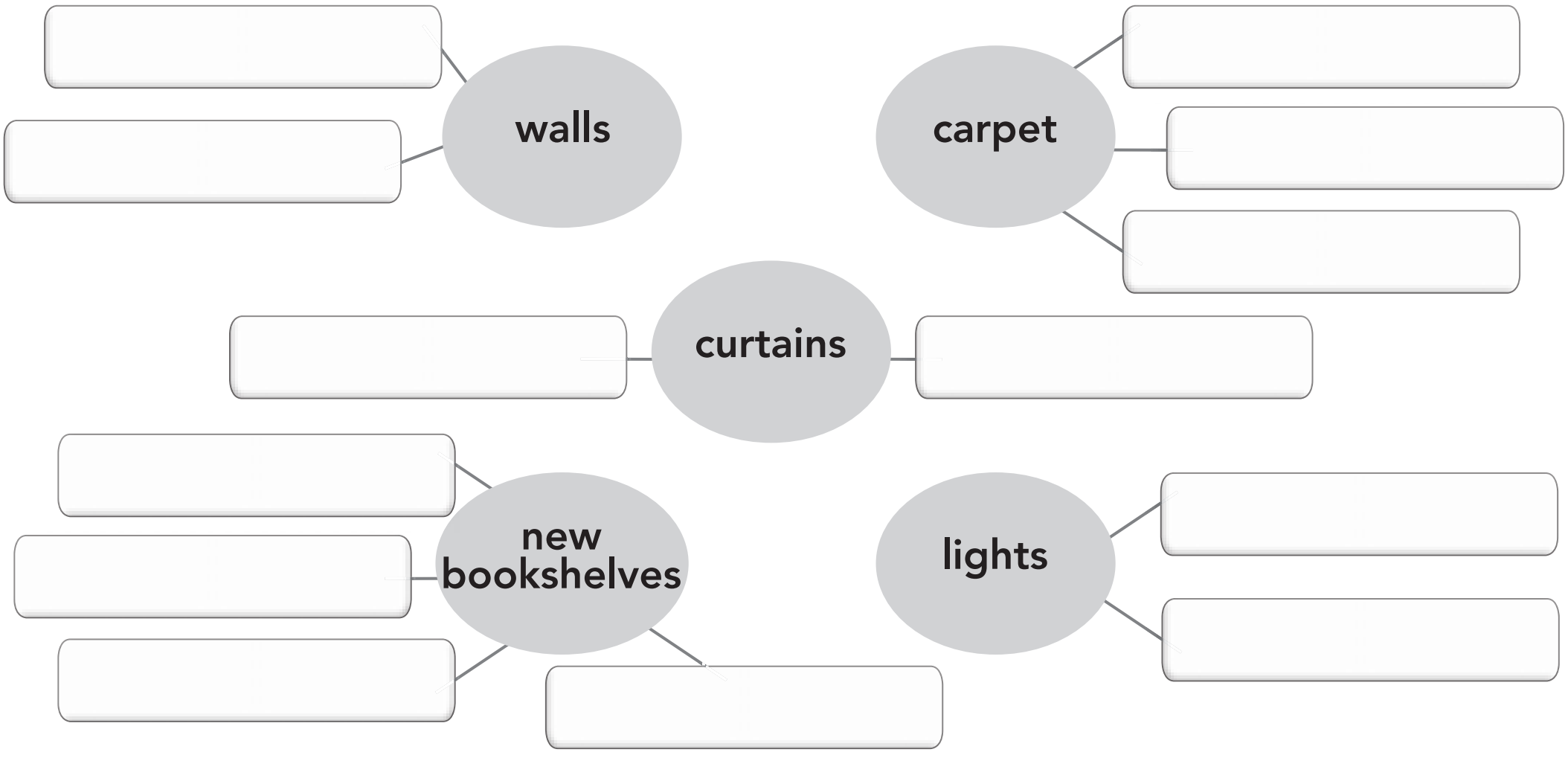
Part 1

REDECORATION ON YOUR OWN

FOR	AGAINST

JOBS TO DO

dust lay wallpaper install paint fit hang fill vacuum put up



Part 2

1 W _ _ don't we meet h _ _ _ way?
2 We could go h _ _ _ _ _.
3 You are a _ _ _ _ _ _ _ _ _ right.
4 G _ _ _ _ the choice, I'd r _ _ _ _ _ …
5 Well, w _ _ _ _ _' _ it be better if we …?
6 What w _ _ _ _ you s _ _ if we …?
7 I fully a _ _ _ _.
8 I'm not c _ _ _ _ _ _ _d that's a good i _ _ _.

Suggesting a course of action	• •
Objecting	• •
Compromising	• •
Agreeing	• •

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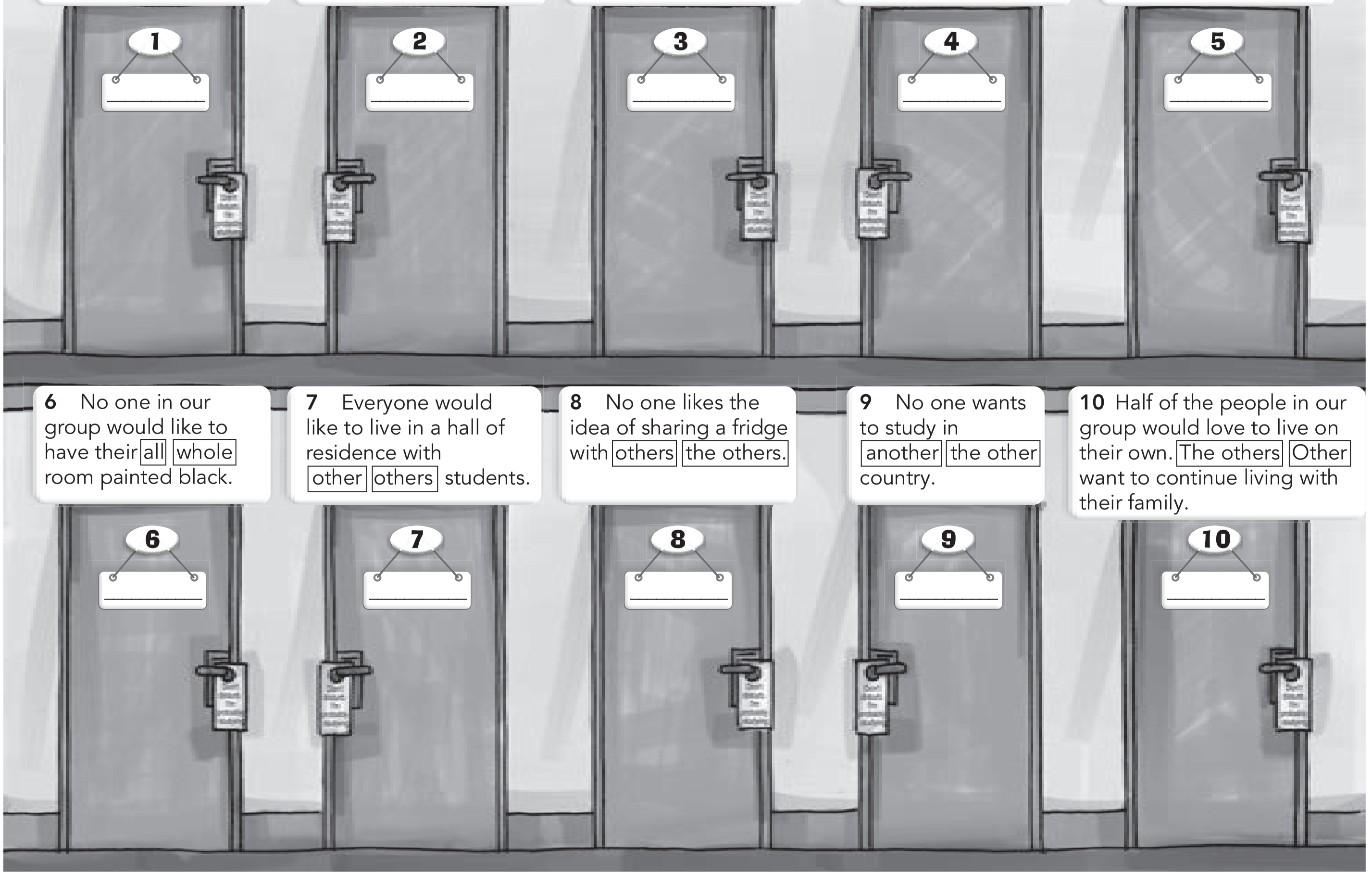
1 Everyone in our group tidies up their room [every] [each] other day.

2 Everyone thinks that [both] [each] men and women should do their equal share of housework.

3 [Each] [Each of] person in our group sometimes does the washing themselves.

4 [Every one of] [Each] the boys hates doing the ironing.

5 [All] [Whole] the girls have decorated their rooms themselves.



6 No one in our group would like to have their [all] [whole] room painted black.

7 Everyone would like to live in a hall of residence with [other] [others] students.

8 No one likes the idea of sharing a fridge with [others] [the others.]

9 No one wants to study in [another] [the other] country.

10 Half of the people in our group would love to live on their own. [The others] [Other] want to continue living with their family.

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Resource 18 A 'for and against' essay

3.8 Writing

Some young people choose to rent their own flat when they enter higher education. Write an essay of at least 200 words, in which you present arguments for and against young people living on their own while at university.

- What general or factual comments could you make on the topic?
- Write down arguments for and against the topic and choose those you wish to use. Which argument(s) will you develop and support, and how?
- What is your personal opinion on the topic? Where will you include it?
- Choose sentences from Exercises 6 and 8 on page 47 of your Student's Book to adapt for your essay.

In my 'for and against' essay:

- I have started with a general statement or with facts about the issue.
- In the first paragraph, I have mentioned both the benefits and drawbacks of the issue.
- I have described the benefits of renting a flat in one paragraph and its drawbacks in the next paragraph.
- I have included additional comments and examples to support both aspects of the issue.
- I have written at least one sentence which expresses concession, using *although, even though, despite* or *in spite of*.
- In the last paragraph, I have summarised both aspects of the issue and presented my opinion.
- I have not used contractions (e.g. *I'm, aren't, that's*).
- I have checked my spelling and punctuation.
- I have written at least 200 words.
- My text is neat and clear.

The decision about where to live while studying at university or college is important and a great number of thought goes into it. Many adolescents welcome the opportunity to fly the nest and experience true independence by renting their own flat. As with any other major life decision, this too has its pros and cons.

The most convincing argument for a private rental is that it allows students to become self-reliant and learn vital life skills. These include paying bills on time, keeping a job and budgeting. In time, these skills become another nature and prepare them for life as working adults. Another advantage to independence is privacy and not having to explain their comings and goings.

In spite these obvious advantages, there are also major drawbacks. Private rental accommodation within easy reach of universities is expensive and makes a little financial sense. Unless parents can cover rent and living expenses, students will have had to find work to support themselves. This means they will have much less time to dedicate to their studies, which could have a negative impact on their academic progress.

The decision about where to live while studying at university or college is important and ~~a great number of~~ *a great deal of* [1] thought goes into it. Many adolescents welcome the opportunity to fly the nest and experience true independence by renting their own flat. As with any other major life decision, this too has its pros and cons.

The most convincing argument for a private rental is that it allows students to become self-reliant and learn vital life skills. These include paying bills on time, keeping a job and budgeting. In time, these skills become ~~another nature~~ *second nature* [2] and prepare them for life as working adults. Another advantage to independence is privacy and not having to explain their comings and goings.

~~In spite~~ *In spite of* [3] these obvious advantages, there are also major drawbacks. Private rental accommodation within easy reach of universities is expensive and makes ~~a little~~ *little* [4] financial sense. Unless parents can cover rent and living expenses, students ~~will have had~~ *will have* [5] to find work to support themselves. This means they will have much less time to dedicate to their studies, which could have a negative impact on their academic progress.

[6] Undoubtedly, there are both pluses and minuses to renting a flat while studying. The freedom and independence gained are invaluable. However, although it is an attractive option, I believe it is not the most sensible one as it is too expensive and can harm studies.

[1] Wrong quantifier. [2] Wrong vocabulary. [3] Wrong subordinate conjunction. [4] Wrong quantifier. [5] Wrong future form. [6] Structural error.

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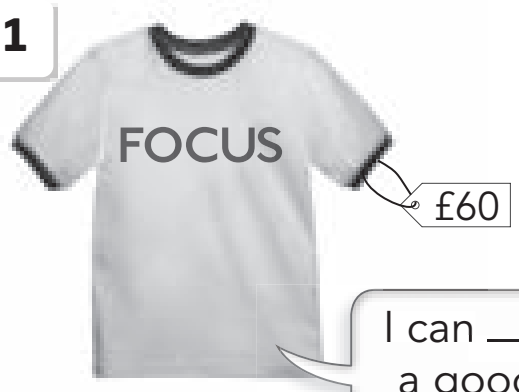
Resource 19

Read the comments

4.1 Vocabulary (shopping)

Student A

1

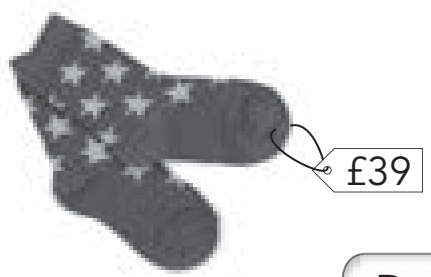


I can _____ only for a good-quality T-shirt from _____ .

2

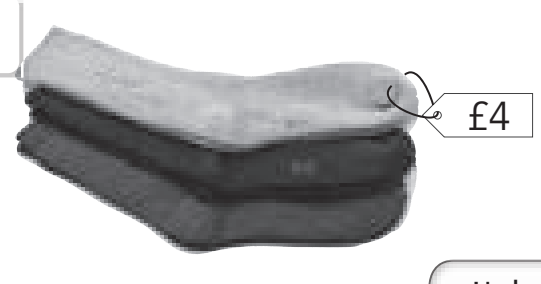
A good price for a T-shirt from **a chain shop**. It could be **my impulse purchase**.

3



Definitely for those who are _____ .

4



I'd **shop around** to get a better price.

5

It's _____ for a pair of branded trainers.

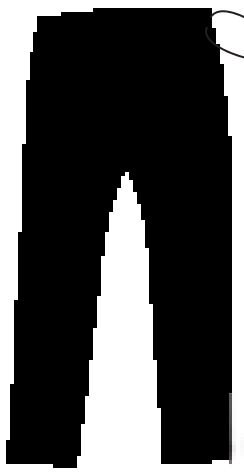
6

With prices like this, it's clear why we live **in a throw-away society**.

7

It's the usual price for _____ .

8



I'd **treat myself to** a pair of designer jeans at this price.

9

The price is only OK if the brand _____ .

10

Even the low price wouldn't **make me enter my PIN**. I'd **look out for** a hoodie made of **a natural fabric**.

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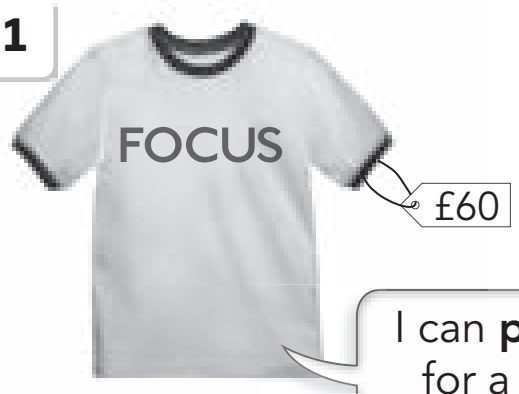
Resource 19

Read the comments

4.1 Vocabulary (shopping)

Student B

1

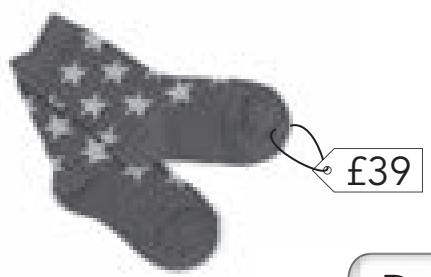


I can **pay out so much** only for a good-quality T-shirt from **a local producer**.

2

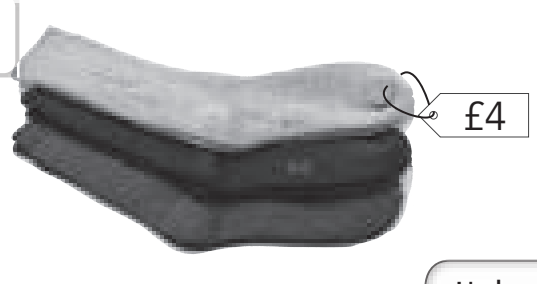
A good price for a T-shirt from _____ . It could be _____ .

3



Definitely for those who are **on a budget**.

4



I'd _____ to get a better price.

5

It's **a bargain price** for a pair of branded trainers.

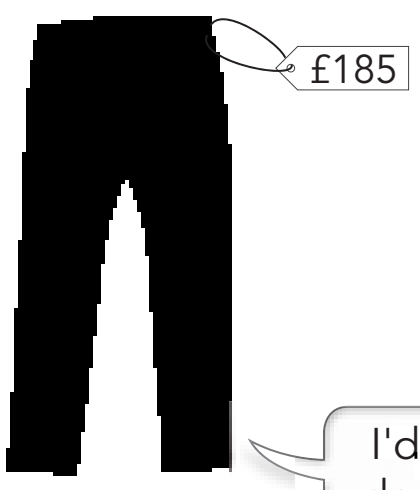
6

With prices like this, it's clear why we live _____ .

7

It's the usual price for **a mass-produced product**.

8



I'd _____ a pair of designer jeans at this price.

9

The price is only OK if the brand **supports ethical values**.

10

Even the low price wouldn't _____ . I'd _____ a hoodie made of _____ .

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Hurried dominoes

4.2 Grammar (question tags and reply questions)

is it?	I'm already late,	aren't I?	Let's hurry up,
shall we?	Oh, don't rush me,	will you?	Everyone's already there,
aren't they?	Tom's been there for an hour.	Has he?	We're not going to make it.
Aren't we?	No. We'll definitely miss the beginning,	won't we?	But no concert starts on time,
does it?	Besides, it's only a concert,	isn't it?	We could take a taxi,
couldn't we?	We can hardly afford a taxi,	can we?	Nobody's seen the tickets,
have they?	You left them on the table.	Did I?	Someone texted you.
Did they?	Something happened,	didn't it?	It's just been cancelled.
Has it?	You don't need the tickets now,	do you?	It's not funny,

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Resource 21 Test yourselves

4.5 Grammar (present and past modal structures)

Student A

3a Complete the sentences with the correct forms of the modal verbs in bold.

1 It's a pity we didn't go to that cat café when we were in Tokyo.
We ____ to that cat café when we were in Tokyo.
a ought _____ **b should** _____

2 It wasn't necessary for Janet to ask for a special permit to open a clothes shop in Elm Street.
Janet ____ for a special permit to open a clothes shop in Elm Street.
a have _____ **b need** _____

3 When I got home, I heard someone upstairs. I thought it was a burglar, so I phoned the police. But it was my older brother!
I ____ the police. The person that I thought was a burglar was my older brother!
need _____

4 Please do not touch the controls if you don't know how to operate the machine.
You ____ the controls if you don't know how to operate the machine.
a had _____ **b should** _____

3b Read your answers to Student B.

3c Listen to Student B and check his/her answers.

1 You [a]should stay / [b]had better stay at home tonight if you're not feeling very well.
2 Sally and Andrew need not have taken their winter coats on holiday. Even though they thought it was going to be cold, it was really warm and sunny.
3 Jason [a]does not need to go / [b]does not have to go to the flea market to find second-hand goods – he can buy them online.
4 It would have been better not to spend so much time at the museum.
I [a]should not have spent / [b]ought not to have spent so much time at the museum.

Student B

3a Complete the sentences with the correct forms of the modal verbs in bold.

1 Why don't you stay at home tonight if you're not feeling very well?
You ____ at home tonight if you're not feeling very well.
a should _____ **b had** _____

2 Sally and Andrew took their winter coats on holiday because they thought it was going to be cold. But it was really warm and sunny.
Sally and Andrew ____ their winter coats on holiday. Even though they thought it was going to be cold, it was really warm and sunny.
need _____

3 It's not necessary for Jason to go to the flea market to find second-hand goods – he can buy them online.
Jason ____ to the flea market to find second-hand goods – he can buy them online.
a need _____ **b have** _____

4 It would have been better not to spend so much time at the museum.
I ____ so much time at the museum.
a should _____ **b ought** _____

3b Listen to Student A and check his/her answers.

1 We [a]ought to have gone / [b]should have gone to that cat café when we were in Tokyo.
2 Janet [a]did not have to ask / [b]did not need to ask for a special permit to open a clothes shop in Elm Street.
3 I need not have phoned the police. The person that I thought was a burglar was my older brother!
4 You [a]had better not touch / [b]should not touch the controls if you don't know how to operate the machine.

3c Read your answers to Student A.

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Resource 22 What would you do if you won a lot of money?

4.6 Speaking

charity foreign language stocks and shares university world tour bank account

List of arguments:

a you gain personal satisfaction
b you broaden your knowledge
c you have no control over how it's spent
d it's safe
e you won't get much interest
f you can help others
g you spend it all in a short time
h you can use it later
i you have a lifetime experience
j nothing's left for you
k you have only memories

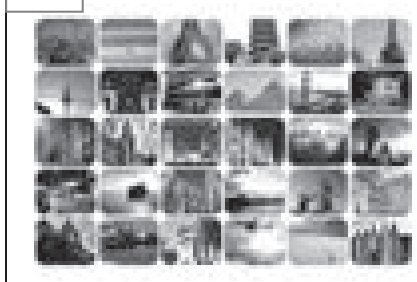
1

deposit it in

a _____

FOR	AGAINST
• •	•

2

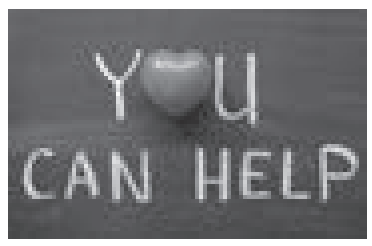


go on

a _____

FOR	AGAINST
• •	• •

3



donate it

to _____

FOR	AGAINST
• •	• •

4

study at

a _____

FOR	AGAINST

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Resource 23

The focus of our debate today is …

4.7 Use of English (modality – alternative structures)

1A

Food companies should be allowed to advertise any products, even unhealthy food.

1B

BAN

Food companies should _____ _____ unhealthy food.

2A

PERMIT

We should _____ underwear on in clothes shops.

2B

It's a good idea that we are forbidden to try underwear on in clothes shops.

3A

Food prices are certain to fall in the not too distant future.

3B

BOUND

Food prices _____ rise in the not too distant future.

4A

OBLIGE

Shops should only _____ accept payment of up to ten pounds in coins.

4B

Shops should be required to accept any payments in coins.

5A

It's likely that most people will stop using paper money in the near future.

5B

UNLIKELY

We _____ using paper money in the near future.

6A

SUCCEED

It's worth bargaining. I always _____ _____ the price I want.

6B

There's no point in bargaining. I never manage to get the price I want.

7A

Advertisements are supposed to inform you about the products.

7B

MEAN

Advertisements _____ trick you into buying the products.

8A

SURE

Most shopping centres _____ _____ out of business soon because there are too many of them.

8B

It's not probable that most shopping centres will go out of business soon, even though there are so many of them.

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Resource 24 A formal email

4.8 Writing

You were stopped at a train station by a station employee. He said he recognised you and that you had sprayed graffiti on a train there the week before. You were away on holiday with your family the week before. After calling your parents and establishing you couldn't have been the vandal, you were allowed to leave.

Write a formal email of at least 200 words complaining about the way you were treated.

- Describe the incident.
- Say what actions you expect the recipient of the email to take.

In my email:

- In the first paragraph, I have explained the reason for my complaint.
- In the main part, I have described the situation, including all the information given in the task, and my reaction. I have used a range of narrative tenses.
- I have used structures to express cause and result.
- In the last paragraph, I have stated my expectations as a result of the email and that I am expecting a reply.
- I have used formal language.
- I have not used contractions (e.g. *I'm, it's, that's*).
- I have used an appropriate formal ending (e.g. *Yours faithfully*).
- I have checked my spelling.
- I have written at least 200 words.
- My text is neat and clear.

Dear Sir/Madam,

I just arrived at the station on the 3:40 train from Highvale and was making my way to the exit when a station employee approached me. To my astonishment, he accused me of having sprayed graffiti on a train there the week before. When I attempted to reason with him, he forcibly led me to an office and went through my private belongings. I could not have vandalised the train as I was away on holiday with my family at the time and told him so. He was about to call the police when I insisted he speak with my parents to establish my innocence. Having done so, he should apologise, but didn't.

The incident was particularly upsetting because I was treated like a common criminal, in full view of other passengers. Furthermore, I am shocked that a station employee allows to treat a member of the public in this way. It was so humiliating experience that I decided to contact you to complain.

I demand that you investigate the matter and take appropriate measures to prevent such an incident from ever happening again. I look forward to your response.

Yours faithfully,

Angela Mellors

Dear Sir/Madam,

[1] *I am writing to bring your attention to an incident that took place at the Waverley train station yesterday. I would like to make a complaint about the way I was treated by a member of your staff.*

I ~~just arrived~~ *had just arrived* [2] at the station on the 3:40 train from Highvale and was making my way to the exit when a station employee approached me. To my astonishment, he accused me of having sprayed graffiti on a train there the week before. When I attempted to reason with him, he forcibly led me to an office and went through my ~~private~~ *personal* [3] belongings. I could not have vandalised the train as I was away on holiday with my family at the time and told him so. He was about to call the police when I insisted he speak with my parents to establish my innocence. Having done so, he ~~should apologise~~ *should have apologised* [4], but didn't.

The incident was particularly upsetting because I was treated like a common criminal, in full view of other passengers. Furthermore, I am shocked that a station employee ~~allows~~ *is allowed* [5] to treat a member of the public in this way. It was ~~so~~ *such a* [6] humiliating experience that I decided to contact you to complain.

I demand that you investigate the matter and take appropriate measures to prevent such an incident from ever happening again. I look forward to your response.

Yours faithfully,

Angela Mellors

[1] Structural error. [2] Grammatical error. [3] Wrong adjective. [4] Grammatical error. [5] Grammatical error. [6] Grammatical error.

