

FOCUS 5

SECOND EDITION

STUDENT'S BOOK

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2 Learning for life DOCUMENTARY  2 p. 113 The cost of a good education	pp. 16–17 Studying and exams; exaggerated synonyms; phrasal verbs; phrases – relaxed/stressed Reading: An article about exam preparation techniques	pp. 18–19 An article about studying abroad Vocabulary: Adjectives and adverbs; phrases; collocations Exam Focus: Gapped text
3 Let's eat DOCUMENTARY  3 p. 114 The future of food	pp. 28–29 Cooking and eating; food; kitchen/dining sounds; collocations Reading: An article about top chefs' pet hates	pp. 30–31 An article about food and happiness Vocabulary: Collocations, psychological terms, word building Exam Focus: Multiple choice
4 The new thing DOCUMENTARY  4 p. 115 Helpful hackers	pp. 40–41 Music industry; compounds; phrases to describe success and failure; forming nouns from adjectives Reading: An infographic of the history of recorded music	pp. 42–43 Four short articles about technology in sport Vocabulary: Words and phrases; word families; collocations Exam Focus: Matching
5 All in a day's work DOCUMENTARY  5 p. 116 Big idea, big business	pp. 52–53 Employment and career; phrasal verbs – work; colloquial phrases; collocations to describe work and money Reading: An article about interns' experiences	pp. 54–55 An article about young entrepreneurs Vocabulary: Collocations; word building Exam Focus: Matching
6 Journeys DOCUMENTARY  6 p. 117 Ziferblat – a café with a difference	pp. 64–65 Travel and sightseeing; phrasal verbs, suffixes – forming adjectives, colloquial phrases Reading: An article about travelling for the first time	pp. 66–67 An article about a train journey in the Namib Desert Vocabulary: Verbs of movement; words and phrases; descriptive verbs/adjectives Exam Focus: Gapped text
7 Express yourself DOCUMENTARY  7 p. 118 Painting a better world	pp. 76–77 Theatre and musicals; exaggerated synonyms; theatre words; compound adjectives Reading: A review of a musical	pp. 78–79 An article about the poet Kate Tempest Vocabulary: Word families; collocations Exam Focus: Multiple choice
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9 Future generations DOCUMENTARY  9 p. 120 The real fashion victim	pp. 100–101 Global warming; synonyms; environmental problems; animal idioms Reading: An article about meat consumption and global warming	pp. 102–103 An article about UN celebrity ambassadors Vocabulary: Collocations; phrases; prefixes Exam Focus: Gapped text

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WORD STORE BOOKLET Word Stores 1–9, Use of English, Prepositional phrases, Word building, Phrasal verbs, Idioms

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The ties that bind

Friendship is certainly the finest balm for the pangs of disappointed love.

Jane Austen, Northanger Abbey

DOCUMENTARY VIDEO



REMARKABLE RELATIONSHIPS

 Watch the documentary video. For the worksheet, go to page 112.

1.1

VOCABULARY

Personality and relationships • personality adjectives • collocations • common phrases

I can talk about relationships and personality.

SHOW WHAT YOU KNOW

- 1 Find phrasal verbs you can use to talk about life and relationships and cross out the verb which does NOT go with the particle(s). Compare with a partner.

1 look / ~~put~~ / take after

2 put / take / fall up with

3 grow / miss / split up

4 depend / live / look up to

5 depend / get / find on

6 ~~put~~ / go / fall out with

- 2 Write two true sentences and a false one using the phrasal verbs in Exercise 1. Can your partner guess which sentence is false?

As I was growing up, my sister often looked after me.

myblog.com

What My Grandmother Means to Me

Today is my dear grandmother's eightieth birthday, so I thought it was a perfect day to conjure up memories of my time spent with

- 5 her, and everything I love and admire about her.



The first thing people notice about her is her diminutive stature! She's tiny and getting smaller. Apparently she once reached the dizzy heights of 1.5 metres and I remember shooting past her at the age of twelve. She may be short but she's always possessed an iron will. If she

10 doesn't want to do something, she simply puts her foot down and refuses. I'm sure this is where I get my **obstinate** nature from.

I am always flattered when her friends tell me that I remind them of her and I hope I will be as **unprejudiced** as she is when I reach the ripe old age of eighty. Not many people of her generation would have

15 reacted as she did when I told her I was taking a year out of my studies to backpack around the world. She did not bat an eyelid but nodded in approval and told me she thought I'd have a wonderful time.

Even though my grandmother is in her eighties, mentally she's still very **sharp**. I was so proud of her when she learnt to use the Internet

20 so that she could keep in touch with me when I was travelling abroad.

I've always been touched by the fantastic presents she buys me. She's **considerate** and kind and always finds the ideal gift.

She's suffered many hardships over the years, more than her fair share – a lost baby, the death of a brother in the war, Grandad's long

25 illness. She doesn't have a bad word to say about anybody. Mind you, she can be wonderfully **irreverent** at times, especially on the subject of politics. I've often thought that the world would be a better place with somebody as **down-to-earth** as she is in charge.

3 Read the blog entry below and answer the questions.

Why does Ruth's grandmother make Ruth feel:

1 flattered?

2 proud?

3 touched?

4 thankful?

4 SPEAKING Describe your oldest relative to a partner. Use the points and your own ideas. Who has the oldest relative in the class?

- name
- age
- where he/she lives
- relationship to you
- traits you have/haven't inherited
- last time you saw him/her



I love her colourfully cluttered home, which
 30 always smells of the latest home-baked treats.
 When I go round now, I still expect to hear the
 cheerful sound of her **faithful** little dog scuttling
 to the door. When he passed away suddenly a few
 years ago, she must have been heartbroken, but
 35 as always, **she put on a brave face and got on**
with her unassuming manner and the way
 she always **sees the best** in people. I'm thankful
 for the miracle of DNA which means I've
 inherited some of the traits of my beloved
 40 grandmother, a small lady with an enormous
 heart.

WORD STORE 1A Personality adjectives

5 1.2 Complete WORD STORE 1A with the adjectives in red in the blog entry. Then listen and check.

6 Complete the sentences with the adjectives in WORD STORE 1A.

- 1 My grandma accepts all people. She is completely _____.
- 2 My friend is very _____. She always puts other people first.
- 3 Even though he is ninety, my grandfather is still _____ enough to do crosswords and sudoku puzzles.
- 4 I think that dogs are more _____ pets than cats.
- 5 My brother is very _____ – he never compromises.
- 6 She is _____ and realistic whereas I am idealistic and impractical.
- 7 He is _____, especially towards people in authority.

WORD STORE 1B Collocations

7 1.3 Complete WORD STORE 1B with the correct form of the underlined collocations in the blog entry. Then listen and check.

8 Complete the sentences with the collocations in WORD STORE 1B.

- 1 A(n) _____ is an advantage if you're travelling by plane.
- 2 People with a(n) _____ can't influence others.
- 3 To reach the _____ of an Olympic athlete, you need to make sacrifices.
- 4 Few parents would _____ if their teenager had a tattoo done.
- 5 You need a(n) _____ if you want to lead.
- 6 No one should have to _____ in this day and age.
- 7 _____ are always better than bought ones.
- 8 Certain smells can _____ of childhood holidays.

WORD STORE 1C EXTRA Collocations

9 1.4 Complete WORD STORE 1C with the words in the box. Then listen and check. Write example sentences.

WORD STORE 1D Common phrases

10 1.5 Complete WORD STORE 1D with the highlighted phrases in the blog entry. Then listen and check.

11 Complete the sentences with the correct form of the phrases you have added in WORD STORE 1D.

- 1 If I decided to leave school and get a job, my parents would _____.
- 2 I've had _____ of bad luck recently.
- 3 Nobody in my family has ever lived to _____ of a hundred.
- 4 I can't talk right now – I have to _____ my homework.
- 5 Last Saturday, my mum _____ and wouldn't let me go out.
- 6 My best friend is a kind person and always _____ others.
- 7 If my pet died, I'd find it hard to _____ – I'd be too upset.

12 SPEAKING Are the sentences in Exercise 11 true for you? Why?/Why not? Discuss with a partner.

1.2

READING

Matching

I can understand specific details in an article.

- 1 **SPEAKING** Read the results from a survey into male and female attitudes about friendship. Do you agree with the statements below? Why?/Why not? Discuss with a partner.



MALES are likely:

- to say they have a lot of close friends or no close friends.
- to be part of a group of close friends.
- to avoid confiding their problems to their friends.
- to have weaker relationships with friends.



FEMALES are likely:

- to have fewer close friends.
- to make close connections with individuals rather than groups.
- to confide in their friends.
- to take friendships very seriously and invest a lot in them.

- 2 **SPEAKING** Look quickly through the article on friendships in literature. Discuss which of the stories you would most like to read.

EXAM FOCUS Matching

- 3 Read the article again. Match texts A–F with statements 1–10. Some texts have more than one matching statement.

Which section of the article mentions:

- | | |
|--|--------------------------|
| 1 a desire to act to correct an injustice? | ☐ |
| 2 one person's resistance to change? | ☐ |
| 3 a character's trait which positively influences their companions? | ☐ |
| 4 an opinion on the function of a true friend when faced with a friend's bad behaviour? | ☐ |
| 5 friendship within the family? | ☐ |
| 6 a difference in social status between two people who are closely connected? | ☐ |
| 7 a story related by one friend about the other? | ☐ |
| 8 a friendship which endures despite contradictory feelings among the individuals concerned? | ☐ |
| 9 a friendship that develops despite parents' wishes? | ☐ |
| 10 the writer's view on the type of friendships that last longest? | ☐ |

1.6

Being Friends

Friendships provide some of the most captivating narratives in literature. Each of the stories on this list points to a different facet of friendship and offers insight into what it means to be a good and loyal friend.

- A **Huck and Tom**
in *The Adventures of Tom Sawyer* by Mark Twain

It is only in chapter six of *The Adventures of Tom Sawyer* that we are introduced to Huckleberry Finn. Homeless and carefree, his father a vagabond, the teenage boy is idolised by the local children and detested by their parents. Bad influence or not, Huck strikes up a friendship with Tom and the boys become inseparable. That's the beauty of a firm and long-lasting friendship – you associate with someone and sing their praises in spite of their shortcomings.

- B **Sheila and Margaux**
in *How Should a Person Be?* by Sheila Heti

The protagonist, Sheila, is a divorcee in her twenties writing a play. When she realises she is stuck in a rut she meets a gifted painter, Margaux. The woman turns out to be a godsend as she becomes a source of inspiration for Sheila. Both characters in the novel are based on real people: the writer herself and her friend, whose relationship shifts and evolves as deep friendships do. It sustains itself although it has its ups and downs. On the one hand, the women sometimes quarrel about insignificant things like a dress. On the other hand, however, as she underlines in the prologue, the author appreciates that Margaux is such a laid-back person and that her easy-going attitude to life infects her circle of friends.

- C **Amir and Hassan**
in *The Kite Runner* by Khaled Hosseini

True friends never part and the friends we make when we're very young stay with us forever. Two boys grow up together in Afghanistan. One, Amir, comes from a wealthy, privileged background, the other, Hassan, is poverty-stricken, his caste shunned by all others. But this division can't prevent the bonds of friendship from developing and the boys are inseparable. When he's needed, Amir returns to his homeland to redress past wrongs done to his truest companion.



D Meg, Jo, Beth and Amy
in *Little Women* by Louisa May Alcott

Little Women proves that your blood relations, however different they are from you, can establish an **unbreakable** tie with you and become your most intimate friends. The novel is the story of a nuclear family consisting of four sisters, aged from twelve to sixteen, and their mother. This is a rough time for both the family and the country – the father is away serving as chaplain in the US Civil War. The second oldest, Jo, doesn't condone the idea of any of them ever getting married because she feels this would destroy the emotional bond between them. But as they pass from girlhood to womanhood, Meg, Jo, Beth and Amy remain **devoted** friends and **back** one another **unconditionally** against all the odds.

E Horatio and Hamlet
in *Hamlet* by William Shakespeare

Best friends stand by you through thick and thin and Prince Hamlet is in dire need of succour. King Hamlet was assassinated by his brother, Claudius, who married the protagonist's mother shortly after the murder to ascend the throne of Denmark. King Hamlet's ghost pleads with his son to avenge his tragic death and the young prince decides to feign madness in order to confuse his enemies. Horatio, Prince Hamlet's faithful friend, is the only person that can be trusted with his morally controversial plans. Hamlet's attempt on Claudius's life fails and (SPOILER ALERT! But is there anyone who doesn't know this classic story?) after a series of bloody murders Horatio is the only survivor to recount the protagonist's story. Had Hamlet lived, he would definitely have **appreciated** his loyal friend's love and unwavering support that proved to be stronger than life.

F Jules, Ethan, Jonah, Cathy, Goodman and Ash
in *The Interestings* by Meg Wolitzer

Six artistically gifted teenagers, Jules, Ethan, Jonah, Cathy, Goodman and Ash, meet at a summer camp in 1974. They form a group called 'The Interestings', which is the starting point for a lifelong **bond**. This compelling story tracks the characters' lives over a period of several decades. Their friendship is a **complex** one and Wolitzer manages to show a full range of emotions in a very accurate portrayal of the multiple relationships they develop within the group. Love and **resentment**, equanimity and jealousy are all involved. At the end of the day, being **envious** of a friend is just as natural as being happy for them. The reader sees the characters growing up and slowly aging as the sequence of events unfolds over time. It is incredibly interesting to observe how their friendship adapts to the ever-changing conditions of life.

4 Complete the text with the correct form of the words in blue in the article.

You make a lifelong ¹**bond** with a friend. It's a tie that is ²_____. Of course, as you get older, the relationship develops and it ³_____ and ⁴_____. If that doesn't happen, then you can't ⁵_____ the friendship and you stop being friends. A ⁶_____ friend will always ⁷_____ and ⁸_____ you no matter what your ⁹_____ are. They will accept you ¹⁰_____. It's true that friendships are ¹¹_____ and that makes them difficult to describe. I don't believe a good friend ever feels ¹²_____ or is ¹³_____ of what you have. A true friend will always be happy for you.

WORD STORE 1E **Word pairs**

5 Complete WORD STORE 1E with the words in the box. Use the article to help you if necessary. Then write example sentences.

6 Complete the text with the words in the box. Use the article to help you if necessary.

(**associate** **bond** **count** **envious** **faced**
facet **insight** **portrayal** **stand** **trust**)

The article helps us to understand how complex friendships can be and gives us some light-hearted ¹**insight** into the different ways that they can work. Each section reveals a different ²_____ **of** friendship. The article gives a ³_____ **of** the relationship and of the ⁴_____ **between** different kinds of people. It shows how people sometimes ⁵_____ **with** people from different backgrounds and how friendship is often a mixture of good and bad feelings: ⁶_____ **with** difficulties friends can be ⁷_____ **of** each other as well as willing to ⁸_____ **by** and support each other. In the end, though, friends ⁹_____ each other **with** all their secrets because they know a true friend will always be loyal. You just know you can ¹⁰_____ **on** them to sing your praises!

7 SPEAKING Discuss one of the topics below using words in WORD STORE 1E, Exercise 4 and 6.

- A relationship with a childhood friend that has evolved over the years.
- A difficult relationship with a sibling.
- A film about friendship that you have seen.

1 **SPEAKING** Look at the photo in Exercise 2. Discuss why the man and the dog are such good friends.

2 Read the article and answer the questions.

1 How did the friends meet?

2 Why do you think the story was so popular?

Arthur the Racing Dog

A team of Swedish athletes **were taking part** in a gruelling adventure race in Ecuador, when they came across Arthur (as he is now known). This homeless dog **had been wandering** around their camp, looking for food. No one knew where he **had come** from but one meatball was enough to buy his undying friendship. From then on, he stuck with the team through mud and cold water and, 430 miles later, Arthur crossed the finishing line with his new friends. The story caught the imagination of the world's press and Arthur **has become** a celebrity. His reputation **is growing** and he **has been working** hard for a new charity, the Arthur Foundation, which collects money to look after other homeless dogs in Ecuador. But Arthur's racing days are over. He cheers his teammates on from the comfort of his new home in Sweden. One day the team will hopefully bring home first prize. They **won't have forgotten** Arthur who **will have been waiting** patiently to congratulate them. And you can be sure he **will be looking forward** to taking an active part in the celebrations!



Man's best friend

3 Read the GRAMMAR FOCUS and find an example of each tense in the text in Exercise 2. Explain why each aspect is used.

GRAMMAR FOCUS

Aspect

- You use the **continuous aspect** to describe an action in progress at a point in time and/or an action that continues over a period of time. You then use the **Present Continuous**, **Past Continuous** and **Future Continuous**.
- You use the **perfect aspect** to show a link between two time periods (e.g. two actions). You then use the **Present Perfect**, **Past Perfect** and **Future Perfect**.
- The two aspects can be combined. The **perfect continuous aspect** shows that an action has been, was or will be in progress before a point in time. You then use the **Present Perfect Continuous**, **Past Perfect Continuous** and **Future Perfect Continuous**.

4 Choose the correct option.

Noble, an old sheepdog, ¹*had lost* *had been losing* his sight for years until he went completely blind. He was confined to the kitchen but then help came in an unexpected form. Tiger, a young cat, ²*was adopting / had adopted* the farm as his home. He was bullied by other cats so he decided to befriend the old dog. When the other cats ³*were bullying / had bullied* him, Tiger would run to Noble. Since then, the friendship between the animals ⁴*has grown / was growing*. They sleep together in Noble's bed and eat out of the same dish. But the most amazing thing is that the cat ⁵*was becoming / has become* Noble's guide. Tiger ⁶*has opened / was opening* new doors for him, literally and figuratively. At the end of this month, Tiger ⁷*will have been living / has been living* at the farm for just over a year and the change to both of their lives has been amazing.

5 Complete the story with the correct form of the verbs in brackets.

I ¹*had been wanting* (want) a dog and I was happy when Dad brought home a puppy. Dad ²_____ (discover) him on the street on his way home from work. As of yesterday, our dog ³_____ (live) with us for over twelve years. He ⁴_____ (have) a very happy life but now he's very old. He ⁵_____ (find) it difficult to walk and he's almost deaf. By this time next week, he ⁶_____ (have) an operation on his hip. If the operation goes well, he ⁷_____ (play) in the garden in a few weeks.

6 **SPEAKING** Think of a story to go with the photo. Discuss with a partner and make notes about what:

- happened before the animals met,
- happened the first time they met,
- is happening in the present,
- will happen in the future.



7 **SPEAKING** Change pairs and tell each other your version of the story. Use as many verb forms as possible. Are your versions very different?

1.4

USE OF ENGLISH

Future in the past

I can use a range of tenses and expressions to talk about plans made in the past.

- 1 **SPEAKING** Look at the post. Discuss why this person is giving away a free airline ticket.



Is your name Elizabeth Gallagher? Are you from Canada? Contact me to get a free round-the-world ticket!

Submitted 1 day ago • by Jordan

Air Company			
Name of passenger ELIZABETH GALLAGHER			
From New York	Flight IAF123	Date 21 DEC 14	Time 07:15
To Milan			
Gate 05	Boarding till 06:40	Seat 15A	

- 2 **1.7 SPEAKING** Listen to a short news story about the post in Exercise 1. Discuss the questions.

- Was your guess correct?
- Would you give a ticket to a complete stranger? Why?/Why not?
- Would you go on the trip? Why?/Why not?

- 3 **1.7** Listen again and choose the options you hear.

- They were *on the verge of taking / about to take* a romantic trip.
- They were *going to / planning to* travel around the world.
- They would *have / spend* Christmas Day in Vienna.
- They were *visiting / seeing* eight countries.
- It was *to / going to* be the trip of a lifetime.
- But shortly before the trip was *supposed to / due to* take place, the couple split up.
- He wasn't *planning on missing out / about to miss out* on the trip as well.
- He also wanted to share the ticket with someone who would not otherwise *go on / be able to afford* the trip.

- 4 Read the **LANGUAGE FOCUS** and find another example in Exercise 3 for each future in the past form.

LANGUAGE FOCUS

Future in the past

- You can use a number of verb forms to talk about an event or plan that was in the future at a point in the past.

Past Continuous

They **were visiting** eight countries.

was/were going to

They **were going to** travel around the world.

would/wouldn't

They **would spend** Christmas Day in Vienna.

- You can also use **phrases with be** to talk about intentions you had in the past.

They **were on the verge of** taking a romantic trip.

Other phrases: **be about to** (go), **be supposed to** (fly), **be on the point of** (starting)

- 5 Complete the text with the words in the box.

~~about~~ going point was wasn't would

When I was about fifteen, I went through a rebellious phase. I'd decided that school wasn't for me and I was ¹*about* to leave. I ² _____ intending to take any exams and I didn't have any clear ideas about what I ³ _____ do once I left. Then, just as I was on the ⁴ _____ of leaving, a new Maths teacher took over our classes. Little did I know that he ⁵ _____ going to be the person who changed everything for me. He was funny and clever and he wasn't ⁶ _____ to let me leave school without a clear plan. He introduced me to coding and opened a door to my future as a software developer.

- 6 **USE OF ENGLISH** Rewrite the sentences using the words in capitals.

- He was about to start a new course that week. **BEGINNING**
- I was seriously considering selling my guitar. **VERGE**
- I was sure the exam results were going to decide my future career. **WOULD**
- I knew exactly what I was going to do for the next six months. **DOING**
- We had to be home at eleven o'clock. **SUPPOSED**

- 7 Match the plans in Exercise 6 with what actually happened.

- But that felt very restricting, so I did something impetuous. ☒
- But I was wrong! I went on to do a completely different job. ☐
- But it was cancelled at the last minute. ☐
- However, my grandmother persuaded me not to. ☐
- But time slipped by and it was three a.m. when we eventually got home! ☐

- 8 **SPEAKING** Think of a time when you had to change your plans. Discuss what happened. Use as many of the forms from the **LANGUAGE FOCUS** as possible.

1.5

LISTENING

Note completion

I can understand specific details and identify a chronological sequence in an extended description.



1 **SPEAKING** Read the sayings and discuss what they tell us about first impressions. Which one best reflects your experience? Why?

2 **1.8** Listen to Jen talking about an experiment which explores how we form first impressions and answer the questions.

- 1 What did she have to do?
- 2 Did her friend's group have to do the same?
- 3 What did the experiment show?

A Don't judge a book by its cover.

B It takes seven seconds to make a first impression.

D First impressions last forever.

EXAM FOCUS Note completion

3 **1.8** Listen again and complete sentences 1–8 with a word or a short phrase.

- 1 Jen was interested in the experiment because she was writing a(n) _____ about the same topic that semester.
- 2 During the experiment, Jen learnt that some of the people often did _____.
- 3 Jen thought that a _____ might be part of the next step in the experiment.
- 4 Jen found the second part of the experiment very _____ as she had so little time to make judgments.
- 5 Her friend had a different _____ in the second part.
- 6 Jen's friend was given a _____ time to get her impression.
- 7 Jen felt _____ when she found out that some of the information was false.
- 8 Jen thought the fact that our first impressions are based on physical appearance alone was quite _____.

4 Put the stages of the experiment in the correct order.

- a The volunteers were divided into two groups. ☐
- b They looked at the faces again and categorised them as trustworthy or untrustworthy. ☐
- c The researchers chose some photos of various people and added some info about each person. ☒
- d They had volunteers study the faces and the descriptions and try to remember as much as possible. ☐
- e The team explained the background to the test. ☐

5 **SPEAKING** Discuss the questions.

- 1 Would you like to participate in such a study?
- 2 Were you surprised by the results? Why?/Why not?
- 3 If you were a scientist, would you carry out this experiment in the same way?

WORD STORE 1F Collocations

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

7 Complete the sentences with the collocations in WORD STORE 1F.

- 1 He often volunteers for various kinds of _____.
- 2 He got into trouble with the police and ended up with a(n) _____.
- 3 My aunt's life changed in a(n) _____ when she met her future husband: it was love at first sight!
- 4 I thought of her as a(n) _____ and was shocked when she was arrested.
- 5 She was arrested for the _____ of shoplifting.
- 6 I had no reason to distrust him but I just did. It was a(n) _____.

8 Think of characters or real people who match the descriptions in Exercise 7. Tell your partner.

9 **1.10** Complete the table with the correct form of the words in the recording. Then listen and check.

NOUN	VERB	ADJECTIVE
1 <u>coincidence</u>	coincide	_____
2 _____	contradict	_____
3 <u>impression</u>	_____	_____
4 _____	_____	long
5 <u>volunteer</u>	_____	_____

10 **SPEAKING** Think of the last new person you met and discuss the questions.

- 1 Where did you meet?
- 2 What was your first impression? Why did you think this?
- 3 Has your opinion of this person changed since you met? Why?/Why not?

1.6

SPEAKING

Speculating about appearance

I can introduce and justify my speculations about a person's appearance.

- 1 Look at the photos and descriptions. Which person best fits each description? What other words or phrases would you use to describe the people?

- free and easy
- pensive and melancholic
- takes himself/herself too seriously
- aloof and distant
- introspective and thoughtful
- has got all the time in the world
- uptight and anxious
- fun-loving and content

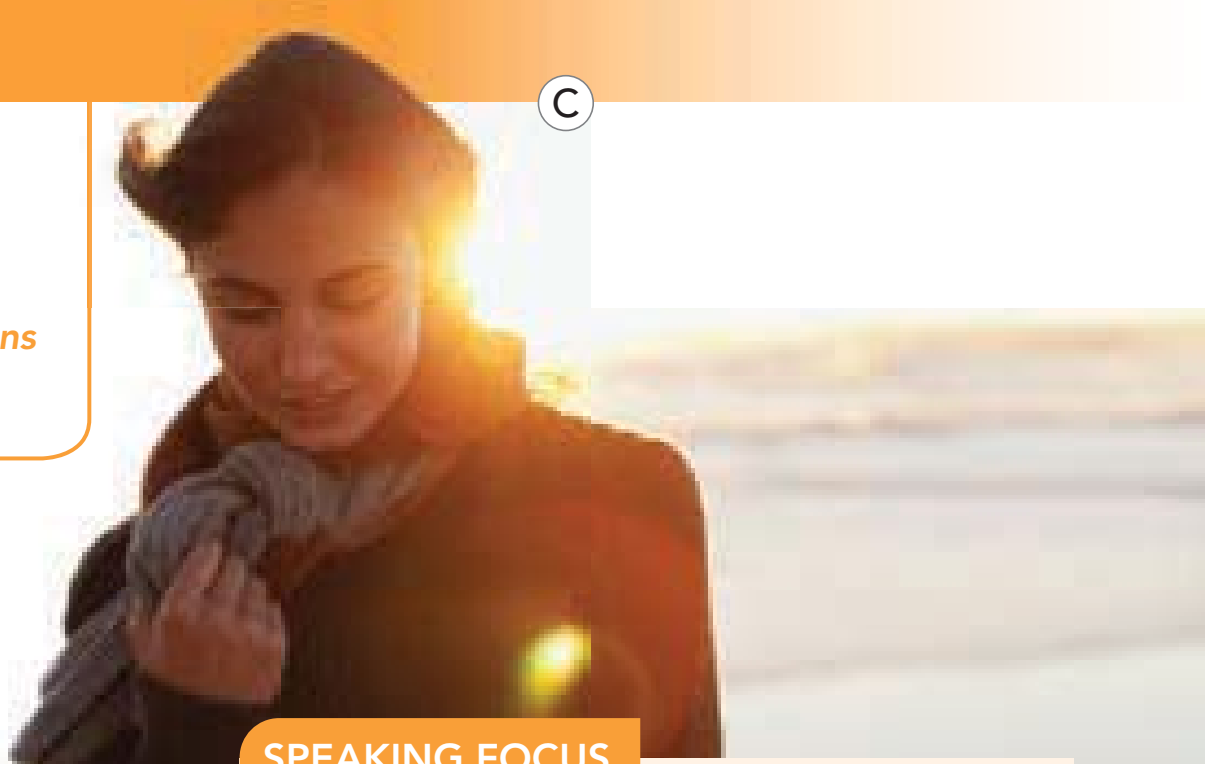
A



B



C



SPEAKING FOCUS

Offering initial thoughts

When I first saw the photo, ...

At first glance, ...

She/He looks quite + adj/a bit of a + noun

It looks to me as if ...

My initial impression was ...

Justifying your speculations

I'm assuming he's/she's ... because ...

It's more than just his/her ...

It's something to do with ...

There's something about the ...

Judging by the way he's/she's ...

Rethinking your ideas

On closer inspection, I'd say ...

Having said that, he/she may be ...

Mind you/Then again, I could be wrong.

Hedging

It's hard to say but ...

I can't be certain but ...

I'm only guessing but ...

Going purely on appearance, I'd say he/she ...

I could be wrong but my gut feeling is that ...

- 2 **SPEAKING** Compare your answers in Exercise 1 with a partner. Were they similar? Give reasons for your answers if they were different.
- 3 **1.11** Listen to Chris and Jess talking about one of the photos. Which one is Jess describing? Which phrases does she use from Exercise 1?
- 4 **1.11** Read the **SPEAKING FOCUS** and complete the text with one word in each gap. Then listen to Jess again and check.

Well, she ¹ _____ a bit of a mystery. I mean, kind of aloof and distant, not really the free and easy type. I can't really see much of her because of the low light but I can just make out her facial expression. At first ² _____, I thought she looked a bit pensive and melancholic or even as if she might be angry or upset. But, on closer ³ _____, I'd say, although she looks introspective and thoughtful at the same time she seems happy ... or maybe content is the right word. ⁴ _____ by the sunset, I'd say she's at the end of a long, relaxing walk on the beach. It's not really her facial expression that makes me think she's content, it's ⁵ _____ to do with the setting and the way she seems to be lost in herself, like she's got all the time in the world and is deep in thought ...

But ⁶ _____ again, I could be wrong about all of that. I mean, it isn't a very natural shot. It's ⁷ _____ to say but it almost seems a bit staged. I mean she's posing, isn't she? And there's ⁸ _____ about the angle, as if the photographer wanted to get the lighting just right ...

- 5 **SPEAKING** Look again at Photo A and with your partner choose the options that you think best describe the person. Give reasons for your answers using details from the photo.

- 1 She is a(n) actress / student / artist.
- 2 She's distant / fun-loving / content and generally pretty uptight / sociable / chatty.
- 3 She enjoys spending time with friends / reading / discussing current affairs.
- 4 She also likes spending time in the countryside / at a spa / at a trendy café and doing yoga / working out / cooking.

- 6 **SPEAKING** Talk about the person in Photo B. Use the **SPEAKING FOCUS** and the questions below to help you.

- 1 What do you think he does for a living? Why?
- 2 What kind of personality does he have? Why?
- 3 What does he enjoy doing? What makes you think that?
- 4 Would you like to meet him? Why?/Why not?



WRITING

A formal email/letter

I can write a formal email/letter of invitation with appropriate register and conventions.

- 1 **SPEAKING** Look at the photos on the poster and discuss the questions.
- 1 What are the people doing in each of the photos?

2 How important is it for families to spend free time together? Why?

3 What places, events and activities are popular with families wanting to spend time together in your country?
- 2 **SPEAKING** Look at the poster again and read the information. Discuss the questions.
- If you were to organise such an event at your school,

• when and where would you hold it?

• what kind of entertainment would you opt for? Why?

• who would you contact to ask for help?
- 3 Read the email written by Julia, one of the students involved in organising Family Day, and answer the questions.
- 1 Why is Julia writing?

2 Who is Mrs Lund?

3 What does Julia want her to do?

4 How might Mrs Lund benefit?
- 4 **SPEAKING** Discuss how the sections in purple could be changed to make the email sound more formal.
- 1 The writer should use full forms rather than contractions.

FAMILY DAY

Join us for Family Day and have fun while supporting the work of organisations that assist disadvantaged families in our region. Profits from the day will be used to help further their efforts. The event has been proudly conceived and organised by our enterprising final year students and their teachers.

Brownswood Secondary School
Saturday 21st May
10 a.m. – 4 p.m.

Entry
£2 per adult.
Kids under 12
free!



To: Mrs Lund

Subject: Family Day

Dear Mrs Lund,

My name is Julia Spritely and ¹**I'm** a student at Brownswood Secondary School, in Lancaster. I am ²**getting in touch** on behalf of my classmates and our teachers to inform you that we are ³**putting together** a charity event at the school and to ask if ⁴**you'd like to help us with our plans.**

We want to ⁵**sort of** provide a fun day out for local families and at the same time to tell people more about the troubles of the disadvantaged living in the city, and of the charitable work undertaken by organisations such as the one you represent. ⁶**We've got our fingers crossed** that Family Day will attract ⁷**loads of** visitors and that the money raised will be used to help families in need deal with problems caused by low income, illness and disability.

⁸**Anyway**, as you are a local MP and the chairperson of the charity Families First, we would be happy if you would think about being our guest of honour on the day. ⁹**Do you want to help us?** We would appreciate it if you could give a short talk during our opening ceremony. ¹⁰**Actually**, we would also like you to be there throughout the day and would like to invite you to come with your own family and enjoy the fun.

If you are willing to be involved in the day, ¹¹**that would be awesome** and we would happily donate all our proceeds to Families First. ¹²**It sounds like a good deal, doesn't it?**

Yours sincerely,

Julia Spritely

- **Family entertainment: waterslide, races and competitions, DJ, face-painting**
- **Food and drinks stalls**
- **Summer market**
- **Concert and special guests**
- **Educational exhibitions**



- 5 Read the **WRITING FOCUS** and compare the rules with your ideas from Exercise 4.

WRITING FOCUS

Formal style

- Use full forms rather than contractions.
I am NOT ~~I'm~~
you would NOT ~~you'd~~
- Choose single verbs rather than phrasal verbs or colloquial phrases.
writing NOT ~~getting in touch~~
organising NOT ~~putting together~~
- Avoid colloquial phrases and question tags.
It is hoped that ... NOT ~~We've got our fingers crossed that ...~~
We would be greatly honoured ... NOT ~~that would be awesome~~
I think both your charity and our community will benefit from your participation. NOT ~~It sounds like a good deal, doesn't it?~~
- Use formal quantifiers and qualifiers.
numerous/a significant number of NOT ~~lots of/loads of~~
partially/in part NOT ~~sort of~~
- Avoid spoken discourse markers.
well/anyway/actually
- Address the reader less directly.
Should you agree to help us ... NOT ~~Do you want to help us?~~

- 6 **USE OF ENGLISH** Rewrite the sentences so they are more formal. Use the words in capitals and the **WRITING FOCUS** to help you.
- 1 There are lots of charitable ventures which have become major annual events. **NUMBER**
 - 2 I'm writing to ask if you'd like to join in. **PARTICIPATE**
 - 3 We can't wait to see you on the day. **FORWARD**
 - 4 We want to raise money for the local orphanage. **AIM**
 - 5 We'll be so grateful if you help us. **SHOULD**
- 7 Complete the **LANGUAGE FOCUS** with the less formal underlined words and phrases in Julia's email.

LANGUAGE FOCUS

Formal vocabulary

- 1 fellow students – classmates
- 2 deliver a speech – _____
- 3 value your presence – _____
- 4 the aim of the event is to – _____
- 5 contend with – _____
- 6 raise awareness of – _____
- 7 attend – _____
- 8 be willing to collaborate with – _____
- 9 extremely grateful – _____
- 10 plight – _____
- 11 consider – _____
- 12 in this venture – _____

- 8 Rewrite Julia's email to make it more formal. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

SHOW WHAT YOU'VE LEARNT

- 9 Complete the writing task. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

You are a volunteer at a local youth centre that organises events and activities for teenagers aged from fourteen to sixteen during the school holidays. You have been asked to invite some guest speakers with interesting or unusual jobs to come to the centre and talk to the teenagers. Write a letter to someone you feel would be suitable. You should explain:

- the reasons for organising a series of speakers,
- why you think teenagers would be interested in this person,
- the details of the event.

VOCABULARY

1 Replace the underlined phrases with words with a similar meaning including the words in brackets.

They say I ¹bear a resemblance to (**take**) my grandfather both in looks and personality. He was a very kind and tolerant person who ²was never critical of (**word**) anybody. He was also very generous. I remember he would often take me and my siblings out for dinner and pay the huge restaurant bill without ³showing any surprise or concern (**batting**). On the other hand, he ⁴was very firm (**foot**) if any of his grandchildren were badly behaved. Looking at old photographs of family gatherings always ⁵reminds me (**conjures**) of the fun we had together. I do miss him. He lived to the ⁶advanced (**ripe**) age of ninety and when I think back to my grandfather I'm reminded that old people should be ⁷honoured and respected (**looked**) because they have gained a lot more experience and wisdom than us.

2 Choose the correct option.

- The police have decided to get tougher on minor citizens / crimes / records in the future.
- In this job you sometimes have to make decisions in a split / fair / dizzy second.
- Having a criminal praise / record / insight can seriously jeopardise your future prospects.
- Be careful dealing with Matt. He's had more than his fair share / shift / second of trouble with the law.
- Paula must be a good role model – Jon's always singing her stature / praises / manner.
- My gut / split / alert reaction was to run. What can I say? I'm a coward.
- Everybody should aspire to be a(n) compelling / captivating / upstanding citizen – the world would be a better place.

3 Complete the sentences with the prepositions in the box. Some prepositions can be used more than once.

(in into of on with)

- Williams's portrayal offers us a fascinating insight _____ the world of a single mother.
- I'll be there on time, I promise. Don't worry, you can count _____ me!
- Did you know that twins are often envious _____ each other?
- We should encourage children to associate _____ people from other backgrounds.
- I know Jake's on my side – he was nodding _____ approval the whole time I was speaking.
- Honesty and respect are the two major facets _____ a good friendship.
- The poverty-stricken are often faced _____ problems that we can't even begin to imagine.

GRAMMAR

4 Choose the correct option.

Sam and I ¹*have known / have been knowing* each other since we were at primary school. We ²*met / were meeting* at a friend's birthday party and immediately ³*had discovered / discovered* we had a lot in common. In fact, we ⁴*were talking / had been talking* for so long that it was difficult to get us home. I remember that for weeks before the party my mother ⁵*had told / had been telling* me to be more sociable so she got her wish! Anyway, from that time on we ⁶*are spending / have been spending* most of our free time together. By this time next month, we ⁷*will have been going / will be gone* around together for six years. I hope that in six years from now we ⁸*will still be doing / will still have done* that.

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

(attend finish play see speak
study walk want)

- We _____ each other for over a month when she called it off.
- We _____ together in the same band for a year now. We'll be bigger than The Beatles one day!
- It's the first time we _____ actually. He's really nice, isn't he?
- Let's start heading home. Hopefully, the match _____ by the time we get back. I can't stand football.
- I _____ to be in the choir for years. So when I finally got accepted I was over the moon!
- The test is tomorrow morning and I've got so much to revise. At this rate I _____ till midnight.
- When I last saw Sarah she _____ down the High Street arm in arm with Jake.
- This time next Friday we _____ this chess club regularly for exactly two years.

USE OF ENGLISH

6 Complete the sentences with one word in each gap. The first letter of each word is given.

- They said they were **g**_____ to be here early but it's already 9:30!
- I was **s**_____ to referee the match but it was cancelled.
- Did you expect that they **w**_____ make up and become friends again?
- He was nervous as the concert was **s**_____ in a few minutes. It was his first ever gig.
- We weren't able to finish our conversation. We had to take our seats as the plane was **a**_____ to take off.
- Sorry, some friends called just as I was on the **v**_____ of leaving. That's why I'm late.

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

My best friend is called Zach. We attended the same primary school and we've grown up together. What can I tell you about him? He comes from a rather privileged ¹ _____, his manner is gentle and ² _____ and he always sees the best in people. He's very open-minded and is one of the most ³ _____ people I know when it comes to dealing with others. Another reason why we get on with each other so well is that we have a lot in common. He often comes over to my house and we spend hours just ⁴ _____ out and talking. There's definitely a strong ⁵ _____ between us and I know I can depend on him. If I'm having a hard time, I usually try to ⁶ _____ on a brave face and pretend nothing is wrong. But he knows when I'm hiding something and encourages me to talk about it. Even if we go our separate ways after college, I know we will always ⁷ _____ in touch with each other. I really do believe there's a(n) ⁸ _____ tie between us.

- | | | | |
|-----------------|-----------------|---------------|---------------|
| 1 A history | B background | C upbringing | D house |
| 2 A unconfident | B unassuming | C insecure | D unworried |
| 3 A acceptable | B irreverent | C thankful | D considerate |
| 4 A hanging | B going | C walking | D staying |
| 5 A link | B chain | C bond | D knot |
| 6 A place | B put | C pose | D set |
| 7 A keep | B continue | C get | D carry on |
| 8 A devoted | B unconditional | C unbreakable | D obstinate |

8 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and six words in each gap, but do not change the word in capitals.

- 1 The plan was that we should be at the station at four but we didn't get there in time.
We _____ at the station at four but we didn't get there in time. **DUE**
- 2 Next September, it will be four years since my family came to live here.
By next September my family will have been living here for/will been here for four years. **BEEN**
- 3 It was well known that they were rivals and it had been years since they'd agreed about anything.
It was well known that they were rivals and that they had been disagreeing (about everything) for years. **DISAGREEING**
- 4 My grandmother was going to come over in a taxi but in the end she walked.
My grandmother had been planning on coming over/been planning to come over in a taxi but in the end she walked here. **PLANNING**
- 5 It's two weeks since Maria and her cousin quarrelled and they're still not speaking.
Maria and her cousin fell out two weeks ago and they haven't n't spoken since then. **FELL**

LISTENING

- 9  1.12 Listen to a talk about arguing. Complete the notes with information from the talk. Use a word or a short phrase. You will hear the recording twice.
- 1 Arguments-as-proof are meant to prove or disprove a _____.
 - 2 Arguments-as-presentation need a(n) _____.
 - 3 The speaker considers arguing to be a(n) _____ outcome of interacting with some of the people we meet.
 - 4 People who argue with friends or family are often _____ towards other people.
 - 5 One of the benefits of arguing is that people have longer _____.
 - 6 People who do not express their feelings can be compared to a/an _____.
 - 7 The speaker suggests that an argument is equivalent to _____.
 - 8 As long as you avoid _____, a good argument can actually create stronger bonds between people.

WRITING

10 Read the advertisement from a website. Write an email in reply.

One of the most important and yet least understood areas of psychology concerns the role of friends in our lives. To help us with our research into friendship, we invite readers to write and tell us why their close friends are important to them, how they maintain their friendships and if the nature of their friendship has changed over time.



2

Learning for life

I have never let my schooling interfere with my education.

Mark Twain

DOCUMENTARY VIDEO



THE COST OF A GOOD EDUCATION

 2 Watch the documentary video. For the worksheet, go to page 113.

2.1

VOCABULARY

Studying and exams • exaggerated synonyms • phrasal verbs • phrases to describe being relaxed/stressed

I can talk about studying and exams.

SHOW WHAT YOU KNOW

- 1 Write down the verb form of these nouns and adjectives. What do the verbs have in common?

familiar general memory organisation personal
plagiarism rational recognition revision summary visual

familiarise

- 2 **SPEAKING** Use the verbs you wrote in Exercise 1 to discuss useful skills when studying or taking exams.

Exams, exams

If you are revising for upcoming exams, you may well be surrounded by tons of paper and sticky notes. What techniques do you find work for you? And how are you feeling about your **looming** exams?

GCSEs – Daniel

- 5 I sit at my desk, faced with piles of revision files, **frazzled** and frustrated by my improvised timetable. A few moments ago, I was **swimming in** Spanish irregular
10 verbs. Later today, I will revise Geography, Maths and Chemistry. It's not necessarily the content that I find difficult but the range
15 of knowledge. We **flit** between subjects, and at times, it seems we are being tested on nothing but facts. My friends and I have found Google Docs useful for exchanging
20 notes, and mobile trivia game apps are a fun, if not particularly efficient, way of topping up our foreign vocab.

- 3 Read about the revision experiences of three students below. Whose experience do you most relate to? Why?
- 4 Read the text again and answer the questions.
- 1 How does Daniel feel about his exams?
 - 2 What is Daniel so stressed about?
 - 3 Why are secondary school exams more challenging compared with primary school ones?
 - 4 What do Jacob's teachers keep telling him?
 - 5 Why does Layli reread her notes several times?
 - 6 What else does Layli do as the exams draw closer?
- 5 **SPEAKING** What are your revision techniques? Discuss in pairs.

A levels – Jacob

- Revising for end of secondary school exams is a different kind of **minefield** than in primary school. There's more content to learn for each exam and you're expected to **regurgitate** more in less time. That's why an entire wall of my room is **plastered** in scribbled notes.
- 30 I do my revision in four stages. Firstly, I take notes from the textbook on huge A3 sheets, then I condense it on to miniflashcards, then I type it all up. Stage four, which will commence a week before the exams, consists of doing past papers.
- 35 It's being **hammered** into us that you only deserve a place at a good university if you notch up a certain amount of marks. More than ever before, the pressure is on.

University finals – Layli

- At university, most tasks are reading- and discussion-based and so a coherent set of written up notes is hard to come by. At school, teachers organise revision sessions leading up to the exam; at university, you have to work out your own timetable.
- 45 I find it difficult to retain the information from everything I read, and to set it out in clear notes. This leads to me reading and rereading in the hope that the knowledge will somehow become second nature.
- 50 Revision time is **manic** and, as exams draw closer, anxiety starts to kick in. I now need to set my alarm, get to the library, make those notes I never made, read **all the** books **under the sun**, then organise my thoughts and prepare to argue persuasively on a given topic. At university, you just have to find some method in the madness and get on with it.

WORD STORE 2A Exaggerated synonyms

- 6 **1.13** Complete WORD STORE 2A with the correct forms of the words in red in the text. Then listen and check.
- 7 Complete Sarah's email with the correct forms of the words in WORD STORE 2A.

Dear Kim,

Choosing which university to attend is a ¹ _____. I am constantly ² _____ between different options and I am having a terrible time trying to narrow them down. I've read ³ _____ but apart from ⁴ _____ in how crucial it is to choose the right one, it hasn't really helped. I'm ⁵ _____ in course descriptions and application information and I could ⁶ _____ the advantages and disadvantages of each university in my sleep. My teachers are ⁷ _____ with end-of-year exams so they haven't been able to offer any guidance. I'm getting so ⁸ _____ that my face is ⁹ _____ in spots and the application deadlines are ¹⁰ _____. Help!

Sarah

WORD STORE 2B Phrasal verbs

- 8 **1.14** Complete WORD STORE 2B with the underlined phrasal verbs in the text. Then listen and check.
- 9 Add the correct form of a phrasal verb in WORD STORE 2B which collocates with two items in each set. Which item doesn't collocate in each set?
- 1 _____ your drink / your dinner / your phone
 - 2 _____ a win / an exam / a score
 - 3 _____ help / tough decisions / bankruptcy
 - 4 _____ the war / graduation / the notes
 - 5 _____ an agenda / my diary / your conditions
 - 6 easy to / opposed to / impossible to _____
 - 7 contentment / panic / the medication _____

WORD STORE 2C EXTRA Phrasal verbs with up

- 10 **1.15** Listen to the conversation between Sarah and Ben and complete the sentences with the correct form of the words in the box.

(brush cook lap lighten pile summon)

- 1 I've got to catch up on my work – it's starting to _____ up.
 - 2 I need to _____ up on my French.
 - 3 You need to _____ up a better excuse than that.
 - 4 Oh _____ up! It's Friday night.
 - 5 You love history – you _____ it up.
 - 6 I've _____ up the courage to ask you out.
- 11 **1.16** Complete WORD STORE 2C with the phrasal verbs in Exercise 10. Then listen and check.

WORD STORE 2D Relaxed/stressed

- 12 **1.17** Listen to Amy, Matt, Rob and Sally and find out who copes best/worst with exams.
- 13 **1.17** Listen again and complete WORD STORE 2D with the missing words.

2.2

READING

Gapped text

I can understand the structure of a text using contextual, grammatical and lexical clues.

- 1 **SPEAKING** Think of at least three reasons why somebody would want to study abroad.
- 2 Read quickly the main part of the article and find out why James wants to study abroad. Are his reasons similar to yours?

EXAM FOCUS Gapped text

- 3 Read the article again. Complete gaps 1–6 in the text with paragraphs A–G. There is one extra paragraph.
 - A Mairi Wightman, twenty, is a University College London Geography student spending a year abroad in Singapore. She stresses that it should not be underestimated how much a different climate can affect day-to-day life and that as much admin as possible should be taken care of before getting on the plane.
 - B However prepared you are, studying abroad is not for everyone and I am yet to discover whether or not it will suit me. I know plenty of people who regret not applying and almost nobody who has the same reservations about their decision to go.
 - C In the face of all this familiarity, I have made the slightly impulsive decision to spend a term of my final and most important year studying in Germany, despite speaking absolutely no words of the language.
 - D There is however a point to these ramblings, beyond giving you something to laugh at. I've travelled a fair amount, and as a result of this, I thought I was beyond prepared and that I would breeze through any culture shock and instantly acclimatise. As I discovered, this can be a risky attitude to take.
 - E From a financial standpoint the ERASMUS programme in particular is a very attractive opportunity, particularly for London students used to high living costs. In addition to the regular student loan, students get a grant, which varies according to the living costs of the country in question.
 - F But there are some administrative hurdles to get through first. Logistically speaking, it's very different to previous application processes that any student might have experienced. Universities have study abroad teams, host preparation talks and they tell you what you need to do but it requires a lot of independent effort.
 - G I'm sure that many students weigh up studying abroad as a series of pros and cons, or a question of whether the grass will be greener on the other side. I would argue that students should think less about whether heading abroad is going to be 'better' and simply view it as an unparalleled opportunity to step outside of their comfort zone.



1.18

Study Abroad: Take a Leap into the Unknown

There is no better way to break the monotony of everyday university life than choosing to study overseas; a little bit of impulse can go a long way, says James Connington.

- 5 University so far has been a bit of a challenge but one that has become familiar with repetition. Heading into my third year, I am used to life in London, used to what is expected of me by University College London (I think) and used to justifying my **exorbitant** rent to my friends in different parts of the
- 10 country. Life has fallen into a comfortable series of routines; I go to lectures, work part time, write a lot of essays and muster the energy to go out when possible.
- 1 My _____
My modules are taught in English and many Germans speak it well, but according to the **ever-reliable** Wikipedia®, I will
- 15 be unable to communicate with around 36 percent of the population. I'm currently in the preparation phase of this adventure, with roughly six weeks to go until I fly out to the former German capital, Bonn. I have many justifications for this leap into the unknown. Like the thousands of other students
- 20 heading abroad from the UK this coming year, my reasons include life experience, a desire to travel and something to stand out from the crowd on a CV. The main one, however, is simply to break up what has become routine and to experience the excitement of a new city and a new university all over again.
- 2 _____
However, there are many students each year who let themselves get put off during the application stage. Of course, a lot of people simply don't want to study abroad, but for those who just
- 25 get cold feet, I think a little bit of impulse can go a long way. Once you're committed to the process, dealing with the prospect of living abroad becomes **substantially** easier and you
- 30 **actively** look for the positives rather than any downsides.



3 _____
Arranging visas, sorting out accommodation both abroad and for your return, registering for modules and meeting all of the deadlines for paperwork is solely up to you. You will
35 get prodded by your university but you need to take a proactive approach, as study abroad teams tend to be small, whilst the number of students being sent and received is vast.

4 _____
Many of those venturing further afield outside of this
40 programme have already left and can provide some valuable lessons for those still preparing to go. Utilising pre-existing networks of students can provide invaluable information that can make all the difference to daily life abroad.

5 _____
Marcus Baird, twenty, a student from the same university,
45 and currently spending a term in Adelaide, Australia, adds to this with advice on the importance of researching your accommodation thoroughly beforehand. Prices can vary wildly and it can be hard to gauge the best locations from online maps alone. Also important is to come prepared for
50 any mishaps, which means having important documents to hand, as well as key phrases memorised if you don't speak the language.

6 _____
So all things considered, I would encourage those teetering on the edge to give it serious thought before dismissing the
55 idea altogether.

4 **SPEAKING** Replace the words underlined below with stronger adjectives or adverbs in blue in the article. Which sentences are true for you? Give reasons for your answers.