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Resource 25 What the frogs said

5.1 Vocabulary (vocabulary related to work)

A

conscientiousness deadline day (2x) mind overworked prospects purposeful single

B

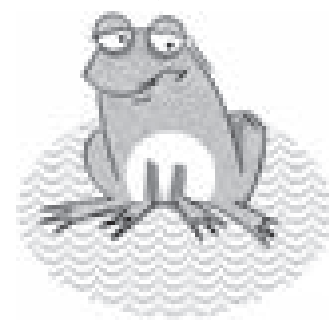
achieve enter get increase map put reach think

1 I feel motivated when I have to work to a _____ .

2 Even the best job seems boring when you have to do the same things _____ in, _____ out.

3 Revising for an exam with a friend is a good way to _____ your output.

4 I usually _____ off revising for a big test until the night before.



5 I really like it when people I work with speak their _____ .

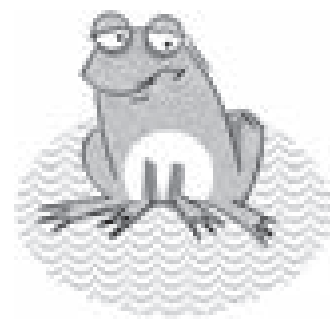
6 Schools teach us how to _____ for ourselves.

7 Learning Chinese can improve your career _____ .

8 In the job market, _____ is valued more than knowledge.

9 Young people don't feel prepared to _____ the job market.

10 I usually set unrealistic goals and then get upset when I can't _____ them.



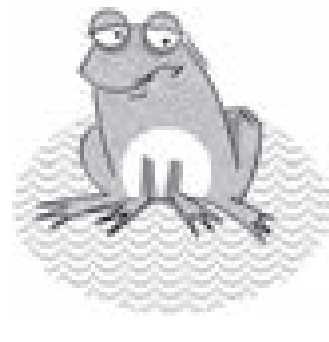
11 Young people get too much advice about leading a _____ life.

12 A lot of students complain about being _____ and burnt-out.

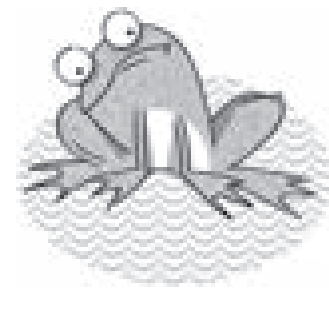
13 It's hard to be _____-minded in a digital world full of distractions.

14 I don't think parents should _____ out their children's future.

15 I can't _____ down to work in a messy room.



16 Watching inspiring talks can help you _____ your full potential.



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Resource 26 Who said it?

5.2 Grammar (reported speech)

Student A

It will never rain roses: when we want to have more roses we must plant more trees.

I have not failed. I've just found 10,000 ways that won't work.

Everything we hear is an opinion, not a fact.
Everything we see is a perspective, not the truth.

I will not serve that in which I no longer believe.

If I have done anything, even a little, to help small children enjoy honest, simple pleasures, I have done a bit of good.

When the mind is not present, we look and do not see; we hear and do not understand.

I think

it was *George Eliot* who said that _____ .

it was *Thomas Edison* who said that _____ .

it was *Marcus Aurelius* who said that _____ .

it was *James Joyce* who said that _____ .

It was *Beatrix Potter* who said that _____ .

it was *Confucius* who said that _____ .

I know for sure that ...

it was *Emmeline Pankhurst* who said that she **did** not remember a time when she could not read, nor any time when reading **had not been** a joy and a solace.

it was *Emily Dickinson* who said that nature **was** our eldest mother and she **would** do no harm.

it was *Jane Austen* who said that if a book **was** well written, she always **found** it too short.

it was *Winston Churchill* who said that they **would** fight in the fields and in the streets, they **would** fight in the hills, they **would** never surrender.

it was *Martin Luther King* who said that he **had** a dream that his four little children **would** one day live in a nation where they **would** not be judged by the colour of their skin, but by the content of their character.

it was *Charles Dickens* who said that he **admired** machinery as much as any man and **was** as thankful to it as any man could be for what it **did** for them.

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Resource 26 Who said it?

5.2 Grammar (reported speech)

Student B

I admire machinery as much as any man, and am as thankful to it as any man can be for what it does for us.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin, but by the content of their character.

If a book is well written, I always find it too short.

We shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.

I do not remember a time when I could not read, nor any time when reading was not a joy and a solace.

Nature is our eldest mother; she will do no harm.

I think

it was *Charles Dickens* who said that _____ .

it was *Martin Luther King* who said that _____ .

it was *Jane Austen* who said that _____ .

it was *Winston Churchill* who said that _____ .

it was *Emmeline Pankhurst* who said that _____ .

it was *Emily Dickinson* who said that _____ .

I know for sure that ...

it was *George Eliot* who said that it **would** never rain roses: when we **wanted** to have more roses we **had** to plant more trees.

it was *Marcus Aurelius* who said that everything we **heard was** an opinion, not a fact. Everything we **saw was** a perspective, not the truth.

it was *James Joyce* who said that he **would** not serve that in which he no longer **believed**.

it was *Beatrix Potter* who said that if she **had done** anything, even a little, to help small children enjoy honest, simple pleasures, she **had done** a bit of good.

it was *Thomas Edison* who said that he **hadn't failed**, but **had just found** 10,000 ways that **wouldn't** work.

it was *Confucius* who said that when the mind **was** not present, we **looked** and **did** not see; we **heard** and **did** not understand.

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Resource 27 Test yourselves

5.5 Grammar (reporting verbs)

Student A

1a Choose one of the verbs and then rewrite the sentences in Reported Speech.

1 'You can count on me. I'll help you write your CV,' she said.
She [a]*promised / admitted* that [b]_____

2 'I think it was Tom who caused the accident,' he said.
He [a]*thanked / blamed* [b]_____

3 'Don't worry about me – I'm OK,' Ann said.
Ann [a]*reminded / assured* [b]_____

4 'I can drive you to school tomorrow,' my mum said.
My mum [a]*refused / offered* to [b]_____

5 'If I were you, I'd look for a different job,' George said.
George [a]*advised / ordered* [b]_____

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 My dad [a]agreed to [b]buy me a new bike in the spring.
2 Paul [a]reminded [b]me to lock the door.
3 She [a]insisted that [b]I should apply for that job.
4 He [a]accused [b]Frank of breaking the printer.
5 Mark [a]warned [b]me that the machine might be very hot.

Student B

1a Choose one of the verbs and then rewrite the sentences in Reported Speech.

1 'OK, we'll buy you a new bike in the spring,' my dad said.
My dad [a]*agreed / claimed* to [b]_____

2 'Please don't forget to lock the door,' Paul said.
Paul [a]*reminded / begged* [b]_____

3 'You really should apply for this job,' she said.
She [a]*denied / insisted* that [b]_____

4 'I think it was Frank who broke the printer,' he said.
He [a]*accused / congratulated* [b]_____

5 'Be careful – the machine might be very hot,' Mark said.
Mark [a]*warned / convinced* [b]_____

1b Listen to Student A and check his/her answers.

1 She [a]promised that [b]she would help me write my CV.
2 He [a]blamed [b]Tom for causing the accident.
3 Ann [a]assured [b]me she was OK.
4 My mum [a]offered to [b]drive me to school the following/next day.
5 George [a]advised [b]me to look for a different job.

1c Read your answers to Student A.

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Resource 28 Problem solving
5.6 Speaking

Part 1

difference doubt knew know matter perhaps seem
should solved suppose supposed tried wish worth wrong

A: What's [1]_____ with the burglar alarm?

B: I [2]_____ to have forgotten the code to turn it off.

A: Have you [3]_____ pressing 1-2-3-4?

B: I [4]_____ it'll help, but let's see.

[A presses the buttons.]

B: No, that didn't make any [5]_____ .

[The alarm goes off.]

B: What are we [6]_____ to do now?

A: How should I [7]_____ ? You [8]_____ 've saved the code on your smartphone!

A: What's the [9]_____ with your phone?

B: I [10]_____ I [11]_____ . I haven't received any emails today.

A: [12]_____ there is a problem with the Internet connection. Did you remember to change the password to the WiFi?

B: No, I forgot.

A: Why don't you check it now?

B: It's [13]_____ a go, I [14]_____ .

[B connects to the WiFi.]

B: Problem [15]_____ ! I've just received a new email!

Part 2

Talking about a problem	• What's _ _? • I haven't got a _ _ _ _. • I _ _ _ _ _ _ to have ….
Talking about a solution	• It's worth a _ _ _ .
Expressing annoyance	• Why on _ _ _ _ _ didn't you …?

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Let's focus on phrasal verbs

5.7 Use of English (phrasal verbs)

1 Who should you **keep up with**? ☐

2 What can **make up for** bad service? ☐

3 What chores can you **get out of** doing at home? ☐

4 What can you **drop out of**? ☐

5 What can you **stand up for**? ☐

6 What can you **come up with**? ☐

7 What kind of people do we **look up to**? ☐

8 What can you **come up against**? ☐

9 What can you **go on to** do after secondary school? ☐

10 What can you **run out of** at work? ☐

11 What kind of people can't you **put up with**? ☐

12 What does success **come down to**? ☐

13 When can you **warm up**? ☐

14 When should you **get round to** doing something important? ☐

FOLD

a now, as soon as possible or when you are free

b hard work, a bit of luck or a single idea

c school, college or university

d your friends, your classmates or the best student

e problems, difficulties or opposition

f honest ones, successful ones or famous ones

g a new idea, a good answer or a brilliant solution

h paper, coffee or ideas

i people who are lazy, selfish or dishonest

j an apology, a discount or a gift

k a degree, an apprenticeship or a job

l your homework, the dishes or the shopping

m yourself, your rights or what you believe in

n before playing a match, before a concert

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Resource 30 An opinion essay

5.8 Writing

In our society, some professions are more valued than others. Surgeons, for example, have higher status than the nurses who care for our most vulnerable citizens. Is this fair or should they be regarded equally? Write an essay of at least 200 words in which you analyse the value to society of high-status jobs and lower status jobs.

- Say in the introduction which aspects will be discussed and state your opinion.
- Support your opinion with examples and acknowledge an opposing opinion.
- Add a conclusion.

In my opinion essay:

- I have introduced the topic, stated my main opinion and said which points of view or aspects will be discussed.
- I have discussed the different aspects, supported my main opinion and given examples.
- I have acknowledged an opposing opinion and said why I disagree with it.
- I have used linking phrases and language to express certainty and describe consequences.
- I have finished by restating my main opinion and included a final comment.
- I have used a formal style.
- I have checked my spelling.
- I have written at least 200 words.
- My text is neat and clear.

Why do some professions enjoy higher status than others? Surgeons and nurses cannot function without each other, yet surgeons are more highly regarded. This essay will look at this question from the opinion of equal commitment and education.

While it comes to health, surgeons save lives, but nurses provide care and comfort in what is often a thankless role. Like surgeons, nurses have a commitment to preventing disease and promoting well-being. I am of the opinion that nurses should have the same status for the same commitment.

Another important aspect of this issue is education. Undeniable, surgeons require many years of university education. However, nurses also undergo years of training requiring focus and dedication. Without doubt, nurses make sacrifices to get their goals and therefore deserve equal respect.

Some people disagree, and argue that surgeons have more responsibility, and as a result, greater stress. However, a day in, a day out, nurses work through epidemics, comfort patients at the end of life and deliver bad news. Is this not equally stressful?

In conclusion, I believe nurses deserve the same respect as surgeons. The fact that they do not says much about our society and how it is guided by stereotypes.

Why do some professions enjoy higher status than others? Surgeons and nurses cannot function without each other, yet surgeons are more highly regarded. *Personally, I believe they should be appreciated equally for their work.* [1] This essay will look at this question from the ~~opinion~~ *perspective* [2] of equal commitment and education.

~~While~~ *When* [3] it comes to health, surgeons save lives, but nurses provide care and comfort in what is often a thankless role. Like surgeons, nurses are dedicated to preventing disease and promoting well-being. I am of the opinion that nurses should have the same status for the same commitment and similar job.

Another important aspect of this issue is education. ~~Undeniable~~ *Undeniably* [4], surgeons require many years of university education. However, nurses also undergo years of training requiring focus and dedication. Without doubt, nurses make sacrifices to ~~get~~ *achieve* [5] their goals and therefore deserve equal respect.

Some people disagree, and argue that surgeons have more responsibility, and as a result, greater stress. However, ~~a day in, a day out~~, *day in, day out* [6] nurses work through epidemics, comfort patients at the end of life and often deliver bad news. Is this not equally stressful?

In conclusion, I believe nurses deserve the same respect as surgeons. The fact that they do not says much about our society and how it is guided by stereotypes.

[1] No stated opinion. [2] Wrong word form. [3] Wrong conjunction. [4] Wrong vocabulary. [5] Wrong verb. [6] Wrong expression.

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Too true! Absolutely!

6.1 Vocabulary (media, truth and falsehood)

We're **bombarded with** useless information.	*Too true.* We're **awash with** it.
A lot of celebrity photos **have been tampered with**.	*Too true.* Their pictures are often **fake**.
When you listen to news stories, you should **follow your gut feeling**.	*Absolutely.* It's important to **trust your instincts**.
The press **deliberately distort the truth to earn more money**.	*Too true.* They **knowingly change facts for commercial gain.**
A small number of people read newspapers **every day**.	*Absolutely.* Very few people do it **on a daily basis**.
We need to **evaluate the source of information**.	*Absolutely.* It's essential to **check if it's reputable**.
So many people **take** online articles **at face value**.	*Too true.* They **don't think critically about** what they read on the Internet.
Most journalists think that positive stories are not **newsworthy**.	*Absolutely.* They don't find them **eye-catching**.
The amount of false information on social media is **alarmingly high.**	*Too true.* It's **remarkably large.**
I think everyone's been **misled** by adverts on the Internet at least once in their life.	*Absolutely.* It's hard to find someone who's never been **misinformed** by online ads.
People have always enjoyed **spreading fake news**.	*Too true.* We've always liked **sharing made-up stories**.
Being a successful blogger is **a long-term commitment**.	*Absolutely.* You **have to write a blog for a long time** to have a lot of readers.

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Resource 32 Test yourselves

6.2 Grammar (conditional clauses – alternatives to *if*)

Student A

1a Complete the second sentence in each pair, using the words in capitals.

1 We wouldn't have bought the newspaper if you hadn't told us there was an article about our school.
HAD: _____ , we wouldn't have bought the newspaper.

2 If you had to recommend a nice hotel in your city to a foreigner, what would you say?
SUPPOSING: _____ , what would you say?

3 He never admits making a mistake if someone doesn't spot it.
UNLESS: He never admits making a mistake _____

4 The actor will agree to sell his wedding photos if the magazine pays 1 million dollars.
PROVIDED: The actor will agree to sell his wedding photos _____

5 I'd order one of the special dishes from the menu if I weren't allergic to seafood.
WERE: _____ , I'd order one of the special dishes from the menu.

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 I wouldn't choose to do an exam in advanced Maths unless I had to.
2 Were they not so good at History, they'd study Geography at university.
3 Let's meet at the café at 7 o'clock providing (that) it opens that early.
4 Had my parents not won some money in the lottery, they wouldn't have bought me a new tablet.
5 Imagine your best friend lied to you, how would you feel?

Student B

1a Complete the second sentence in each pair, using the words in capitals.

1 I wouldn't choose to do an exam in advanced Maths if I didn't have to.
UNLESS: I wouldn't choose to do an exam in advanced Maths _____

2 They'd study Geography at university if they weren't so good at History.
WERE: _____ , they'd study Geography at university.

3 Let's meet at the café at 7 o'clock if it opens that early.
PROVIDING: Let's meet at the café at 7 o'clock _____

4 My parents wouldn't have bought me a new tablet if they hadn't won some money in the lottery.
HAD: _____ , they wouldn't have bought me a new tablet.

5 How would you feel if your best friend lied to you?
IMAGINE: _____ , how would you feel?

1b Listen to Student A and check his/her answers.

1 Had you not told us there was an article about our school, we wouldn't have bought the newspaper.
2 Supposing you had to recommend a nice hotel in your city to a foreigner, what would you say?
3 He never admits making a mistake unless someone spots it.
4 The actor will agree to sell his wedding photos provided the magazine pays 1 million dollars.
5 Were I not allergic to seafood, I'd order one of the special dishes from the menu.

1c Read your answers to Student A.

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Mix them well together

6.5 Grammar (mixed conditionals)

I'm broke.

I'm not sleepy.

I don't have bags under my eyes.

I'm really busy now.

I'm not lying in the sun.

I'm not in my forties yet.

It's raining.

I'm not well.

I'm not careful with money.

I can't drive.

I have to go to school.

I don't like flying.

PRESENT

I slept well last night.

I went to bed late.

I didn't save up for the trip.

I didn't take that job.

I didn't go to the beach.

I went there by bus.

I wasn't born in 1979.

I failed the exam.

I splashed out on new clothes.

I didn't rent a car.

I haven't gone to Egypt.

I stayed home.

PAST

1 _____

2 _____

3 _____

4 _____

5 _____

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Resource 34 Expressing opinions

6.6 Speaking

Part 1

advantage argued clearly firmly frankly honest main
particularly of opinion sadly suppose vital well

1 _____ , I have to choose just one picture.
2 _____ these three options, I'd obviously choose picture A because …
3 When you compare the two, picture A is the best. It's absolutely _____ to …
4 The _____ reason why I wouldn't go for picture A is because …
5 I _____ you could say that …
6 One obvious _____ is that …
7 Picture A is _____ a better option because …
8 Picture A looks quite interesting, but to be _____ , it wouldn't be my first choice.
9 I don't have a strong _____ about …
10 As _____ as being very eye-catching, picture A also …
11 I don't feel _____ strongly about …
12 I _____ believe that this option is the most suitable because …
13 It could be _____ that …
14 _____ , I don't like Picture A either, because …

Part 2

Beginning your answer	
Expressing opinions tentatively	
Expressing opinions with comment adverbials	

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Resource 35

What about you?

6.7 Use of English (compound nouns and adjectives)

anchor art blood blow checker checks commercial company copy foreign grey hearted heartwarming mouth snow sunburnt station weatherproof

	You	Your partner
1 I'd prefer to work as **a)** a news [1]_____. **b)** a [2]_____ editor. **c)** a fact-[3]_____.		
2 The best thing to wear to school would be **a)** a charcoal-[4]_____ T-shirt. **b)** a [5]_____-red T-shirt. **c)** a [6]_____-white T-shirt.		
3 Image your company can give you one perk. Which would you choose? **a)** a [7]_____ car **b)** free health [8]_____ **c)** a state-of-the-[9]_____ laptop		
4 Radio stations should **a)** focus on [10]_____ stories. **b)** give a blow-by-[11]_____ account of local events. **c)** report on [12]_____ affairs.		
5 When I go on holiday, I usually take **a)** lots of sunscreen because I don't want to get [13]_____. **b)** a [14]_____ jacket because I don't want to get wet. **c)** a kind-[15]_____ friend because I want to be in good company.		
6 When there's a five-minute [16]_____ break on TV, I usually **a)** dash to the [17]_____ . **b)** have a [18]_____ -watering snack. **c)** watch a different TV [19]_____.		

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Resource 36 A review of a TV series or a film

6.8 Writing

Write a review of at least 200 words of a film series that you have watched many times and still enjoy.

- Write an interesting opening sentence and state your overall opinion of the series.
- Summarise the plot of the series without revealing spoilers and give the reasons why you enjoy watching it.
- Add a conclusion that includes a recommendation.

In my review …

- I have used the opening paragraph to attract the reader's attention, mentioned the name of the film series and stated my overall opinion of it.
- I have used the main paragraphs to give more details about the plot and characters and said why I still enjoy watching the series.
- I have summarized my review and made a recommendation in the conclusion.
- I have used a formal style.
- I have checked my spelling.
- I have written at least 200 words.
- My text is neat and clear.

Follow the thrilling adventure about a magical ring in director Peter Jackson's cinematic masterpiece, *Lord of the Rings*. The three-films series, a superb adaptation of J.R.R. Tolkien's classic epic, is a visual spectacle that thrills me time and again.

The series tells the gripped story of Frodo Baggins, who must destroy a ring in order to save civilisation from evil. The ring, which has been lost for centuries, is being sought by dark and powerful forces. Bilbo and his band of trusty companions risked their lives to accomplish the terrifying mission to destroy the ring in the fires of Mount Doom. The suspense and rising tension always leave me on the edge of my seat.

The films are absolute phenomenal in terms of visual special effects. Even though the series was released in 2001–2003, the computer-generated imagery, particularly the high-quality action scenes, is still excellent by today's technological standards. This is enhanced by the breathtaking landscapes of New Zealand where the story is set. The series is a feast for the eyes and one I never tire of watching.

All and all, *Lord of the Rings* embodies everything you could possibly want in a fantasy film. It is an outstanding production which manages a perfect balance between plot and action. I'm sure I will continue to enjoy it for many years to come.

Follow the thrilling adventure about a magical ring in director Peter Jackson's cinematic masterpiece, *Lord of the Rings*. The ~~three-films~~ *three-film* [1] series, a superb adaptation of J.R.R. Tolkien's classic epic, is a visual spectacle that thrills me time and again.

The series tells the ~~gripped~~ *gripping* [2] story of Frodo Baggins, who must destroy a ring in order to save civilisation from evil. The ring, which has been lost for centuries, is being sought by dark and powerful forces. Bilbo and his band of trusty companions ~~risked~~ *risk* [3] their lives to accomplish the terrifying mission to destroy the ring in the fires of Mount Doom. The suspense and rising tension always leave me on the edge of my seat.

The films are ~~absolute~~ *absolutely* [4] phenomenal in terms of visual special effects. Even though the series was released in 2001–2003, the computer-generated imagery, particularly the high-quality action scenes, is still excellent by today's technological standards. This is enhanced by the breathtaking landscapes of New Zealand where the story is set. The series is a feast for the eyes and one I never tire of watching.

~~All and all~~ *All in all* [5], *Lord of the Rings* embodies everything you could possibly want in a fantasy film. It is an outstanding production which manages a perfect balance between plot and action. I'm sure I will continue to enjoy it for many years to come *and I highly recommend it to anyone who loves an epic tale* [6].

[1] Incorrect compound form. [2] Wrong word form. [3] Grammatical error/Wrong tense. [4] Wrong word form. [5] Wrong expression. [6] No recommendation given.

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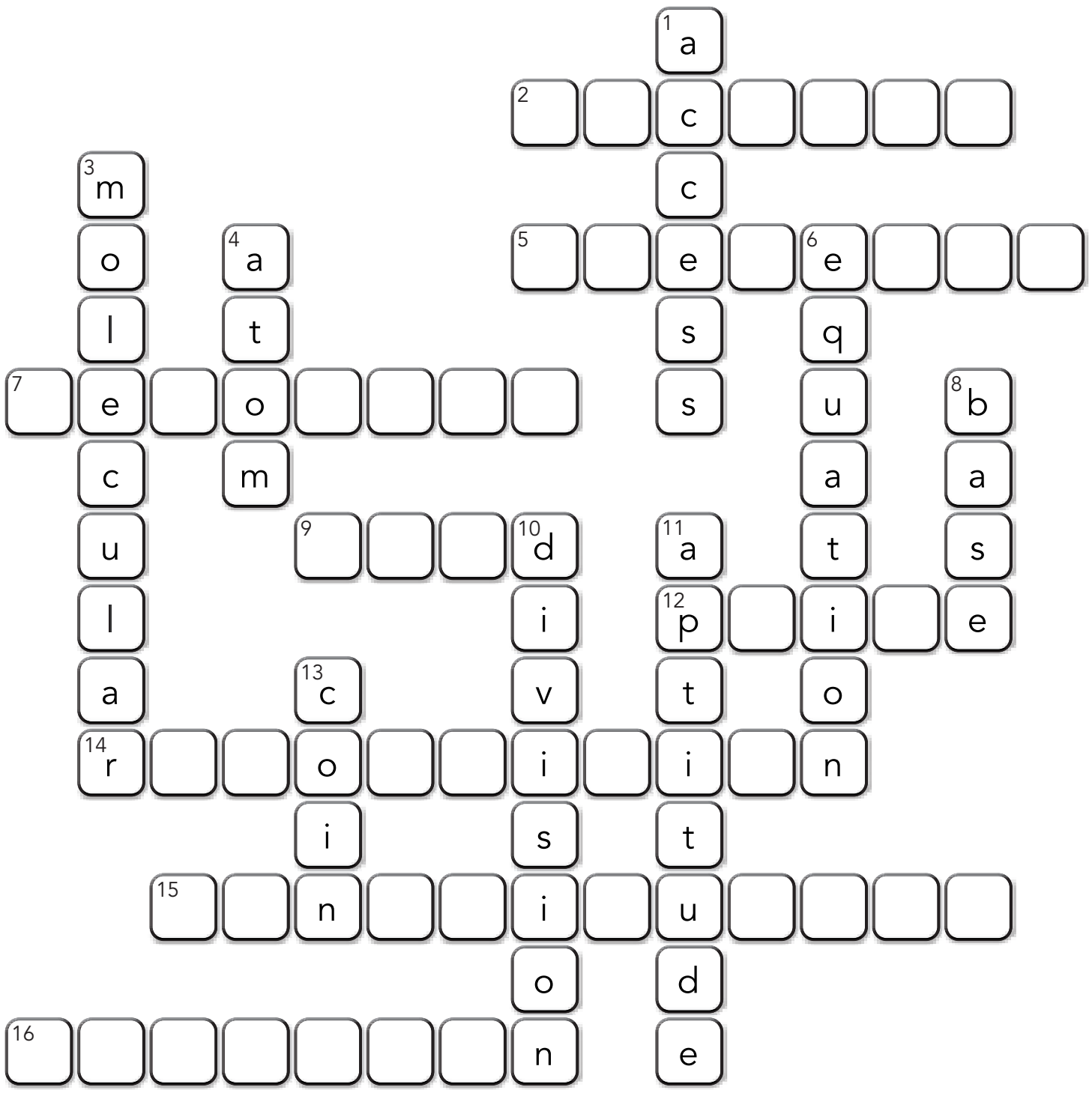
Resource 37 Science crossword

7.1 Vocabulary (words related to science)

Student A



DOWN:

____ Another word for a natural ability to learn or do something.

____ It's the smallest part of an element that can exist on its own.

____ The right or ability to use something, for example: education, the Internet.

____ It's a verb which means to invent a new word or term.

____ For example: two and two makes four.

____ You use this adjective to refer, e.g. to the structure of DNA.

____ A mathematical operation which is the opposite of multiplication.

____ It makes acids chemically neutral. (It has a pH greater than 7).

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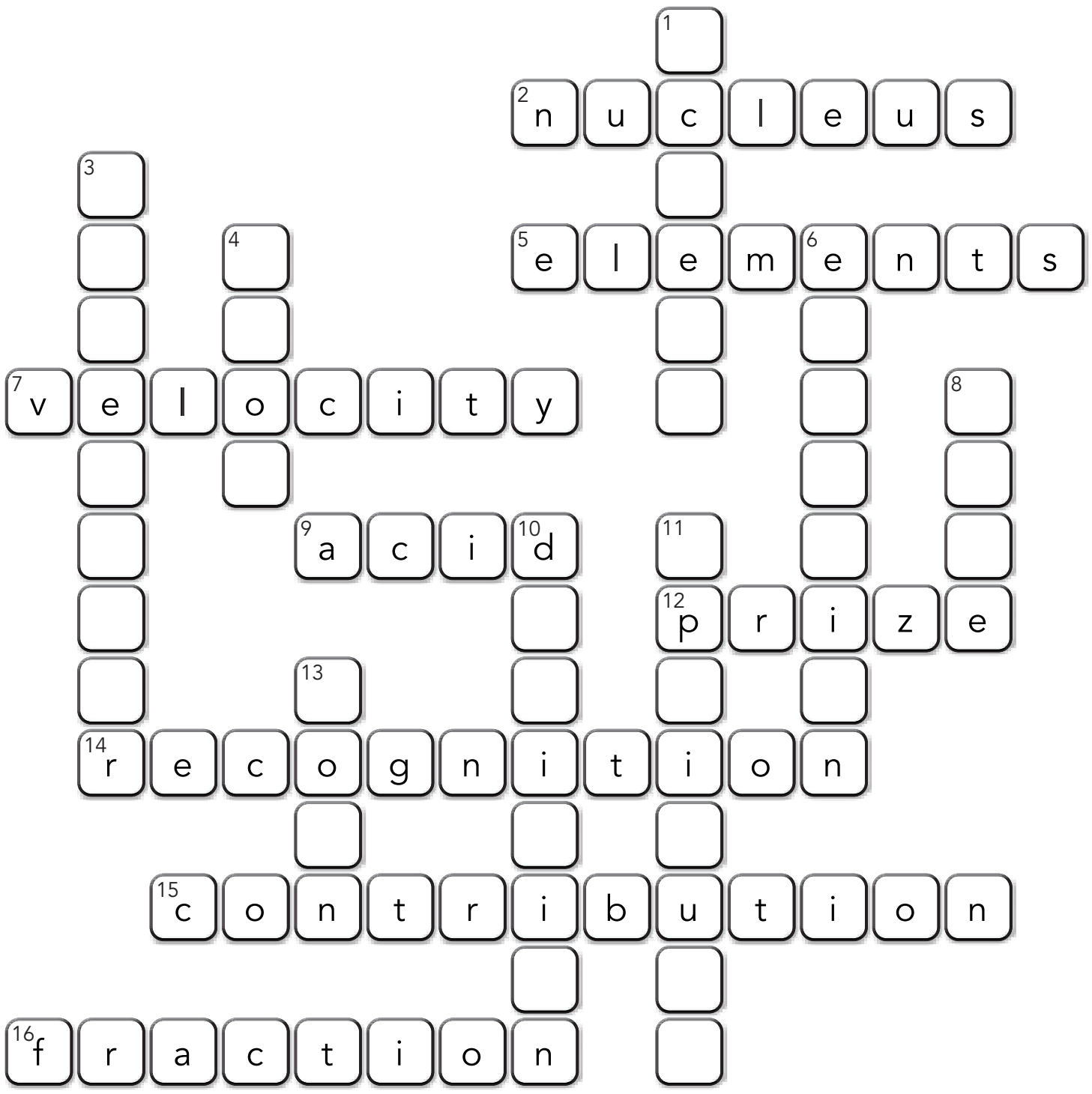
Resource 37 Science crossword

7.1 Vocabulary (words related to science)

Student B



ACROSS:

____ A chemical substance which can burn things if it's strong. (Its pH value is lower than 7).

____ The most important award given to scientists is the Nobel .....

____ The central part of an atom.

____ It's what we give or do to help something be successful.

____ They're all listed in the periodic table.

____ Part of a whole number, for example a half or a quarter.

____ A technical term for speed.

____ You gain it when you win respect for your achievements.

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Resource 38

Quick teen survey

7.2 Grammar (advanced passive forms)

1

How many people **like being praised**?

2

How many people **have been reminded** to study harder today?

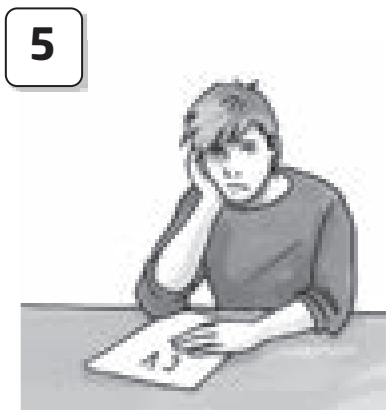
3

How many people agree that students **shouldn't be told** what to wear to school?

4

How many people think they**'re being taught** useless things at school?

5



How many people feel they**'re not being prepared** well for life?

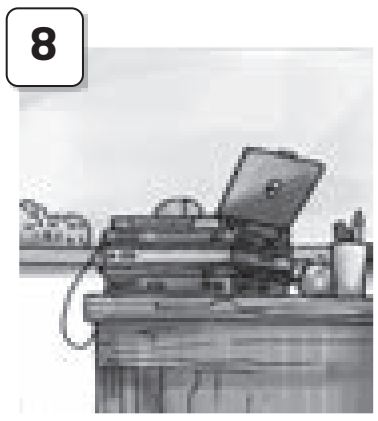
6

How many people **feel tired of being made** to read books they don't like?

7

How many people **would like to not be given** any marks at school?

8



How many people don't understand why laptop computers **can't be used** by students in the classroom?

9

How many people often avoid answering the teacher's questions because they **don't want to be laughed at**?

10

How many people **have ever been caught browsing** the net on their phones during a lesson?

11

How many people think they **should have been given** less homework last week?

12

How many people **don't mind being asked** to read something out loud in class?

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Resource 39 Test yourselves

7.5 Grammar (passive reporting structures)

Student A

1a Complete the sentences so that they have the same meaning as the first sentence.

1 Everyone expects that the company will release a revolutionary product next month.
- **a** It _____ a revolutionary product next month.
- **b** The company _____ a revolutionary product next month.

2 Almost everyone believes that big cities were dangerous in the 19th century.
- **a** It _____ dangerous in the 19th century.
- **b** Big cities _____ dangerous in the 19th century.

3 People understand that there are different solutions to the problem of Internet addiction.
- **a** There _____ different solutions to the problem of Internet addiction.
- **b** It _____ different solutions to the problem of Internet addiction.

4 Many people feel that life without so much technology was better in many ways.
- **a** It _____ better in many ways.
- **b** Life without so much technology _____ better in many ways.

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 It <u>is understood that there is</u> a strong need for innovation in consumer goods.
There <u>is understood to be</u> a strong need for innovation in consumer goods.

2 We <u>are believed to be</u> the only civilisation in the universe.
It <u>is believed that we are</u> the only civilisation in the solar universe.

3 It <u>is said that ancient Greeks were</u> very good mathematicians and philosophers.
Ancient Greeks <u>are said to have been</u> very good mathematicians and philosophers.

4 There <u>are estimated to have been</u> hundreds of accidents caused by drivers talking on their phones.
It <u>is estimated that there were</u> hundreds of accidents caused by drivers talking on their phones.

Student B

1a Complete the sentences so that they have the same meaning as the first sentence.

1 Companies understand that there is a strong need for innovation in consumer goods.
- **a** It _____ a strong need for innovation in consumer goods.
- **b** There _____ a strong need for innovation in consumer goods.

2 Many people believe that we are the only civilisation in the universe.
- **a** We _____ the only civilisation in the universe.
- **b** It _____ the only civilisation in the universe.

3 Historians say that ancient Greeks were very good mathematicians and philosophers.
- **a** It _____ very good mathematicians and philosophers.
- **b** Ancient Greeks _____ very good mathematicians and philosophers.

4 They estimate that there were hundreds of accidents caused by drivers talking on their phones.
- **a** There _____ hundreds of accidents caused by drivers talking on their phones.
- **b** It _____ hundreds of accidents caused by drivers talking on their phones.

1b Listen to Student A and check his/her answers.

1 It <u>is expected that the company will release</u> a revolutionary product next month.
The company <u>is expected to release</u> a revolutionary product next month.

2 It <u>is believed that big cities were</u> dangerous in the 19th century.
Big cities <u>are believed to have been</u> dangerous in the 19th century.

3 There <u>are understood to be</u> different solutions to the problem of Internet addiction.
It <u>is understood that there are</u> different solutions to the problem of Internet addiction.

4 It <u>is felt that life without so much technology was</u> better in many ways.
Life without so much technology <u>is felt to have been</u> better in many ways.

1c Read your answers to Student A.

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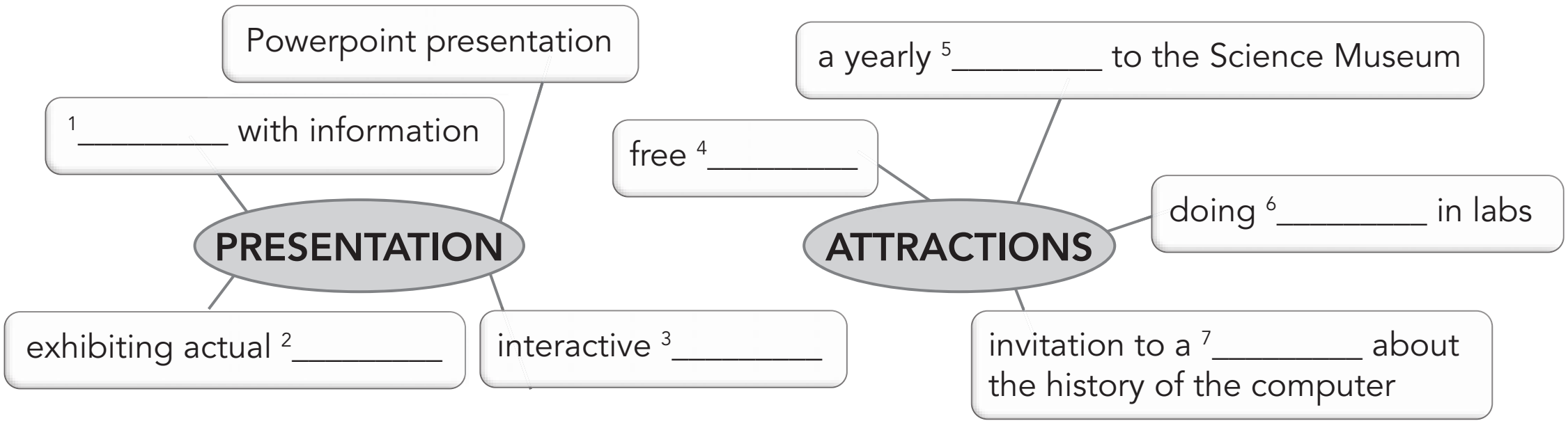
Resource 40 How has technology developed?

7.6 Speaking

Part 1

1	nuclear power	**a**	helps people identify their location
2	the telephone	**b**	have greatly reduced mortality rate and made life-span much longer
3	the aeroplane	**c**	allows people to get information quickly, to connect with each other
4	the car	**d**	is a reliable source of everyday transportation
5	antibiotics	**e**	has revolutionised travelling, fighting forest fires or delivering packages
6	GPS	**f**	provides an efficient and unlimited source of energy
7	the Internet	**g**	has made communication quicker

lecture posters gadgets objects experiments ticket displays



Part 2

A GIVING CLARIFICATION

B SIGNALLING CONFUSION

C MAKING SUGGESTIONS

D CHECKING YOUR UNDERSTANDING

lost should meant saying was follow how
mean exactly words instead with much correctly

1 _____	Sorry, I'm not [a] _____ you. I'm not sure I [b] _____ you. I'm afraid you've [c] _____ me there. I don't know what you [d] _____ by …
2 _____	So, in other [e] _____ … Are you [f] _____ …? If I understand you [g] _____ you mean …, right?
3 _____	Yes, [h] _____ . Yes, that's pretty [i] _____ it. No, that's not quite what I [j] _____ . What I meant [k] _____ …
4 _____	So, [l] _____ of …, we could … [m] _____ about …? Perhaps we [n] _____ .

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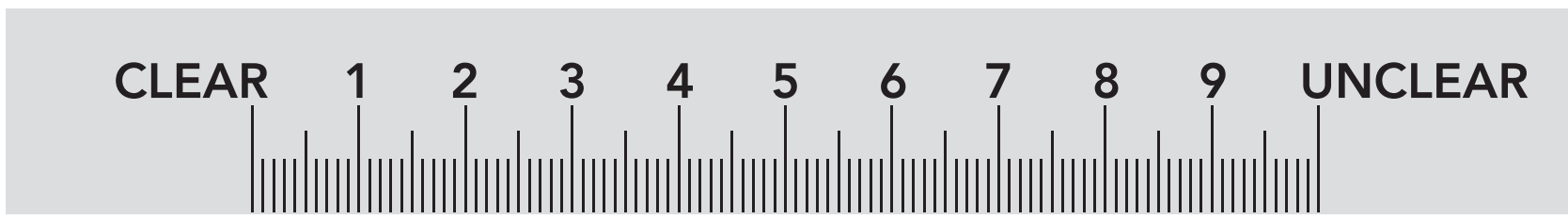
Resource 41

Nought on the confusion scale

7.7 Use of English (easily confused words)



1 Have you got any **loose** / **lose** change in your pocket?
2 Are you satisfied with your **actual** / **present** level of English?
3 Would you mind going on holiday **alone** / **lonely**?
4 Why did you last **rise** / **raise** your voice?
5 Do you ever **advice** / **advise** adults about computers?
6 How long can you hold your **breathe** / **breath** underwater?
7 When was the last time you **lied** / **lay** on the ground and looked up at the stars?
8 What is the most **economical** / **economic** way to get around where you live?
9 Does the weather often **affect** / **effect** your mood?
10 Do you consider yourself a **conscious** / **conscientious** student?
11 How **lately** / **late** are you allowed to stay out on Saturdays?
12 How easy is it for you to accept a **compliment** / **complement**?

My score: _____ /12

FOLD

1 Have you got any _____ change in your pocket?
2 Are you satisfied with your _____ level of English?
3 Would you mind going on holiday _____?
4 Why did you last _____ your voice?
5 Do you ever _____ adults about computers?
6 How long can you hold your _____ underwater?
7 When was the last time you _____ on the ground and looked up at the stars?
8 What is the most _____ way to get around where you live?
9 Does the weather often _____ your mood?
10 Do you consider yourself a _____ student?
11 How _____ are you allowed to stay out on Saturdays?
12 How easy is it for you to accept a _____?

My score: _____ /12

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Resource 42 A narrative
7.8 Writing

Write a narrative of at least 200 words about a laboratory experiment that does not go according to plan.

- Write when and where the story takes place, and who the main characters are.
- Decide what happens and how the story ends.

In my narrative …

- I have used the beginning to get the reader's attention and to set the scene by introducing the time, place and characters of the story.
- I have used narrative tenses, shorter sentences, language that appeals to the senses, reported speech and direct speech in the middle of the story.
- I have concluded the story with a twist, a lesson learned, a decision taken or a later event linked to the story.
- I have used correct punctuation for direct speech.
- I have checked my spelling.
- I have written at least 200 words.
- My text is neat and clear.

At six o'clock in the morning on a hot and humid day in August, Dr Alice King stood in front of a thick metal door. 'Open Sesame!' she commanded, and the door to her hi-tech laboratory slid open, allowing her to enter the cool, dark space. Alice liked the peace and quiet of the early morning, when she could concentrate without interruptions from the research team she collaborated on.

There was a more important reason for her early starts though. She was working on a top-secret project to develop the world's first intelligent fridge. If successful, she would make the recognition she deserved. With this happy thought, she unwrapped a chocolate bar and began planning her day. As she was doing this, a loud bang startled her. 'What the …?' snapped Alice. She hated been disturbed while working.

Getting up to investigate, she heard a voice say, 'Put it down!'. 'Who's there?' yelled Alice, but there was no respond. 'Put it down!' There it was again. Alice was getting scared now. The voice was coming from the back of the lab. She walked there very quietly, but there was no one, just the experimental fridge she has developed. 'Put the chocolate bar down! You're eating too much junk food!' 'I don't believe it!' gasped Alice.

The fridge was talking to her! You … you can talk she whispered in a weak voice. 'Of course! I can sing and recite Shakespeare too,' said the fridge. Alice giggled. She might not have won a Nobel Prize, but she would make people's lives easier and more enjoyable.

At six o'clock in the morning on a hot and humid day in August, Dr Alice King stood in front of a thick metal door. 'Open Sesame!' she commanded, and the door to her hi-tech laboratory slid open, allowing her to enter the cool, dark space. Alice liked the peace and quiet of the early morning, when she could concentrate without interruptions from the research team she collaborated ~~on~~ *with* [1].

There was another, more important, reason for her early starts though. She was working on a top-secret project to develop the world's first intelligent fridge. If successful, she would ~~make~~ *gain* [2] the recognition she deserved. With this happy thought, she unwrapped a chocolate bar and began planning her day. As she was doing this, a loud bang startled her. 'What the …?' snapped Alice. She hated ~~been~~ *being* [3] disturbed while working.

Getting up to investigate, she heard a voice say, 'Put it down!' 'Who's there?' yelled Alice, but there was no ~~respond~~ *response* [4]. 'Put it down!' There it was again. Alice was getting scared now. The voice was coming from the back of the lab. She walked there very quietly, but there was no one, just the experimental fridge she ~~has~~ *had* [5] developed. 'Put the chocolate bar down! You're eating too much junk food!' 'I don't believe it!' gasped Alice.

The fridge was talking to her! ~~You … you can talk~~ *'You … You can talk,'* [6] she whispered in a weak voice. 'Of course! I can sing and recite Shakespeare too,' said the fridge. Alice giggled. She might not have won a Nobel Prize, but she would make people's lives easier and more enjoyable.

[1] Wrong preposition. [2] Wrong verb. [3] Grammatical error/Wrong passive form. [4] Wrong word form.
[5] Grammatical error/Wrong tense. [6] Lack of punctuation.

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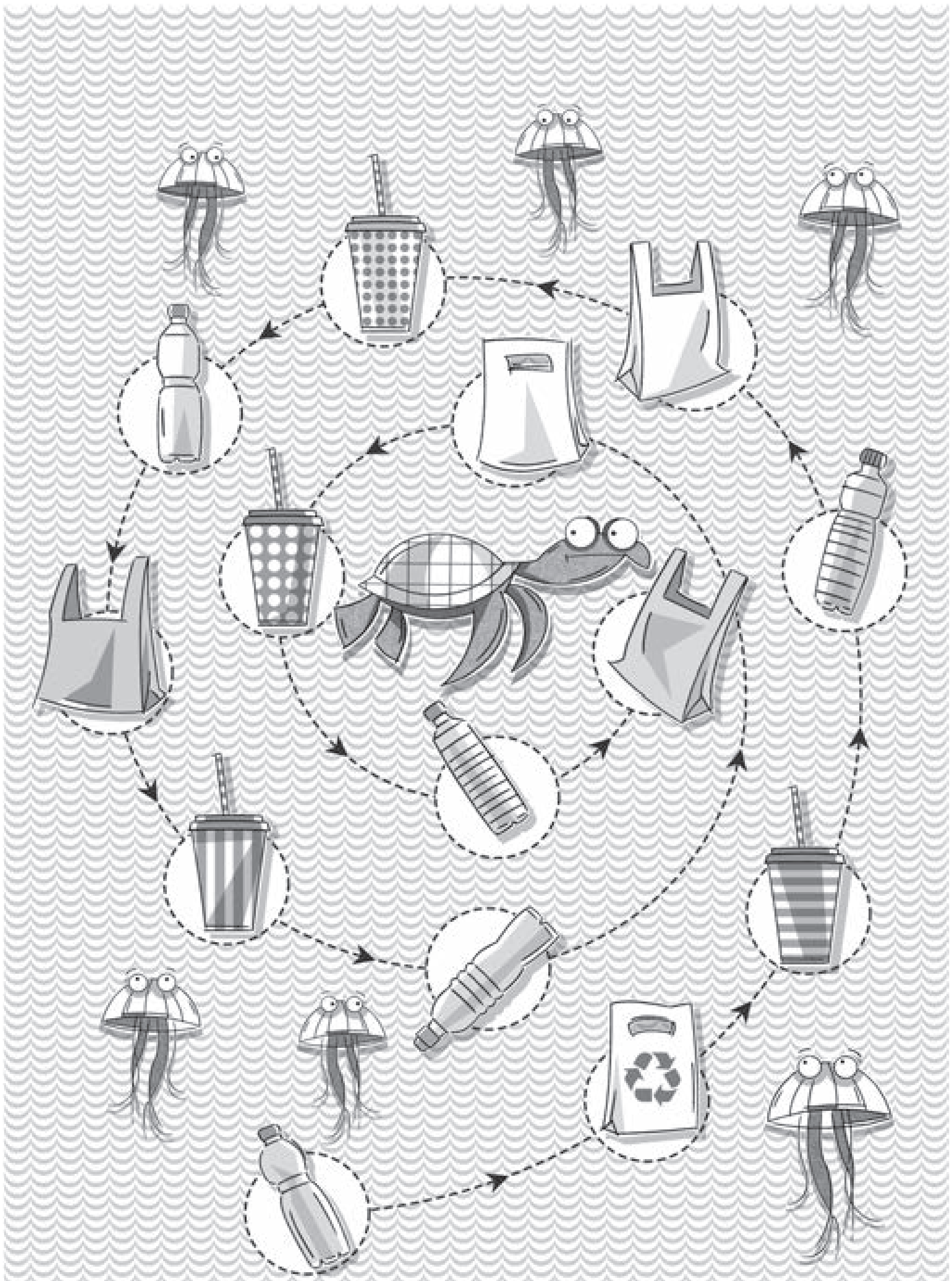
Resource 43

Rescue the turtle

8.1 Vocabulary (environmental issues and landscape)



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Resource 43 Rescue the turtle

8.1 Vocabulary (environmental issues and landscape)

1 A breeding ground is an area where animals go to …
A have their babies.
B feed.

2 Which animals hatch?
A Birds.
B Mammals.

3 When an animal is in captivity, …
A it's on the loose.
B it's kept e.g. in a zoo or a cage.

4 If something is biodegradable, …
A it degrades by natural processes.
B it damages biodiversity.

5 Another word for contamination is …
A concentration.
B pollution.

6 An orchard is a place where people grow …
A fruit trees.
B vegetables.

7 A small river is called …
A a ditch.
B a stream.

8 A ploughed field is …
A used by farmers.
B not used by farmers.

9 A meadow is …
A land with grass and flowers.
B a small forest.

10 Jellyfish eat small fish. Turtles eat jellyfish. It means that the turtle is higher up…
A the food group.
B the food chain.

11 A large area of flat land is called …
A a desert.
B a plain.

12 The natural place for a particular animal to live is its …
A natural area.
B natural habitat.

13 What can be irreparable?
A Damage.
B Growth.

14 A thriving population of animals is one that is …
A very successful.
B facing extinction.

15 The opposite of open countryside is …
A a local area.
B a built-up area.

16 An eco-warrior is …
A a tourist who damages the environment.
B an engaged activist who tries to stop damage to the environment.

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Resource 44 Vote for us

8.2 Grammar (unreal past and regrets)

Pair A

1 We don't want cities to belong to drivers.

2 People should travel free on public transport.

3 Parking prices went down last year.

4 There should be cycle lanes everywhere.

5 Cyclists are not properly protected. Let's make the wearing of helmets compulsory.

6

THE MANIFESTO OF .....

1 We would rather cities .....

.....

2 We wish .....

.....

3 If only .....

.....

4 It's high time .....

.....

5 When it comes to safety, we wish cyclists .....
That's why we think it's time .....

6 We also think that it's time .....

.....

Pair B

1 Animals aren't treated with the same respect as humans.

2 Let's raise the tax on meat.

3 Children should have free vegetarian meals at school.

4 A new zoo opened in the capital last year.

5 We don't want people to buy dogs. People should be paid for adopting dogs from animal shelters.

6

THE MANIFESTO OF .....

1 We wish animals .....

.....

2 We wish .....

.....

3 If only .....

.....

4 It's high time .....

.....

5 When it comes to protecting pets, we would rather people .....
That's why we think it's time .....

6 We also think that it's high time .....

.....

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Resource 45 Test yourselves

8.5 Grammar (emphasis – cleft sentences and inversion)

Student A

2a Complete the second sentence in each pair.

1 You are not allowed to talk about the experiment under any circumstances.
Under no circumstances _____ about the experiment.

2 Yesterday we bought new swimsuits, not an underwater camera.
What _____ new swimsuits, not an underwater camera.

3 Helen is going to the next climate change conference, not Kyle.
It _____ to the next climate change conference, not Kyle.

4 There have rarely been so many people at an animal rights demonstration.
Rarely _____ so many people at an animal rights demonstration.

5 The film was not only well-paced, but also well-acted.
Not only _____ , but it was also well-acted.

6 People should worry more about the environment. I'm not trying to say anything else.
All _____ people should worry more about the environment.

7 The government closed the factory when the river was polluted. That is what happened.
What happened _____ the factory when the river was polluted.

2b Listen to Student B and check his/her answers.

1 Not only is this cleaning product expensive, but it is also harmful to the environment.
2 Rarely has there been so much discussion about the future of our planet.
3 Under no circumstances can you use this machine on your own.
4 What I watched last night was a documentary about chimpanzees, not a vampire film.
5 It is the Browns who are going to buy an electric car, not the Smiths.
6 What I like most about this magazine is the big photographs of wildlife.
7 All I want to do is finish my Biology project.

2c Read your answers to Student B.

Student B

2a Complete the second sentence in each pair.

1 This cleaning product is not only expensive, but also harmful to the environment.
Not only _____ , but it is also harmful to the environment.

2 There has rarely been so much discussion about the future of our planet.
Rarely _____ so much discussion about the future of our planet.

3 You cannot use this machine on your own under any circumstances.
Under no circumstances _____ this machine on your own.

4 Last night I watched a documentary about chimpanzees, not a vampire film.
What _____ a documentary about chimpanzees, not a vampire film.