- 1 I am very involved in school programmes.
I am actively involved in school programmes.
- 2 I usually research a new place well before I travel there.
- 3 Part-time work experience will prove very useful in future.
- 4 My dependable friends always meet me on time.
- 5 I am going to need a much increased allowance!
- 6 I think that entry tickets to the clubs round here are much too high.

5 **Complete the sentences with one word in each gap. Use the underlined phrases in the article to help you.**

- 1 Last year, Helen made the slightly impulsive decision to study abroad.
- 2 Young travellers often get _____ before a big trip. But in the end, they always step outside of their _____ and try something new.
- 3 I think you need to take a _____ in life – you can't wait around for things to happen!
- 4 I'm always venturing _____ when I travel – I like to go to places that most other people don't manage to get to.
- 5 We were _____ on the _____ before we decided to go on the hike. But in the end we were able to _____ the energy to get off the sofa and it turned out to be a great day.
- 6 Leah thought she would _____ through any culture shock, but in fact she found it difficult to adjust to life abroad.
- 7 Studying in another country doesn't need to be a _____ into the unknown. By _____ pre-existing networks you can make friends and find a place to live.

WORD STORE 2E Collocations

6 **Complete WORD STORE 2E with the words in the box. Use the article to help you if necessary. Then write example sentences.**

7 **SPEAKING** What advice would you give a foreign student thinking of studying in your country? Think about the points below and add one more of your own. Explain your advice to a partner using the words and phrases in WORD STORE 2E, Exercise 4 and 5.

- choosing a university
- finding accommodation
- learning the language
- understanding the culture
- preparing for the climate

2.3

GRAMMAR

Speculating

I can use a variety of modal verbs to speculate about the past, the present and the future.

- 1 **SPEAKING** Look at the photo and the definition. Discuss what the people are doing and how this might relate to 'communities of practice'.

Communities of practice are groups of people who learn how to do something, or perfect a skill, by repeatedly doing that thing together. There are no leaders, formal teachers or students, just people enjoying a shared passion.



- 2 **1.19** Listen to a discussion about the activity in Exercise 1 and answer the questions.
- 1 What is the activity?
 - 2 Are the speakers part of the community or observers?
 - 3 What might be the pros and cons of learning from a community of practice versus from a teacher?
- 3 **1.19** Listen again and complete each structure in blue with one word.

Extract 1

B: The original group members ¹*may have been doing* it for years while the younger ones ² *have been taught* more recently. Some of these really young ones ³ *just have joined* the group. See the guy in the white T-shirt – he ⁴ *have been doing* it for a couple of years, I'd say.

Extract 2

- A: Yes, I saw them recording one trick on their smartphones the other day. Why do they do that? I thought it ⁵ *be* so they could learn from the more experienced members of the group ...
- B: Well, yes, they ⁶ *well be doing* it so they can watch the clips afterwards and talk about the techniques. But the guy in the white T-shirt ⁷ *watch* the film later too. If he does, it ⁸ *certainly be* to help him improve his technique.
- A: And how do you think he learnt that move to start with? I mean, he ⁹ *have learnt* it by himself ...
- B: Who knows? He ¹⁰ *have been* part of another group and moved on to form his own tricking gang or he ¹¹ *have learnt* the first tricks online.

- 4 Read the GRAMMAR FOCUS and find examples in Exercise 3 where the speaker is:

- a guessing about an action that's in progress.
- b certain about a reason for doing sth in the present.
- c certain about sth that started in the past and continues in the present.
- d guessing about sth that happened in the past.
- e certain that sth didn't happen in the past.
- f guessing about sth in the future.
- g certain about sth in the future.
- h guessing about sth that happened in the past using the Passive.
- i guessing about an action continuing in the present.

GRAMMAR FOCUS

Speculating

- You can use the modal verbs *must/may/might/could/can't* to speculate about the present and past:
modal verb + infinitive (present states)
*They **may not be** aware of the risks.*
modal verb + be + -ing form (events now in progress)
*They **may be filming** their tricks.*
modal verb + have + Past Participle (finished events in the past)
*Others **could have joined** their community.*
modal verb + have been + Past Participle (finished events in the Passive Voice in the past)
*The tyres **could have been brought** by someone's father.*
modal verb + have been + -ing form (events that started in the past and continue in the present)
*They **may have been doing** it for years.*
- You can use the modal verbs *may/might/could* + infinitive or *will/won't* + adverb to speculate about the future:
*He **could win** the competition next year.*
*He **may not join** the club.*
*She **will probably start** next week.*
*He **definitely won't come**.*

- 5 Choose the correct option.

If you're in Brazil, you might ¹*want* / *have wanted* to join a samba school. But when you get there, you could ² *be* / *have been* surprised by what you see. I certainly was! In fact, the surprise must ³*show* / *have shown* very obviously on my face! If you have ever attended a dancing school in the UK, you will almost certainly ⁴ *have been coached* / *have been coaching* by a qualified instructor, but here there was just a room full of people dancing, and I felt like they all must ⁵*be dancing* / *have been dancing* samba their whole lives. But then I noticed other people, like me, watching carefully, copying a few steps and moves and I realised they can't ⁶*be learning* / *have been learning* very long. They must ⁷*notice* / *have noticed* me, because they invited me to join them. Now, I'm one of the people helping newcomers who might ⁸*look* / *be looking* for a way in.

- 6 **SPEAKING** Discuss the questions.

- 1 Have you ever taught anyone to do anything?
- 2 How do you think they may have felt about the experience?

2.4

USE OF ENGLISH

Accuracy with articles

I can use abstract nouns with and without 'a/an'.

1 **SPEAKING** When you need advice or help, who do you ask? Do you ever look on online forums? Why?/Why not?

2 Read the three forum exchanges and decide on the logical order in each of them.

- (A) a ☐ Thanks – you were **a great help** – it all makes sense now.
 b ☐ I need **help** with my Maths. I don't have a hope of getting it done on my own. Anybody out there have a moment to spare?
 c ☐ Yeah, call me. I'm doing it too.
- (B) a ☐ Oh no! **Sleep** is so important. When I'm stressed out, I sometimes use breathing exercises to help me relax and I usually get a good night's sleep after that.
 b ☐ Thanks. I'll try that. My granddad, who has a good understanding of human behaviour, always says 'A good laugh and **a good sleep** are the two best cures.' 😊
 c ☐ Help! All of a sudden, I'm very stressed about my exams and I can't sleep.
- (C) a ☐ Why don't you write about a holiday? You can say what you learnt and how you couldn't have learnt that in a class.
 b ☐ Great idea! I think I'll write about our trip to Paris – that was **an amazing experience** and **an excellent education**. I learnt more French in two days than I had in two years. LOL
 c ☐ I have to write an essay about the importance of **experience** and **education** – I haven't got a clue where to start. Any ideas?

3 Read the **LANGUAGE FOCUS** and complete the example sentences with the words and phrases in blue in Exercise 2.

LANGUAGE FOCUS

Abstract nouns with and without a/an

Some **abstract nouns** (such as *hope, knowledge, love, pleasure*) can refer to either a general concept or a specific situation or example. When talking about a **general concept**, *a/an* is not used before the noun. When referring to a **specific situation/example**, *a/an* can precede the noun. In this case, the noun is generally modified by an adjective or phrase.

General concept

I need ¹**help**.

²_____ is so important.

The importance of

³_____ and ⁴_____.

Specific situation/example

You were ⁵_____.

A good laugh and ⁶_____ are the best cures.

That was ⁷_____ and

⁸_____.

Note: Some abstract nouns have a plural form (*love/loves, hope/hopes, pleasure/pleasures*) while others do not (*knowledge*).

Eating at that café is always **a pleasure**.

Eating is one of life's great **pleasures**.

He has **a good knowledge** of many things.

NOT ~~He has many knowledges.~~

4 Read the message exchange and complete the gaps with the correct form of the words in the box and *a, an* or $\emptyset$ (no article).

charity education experience
help (x2) hope love pleasure

Hi Jen. Thanks again. You really were such ¹**a help** last night. I wouldn't have had ²_____ of doing it without you.

No problem. It was ³_____. You know Science is one of my great ⁴_____. 😊 And I need to ask you a favour actually. I need to interview someone with ⁵_____ doing volunteer work.

Well, I haven't done any in a while. The last time was about a year ago when I worked for ⁶_____ that works with animals. It was ⁷_____ though – it left me with **a first-class knowledge of cats**. ;)

I'm sure you learnt a lot. 😊 Are you in a hurry? Could I ask you some questions now?

Yes, sure, glad to be of ⁸_____. Call me now.

5 Complete the sentences with the correct form of the phrases underlined in Exercises 2 and 4.

- I really need to _____ – otherwise I can't do anything the next day!
- When he _____, he likes to read computer advice in forums.
- I _____ – I always know how my friends will react.
- I haven't studied French _____ so I _____ how to do the assignment.
- I wanted to help her with her exam preparation but I was _____ to get home.
- He has _____ German. He is practically fluent.
- He _____ finishing his exam before the time was up.
- _____, she felt totally relaxed and knew she would be fine.

6 Follow the instructions below.

- Write a message to your partner asking for advice on something you'd like help with.
- Use at least three nouns from the **LANGUAGE FOCUS** and two of the phrases underlined in Exercises 2 and 4.
- Exchange your messages. Did you get good advice?

Multiple choice

*I can understand specific details in informal conversations.***1 SPEAKING** Look at the photos and discuss the questions.

- What is the problem in each case?
- How do you think the problems will be resolved?
- Have you ever faced such a problem? What did you do?

2 **1.20** Listen to three short dialogues about people who had to solve the problems in Exercise 1. Were your guesses correct?**EXAM FOCUS** Multiple choice**3** **1.20** Listen to the dialogues again. For questions 1–6, choose the correct answer A, B or C.**Dialogue 1**

- What was the problem of the instructions that came with the furniture?
 - There wasn't enough information.
 - They were incomplete.
 - They were not clear enough.
- How does the woman respond to the man's problem?
 - She agrees it was a bad idea to buy flat-pack furniture in the first place.
 - She sympathises with his difficulties.
 - She warns him not to follow the instructions so closely.

Dialogue 2

- What does the man say about online video tutorials?
 - Information transmitted visually is easy to remember.
 - The instructions are given in clear stages.
 - They can have too much detail at times.
- How does the girl feel about the people who produce online tutorial videos?
She is:
 - pleased that their help is available to everyone.
 - amused that they appear in their tutorials personally.
 - appreciative of the production quality of their films.

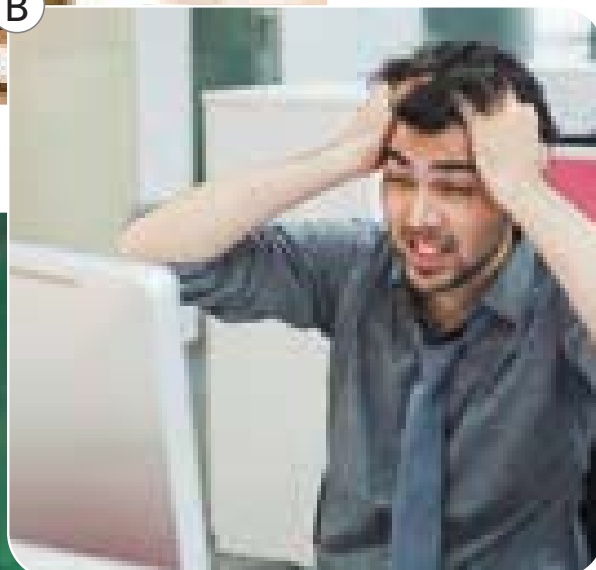
Dialogue 3

- What are the woman's experiences with dogs?
 - She's had aggressive dogs before.
 - She was always able to handle her dogs.
 - One of her dogs ran away and attacked someone.
- Why does the man think the group learning sessions are good?
 - They allow you to be around people with the same problems.
 - The dogs learn faster and more efficiently than in other situations.
 - The dogs get used to being around other dogs and their owners.

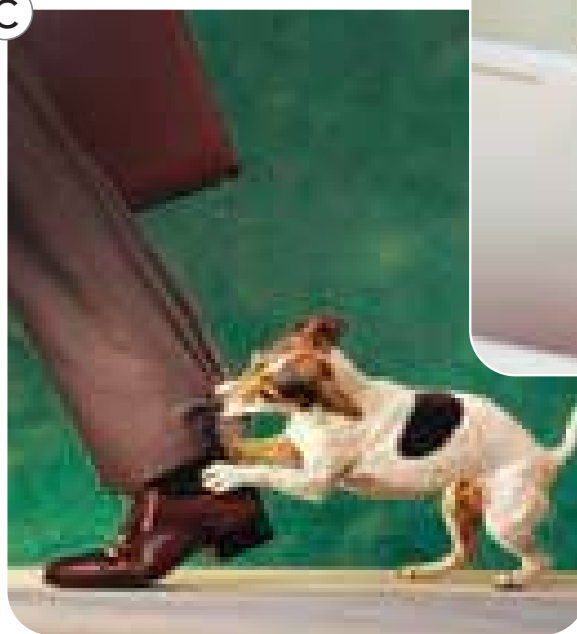
A



B



C

**WORD STORE 2F** Phrases**4** **1.21** Complete WORD STORE 2F with the words in the box. Then listen and check.**5** Complete the sentences with the phrases in WORD STORE 2F.

- It's easier to study for exams with my friends. After all, we all seem to be _____.
- When I have a problem, I go outside to _____.
- It is good to talk issues through – you will find that others _____ as you.
- You often get the best results when you don't wait for others to do something for you but _____ instead.
- If you _____, it's easier to do things because your mind doesn't work properly under stress.
- The best way to solve a problem is to _____ and focus on what's most sensible in a given situation.
- You can learn a lot from the Internet because so many people are willing to _____ and answer your questions.
- If you _____ someone or have something in common, it helps a lot.

6 SPEAKING Discuss which method you would choose for learning the things in the box. Why?

cooking a new recipe dancing salsa
improving your running technique
installing new software Mandarin Chinese
skiing

- following written guidance
- following a video tutorial (e.g. how-to videos)
- learning in a group

2.6

SPEAKING

Giving supporting examples

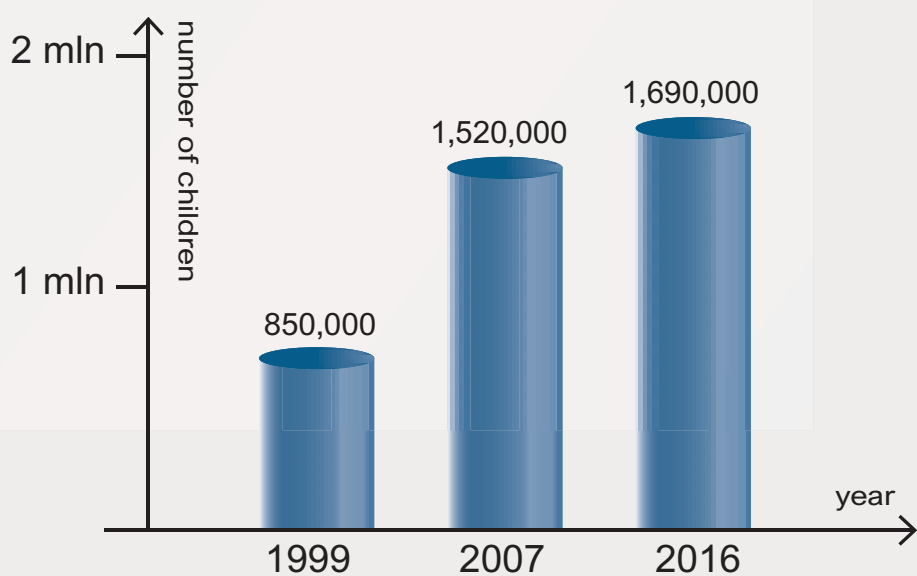
I can develop an argument with supporting examples.

1 SPEAKING Read US TODAY and discuss the questions.

- Why is homeschooling in the USA on the increase?
- Are many children homeschooled in your country?
- What do you think might be the pros and cons of homeschooling?

US TODAY

Homeschooling - parents or tutors teaching children at home rather than sending them to school



Homeschooling in the USA

2 1.22 Listen to a podcast about homeschooling and answer the questions.

- What advantages and disadvantages does it mention?
- Whose arguments do you agree with more, the teacher's or the homeschooler's? Why?

3 1.22 Match arguments 1–4 from the podcast with their supporting examples. Then listen again and check.

- Homeschoolers have more time to socialise. ☐ ☐
- Homeschooling allows children to explore topics in more detail. ☐ ☐ ☐
- Not everyone can afford the luxury of homeschooling. ☐
- Schools offer things that homeschooling can't. ☐

- Take** a family where both parents are working.
- A case in point** is the question of socialisation.
- In my case**, I spend a lot of time with other homeschooled kids doing projects together at each other's houses.
- Look at** my cousin, Rob. He's at school from eight thirty till four.
- One of the most notable examples** I can think of was when I was twelve. I wanted to build my own computer.
- Just finding out stuff, **for instance**, getting the right parts and the best prices.
- I think **it's a prime example of** the kind of thing you have time to do when you're homeschooled.

4 Complete the SPEAKING FOCUS with the phrases in orange in Exercise 3.

SPEAKING FOCUS

Phrases with example:

A typical/classic/obvious example is ...

The most striking/extreme/graphic example that comes to mind is ...

1 *One of the most notable examples is ...*

2 _____

Alternative words for example:

A useful illustration is ...

3 _____

4 _____

5 _____

Imperative verbs:

Consider ...

Think about ...

6 _____

7 _____

5 Give supporting examples for points 1–4 below using the words in capitals. Then complete points 5 and 6 with your own ideas and add supporting examples including the words in capitals.

- Many kids have to get up too early in the morning.
INSTANCE
- A lot of schools don't offer enough time for sport.
CASE
- I spend much of my free time doing homework. **TAKE**
- Some of my friends spend a lot of time at evening classes. **LOOK**
- I think ... of the advantages of homeschooling.
STRIKING
- ... of the advantages of formal schooling is ...
ILLUSTRATION

6 SPEAKING Discuss the questions. Think of an example to support your opinion. Use the SPEAKING FOCUS to help you.

- Do you think homeschooling can work for everyone? Why?/Why not?
- Do you agree that formal education restricts creativity? Why?/Why not?
- Do you think that formal education prepares students for modern life? Why?/Why not?
- If you could change one thing about education in your country, what would it be? Why?



2.7

WRITING

An article

I can write an article attracting the reader's attention using participle clauses.

1 Discuss the questions in pairs.

- 1 Are you thinking of going to university when you finish school? Why?/Why not?
- 2 What might be the reasons to go to university? Think of at least two.
- 3 What might be the reasons not to go to university? Think of at least two.
- 4 What alternatives to university are there?

Going to university – is it still worth it?

With the cost of higher education **going through the roof**, many young people are wondering if going to university is still **worth their while**. So it's vital to balance the costs with the potential benefits and make sure it's the right decision for you.

5 Let's take a look at the arguments.

What are the benefits? First of all, a university education improves your job prospects and broadens your future options. Increasingly, you're at a disadvantage without a degree.

Statistics show that graduates have a lower unemployment rate than non-graduates and higher annual earnings. And a degree opens up job opportunities abroad as well – when you're a graduate, **the world's your oyster**! But is it only the study element of university that can make a difference to your life? No! Graduate Helen Boyd found the life experience as valuable as the education, if not more so. 'University **is massively character building**,' she says.

Still, not everyone is so enthusiastic about higher education. Some people argue that university education is greatly overestimated and that it gives young people false expectations about their career prospects. Many students leave university **saddled with debt**, and with no guarantee of a decent job. Did you know that in recent years, there have been eighty-three applicants for most graduate jobs in the UK? Another argument is that many employers appear to **value work experience over a degree**. As one employer puts it, 'I now make a point of interviewing people first who have spent their time travelling or working instead of doing a degree, because this shows they're prepared to **stand out from the crowd**.'

2 Read the task. Then read the article with the alternative conclusions and answer the questions.

Is going to university a valuable thing for a person to do? Write an article for a student website giving reasons for and against and stating your view.

- 1 Does the writer mention the same reasons as you did in Exercise 1?
- 2 What are the writer's answers to the question in the title in Conclusion A and in Conclusion B?
- 3 Which conclusion do you agree with? Why?



Conclusion A

So do the benefits outweigh the costs? On balance, I would say that university is definitely worth it – for the economic reasons as well as the less tangible outcomes. Go for it!



Conclusion B

So do the costs outweigh the benefits? On balance, comparing the expenses one has to meet with **the odds of** getting a good graduate job, I would advise you to consider alternative routes to the future.

3 Read the WRITING FOCUS. For each point, find more examples in the article on page 24.

WRITING FOCUS

Making your article lively

- **Addressing the reader directly**
I will look at the issues. → *Let's look at the issues.*
University graduates earn more money. → *As a university graduate, you will earn more money.*
- **Direct questions**
More young people are going to university. → *Why are more young people going to university?*
University is about experiencing new things. → *University is about experiencing new things, isn't it?*
- **Quotations**
The Education Minister predicts that new employees will require a degree. → *'New employees will require a degree,' predicts the Education Minister.*
Sam Hill points out that university isn't for everyone, and many are better off with apprenticeships. → *'University is not for everyone,' points out Sam Hill, 'and many are better off with apprenticeships.'*
- **Exclamations**
University isn't the only option. Many entrepreneurs didn't even finish secondary school!

4 Rewrite the text below using:

- two direct questions
- one direct address to the reader
- at least one quotation
- an exclamation

5 Replace the underlined parts of the sentences below with the more informal phrases in purple in the article. Make any changes necessary.

- 1 Higher education is becoming increasingly expensive.
The cost of higher education is going through the roof.
- 2 Volunteering or doing internships can help you to differentiate yourself from other candidates.
- 3 Graduates leave university owing a considerable amount of money.
- 4 With a degree, you can find a job anywhere in the world.
- 5 The likelihood of finding a good job after graduating is uncertain.
- 6 Many employers believe that work experience is more valuable than a degree.
- 7 University contributes enormously to your personal development.
- 8 Many young people wonder if spending a lot on university is a valuable thing to do.

SHOW WHAT YOU'VE LEARNT

6 Complete the writing task. Use the WRITING FOCUS to help you.

Is spending a year studying abroad a valuable thing for university students to do? Write an article for a student website giving arguments for and against and stating your view.

STUDENT LOAN CRISIS

The majority of UK students will still be repaying loans taken out while at university when they are in their forties and fifties, a study has found. According to a BBC report, nearly three-quarters of graduates from English universities will never clear their debt and will have to have at least some of their loan written off. The situation has been blamed on recent increases in course fees, plus the fact that more students from less advantaged homes are entering higher



education. This is the case for Timothy Spiller, twenty-one, an accountancy student at London Metropolitan University. Timothy comes from a low-income family and will need to borrow the maximum amount available in order

to complete his degree. Despite the prospect of huge debts, Timothy remains confident he will graduate, find well-paid work and pay off his loans in full. It is, he says, a very strong motivator to work hard.

VOCABULARY

- 1 Complete the sentences with the correct form of the words in the box. There are two extra words.

(blank brush keep lap manic muster
nerve regurgitate through weight wreck)

I don't know about you, but sometimes I find it really hard to ¹ muster the energy to revise for exams.

And the occasional need to simply ² regurgitate facts is hardly encouraging, is it? No wonder the urge to watch an episode of your favourite TV series is so tempting compared with ³ brushin up on nineteenth-century political science.

And then comes the day of the exam. Despite the rational approach where you try to ⁴ keep things in perspective and tell yourself 'it's only an exam, I know this stuff' you often find your mind goes ⁵ blank and you end up staring at the ceiling looking for inspiration.

Unfortunately, your eye catches sight of the nervous ⁶ wreck sitting to your left with panic written all over his face. The next thing you know you're a bundle of

⁷ nerves like he is.

Still, you try to focus and do your best and when the results come in and you realise that you've sailed

⁸ through the exams, life is better again as a big ⁹ _____ has been lifted.

- 2 Complete the sentences with words from the unit. The first letter of each word is given.

- I don't think I can summon up the courage to tell my teacher what happened!
- When you are faced with so many assignments to complete, it's hard to stay calm.
- Student accommodation is expensive here; it's hard to come by a good, cheap flat.
- I need to fi nish these reports. The work is beginning to pile up.
- I'm really thinking of quitting. I feel like I'm tetering on the edge of sanity.
- Josh loves standing out from the crowd. That's the only reason he dresses so outrageously.

- 3 Replace the underlined words to make correct phrases in the given contexts.

- Don't take everything so seriously. Why don't you just cook up?
- I've just failed that test too. Looks like we're in the same head. boat
- When you're a kid it's constantly hit into you to work hard.
- I've been studying around the clock for this exam. I'm absolutely plastered.
- Mark never gets stressed, does he? He takes everything in his step.
- I'm not sure I can make this speech now. I'm afraid I'm getting wet feet.

GRAMMAR

- 4 Choose the two correct options.

Adam: Where's Ellie? She's not usually late.

Karen: Give her a few more minutes. She ¹ may / might / can be on her way.

Adam: It's rush hour. I guess she ² might / will / could be sitting in traffic.

Chris: Oh no! Do you think she ³ will / could / may have had an accident?

Karen: I doubt it. I suppose she just forgot the meeting was today. It ⁴ may / can / could have slipped her mind.

Adam: That's not like her. She's so organised. She ⁵ mustn't / can't / won't have forgotten.

Karen: Did anyone tell her? She ⁶ might / may / must have been expecting a message, and thought it was all off if she didn't get one.

- 5 Complete the sentences with the correct form of the words in brackets. Use the negative form where necessary.

- It's late. She may not be able to (may/able) come at such short notice.
- Your wallet? You could have left (could/leave) it in the car. ³ His latest test result was surprisingly good, wasn't it? He might have studied/might have been studying (might/study) at the weekends.
- That's impossible! Such a big decision couldn't have been made/couldn't be made (could/make) without consulting me first.
- That can't be true. He must have been telling/must be telling (must/tell) lies.
- Where's James? Oh, of course. He will be doing (will/do) his workout at this time.

USE OF ENGLISH

- 6 Complete the sentences with a/an or Ø (no article).