5 The Browns are going to buy an electric car, not the Smiths.
It _____ an electric car, not the Smiths.

6 I really like the big photographs of wildlife in this magazine. They're the best thing.
What _____ the big photographs of wildlife.

7 I only want to finish my Biology project.
All _____ finish my Biology project.

2b Read your answers to Student A.

2c Listen to Student A and check his/her answers.

1 Under no circumstances are you allowed to talk about the experiment.
2 What we bought yesterday was new swimsuits, not an underwater camera.
3 It is Helen who is going to the next climate change conference, not Kyle.
4 Rarely have there been so many people at an animal rights demonstration.
5 Not only was the film well-paced, but it was also well-acted.
6 All I am trying to say is that people should worry more about the environment.
7 What happened is (that) the government closed the factory when the river was polluted.

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Resource 46 Different shades of green

8.6 Speaking

Part 1

1 Have you ever c _ _ s _ d _ r _ _ how/why/what …
2 You may be w _ _ d _ r _ _ g why I've chosen …
3 You may be _ w _ r _ that …
4 P _ _ h _ _ _ you have heard about …
5 Most people don't r _ a _ _ s _ that …
6 Did you k _ _ _ that …

Part 2

endangered
form of transport
to protect
to recycle
air pollution
to segregate
climate change
plastic waste
paper
cycling
an alternative
to be green
to stop
dump
nesting area
prey
carbon emission
crime
living species
unwanted rubbish
pollute
environmentalist
garbage patch
wildlife
concern

A

RECYCLING

B

anti-hunting campaign

C

car-free day

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Resource 47

We're word builders! We're bricklayers!

8.7 Use of English (prefixes)

23 (not) LITERATE

Do you think there are any _____ people in your country?

24 (not) RESPONSE

Do you think it's _____ to have a big car when you live in a city?

REPLAY

FINISH

22 STAFF (not enough)

Do you think hospitals in your city are _____ ?

anti-

21 (not) ABLE

Does your school have access for students with _____?

20 (not) CAPABLE

Do you often find yourself _____ of falling asleep?

19 PAID (too little)

Which professions are _____ in your country?

16 (not) FAIR

Do you often complain about being treated _____?

17 ESTEEM (about themselves)

Do you think people have low _____ because they focus on their imperfections?

post-

18 (not) SAFE

Are there any _____ places in the place where you live?

REPLAY

15 INFORM (incorrectly)

Are we often _____ by the media?

multi-

14 NUMBER (more than)

Do female teachers _____ male teachers at your school?

13 (not) MATURE

Are most people too _____ to get married at the age of twenty-one?

12 (the opposite of) DO

Do you often take off your shoes without _____ the laces?

REPLAY

9 (not) APPROVE

Would you do something if you knew your parents would _____ of it?

10 JUDGE (wrongly)

Have you ever been _____ by someone else?

pro-

11 WRITE (again)

Have you ever been told to _____ an essay? Why?

8 (not) RELEVANT

Which school subject do you think is _____ and why?

pre-

7 NEW (again)

Can you give three examples of _____ energy sources?

6 WORK (too much)

Have you been _____ lately?

5 (not) LEGAL

What's _____ when you're under eighteen?

START

1 (not) ALLOW

In what situation is a goal in a football match _____?

2 BEHAVE (badly)

Did you _____ as a child?

3 (not) LOGICAL

Does English grammar ever seem _____ to you?

4 CONSIDER (again)

When you make a difficult decision, what can make you _____ it and change your mind?

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Resource 48 A letter to an editor

8.8 Writing

Some people believe that adolescents have no interest in the environment. We would like to hear from young readers who are members of groups that aim to protect the environment. Write a letter describing the objectives of your group and your personal involvement.

Write a letter of at least 200 words to an editor in response to the request.

- In your introduction, state your reason for writing and your point of view on the topic.
- Support your point of view and give further opinions and examples.
- Conclude with a summary of your opinion and a recommendation or final comment.

In my letter …

- I have given my reason for writing and my point of view.
- I have given further opinions and examples.
- I have summarised my opinion and given a recommendation or final comment.
- I have expressed cause and result, concession, certainty, consequences or reason.
- I have expressed comparison and contrast.
- I have used a formal style.
- I have checked my spelling.
- I have written at least 200 words.
- My text is neat and clear.

Dear Mr or Mrs,

I am writing to you to express my views on young people and environmental issues.

Teenagers in various countries have started going on strikes and protesting outside their country's parliament about the need for immediate action on climate change. What did they do was to get young people involved. They have inspired thousands of others to take to the streets demanding that their leaders deal with the problem.

Having been inspired by them, students at my school formed an action group. Not only we lobbied our school for solar panels and rainwater tanks, but also for a ban on single-use plastic. The renewed energy provided by the panels is already saving on electricity. The water collected is used to maintain the green areas and for cleaning. As a consequence, the school's carbon emissions have been reduced.

Adolescents are not responsible for the state of the world; even they are becoming more involved in saving it. Our willingness to pressure governments, raise awareness and tackle man-made threats is proof that we care and will do all that we can to protect the only home we have, the Earth.

Yours faithfully,

Jack Smith

Dear ~~Mr or Mrs~~ *Sir or Madam* [1],

I am writing to you to express my views on young people and environmental issues. *Although some adolescents seem to care little about the environment, I would like to point out that there are many others who are doing admirable work to protect it.* [2]

Teenagers in various countries have started going on strikes and protesting outside their country's parliament about the need for immediate action on climate change. ~~What did they do~~ *What they did* [3] was to get young people involved. They have inspired thousands of others to take to the streets demanding that their leaders deal with the problem.

Having been inspired by them, students at my school formed an action group. Not only ~~we lobbied~~ *did we lobby* [4] our school for solar panels and rainwater tanks, but also for a ban on single-use plastic. The ~~renewed~~ *renewable* [5] energy provided by the panels is already saving on electricity. The water collected is used to maintain the green areas and for cleaning. As a consequence, the school's carbon emissions have been reduced.

Adolescents are not responsible for the state of the world; ~~even~~ *even so* [6] they are becoming more involved in saving it. Our willingness to pressure governments, raise awareness and tackle man-made threats is proof that we care and will do all that we can to protect the only home we have, the Earth.

Yours faithfully,

Jack Smith

[1] Wrong greeting. [2] Lack of point of view. [3] Incorrect emphatic structure. [4] Incorrect inversion.
[5] Wrong word form. [6] Wrong vocabulary.

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Resource 49 Multiple-choice cloze

Focus Review 1, 4, 5 and 6, Use of English

Read texts 1–4. Choose the correct answer, a, b, c or d.

TEXT 1

MESSAGE TO A FRIEND

Sorry I forgot to text you last night. I felt simply exhausted and went to bed at eight. I guess it's because I [1]_____ solidly for eight hours the night before! My last exam is tomorrow and I really need to get a top mark in order to get a [2]_____. My parents would be relieved if we had some extra money next year.

Anyway, what are you doing this weekend? We're playing volleyball on Saturday morning. The sports centre has become so busy that we now have to book the court [3]_____ advance!

Have you changed your mind about Brenda's party? Text me if you fancy [4]_____ to the party after all. My mum can take you home when it's over.

1 **a** had been studying **b** was used to studying
c have been studying **d** would be studying
2 **a** discount **b** career
c degree **d** scholarship
3 **a** in **b** on
c at **d** from
4 **a** come **b** coming
c to come **d** for coming

TEXT 2

A WEDDING ANECDOTE

My father keeps saying that he has a [1]_____ memory of the day he got married, as if it happened yesterday. They didn't have a lot of money in those days, so they didn't have a large wedding reception. They invited close family and friends to a small restaurant in the neighbourhood for dinner.

The entrance to the restaurant looked a bit [2]_____ and my father's aunt didn't want to enter at first. It took some time to convince her. Still, the restaurant was spotlessly clean inside, and the food was delicious. After the meal, the aunt apologised [3]_____ her behaviour and said that she [4]_____ such a fuss in the first place.

1 **a** terrible **b** vague
c photographic **d** vivid
2 **a** cobbled **b** quaint
c cramped **d** shabby
3 **a** about **b** for
c at **d** to
4 **a** shouldn't have made **b** had to make
c needn't have made **d** ought to have made

TEXT 3

BECOMING A FATHER

Josh used to be the life and [1]_____ of the party, but then a few years ago he became a father for the first time, and he changed completely. Nowadays some people simply can't stand being round him because he [2]_____ about his little son's achievements. I know that parents should praise their children for their accomplishments, not only [3]_____ them off when they have done something wrong. But we all wish Josh would stop telling us that his child is the best at everything! Don't get me wrong, I think that Josh's son is a nice kid, but we don't need it to be repeated that he's [4]_____ gifted child over and over again.

1 **a** sense **b** swot
c soul **d** secret
2 **a** is always boasting **b** used to boast
c would boast **d** has been boasting
3 **a** tell **b** see
c put **d** cut
4 **a** so **b** so much
c such **d** such a

TEXT 4

MANAGING PERSONAL FINANCES

I've always been terrible at saving money. Mainly because I tend [1]_____ more than I earn. [2]_____ my latest project brought me quite a handsome amount of money, I still can't afford a holiday. When I realised I was going to spend the summer months at home, I decided to do something about it.

I started by reading some blogs telling people how to manage their finances. Most of the tips sound reasonable and I've put them into practice. Now, when I get paid at the end of the month, I always pay rent and put some money aside for a [3]_____ day. I also try to spend less. Last week I went to the shopping centre and found a fabulous dress. The price on the [4]_____ was £29.99, but it turned out it really was … £49.99. So, in the end, I didn't buy it. I was so proud of myself!

1 **a** spend **b** spending
c to spend **d** to spending
2 **a** Despite **b** Even though
c However **d** Yet
3 **a** poor **b** rainy
c hairy **d** limited
4 **a** bid **b** fabric
c label **d** bracelet

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Resource 50 Multiple-choice cloze

Focus Review 1, 4, 5 and 6, Use of English

Read texts 1–4. Choose the correct answer, a, b, c or d.

TEXT 1

A GRAPHIC DESIGNER

When I was at university, I [1]_____ an apprenticeship with a well-known gossip magazine. There weren't many employment possibilities for young graphic designers when I got my degree, so I was delighted [2]_____ a permanent position with the same publisher. At first, I worked on a new magazine for teenagers. We had to work very hard to meet the deadlines, but it was well worth it. The sales of the magazine [3]_____ by almost 300 percent over two years.

Last year, I decided to become a freelancer and I've set up my own design company. I enjoy working for myself, but there's just one thing. There is too much paperwork! It's the end of the month and I still haven't got [4]_____ to filling in my tax form. I'd better do it today or I'll be in trouble!

1 **a** made **b** passed
c did **d** entered
2 **a** to offer **b** to be offered
c to be offering **d** to have offered
3 **a** rose **b** raised
c arose **d** comprised
4 **a** through **b** round
c over **d** on

TEXT 2

MY GRANDPA

If I have a baby son, I'll name him [1]_____ my grandpa Tom, who's always been my role model. Tom was a doctor and I remember him wearing a white coat and carrying a large bag. He [2]_____ long hours in his study, reading medical journals. He believed that all doctors and nurses had to constantly deepen their knowledge to [3]_____ up with medical advances, and he practised what he preached. When he was in the study, we weren't allowed to disturb him. 'If anyone calls, can you [4]_____ the phone and take a message?' he often asked my granny. 'I'll call them back as soon as I've finished reading these articles,' he added.

1 **a** as **b** or
c after **d** with
2 **a** had spent **b** would spend
c used to spending **d** was always spending
3 **a** make **b** live
c keep **d** put
4 **a** answer **b** reply
c collect **d** respond

TEXT 3

ACCIDENTS HAPPEN

Tony Vega, the theatre director known for the well-known play 'Life Begins When You [1]_____ Forty', had a car accident on Monday afternoon. According to the police, he was driving his five-year-old car along Canal Street when he saw a family of ducks crossing the road. He braked hard [2]_____ to avoid hitting the birds. Unfortunately, he lost control of the vehicle and crashed into a traffic sign.

When the police arrived, he explained that he was in a hurry to get to the theatre, as he was going to [3]_____ the closing scene with the actors. He complained that they were still making lots of mistakes.

Mr Vega wasn't badly hurt, but he was taken to hospital, where doctors ran a few basic tests. After a few hours, he was [4]_____ that everything was normal and he was released.

1 **a** Make **b** Pass
c Turn **d** Have
2 **a** in case **b** unless
c even if **d** in order
3 **a** thrive **b** measure
c insure **d** rehearse
4 **a** assured **b** urged
c reminded **d** warned

TEXT 4

SURVIVING ON EARTH

Frankly, I don't have a [1]_____ opinion about genetically modified (GM) food. There's been a lot of controversy about it and, if I understand it correctly, [2]_____ is said to be dangerous. On the other hand, there is no conclusive evidence to prove it.

Most experts now agree that climate change is [3]_____ and probably almost impossible to stop. We might simply need GM food to survive in the near future. We should also do something about water consumption. If we don't stop wasting it, people in many parts of the globe [4]_____ without drinking water.

1 **a** strong **b** serious
c heavy **d** popular
2 **a** they **b** there
c it **d** what
3 **a** uncertain **b** unconditional
c unwilling **d** undeniable
4 **a** could be left **b** may have left
c could leave **d** might have been left

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Resource 51 Multiple choice

Focus Review 2 and 8, Use of English

Choose the correct answer, a, b or c.

EXERCISE 1

1 He said that he _____ to take the meat out of the freezer the other day, so they had to order a pizza for dinner.
- a forgot
- b has forgotten
- c had forgotten

2 Can you stop _____ and speak up? I can't hear you!
- a yelling
- b whispering
- c roaring

3 You wouldn't be asking me so many questions _____ you had taken the trouble to read the reports I gave you.
- a if
- b even if
- c as if

4 I guess no one mentioned the side effects of the medication to you, _____?
- a did they
- b had they
- c didn't they

EXERCISE 2

1 A very long and dry summer has caused a severe drought in many parts of Africa. _____ is expected to follow, leaving thousands of people without food.
- a Extinction
- b Poverty
- c Famine

2 You'd better book the seat tonight _____ the tickets sell out fast.
- a unless
- b in case
- c on condition that

3 If I _____ how icy the road was, we wouldn't be waiting for an ambulance now.
- a have known
- b knew
- c had known

4 The family finally agreed to pay the kidnappers, _____ infuriated the police.
- a which
- b that
- c whose

EXERCISE 3

1 I made a new cake for the village fair. _____ the recipe precisely, I expected it to be dry, but it was very tasty.
- a Not to follow
- b Not following
- c Not having followed

2 When I returned to work, I was sent on a course because I had difficulty _____ up with the latest changes in the regulations.
- a making
- b keeping
- c putting

3 For some reason my grandfather's garden has always attracted a number of birds that build nests and _____ their eggs in them.
- a put
- b lay
- c plant

4 Since you are aware of being allergic to cats and rabbits, you _____ have bought this lovely Persian.
- a can't
- b oughtn't to
- c needn't

EXERCISE 4

1 It's feared that after severe flooding there might be an _____ of cholera because water supplies have been contaminated.
- a eruption
- b outbreak
- c invention

2 To begin with, the offer sounded excellent. However, we _____ after we discovered some financial issues connected with it.
- a turned it down
- b gave it away
- c used it up

3 All the employees were suddenly fired after the industry collapsed. It was _____ a sad day for many families.
- a so
- b so much
- c such

4 No sooner _____ home than he got an urgent call from the hospital about one of his patients.
- a does he come
- b has he come
- c had he come

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Resource 52 Open cloze

Focus Review 3, Use of English

Read the gapped texts and complete each gap with one word so that the texts are logical and grammatically correct.

EXERCISE 1

HITTING THE JACKPOT

A couple of years ago a dear friend of [1]_____ won the lottery. As it happened, we had bought our lottery tickets together but I wasn't as lucky as Kate. As soon as I found out that she had hit the jackpot, I rang Kate to congratulate her [2]_____ winning quite a large amount of money.

At first, she didn't want anybody to know about it and she insisted on me accompanying her to pick up the cheque. When we arrived, there were loads of reporters and she agreed to [3]_____ her photo taken, which later appeared in all the tabloids. Since then, she has received hundreds of begging letters which really get her down. Her life is a bit easier now but I know she still [4]_____ she had kept her privacy.

EXERCISE 2

A PERFECT CAMPSITE

I can't imagine a summer holiday without spending at least a couple of weeks camping in North Wales. Every single year I look [1]_____ to escaping problems at work and other everyday preoccupations.

I always stay on a small campsite [2]_____ is run by a family of farmers. The charm of this place is not that it provides all kinds of tourist attractions. It doesn't. On the contrary, the local way of life is authentically simple and relaxing. As soon as you arrive, you feel as [3]_____ you're far away from the madding crowd and you know you would like to stay there forever.

The campsite is set in a beautiful rural setting. It has its [4]_____ fishing lake and easy access to the woods. The owners are extremely friendly and they always give newcomers a very warm welcome.

EXERCISE 3

KARAOKE

For people [1]_____ me, who definitely can't sing but really love trying, there is one answer – karaoke. This form of entertainment originated in Japan, where people generally enjoy picking [2]_____ a microphone and singing after work or at parties. However, in recent years, it has gained in popularity around the world.

So, why did karaoke become so popular in the first place? Because it gives people [3]_____ unique chance to sing well-known songs without the lead vocal, but with the lyrics displayed on a screen. The changing colours indicate which words you should be singing at any particular time.

Whenever I am invited to a party, I always ask the host [4]_____ they're planning entertainment known as a 'karaoke session'. Whenever the answer is 'yes', I make sure to be there. I know I can't sing, but I can't resist the temptation to do it!

EXERCISE 4

HOW FAR CAN YOU THROW YOUR MOBILE?

If you have ever felt a desire to dispose of your mobile phone, you should try it [1]_____ the Mobile Phone Throwing World Championships, held annually in Finland. You can present yourself individually or try your luck with two other people.

Depending on the category you're in, there are different rules and you are judged [2]_____ on distance or general performance. One of the most important things to remember is that you must [3]_____ step over the throwing area and the phone must land within the throwing area. Otherwise, the jury may disqualify the throw or the contestant.

The competition is described as a modern Finnish sport [4]_____ philosophy, according to the organisers, is spiritual freedom from being available all the time. I guess that with our constant need to use a mobile phone, it's a good idea to 'throw it away' from time to time.

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Resource 53 Open cloze

Focus Review 3, Use of English

Read the gapped texts and complete each gap with one word so that the texts are logical and grammatically correct.

EXERCISE 1

SCIENCE MUSEUM

I've always been [1]_____ science, especially space exploration. So when I heard that a new science museum had been opened by a group of astronauts, I didn't hesitate and I visited its webpage to check what kind of exhibitions had been put together. Their description sounded [2]_____ fantastic that I booked a ticket straightaway to make sure I would not spend any precious time queuing at the ticket office.

Having got to the museum, I rushed to the department of space exploration. To my mind, it was the best place to be and I could finally experience what the job of a real astronaut is [3]_____. Then, in the section about the Earth, I saw a film about Iceland and I even watched an indoor geyser erupt.

I [4]_____ no doubt that such exhibitions make people realise how powerful our planet is and in effect it helps them respect our globe. I'm sure I'll be back there soon.

EXERCISE 2

CANINE INTELLIGENCE

Research on canine intelligence has proved that dogs are brighter than was previously thought. Not [1]_____ are they brilliant at reading human expressions and body language, but also at interpreting them. Apparently, they are much better at it even than chimpanzees, which are [2]_____ closest relatives. In fact, some dogs are able to understand up to 250 words, signs or signals.

Scientists believe that [3]_____ was taming and domesticating dogs that have helped these special abilities to evolve. For example, it has been proved that dogs can be trained to perform complex tasks. Tests have shown that they can also count up to five. The most intelligent breeds [4]_____ said to be Border Collies and retrievers, whereas hounds and terriers – the least. They just bark at everything.

EXERCISE 3

IDENTITY THEFT

If somebody asked you to name the most valuable treasure you possess, [1]_____ would you say it was? Most would probably mention some personal belongings, but it's our personal information which should be most treasured and, therefore, securely protected.

The problem of identity theft is not a completely new phenomenon but [2]_____ now it hasn't been widely discussed or even fully explained. Indeed, people have pretended to be other people throughout the centuries but now it is possible to collect our data in a much [3]_____ efficient way. One reason why criminals can get hold of our personal information is the fact that people tend to be quite careless about their personal data. Some throw out bank statements and official letters with their normal rubbish. To make [4]_____ worse, some use websites which are not protected properly or share information about themselves online.

EXERCISE 4

A CLOSE CALL

The night before the worst day of my life [1]_____ had been terrible wind and heavy rain so I knew we would be busy removing debris and fallen branches or need to pump the water out of people's basements. [2]_____ I didn't expect though was that it would be me who would have to be rescued on that shift.

Early in the morning, my team was called to check a building that seemed to have moved because of the rain. The building looked quite safe from the outside and we went inside to [3]_____ a better look. And then the building started collapsing around me. I remember falling and when I woke up I realised that I was trapped. Waiting for help seemed an eternity, but when I heard familiar voices and saw dim lights, my face lit up with happiness [4]_____ my body was aching all over.

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Resource 54 Word building

Focus Review 8, Use of English

Read the gapped sentences and complete each gap with the correct form of the word given in capital letters so that the texts are logical and grammatically correct.

EXERCISE 1

1 After the power cut, we couldn't get our TV set to work, so we called an _____ to see what had happened. ELECTRIC

2 The more I learn about nature, the more _____ I find it. MIRACLE

3 It's better to ask for assistance if you don't know how to _____ the system because it's not a matter of pressing the 'on' button. ACTIVE

4 Don't you think that leaving young children in a car on a hot day is rather _____ and that such parents should be somehow punished? RESPONSIBLE

EXERCISE 2

1 We were overwhelmed by my parents' _____ when they lent us a substantial amount of money to buy a flat. GENEROUS

2 Don't you agree that entering a war zone was a _____ decision? We could have died. RISK

3 It's a real skill to _____ a dress or a skirt and to do it well. Making it shorter is much easier. LONG

4 It's _____ to drive and text at the same time because it poses a serious threat to other road users. LEGAL

EXERCISE 3

1 I am afraid we can't proceed with your order without the _____ of the manager, who is currently on holiday. APPROVE

2 Many animals tend to be _____ early in the morning or late in the evening because they hide or sleep during the heat of the day. ACT

3 If they had taken the trouble to _____ things between them, they might still be together. CLEAR

4 We were looking forward to reading her _____ but unfortunately she died just before finishing it off. BIOGRAPHY

EXERCISE 4

1 Martin Luther King is known to have stood up against segregation and _____ in the USA. RACE

2 It was only thanks to Holly's _____ negotiations that we paid so little for that Persian carpet. SKILL

3 We rushed to get home before the storm which we could see coming – the sky began to _____ and we could hear some thunder in the distance. DARK

4 Lucy looked at Michael in total _____ when he admitted he had no intentions of marrying her. BELIEVE

EXERCISE 5

1 It is obvious that the local council and the citizens have to work in _____ if they want to improve life in their area. PARTNER

2 I thought I could get a lot of money for the painting but it turned out to be completely _____. WORTH

3 I don't think she liked my suggestion to _____ the plot of her latest crime story. Well, she shouldn't have asked for my opinion if she can't take criticism. SIMPLE

4 The major problem with inexperienced workers is their _____ to fully understand the strict safety procedures we have in our factory. ABLE

EXERCISE 6

1 In the past our local factories used to have hundreds of full-time _____. Now most of them can't find any job. EMPLOY

2 There is nothing more _____, from my point of view, than finding a spider in the bathroom. TERROR

3 Having been stranded on a desert island for six days without food or much water, we breathed a sigh of _____ when we saw a rescue ship approaching us. RELIEVE

4 There must have been some _____ at the meeting because Claire left it very abruptly without even saying goodbye. UNDERSTAND

EXERCISE 7

1 How come the world's leading _____ weren't able to predict such a serious financial crisis? Didn't they spend months discussing it? ECONOMY

2 It's common for most twins to be virtually _____ as they feel a strong bond with each other. SEPARATE

3 After that terrible car crash the whole town _____ with the families who lost their children. SYMPATHY

4 Taking early _____ may save you from becoming unemployed if the company you work for is likely to go bust. RETIRE

EXERCISE 8

1 The man who rescued a woman from drowning was awarded a medal for _____ by the mayor. BRAVE

2 There are a few _____ rules at a youth hostel like respecting other people's privacy. WRITE

3 With easy access to all my contacts stored in my mobile phone, I don't ever try to _____ phone numbers. MEMORY

4 The number of programmes in which _____ can vote for the best performer has grown substantially. VIEW

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Resource 55 Cloze

Focus Review 2 and 7, Use of English

Read the gapped texts and complete each gap with the correct form of one of the words from the box so that the texts are logical and grammatically correct. There are two extra words in each exercise.

EXERCISE 1

(bad broad do die dream make)

FAMILY HISTORY

Tracing your ancestors can be a very interesting hobby. But if you don't go about it in a methodical way, it can also become a very frustrating one because people get events mixed up or lose important documents. To begin with, write down all the names, dates of births and [1]_____ of all the family members you or your relatives can remember. After you have collected all the data, it might be worth [2]_____ inquiries in the parishes where your ancestors lived. The documents kept there might give you a [3]_____ picture of your family. And you may find something surprising. When I began exploring my family's past, I found out that one of my relatives was a notorious pirate. I still remember feeling as if I [4]_____ when I read about it because, as far as I knew, everybody in my family had worked in the police forces or in court for generations. Obviously, not everybody!

EXERCISE 2

(do have like take taste weak)

NATIONAL VEGETARIAN WEEK

When I was challenged by my friend to become a vegetarian during National Vegetarian Week, I [1]_____ aback by the fact that such an event existed at all, as I had never heard about it before. At first, I thought that my friend had made a mistake because I was a devout meat eater, who wasn't used [2]_____ much else on a plate apart from pork or beef. In fact, I couldn't imagine life without a daily portion of meat. I was also afraid that I would be eating [3]_____ veggies all the time. When the time came, I received tempting daily recipes and some tips on how to get the most from a brilliant meat-free lifestyle. My diet included a wide variety of fruit, vegetables, nuts, seeds and whole grain and dairy products quite [4]_____ what I had been used to before. It was a great experience and now I'm enjoying fruit and vegetables more.

EXERCISE 3

(advice arise common right spend view)

HAGGLING

Markets [1]_____ in ancient times wherever people needed to sell the goods they produced. For many centuries the main way of trading was by barter, which meant exchanging goods. Nowadays such practices are rather [2]_____ since people prefer to pay for their purchases with money.