- a I believe _____ education is a right, not a privilege.

b Our parents did all they could to give us _____ good education.

c Getting to know another culture while studying abroad can be _____ education!
- a Six months after graduating, my brother is still looking for _____ work.

b Revising for exams is _____ hard work.

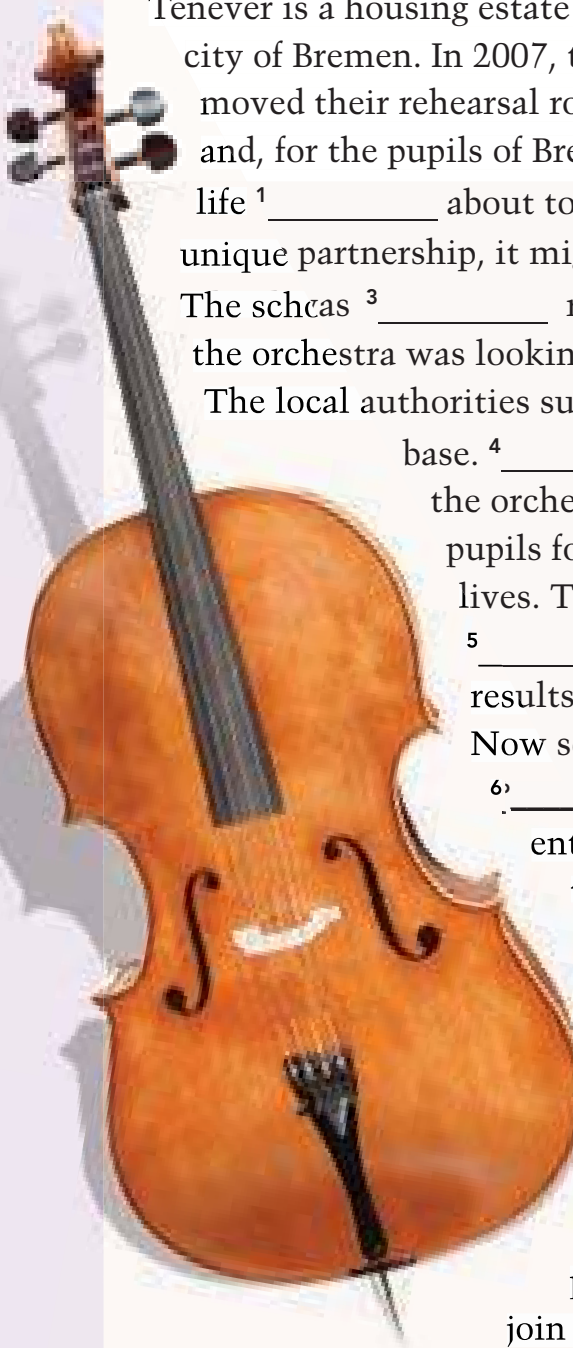
c This painting is _____ accomplished work of the artist's late period.
- a Many job advertisements ask for _____ previous experience.

b A job interview can be _____ enjoyable experience.

c All animals have the ability to learn from _____ experience.

7 Complete the text with one word in each gap.

A Musical Partnership



Tenever is a housing estate in a poor area of the North German city of Bremen. In 2007, the Chamber Orchestra of Bremen moved their rehearsal rooms to a secondary school here and, for the pupils of Bremen East Comprehensive School, life ¹ _____ about to change completely. But for this unique partnership, it might never ² _____ happened. The school ³ _____ renovated and by coincidence, the orchestra was looking for somewhere new to rehearse. The local authorities suggested using the school as their base. ⁴ _____ having some doubts initially, the orchestra moved in and musicians and pupils found themselves sharing their daily lives. Teachers now believe this must ⁵ _____ the reason why the school's results started to improve dramatically. Now school-leaving exams are ⁶ _____ for the pupils who entered the school the same year as the orchestra. But teachers are optimistic that their pupils will pass their finals. You ⁷ _____ well think it sounds like the plot of a feel-good film. In the past, teachers ⁸ _____ not have imagined pupils from richer parts of Bremen wanting to join the school but now they are over-subscribed.

8 Complete each set of three sentences with the same word in each gap.

- 1 a I love biographies but this book doesn't go into any _____ about John Lennon's life at all.
b This pool is for children. It's constantly supervised and it has a _____ of only one metre.
c I really don't think I can do this. I have to admit I feel a little out of my _____.
- 2 a You're the special guest, darling. You should sit at the _____ of the table.
b I've decided to become the _____ of the search party and we'll begin by going to the lake.
c I need to get a breath of fresh air to help clear my _____. I'll be back in a few minutes.
- 3a I love visiting the seaside. I always get an overwhelming _____ of calm.
b I don't understand anything he's saying. I can't make any _____ of it at all. Is it even English?
c Don't touch that! It's boiling hot. Use your common _____, will you?

LISTENING

- 9  1.23 Listen to three dialogues. For questions 1–6, choose the correct answer A, B or C. You will hear the recording twice.

Dialogue 1

- 1 What does the woman NOT think about business travel?
A It's monotonous.
B It's exciting.
C It's life-changing.
- 2 In the woman's view, business travel allows her to
A visit huge airports.
B help people reach their goals.
C escape from the office.

Dialogue 2

- 3 What point does the man make about problems in Europe?
A They are confined to Europe.
B He has little to learn from them.
C They are reflected in other parts of the world.
- 4 How does the woman respond to this point?
A By insisting that local issues should take precedence.
B By suggesting he should behave like a tourist.
C By advising him to travel more widely.

Dialogue 3

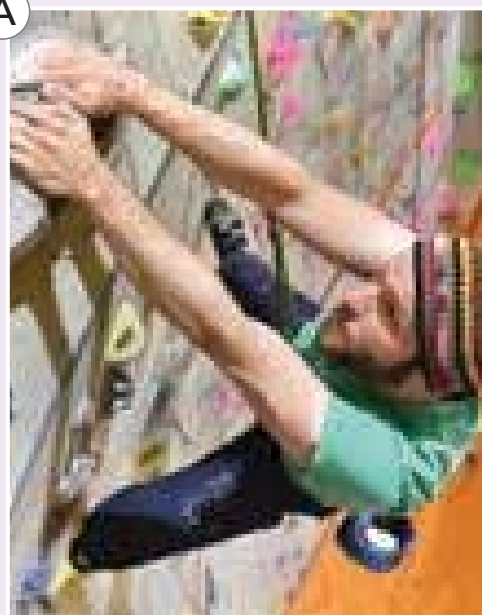
- 5 What is the girl doing during the conversation?
A Wishing her parents had accepted the company's advice.
B Explaining why education in one place is important.
C Supporting her family's way of life.
- 6 The man seems to suggest that
A the current education system needs to be more flexible.
B there shouldn't be any problems with changing schools.
C changing schools helps develop relationships.

SPEAKING

10 Look at the photos and ask and answer the questions.

- 1 What abilities might the people need to learn these different skills?
- 2 To what extent do you think those abilities are natural and how much are they learned through practice?
- 3 Who do you think would need more practice to become an expert?

A



B



3

3.1

VOCABULARY

Cooking and eating • food • kitchen/dining sounds • collocations

I can talk about food and cooking.

SHOW WHAT YOU KNOW

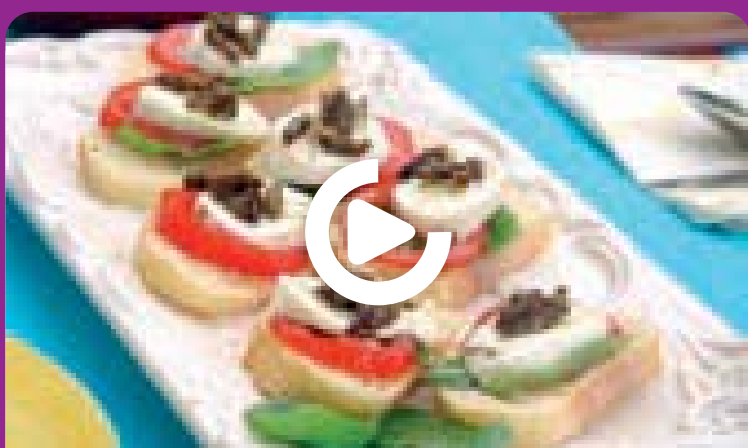
- 1 SPEAKING** Describe the following to your partner.
 - your favourite snack
 - your biggest food dislike
 - your unhealthiest treat
 - your favourite local dish
- 2** Based on the information you found out in Exercise 1, what would you cook if your partner came round for dinner?

Let's eat

*One cannot think well,
love well, sleep well,
if one has not dined well.*

Virginia Woolf, *A Room of One's Own*

DOCUMENTARY VIDEO



THE FUTURE OF FOOD

 Watch the documentary video.
For the worksheet, go to page 114.

TOP CHEFS' PET HATES

1 MICHAEL WIGNALL

It might be a bit controversial, but my pet hate is made-up customer ailments. Over the past five years, the number of ridiculous dietary requirements you get is mad. We've had someone who doesn't eat anything with four legs! Another who said they'd eat nothing that flies! I read that one in ten special diets is a legitimate special diet. It's getting ridiculous. We bend over backwards for customers, it's important, but when you get people who don't eat **shellfish**, but eat **lobsters** and **oysters** – surprise, surprise, the most expensive thing on the menu – it can be a bit tiresome. We take allergies seriously, but sometimes people claim they're allergic when they just don't like something.

2 MICHEL ROUX JR



My pet hate in the kitchen is untidiness. I just can't stand chefs that work in an untidy way and don't put things away properly. It really annoys me. There's a salt pot in our kitchen and it's been in its particular corner since 1981, and if it's not there, I have a fit. I get very, very upset and everybody knows that. If you want to annoy me at work, move that salt pot. Everything should have its place. Sometimes it does take over my life – at least my wife says so.

- 3 **SPEAKING** Read the list of foods that some top chefs refuse to eat. Which do you agree with? What foods do you refuse to eat?



Top Chefs' Foods to Avoid

Here are some of the things that even top chefs refuse to have on their plates.

- **Nutmeg** – it overpowers everything.
- **Okra** has a **slimy** texture – tasteless and **glutinous**.
- **Coriander** is too **perfumed**.
- The taste of **smoked mackerel** – I can't stand it.
- The texture and the taste of **kidneys** or **liver** – yuck!
- **Chewy** or overcooked meat.
- **Capers** – like licking an aluminium saucepan.

- 4 **SPEAKING** Discuss why famous chefs might dislike the following things. Then read the three texts and check your ideas.

(fussy eaters hushed dining rooms untidiness)

3 TOM KERRIDGE

- 25 I hate hushed dining rooms. It's that term 'fine dining'. The idea of sitting in a country-house hotel, where all you hear is the clink of cutlery and chinking of glasses and everyone
- 30 – including the overbearing waiters – speaking in hushed tones, is my worst
- 35 nightmare. Eating out is surely



- 40 about having fun and being able to talk to each other, rather than worrying about using the wrong knife and fork. But that is changing. You
- 45 only have to look at Pollen Street Social. It's a Michelin-starred restaurant, but it's also fun and buzzy. Of course, there are still places doing the full-on starched tablecloth thing. But it shouldn't be about the dining room's own ego.

WORD STORE 3A Food

- 5 **1.24** Complete WORD STORE 3A with the words in red in the texts. Then listen and check.
- 6 Follow the instructions.
- Prepare one shopping list each in your own language with eight items from WORD STORE 3A.
 - Take turns to dictate your lists and translate your partner's words into English.
 - Check your lists.

WORD STORE 3B Kitchen/dining sounds

- 7 **1.25** Complete WORD STORE 3B with the words in the box. Then listen and check.
- 8 **SPEAKING** Discuss how you feel about each sound in WORD STORE 3B. Use the verbs below and your own ideas.

I adore/don't mind/cringe at/detest ...

I cringe at the constant hum of traffic.

WORD STORE 3C Collocations

- 9 **1.26** Complete WORD STORE 3C with the underlined collocations in the texts. Then listen and check.
- 10 **SPEAKING** Complete the questions with the collocations in WORD STORE 3C. Then ask and answer the questions.
- 1 Where would you go to enjoy _____ ?
 - 2 Do you have any particular _____ ? Why can't you eat these things?
 - 3 Where might you find people talking in _____ ?
 - 4 What might your siblings or parents do that would make you _____ ?
 - 5 Do you have a _____ ? What is it and why don't you like it?
 - 6 Have you ever eaten off a table covered in a _____ ? Where?

WORD STORE 3D EXTRA Collocations

- 11 **1.27** Complete WORD STORE 3D with the words in the box. Then listen and check.
- 12 **SPEAKING** Michel Roux Jr says that he takes tidiness very seriously. What things do you take seriously? Discuss your own attitudes towards the things below.
- cleanliness
 - clothing
 - diet
 - health
 - good manners
 - freshness of food
 - tidiness



READING

3.2

Multiple choice
I can identify key information and understand specific details in an article.

- 1 **SPEAKING** Some people say the food we eat can influence our mood. Do you agree? Discuss what you tend to eat when you are:
- disheartened after a hard day.
 - anxious about your exams.
 - fatigued by a long journey.
 - content with your achievements.
- 2 Read quickly through the article on the psychological effect of food on humans. Choose the most appropriate topic for each paragraph.
- a The effect of food that tastes good ☐
 - b A focus on food in all its aspects ☐
 - c The health benefits of homegrown food ☐
 - d The importance of cooking for yourself and others ☐
 - e The connection between smell, taste and memory ☐
 - f A psychological consequence of eating junk food ☐

EXAM FOCUS Multiple choice

- 3 Read the article again. For questions 1–6, choose the correct answer A, B, C or D.
- 1 In Paragraph 1, what is the writer’s opinion about the ‘burning questions’ he/she mentions?
- A They are all equally important.
 - B They only affect some people.
 - C They are not discussed frequently enough.
 - D They don’t take account of physical effects.
- 2 Why does the writer use the example of Proust’s madeleine?
- A To emphasise the effect on Proust’s mood.
 - B To highlight the way the brain controls feelings.
 - C To compare its taste to the taste of strawberries.
 - D To illustrate the link between taste and memory.
- 3 In Paragraph 3, the writer suggests that eating
- A can contribute to research into happiness.
 - B rarely forms an element of happiness.
 - C warm food is responsible for our well-being.
 - D anything produces feelings of pleasure.
- 4 What does Andrew Smith think the results of his study show?
- A Chocolate is clearly unhealthy.
 - B Eating any snacks encourages depression.
 - C Our opinions affect our moods.
 - D Snacks are often consumed secretly.
- 5 What does the writer conclude is the main importance of cooking to happiness?
- A It takes our minds off our own health problems.
 - B It provides a focused activity.
 - C It is an important life skill.
 - D It is central to human social relations.
- 6 The writer promotes growing our own food because
- A being outdoors is highly rewarding.
 - B the activity adds to the positive effects of home cooking.
 - C homegrown food tastes good and is healthy.
 - D picking homegrown food is pleasurable.

WORD STORE 3E Collocations

- 4 Complete WORD STORE 3E with the nouns in the box. Use the article to help you if necessary.
- 5 Write example sentences using one adjective-noun collocation from each set in WORD STORE 3E.
- 6 Complete the list of psychological terms used in the article with translations into your own language. Use a dictionary if necessary.

cognitive difficulties = _____

emotional response = _____

neuroscience = _____

occupational therapy = _____

reward system = _____

- 7 Complete the table with the adjectives in blue in the article and their noun forms.

ADJECTIVE	NOUN
1 <i>influential</i>	<i>influence</i>
2 _____	_____
3 _____	_____
4 _____	_____
5 _____	_____
6 _____	_____
7 _____	_____
8 _____	_____

- 8 **SPEAKING** Complete the sentences with the adjectives or nouns in Exercise 7. Do you agree with the statements? Why?/Why not?
- 1 Good _____ is essential to good health – we are what we eat!
- 2 Rage is a very powerful _____, far stronger than love, for example.
- 3 I think it’s fascinating to study the _____ factors behind our dietary choices.
- 4 One _____ of pleasure is said to be taste.
- 5 Memories can have a hugely _____ effect on our emotional and physical well-being.
- 6 My room, my books, my music – that’s my _____! I don’t need anything more.
- 7 I like to keep busy; having no _____ makes me anxious.
- 8 I feel that the most _____ thing to remember about food is that it makes you happy.
- 9 **SPEAKING** Discuss traditional dishes from the cuisine of your country and answer the questions.
- 1 How healthy are the dishes as food choices?
- 2 What associations do they have for you?

CAN YOU EAT YOURSELF HAPPY?

1.28

1 It seems that food is an unavoidable topic of conversation these days. Whether you're browsing online, flicking through a magazine, zoning out in front of the TV or chatting away to friends, someone will almost certainly be discussing food in one form or another. Favourite talking points include whether we are over- or underweight because of the type of food we eat; whether we eat too much junk and processed food; whether we ought to eat meat or not; and exactly which superfood or diet is going to save our lives and give us the body we want. These are all burning questions for those of us fortunate enough to be able to choose what we eat, and while diet-related issues such as obesity are undoubtedly serious and potentially life-threatening, the effects of eating are not only physical. Recent research has been looking at how food affects our moods as well as our bodies.

2 First and foremost, flavour is a powerful conductor of memories and emotions. Strawberries may evoke a very special summer, a birthday cake may conjure a childlike wonder. In Proust's *Remembrance of Things Past*, for example, the narrator depicts the 'powerful joy' that a tea-soaked madeleine awakes in him when he is 'dispirited after a dreary day, with the prospect of a depressing morrow'. It isn't so much that the sweet cake tastes lovely, but that it transports him to his innocent youth, when his aunt in the country would feed him the very same treat on Sunday mornings. But the single most **influential** sense in flavour appreciation is the sense of smell. Unlike the other senses, smell is processed in a part of the brain that deals with strong **emotional** responses and memory. A particular smell can trigger both a memory of the time we first experienced it and a repetition of the feelings we had then. So, for each of us, particular memories and feelings become associated with certain smells. These are just some of the many ways in which food can make us happy.

3 Of course, it does help if these foods are toothsome, delectable or in other words delicious. 'Tasty food is one of the most **universal** routes to pleasure,' reads an academic paper by the Oxford psychiatrist Morten Kringelbach on our understanding, so far, of the neuroscience of happiness. This is why eating forms the basis of much scientific experimentation into the mechanics behind that elusive, warm, fuzzy sense of well-being. Pleasure is widely viewed as an **essential** component of happiness. Food excites the reward system in the brain, stimulating desire and anticipation, and when we eat something we enjoy, it releases hormones which produce the sensation of pleasure.

4 However, such pleasures are fleeting, and overconsumption of tasty but unhealthy foods may interfere with your reward system, encouraging uncontrollable cravings and binges. You may also feel guilty. Psychologist Andrew Smith of Cardiff University suspects that our attitudes and beliefs about these foods cause us to feel low after consuming them. In a study he carried out, one group were given crisps and chocolate (foods we tend to consider unhealthy and only to be consumed secretly or as special treats!) for their teatime snack over the course of ten days, while another group ate fruit. The results associated chocolate with greater depression, and those who ate chocolate and crisps reported greater cognitive difficulties and fatigue, whereas the fruit group had lower anxiety, depression and distress.

5 Alongside pleasure, another contributor to happiness and well-being is a sense of meaningfulness and this is where cooking, as opposed to eating food, comes in. Cooking is in fact an established **occupational** therapy for depression. According to Mark Salter, a consultant psychiatrist in Hackney, London, 'The preparing, sharing and

consuming of food is so precious,' he says, 'because it lies slap at the heart of what it means to be human – to love, to relate, to plan, to feed, to enjoy and to share. It isn't only a pleasure,' Salter says, 'but a life skill. It's **elemental**, caring for yourself and others.' When choosing ingredients, combining flavours and creating a dish, you are imagining the health-giving or pleasurable impact it will have on those who will consume it. Cooking takes the focus away from yourself.

6 Combine the power of cooking to make us happy with the tendency for home-cooked food to be healthier, and you have a **nutritional** and **psychological** jackpot. Apart from being healthy, eating home-prepared food is also followed by more intense, positive emotions and less anxiety than consuming food away from home. If you go one step further and grow some food of your own, then you do even better. What with the established positive health effects of being active rather than sedentary, being outside and working with nature rather than cooped up inside all day, together with the satisfaction of growing food and the deliciousness of freshly harvested produce, the happy-making potential of eating is enormous.

3.3

GRAMMAR

Transitive and intransitive phrasal verbs

I can identify and use transitive and intransitive phrasal verbs and separable and inseparable phrasal verbs.

- 1 **SPEAKING** Look at the pictures from an online advice column that specialises in food issues. Discuss what the problem is in each case.



- 2 **SPEAKING** Match extracts a–c with pictures 1–3. Were your guesses in Exercise 1 right? Decide what advice you would give each person.

a
3 We're really hopeless at **stocking up on** food at home. We're forever running out of the basics – you know, stuff like meat or vegetables – so we always **end up** having to **dine out**. It's getting really expensive! I guess we just need to learn to **plan ahead**.

b
1 Recently I've been trying to **cut back on** snacks, things like chocolate and crisps, but I'm finding it really difficult to **give** them **up**. I've tried leaving fruit and other healthy food on the kitchen table so that I can **snack on** that instead. But it just doesn't **fill me up**!

c
2 Our cat used to have a really healthy appetite – as soon as we put her food in her bowl, she'd **wolf** it **down** – but recently she just **picks at** it.

- 3 Read the GRAMMAR FOCUS and look at the phrasal verbs in blue in Exercise 2. Are they transitive or intransitive, separable or inseparable?

GRAMMAR FOCUS

Phrasal verbs

Transitive vs intransitive

- Transitive phrasal verbs have an object.
*Can you **do without** chocolate?* (NOT ~~Can you do without?~~)
- Intransitive phrasal verbs do not have an object.
***Hang on**, the kettle's boiling!*
- Some phrasal verbs can be both transitive and intransitive.
*They're **closing** the cafeteria **down**.*
*The cafeteria is **closing down**.*

Separable vs inseparable

- Some phrasal verbs are separable, i.e. the object can come between the verb and the particle.
*They **put** the lunch **off** till Tuesday.*
*They **put off** the lunch till Tuesday.*
Note: When the object is a pronoun (*it, them*, etc.), it must come between the verb and the particle.
*They **put** it **off**.* (NOT ~~They put off it.~~)
- Other phrasal verbs are inseparable, i.e. the object must come after the particle.
*I wouldn't **go for** the prawns.* (NOT ~~I wouldn't go the prawns for.~~)

Note: Three-word phrasal verbs are transitive and inseparable.
*I can never **get round to** cooking a proper meal after work.*

- 4 Read the sentences. Where is the object (*it, them* or *me*) missing? Add it where necessary.

- I used to love milk. However, I gave up when I became lactose-intolerant. **gave it up**
- I really didn't want to eat pizza again but guess where we ended up!
- I ate a lot of meat when I was younger but then I just decided to do without
- My dentist said I was eating too many sweets so I'm trying to cut back on
- I hate it when she plays with her food and picks at **it** instead of eating it normally!
- A few biscuits used to be enough for me but they don't fill **me** up anymore.

- 5 Answer the questions using phrasal verbs.

- Do you tend to **pick at** your food or **wolf** it **down**?
- What kind of food do people generally try to **cut back on**? Why?
- What kind of foods do you tend to **snack on** when you're studying?
- Do you **plan ahead** when you **dine out** or do you **end up** going to any old place?

- 6 Compare your answers with a partner. Are they similar?

Grammar pages 127–128

3.4

USE OF ENGLISH

Particles in phrasal verbs

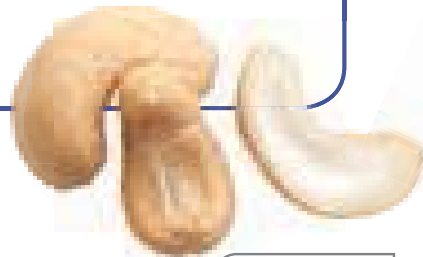
I can identify the meaning of common particles in phrasal verbs.



cassava



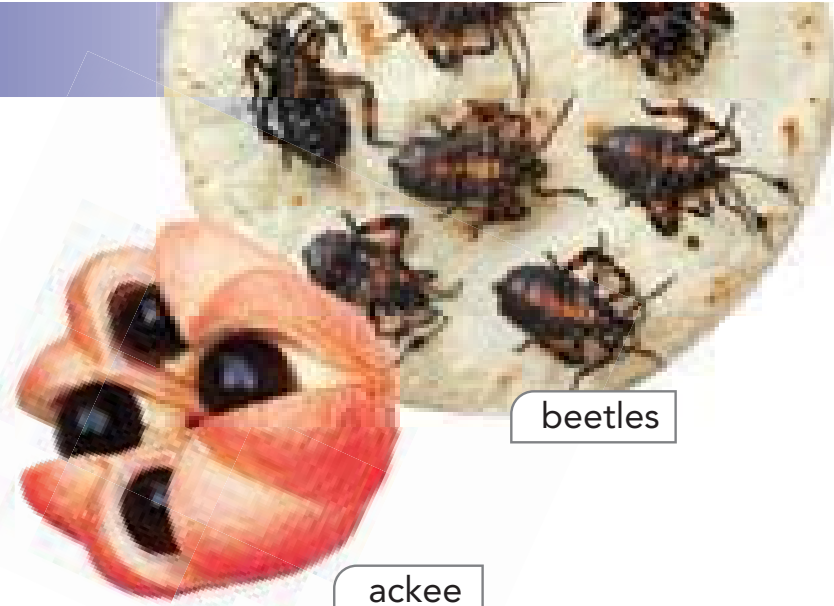
grasshopper



cashews



baby octopus



beetles

ackee

1 SPEAKING Look at the photos and discuss the questions.

- 1 Have you ever eaten any of these foods?
- 2 Where do you think they might be eaten?
- 3 Which ones do you think might be dangerous to eat?

2 1.29 Listen to a podcast about dangerous food and check your answers in Exercise 1. Then answer the questions below.

- 1 Which of the dangerous foods surprised you? Why?
- 2 Do you know of any other foods that can make people ill?

3 1.29 Complete the extracts with the correct form of the phrasal verbs in the box. There is one extra verb. Then listen again and check.

(carry on chop off ~~gobble up~~ hand out take out)

- 1 You can gobble up insects like fried beetles in Thailand.
- 2 The thing is alive even when you _____ its tentacles ...
- 3 ... they _____ moving and can even stick to your mouth.
- 4 ... when someone _____ a bowl of cashews.

4 Match the phrasal verbs in Exercise 3 with their definitions.

- | | |
|----------------------------|---------------------|
| a give to many people | d divide from |
| b eat quickly | e remove or extract |
| c continue to do something | |

5 Complete the LANGUAGE FOCUS with appropriate particles using the phrasal verbs in Exercise 3.

LANGUAGE FOCUS

Particles in phrasal verbs

Certain particles maintain their meanings when used in phrasal verbs.

- The particle ¹ on can combine with *carry, drag, go, keep* and *struggle* to talk about actions continuing or going forward.
- The particle ² _____ can combine with *break, chop, cut, take* and *slice* to talk about dividing or separating something into parts.
- The particle ³ _____ can combine with *dish, hand, pour* and *spread* to talk about giving something to people or extending something.
- The particle ⁴ _____ can combine *clean, drink, eat/gobble, tidy, use* and *wash* to talk about completing an action.

Note: Some particles have multiple meanings.

For example, *up* can also mean:

- 1 'increasing' (*Prices have **gone up**.*)
- 2 'moving towards' (***Come up to** my desk.*)

Out can also mean 'remove' (*They are steamed to **take** the toxins **out**.*)

6 Choose the correct option.

- 1 In my family, one person cooks dinner and the other washes *out / up*.
- 2 I struggled *off / on* for many kilometres but I couldn't finish the race.
- 3 When I poured *up / out* the juice, I realised there wasn't enough for everybody.
- 4 I didn't need all the string so I only cut *off / on* the part I needed.

7 Complete the sentences with the correct form of the phrasal verbs from the LANGUAGE FOCUS so they have a similar meaning to the phrases in brackets.

- 1 The meeting _____. It was midnight when it finished. (continued for a long time)
- 2 Can you _____ the map on the table? I can't see it otherwise. (open fully)
- 3 We got _____ in the middle of the call – it was so annoying. (lost connection)
- 4 If you _____ the crust, the baby will be able to eat the bread. (remove)
- 5 To celebrate, they _____ cake to all the guests. (served)
- 6 He _____ talking for so long that people started falling asleep. (continued)
- 7 _____ your coffee! We have to get back to work. (finish)

8 Read the sentences. What is the meaning of *up* in each case?

- a complete
- b increase
- c move towards

- 1 You need to **pay up**. We're closing. ☐
- 2 He **came up to** me and asked me for directions to the station. ☐
- 3 Sorry, can you **speak up**? I can't hear you! ☐
- 4 Prices have really **shot up** recently. ☐

9 Follow the instructions below.

- Look at the sentences in Exercise 8. Discuss in what contexts you might hear them.
- Write your own sentences using different phrasal verbs. Discuss the context for each.
- Read out your sentences to the class. Can other students guess the context?

Matching

I can recognise speakers' feelings, points of view and opinions in monologues.

- 1 Look at the photos and match them with the food words in the box.

(burger **D** crepes **A** fish and chips **E** oyster **C** tacos **B**)

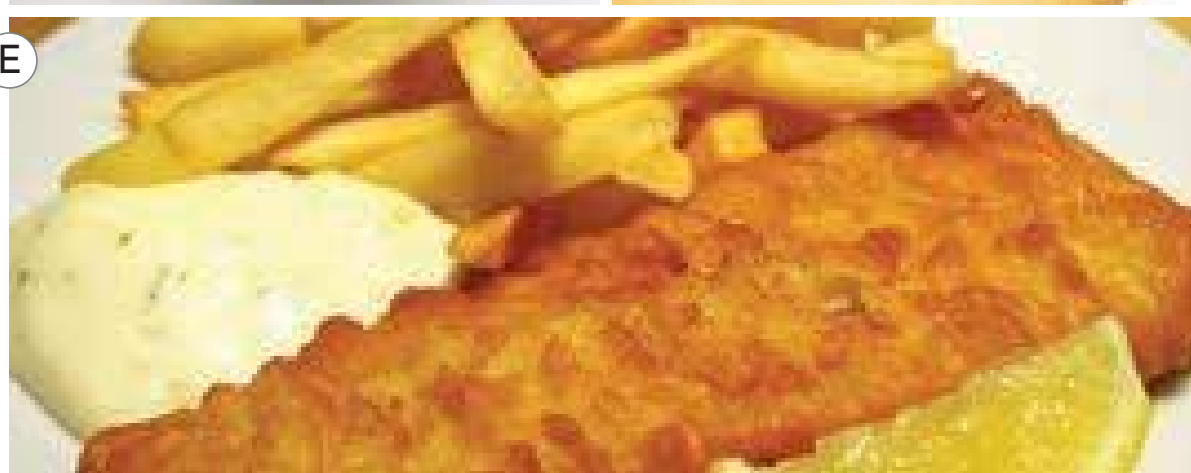
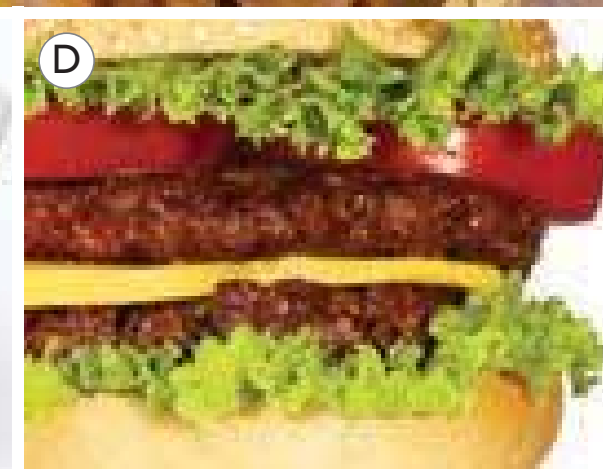
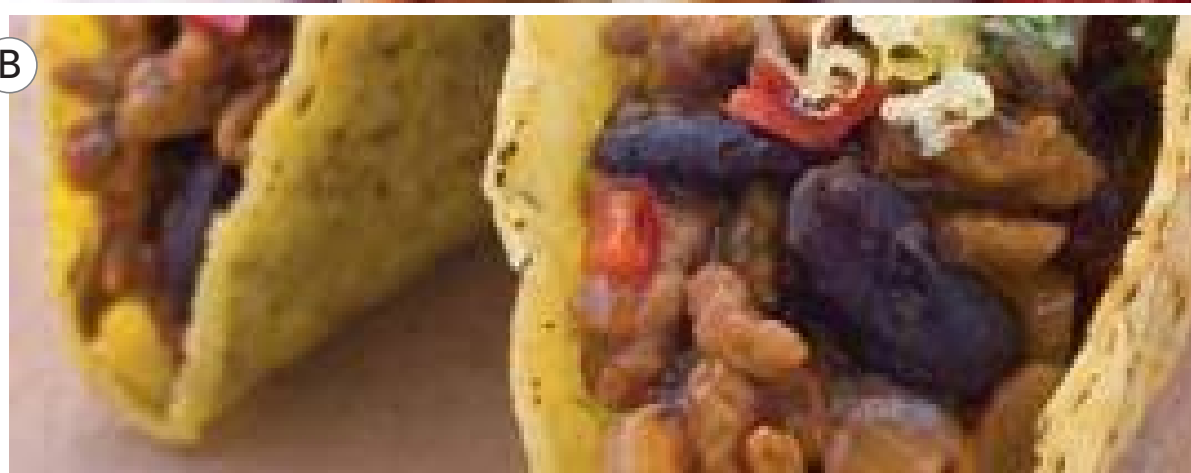
- 2 **SPEAKING** Discuss the questions.

Which food in the photos can be:

- veggie, turkey or bison?
- served raw and alive?
- wrapped in newspaper?
- made from buckwheat flour?
- garnished with guacamole?

- 3 **1.30** Listen to five people talking about problems they had with food. Match the speakers with the photos and write down at least one adjective each of them uses to describe the food.

Speaker 1 ☐ _____ Speaker 4 ☐ _____
 Speaker 2 ☐ _____ Speaker 5 ☐ _____
 Speaker 3 ☐ _____



EXAM FOCUS Matching

- 4 **1.30** Listen again. Match speakers 1–5 with feelings A–H. There are three extra feelings.

Speaker 1 ☐ Speaker 3 ☐ Speaker 5 ☐
 Speaker 2 ☐ Speaker 4 ☐

- A shocked at the price of the food
 B not entirely surprised by what happened
 C regretful that they didn't go to the restaurant earlier
 D appalled by the standard of the service
 E unhappy about their outdoor dining experience
 F upset by the food's smell
 G disappointed that expectations of the food were not met
 H disillusioned with making food for themselves

Listen again. Match speakers 1–5 with statements A–H. There are three extra statements.

Speaker 1 ☐ Speaker 3 ☐ Speaker 5 ☐
 Speaker 2 ☐ Speaker 4 ☐

- A Regular customers should receive better treatment.
 B It's always good to try new things.
 C It's sometimes best to return to old habits.
 D A country's food is inferior when eaten abroad.
 E Some dishes can be cooked better at home.
 F It's a good idea to avoid food prepared outdoors.
 G You can't count on things to remain the same forever.
 H It's always a good idea to ask the waiter about specific ingredients.

- 5 **SPEAKING** Discuss the questions.

- 1 Have you ever had problems with food similar to those in the recordings?
- 2 What happened exactly?

WORD STORE 3F Adjectives

- 6 **1.31** Complete WORD STORE 3F with the adjectives in the box. Then listen and check.

- 7 Look at the list of food items. Write descriptions using the adjectives in WORD STORE 3F and any others you can think of.

(broccoli cake chips croissants curry
 lettuce pizza rice sardines steak squid)

I like chips when they are nice and crispy, but not when they are greasy.

- 8 **SPEAKING** Look at your partner's answers to Exercise 7. Do you agree? Why?/Why not? Then describe a food item and see if your partner can guess what it is.
- 9 **SPEAKING** Decide which places in your town have the best street food/takeaway. Consider food quality, price, location and atmosphere. Report back to the class.

3.6

SPEAKING

Responding appropriately in conversation

I can use language flexibly and effectively for social purposes.

1 SPEAKING Look at the cartoon and discuss the questions.

- 1 What do you think is happening in the cartoon?
- 2 What is the relationship between the people?
- 3 What do you think the atmosphere is like? Why?

2 1.32 Listen to some extracts from the dinner conversation in the cartoon. Were your guesses in Exercise 1 correct?

3 1.32 Listen again and complete the conversation with one word in each gap. Then check your answers with the SPEAKING FOCUS.

Extract 1

Father: So Todd, Sarah ¹ _____ me that you're in the football team.

Todd: Erm, yes, that's right, I am.

Sarah: Well actually, he's the captain, Dad ...

Father: Hmm, is that so? And I ² _____ you also play rugby.

Todd: Er, well that's not quite ³ _____ I'm afraid. It's actually American football.

Father: American football?

Sarah: Yes, and last weekend they beat a visiting American team, didn't you Todd?

Father: You don't ⁴ _____! Well, I always like to see the Americans get beaten, especially at one of their own silly sports.

Extract 2

Mother: Will you have a little more meat, Todd?

Todd: Er, thank you for the ⁵ _____, Mrs Cooper, but I'm already full.

Mother: Oh go on, just a little.

Todd: That's very ⁶ _____ of you but I couldn't ⁷ _____ eat another bite. It was absolutely delicious though. We hardly ever sit down together to a roast beef dinner, and certainly not as good as this.

Mother: Well, I'm very glad you've enjoyed it, Todd, although to be completely ⁸ _____ this is actually roast pork.

Extract 3

Mother: Sarah ⁹ _____ that you're starting university next year.

Todd: Well, yes, ¹⁰ _____ of, though not exactly university ...

Sarah: As a ¹¹ _____ of fact, he's going to theatre school.

Mother: Oh, really? Theatre school?

Todd: Erm, yes, RADA actually ... the Royal Academy of Dramatic Art, you know, in London.

Mother: Wow! I'm ¹² _____ . Good for you! You know, I was quite the actress in my day.

Father: Don't believe a word she says, Todd. She was in one school production and she fell off the stage!



SPEAKING FOCUS

Introducing a new subject

So, I hear/understand/gather that ...

(Sarah) tells/informs me ...

(Sarah/you) mentioned that ...

Did/Didn't I hear (Sarah/you) say that ...?

Correcting someone politely

Well, (yes) almost/sort of/in a way, though not exactly ...

That's not quite right/true/correct, (I'm afraid ...)

To be completely accurate ...

Emphasising a piece of information

Well, actually, ... As a matter of fact, ...

Yes, in fact ...

Refusing an offer politely

Thanks for/I appreciate the offer, but ...

I couldn't possibly ...

That's very kind/generous/thoughtful (of you) but ...

Showing interest

Is that so?/Oh really?/You don't say!

I'm impressed.

That sounds interesting/intriguing/fascinating.

4 SPEAKING Look at the prompts. Take turns to create appropriate responses using phrases from the SPEAKING FOCUS.

- 1 You have been invited to a party but can't attend because you are busy.
- 2 Someone tells you about an interesting trip they took to Brazil.
- 3 You want to emphasise that you've just been accepted into a university.
- 4 You want to change the subject to someone's new job.
- 5 Someone thinks you want to study literature but you want to take journalism.
- 6 You need to refuse a dish because of allergies.

5 Write a short dialogue with your partner using one of the situations below and phrases from the SPEAKING FOCUS.

- starting a new class
- babysitting for the first time
- joining a new team
- staying with a host family
- meeting a friend's family

6 Act out your conversation for the class. Can they guess the situation?



WRITING

A proposal

I can write a proposal presenting the current situation and recommending future action.



Health-promoting schools



1 **SPEAKING** What is a health-promoting school? Read the leaflet to find out. Then discuss the questions.

- 1 Do you think health promotion is important in schools? Why?/Why not?
- 2 How well do you think your school performs in each of the areas listed?
- 3 Make three suggestions for improvement.

2 **Read the task. List the information it asks you to include.**

You have read a post online about the importance of promoting healthy eating habits in schools. As a member of the Students' Council, write a proposal for the Head Teacher explaining why you think the school needs to pay more attention to this issue, outlining the main problem areas and making proposals for improvement.

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

- 1 Why does the writer think the school needs to make improvements?
- 2 What are currently the main problem areas?
- 3 What negative results does the writer mention?
- 4 What two recommendations does the writer make?
- 5 How does the writer justify these recommendations?
- 6 How does the writer summarise the benefits of his/her recommendations?

A health-promoting school is a healthy place to learn, work and play. It:

-  provides access to healthy and nutritious food in the school.
-  teaches nutrition and health education.
-  provides opportunities for regular physical education and recreation in a safe environment.
-  promotes a friendly atmosphere, emphasising understanding and respect among students, parents and teachers.
-  enables students to take an active role in decision-making and activities, for example through a Students' Council.
-  works with parents and the local community (media, businesses, etc.) to communicate the importance of health promotion.

Proposal to promote healthy eating at school

INTRODUCTION

Healthy eating habits **are important for** young people's growth, health and educational achievement. **In my view**, the quality of food and catering facilities are currently unsatisfactory. **The purpose of this proposal is to** identify the main problem areas and recommend improvements.

CURRENT SITUATION

We face several challenges when it comes to the catering facilities. The canteen serves hot meals, but the food is poor quality and **does not meet** recommended nutritional **standards**. The place itself is dark and unwelcoming and has long queues with the result that many students are discouraged from eating there. Instead, they eat junk food such as sweets and salty snacks bought at nearby shops, which might have a negative effect on their ability to concentrate in class.

RECOMMENDATIONS

I propose that the school **should** adopt policies that regulate which foods can be served at school. The canteen should offer more fresh produce, including salads, fruit and vegetables, and freshly made sandwiches. The school shop should only sell snacks that are low in sugar, fat and salt. **This would ensure that** students **have** access to healthy food during the school day. **I would also recommend refurbishing** the canteen to create an attractive social and physical environment. **In this way**, students will be less likely to go off-site for lunch where they might choose less healthy food options.

CONCLUSION

These recommendations will help to improve the health and academic performance of our students. **Therefore I urge** the Head Teacher to take immediate steps to implement them.

4 Read the **WRITING FOCUS** and make a list of phrases in purple in the proposal for the points below.

WRITING FOCUS

A proposal

Title

- Include a neutral title.

Introduction

- Introduce the issue and say why it is important.
- State the aim of the proposal.

Current situation

- Present the current situation.
- Provide any information needed to explain why you are going to recommend changes.

Recommendations

- State your recommendations.
Recommendation 1:
I would recommend that ... should ...
Recommendation 2:
Another suggestion would be to ...
- Give reasons. (There may be more than two.)
Reason 1: *This would enable/encourage ... to ...*
Reason 2: *This would mean that ... could ...*

Conclusion

- Summarise the benefits of your recommendations.
- Persuade the reader to take the recommended action.

5 Read the introduction from a proposal. Rewrite the recommendations replacing the underlined words. Use the **WRITING FOCUS** to help you and make any changes necessary.

Proposal to promote physical activity among students

INTRODUCTION

Some students give up physical activity at school and focus only on academic studies. However, it is well known that the brain is more alert after exercise, enabling students to focus better on their classwork. This proposal aims to suggest ways of encouraging students to be more active.

- 1 I suggest that a fitness week for new students should be organised. In this way, teachers could assess their fitness.
- 2 Another suggestion would be to buy recreational equipment for students to use during breaks. This would ensure that they could engage in physical activity more regularly.
- 3 It would be a good idea to invite local sport associations to provide training after school. This would provide opportunities for students to develop the skills of teamwork.

6 Read the **LANGUAGE FOCUS**. Which of the structures can you find in the proposal?

LANGUAGE FOCUS

Expressing cause and effect

- **Linking phrases**
*Students feel they have no say in school affairs. **As a result,** / **The result of this is that** they lose interest in school. → Students feel they have no say in school affairs, **with the result that/so that** they lose interest in school.*
- **A comment clause**
*Some students become disengaged from school. This has a negative effect on their behaviour. → Some students become disengaged from school, **which has a negative effect on their behaviour.***
- **A participle clause to express a result**
*Healthy schools promote the well-being of students. This results in/leads to improved learning outcomes. → Healthy schools promote the well-being of students, **resulting in/leading to improved learning outcomes.***

7 **USE OF ENGLISH** Rewrite each pair of sentences as one sentence. Include the words in capitals and use the **LANGUAGE FOCUS** to help you.

- 1 A healthy school teaches nutrition and health education. As a result, students' ability to make positive lifestyle choices is greatly improved. **WITH THE RESULT**
- 2 Incidents of bullying are on the increase. This affects students' ability to concentrate. **AFFECTING**
- 3 A healthy school promotes respect for others. This results in a decrease in bullying. **WHICH**
- 4 Some schools do not have a Students' Council. This means students have very little say in what goes on at school. **SO THAT**
- 5 A healthy school encourages participation in decision-making. This leads to increased student engagement. **LEADING**

SHOW WHAT YOU'VE LEARNT

8 **Complete the writing task. Use the WRITING FOCUS and LANGUAGE FOCUS to help you.**

Your school has decided to promote health. Your class teacher has led a workshop to assess the current situation. You have been asked to write a proposal setting out the main problems your class identified and proposing actions the school should undertake.



VOCABULARY

1 Use the words in capitals to replace the underlined phrases and make any changes necessary.

- 1 The thing I dislike most is cleaning the pots and pans after cooking a meal. **PET**
- 2 I have an irresistible urge for some chocolate. **CRAVING**
- 3 It's not every day you get to eat in a posh restaurant and enjoy such exquisite food. **DINING**
- 4 I know I shouldn't eat cake but do allow me a temporary joy once in a while. **PLEASURE**
- 5 It's not always easy to think in advance when cooking but it can be important. **PLAN**
- 6 You know there's a power cut when the continuous noise of the fridge stops. **HUM**
- 7 I can barely hear what the waiter says. He speaks in such a quiet voice. **HUSHED**
- 8 If your parents knew you had started smoking, they'd be shocked and angry. **FIT**

2 Match the sentence halves.

- 1 To give your soup an extra bite add one large clove
- 2 Before putting your veggies into the oven, add a knob
- 3 To sweeten your tea, dump in a large spoonful
- 4 To increase the boiling point of water add a pinch
- 5 My sister's a health freak and is always munching on a stick
- 6 Decorate it by placing a sprig
- 7 I don't put milk in my tea but I like to add a drop

- | | | |
|-------------------|---------------|--------------|
| a of honey. | d of parsley. | f of salt. |
| b of celery. | e of garlic. | g of butter. |
| c of lemon juice. | | |

3 Complete the sentences with the words in the box. There is one extra word.

(bland crispy greasy savoury stodgy stringy)

- 1 I can't eat any more pierogi. They're so _____ they fill me up in no time.
- 2 I think we need to add some spices to this curry. It's rather _____ at the moment.
- 3 I love chips but the doctor told me I should avoid _____ food.
- 4 We'll need some _____ snacks for the party. Can you pick up some crisps and nuts?
- 5 This meat is rather _____, isn't it? It's started to make my jaws ache!

GRAMMAR

4 Write sentences from the prompts.

- 1 we / got / Have / any / snack / crisps / to / on / ?
- 2 on / trip / We / ahead / go / a / planning / can't / without
- 3 will / dry / go / weather / The / the / price / means / fruit / of / vegetables / up / and
- 4 them / the / We / sandwiches / down / and / grabbed / wolfed
- 5 always / me / Chocolate / up / cake / fills
- 6 I / food / the / picked / hungry / at / I / wasn't / just / so
- 7 ended / go / out / We / to / home / but / we / up / eating / at / wanted

5 Choose the correct option. Sometimes both are correct. Then find one intransitive verb.

- 1 Please tell Jack not to *wolf down his food* / *wolf his food down* . He'll make himself ill.
- 2 Why don't you have a proper meal? One banana won't *fill you up* / *fill up you*.
- 3 Stop *picking your cabbage at* / *picking at your cabbage* .
- 4 The dietician told me to think about *giving up bread* / *giving bread up* . Empty calories apparently.
- 5 If we're going to have a party, we really need to *plan it ahead* / *plan ahead* .
- 6 My mum's *stocking up on food* / *stocking food up on* as if the third world war is imminent!
- 7 I've decided to *cut back on chocolate* / *cut chocolate back on*. It's giving me spots.

USE OF ENGLISH

6 Match the particles with their meanings.

- 1 If you cut/break/chop something **off**,
 - 2 If something goes **up**,
 - 3 If you use/tidy/clean/drink something **up**,
 - 4 If you drag/keep/go/carry **on**,
 - 5 If you spread/hand/pour something **out**,
- a you might be finishing an action.
b you might be moving ahead with an action.
c you might be distributing or extending something.
d you might be separating one thing from another.
e it might be moving higher.



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



LABORATORY FOOD

This is the ¹ _____ question occupying the minds of food scientists today: there will be nine billion people walking the earth by 2050 and, if our current food production systems don't change, how are we going to feed them? This problem has ² _____ a technological revolution in the food industry: the development of synthetic or lab-grown food. What ³ _____ would it have on your appetite to know that the steak ⁴ _____ in the pan was grown in a lab, and that the mouth-watering ⁵ _____ omelette that will accompany it is made from 'eggs' developed from plant protein? Probably very little if you do some research. First and ⁶ _____, we should be aware that there's little or no difference in the ⁷ _____ value of these foods as compared to the goodness contained in naturally produced food. In fact, many of the foods we regard as fresh, homegrown or natural have been treated with artificial substances to make sure they are not actually ⁸ _____ before we get to buy them. So, as the change-the-world technology evangelists would say, bring it on and let's feed the world!

- | | | | |
|-----------------|---------------|-------------|-------------|
| 1 A burning | B flaming | C bursting | D heating |
| 2 A handled | B rocketed | C triggered | D invented |
| 3 A impact | B crash | C threat | D pressure |
| 4 A crunching | B clinking | C popping | D sizzling |
| 5 A slimy | B starched | C savoury | D soggy |
| 6 A last | B the most | C final | D foremost |
| 7 A influential | B nutritional | C emotional | D universal |
| 8 A off | B on | C out | D over |

8 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and six words in each gap, but do not change the word in capitals.

1 There are so many things Karl won't eat that it's hard to prepare anything for him. **FUSSY**

It's hard to prepare anything for Karl because he is such _____.

2 My nose is very sensitive to smells and I can tell what somebody is cooking a mile off. **SENSE**

I have an incredibly strong _____ and I can tell what somebody is cooking a mile off.

3 Children's health is put at risk if poor quality food is served in schools. **RESULTS**

Serving poor quality food in schools _____ being put at risk.

4 It is better to be outside and active instead of staying inside all day at your desk. **COOPED**

Rather than _____ inside all day at your desk, it is better to be outside and active.

LISTENING

9 1.33 Listen to five short extracts about a sporting or fitness activity. Match speakers 1–5 with reasons A–H. There are three extra reasons.

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

- A needing purpose and motivation
B being encouraged by family members
C wishing to become part of a team
D wanting something less monotonous
E looking for a change of location
F seeking a new challenge
G fulfilling a personal ambition
H being affected by a health issue

Listen again. Match speakers 1–5 with inspirations A–H. There are three extra inspirations.

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

- A the support of like-minded people
B the intense excitement
C the benefits of increased self-knowledge
D the hope of future success
E the feeling of making a difference
F the change in people's attitude
G being in an outdoor environment
H the sense of achievement

WRITING

10 Read the writing task and write a proposal.

Your local youth centre is planning to replace the current youth centre café with a new one and is asking for recommendations from people who use the centre. Write a proposal outlining the main problems with the current café and proposing improvements.

4

The new thing

Just because something doesn't do what you planned it to do doesn't mean it's useless.

Thomas Edison

DOCUMENTARY VIDEO



HELPFUL HACKERS

 4 Watch the documentary video. For the worksheet, go to page 115.

4.1

VOCABULARY

Music industry • compounds • phrases to describe success and failure • forming nouns from adjectives

I can talk about change in the music industry.