In many corners of the world people are still expected to haggle before completing a purchase. The customer and the seller will agree on a price, but only after what can often be a heated debate. I can remember [3]_____ a whole day negotiating the price for a single carpet in Istanbul, but it was worth it: the original price had been over £600, and I got it for a mere £200!

Obviously, you should be aware that market traditions vary in different countries, and in some places haggling is an important part of the process of buying an item, while in others it would be [4]_____ not to even attempt it.

EXERCISE 4

(creative encourage let present see view)

PERFORMING NOW AND THEN

As a child I remember [1]_____ to try out my performing skills, first for the benefit of my parents and grandparents, later for a larger audience. When I got to Year 5 or 6 of primary school, we were taken to see different forms of entertainment such as theatre, opera, ballet and even circus. We looked forward to these outings with great excitement. [2]_____ the performances, we would discuss what we liked and disliked about them for hours on end. Those kinds of activities helped us develop our imagination and [3]_____, which then allowed some to become actors or performers.

But nowadays we live in the age of television and computers – they produce an endless stream of entertainment which is always available. The ever-present TV set or computer also mean that [4]_____ rarely see artists performing live, so the pleasure of witnessing something very special is gone.

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Resource 56 Cloze

Focus Review 2 and 7, Use of English

Read the gapped texts and complete each gap with the correct form of one of the words from the box so that the texts are logical and grammatically correct. There are two extra words in each exercise.

EXERCISE 1

(able apply credible require see wide)

THE BOSTON MARATHON

Running is a popular activity and hundreds of new enthusiasts can [1]_____ jogging along the streets of towns all over the world every day. More and more people of different shapes, sizes and [2]_____ are also taking to running marathons. As a result, each year the number of runners completing the challenge of running the full 42 km of the course is growing.

The Boston Marathon is the oldest and most prestigious race in the United States, so even for veteran runners, the run is a lifelong goal. Those [3]_____ to take part in it must qualify with a time based on their age and gender in another marathon run in the previous 18 months. After the 2013 bombing of the Boston Marathon, in which 264 people were injured and some killed, all the next runs will probably be [4]_____ meaningful and emotional ones for both runners and spectators.

EXERCISE 2

(accurate do make modify paint represent)

THE LONDON UNDERGROUND MAP

The London Underground map is a real icon of the city. The layout of the map is very original because it provides a clear [1]_____ of a very complex network. The man behind the design was Henry Beck, an employee of the London Underground Drawing Office, who first came up with his design for the map in 1931 and whose original scheme [2]_____ several times so far to incorporate changes to the network.

Up until 1931, the underground map for London had been rather messy and confusing. And although it was praised for its geographic [3]_____, it was not easy to understand. The new map was an enormous success with the public when it [4]_____ its first appearance on the underground platforms in 1933. The map may not seem very simple and easy to understand straight away, but once you've got to grips with it, you will see that it's incredibly handy.

EXERCISE 3

(accuse be come except take think)

DREAMS

Dreams seem [1]_____ a source of fascination and inspiration for people for thousands of years. However, as their appearance is quite mysterious, many often ask themselves what a dream is or why we dream at all. Recently a team of scientists studying the subject [2]_____ up with some interesting conclusions. For a start, although most people can't remember their dreams, everybody without [3]_____ dreams. The scientists also claim that dreams can have a practical value in reprocessing the events of the previous day, as they often include a series of images, [4]_____ and emotions which have been experienced during that day. However, some dreams are rather vague and it is hard to make sense of them. So it's a good idea to keep a pen and paper by your bed so that you can write them down when they occur.

EXERCISE 4

(agree end keep own permit take)

CHRISTIAN THE LION

In the summer of 1969 two young Australians, John Rendall and Anthony 'Ace' Bourke, bought a lion cub from the Harrods department store in London. They called him Christian. In those days buying large wild animals from a shop or [1]_____ wild pets for walks wasn't regarded as an extravagance. They kept him in a flat in London, then in a house in the countryside, until they asked the Kenyan authorities for [2]_____ to take it to Kenya. After several months of bureaucratic battle and having persuaded George Adamson, an expert on lions, to try to introduce Christian into the wild, they flew the cub to his new home in Africa. If it hadn't been for their persistence, Christian [3]_____ up in a zoo or a circus living a very miserable life. In 2008 a young American student rediscovered the footage of the 1971 reunion between Christian and his former [4]_____. The clip instantly became an Internet hit and it's been viewed over 10 million times.

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Resource 57 Sentence transformation

Focus Review 1 and 4, Use of English

Complete the second sentence so that it has a similar meaning to the first. Do not change the word given in capitals. Use up to six words in each gap.

EXERCISE 1

1 Our parents always took us for a walk along the pier during our summer holidays. **WOULD**
Our parents _____ for a walk along the pier during our summer holidays.

2 The police say that the robbers probably stole the painting by mistake as they thought it was very valuable. **MAY**
According to the police, the painting _____ mistake, in the belief that it was very valuable.

3 As you get older, your eyesight deteriorates. **WORSE**
The _____ your eyesight becomes.

4 Mary, can you come and smell these prawns? I don't think they're edible any more. **GONE**
Mary, can you come and smell these prawns? I think _____.

EXERCISE 2

1 You'd better ask your lawyer to prepare the contract for you. **HAVE**
I think you should _____ the contract for you.

2 Graham failed because he didn't study long enough. **PASSED**
Graham _____ he had studied more.

3 My friend wrote this song. It's so moving that it always makes me cry. **AUTHOR**
The song, _____, is so moving that it always makes me cry.

4 David and Betty had the same interests and hobbies so it was natural that they became good friends immediately. **HIT**
David and Betty had the same interests and hobbies so it was natural that they _____ immediately.

EXERCISE 3

1 'I didn't take your laptop', he said to me. **DENIED**
He _____.

2 We had no idea it was a fancy-dress party, so we wore our regular clothes. **LITTLE**
_____ it was a fancy-dress party, so we wore our regular clothes.

3 All the other designs he's produced were far more complex than this one. **THE**
This design _____ of all of those he's ever produced.

4 As we were driving in thick fog, it was impossible to see exactly where we were. **MAKE**
As we were driving in thick fog, we were _____ exactly where we were.

EXERCISE 4

1 You should have made sure Chris fitted locks on all the doors before he left. **GOT**
You should _____ locks on all the doors before he left.

2 Andy won't help us anyway, so why should I talk to him about our problem? **USE**
_____ to Andy about our problem. He won't help us anyway.

3 We needed to leave early because we didn't want to miss the beginning of the performance. **AS**
We left early _____ the beginning of the performance.

4 Unfortunately, they had to cancel the match because it was raining. **OFF**
Unfortunately, the match had to _____ the rain.

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Resource 58 Sentence transformation

Focus Review 1 and 4, Use of English

Complete the second sentence so that it has a similar meaning to the first. Do not change the word given in capitals. Use up to six words in each gap.

EXERCISE 1

1 It was my first visit to the USA and I know I'll be going there again soon. TIME
It was the first _____ to the USA and I know I'll be going there again soon.

2 It's possible that Mark won't get to the hotel in time for lunch, so he should take a snack with him. CASE
Mark should take a snack with him just _____ to the hotel in time for lunch.

3 The weather was terrible, but they went skydiving. SPITE
They _____ the terrible weather.

4 I couldn't wait to see my best friend after his long sailing expedition. LOOKING
I _____ my best friend after his long sailing expedition.

EXERCISE 2

1 I shouldn't have given up parachuting when I was in my thirties. WISH
I _____ up parachuting when I was in my thirties.

2 I don't think we should ask Angie to run the charity auction – she will only make a mess of it. POINT
There _____ Angie to run the charity auction – she will only make a mess of it.

3 It's really important that you speak to the principal immediately. WHAT
_____ speak to the principal immediately.

4 I'm afraid the old tree may collapse so I think we should ask somebody to remove it soon. CUT
I'm afraid the old tree may collapse so I think it _____ soon.

EXERCISE 3

1 My stepbrother has a very irritating habit of playing loud music in the evening. ALWAYS
My brother _____ in the evening.

2 Please, don't ask me any questions about my inheritance. RATHER
I _____ me any questions about my inheritance.

3 My head feels like it's made of lead. THOUGH
My head _____ made of lead.

4 If you don't know how to sort things out on the computer, you can always ask Tom for help. TURN
If you don't know how to sort things out on the computer, you _____ for help.

EXERCISE 4

1 I'm not sure if I unplugged the iron. REMEMBER
I _____.

2 Leaving the company was a terrible mistake of mine. I regret it every day. ONLY
_____ the company. It was a terrible mistake.

3 There isn't a single person among the delegates who wants to stay in that hotel overlooking the dump. NONE
_____ stay in that hotel overlooking the dump.

4 Once the decorating is finished, you'll be very welcome to stay with us any time you want or need. PUT
Once the decorating is finished, we'll be happy to _____ any time you want or need.

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Resource 59 Sentence formation

Focus Review 3, 6 and 7, Use of English

Read the gapped sentences and complete each gap with the correct forms of the words given in brackets. Do not change the order of the words. You can add other words if necessary. The sentences must be logical and grammatically correct. Use up to six words in each gap, including the words given in brackets.

EXERCISE 1

1 The manager (*ought / not / criticise*) _____ Lesley in front of the others. But he rarely behaves appropriately.

2 Weren't you aware that taking (*job / mean / move*) _____ the States?

3 The streets look really dirty. I wish (*people / not / throw / litter*) _____ wherever they feel like it.

4 I (*not / walk*) _____ that pavement if I were you – some paving slabs are missing and it becomes a dirt track in 200 metres.

EXERCISE 2

1 However easy it may seem, you (*better / not / attempt*) _____ go diving on your own.

2 Christie (*not / mind / ask*) _____ to do some extra work at weekends. She rarely goes away.

3 I would rather (*you / not / disappear*) _____ saying goodbye last night. It upset me very much.

4 Do you think (*he / let / I / take*) _____ a day off tomorrow?

EXERCISE 3

1 There was no swimming pool at my old school, so we (*not / use / do*) _____ any water sports. But we played tennis instead.

2 He won't talk to Jennifer (*unless / she / apologise*) _____ her behaviour first.

3 I wish (*we / not / sit*) _____ right here now.

4 The flight was delayed by some technical problems, (*mean / we / have*) _____ a three-hour wait. And because of that, we missed the last coach home from the airport.

EXERCISE 4

1 When exactly (*be / news / broadcast*) _____? And could you tell us where you were at the time?

2 Last week Sarah (*advise / I / not / pay*) _____ too much attention to James's remarks.

3 Their rabbit was so aggressive that (*it / have / lock*) _____ in its cage.

4 I guess it's about time I did a driving course – (*not / know / drive*) _____ limits the job offers.

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Resource 60 Sentence formation

Focus Review 3, 6 and 7, Use of English

Read the gapped sentences and complete each gap with the correct forms of the words given in brackets. Do not change the order of the words. You can add other words if necessary. The sentences must be logical and grammatically correct. Use up to six words in each gap, including the words given in brackets.

EXERCISE 1

1 The building collapsed while (*personnel / be / evacuate*) _____.

2 My grandma always (*insist / I / sample*) _____ at least one piece of each of the cakes she makes for me.

3 (*be / I / fault*) _____ the car broke down halfway through the journey home?

4 On our way out we (*hear / Claudia / practise*) _____ for her music competition. It was a real pleasure because of her fantastic voice.

EXERCISE 2

1 The police (*believe / follow*) _____ the suspects at this very moment.

2 You must not hesitate to contact us (*you / require / further*) _____ information about the vacancy.

3 During my last dental appointment I (*forbid / eat*) _____ sweets because of the possibility of decay.

4 Tom wondered (*he / replace*) _____ his old computer or not.

EXERCISE 3

1 Would you believe that in a few minutes' time (*we / be*) _____ this coach for twenty-four hours?

2 George's parents abandoned him when he was tiny so (*nothing / know*) _____ his past.

3 Jeremy's parents (*want / he / study*) _____ medicine rather than philosophy, but he wasn't keen on that at all.

4 The supervisor complained to (*I / Jenny / always / fail*) _____ to meet deadlines.

EXERCISE 4

1 We'd describe our friend Philip as a bit self-centered and bossy because he (*love / listen*) _____ and he rarely takes 'no' for an answer.

2 If Lesley had had time, she (*buy / son*) _____ a gift. Instead, she just gave him cash to choose something himself.

3 Was it while you (*boiler / install*) _____ that you discovered a problem with the pipes?

4 There are only four houses in my street, (*all / build*) _____ in the 1960s.

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Life skills photocopiable resources

Life skills teacher's notes and audioscripts **305**

Life skills 1 How to be good at debating **308**

Life skills 2 How to manage your online image **310**

Life skills 3 How to build resilience **312**

The Life skills audio recordings can be found in the Resources section on Pearson English Portal.

Life skills teacher's notes

Life skills 1

Extra activity in class

After students hold their debate, get them to discuss their experience in groups or as a whole class. Did they use language from the Speaking box? Did they follow the tips from the lesson? Were they helpful? What did they find easy/diffcult? What do they think went well? What would they do differently next time? If appropriate, students can also provide positive feedback on each other's performance.

Answer key

Exercise 1

1

The exact format of a debate can vary, but it is much more formal than a conversation, with each 'side' in the debate having a set opportunity to put forward their arguments, or to argue against the other 'side's' arguments.

2

a 4
b 2
c 1
d 3

Exercise 3

1 S
2 S
3 M
4 H
5 M
6 S

Exercise 5

Speaker 1: 1 c **2** a **3** e
Speaker 2: 1 b **2** f **3** d

Exercise 7

1 vital
2 point
3 case
4 support
5 evidence
6 several
7 conclude
8 reinforces

Audioscript

S1 = Speaker 1 S2 = Speaker 2

S1: Today I hope to persuade you that there is indeed too much explicit footage of violence shown on television news and that this has a negative impact on both our own well-being, and on the population in general. To begin with, it is vital to realise that we have only recently been exposed to such detailed media coverage of violence around the world. A few decades ago, people didn't watch anything like the amount of graphic footage we do today, simply because filming and broadcasting technology didn't allow for it. The change is clearly having a negative impact on our society. In support of this, I could point to some research carried out at the University of Sussex. Their study found that people who watched an entirely negative news bulletin reported feeling more anxious than those who watched a more positive or mixed bulletin. They also worried more about the future.
Secondly, I think there is an argument that watching violence on TV creates more violence. There have been several cases where this has happened, for instance, when troubled young people have copied mass shootings they saw on the news.
Thirdly, I personally find explicit footage on the news very disturbing. I like to know what's going on in the world, but I do not feel that it is necessary to see everything in detail.
So, as we have seen, there are several strong arguments against showing explicit footage of violence, and therefore we must conclude that this is both unnecessary and harmful.

S2: I am going to speak against the statement that there is too much explicit footage of violence on television news. Firstly, let us think about the belief that watching violence on TV makes people act more violently. It is clearly the case that many people believe this, but the crucial point is that there is actually very little research evidence to back this up. It is almost certainly something of a myth, if a very popular one.
In fact, to make my second point, there is some evidence that watching upsetting news items can actually make people care more about what is happening to others. A notable example of this is the way that donations to relevant charities have been shown to often rise as a result of such news bulletins.
Finally, we should take into consideration the fact that people have always been interested in hearing or seeing stories about violence. To give an example, the plays of William Shakespeare are full of crime, war and murder, and yet few people would say that they should not be watched. This clearly reinforces everything I have said up until this point. Watching violence is in no way actually harmful.

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Life skills teacher's notes

Life skills 2

Extra activity in class

As a follow-up to Exercise 6 or during Exercise 7, students Google their own name to find out what information is stored about them on the Internet. Students discuss in pairs or small groups how the information available about them makes them feel. Are they happy with the amount of information available? Do they think it's too much or not enough? What can they do to change it?

Culture notes

Arlington National Cemetery in Washington, D.C. is one of America's oldest national cemeteries and is the resting place for more than 400,000 active duty service members, veterans and their families, including those who fought in the American Civil War from 1861–1865. The cemetery lies on land that once belonged to the step-grandson of George Washington. In 1864 the War Department officially set aside approximately 200 acres of the property to use as a cemetery. Monuments, memorials and dedicated trees feature throughout the cemetery among the headstones of service members and astronauts, nurses, chaplains, war correspondents, etc.

Harvard University is a private research university in Cambridge, Massachusetts, USA. It was established in 1636 with just nine students and a single tutor. Today it has an enrolment of more than 20,000 students. It is the oldest institution of higher education in the United States and was named after its first benefactor, John Harvard, who left his library and half his estate to the institution in his will. A statue of John Harvard stands today in front of University Hall in Harvard Yard, and is the university's best known landmark. By the end of the twentieth century, Harvard had educated six US presidents. Other famous alumni include composer Leonard Bernstein, poet T.S. Eliot, actress Natalie Portman and Helen Keller, the first blind-deaf person to earn a bachelor's degree.

Answer key

Exercise 1

Possible answers

1 everything you have said or posted online and everything that has been said or posted about you online; images where you are tagged; social media profiles; reviews you've posted; comments you've made
2 relationships with others; employability; credit rating; having to adhere to a professional code of conduct

Exercise 2

Text 1

1 She thought it was funny and would make her friends laugh. It was for fun.
2 Because it was seen as being highly disrespectful to the war veterans buried at Arlington Cemetery.

Text 2

1 They found a lot of offensive memes.
2 It was a private group, so they thought nobody else would read their posts.
3 Their offers of a place at Harvard were withdrawn.

Exercise 4

1 Basically true. Even if you delete it, you don't know who may have saved it to re-post.
2 False. In many countries, you can file a 'right to be forgotten' request. You can also 'bury' the problem by posting a lot of positive stuff about yourself.
3 False. It's better to have a positive online presence than no presence.
4 False. People may screenshot it and then share, or the app may be hacked.

Exercise 6

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

Audioscript

It's becoming more and more common for university admissions officers or employers to check someone's digital footprint before offering them a place or a job. In fact, sixty-eight percent of executives who took part in an online survey said that they would do such an online search for information as part of the recruitment process. How sure are you that someone investigating your digital footprint would be impressed, and not horrified, by what they found? Think twice before posting anything inappropriate. A good rule of thumb is to ask yourself how you would feel if your grandmother saw what you've shared or posted! Basically, you should behave online as you would in real life. Don't make rude comments, don't steal other people's property – make sure you always check if you need permission to download or share something.

It's also a good idea to google yourself every six months or so and to set up an alert to let you know when someone tags you, or mentions you online. Make sure you check both your full name and any nicknames.

What if you do find something you're embarrassed about? Well, obviously if you posted it, you should be able to take it down. Once something is posted, it is never completely gone, because any information posted in the very public arena of the Internet can be archived or saved in a number of different ways, but taking it down will certainly help. If someone else posted it, or shared it to another site, you can try contacting the site owner. If this doesn't work, you can 'bury' the post by posting a lot of new, more positive stuff. For example, you could start a blog, make a lot of comments on other people's sites and blogs, write reviews of books you have read and so on. This will push the negative post down the search engine results. It's important to note that having a positive digital footprint is much better than having no digital footprint at all. Employers these days are very likely to look out for people with an up-to-date presence online who are actively engaging with others in their field of work or study: commenting on blogs, sharing relevant links to articles and so on.

Just be careful what you post, and don't rely on something you post privately staying private. Someone may screenshot it and then share it widely, or the app you use may be hacked into. You should also check your privacy settings as terms and conditions on websites can change, and what was private six months ago might now be more public.

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Life skills teacher's notes

Life skills 3

Extra activity in class

Do this activity after Exercise 2. If students have access to the Internet in class, ask them to find a photo online which defines resilience for them and to show it to a partner. They should explain what about the photo defines resilience. Partners should agree or disagree and say why. If you do not have access to the Internet in class, students can describe what their photo would show.

Answer key

Exercise 1

Photo A: A lighthouse gets bashed by storms and waves, but stays strong and shines its light to help sailors.
Photo B: Someone who is unable to walk can adapt and use the top part of their body.
Photo C: A plant growing in an inhospitable place is not finding it easy to grow, but does so anyway.

Exercise 2

1 **Possible answers:** when you are/a family member is ill; when you are having problems with friends; when you are under exam pressure

Exercise 3

Anna: She is optimistic about the future (she's planning to be a champion runner). She doesn't give up easily. She's willing to take some risks and she enjoys a challenge. She understands that she can't (yet) control her epilepsy, but she can control how she responds to it, i.e. not give up her dream because of it. She knows how to build positive relationships (e.g. with her trainer).
Joe: He dealt well with change (having to live somewhere else). He and his family were able to ask for help in finding somewhere to live. He has learned something from the disappointment. He has a good relationship with and values his friends and family and he kept the incident in perspective.

Exercise 4

1 change
2 control
3 perspective
4 give
5 learn
6 Eat
7 enjoy
8 support

Exercise 7

Suggested answer

They want to know how you will respond in the future under stress or if things go wrong. They are looking for someone resilient because they are usually more determined, more tolerant of other people, more likely to take 'good' (sensible) risks and will need less support overall.

Audioscript

A = Anna J = Joe

A: My name is Anna and I suffer from epilepsy. This means that I have seizures where I fall over and become unconscious for a few minutes each time. You wouldn't expect me to be a competitive runner, would you? But I am. A few years ago my epilepsy got really bad and I spent six days unconscious in hospital. When I woke up, I had to use a wheelchair for a while, and then I had to learn to walk again. But I was determined to start running again, and eventually I did. I have a trainer who's also a good friend. He goes with me when I run, so there's always someone there to look after me if I have a seizure. I suppose I just don't want to let epilepsy get in the way of living my life. I know I'm going to be a champion runner one day.

J: I'm Joe. My family and I live in a small city called Worcester, in the UK. When I was little, we had a huge flood. The rain was incredible. I've never seen anything like it since. There was so much water that firefighters had to come and carry everyone out of the school. To be honest, I wasn't frightened. It was quite exciting, and no one got hurt. But then our house got flooded too. We tried to save what we could, but most of our furniture and belongings were completely ruined. We had to stay with a relative for several months until the house could be dried out and redecorated and we could get the insurance money to get new stuff. I was really heartbroken about losing all my gadgets and other belongings. But, do you know, it made me realise that, actually, when it comes to it, possessions don't matter that much. Things can always be replaced. It's the people in your life who are really important.

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Roundhills Debating Club

Are you ready for the Roundhills Debating Clubmeeting next Thursday?
In case you are still working on your talks, we've asked our last month's debate champions to give some tips.

Huan

If you want to be good at debating, you have to learn to put your personal views to one side. It doesn't really matter what you personally believe, you have to stay objective. It's fine to be passionate and try to get people on your side, but that isn't the same thing as being aggressive or bursting into tears.

Sinead

You have to be flexible, because you might have to argue for something you don't even agree with. It's a good idea just to try and come up with lots of different arguments to begin with. Then you can start to analyse them and see if they really are strong arguments or not. A good tip is to avoid any statements that are too extreme. As soon as you find yourself using language such as 'always' or 'never', it's a clue that your argument might not actually be that strong.

Martin

Preparation is really important. Take some time to think through all your arguments really well. Do you have any evidence to support what you're saying? Think of some good examples you can give; it can be hard to think of these on the spot. Are you sure that the point you want to make is really relevant or logical? Be sure that your opponent can't easily find flaws in what you're saying.

1 In pairs, discuss the questions.

1 How is a debate different from a conversation?
2 What is a typical structure of a formal debate? Put the points below in the correct order.

a ☐ The debate is summed up and winner announced.
b ☐ The speakers for the proposition and opposition present the main arguments.
c ☐ Teams hear the statement for the debate and in their groups come up with arguments.
d ☐ Speakers from both teams present their rebuttals.

2 Read some advice on a student Debating Club website on how to be good at debating. Choose the three pieces of advice you find most useful. Compare your ideas with a partner.

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3 **Study the Life Skills box and match tips 1–6 with the texts on page 308. Mark them H (Huan), S (Sinead) or M (Martin). Some texts match with more than one tip.**

LIFE SKILLS How to be good at debating

1 ☐ Think of lots of possible arguments to support your statement.
2 ☐ Analyse the arguments to see how strong they are, and adapt them as needed.
3 ☐ Back up your arguments with good reasons and examples or research.
4 ☐ Make your arguments persuasive, but avoid being too overly emotional.
5 ☐ Keep your points relevant.
6 ☐ Don't exaggerate or make wild claims.

4 **Read the statement below and the counterargument to it. Which do you agree with most? Say why.**

Statement: There is too much explicit footage of violence, crime and war shown on television news.

Counterargument: The use of such footage is justified. People need to see exactly what is going on in the world, so they can do something about it.

5 **Listen to two students starting to debate on the topic from Exercise 4. Match arguments a–f below to each speaker, in the order they are mentioned.**

Speaker 1 1 ☐ 2 ☐ 3 ☐
Speaker 2 1 ☐ 2 ☐ 3 ☐

a Watching violence on TV creates more violence. There have been cases where seeing news items about brutal crime has led to copycat crimes being carried out.
b There is little research evidence to back up the idea that watching violence makes you aggressive.
c Watching war, crime and violence on TV news has a negative impact on our emotions. There was research carried out on this at the University of Sussex.
d People have always been interested in violence, e.g. Shakespeare's plays are sometimes violent.
e The speaker doesn't enjoy watching violence and feels it is unnecessary to show it on the news.
f Watching upsetting news items can make people care more, not less. Research shows that it may make people give more to charity.

6 **Look again at the arguments in Exercise 5. Which of them are the strongest/weakest? Which Speaker will be more successful at the debate? Say why.**

7 **Study the Speaking box. Listen again and complete the phrases with the words from the box.**

case conclude evidence point reinforces several support vital

SPEAKING Supporting your arguments in a debate

Explaining why your argument is valid

It is [1] _____ to realise that … The crucial [2] _____ is that …
It is clearly the [3] _____ that … I would argue that …

Referring to research/statistics

In [4] _____ of this, I could point to …
In a recent study, researchers found that …
According to … It has been found that …
There is some [5] _____ that …

Giving examples to back up your argument

It is easy to think of many instances of this in daily life. For instance, …
There have been [6] _____ cases where this has happened …

Summarising/Linking your argument to what has already been said

So, as we have seen … therefore we must [7] _____ that …
This clearly [8] _____ everything I have said up until this point.
In light of what was said earlier, we can see that …

8 **Work in pairs. Choose one of the topics and make a list of arguments for and against the statement.**

The media does not have the right to report on the private lives of well-known people.
The government should have some control over what is published by the media.
Friends are more important in life than family.
Teenagers should share the responsibility for running the household with their parents.

9 **Do the task below.**

LIFE SKILLS Project

Work in groups of four. Prepare for a debate in the next class. Use the tips from the lesson and the language from the Speaking box to help you.

- Find a pair who have chosen the same topic as you in Exercise 8. Decide which pair will argue for and which against.
- With your partner, analyse your arguments and find the best two.
- In each pair, Student A presents the first argument.
- Then Student B in each pair presents the second argument.
- Listen to the arguments of the other pair and think of some counterarguments.
- At the end of the debate, assess your arguments and decide who won the debate.

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Silence and respect

Lindsey Stone was a carer working with a group of adults with learning difficulties. She and her friend and colleague Jamie often took the group on day trips and holidays. The two friends had something of a running joke going on. When they were out and about, they would often take and post silly photos of themselves online.

One day they visited Arlington National Cemetery in Washington. Many famous people are buried there, as well as a great number of war veterans. Lindsey and Jamie saw a sign saying 'Silence and Respect' and thought it would be funny to take a photo of Lindsey pretending to shout. They posted the photo, had a giggle ... and didn't think much more about it.

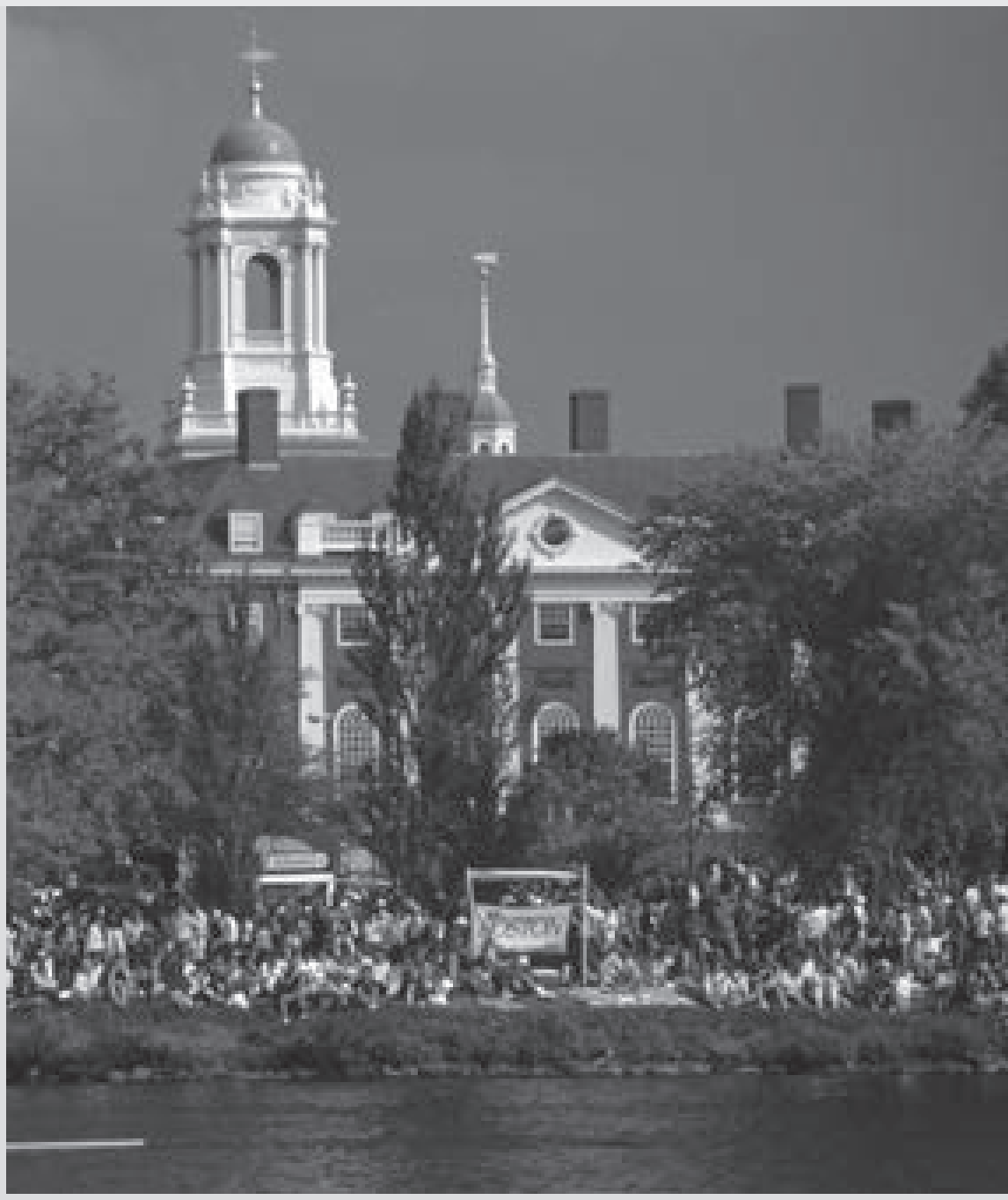
They really had never thought about their privacy settings or who might be sharing the photo until Lindsey woke up one day to find reporters and camera crews outside her door. 12,000 people had signed an online petition to have her fired from her job, because of the lack of respect shown by her photo. Soon she was one of the most hated women in America – and she did indeed lose her job as a result of her negative online presence. Just because of one thoughtless post on social media.

MEME SCHEME

It's many students' dream, an offer of a place at Harvard, one of the most prestigious universities in the world. But for ten students, that dream crashed and burnt after university administrators discovered a private group chat.

The administrators were horrified to find a number of very offensive memes being posted by the group of friends, who had found each other through an official university group for upcoming students. The private group chat had been created specifically to post shocking memes, and only those who could come up with something truly offensive were admitted as members.

No doubt, these students believed that the private nature of the group meant that no one would ever see what they posted. Unfortunately, they were wrong, and all of them had their offers of a place at Harvard withdrawn.



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1 In pairs, read the definition and discuss the questions.

digital footprint – the information about a particular person that exists on the Internet as a result of their online activity

1 Give some examples of how someone could create a negative digital footprint.
2 In what ways could a negative digital footprint *affect your life?*

2 Work in pairs. Read two newspaper articles about the consequences of a negative digital footprint. Student A read *Silence and Respect* and Student B read *Meme Scheme*. Then answer the questions.

Text 1

1 What was Lindsey's intention in posting the photo?
2 Why did the photo provoke such a strong reaction?
3 Do you think Lindsey deserved to lose her job? Say why.

Text 2

1 Why were the university administrators horrified?
2 Why did the students think no one outside the group would see what they had posted?
3 What was the outcome of them posting the memes?

3 Tell your partner what happened in the incident you read about and discuss the questions.

1 Do you think what happened in each case was too harsh? Say why.
2 How do you think the people's lives were affected in the years after the incident.
3 What could they have done differently?

4 In pairs, decide if the following statements are true or false.

1 What you post online stays online forever.
2 Once you have a negative online reputation, you can't do anything about it.
3 It's better to have no online profile at all.
4 What you post in a private message cannot be seen by others.

5 Listen to a radio podcast with the author of a book about online etiquette and check whether the speaker agrees with your answers to Exercise 4.

6 Study the Life Skills box and match tips 1–6 with extra information a–f.

LIFE SKILLS How to manage your online image

1 ☐ Don't post anything online without thinking about its consequences first.
2 ☐ Take steps to remove or hide anything negative.
3 ☐ The same rules apply online as in real life.
4 ☐ Do a search on your name every six months or so.
5 ☐ Check your privacy settings regularly.
6 ☐ Don't avoid an online presence altogether.

a Remember that posting something privately doesn't necessarily protect you.
b Ask yourself if you would be comfortable with your grandmother seeing or reading it.
c Set up an alert to let you know when someone tags you, or mentions you online.
d Add a lot of new posts to move something you don't want people to see to the third or fourth page of search results.
e Employers actively look for employees who are comfortable in the online world.
f Don't download or share anything that belongs to anyone else without permission.

7 In pairs, discuss the questions. Could someone else access and impact your digital footprint? How well do you guard your privacy?

8 DEBATE In pairs or small groups, discuss this statement.

Adults should not be allowed to post pictures of their children on social media without their explicit permission.

9 Do the task below.

LIFE SKILLS Project

Work in pairs. Make a plan to improve your online presence.

- Look at your current online presence and consider if anything should be removed.
- Think about what you could add to make a good impression on universities or future employers.
- Write down at least five actions you will take in the next few weeks.
- Share some of your ideas with the class.

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A

B

RESILIENCE: skills and strategies

People sometimes think that a resilient person is someone who is never upset or worried by stressful situations, but in fact, resilience is something that people build by going through difficulties and coming out the other side. Everyone can learn to be more resilient.

As much as anything, building resilience is about changing how you look at the world. When difficult situations arise, try to keep them in perspective. Don't assume that because something has gone wrong, everything will continue that way. See the problem as a challenge, and trust that eventually you will overcome it, even if it takes a few tries. Try setting yourself small, manageable tasks that will move you slowly towards your final goal.

Sometimes, you really can't do anything to improve the situation but you can always learn from it. Maybe that's about learning what you might do differently another time, or simply gaining a heightened awareness of the positive things in your life. Accept that change happens and that you can't always control it.

When going through tough time, it's important to take care of yourself. Eat foods that will nourish and sustain you, get enough sleep and exercise. Make time for activities that you enjoy and that bring you pleasure.

And remember that you don't have to do everything alone. The support of others can make all the difference between being resilient and feeling overwhelmed. Appreciate and make use of any support offered, and don't be afraid to ask for help when in need.

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PHOTOCOPIABLE

1 **Read the definition of resilience. In what way does each photo symbolise the idea of resilience?**

resilience (n) – the ability to keep going when life is difficult, and even learn something from the experience

2 **In pairs, discuss the questions.**

1 What different life situations can you think of where it would be useful or necessary to have resilience?
2 Do you think it is possible to develop resilience?

3 **Listen to Anna and Joe talking about a difficult situation in their life. Make notes about the situations and how they were dealt with.**

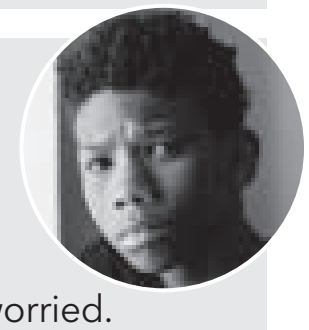
4 **Read the article and use the information to complete the summary in the Life Skills box.**

LIFE SKILLS How to build resilience

- Accept that [1] _____ happens and that it isn't always possible to [2] _____ it.
- Try to keep things in [3] _____ and have a positive and hopeful outlook.
- Be determined and don't [4] _____ up easily. Break tasks down into small manageable chunks.
- See a setback or disappointment as an opportunity to [5] _____ something about yourself or about life.
- Take care of yourself. [6] _____ well and get enough sleep and exercise.
- Even if you're busy, make sure you have time to [7] _____ yourself.
- Be willing to ask for [8] _____ or help from your friends and family.

5 **What advice would you give to the following people to help them deal with their problem?**

I think I've done something to upset my best friend. I don't know what it is, but I can tell from the way she looks at me that she's annoyed with me. I think she's going to start hanging out with someone else, and if that happens, I'll have no friends at all because they'll all like her better.



My granny has had to go into hospital. I can hear my parents whispering about it in the kitchen, but they aren't telling me what's going on or if she's going to be alright. I'm really worried.

6 **In pairs, discuss the questions.**

1 Describe a time you found really stressful at school.
2 How do you deal with pressure?
3 Talk about a time you failed at something.

7 **Interviewers for jobs or university places often ask questions like those in Exercise 6. Why do you think that is?**

8 DEBATE **Read the statement. In small groups, make a list of arguments for and against that you could use in a debate.**

Should resilience be taught in schools or is it parents' responsibility?

9 **Do the task below.**

LIFE SKILLS Project

Work in small groups. Choose a famous person who you think is resilient. Do some research about the person and prepare a mini-presentation for the class. Make notes under the following headings:

- Brief description of the person and what difficulties they experienced.
- How they dealt with the difficulties. (They may not have dealt with them well at first).
- How they were supported by others, if appropriate.
- What they learnt and/or how they changed as a result.
- The positive impact they have had on others or on the world.

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FOCUS SECOND EDITION

WORD STORE

Pearson

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Open cloze

1 Complete the text with one word in each gap.

Why do we yawn?

Yawning is natural. Newly born babies, teenagers and adults – we all [0] *do* it. Even animals yawn! But yawning [1] could/may/might be a problem at school. Teachers sometimes [2] lose their temper when faced with yawning students since they think their students are bored.

In the past, scientists [3] used to think that people yawned because of boredom or tiredness. They believed that yawning helped bring more oxygen into your lungs and brain, and thus woke you up. However, scientists have recently [4] done some research on yawning and they have come to different conclusions. It is believed now that we do it to allow our brain [5] to cool so that it can function better.

So why do we tend to yawn late in [6] the evening or when we are tired? Mainly because tiredness raises brain temperature. We also yawn more frequently in summer than in winter!

In many situations, you will be incapable [7] of stopping yourself from yawning. So, why [8] don't you try to do it in such a way so that no one sees you?

Key word transformation

2 Complete the second sentence so that it has a similar meaning to the first. Use between two and five words including the word in capitals. Do not change the word given.

0 `You can go to Mike's party,' my dad said. **LET**
My dad *let me go to* Mike's party.

1 I haven't used this computer for a week. **STOPPED**
I stopped using this computer a week ago.

2 Would you like to go out for a pizza later? **FANCY**
Do you fancy going out for a pizza later?

3 Our town has got much bigger in recent years. **USED**
Our town is much bigger than it used to be .

4 Sam never stops complaining about the amount of homework he has. **IS**
Sam is always complaining about the amount of homework he has.

5 I'm sure I met you at Richard's party. **REMEMBER**
I remember meeting you at Richard's party.

6 My mum's routine was to have a bath just before going to bed. **WOULD**
My mum would (always) have a bath just before going to bed.

WORD STORE 1A | Phrasal verbs

1 *fall behind* – make less progress than others
2 give up on – quit doing sth; stop hoping sb will change
3 go into – start working in a type of job
4 go on to – do sth after finishing another thing
5 major in – study sth as your main subject
6 scrape through – only just succeed in doing sth
7 settle down – become calm or confident

WORD STORE 1B | Describing teachers and students

1	D	Y	S	L	E	X	I	C
2	L	E	N	I	E	N	T	
3	S	T	R	I	C	T		
4	S	W	O	T				
5	B	U	L	L	Y			
6	D	I	S	R	U	P	T	I	V	E
7	G	I	F	T	E	D				
8	S	E	L	F	-	D	I	S	C	I	P	L	I	N	E	D

1 having problems reading/spelling (S)
2 relaxed, permissive (T)
3 demanding (T)
4 someone who studies too hard (negative) (S)
5 someone who uses his/her strength to hurt others (S)
6 causing trouble (S)
7 talented (S/T)
8 able to work well alone (S)

Mystery word: lectures

WORD STORE 1C | Collocations

1 *attend/give* a lecture
2 be of interest to sb
3 deepen your knowledge
4 enrol on a course
5 get a degree/a scholarship
6 get expelled
7 have a passion for sth
8 sit an exam
9 work in the field of sth
10 write a dissertation

WORD STORE 1D | Memory

jog **memory** **sieve** **vague** ~~**vivid**~~

1 have a clear/*vivid* memory of sth
2 have a vague/distant memory of sth
3 have a good/terrible memory for sth
4 have a photographic memory
5 have a memory like a sieve
6 jog your memory
7 lose your memory
8 sb's earliest memory

WORD STORE 1E | Collocations

1	*acquire* / sharpen	**a skill**
2	be left / be found	**unconscious**
3	be struck by / be hit by	**lightning**
4	fall into / come out of	**a coma**
5	feel / get	**an urge**
6	lose / regain	**consciousness**
7	remain / solve	**a mystery**
8	suffer / recover from	**an injury**

WORD IN FOCUS | *do*

do = perform (an action or activity)
I'd like to do a master's degree in Business Studies.

do + noun
You don't have to be a savant to do amazing things.

do in idioms
It has to do with the strength of the neuron networks in your brain.

Multiple-choice cloze

1 Read the text and choose the correct answer A, B, C or D.

Best man

When my older brother Josh told us he was [0]_____ married, we weren't surprised. He [1]_____ with Angie for years. What I didn't expect, though, was that he would ask me, an eighteen-year-old who had never been [2]_____ a wedding before, to be his best man. I was painfully shy, but I knew I needed to pluck up the [3]_____ to deliver a speech in front of all the guests. After all, it was my brother [4]_____ was getting married. If I were getting married, I would only invite my closest family – no [5]_____ acquaintances. But Josh and Angie sent wedding invitations to each and every person they had ever been friends with. And there were plenty of them. So on the wedding day, more than 250 people [6]_____ up. I was absolutely terrified when it was my turn to [7]_____ a speech. But afterwards, when I could relax, it was brilliant and I had the [8]_____ of my life.

0	A going	B getting	C being	D becoming
1	A is going out	B went out	C had gone out	D had been going out
2	A to	B for	C by	D on
3	A pride	B courage	C strength	D personality
4	A where	B whose	C that	D which
5	A informal	B loose	C everyday	D casual
6	A came	B made	C took	D turned
7	A propose	B do	C give	D tell
8	A moment	B event	C time	D hour

Word building

2 Complete the text with the correct form of the words in capitals.

Friend for life

I first met my friend Eva when we started primary school together.
That day was [0] *unforgettable* and I can still picture every single moment. **FORGET**
I remember meeting Eva. That first [1] impression was terrible! She was **IMPRESS**
everything that I wasn't. She was [2] brainy and she was pretty. **BRAIN**
She loved sport and she had an amazing [3] knowledge of fashion, pop **KNOW**
stars and animals! I was extremely envious of her. However, in a short
time, somewhat [4] surprisingly , we became good friends and this **SURPRISE**
[5] relationship has lasted for years. **RELATION**
In our [6] adolescence we have supported each other through various **ADOLESCENT**
problems. We were at each other's [7] engagement parties and then **ENGAGE**
at each other's weddings. It's amazing but the [8] strength of our **STRONG**
friendship has grown from year to year.

WORD STORE 2A | Personality adjectives

1 *affectionate* = showing affection
2 daring = brave
3 humble = modest
4 insecure = not confident
5 intellectual = well-educated, serious
6 moody = changing moods often
7 perceptive = noticing things quickly
8 spontaneous = doing things without planning
9 tactful = considerate of others
10 thorough = careful, paying attention to detail
11 trusting = full of trust
12 witty = clever and entertaining

WORD STORE 2B | Compound adjectives

1 *fair*-minded
2 good-natured
3 kind-hearted
4 laid-back
5 level-headed
6 self-centred
7 self-conscious
8 self-critical
9 short-tempered
10 strong-willed

WORD STORE 2C | Describing personality

1 (be) full *of* oneself
2 (be) larger than life
3 (be) the life and soul of the party
4 (have) a love of learning
5 (make sb) feel at ease
6 think outside the box

WORD STORE 2D | Relationship phrases

~~attracted~~ **fall madly obsessed out split**

1 be *attracted* to sb
2 be madly in love with sb
3 be obsessed with sb
4 fall for sb
5 go out with sb
6 split up with sb

WORD STORE 2E | Ways of looking

Look at sth for a LONG time …

1 with interest, wonder or delight = gaze
2 carefully and with difficulty = peer
3 in surprise, anger or boredom = stare

Look at sth for a SHORT time …

4 and then look away = glance
5 too quickly to see it clearly = glimpse
6 secretly – i.e. through a keyhole = peep

WORD IN FOCUS | *take*

take = accept

You will take enormous risks to win this person.

take = do or have

She's taking her driving test.

take + time expression

I live on the outskirts of the city and it takes me ages to get to the centre.

take in phrases

Take turns to be Student A and Student B.

take in phrasal verbs

The teacher was so taken aback she had to get the teacher from next door and tell her what had happened.

Word building

1 Complete the text with the correct form of the words in capitals.

Olite, Spain

Many [0] *visitors* to Spain head to Madrid or Barcelona, the country's biggest cities, which offer excellent museums, sites of cultural [1] importance and vibrant nightlife. But there's more to Spain than those popular destinations. Consider Spain's smaller towns. They have [2] wonderful architecture, exceptional food and warm people.

One such place is Olite, a [3] picturesque town of approximately 4,000 residents in the north-west of the country. The town became famous when a palace was built there for the Kings of Navarre. No one lives in the palace now and it's open to the public. Beyond the palace lies the [4] residential area of the town. Its [5] neighbourhood is quite charming with their pretty, traditional houses and [6] cobbled streets. Getting there is easy with the [7] reliable network of buses from the nearby city of Pamplona, and there are [8] daily services from other towns too.

VISIT
IMPORTANT
WONDER
PICTURE
RESIDE
NEIGHBOUR
COBBLE
RELY
DAY

Key word transformation

2 Complete the second sentence so that it has a similar meaning to the first. Use between two and five words including the word in capitals. Do not change the word given.

0 There are several parking spaces in front of my house. **NUMBER**
There *is a number of* parking spaces in front of my house.

1 When we went on holiday, we always started our journey early to avoid the traffic. **SET**
When we went on holiday, we used to set off early to avoid the traffic.

2 James, do you think you'll travel to Mexico before you're twenty? **BEEN**
James, will you have been to Mexico by the time you're twenty?

3 Both Paul and Tina were unaware of the situation. **NEITHER**
Neither Paul nor Tina were aware of the situation.

4 The hotel is a short walk from the convention centre. **WITHIN**
The hotel is within walking distance of the convention centre.

5 Olga likes spending her Sundays by herself. **COMPANY**
Olga enjoys her own company on Sundays.

6 Our dinner will be over by 8:30. **FINISHED**
We will have finished our dinner by 8:30.

WORD STORE 3A | Prepositions describing location

at in ~~on~~ within

1 *on*
- the coast
- the outskirts
- the border

2 within
- walking distance
- easy reach
- 500 metres

3 at
- the traffic lights
- the roundabout
- the town hall

4 in
- the city centre
- the suburbs
- the park

WORD STORE 3B | Describing places

1 *bustling*
- square
- market
- streets

2 medieval
- centre
- architecture
- castle

3 picturesque
- old town
- village
- scenery

4 quaint
- backstreet
- town
- neighbourhood

5 shabby
- city centre
- building
- house

6 urban
- development
- area
- space

7 vibrant
- atmosphere
- nightlife
- colours

WORD STORE 3C | In the city

1 cobbled *streets*
2 cycle lanes
3 daily commute
4 home town
5 noise pollution
6 on-street parking
7 pedestrian zone
8 reliable network
9 rolling hills
10 underground car park

WORD STORE 3D | Collocations and compound nouns

1 domestic ch o r e
2 household a ppl i a nc e
3 housing d e v e l o pm e nt
4 m u lt i -st o r e y car-park
5 r e s i d e nt i a l area
6 s e c o nd home
7 s e lf-c o nt a i n e d flat
8 t o w e r block

WORD STORE 3E | Idiomatic expressions

1 be/become second *nature* to sb
2 enjoy your own company
3 have a hairy moment
4 keep a cool head
5 keep your wits about you
6 not be everyone's cup of tea
7 practise what you preach
8 run wild

WORD IN FOCUS | *at*

at + a place or an event

at the traffic lights, at the roundabout, at home

at with verbs

Look at the expressions.

at with adjectives

You're very good at making people feel at ease.

at in phrases

at the end, at the moment, at the right price

at + a time, a price, an age, a speed or a temperature

He was knocked out in a baseball game at the age of ten.
At 11 a.m. tomorrow, I'll be doing an exam.

Open cloze

1 Complete the text with one word in each gap.

Ziferblat – a café with a twist

Can you imagine a café [0] *where* the coffee is free? In fact, at Ziferblat all drinks and snacks are complimentary! You might be thinking, 'It can't be true, [1] can it?' Well, it is! At [2] this unusual Manchester outlet, you only pay for the time you spend there – three pence per minute.

Are there any other differences [3] between Ziferblat and any chain café? At Ziferblat you are given more freedom. You can ask a [4] member of staff to serve you a cappuccino or you can learn to prepare it on your own. Some people even wash [5] their own dishes. However, you don't [6] have/need to do it. It's optional.

The opening of the first café of this type in Russia in 2011 drew the [7] attention of the media and attracted a crowd of trendsetters. And while now such pay per minute cafés are very common, it was, [8] without a doubt, one of the most innovative business ideas at the time.

Key word transformation

2 Complete the second sentence so that it has a similar meaning to the first. Use between two and five words including the word in capitals. Do not change the word given.

0 Are we going? **WE**
Let's go, *shall we* ?

1 The security guard said the boys had stolen the bag. **OF**
The security guard accused the boys of stealing the bag.

2 Anna will be angry if I'm late. **BETTER**
I 'd better not be late or Anna will be angry.

3 We went to the cinema and then to a night club. **BEEN**
After we had been to the cinema , we went to a night club.

4 It wasn't necessary for me to buy all those crisps because Jim got some too. **NEEDN'T**
I needn't have bought all those crisps because Jim got some too.

5 It wasn't a good idea for Jacky to buy that expensive pair of shoes. **HAVE**
Jacky shouldn't have bought/ought not to have bought that expensive pair of shoes.

6 We spent a lot of money on a really nice dinner at a restaurant. **OUT**
We paid out for a really nice dinner at a restaurant.

WORD STORE 4A | Phrasal verbs

1 check *up* on = find information about
2 cut down on = reduce
3 look out for = look carefully for sth
4 pay out for = spend (a lot of money)
5 put sth aside = reserve
6 send sth back = return
7 shop around = look in many different shops
8 spring up = appear

WORD STORE 4B | Shopping collocations

1 *bargain* price
2 chain store
3 ethical value
4 impulse purchase
5 local brand
6 mass-produced product
7 online shopping
8 responsible attitude
9 synthetic fabric
10 throw-away society

WORD STORE 4C | Verb phrases

1

be on a limited budget

2

enter your PIN

3

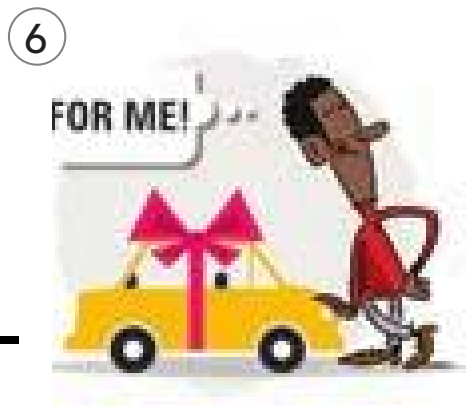
go bargain-hunting

4

have a bad reputation

5

support local producers

6 

treat yourself to sth

WORD STORE 4D | Noun phrases

belongings **boot** **flea** ~~**house**~~ **pre-owned** **property**

1 auction *house*
2 car boot sale
3 checked bags
4 flea market
5 lost property
6 market stall
7 personal belongings
8 pre-owned goods

WORD STORE 4E | Being rich and poor

rich

1 be loaded
2 *with money to burn*
3 be rolling in money
4 be well-off

poor

5 be broke
6 be short of money
7 live from hand to mouth
8 find it hard to make ends meet

WORD IN FOCUS | *of*

_of_ to describe a part/feature/quality, etc. of sth
organic versions of natural materials, a piece of paper

_of_ after a numeral
hundreds of years, thousands of bags

_of_ to show possession
the recipient of the email

_of_ in phrasal verbs
How does Martin get hold of the second-hand goods?