SHOW WHAT YOU KNOW

1 Match the words from boxes A and B to make as many collocations as you can in sixty seconds.

A { 1 attach 2 bookmark 3 download 4 log on to 5 post
6 share 7 stream 8 update }

B { an app an attachment a clip a comment Facebook
a file a homepage a link music a photo your profile
your status a video a website a Wi-Fi network }

attach a clip/a file/a photo/a video

2 **SPEAKING** Write five questions with the collocations you made in Exercise 1. Then ask and answer them in pairs.

What's the last clip you attached to an email?

3 In groups, look at the ways of listening to music and try to order them according to when they became available. Read the text below to check your ideas.

{ cassettes CDs MP3s phonographs streaming
transistor (portable) radios vinyl records }



Portable gramophone



Transistor radio



Sony Walkman

The History of Recorded Music from phonographs to Spotify®

1877

The phonograph was the **brainchild** of prolific American inventor, Thomas Edison. For the first time, people could listen to recorded music at home.

1890

The New York Phonograph Company (now known as Columbia Records) opened the first **purpose-built** recording studios. They looked very different then – entire orchestras would squeeze into a **soundproof** room and play into a large horn.

1930s and 40s

In the early 1930s, the first vinyl record and an early record player were launched but they were a commercial flop. Columbia Records continued the development of this technology and in 1948 brought out the first LP (Long Playing record), which was quickly adopted as the new industry standard.

1950s–70s

The vinyl record prevailed as a preferred listening format but in the late 1950s, with the growing popularity of rock and roll, the transistor radio also became a **mainstream** way to listen to music for free. Cassette tapes were launched in the 1960s and the first personal device for listening to music, the Sony Walkman, was launched in 1979.

1980s and 90s

Music videos came into prominence in the 1980s when MTV was launched. Around the same time, the first Compact Disc (CD) was pressed. The first CD player retailed at \$1,000! The portability of the Walkman helped the cassette tape outsell the vinyl record for the first time in 1988, but by the end of the 1990s, cassettes had fallen by the wayside and the CD was king.

2000s

The turn of the century heralded the arrival of the digital revolution! CD sales started to decline, giving way to the new digital format, the MP3.

2010s

The MP3 remains in the ascendancy for digital music and continues to be the predominant choice of legal music providers. But as long as there have been digital music files, there has been digital music piracy, which has hurt music sales over the last few decades. The increase in online music streaming through subscription-based organisations like Spotify has gone some way to raise awareness and address the piracy problem. Yet, as streaming services have continued to grow, there has also been something of a **backlash** against them from artists who blame them for the downturn in their royalties. But even as new technology has continued to push out the old, one of the oldest forms has enjoyed a resurgence. Vinyl records have developed a loyal **fan base** amongst a younger generation, and in the UK vinyl sales reached £20 million in 2014. Whether their popularity will continue into the future remains to be seen in the 2020s.

WORD STORE 4A Compounds

- 4  2.1 Complete WORD STORE 4A with the compounds in red in the text. Then listen and check.
- 5 Complete the sentences with the compounds in WORD STORE 4A. Which of them are true?
- 1 The phonograph was the _____ of Thomas Edison.
 - 2 The first _____ recording studios were developed in 1980.
 - 3 The first studios weren't _____. A lot of noise leaked in.
 - 4 There was a _____ against cassettes in the 1980s and their sales declined.
 - 5 Downloads became a _____ way of buying music in the 2000s.
 - 6 Vinyl records will continue to have a devoted _____ among younger generations.

WORD STORE 4B Success and failure

- 6  2.2 Complete WORD STORE 4B with the underlined phrases in the text. Then listen and check.
- 7 **SPEAKING** Choose the correct option. Then ask and answer the questions in pairs.
- 1 Have any of your favourite bands split up and *come into prominence / fallen by the wayside* ? Which ones?
 - 2 Do you think music streaming will *remain in the ascendancy / herald the arrival*? Why?/Why not?
 - 3 Will illegal download sites *give way to / enjoy* a resurgence of legal ones? How come?
 - 4 Which songs, singers or bands have been a *commercial flop / a downturn*?

WORD STORE 4C Nouns from adjectives

- 8  2.3 Complete WORD STORE 4C with the noun form of the adjectives in the box. Then listen and check.
- 9 **SPEAKING** Complete the sentences with appropriate nouns or adjectives in WORD STORE 4C. Do you agree with the statements? Why?/Why not?
- 1 Streaming will become the _____ music format within five years.
 - 2 Most teenagers show no _____ of the importance of music copyright.
 - 3 It's unlikely that there will be a _____ in cassette sales.
 - 4 These days, musicians don't need record companies to become _____.
 - 5 _____ artists who work with charities are just interested in self-promotion.
 - 6 The increased _____ of music means that people don't listen together any more.

WORD STORE 4D EXTRA Nouns from adjectives

- 10  2.4 Complete WORD STORE 4D with the noun form of the adjectives in the box. Then listen and check. Write example sentences.

Matching
I can understand specific details in an article.

1 **SPEAKING** Look at the photos of two tennis players on page 43. Discuss how sports gear has evolved over the last century.

2 **SPEAKING** Follow the instructions below.

- Look at the photos below and describe the sports gear using the words in the box.

aerodynamic composite enlarged
streamlined ultra-light

- Look quickly through the four texts on page 43 to find one more piece of modern sports gear.
- Discuss other examples of technological innovation in sport.



3 Read texts A–D. In which text does the writer ...

- 1 mention the limits to what the human body can do? ☐
- 2 question the value of the sporting records of our times? ☐
- 3 mention the link between sport, technology and danger? ☐
- 4 discuss unfair non-financial advantages related to technology? ☐

EXAM FOCUS Matching

4 Read the four texts again. Match texts A–D with questions 1–4. Some texts may have two matching questions.

Which writer:

- 1 disagrees with writer D about the accessibility of new technology? ☐
- 2 disagrees with writer B about the financial impact of technology on sport? ☐
- 3 presents athletes’ concerns regarding technology? ☐
- 4 agrees with writer D about the future of technology in sport? ☐

5 Replace the underlined words and phrases below with the words and phrases in blue in the texts. Make any changes necessary.

- 1 Great progress has been achieved in terms of increasing participant safety so athletes can have longer careers. *Huge strides have been made in terms of increasing participant safety so athletes can have longer careers.*
- 2 The Olympic Games a century ago looked very different from the Games today.
- 3 Most people agree that an athlete’s skill in their field cannot be fully explained by the use of advanced equipment.
- 4 There are no limits to people’s resourcefulness when it comes to technological innovation in sport.
- 5 Even equipment that is apparently very ordinary, such as shoes, has improved enormously.
- 6 Today, a lot of money depends on how well an athlete performs.
- 7 Another benefit of technological advances is that more people can get involved in sports that used to be exclusive.
- 8 Modern athletes are very happy to take advantage of advances in sporting technology.
- 9 This is because, over the past century, sporting technology has developed equipment that has been improving all the time.

6 Complete the table with the correct form of the underlined words in the texts.

NOUN	VERB	ADJECTIVE
<u>accomplishment</u>	<u>accomplish</u>	<u>accomplished</u>

WORD STORE 4E Collocations

7 Complete WORD STORE 4E with the nouns in the box. Use the texts to help you if necessary.

8 **SPEAKING** Complete the questions with the correct forms of the collocations in WORD STORE 4E. Then ask and answer.

- 1 Is sports technology limited to _____? If not, does it also extend into injury prevention or rehabilitation?
- 2 Are we likely to reach the point where athletes will no longer be able to _____ because technology can’t improve their performance any further?
- 3 How will nutrition and training change? Will they continue to _____ in sport? Why?/Why not?
- 4 When it comes to using technology in sport, where do we _____ between what is fair and unfair?
- 5 How much longer can sports science _____ to find how far it can go?

THE ROLE OF TECHNOLOGY IN SPORT

Suzanne Lenglen,
French tennis player, 1920s

Text A

If you've ever seen old images of a sporting event, for example a tennis match from the 1920s, you've probably noticed how different the game is from its **modern counterpart**: the gear and outfits look impossibly old-fashioned. Over the past century, technology has changed the entire face of sport, providing **ever-better** gear made with superior materials. As in other fields, the use of advanced technology in sport can be justified if it leads to improved performance. But it is important to distinguish between legitimate improvements and ones that significantly advantage some athletes over others. Every time the Summer Olympics comes around, so does the debate about where to draw the line. Nevertheless, we have to accept that the technology companies are part of the manifestation of **human ingenuity** in sport and that their importance will increase. Despite the ongoing debate, it is certain that athletes will continue to utilise advances in sports technology to enhance and better their performance.

Text B

The use of technology in sport isn't new: there has been a steady evolution of even **seemingly mundane** sports equipment for decades. You need only look at the **huge strides made** in shoe technology, with better, lighter materials helping to improve performance. It can be argued that these advances have helped to justify the expense of time and money that we invest in sport. Improvements in safety standards have helped to prevent injuries among athletes and enabled them to compete to an older age. Advances in technology can enhance spectator interest and excitement as well as encouraging more people to participate in **formerly** exclusive sporting activities. In extreme cases, however, some players fear that introducing new technology might actually alter the ideal body type for a sport. We must understand how a particular technology affects performance. There's a fine balance between simply enhancing an athlete's fitness and technique and completely eliminating the human factor in competition.

Text C

Technological innovation is now an integral part of sport at the highest level, and competition isn't just about who is fastest – but whose kit is smartest. Given how much money **rides on** success today, it's little wonder that athletes are keen to **capitalise on** technological advances to help them win. It seems that the old saying 'it's not whether you win or lose' has been replaced by 'winning isn't everything; it's the only thing.' But when people talk about the **prowess** of athletes in sports such as tennis, golf, track and field, it's impossible to ignore the part played by technology. Current-day records set with the benefit of these advances cannot be held in such esteem as those of the past. It's not surprising that poorer countries don't compete in sports involving a lot of technology: the investment required is phenomenal. Surely it's not acceptable that competition at the highest level is now only affordable to the elite due to the high cost of equipment.



Serena Williams,
American tennis
player, 2019

Text D

Technological advances in sporting equipment and better information about nutrition, training and psychology have added significantly to athletic performance. Professional athletes now have access to far better equipment than ever before and this has undoubtedly played a role in the achievement of these athletes in their respective fields. Yet it doesn't negate or fully explain their accomplishments, even though composite tennis racquets, ultra-light running shoes and fibreglass poles have enabled them to perform better than ever before. No competitive professional would think of returning to the wooden tennis racquet or bamboo pole: today, the alternatives are just that much better. Sports, like all human enterprises, evolve over time. Technology will no doubt continue to fuel improvements that help push the limits of athletic ability still further. But records in future will be broken less frequently and incremental gains will be tiny, as technological innovation helps to optimise the performance of all and athletes begin to approach their physical limits.

4.3

GRAMMAR

Infinitives

I can use various infinitive structures.

- SPEAKING** Read the beginning of an article about the Tamagotchi Effect. Discuss what you think the positive and negative results of the effect are.

THE TAMAGOTCHI EFFECT

Scientists have created the term the Tamagotchi Effect to refer to how people can become emotionally attached to inanimate objects, such as machines, robots or computer software.

- Read the rest of the article and check your ideas.

The phenomenon dates back to 1996, when a Japanese company was **the first to market** a toy in which a newborn creature **is to be looked after** and brought to adulthood by its carer. **To keep your virtual friend alive** the user constantly needs to feed and play with it.

Researchers have studied the attraction and concluded that users become **determined to raise** their new buddy successfully as this fulfils the basic human **need to nurture** relationships. However, they warn, depending so much on these figures can potentially lead to isolation from the real world.

Although the trend for virtual friends **failed to take off** in Europe to the same extent that it did in the East, software companies, **not to be deterred** by the apparent risks to consumers, have continued to develop and modernise the concept, resulting in sales of over seventy-six million worldwide. **To be emotionally attached to gadgets** is perhaps not as uncommon as it would at first seem.

- Read the **GRAMMAR FOCUS** and find an example of each infinitive structure in the text in Exercise 2.

GRAMMAR FOCUS

Infinitives

You can use the infinitive for a number of different reasons:

- after some verbs

Note: in some phrases after verbs, e.g. *to be* + *to do sth* the infinitive is used to talk about a rule or arrangements for the future

- after certain adjectives
- after certain nouns
- after a superlative or an ordinal number
- to indicate purpose – to avoid monotony in writing you can put the infinitive of purpose before the subject or directly after it.
- as the subject of a sentence

Note: Each of the infinitive structures can be:

- active or passive, e.g. *You need **to look after** it.*
→ *It needs **to be looked after**.*
- simple, perfect or progressive, e.g. ***to play**, **to have played**, **to be playing**.*



- Complete the sentences with the correct positive or negative infinitive form (active or passive) of the verbs in brackets.

- I've never had the opportunity **to play** (play) with a virtual pet.
- Robotics companies, _____ (leave out), are also keen on developing the idea of virtual friends.
- He simply refused _____ (interrupt) while playing with his new friend.
- I was surprised _____ (find out) that I couldn't stop playing.
- A cute baby dinosaur is probably the best creature _____ (look after) by a novice carer.
- _____ (have) a pet of any kind is to deprive a child of early emotional development.

- USE OF ENGLISH** Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and four words in each gap.

- Making the experience of owning virtual pets as realistic as possible is the goal of game designers. **TRIED**
Game designers **have tried to make** the experience of owning virtual pets as realistic as possible.
- To have my own virtual friend would be thrilling. **THRILLED**
I'd _____ my own virtual friend.
- Humans often become attached to things which do not have any emotions. **TEND**
Humans _____ attached to things which do not have any emotions.
- I always get the latest gadgets before everybody else. **QUICKEST**
I'm always _____ the latest gadgets.
- Companies will surely develop more emotionally sophisticated robots in the future. **SURE**
Companies _____ more emotionally sophisticated robots in the future.

- SPEAKING** Look at the sentences in Exercise 5. Discuss to what extent you agree or disagree with each statement.

4.4

USE OF ENGLISH

Sentence modifiers

I can use modifiers to signal attitude, soften a statement or add emphasis.

1 SPEAKING Discuss the questions.

- Do you ever use paper maps? If not, why?
- Can you imagine a situation in which a mapping mobile app is not the best solution?

2 Read the article and answer the questions.

- Do we read more efficiently on screen or on paper? Why?
- What has the digital age done to the length of reading texts?
- What is the advantage of Google Maps over traditional paper ones?
- How do we read digital texts? Why?

3 SPEAKING Do you agree with the article? Why?/Why not?

4 Look at the modifiers in blue in the article. Do they modify words or whole phrases?

5 Read and complete the LANGUAGE FOCUS with the modifiers in blue in the text.

LANGUAGE FOCUS

Sentence modifiers

Indicating attitude

- to express surprise: ¹ *strikingly*, *surprisingly*
- to indicate interest: ² _____, *interestingly*
- to say sth is obvious: *of course*, ³ _____, ⁴ _____
- to show a positive attitude: *I'm happy to say*, *happily*
- to show a negative attitude: *sadly*, *regrettably*

Softening a message

probably, *likely*, ⁵ _____, ⁶ _____, ⁷ _____, ⁸ _____

Note: In conversation, *sort of*, *in a way* and *maybe* are common.

Adding emphasis

surely, *clearly*, ⁹ _____, ¹⁰ _____

Note: In conversation, *actually*, *definitely* and *as a matter of fact* are all common.

READING ON SCREEN

Recent studies show that, **strikingly**, we read more slowly and comprehend less on screen than we do when we read on paper. **In fact**, digital reading material may prevent readers from appreciating long texts in a satisfying way. This, **presumably**, is also to do with the fact that so much information these days comes in tiny bite-size pieces.

The study shows that reading a physical book allows the reader to assimilate an extensive amount of information because you can go back and forth between pages easily. This may, **to some extent**, explain why people still print out documents when they could **potentially** just read it all on screen. **Obviously**, the results of the study don't apply to all digital text types – Google Maps, for example, allows you to zoom in and zoom out to get a bigger picture of where you are and is **arguably** easier to use than its paper equivalent.

Curiously, another difference lies in the direction in which we read. With digital texts, we often read in a non-linear fashion because we are led in different directions by links embedded within a text – **plainly** this makes us more easily distracted. **Indeed**, we may not finish what we intended to read but discover something totally unexpected instead.

6 Choose the correct option based on the context of each sentence.

- Curiously* / *Sadly*, co-founder of Microsoft Bill Gates' house was designed using an Apple computer.
- After initial difficulties, *happily* / *regrettably* Anna was able to recover all her data from the faulty hard drive.
- Obviously* / *Surprisingly*, the latest model of the phone is twice as powerful but costs little more than the old version.
- While Karen is not totally to blame, *to some extent* / *clearly* the fault is hers as she forgot to log out of the system.
- Of course* / *Potentially*, no one could have predicted just how damaging this computer virus would go on to be.
- With so much competition in the market, *plainly* / *likely* not every fitness app can be a commercial success.

7 SPEAKING Discuss one of the statements below.

- Despite the impact of communication technology, surely today's teenagers can't be that different from past generations, can they?
- Though we can't be 100 percent sure, presumably e-readers will continue to get cheaper as competition between manufacturers increases.

Grammar pages 131–132



Multiple choice

I can understand specific details and speakers' attitudes in informal conversations.

1 **SPEAKING** Discuss how these devices and services make our lives easier.

2 **2.6** Listen to three dialogues about technology and answer the questions.

- Which of the devices or services in the photos are the people talking about?
- What is their general attitude towards them?
- In which conversation do the two people fundamentally disagree?

EXAM FOCUS Multiple choice

3 **2.6** Listen again. For questions 1–6, choose the correct answer A, B or C.

Dialogue 1

- How does the woman feel about contactless cards?
 - annoyed about the way people use them
 - concerned about some aspects of their use
 - surprised about how quickly they have been introduced
- What do they both think about the cards?
 - They are only useful in certain situations.
 - They are less safe than other payment methods.
 - They indicate an attitude that is common in modern society.

Dialogue 2

- What does the woman dislike most about social media?
 - It encourages a superficial form of communication.
 - It's hard to erase personal details.
 - It's spoiling people's use of language.
- What is the man doing?
 - describing how he'd like to change people's approach to social media
 - complaining about a problem he encountered on a social network
 - explaining how to use some social media sites

Dialogue 3

- What aspect of e-readers do the two speakers disagree about?
 - how convenient and practical they are
 - how difficult they are to share with others
 - how they affect the amount people read
- What does the woman dislike most about e-readers?
 - They're addictive.
 - They're heavy and impractical.
 - They're not as special as books.



WORD STORE 4F Verbs

4 **2.7** Complete WORD STORE 4F with the verbs in the box. Then listen and check.

5 Complete the sentences with the correct form of the verbs in WORD STORE 4F.

- I think we should have to _____ our ID passes to get into school. It's much safer.
- I spend a lot of time with books. I _____ every page.
- I don't like reading on screens because they _____ with a harsh light.
- I think social media really _____ communication – everything is so superficial.
- I don't like shopping online – it _____ security for convenience.
- I am always worried that someone might _____ my phone.
- I like books because you can _____ them before you buy.
- Social media has _____ my life. It helps me to easily keep in touch with my friends.

6 **SPEAKING** Discuss whether you agree with the statements in Exercise 5 and why.

4.6

SPEAKING

Agreeing and disagreeing

I can show degrees of agreement and disagreement using a range of language.

1 **SPEAKING** Look at the photos on the radio website and answer the questions.

- 1 How is technology being used in each image?
- 2 Have you ever seen these uses of technology? If yes, where?

2 **2.8** Listen to a radio programme about the technological solutions in the photos and answer the questions.

- 1 Do the speakers think they are a good idea?
- 2 What reasons do they give for their opinions?

3 **2.8** Read the **SPEAKING FOCUS**. Then listen again and tick the phrases that you hear.

4 Respond to the statements using phrases from the **SPEAKING FOCUS**. Give reasons for your responses.

- 1 I think touch screen menus are just a gimmick! (disagree politely)
- 2 I like the idea of virtual mirrors – I think they'd be fun. (agree enthusiastically)
- 3 Classrooms should have virtual books built into the desks! (agree enthusiastically)
- 4 I think people spend too much time hiding their faces in their screens! (agree in part)
- 5 I couldn't live without my phone. It's my most important possession. (disagree politely)
- 6 A lot of people are losing their jobs due to new technology. (agree in part)

SPEAKING FOCUS

Agreeing enthusiastically

- Absolutely! I'm totally with you on that!
- I've got to agree with you!
- You can say that again!
- You're definitely not wrong there!
- You've got that right.

Agreeing in part

- You're right of course but ...
- I know that's true but ...
- You've got a point, though ...
- I agree ... but ...
- I guess you're right, though ...

Disagreeing politely

- Sorry, but I just don't think that's right.
- I'm sorry, I really don't agree with you here.
- I'm afraid I have to disagree with you on that.
- Hmm, I'm afraid I'm not so sure.

5 **SPEAKING** Discuss the advantages and disadvantages of each of the technologies in the classroom. Then choose one you think your school should invest in.

- a Wi-Fi connection
- an interactive whiteboard
- a digital projector

6 **SPEAKING** With your partner, join another pair and try to convince them about your choice from Exercise 5. Use different ways of agreeing and disagreeing and the **SPEAKING FOCUS** to help you.

News

Weather

More



LISTEN LIVE

ON AIR NOW: **TechReport**
12:00–12:10

NEXT: **Top 10 Singles**
12:10–12:55



4.7

WRITING

A review of a product

I can write a review of a product describing its features, benefits and drawbacks.

1 **SPEAKING** Look at the descriptions of five fitness gadgets and discuss the questions below.

- a pedometer app in your phone tracking the number of steps you take every day
- a fitness band measuring the distance you have walked/run and monitoring your heart rate
- an exercise bike telling you your average speed and how many calories you have lost
- an app enabling you to attend live fitness classes online
- an app helping you plan and track your workouts

- 1 Which of these gadgets do you use/would you be interested in trying out?
- 2 Can fitness gadgets or apps really motivate you to get active or improve your training regime? Why?/Why not?

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

- 1 What is it about?
- 2 What information do you need to include?

You have been asked to try out some exercise apps aimed at encouraging young people to be active, then decide which is the best and write a review of the app for your student magazine. Describe who it is for, what it does and why it is effective.

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

- 1 Does it contain the information asked for in the task?
- 2 Would this app be right for you?

App Review: Get Running

Want to get fit but finding it hard to get off the couch and hit the streets? With the proliferation of running apps now available, it's never been easier. **Whether** you're training for your first five-kilometre (5k) run or your ninth marathon, there's an app to ⁵ motivate you through every mile.

Get Running is **one of the best** apps to use the popular training programme *Couch to 5k*. The method is **designed to** start you from scratch as it alternates running and walking in order to build up your fitness. *Get Running* **not only** offers nine weeks of ¹⁰ set routines so as to enable beginners to achieve a 5k run in just over two months, but also guides more advanced runners towards increasing their pace.

The app is **easy to use** and focuses on regular cues to motivate you, helped by an encouraging voice to talk you through things. ¹⁵ **As well as** enabling you to listen to music while you run, the app **allows** you to pause a run so that you can get your breath back and start again when you're ready. These are all great features, but it's the **clear and concise** instructions that really **make all the difference**. That said, it would be a real **plus** if the app was available in a wider ²⁰ range of languages.

While it won't do the running for you, this technology can help you move from the couch to the finishing line. If you're a beginner in need of extra encouragement, this is **the perfect choice** for you.



4 Read the **WRITING FOCUS** and complete the gaps with the words in purple in the review.

WRITING FOCUS

A review of a product

Introduction

- Arouse the reader's interest in the product.
Interested in ...?/1 **Want to** ...? 2 _____ you're ... or ...

Main paragraphs

- Say what the product does and what it offers.
It is 3 _____ ... It enables/4 _____ (you) to ...
It has/offers/boasts excellent features such as/like ...
- Explain any special benefits or features.
An outstanding feature is ... This option is particularly useful ...
It's the (instructions) that really stand out/5 _____
- Use positive adjectives to describe features and benefits.
It's 6 _____ /user-friendly. The 7 _____ (instructions)
- Use listing phrases to connect the information.
It 8 _____ ..., but also ... 9 _____ (enabling) you to ...
Another advantage is ...
- Include a comparison with other similar products if appropriate.
It's 10 _____ /most popular ... available
Some may find ... but ...
- Mention any drawbacks or areas for improvement.
The only real downside is ... It would be a real 11 _____ if ...

Conclusion

Summarise the benefits of the product.

This is a great product to ...
12 _____ /might not ...,
This is 13 _____ for (novices)/the best value ...

5 Complete the sentences with the words and phrases from the **WRITING FOCUS**. Then put the sentences in a logical order. Which review sections do they belong to?

- a The online platform _____ built-in rewards, _____ trophies for reaching certain milestones.

☐
- b One of the latest is Xtra Mile, a GPS running aid that _____ runners to track important data in real time.

☐
- c It _____ users to track time, distance and calories burned using the phone's GPS.

☐
- d An _____ feature for serious runners is the heat map.

☐
- e _____ you're out for a casual jog or training for a race, you can take advantage of one of many running apps available.

☒
- f The app is _____ to motivate serious runners who are looking to improve their performance.

☐
- g This map _____ tracks the route, but also plots how fast the user is running using a colour scale.

☐
- h For serious joggers, Xtra Mile is the _____ to help train for an upcoming race and provide motivation at the same time.

☐
- i Xtra Mile has many other _____ such as motivation through music and an online community.

☐
- j A final note to developers: it would be a real _____ if the next version of the app allowed users to post to popular social networking sites as well as to the Xtra Mile online community.

☐

6 Read the **LANGUAGE FOCUS**. Which of the structures can you find in the review on page 48?

LANGUAGE FOCUS

Clauses of purpose

- to + infinitive + noun phrase**
Want something **to spice up** your run? Use this app to log your activity.
- in order to/so as to + infinitive clause**
Many people need encouragement **(in order) to** get off the couch. (in order is usually omitted in informal writing)
This app offers built-in rewards **so as to** increase your motivation.
Note: Use **in order not to/so as not to + infinitive clause** to express purpose in the negative.
Keep your pedometer in a waist bag **in order not to/so as not to** lose it.
- so (that) + clause** (usually with a modal verb – can, will or may)
Get Running offers routines to follow **so (that)** you can achieve a 5k run.
- for + noun/verb with -ing**
We went **for a run**.
This app works best **for walking**.