_of_ as a dependent preposition
The manager accused us of being too noisy.

Multiple-choice cloze

1 Read the text and choose the correct answer A, B, C or D.

First job interview

I remember all too well my first [0]_____ interview. I was eighteen and I was hoping to [1]_____ an apprenticeship with a local business. I thought the interview was going to be an informal chat with the owner of the company, but in [2]_____ , I had a formal interview with the HR department. When they asked me why I [3]_____ to apply for a position with the company, I didn't know [4]_____ to say. In the end, they accepted me as an apprentice, but the interviewer [5]_____ me to prepare better for any future interview.

A [6]_____ years later, I had an important interview, but this time I was really well-prepared. The job I got turned out to be more [7]_____ than I had expected. Apart from a great salary, the company offered me a company car and gym membership. I've never been short [8]_____ money since.

0	A working	B career	C job	D profession
1	A do	B have	C take	D make
2	A true	B fact	C actual	D reality
3	A decide	B were deciding	C have decided	D had decided
4	A what	B how	C if	D which
5	A suggested	B insisted	C advised	D assured
6	A several	B lots of	C some	D few
7	A wealthy	B lucrative	C well-off	D loaded
8	A with	B of	C at	D on

Key word transformation

2 Complete the second sentence so that it has a similar meaning to the first. Use between two and five words including the word in capitals. Do not change the word given.

0 `Have you seen Alice?' Stuart asked. **WHETHER**
Stuart asked *whether I had seen* Alice.

1 Dan said he would help me with my work. **TO**
Dan offered to help me with my work.

2 I'm responsible for the research team. **CHARGE**
I'm in charge of the research team.

3 They gave him a job as a school caretaker. **GIVEN**
He was given a job as a school caretaker.

4 He decided to sue the company after all. **COURT**
He decided to take the company to court after all.

5 Suddenly there are fewer people working from home. **SHARP**
There has been a sharp drop/decrease in the number of people working from home.

6 My friends said I shouldn't pay more than £20 for a ticket. **ADVISED**
My friends advised me not to pay more than £20 for a ticket.

WORD STORE 5A | Expressions to do with work

1 *achieve* a goal
2 do sth day in, day out
3 enter the job market
4 improve your career prospects
5 increase your output
6 put your heart into sth
7 reach your full potential
8 speak your mind
9 think for yourself
10 work to a deadline

WORD STORE 5B | Phrasal verbs

1 *burn out* = become ill because of hard work
2 carry out = do/complete a task
3 get down to = start doing sth
4 keep at = continue doing sth
5 map sth out = plan sth in detail
6 put sth off = not do sth till later
7 set sth out = arrange or describe sth
8 work towards = do things to make progress

WORD STORE 5C | Adjectives from nouns

NOUN	ADJECTIVE
1 conscientiousness	*conscientious*
2 enthusiasm	enthusiastic
3 knowledge	knowledgeable
4 overwork	overworked
5 punctuality	punctual
6 purpose	purposeful
7 single-mindedness	single-minded

WORD STORE 5D | Phrases describing change

decline (in) gradual increase (in) number of rapid ~~sharp~~ unchanged

QUICK/BIG CHANGE

Up
1 a *sharp* → **rise (in)**
2 a marked → increase (in)

Down
3 a rapid → **drop (in)**
4 a sharp → **decline (in)**

NO CHANGE
5 remain → **constant**
6 be → unchanged

SLOW/LITTLE CHANGE

Up
7 a growing → number of
8 a steady → **rise (in)**
9 a gradual → **increase (in)**

Down
10 a steady → **drop (in)**
11 a gradual → decline (in)

WORD STORE 5E | Verb–noun collocations

1 *be* in charge
2 be wired differently
3 find your niche
4 focus on your strengths
5 have one true calling
6 have a vocation
7 lack purpose

WORD IN FOCUS | *to*

to after certain verbs, adjectives and *wh-* words

Commit to taking on new challenges.
As we get older we tend to lose our imagination.
The most difficult task, the one you're most likely to put off until later.

to + verb = infinitive of purpose

Let's stop to think about famous historical figures who were left-handed.

to in phrases

to be honest, on a day-to-day basis

to as a preposition (= as far as a particular point/limit)

The standard working day of nine to five has been replaced by flexitime.

to in three-part phrasal verbs

He looks up to me.
Let's get down to work.

Word building

1 Complete the text with the correct form of the words in capitals.

Ghostwriters

Famous people, including models, [0] *musicians* and pop stars, are publishing more and more books these days. How can they write a whole book if, in [1] reality , some of them can't write one sentence correctly? The answer is something publishers are quite [2] mysterious about: ghostwriters. A ghostwriter is a writer for hire, who usually gets paid in [3] advance . He or she does all or the [4] majority of the work, but they are not usually credited as authors when the book is released. In some cases, they may get a thank-you note in the book if their contribution was [5] particularly important. Ghostwriters are quite enigmatic figures. They usually have to swear to keep their [6] anonymity so we don't know much about them. Many ghostwriters work not only for celebrities, but also for [7] politicians , business people and fiction publishers. How would you feel if you made the [8] discovery that your favourite book was actually written by a ghostwriter?

MUSIC
REAL
MYSTERY
ADVANCEMENT
MAJOR
PARTICULAR
ANONYMOUS
POLITICS
DISCOVER

Key word transformation

2 Complete the second sentence so that it has a similar meaning to the first. Use between two and five words including the word in capitals. Do not change the word given.

0 She won't help you if you don't stop annoying her. **PROVIDED**
She`ll help you *provided you stop annoying* her.

1 Jen got a degree. Now she's a manager. **WOULDN'T**
If Jen hadn't got a degree, she wouldn't be a manager now.

2 I wouldn't take part in a protest unless it was peaceful. **IF**
I wouldn't take part in a protest if it wasn't/weren't peaceful.

3 The accused said he hadn't forged the document. **DENIED**
The accused denied forging the document.

4 You believed all his promises and now you're in trouble. **BE**
If you hadn't believed all his promises, you wouldn't be in trouble now.

5 People should be responsible for their actions. **TAKE**
People ought to take responsibility for their actions.

6 To sum up, I think we had a very productive meeting. **THINGS**
All things considered , I think we had a very productive meeting.

WORD STORE 6A | Truth and falsehood

People/Organisations can sometimes …

1 *distort* the truth
2 have an agenda
3 manipulate the media
4 mislead /misinform people
5 spread fake news
6 tamper with photos

You should …

7 check the accuracy
8 double-check facts
9 evaluate sources
10 trust your instincts
11 not take a story at face value

WORD STORE 6B | Adjective–noun collocations

1 awash with / bombarded with — *information*
2 a clear / a long-term — commitment
3 for commercial / for political — gain
4 on a daily / on a regular — basis
5 a distinct / a gut — feeling
6 a newsworthy / an eye-catching — story
7 a reliable / a reputable — source

WORD STORE 6C | Adverbs

ADJECTIVE	ADVERB
1 alarming	*alarmingly*
2 close	closely
3 critical	critically
4 deliberate	deliberately
5 knowing	knowingly
6 remarkable	remarkably

WORD STORE 6D | Collocations

anonymous beliefs ~~commit~~ message protect raise statement

1 *commit* an offence
2 make a statement
3 protect your identity
4 raise awareness
5 remain anonymous
6 strong beliefs
7 underlying message

WORD STORE 6E | Photography

airbrush/retouch blurred/out of focus capture a (memorable) moment crop images ~~sharp/in focus~~ a lens pose (for a photo) a shot take a snap zoom in/out

1 *sharp/in focus* = clear
2 blurred/out of focus = unclear
3 airbrush/retouch = correct
4 take a snap = take a photo
5 crop images = change photos' size/shape
6 zoom in/out = make larger/smaller
7 a shot = a photo
8 a lens = part of a camera
9 capture a (memorable) moment = take a photo in the right moment
10 pose (for a photo) = stand/sit in a special way

WORD IN FOCUS | *or*

or to talk about alternatives

There are different ways in which a story can be inaccurate or misleading.
Actors like their screen characters, or do they?

or – alternatives using *either* and *not*

Look for either a coupon or a code.
He can't read or write.

or to talk about two opposites

true or false
agree or disagree
for or against

Open cloze

1 Complete the text with one word in each gap.

The Internet of things

Although we like to think of the Internet [0] *as* a social network, it is mostly a network of machines. In fact, a few years ago the number of different devices connected to the net is believed to [1] have exceeded the number of human users. This phenomenon is [2] known as 'the Internet of things' and the number of online devices is still [3] on the rise.

Today almost any object, from your fridge to your car, can have [4] access to the Internet. Using a special application, you can check if you have enough tomatoes for a salad. And if you install a camera in your garage, you are [5] able to check – from any place on Earth – if your car is still there.

At the moment, many of the available applications offer you this remote control of your devices, but [6] in the near future, these devices will also take intelligent decisions for you (and without asking you first!). Some experts think it could [7] be risky. Imagine [8] being forced to eat healthy food by your fridge, which will do all your weekly shopping. What a scary thought!

Key word transformation

2 Complete the second sentence so that it has a similar meaning to the first. Use between two and five words including the word in capitals. Do not change the word given.

0 I hate it when people call me by my last name. **CALLED**
I hate *being called by* my last name.

1 Yesterday someone sent me the same spam advertisement ten times. **WAS**
Yesterday I was sent the same spam advertisement ten times.

2 I didn't realise how much time I'd spent playing that game. **LOST**
I 'd lost track of time while I was playing that game.

3 It was the rule at school to wear a grey uniform. **MADE**
At school we were made to wear a grey uniform.

4 Could you tell me what to do about this problem on my computer? **ADVICE**
Could you give me some advice about this problem on my computer?

5 It took me a few days to understand how this device works. **FIGURE**
It took me a few days to figure out how this device works.

6 Most people think that wearable technology will soon be much more affordable. **BELIEVED**
It is believed that wearable technology will soon be much more affordable.

WORD STORE 7A | Scientific research

1 award *a prize*
2 coin a term
3 gain recognition
4 make a contribution
5 receive a mention
6 recognise an achievement
7 see the potential
8 win respect

WORD STORE 7B | Prepositions after verbs and nouns

1 become an expert *in* sth
2 collaborate with sb
3 credit sb with sth
4 have access to sth
5 have an aptitude for sth
6 make reference/refer to sth
7 name sth after sb

WORD STORE 7C | Words in science

MATHS & COMPUTING

1 algorithm = _____ ✓
2 calculation = _____ ✓
3 equation = _____
4 fraction = _____
5 multiplication = _____
6 division = _____

CHEMISTRY

7 acid = _____
8 base = _____
9 element = _____
10 molecular structure = _____ ✓
11 radioactivity = _____ ✓

PHYSICS

12 atom = _____
13 electron = _____
14 nucleus = _____
15 relativity = _____
16 velocity = _____

WORD STORE 7D | Phrasal verbs

~~bring in~~ come out figure sth out go in for
talk sb into sth throw sth in wind sb up

1 *bring in* = introduce sth
2 go in for sth = enjoy, choose or do sth
3 figure sth out = understand sth
4 wind sb up = annoy or irritate sb
5 throw sth in = include sth extra for free
6 come out = be released or be published
7 talk sb into sth = persuade sb to do sth

WORD STORE 7E | Word families

NOUN	VERB	ADJECTIVE
1 advice	advise	*advisable*
2 benefit	benefit	beneficial
3 cleanliness	clean	clean
4 digestion	digest	digestive
5 harm	harm	harmful
6 medicine	medicate	medicinal
7 regulation	regulate	regulatory
8 response	respond	responsive

WORD IN FOCUS | *on*

_on_ as a preposition

on your keyboard, on the Internet
It's not a good idea to store films and music on a laptop.

_on_ as a dependent preposition

I wish I was less dependent on technology.
These things have no effects on our bodies at all.

_on_ in phrasal verbs

We get on with each other.

_on_ in phrases

I'd not stare at a screen for hours on end.
It will become routine for doctors to keep an eye on their patients' microbiome.

Word building

1 Complete the text with the correct form of the words in capitals.

Dogs and the human brain

Human beings have trained animals to work for them and also used them as [0] *companions* for a long time. But which animal species did the human race first manage to [1] domesticate ? It was, of course, the dog. Some experts claim it happened about 15,000 years ago, even before we settled down and became [2] farmers . Although many people in the developed world consider dogs to be [3] playful pets, the relationship between humans and dogs was initially different. Dogs helped us hunt for food and warned us of possibly [4] dangerous situations. As everyone knows, the senses of smell and hearing that dogs have are [5] undoubtedly superior to human abilities. In return for this, dogs, unlike wolves, didn't have to worry about survival. Living with people, they were given food and [6] protection . New [7] scientific research suggests that both dogs and people had to pay a price for this perfect symbiosis. Dogs' brains seem to have shrunk by one fifth. Also, human attributes changed [8] considerably and our ancestors lost many of their own sensory abilities.

COMPANY
DOMESTIC
FARM
PLAY
DANGER
DOUBT
PROTECT
SCIENCE
CONSIDER

Key word transformation

2 Complete the second sentence so that it has a similar meaning to the first. Use between two and five words including the word in capitals. Do not change the word given.

0 You really should sign up for the course now. **HIGH**
It's *high time you signed up* for the course.

1 I really don't want you to go there. **RATHER**
I 'd rather you didn't go there.

2 This is our first visit to this country. **NEVER**
We 've never been to this country before.

3 I find it surprising that no one has noticed this. **IS**
What surprises me is that/is surprising is that no one has noticed this.

4 It's a pity Luke didn't come with us. **HAD**
I wish Luke had come with us.

5 Most people don't know that there used to be a castle here. **AWARE**
Most people are not aware that there used to be a castle here.

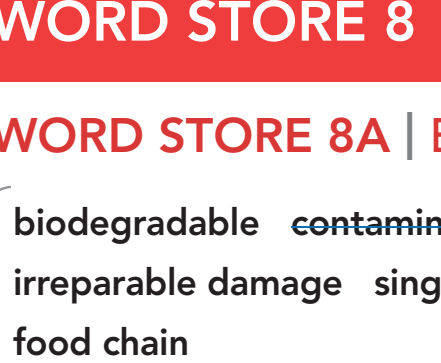
6 The air pollution is worse in the city centre than here. **AS**
The air pollution here isn't as bad as in the city centre.

WORD STORE 8A | Environmental issues

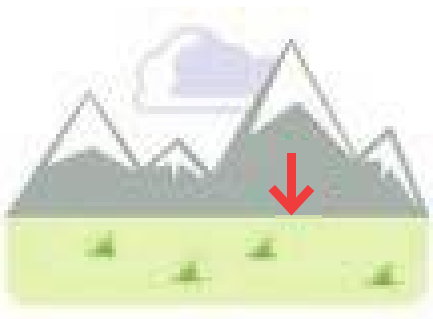
biodegradable ~~**contamination**~~ **eco-warrior**
irreparable damage **single-use plastics**
food chain

1 *contamination* = pollution
2 single-use plastics = plastic that can be used only once
3 eco-warrior = somebody who is passionate about the environment
4 irreparable damage = irreversible, negative change
5 biodegradable = broken down naturally by bacteria
6 food chain = a series of living creatures, where each one eats the one preceding it

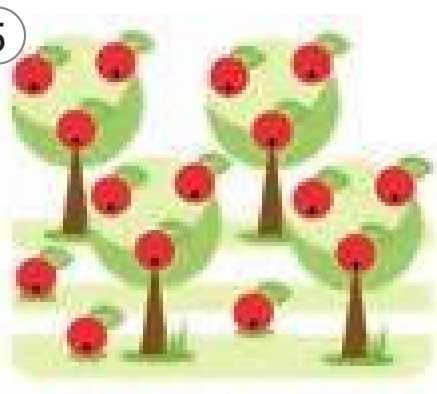
WORD STORE 8B | Landscapes

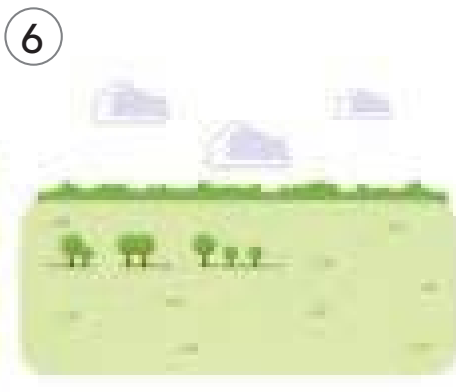
1 
built-up area

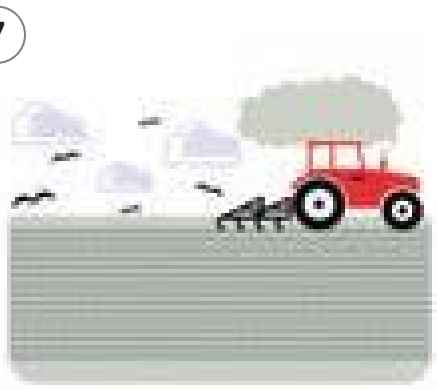
2
ditch

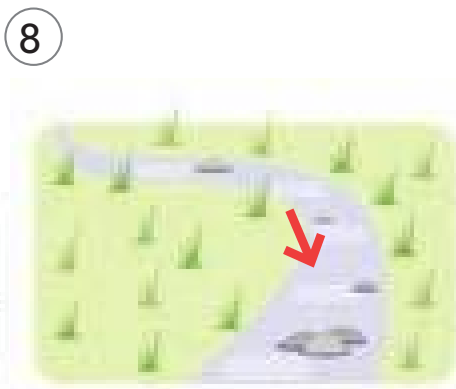
3 
foothills

4
meadow

5 
orchard

6 
plain

7 
ploughed field

8 
stream

WORD STORE 8C | Animals

1 *breeding ground* = a place where animals have their babies
2 extinction = when an animal no longer exists
3 hatch = to be born by coming out of an egg
4 in captivity = not in the wild
5 migration = moving to another location
6 natural habitat = the normal place for an animal to live
7 on the loose = having escaped from where it was kept
8 release into the wild = to let an animal leave a place where it was kept
9 thriving population = a very successful group of animals

WORD STORE 8D | Word building

1 adolescent → a*dolescence* (noun)
2 competition → **c**ompetitive (adjective)
3 conceive → **m**isconception (noun)
4 deception → **d**eceptive (adjective)
5 doubt → **u**ndoubtedly (adverb)
6 reputable → **r**eputation (noun)
7 resemblance → **r**esemble (verb)
8 value → **u**ndervalued (adjective – past participle)

WORD STORE 8E | Collocations

1 begin the *ascent* /descent (of a mountain)
2 extreme poverty/hunger
3 a gripping tale
4 life-threatening injuries
5 physically demanding
6 on a positive note
7 severe weather conditions
8 a storm is brewing
9 suffer agony
10 be swept overboard

WORD IN FOCUS | *around*

around = approximately

It has existed for around 100 years.
It is home to around 200 bird species.

around as a preposition

around the house, all around the world
They love to play with their prey, kicking it around the playground.

around in phrasal verbs

I don't want you hanging around the flat in the daytime.
Shop around for stores that encourage recycling.

PREPOSITIONS IN PHRASES

AT

at all times (1.7)**:** *Children must be supervised at all times while in the park.*

at arm's length (6.4)**:** *The first image taken in the same way as today, with the photographer holding the camera at arm's length, was in December 1920.*

at an auction (4.3)**:** *Have you ever bought anything at an auction?*

at first sight (2.2)**:** *When my grandfather met my grandmother, it was love at first sight.*

at least (4.1)**:** *It will take at least three hours to get there.*

at lunchtime (1.2)**:** *We couldn't stay in the classrooms at lunchtime – we had to go to the canteen.*

at night (3.1)**:** *The town of Pontevedra comes alive at night and the atmosphere continues well into the early hours.*

at risk (5.3)**:** *A lot of retail jobs are at risk.*

at the age of (1.4)**:** *Chris built his first glider at the age of fifteen.*

at the concert (4.2)**:** *What did Jamie say at the concert?*

at the door (4.2)**:** *That's Jamie at the door, isn't it?*

at the end (3.7)**:** *At the end, everybody burst into tears.*

at the end of *(5.1, 8.4)***:** *You're almost at the end of school and close to going on to further education./At the end of the film she is eventually rescued by a Japanese boat.*

at the famous auction house (4.4)**:** *When the painting came up for auction at the famous auction house, it sold for £1.04 million.*

at the intersection (5.4)**:** *It is at the intersection between seemingly unrelated ideas that innovation often happens.*

at the last minute (4.3)**:** *We nearly missed our flight – we got to the airport at the last minute.*

at the main entrance (4.2)**:** *He said he'd meet me at the main entrance.*

at the moment (3.4)**:** *Where is he living at the moment?*

at the right price (3.6)**:** *We want to find the right flat at the right price.*

at the roundabout (3.1)**:** *Turn left at the first roundabout.*

at the same level (5.7)**:** *Your arms should be at the same level as your desk.*

at the shopping centre (4.8)**:** *I want to tell you about the incident that took place at the shopping centre.*

at the town hall (3.1)**:** *Let's meet at the town hall.*

at the traffic lights (3.1)**:** *She slowed down at the traffic lights by Sloane Street.*

at the weekend (3.2)**:** *Who do you plan to see at the weekend?*

FOR

for a minute (4.2)**:** *Can you look after my coat for a minute?*

for ages (2.2)**:** *I've had the same phone for ages. It's time to change it now.*

for breakfast (3.4)**:** *I have cereal for breakfast.*

for example/instance (4.4, 1.3)**:** *You can paint the rooms different colours – for instance, the bedroom could be yellow, the bathroom blue, etc.*

for hours on end (7.6)**:** *My brother usually stares at the screen for hours on end.*

for my eighteenth/last birthday (3.7, 4.2)**:** *For my eighteenth birthday my parents took me on a trip to Greece.*

for six months (7.2)**:** *What would happen in your home if all screens were banned for six months?*

FROM

from the start (2.8)**:** *Attract the reader's attention from the start.*

IN

in ten minutes (3.5)**:** *How to tidy your room in ten minutes?*

in a hurry (3.2)**:** *You are always in such a hurry. Why don't you plan your days better?*

in a pile (3.5)**:** *Why are your clothes in a pile in the middle of the room again?*

in advance (2.1)**:** *Do I have to pay for the course in advance?*

in charge of (5.4)**:** *Ed is in charge of promoting and reviewing gigs.*

in (one's) class (1.1, 8.7)**:** *Your marks are good because you pay attention in class. / In my class, all the students turn off their phones in school time.*

in contrast (8.3)**:** *House prices rose by 20 percent this year in contrast to last year when they dropped by about 15 percent.*

in decline (3.1)**:** *It was a city in decline, polluted, with a lot of traffic accidents.*

in detail (5.1)**:** *Can your grandma really recall her youth in detail?*

in fact (2.1)**:** *Frank isn't a morning person. In fact, he loves sleeping long hours.*

in many/some/certain cases (3.8, 7.1)**:** *Young people avoid certain courses, because in many cases they don't lead to an obvious career.*

in order to (3.8)**:** *We sold our flat in order to buy a house in the suburbs.*

in other words (1.1)**:** *Have you been living here all your life? In other words, for eighteen years?*

in place of (5.4)**:** *In place of using an alarm clock, I had to ask mum to ring me at 6 a.m.*

in return (5.5)**:** *Vikki's parents promised her a new computer and in return she agreed to take the dog for a walk twice a day for the next six months.*

in spite of (3.8)**:** *In spite of the cost, many students prefer halls of residence.*

in summer (1.7)**:** *In summer the temperatures can be quite high in this region.*

in terms of (5.8)**:** *It's a mistake to think of Alaska only in terms of how cold it is there.*

in the twenty-first century (5.4)**:** *You are the one who will thrive in the twenty-first-century workplace.*

in the age of (6.4)**:** *For the most part, taking a selfie is harmless fun and normal behaviour in the age of social media.*

in the background (7.2)**:** *Whenever I do my homework, my computer is always bleeping away in the background.*

in the bath (7.5)**:** *Archimedes made his most famous discovery in the bath.*

in the city centre (3.1)**:** *I'm standing in the city centre and I can't hear any cars!*

in the early hours of (6.2)**:** *We decided to set off in the early hours of the morning to avoid the rush hour traffic.*

in the end (4.8)**:** *His story didn't make any sense and in the end he admitted that it wasn't true.*

in the future (2.8)**:** *She told us never to return to her restaurant in the future.*

in the passenger seat (1.6)**:** *I saw a middle-aged man sitting in the passenger seat of the car.*

in the press (7.1)**:** *Don't believe everything you read in the press.*

in the sales (4.1)**:** *I never manage to pick up a bargain in the sales.*

in the same way (3.8)**:** *He prepares for a gig in the same way an athlete does for a big sporting event.*

in the suburbs (3.1)**:** *Don't you get bored living out here in the suburbs?*

in the wild (3.4)**:** *The programme focuses on animals' behaviour in the wild.*

in time (1.6)**:** *We arrived at the concert just in time, which was very lucky considering the amount of traffic in the city centre.*

in winter (1.7)**:** *The last tour starts at 2:30 p.m. in winter and 3:30 p.m. in summer.*

INTO

into the early hours (3.1)**:** *The town of Pontevedra comes alive at night and the atmosphere continues well into the early hours.*