7 Complete the text with the words and phrases in the box. Use each of them once only.

for in order not to so so as to

so as not to so that to

The Miles in Your Shoes pedometer offers users a variety of walking and running challenges set at various levels of difficulty. You can scroll through a user-friendly menu 1 **to** select a challenge that is suited to you. Some take all day while others require only moments 2 _____ you can even squeeze them into your lunch break. Small challenges encourage you to keep moving in manageable chunks 3 _____ lose motivation. Trophies and Awards appear frequently 4 _____ give you a sense of accomplishment. Miles in Your Shoes works best 5 _____ slow walking and won't register activities like biking. It can be kept in your pocket 6 _____ get in the way while running. It also connects with other fitness apps 7 _____ you can log other data like food consumption.

SHOW WHAT YOU'VE LEARNT

8 Complete the writing task. Use the WRITING FOCUS and LANGUAGE FOCUS to help you.

REVIEWS WANTED: Ten best gadgets or apps!
You have been asked to write a review of your favourite app or gadget for a student magazine. Describe what it does, what the benefits are and why it should be included in the top ten.

VOCABULARY

- 1 Complete the sentences with the correct form of the words in the box.
- compromise

counterpart

downturn

herald

optimise

savour
- 1 This new racquet is specially designed to _____ the strength of your shots.
- 2 Because of Internet technology, there's been a huge _____ in newspaper sales.
- 3 The agreement between the sports tech companies _____ a new era in sport technology development.
- 4 We wouldn't want to do anything to _____ the results of the experiment.
- 5 I like to go slowly and _____ what I read. I can't stand all this instant communication.
- 6 In software development, I find it useful to talk regularly to my _____ in other parts of the world.
- 2 Choose the correct answer, a, b or c.
- 1 The problem with Grant is that he never knows where to _____ the line.
a nick b stream c draw
- 2 I don't read too much nowadays but I do like to _____ through video games magazines now and again.
a flick b swipe c glare
- 3 Approximately 5 percent of athletes use illegal stimulants to _____ their performance.
a accomplish b enhance c legitimise
- 4 Modern science has really made great _____ in almost every aspect of technology.
a standards b records c strides
- 5 If you don't keep up-to-date nowadays, you'll very quickly _____ by the wayside.
a remain b fall c push
- 6 I know there's a lot of money _____ on the success of drones but I'm dead against them!
a capitalising b optimising c riding

- 3 Complete the sentences with words from the unit. The first letter of each word is given.
- 1 I have an **a**_____ of ideas – and no money to do anything with them. (large amount of sth)
- 2 Although there are clear signs of poverty, the **a**_____ in this city is equally visible. (lots of money; wealth)
- 3 He destroyed his laptop through his own **c**_____. (not giving enough attention to sth)
- 4 My old smartphone was easier to use because of the **s**_____ of the operating system. (not being complicated)
- 5 The service guy wouldn't repair my computer because he doubted the **a**_____ of the software I use. (the state of being real or legal)
- 6 Her **d**_____ is admirable – she does great work and never misses a deadline. (working hard and carefully)

GRAMMAR

- 4 Write sentences from the prompts. Use the correct form of the infinitive.
- 1 You should / not / choose / buy / the cheapest tablet.
- 2 She / refuse / let / me work on my laptop during take-off.
- 3 We / have / make / the decision / not / enter / the website design competition.
- 4 It / extremely / important / protect / your log-in details.
- 5 You / the second / person / tell / me it's broken this morning.
- 6 Turn your computer off when not in use / ensure / it / not / overheat.
- 5 Complete the text with the correct infinitive form of the verbs in the box. You may need to use passive forms.

buy

complain

convince

find out

ignore

log out

refund

shop

speak

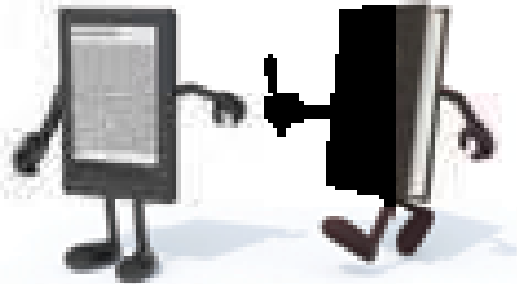
Last week I forgot ¹ _____ from my favourite online shopping site and I was shocked ² _____ later that day that my credit had been reduced to zero. I was convinced the website was safe. In fact, I had chosen ³ _____ on that site precisely because of their security record. I mean, for anybody wanting ⁴ _____ anything online nowadays you need ⁵ _____ that it's safe, right? Well, I contacted the company, and I was determined not ⁶ _____ .

Of course, ⁷ _____ to anyone I had to go through a number of automated phone messages. Eventually I got through to find out I wasn't the first ⁸ _____ as there'd been an issue with the company's banking services. All the missing money, they promised, was ⁹ _____ within the hour.

USE OF ENGLISH

- 6 Choose the correct option.

E-reading and the Developing World



One of the prime factors in ensuring a country's growth and cultural development is education. ¹ *Sadly / In fact*, the cost of buying and transporting books in parts of Africa is hindering learning and slowing development. Given the limited supply of physical books, e-reading could ² *interestingly / potentially* open up new pathways to reading for kids who might otherwise lack basic textbooks.

³ *Interestingly / Likely*, latest trends show that younger readers in developing countries are increasingly switching from using dedicated e-readers to reading on their mobile phones. Mobile technology is ⁴ *sadly / undoubtedly* one of the most effective and efficient ways of giving marginalised groups all the benefits of access to books.

I have to say that ⁵ *personally / probably*, I couldn't live without my e-reader. ⁶ *In fact / Arguably*, it's so essential that it goes with me everywhere.

- 7 Complete the text with the correct form of the words in capitals.

How the MP3 revolutionised music

The humble MP3 is one of the most significant inventions of modern history and heralded the ¹ (ARRIVE) of both listening to and purchasing songs and albums over the Internet. This, in turn, made it possible to download music ² (LEGAL) and effectively brought the global music industry to its knees in the mid 2000s. It took government-funded German engineers a decade of research to figure out that much of the information in recorded music is inaudible to the human ear and therefore does very little to ³ (RICH) the sound. Ultimately then, it was their ⁴ (INGENIOUS) which facilitated the ⁵ (PIRATE) revolution by releasing for free on the web the first ever MP3-encoding software. As Stephen Witt explains in his book *How Music Got Free*, it was not so much the ordinary people who were able to ⁶ (CAPITAL) on the new medium but rather an organised criminal conspiracy to steal music. Today, however, legal streaming services are in the ⁷ (ASCEND) for digital music and the ⁸ (POPULAR) of listening to digital music looks set to continue.



- 8 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Do not change the word in capitals.

- 1 Driverless cars will eventually replace traditional cars.
Traditional cars will eventually _____ driverless cars.
WAY
- 2 MP3 will probably remain the most popular audio format for years to come.
MP3 will probably continue being/to be the audio industry standard for years to come. **INDUSTRY**
- 3 Despite the money being invested in smart watches, many believe they will not be commercially successful.
Many believe smart watches will be a commercial flop/will flop commercially despite the investment being made in them. **FLOP**
- 4 They have tested the new drug in trials, I presume.
The new drug has presumably been tested in trials. **PRESUMABLY**
- 5 If you constantly ride your motorbike so hard, you'll damage the engine.
You'll damage your motorbike if you constantly push the limits of its engine. **PUSH**



LISTENING

- 9 2.9 Listen to three dialogues. For questions 1–6, choose the correct answer A, B or C. You will hear the recording twice.

Dialogue 1

- 1 What do the speakers agree on in relation to online flight check-in?
A It is very time-consuming.
B It is unnecessarily complicated.
C It is a stressful experience.
- 2 What is the man's opinion of the other services advertised on the site?
A They are just a way for the airlines to earn more money.
B They are very useful for customers.
C They can help ensure customer safety.

Dialogue 2

- 3 What does the man like most about the website?
A The amount of information available about bands.
B The fact that it is very quick to download music.
C The recommendations of new music available on the site.
- 4 What is the woman's opinion of buying music online?
A Making a careful choice is easier on a website.
B The pleasure of buying music is missing.
C The websites are mostly operating illegally.

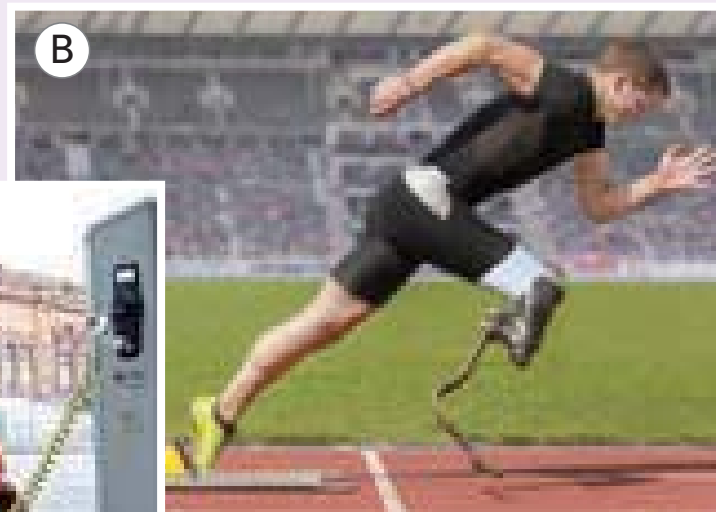
Dialogue 3

- 5 What is the man doing during the conversation?
A Admitting his own lack of skills.
B Complaining about the lack of support.
C Recommending his friend not to do the course.
- 6 How does the woman respond?
A She doesn't think he should ask for help.
B She suggests asking for a refund.
C She advises him to give it more time.

SPEAKING

- 10 Look at the photos and ask and answer the questions.

- 1 Why might people choose to use these devices and how might the users of these devices feel?
- 2 What might cause difficulties for the people and how might they deal with them?
- 3 Which device do you think might be more difficult to deal with? Why?



5

All in a day's work

*Though I crave for work ...
I do not ask for more than my
proper share.*

Jerome K. Jerome, *Three Men in a Boat*

DOCUMENTARY VIDEO



BIG IDEA, BIG BUSINESS

 **5** Watch the documentary video.
For the worksheet, go to page 116.

5.1

VOCABULARY

Employment and career • phrasal verbs –
work • colloquial phrases • collocations to
describe work and money

I can talk about work, careers and internships.

SHOW WHAT YOU KNOW

1 Complete the table with the noun form of the verbs in the box.

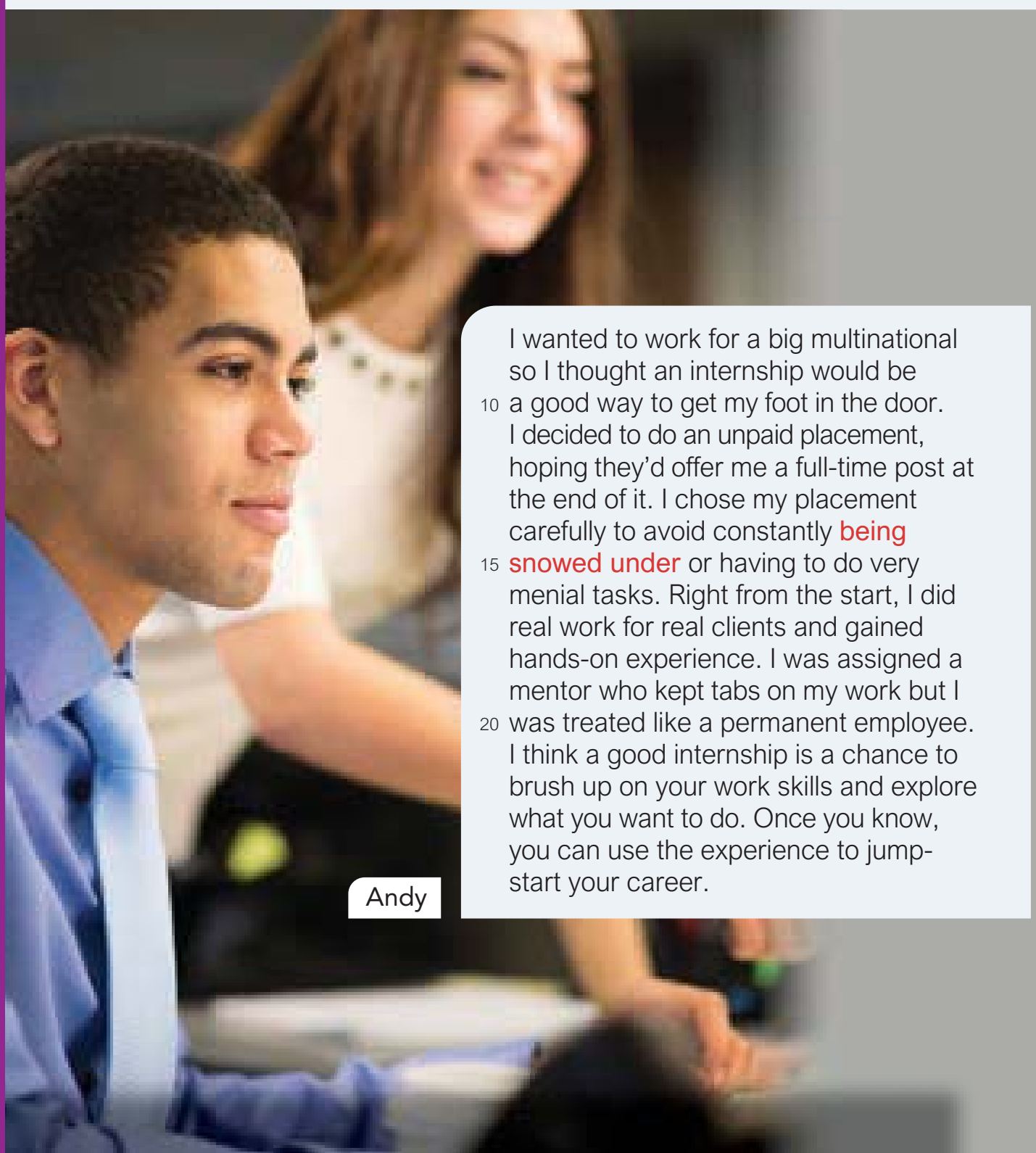
apply compete employ interview
manage promote recruit train

VERB	NOUN (thing/concept)	NOUN (person)
apply	<i>application</i>	<i>applicant</i>

2 Think of an example sentence with one of the words from each group in Exercise 1. Compare with a partner.

Working for Nothing

With so much unemployment, it's increasingly difficult for young people to **break into** the job market. One way to get on the first rung of the ladder is to do an internship: most big companies offer these short-term placements as a way to gain work experience with the chance of getting a full-time job at the end of it. Some places pay the minimum wage and some only cover expenses. Here, three graduates describe their internship experiences.



I wanted to work for a big multinational so I thought an internship would be a good way to get my foot in the door. I decided to do an unpaid placement, hoping they'd offer me a full-time post at the end of it. I chose my placement carefully to avoid constantly **being snowed under** or having to do very menial tasks. Right from the start, I did real work for real clients and gained hands-on experience. I was assigned a mentor who kept tabs on my work but I was treated like a permanent employee. I think a good internship is a chance to brush up on your work skills and explore what you want to do. Once you know, you can use the experience to jump-start your career.

Andy

3 Read the article and answer the questions.

- 1 Who was **taken on** by a start-up?
- 2 Who persevered despite having to do really boring things?
- 3 Who **slaved away** putting in extra hours?
- 4 Who felt disappointed as the company didn't keep their promise?
- 5 Whose really positive experience **made up for** the lack of pay?

25 During the summer of my first year at university, I interned for a magazine. It was unpaid but I was promised a bonus if I got more than ten Twitter followers a week. I increased Twitter followers from 700 to 7,000, but the incentives never materialised. I was constantly asked to do menial tasks like photocopying and fetching coffees. I put on a brave face but a low point was when the boss asked me to help his daughter with her schoolwork. I ended up with the boss's daughter **ordering me around**. I didn't have the guts to **stand up for** myself because I didn't want to scupper my chances.

Jan

45 I was taken on as an intern for a start-up. They used unpaid internships as entry-level jobs with the promise of a permanent contract at the end of it. I figured that it was a good thing to have on my CV and would show dedication to the industry that I wanted to work in. That was what interested me – showing that I could hit the ground running and make myself indispensable. It quickly became clear that I was expected to work overtime, but I didn't want to damage my chances of landing a permanent job so I **pressed on**. After three months, I was told that they had decided to freeze hiring that year and I would be let go.

Karen

WORD STORE 5A Phrasal verbs – work

- 4 2.10 Complete WORD STORE 5A with the phrasal verbs in red from Exercise 3 and the article. Then listen and check.
- 5 Replace the underlined words with the correct form of the phrasal verbs in WORD STORE 5A. Then finish the sentences so that they are true for you and compare with a partner.
 - 1 A company where I'd like to be employed is ...
A company where I'd like to be taken on is a charitable organisation.
 - 2 I'd never dare tell my ... what to do.
 - 3 The last school project I really worked hard on was ...
 - 4 A belief I'd always defend is that ...
 - 5 When I have too much work, I feel ...
 - 6 A mistake I'd like to compensate for is ...

WORD STORE 5B Colloquial phrases

- 6 2.11 Complete WORD STORE 5B with the underlined phrases in the article. Then listen and check.
- 7 Correct the mistake in each sentence. Which sentences are true for you? Compare with a partner.
 - 1 My parents like to hold tabs on me. They know where I am at all times.
 - 2 I'm very slow in the mornings. I never strike the ground running.
 - 3 I've got a good voice but I don't own the guts to sing in public.
 - 4 I would like to do an internship so I can jump on the first rung of the ladder.
 - 5 I think appearance is very important in a job interview – the wrong one can scupper your luck.

WORD STORE 5C Collocations – work

- 8 2.12 Complete WORD STORE 5C with the correct words from the article to make collocations about work. Then listen and check. Write example sentences.
- 9 **SPEAKING** Do you agree with the statements in WORD STORE 5C? Why?/Why not?

WORD STORE 5D **EXTRA** Collocations – money

- 10 2.13 Complete WORD STORE 5D with the verbs in the box. Then listen and check.
- 11 **SPEAKING** Would you consider doing an internship? Why?/Why not?

5.2

READING

Matching
I can understand specific details in an article.

1 Read UK TODAY and answer the questions.

UK TODAY

In order to recognise entrepreneurship and nurture talent among young people in the UK, many universities and institutions offer awards for innovation in business to graduates and undergraduates. **The Enterprise Awards** are one such scheme set up in association with a well-known bank and a newspaper. They celebrate the achievements of young business people across the UK and winners enjoy not only recognition for their products and services, but also benefits such as help with funding and free legal and business advice.

- 1 Who are the Enterprise Awards aimed at?
- 2 What are the benefits for winners?
- 3 What do you think the judges take into consideration when choosing a winner?
- 4 Do you think such award schemes are a good idea? Why?/Why not?

2 In groups of three, read one section each of the article about the recent winners of the Enterprise Awards. Make notes under the headings below and report back to your group.

- Beginnings of business
- Challenges & milestones
- Advice to potential entrepreneurs

EXAM FOCUS Matching

3 Read the article again. Match texts A–C with questions 1–8. The texts may be chosen more than once.

In which text does the young entrepreneur mention:

- 1 that having another source of income is highly desirable? ☐
- 2 an area where their age proved a disadvantage? ☐
- 3 a view that regular income is not guaranteed? ☐
- 4 an opinion that it is worthwhile to wait for the results of your work? ☐
- 5 their efforts to remain optimistic against the odds? ☐
- 6 an outcome that was unexpectedly successful? ☐
- 7 a criticism of trying to work alone? ☐
- 8 an opinion about what is most important in an employee? ☐

WORD STORE 5E Collocations

- 4 Complete WORD STORE 5E with the verbs in the box. Use the article to help you if necessary.
- 5 Write five questions you would like to ask one of the Enterprise Awards winners using the collocations in WORD STORE 5E.
- 6 **SPEAKING** Discuss how you think your chosen winner(s) might answer the questions you wrote in Exercise 5.
- 7 Complete the sentences with the correct form of the collocations in blue in the article.
 - 1 Before launching our product globally we used social media to gauge consumer opinion here in the UK.
 - 2 I didn't _____ of Twitter as a marketing tool until I read an article in a business magazine.
 - 3 Most investors expect to _____ on their money within a couple of years of buying shares.
 - 4 Although there are seasonal _____ generated by the hotel, the business remains profitable.
 - 5 Simon still has a lot to learn as a salesman but he certainly _____ customers.
 - 6 Joanne is not a very experienced businesswoman. She _____ college.
 - 7 The course was extremely practical and what I learnt on it gave me _____ to my career.

8 Complete the table with the correct form of the underlined words in the article.

ADJECTIVE	NOUN
<u>restless</u>	<u>restlessness</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

9 **SPEAKING** List the qualities from Exercise 8 that you possess. Discuss how these qualities prove useful at school or in social life.

You could say that I'm tenacious: I've got a lot of determination and even when things are difficult at school, I just keep trying.

Meet some of the winners of the Enterprise Awards, a scheme developed to recognise the entrepreneurial talent emerging from universities across the UK.

A

Ross Kemp: Asap Water Crafts

The hardest bit was starting, honestly. My product was something that began as
5 a project at university. Once I started, each step led to the next, with difficult decisions to make at each one. My biggest mistakes always came when I tried to do everything myself. I soon realised that I couldn't do everything without sustaining financial losses – and very often other people can do bits better than me!

A challenge is knowing who to trust and where to gain feedback. I talk through
10 decisions with lots of different people to **gauge their opinions**, but in the end, big choices (like whether to give away fifty percent of my business) come down to following my heart and gut instinct.

I've got a poster above my desk which says 'work hard and be nice to people' – I try to live by this. My success has been simply through taking opportunities
15 when they came my way, being **tenacious** and saying 'yes'. I try to look for positives in everything, even when things are really tough.

However, I would urge entrepreneurs to hold on to their day jobs as long as possible while building a new business. If you can continue your day job until the business you have founded generates enough cash to pay your wage, this
20 is the best scenario!



B

Rowena Simmons: Black & White Boutique

I studied Art Textiles at secondary school. After I finished, I had an assortment of embroidery threads, charms and other arts and crafts supplies left over. I enjoyed playing around with them and was **curious**

25 to know if they could be made into something saleable. I decided to try my luck and posted images of my handcrafted bracelets on Facebook. Much to my surprise, my schoolmates enthused about them immediately and started asking where they could
30 buy them.

Having **realised the potential** of homemade items, my boyfriend and I set out to establish an online store. My intention wasn't to build a brand, nor was it to become as **prosperous** as we have. In fact, it
35 was simply a passion I had for creating things, which ended up giving me **a flying start** to a career as an entrepreneur.

Our initial investment amounted to £200, which went on purchasing fifteen different products to sell on our
40 website. The other jewellery we offered was all my handiwork. I remember receiving our first order for £21 from a customer in Spain shortly after our opening promotion, which made the whole thing thrilling. All of a sudden, I realised how straightforward it was to access
45 international markets through the Internet.

I reckon patience is definitely the key. It is, however, worth noting that while there are many positives to owning and managing your own business, it isn't child's play and it doesn't come without its **restless**
50 nights and pressured days. You must be eager to develop your products and prepared for **fluctuations in the revenue** you receive. With a lot of effort and **perseverance** and a dose of good luck, you will eventually **see a return**, though.

C

Ry Morgan: Pleasecycle Exercise App

55 I guess recruitment has been one of our biggest challenges. I **was fresh out of** university and still had a babyface and had only had experience as an intern when we started. I think trying to recruit exceptional talent in what is already a **hyper-competitive** space, in terms of the tech industry, has proven interesting and probably one of the bigger difficulties.

60 Trying to bring in experienced individuals who are maybe a decade older than I was at the time has been quite a tricky task. It's one that's got better over time, but having never run a business before, it's been hard doing the interview process, and actually sitting down and quizzing people to recruit really good talent.

65 And it's about getting not just the right professional match but the right personal match, so linking them in with your culture is sometimes more important than their **competence**. If there's a guy that's a little bit better in terms of his CV versus the girl that you **have a great rapport with** and who matches the company culture, I'd say go for the girl over the guy because, in
70 the long term, rapport and fitting in with the culture are more important.



5.3

GRAMMAR

-ing forms

I can use various structures with -ing forms.

- 1 **SPEAKING** Look at the jobs in the box. Discuss which of them you would like to apply for and why.

barista landscaper pet groomer
shelf stacker usher

- 2 **SPEAKING** Discuss the pros and cons of having a part-time job. Then read the text below and check your ideas.

Is working part-time BAD for your grades?

5 Saturday jobs for teens have long been seen as a good way to earn both a little money and some independence. However, part-time jobs are now being viewed somewhat sceptically as recent research shows **working while** studying may be detrimental to high school grades.

10 Tales of teens **succeeding in saving** hard-earned cash and studying at the same time are not uncommon. But, **with more and more young people not doing well** at school, the results of the research are possibly a cause for concern. **On seeing** the results of the research parents may be worried that their children are jeopardising their education by taking on such extracurricular activities.

15 **Having worked** throughout both my school and university, however, I for one took advantage of the opportunity for greater self-development. And like many parents, mine also **appreciated my getting** a good education for life. **Being motivated** equally by a desire to learn and to earn, I was able to have the best of both worlds.

- 3 Read the **GRAMMAR FOCUS** and find an example of each structure in the text in Exercise 2.

GRAMMAR FOCUS

-ing forms

You use -ing forms for a number of different reasons:

- as the subject of a sentence
- after certain verbs
- after all prepositions, e.g. after *on* at the beginning of a sentence to mean *as soon as*
- in complex sentences where the subject is the same in both clauses, to express cause and effect or to express the sequence of events
- in complex sentences after *with* + subject when the subject is not the same in both clauses.

Note: You use possessive adjectives (*my, his, etc.*) or object pronouns (*me, him, etc.*) if the subject of the -ing forms is different from the subject of the sentence, e.g. **They** are worried about **him** flunking his exams.



- 4 Complete the sentences with the correct form of the verbs in brackets. Add extra words where necessary.