PREPOSITIONS

ON

on arrival (3.7)**:** *On arrival yesterday, the visitors were given a guided tour of the movie set.*

on average (1.4)**:** *Every American owns seven pairs of jeans on average.*

on balance (3.8)**:** *On balance, there are pros and cons to remaining in the family home while at university.*

on behalf of (4.8)**:** *I am writing on behalf of my friends.*

on my way (1.5)**:** *I usually buy some sweets on my way home.*

on purpose (5.4)**:** *You've destroyed my dress on purpose!*

on social media (5.7)**:** *I'm so busy on social media that I can't get down to any serious school work.*

on the border (3.1)**:** *My grandparents live in a market town on the border of England and Wales.*

on the coast (3.1)**:** *I used to live in a small village on the coast.*

on the ground (3.4)**:** *The communications system is controlled by staff on the ground.*

on the outskirts (3.1)**:** *He opened underground car parks on the outskirts of the city.*

on the website (1.7)**:** *We haven't found any reference to the latest projects on the company's website.*

on time (6.2)**:** *Don't be late – you have to be there on time.*

on top of (2.8)**:** *On top of everything else, we now have extra classes every Saturday morning.*

TO

to be honest (1.6)**:** *To be honest, I don't know what to advise you to do in this situation.*

to my mind (8.8)**:** *To my mind, the benefits outweigh the drawbacks.*

to your left (1.6)**:** *To your left you can see a new extension.*

UNDER

under any circumstances (4.7)**:** *My parents are banned from using my phone under any circumstances.*

under no circumstances (8.5)**:** *Under no circumstances are you allowed to enter the lab without my permission.*

under pressure (8.8)**:** *The head teacher was under pressure to resign.*

WITH

with regard to (5.8)**:** *We need to reconsider our policy with regard to immigrants.*

with sth in mind (1.8)**:** *With your recent conduct in mind, I feel you should resign from being the student representative.*

WITHIN

within 500 metres (3.1)**:** *There is a park within 500 metres of the school.*

within easy reach (3.1)**:** *There is a play area within easy reach of our house.*

within walking distance (3.1)**:** *They opened underground car parks within walking distance of the centre.*

WITHOUT

without (a) doubt (4.8)**:** *Without doubt, the worst part of the whole incident was being humiliated in front of everybody.*

PREPOSITIONS AFTER NOUNS

access to (7.1)**:** *Teenagers claim to need constant access to social media.*

aptitude for (7.1)**:** *Ginny seems to have a real aptitude for painting.*

complaint about (4.8)**:** *I'd like to make a complaint about the way we were treated.*

cost of (3.8)**:** *In 2018/19, the average cost of renting a room in halls of residence in the UK was about £140 per week.*

decline/drop/increase/rise in (5.3)**:** *There has been a sharp drop in the number of people commuting to work.*

effect on (2.3)**:** *The accident had a terrible effect on Steve.*

enthusiasm for (5.8)**:** *Considering her enthusiasm for the project, I'm sure we'll succeed.*

excuse for (3.5)**:** *There is no excuse for an unmade bed.*

expert in (7.1)**:** *Jill is an expert in EU funding.*

gift of (5.1)**:** *Single-minded people have the gift of extreme focus. They know how to avoid distractions.*

home to (8.6)**:** *The ocean is home to over half of all living species.*

love of (2.1)**:** *John has a love of learning.*

love of your life (2.2)**:** *Amelia never married because she had never forgotten Richard, who was the love of her life.*

be in love with (2.3)**:** *He denied being in love with the actress.*

memory for (1.3)**:** *I have a good memory for numbers and faces.*

network of (3.1)**:** *The city has a reliable network of buses.*

point of view (7.8)**:** *What's your point of view on global warming?*

range of (5.4)**:** *The travel agency offered a wide range of destinations to choose from.*

reason for (2.7)**:** *Please give me your reasons for applying for a job here.*

report on (6.4)**:** *She was sent a report on the floods in Bangladesh.*

respect of (7.1)**:** *She gained the respect of scientists.*

sense of (2.5)**:** *Have you got a sense of humour?*

sort of (2.4)**:** *What sort of ailments can these apps help?*

thought of (6.7)**:** *The very thought of moving abroad brought me to tears.*

thousands of (4.3)**:** *Every weekend thousands of people take their unwanted stuff to car boot sales.*

time for (5.7)**:** *It's time for a radical shake-up of education in many regions of the world.*

urge to (1.4)**:** *She felt an urge to paint, and overnight she became a talented abstract artist.*

PREPOSITIONS AFTER VERBS

accept into (3.6)**:** *I can't believe we've both been accepted into the same university!*

accuse sb of (4.8)**:** *A member of your staff accused me of stealing.*

add to (2.8)**:** *If you add the pressure of schoolwork to household duties, you have a recipe for disaster.*

apologise for (5.5)**:** *Although Rachel apologised for her misbehaviour, I still can't forgive her.*

apply for (1.8)**:** *Only six people applied for the post, which was quite disappointing.*

associate with (7.7)**:** *Most people associate GPS with giving directions when driving.*

bid for sth (4.4)**:** *You can log on to a website to bid for a bargain.*

blame sb for (5.5)**:** *Why are you blaming my son for starting the fight?*

burst with (2.5)**:** *First-borns tend to be bursting with confidence.*

collaborate with (7.1)**:** *During the late seventies, he collaborated with the legendary Muddy Waters.*

congratulate sb on (5.5)**:** *My supervisor congratulated me on passing the exams with flying colours.*

consist of (7.7)**:** *Her diet mainly consists of fruit and vegetables.*

contribute to (7.5)**:** *Scholars in ancient China contributed to the advancement of mathematics.*

cope with (3.4)**:** *Mum taught us about possible dangers and how to cope with them.*

die from (8.1)**:** *A lot of animals died from starvation during the dry season.*

focus on (5.1)**:** *In our test we're going to focus on brain activity.*

insist on (5.5)**:** *My granny always insists on feeding me with sweets.*

interact with (7.6)**:** *We interact with today's machines mostly by pushing buttons.*

PREPOSITIONS

judge by (1.6)**:** *Judging by the examiner's reaction, I don't think she'll pass her driving test.*
lead to (2.3)**:** *Space exploration might lead to the discovery of other planets.*
name after (7.1)**:** *The baby was named after her maternal grandmother.*
object to (5.5)**:** *The council objected to another shopping centre being built in the city.*
opt for (4.1)**:** *We finally opted for the red paint in the kitchen.*
pose for (6.4)**:** *Hannah looked so funny when she was posing for a selfie.*
prevent from (8.4)**:** *Fire fighters are trying to prevent the fire from spreading any further.*
reason with (4.8)**:** *We tried to reason with the guard, but he wouldn't listen.*
refer to/make reference to (7.1)**:** *In her books she refers to her childhood.*
report on (6.7)**:** *When are you going to report on the progress of the construction of the concert hall?*
roar with (2.7)**:** *When was the last time you roared with laughter?*
sail across (3.2)**:** *I admire my father who sailed across the Pacific when he was in his twenties.*
search for (7.1)**:** *The fire brigade searched for the missing people, but they couldn't find anybody.*
specialise in (1.1)**:** *Chris specialises in neurology.*
stare at (2.4)**:** *Stop staring at me – I feel rather uncomfortable.*
stick to (5.4)**:** *If you think your plan is good, then stick to it.*
struggle to (8.4)**:** *Although the Kamkwamba family is struggling to survive, the parents do their best to focus on their children's education.*
sue sb for (5.5)**:** *The customers decided to sue the supermarket for not paying attention to safety regulations.*
suffer from (7.4)**:** *After falling off the horse, Dominic has been suffering from back pain.*
transfer sth to (4.2)**:** *I've just transferred the money to your account so that you can buy yourself a new computer.*
treat yourself to (4.1)**:** *Let's treat ourselves to some ice cream.*
warn sb against (7.3)**:** *I warned you against buying a cheap laptop.*
welcome to (7.7)**:** *Welcome fellow teens to my video blog.*

PREPOSITIONS AFTER ADJECTIVES

accompanied by (2.8)**:** *Physical changes that happen during adolescence are often accompanied by emotional ones.*
accustomed to (2.5)**:** *First-borns, who are accustomed to accepting rules, are better behaved at school.*
attracted to (2.3)**:** *When my uncle saw his future wife for the first time, he was immediately attracted to her.*
awash with/bombarded with (6.1)**:** *The Internet is awash with information that cannot be trusted.*
beneficial to (7.4)**:** *Lots of bacteria are extremely useful and beneficial to our health.*
concerned about (4.2)**:** *Some tourist destinations are concerned about more than just money.*
connected with (5.3)**:** *There will be an increase in jobs connected with alternative energy.*
consistent with (6.4)**:** *The results are consistent with earlier research.*
credited with (7.1)**:** *She is credited with inventing the first computer algorithm.*
curious about (5.4)**:** *A brainy person is curious about the world.*
dependent on (7.2)**:** *We're all more and more dependent on technology in our lives.*
familiar with (8.6)**:** *Are you familiar with the health and safety regulations in our factory?*
fed up with (5.7)**:** *I've decided to give up social media (no, it's not a joke). I'm just completely fed up with it.*
important to sb (1.1)**:** *Maintaining proper social relationships is very important to them.*
incapable of (1.3)**:** *Rob was incapable of understanding how his wife felt.*
included in (3.8)**:** *Is breakfast included in the price of the room?*
interested in (5.8)**:** *Should students choose a degree based on what they are interested in?*
invited to (1.7)**:** *You are invited to attend a reception in honour of the exchange group from Switzerland.*
involved in (2.6)**:** *Our parents got really involved in the end-of-school play and they even made costumes.*
obsessed with (2.3)**:** *Stop being so obsessed with cleanliness! A bit of dirt won't do any harm.*
passionate about (3.4)**:** *Sally is passionate about music. She would like to be a conductor one day.*
popular with (3.1)**:** *Why do you think fur is still popular with fashion designers and wealthy consumers?*
relevant for (5.3)**:** *My brother has a hobby that has taught him skills that are relevant for his job.*
short of (5.8)**:** *Young people tend to be short of money.*
suited to (5.4)**:** *She explains how people like herself are suited to the modern workplace in three essential ways.*
surrounded by (8.8)**:** *The whole island is surrounded by turquoise waters.*
unaware of (8.7)**:** *Mike seems unaware of the trouble he's causing.*
unprepared for (6.2)**:** *The pupils were unprepared for the questions that the teacher asked them.*
useful for (1.3)**:** *Which method is most useful for memorising shopping lists?*

OTHER

according to (6.7)**:** *According to recent figures, most students have part-time jobs.*
after a while (2.6)**:** *We started talking and after a while I realised that we had met before.*
after all (7.7)**:** *My mum received a phone call in which her boss told her that he couldn't extend her contract after all.*
aged fifteen to twenty-nine (6.4)**:** *'Youth' is defined as people aged fifteen to twenty-nine.*
all in all (3.8)**:** *All in all, I think experiments on animals should be banned.*
around 100 years (8.1)**:** *Plastic has only existed for around 100 years, but it's everywhere.*
as a result (2.8)**:** *As a result, whether it is playing sport or online games, we have time to enjoy ourselves.*
as a result of (7.8)**:** *Frederic claimed that his eyes changed colour as a result of the traumas he had been through.*
be of interest to sb (1.1)**:** *This course will be of interest to those working in the field of cultural studies.*
be of the opinion (5.8)**:** *I'm of the opinion that public figures' private lives should not be reported in the papers.*
by the time (3.2)**:** *By the time we go, I'll have been playing basketball for my school team for two years.*
contrary to (6.4)**:** *Contrary to popular belief, a desert can be very cold.*
date back to (6.4)**:** *The oldest existing selfie dates back to 1839 when photographer Robert Cornelius took a self-portrait photograph of himself.*
due to (7.4)**:** *All the flights were cancelled due to bad weather.*
instead of (1.2)**:** *Why don't you use honey instead of sugar?*
one by one (1.3)**:** *You need to put the items in the basket carefully one by one.*
out of the blue (2.6)**:** *It was going to be a nice day, but then it started raining out of the blue.*
put your heart into sth (5.1)**:** *Identify what you're good at and then put your heart into doing those specific things.*
regardless of (2.8)**:** *We'll go on the trip regardless of the weather.*
so on (1.3)**:** *She was always disturbing her classmates and her homework was always late and so on.*
thanks to (3.4)**:** *I managed to complete the project only thanks to your help.*

PHRASAL VERBS

Use a dictionary to translate the phrasal verbs into your language.

back sth up (6.7) – _____ : *The police officers are backed up by extra teams of people at the weekend.*

be caught up in sth (8.4) – _____ : *A Spanish family were caught up in the tsunami.*

boss sb around (2.5) – _____ : *Stop bossing me around! I'm not your servant!*

break down (5.6) – _____ : *The car broke down in the middle of nowhere.*

break in (7.8) – _____ : *Just as they were breaking in, Robert appeared at the bottom of the stairs.*

bring sth about (1.4) – _____ : *A bang on the head has brought about changes in personality.*

bring in sth (7.3) – _____ : *The police are going to bring in new security measures.*

bring sb up (2.5) – _____ : *Parents who are bringing up their first child tend to be extremely protective.*

burn out (5.1) – _____ : *It's a high-pressure job and you could burn out young.*

carry out (5.1) – _____ : *The local newspaper carried out a survey on people's attitude to the council's policies.*

catch up with sb/sth (3.4) – _____ : *I use my mobile every few weeks to catch up with friends.*

check up on sth (4.1) – _____ : *Dustin called me to check up on some facts.*

clean sth up (3.8) – _____ : *It took us ages to clean up the house after the party.*

clear out (5.7) – _____ : *I need to clear out all the junk in my bedroom.*

come along (1.7) – _____ : *Make sure all your staff come along to the meeting.*

come down to (5.7) – _____ : *It all comes down to money in the end.*

come out (2.6) – _____ : *His new novel is going to come out soon.*

come out of sth (1.4, 6.4) – _____ : *Great news! Pete has come out of a coma. / The term 'selfie' comes out of the Australian habit of adding 'ie' at the end of words.*

come over (4.8) – _____ : *You can come over any time you like.*

come up (5.2) – _____ : *Don't worry, something better might come up.*

come up against sb/sth (5.7) – _____ : *He came up against bullying from other boys and often got into trouble.*

come up with sth (2.1) – _____ : *We still haven't come up with a name for our band.*

crack down on sth (6.7) – _____ : *The government wants to crack down on terrorism.*

curl up (8.7) – _____ : *Lynn curled up on the bed and fell asleep.*

cut down on (4.1) – _____ : *You should cut down on the amount of chocolate you eat.*

deal with sb/sth (6.7) – _____ : *I can't deal with so many problems at once.*

drift apart (2.2) – _____ : *When John moved to another city, they drifted apart.*

drop out of sth (5.7) – _____ : *If I dropped out of college, my parents would never forgive me.*

embark on sth (3.2) – _____ : *Phil left the band to embark on a solo career.*

end up (4.3) – _____ : *Lost luggage will eventually end up on a market stall.*

fall behind (with sth) (1.1) – _____ : *You can go away at the weekend, but make sure you don't fall behind with your homework.*

fall for sb (2.3) – _____ : *When you fall for someone, it's similar to hunger or thirst.*

fall out (with sb) (8.7) – _____ : *Do you often fall out with your brothers and sisters?*

figure sth out (7.3) – _____ : *The couple couldn't figure out which way to go.*

find sth out (4.4) – _____ : *I'd like to find out what people think of me.*

get down to sth (5.1) – _____ : *Let's get down to work.*

get on with sb (2.4) – _____ : *I have always got on well with boys.*

get on with sth (5.1) – _____ : *I need to get on with my project now.*

get out of sth (5.7) – _____ : *How do you always manage to get out of cleaning the bathroom?*

get round to (5.7) – _____ : *I need to go to the library, but I haven't got round to it yet.*

give away (4.7) – _____ : *He managed to acquire shopping worth £500 for 4p, giving it all away to a charity.*

give sth up (5.7) – _____ : *I've given up sweets.*

give up on sb (1.1) – _____ : *The teachers gave up on him.*

go back (2.7) – _____ : *I'll never go back to living in a tower block.*

go for sth (4.1) – _____ : *I wouldn't go for a bracelet because I don't like wearing jewellery.*

go into (1.1) – _____ : *Vivian wants to go into teaching.*

go in for (7.3) – _____ : *I've never gone in for modern art.*

go off (4.8) – _____ : *The thief ran away when the security alarm went off.*

go on (2.8) – _____ : *Remember when you were little and school summer holidays seemed to go on forever?*

go on to (1.1) – _____ : *You're keen to go on to higher education.*

go out (2.7) – _____ : *Lights go out here at 11 p.m.*

go out with sb (2.3) – _____ : *At the beginning, you're just attracted to somebody. Then you start going out with them.*

grow out of (5.7) – _____ : *This app grew out of the simple idea that it's good to let people know if you're available.*

grow up (1.7) – _____ : *I grew up in a rural area.*

hand sth in (1.1) – _____ : *I always try to hand in my homework on time.*

hand sth out (6.6) – _____ : *We need somebody to hand out invitations to the exhibition.*

hang on (5.6) – _____ : *Hang on, I'm not ready yet.*

hang out (with sb) (4.8) – _____ : *He usually hangs out with friends downtown.*

hear from sb (8.8) – _____ : *Have you heard from Jane since she moved to another town?*

help sb out (6.7) – _____ : *This loan will help us out.*

keep at sth (5.1) – _____ : *I know it's hard, but keep at it! Don't give up!*

keep up with sb (5.7) – _____ : *Davey isn't keeping up with the rest of the class in reading.*

kick back (7.6) – _____ : *On Friday night I like to kick back and listen to some relaxing music.*

kick sb out (4.8) – _____ : *Eve's parents kicked her out because she didn't want to contribute to the housework.*

knock sb out (1.4) – _____ : *Ali knocked out his opponent in the fifth round.*

leave out (1.7) – _____ : *You can leave out question 7.*

let sb down (5.7) – _____ : *I dropped out of college and let my family down.*

log on (4.3) *You need a password to log on.*

look after (3.4) – _____ : *I'd like to see more people look after the land.*

look back on sth (2.6) – _____ : *One day you'll look back on adolescence as the best time of your life.*

PHRASAL VERBS

look down on sb (5.7) – _____ : *Kate looks down on everybody who doesn't have a university degree.*

look for (5.2) – _____ : *You're exactly the person we're looking for.*

look forward to sth (6.7) – _____ : *I'm looking forward to going away during the summer holidays.*

look out for sth (4.1) – _____ : *Can you look out for a red handbag when you go shopping next?*

look up to sb (5.7) – _____ : *Mary looks up to her older sister who is an authority for her.*

major in sth (1.1) – _____ : *He majored in Psychology.*

make up for sth (5.7) – _____ : *Jack lacks experience, but he makes up for it with hard work.*

map sth out (5.1) – _____ : *Her parents have already mapped out her future.*

meet up (with sb) (2.2) – _____ : *I'd like to meet up with you this afternoon.*

pass through (4.4) – _____ : *Shortly after it was sold, the painting began to pass through a shredder hidden in the frame.*

pay sth back (6.2) – _____ : *Lend me $200 today and I promise to pay it back next week.*

pay out for sth (4.1) – _____ : *I paid out a lot of money for that car.*

pick sth up (5.1) – _____ : *We picked up new surfing skills during our summer camp.*

pick up sth (4.1) – _____ : *I never manage to pick up a bargain in the sales.*

point sth out (8.8) – _____ : *The chairman pointed out that we haven't made much profit in the last few months.*

pour down (5.7) – _____ : *The rain started to pour down.*

pull down (1.7) – _____ : *They are pulling down the old hall next week.*

pull out (1.6) – _____ : *Unfortunately, a car suddenly pulled out in front of me and we collided.*

put sth aside (4.1) – _____ : *Ask the shop assistant to put the T-shirt aside while you think about it.*

put sb off (5.1) – _____ : *Don't let the restaurant's decor put you off – the food is really good.*

put sth off (5.1) – _____ : *Never put off until tomorrow what you have to do today.*

put up with sb/sth (5.7) – _____ : *I don't know how you put up with all that noise.*

rely on sb/sth (3.4) – _____ : *You can always rely on us for help.*

run sth down (5.7) – _____ : *Don't leave it switched on – you'll run down the batteries.*

run out of sth (5.7) – _____ : *We ran out of money halfway through our holiday.*

save up (4.7) – _____ : *I've been saving up for months to buy this bike.*

scrape through (1.1) – _____ : *I managed to scrape through the exam.*

send sth back (4.1) – _____ : *She sent back the form immediately.*

set off for (1.2) – _____ : *Mum usually makes me have something for breakfast before I set off for school.*

set off/out (3.2) – _____ : *We need to set off now if you want to do some shopping before catching a train.*

set sth out (5.1) – _____ : *Set out your objectives.*

settle down (1.1) – _____ : *After an exhausting day, I needed to settle down and just be quiet for an hour or so.*

shake sth off (6.4) – _____ : *I can't seem to shake off this cold.*

shine through (8.4) – _____ : The Impossible *tells a captivating true story in which survival, society, family ties and human kindness all shine through.*

shop around (4.1) – _____ : *It's a good idea to shop around before buying a new laptop.*

show up (6.7) – _____ : *If you wear a green top, it doesn't show up against a green background and you appear as a floating head.*

sit in (1.8) – _____ : *I sat in on staff meetings and coordinated a very successful sports day.*

split up (with sb) (2.3) – _____ : *My aunt split up with her fiancé last week.*

spring up (4.1) – _____ : *Fast-food restaurants are springing up all over town.*

stand up for sth (5.7) – _____ : *It's time we stood up for our rights.*

step in (4.4) – _____ : *The referee stepped in and stopped the fight.*

sum up (5.8) – _____ : *His gesture summed up the situation.*

switch sth off (1.5) – _____ : *Please, switch off your mobile phones in lessons.*

switch sth on (5.6) – _____ : *I tried to switch the washing machine on, but it didn't work.*

take sth away (1.7) – _____ : *Turn off your mobile phones, otherwise we will take them away from you.*

take sth back (4.5) – _____ : *I took the jeans back because they were too tight.*

take off (about a career/business) (5.7) – _____ : *My brother wanted to close down his business, but then it suddenly started taking off.*

take sth on (4.4) – _____ : *I've taken on a challenge to run a marathon.*

take sth up (7.2) – _____ : *My brother took up music seriously.*

talk sb into sth/doing sth (7.3) – _____ : *Luke was happy when he talked me into buying a sat-nav.*

tell sb off (1.7) – _____ : *Our neighbour told us off for being loud in the garden.*

throw sth away (8.1) – _____ : *Do you still want this newspaper or can I throw it away?*

throw in (7.3) – _____ : *Since I'm buying such an expensive computer, maybe you could throw something in for free.*

throw sb out (4.8) – _____ : *The security guard noticed some underage girls in the club, so he threw them out.*

(be) tied up (5.7) – _____ : *Mr Baker can't see you now,. He's tied up.*

turn sb/sth down (1.7) – _____ : *They offered me the job but I turned it down, because I decided to set up my own business.*

turn sth off (7.2) – _____ : *My laptop froze so I had to turn it off and on again.*

turn out (6.7) – _____ : *It turned out Mike and I had the same hobbies.*

turn up (2.7) – _____ : *Lots of fans turned up at Mark's graduation concert. There was hardly a seat left.*

wake sb up (6.2) – _____ : *Please wake me up early tomorrow. I don't want to oversleep because I've got an important exam.*

warm up (5.7) – _____ : *I can warm up the soup if you want.*

wind sb up (7.3) – _____ : *You're constantly winding me up by telling me what to do.*

work sth out (5.5) – _____ : *We need to work out how to get home from here.*

work towards (5.1) – _____ : *Work towards finishing the job before you leave.*

zoom in on sth (6.4) – _____ : *Please, zoom in on those people over there.*

zoom out (6.4) – _____ : *The camera zoomed out and everything looked smaller.*

PREFIXES

Common prefixes

Prefix	Examples
anti- (=against)	anti-war, antisocial
bi- (=two)	bilingual
co- (=with, together)	co-worker, cooperate
de- (=sth is removed)	deforestation
down- (=become worse)	downturn
ex- (=former, before)	ex-partner, ex-boyfriend
hyper- (=extremely)	hyperactive, hypersensitive
inter- (=between)	international
macro- (=large)	macroeconomics
micro- (= extremely small)	micro-organism
mini- (=very small)	mini-break
mis- (badly, wrongly)	mismanage, misbehave
mono- (=one)	monolingual
multi- (=many/several)	multicultural
off- (=not the case)	off-colour
on- (=the place where)	onstage
out- (=beyond)	outdated
out- (=further, better than)	outweigh
over- (=too much)	overpriced, overactive
post- (=after)	postwar
pre- (=before)	pre-owned
pro- (=in favour)	pro-fairness
re- (=again)	reunite, remarry
self- (=done to/by yourself)	self-employed, self-esteem
semi- (=half or partly)	semicircle
sub- (=under, below)	subway, sub-standard
under- (=not enough)	under-performing
under- (=below, beneath)	underlying, underpaid
up- (=increase or improve)	upturn

Prefixes that give an opposite meaning

Prefix	Examples
dis-	disappear, disapprove
il-	illiterate, illogical
im-	impatient, immature
in-	inauthentic, incapable
ir-	irrational, irregular
non-	non-biodegradable
un-	unsupervised, unmade, undo

SUFFIXES

Noun suffixes

Suffix	Examples
-ion/-tion/-sion	explosion, illustration, conclusion
-ance/-ence	disappearance, violence
-ism	vandalism
-ise	expertise
-ment	recruitment, achievement
-ness	fairness, vastness
-ancy	vacancy, accountancy
-al	approval, withdrawal
-y	mystery
-cy	accuracy
-ty/-ity	stupidity, curiosity
-dom	freedom
-hood	adulthood, neighbourhood
-ing	handwriting, blessing
-ful	handful
-ship	leadership, apprenticeship
-th	strength, depth
-age	orphanage, marriage
-ics	economics
-sis	diagnosis, metamorphosis
-ure	pressure
-er/-or	campaigner, creator
-ian	mathematician
-ist	traditionalist, perfectionist
-ive	representative
-ant/-ent	applicant, adolescent
-ee	interviewee, nominee
-ess	happiness

Adjective suffixes

Suffix	Example
-ic	enthusiastic, iconic
-able/-ible	believable, accessible
-al	environmental, emotional
-ive	productive, disruptive
-us	anonymous, studious
-ing	challenging
-y	leafy, brainy
-ed	injured, ragged
-ate	passionate
-ful	painful, faithful
-less	pointless, useless
-ent/-ant	persistent, ignorant
-ly	friendly
-like	childlike
-ary	revolutionary
-ish	selfish
-ate	considerate
-ary	secondary
-ed	puzzled

Adverb suffixes

Suffix	Examples
-ly	surprisingly

Verb suffixes

Suffix	Examples
-ise/-ize (Am.E.)	familiarise, recognise
-en	deepen, frighten
-ify	justify, identify
-ate	domesticate, authenticate