- 1 I can't help being considered (consider) irreplaceable. Even if I'm not.
- 2 She supported _____ (I/sack) – which really upset me.
- 3 _____ (not/receive) good results, I stand little chance of getting into uni.
- 4 _____ (give) the job, I now regret applying.
- 5 He was in the middle of _____ (tell off) when I walked into the room.
- 6 _____ (not/have) a reliable source of income can be a strain on any family.

- 5 **USE OF ENGLISH** Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between two and five words in each gap.

- 1 You develop a better sense of responsibility when you earn your own money. **DEVELOPS**
Earning your own money develops a better sense of responsibility.
- 2 I really don't like to be told what to do. **DESPISE**
I _____ what to do.
- 3 The concern my parents have is that I work too hard. **ABOUT**
My parents _____ working too hard.
- 4 To be successful in life you are required to work hard. **BEING**
_____ you to work hard.
- 5 I tell my parents as soon as I receive any exam results. **ON**
_____ exam results, I immediately tell my parents.
- 6 The job market has got increasingly competitive so it's essential to have good qualifications. **WITH**
_____ increasingly competitive, good qualifications are essential.

- 6 **SPEAKING** Choose three of the sentences in Exercise 5 that you agree with and discuss.

- 7 Make a short list of part-time jobs you would refuse to do. Compare your lists in pairs.

Grammar pages 133–134

5.4

USE OF ENGLISH

Prepositional phrases

I can use various prepositional phrases with by, at, to and in.

- SPEAKING** Read the cartoon captions. Discuss which of them you find more amusing and why.
- Read the **LANGUAGE FOCUS** and look up the meaning of the prepositional phrases.

LANGUAGE FOCUS

Prepositional phrases

BY	accident all means chance means of virtue of	AT	a loss fault sea sb's disposal the end of the day
TO	a certain degree date my mind no avail some extent	IN	advance any case the long run the wrong vain

- Look at the phrases in the box and find their synonyms in the **LANGUAGE FOCUS**. Then write example sentences with three of the phrases and ask your partner to transform them using the synonymous phrase.

by accident in vain in the wrong
by means of at a loss to some extent

by accident = by chance

- Choose the correct option.

- A:** You've been trying ¹ *in vain / in the long run / by all means* to find a better job for ages.

B: Yes, I know. And it's all ² *at sea / to no avail / in any case*. I guess I'm here for life.
- A:** Oh no. I've broken the printer again. It was ³ *by accident / at fault / by all means* – I promise.

B: I'm ⁴ *in any case / in the wrong / at a loss* to explain how you do it. That's the third time this month.
- A:** I've managed to save some money ⁵ *by means of / by accident / to some extent* working overtime.

B: Well, ⁶ *in the long run / to some extent / to date* I'm jealous. I don't want the extra work but I could save some money!
- A:** I love my new job. ⁷ *In the long run / At the end of the day / To date* I hope to be the boss one day.

B: I'd hate to be a boss. You have to be ⁸ *at fault / by virtue of / at everybody's disposal* the whole time.
- A:** I appreciate the money's not very good but ⁹ *to my mind / by means of / to no avail* gaining experience is the most important thing.

B: I agree ¹⁰ *in advance / to my mind / to a certain degree* but money's good to have!

①



I'm all at sea when it comes to working the new washing machine.

②



To my mind, you should change your hairstyle.

- Complete the text with appropriate prepositional phrases from the **LANGUAGE FOCUS**. Sometimes more than one answer is possible.

Well, I agree with my boss **to** ¹ _____ but I can't say she's one hundred percent right. I mean, **at** ² _____ it's her decision and I have to do what she tells me to do – and I'm in no position to tell her that she's **in** ³ _____. I will admit, however, that she's been very helpful **to** ⁴ _____ and she's always been **at** ⁵ _____ whenever I've needed some help. For example, when I was trying **in** ⁶ _____ to come up with an idea for the new marketing campaign and not getting anywhere. She could clearly see that I was **at** ⁷ _____ for inspiration and gave me a few ideas to work with.

To ⁸ _____ that's more important than agreeing with everything she says – after all, I am here to learn **by** ⁹ _____ gaining experience.

- SPEAKING** Discuss the questions.

- When was the last time you tried something in vain? What was it? How did it end?
- Do you have trouble admitting when you are in the wrong? Why?
- Can you name a few things you prefer to do in advance?
- When were you last at a loss for words?
- At the end of the day, what are your language learning objectives?



LISTENING

5.5

Multiple choice

I can understand specific details in a radio programme.

- 1 **SPEAKING** Look at the photo of two people waiting for a job interview. Discuss how they feel and what is going through their minds.
- 2 **SPEAKING** Discuss the questions.
 - 1 Have you ever been interviewed? For what?
 - 2 Was it a relaxing or a stressful experience? Why?
 - 3 What advice would you give someone attending a job interview?
 - 4 What common mistakes do people make in interviews?
- 3 **2.15** Listen to a radio programme about interview techniques and answer the questions.
 - 1 Do you agree with the advice given?
 - 2 Would you change any of your suggestions in Exercise 2? Why?/Why not?

EXAM FOCUS Multiple choice

- 4 **2.15** Listen again. For questions 1–6, choose the correct answer A–D.
 - 1 What does Jonathan recommend as effective preparation for a job interview?
 - A documenting your complete range of skills
 - B developing the right mental attitude
 - C researching the company and their target market
 - D predicting the questions the interviewer might ask
 - 2 What does Carole say is most important when she meets a prospective employee?
 - A a positive outlook
 - B a polite and civilised manner
 - C the candidate's body language
 - D a candidate's general appearance
 - 3 Jonathan and Carole both say that
 - A candidates should avoid errors if possible.
 - B having the ability to learn from your mistakes is crucial.
 - C an unwillingness to admit errors is undesirable in a candidate.
 - D the occasional mistake won't negatively affect your chances.
 - 4 What does Jonathan say about being mentally prepared for an interview?
 - A Treat each interview as seriously as possible.
 - B Strive to be completely calm on the day.
 - C Don't exaggerate the importance of the interview.
 - D Be realistic about your chances.
 - 5 How does Carole feel about the interview she did?
 - A It is an amusing story that reveals a serious point.
 - B It demonstrates that all interview strategies are to be avoided.
 - C It shows why it is beneficial to take a risk and try something new.
 - D It highlights how embarrassing a candidate's performance can be.
 - 6 What do Jonathan and Carole both think is essential for success in an interview?
 - A weighing your words
 - B persevering when things are going badly
 - C being prepared but not overly prepared
 - D trusting your instincts and being honest



WORD STORE 5F Word building

- 5 **2.16** Complete WORD STORE 5F with noun forms of the adjectives in the table. Then listen and check.
- 6 Complete the sentences with the nouns in WORD STORE 5F.
 - 1 He didn't give up when he failed and expressed a _____ to take the test again.
 - 2 He showed great _____ and found out almost everything about the job.
 - 3 Everyone appreciated her _____. She never came across as fake or phony.
 - 4 Her boss liked her _____ – how she could work in many different fields.
 - 5 She showed real _____ and after seemingly endless interviews, finally got the job she wanted.
 - 6 Having _____ and believing that you can succeed is important in work.
 - 7 She is incapable of admitting she is wrong – she has a complete lack of _____.
 - 8 It's always better to say what you feel – _____ is the greatest of virtues.
 - 9 My teacher told me he liked the enthusiasm and _____ to learn.
- 7 **SPEAKING** Discuss the questions.
 - 1 Which qualities from Exercise 5 do you think would help you most in an interview?
 - 2 How about in a career you would like to have? Why?

5.6

SPEAKING

Buying time

I can use stock phrases to gain and keep the turn when responding to questions.

1 SPEAKING Look at the photo of a student in an interview with a job counsellor, then discuss the questions.

- 1 What is the difference between this kind of interview and a job interview?
- 2 What kinds of questions do you think the counsellor is asking the student?
- 3 How could the interviewer put the student at ease during such an interview?

2 **2.17** Listen to an interview between the student and the counsellor and answer the questions.

- 1 Which of the counsellor's words put the student at ease?
- 2 What jobs are mentioned?
- 3 What two kinds of jobs are referred to? What is the difference between them?
- 4 If Monica didn't know the answer to the question right away, how did she give herself time to think?
- 5 In what other situations might you need to give yourself time to think?

3 **2.17** Complete the SPEAKING FOCUS with the words in the box. Then listen again and check.

depends interesting know
see thought tough truth

SPEAKING FOCUS

When you respond to questions, you can use phrases which give you time to think about your answers.

Buying time

(Hmm,) let me ¹see/think about it ...

(In actual fact,) I've never really ² _____ about it/considered it/been asked that before ...

(Wow,) that requires a moment's thought ...

My mind has gone blank. Can you give me a second?

(I mean,) to be honest with you .../to be frank .../to tell you the ³ _____ ...

(Actually,) it's kind of a ⁴ _____/a tricky one ...

(Well,) all I can say/all I ⁵ _____ is that ...

(Come to think of it,) that's an ⁶ _____/a difficult question ...

(I suppose) it ⁷ _____ on what you mean/you're referring to ...



Counsellor

Monica

4 Complete the dialogue between Dylan and his teacher with the words in the box.

(blank honest requires **tough** truth)

T: Dylan, did you finish reading Chapter 3 for homework?

D: Chapter 3? Oh er ... yes, sir.

T: Good. And tell me, what did you think about the unexpected death of the main character?

D: Death? Oh that's a ¹ tough one. Let me see. Tragic; I thought it was really tragic and so unexpected, sir.

T: I see. And how do you think the story will unfold now the main character is dead?

D: Wow. That ² _____ a moment's thought.

T: Take your time.

D: Actually, sir, my mind has gone ³ _____. Can you give me a second?

T: Of course.

D: Well, to be ⁴ _____ with you, I'm not really sure.

T: Dylan, the main character doesn't die in Chapter 3. There are still another twenty-seven chapters to go. You didn't do your homework, did you?

D: Er, to tell you the ⁵ _____, sir, I meant to but then it was suddenly really late and I must've fallen asleep.

T: And what song are you going to sing for the class, Dylan?

D: Song, sir?

T: You know the rules, Dylan. Those who arrive late or 'forget' to do their homework have to sing a song for the class. Whenever you're ready ...

5 SPEAKING Choose one of the situations below and prepare a short dialogue which includes some of the phrases from the SPEAKING FOCUS.

- 1 You have done something wrong at school and have to explain your actions to the head teacher.
- 2 You meet your new friend's parents for the first time.
- 3 You are interviewed in a shopping centre by a team from the local TV news.

6 Act your dialogue out for the class. Can they guess the situation? Did everybody choose the same phrases?

I can write a structured essay supporting my arguments with reasons and examples and using a range of cohesive devices.

1 SPEAKING Discuss the questions.

- 1 Do you know what you want to do when you leave school or university?
- 2 If not, how will you decide?
- 3 If you do know, what helped you make a decision?

2 Read UK TODAY and answer the questions.

UK TODAY

Portfolio working is when an individual has multiple strands to their career rather than just one. This trend has been growing for some time in the UK, where, fuelled by desire and also economic necessity, younger people are actively seeking more variety in their employment than older generations did. Portfolio working acknowledges that people are not one-dimensional but have different skills and interests and can successfully fulfil more than one professional role.

- 1 What advantages and disadvantages to portfolio working can you think of?
- 2 Do you think portfolio working would suit you personally? Why?/Why not?
- 3 Given the choice, which two or three careers would you like to combine?

3 Read the task and answer the questions.

Portfolio working is a modern alternative to the traditional 'job for life'. Write an essay of 300–350 words in which you present your opinion on the topic. In your essay discuss the following aspects:

- developing a variety of skills and knowledge,
- potential risks,
- career building.

- 1 What could be the advantages of developing a variety of skills and knowledge through portfolio working?
- 2 Describe your idea of an average working week for someone engaged in portfolio working.
- 3 Which career path appeals to you more: one offered by a single employer or one working independently for a variety of employers?
- 4 What are the potential risks of working in two or three different fields at the same time?
- 5 What is your overall opinion on 'portfolio working'?

4 Read the essay. How does the author answer the questions in Exercise 3?

Portfolio Working



It is often said that the traditional 'job for life' is on the way out and is being replaced by portfolio working, or in other words, holding a variety of jobs at the same time. If this is true, **what is most important to consider** when deciding if portfolio working

is suitable for you?

To begin with, few of us have just one ability and in fact, most of us possess a range of skills and are able to fulfil a variety of different professional roles. This is where portfolio working comes in since it provides the opportunity for individuals to work in many different fields. **What this means is** that someone with computer skills, **for instance**, could be employed two days a week by a software company. In addition to this job, if he or she also has good writing skills they might find employment as a journalist for a further two days, then spend another day volunteering. Working in this way allows the use of different talents rather than only one. However, **this is not to say that** there are no drawbacks. It is, for example, not easy to manage a variety of working environments and this can cause considerable anxiety for those engaged in portfolio working.

Perhaps a more important aspect to consider, however, is choice. Portfolio working allows people to choose how they will develop their own careers, rather than following a set career path laid out by a company. **There is also** the potential advantage of being able to fit work around home life and interests, thus maintaining a more favourable work/life balance. **It can be argued**, though, **that** the financial uncertainty which goes hand in hand with this freedom makes portfolio working too risky for some people.

On balance, it would seem that what is most important to bear in mind about portfolio working is the variety it offers by taking advantage of different skills and interests. **Nevertheless, we should remember that** it may not be suitable for everyone, particularly those uncomfortable with risk or uncertainty.

5 Read the **WRITING FOCUS** and make a list of phrases in purple in the essay for the points below.

WRITING FOCUS

An essay

Introduction

- Give a general introduction to the topic.

*This is a controversial topic ...
It is generally maintained that ...*

- Lead into the discussion.

*However, there are different views
What can be done?*

Main paragraphs

- Introduce each main point in a new paragraph beginning with a topic sentence.

In the first place, ...

The main thing to remember is that ...

- Follow this with examples to support and/or clarify your point.

*For example,/A case in point is ...
This is illustrated/shown by ... (supporting)
In other words ...,/That is to say ... (clarifying)*

- Introduce an opposing point to show you take a balanced view.

*Despite this, ...
A possible criticism is that ...*

Conclusion

- Indicate the end of the essay with a summary statement.

*In conclusion, ...
On the whole, ...
Taking everything into account, ...*

- Give your point of view.

*In my view ...
It is clear that ...
There is no doubt that ...*

6 Complete the sentences with appropriate phrases from the **WRITING FOCUS** and the word in capitals.

- 1 _____ an internship offers students valuable experience. **MAINTAINED**
- 2 _____ it provides a chance to interact with experienced professionals. **REMEMBER**
- 3 _____, it enables students to learn how to work in a professional environment. **OTHER**
- 4 _____, it is argued that internships frequently exploit free labour. **DESPITE**
- 5 _____, internships are beneficial as they expose students to the working world. **ACCOUNT**

7 Read the **LANGUAGE FOCUS**. Then find examples for the points below in the essay on page 60.

LANGUAGE FOCUS

Writing cohesive texts

You can connect the ideas in the text by:

- **synonyms** or words from the same family.
*Finding a **job** is not easy, and while the **work** available may not appeal to you, being **employed** is better than being **unemployed**.*
- **substitution**: one/ones instead of a word already mentioned.
*Finding a **job** is not always easy and while the **ones** you first see may not appeal to you, the **one** you want may be just round the corner!*
- **reference**: this/that/it/they instead of a phrase or section of text.
*Careers advice centres are useful places. **They** offer a valuable service and **this** is foolish to ignore.*
- **linkers**: conjunctions and adverbs.
***While** the first job you take may not appeal to you, it is always beneficial to have a source of income. **Consequently**, you should consider every offer.*

8 Complete the text with the words in the box.

(amount ~~back~~ backer enterprise
however investment one this)

Starting your own business is not easy. What is required most of all is money. And that is where finding someone to ¹~~back~~ you comes in. Whoever it is, perhaps a family member or friend, a ² _____ will supply you with the necessary cash to begin. Remember, ³ _____, that any serious investor will want a return on his/her ⁴ _____. ⁵ _____ may be a share of your ⁶ _____ or interest on the original ⁷ _____ given to you. Think carefully about which ⁸ _____ will suit you before you agree to terms.

9 Find examples of synonyms, word families, substitution, reference and linkers in the completed text in Exercise 8.

Synonyms:
Word families:
Substitution:
Reference:
Linkers:

SHOW WHAT YOU'VE LEARNT

10 Complete the writing task. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

- Young people often consider setting up their own business rather than looking for a permanent position. Write an essay in which you present your opinion on the topic. In your essay discuss the following aspects:
- initial investment,
 - competition,
 - personality.

VOCABULARY

1 Complete the sentences with the words in the box.

foot hit incentives jump-start
slaving tabs take

- 1 Many larger companies offer _____ to attract and retain staff.
- 2 In order to get a _____ in the door, it can be a good idea to take a lower position than you really want.
- 3 Multinational organisations regularly _____ on new employees because of high staff turnover.
- 4 There is nothing worse than having a boss who keeps _____ on everything you do.
- 5 Experience will help you _____ the ground running if you set up your own business.
- 6 Getting some basic training can be a good way to _____ a new career.
- 7 In smaller companies you can find yourself _____ away for a pittance and struggling to save.

2 Choose the correct option.

It can be hard at first to stand ¹*up / down / out* for yourself when you're the newest member of staff – and if you are fresh ²*through / out of / in to* university with no experience, it can be even harder to assert yourself. If you find yourself working for a boss who likes to order people ³*out / off / around*, you really have little choice other than to put ⁴*by / out / on* a brave face and do what you're told. This may mean taking on too much in which case you will quickly find yourself snowed ⁵*in / under / out* with work. Once again, you just need to press ⁶*on / out / through* and do the best that you can. But don't worry. Work's not all bad. Just think of the money! That, if nothing else, will make ⁷*out of / off with / up for* it.

3 Complete the sentences with the correct forms of the words in capitals.

- 1 This _____ seems perfect for the job. **APPLY**
- 2 Did you hear that Ali's leaving? He's got a job with our main _____. **COMPETE**
- 3 The government are tackling _____ by offering retraining to thousands of jobless people. **EMPLOY**
- 4 The company has been losing money for years. You can only put it down to bad _____. **MANAGE**
- 5 I've decided I need some _____. I'm off to speak to the head of HR. **TRAIN**
- 6 AKP Chemicals are in the process of a big _____ programme. Why don't you apply? **RECRUIT**
- 7 We've got only one more _____ to speak to and then we need to make our decision. **INTERVIEW**

GRAMMAR

4 Write sentences from the prompts. Add extra words where necessary.

- 1 I / clear / remember / him / mention / salary increase.
- 2 the author / article / about / interns / object / their / not be / pay.
- 3 at first, / my parents / not approve / my / choose / journalism / as a career.
- 4 be / an entrepreneur / mean / be / ready / to take risks.
- 5 not let / this bad experience / discourage / you / follow / your / chosen career.
- 6 when / start / your own / business, / you / should / focus / get / results.

5 Complete the sentences with the correct -ing form of the verbs in the box. Where necessary, add the correct forms of the words in brackets.

accept have learn retire
sack see take tell

- 1 I was anticipating _____. So you can imagine my relief when I was given a promotion instead.
- 2 _____ photos during the show is strictly prohibited.
- 3 (He) _____ me the bad results of the interview nearly broke my heart.
- 4 On _____ about Gerald's resignation I immediately applied for his job.
- 5 Janet was angry about _____ to work another evening shift last night.
- 6 _____, James finally moved to the country.
- 7 (They) _____ on the training course is great news! Lucky them!
- 8 I can't bear _____ her so unhappy. Can't she find another job?

USE OF ENGLISH

6 Complete the sentences with at, in, by or to.

- 1 I know she's right _____ some extent but I still think her decision to sack him was harsh.
- 2 Just ask if you need any help. I'm completely _____ your disposal.
- 3 Older workers are, _____ virtue of their life situation, considerably more reliable.
- 4 I'm _____ a loss to explain where the money is.
- 5 Barbara's been trying to contact him all day – and _____ absolutely no avail.
- 6 Personally, I'd say she's one of the best managers we've had here _____ date.
- 7 _____ all means, take the rest of the day off.
- 8 He's a good worker but _____ the end of the day it has to be last in, first out.
- 9 I hear Rob's been trying _____ vain for years to get a management post.

7 Complete the text with one word in each gap.

Business is a joking matter



Fledgling business people may be better off practising stand-up comedy rather than signing up for academic courses or ¹ an internship. One young entrepreneur has decided that the risk of humiliation one faces while trying to make people laugh is far better preparation for ² the dream of running your own company than studying for three years. The resulting self-confidence it builds will also help you ³ far greater insight into risk-taking than any amount of theoretical knowledge. In stand-up comedy you either fail completely or you carry it off. Similarly, in the world of business there is always a danger that a start-up may fail, sustain huge financial ⁴ and result in bankruptcy. So, despite the need to make ⁵ meet, for the time being put off the idea of ⁶ your own company and get practising your comedy routine!

8 Complete each set of three sentences with the same word in each gap.

- 1 a Water levels were rising and beginning to _____ the fields.
b I was really surprised by parts of the exam. I'm sure we didn't _____ some of the topics.
c I'm being sent to Prague for the week and the company is going to _____ all my expenses.
- 2 a Most new businesses don't see a decent _____ for a couple of years.
b I can't wait for Matthew's _____. I haven't seen him since 2015.
c Train travel is much cheaper if you buy a day _____.
- 3 a I know it might rain but let's take a _____ on it. It's been ages since we've had a picnic.
b You stand little _____ of gaining employment with no experience.
c I met her completely by _____. I never even knew she was back in the country.
- 4 a I'm completely at a _____ to explain how it happened. I've no idea at all.
b After the _____ of his father, he became head of the company.
c Many new ventures make a _____ in the first year.

LISTENING

9 2.18 Listen to two colleagues discussing the results of a personality test. For questions 1–6, choose the correct answer A–D. You will hear the recording twice.

- 1 Which of these qualities is NOT listed in the test as a feature of being a thinker?
A Being introverted.
B Listening rather than contributing.
C Preferring to reflect rather than take action.
D Tending not to compete for attention.
- 2 According to the next part of the test, what qualities do Marcia and Rob share?
A They are able to think creatively.
B They are resourceful.
C They look for realistic solutions.
D They like to see the whole picture.
- 3 Why does Rob bring up the Higgins case?
A To justify a decision he made.
B To provide evidence of one of Marcia's skills.
C To disprove the results of the test.
D To support the results of the test.
- 4 What do the two speakers agree on in regard to Rodgers?
A He wasted a lot of the company's money.
B He was rightly released by the company.
C He made no contribution to the company.
D He showed no interest in developing himself.
- 5 Which of the following does NOT describe Marcia?
A She tends to be very detail oriented.
B She thinks you can never be too well-prepared.
C She is reliable and always on time.
D She needs deadlines to help her perform.
- 6 Which statement is true?
A Both speakers find tests like these generally very accurate.
B Managers rarely find such tests a valuable corporate tool.
C Rob is unconvinced by the usefulness of such tests.
D Marcia is sceptical about the validity of such tests.

WRITING

10 Read the writing task and write an essay.

You have had a class discussion on different ways to obtain advice about how to choose a career path. Write an essay in which you present your opinion on the topic. In your essay discuss the following aspects:

- consulting the school careers adviser/counsellor,
- interviewing someone inside the industry,
- talking to friends and relatives.

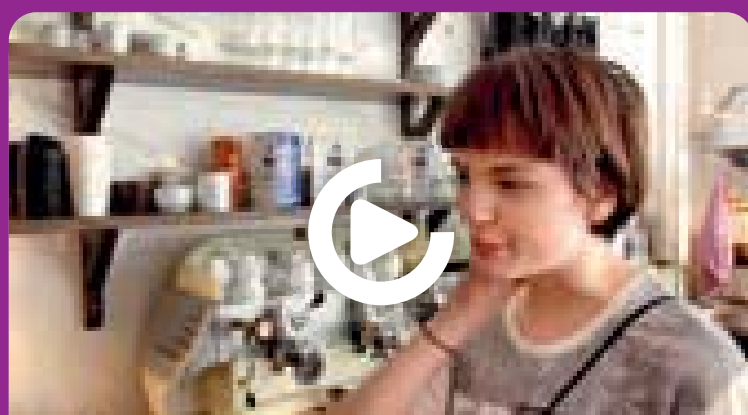
6

Journeys

To travel hopefully is better than to have arrived.

Robert Louis Stevenson

DOCUMENTARY VIDEO



ZIFERBLAT – A CAFÉ WITH A DIFFERENCE

 Watch the documentary video. For the worksheet, go to page 117.

6.1

VOCABULARY

Travel and sightseeing • phrasal verbs • suffixes – forming adjectives • colloquial phrases

I can talk about various ways and aspects of travelling.

SHOW WHAT YOU KNOW

- 1 Match the nouns in the box with the forms of transport they are usually associated with.

aisle boot buffet car bypass cruise embarkation
express gate gear stick jet lag overhead locker pier
platform quayside roundabout sleeper

1 boat/ship 2 car 3 plane *aisle* 4 train/underground

- 2 **SPEAKING** Take turns to tell each other about the last long journey you or someone you know went on. Use as many words from Exercise 1 as possible.



Travelling for the first time

by Eleanor Aldridge

Travelling for the first time can be daunting. Do you go alone? What do you pack? Will you meet people along the way? And, most importantly, where should you go?

Here's the advice we at Rough Guides wish we'd been given back when we embarked on our first big trip.

Ian Blenkinsop, Editor

Take earplugs anywhere you go! Tents, cabins, hostel dorms, people's sofas, plane/bus seats, even nice hotels ... There are noises in all of them to ruin a good night's sleep! Snoring dorm companions, flappy tents, honking trucks and wildlife: it's a jungle out there!

ECUADOR

Monica Woods, Managing Editor

Don't be nervous and don't plan too much – just see what happens! And more specifically, learning at least how to count to ten in the local language stands you in good stead for haggling.

THAILAND AND LAOS

Are you about to **head off** travelling for the first time? Or do you have any

- 3 Imagine your friend is about to take their first trip abroad. What advice would you give him/her? Say **Do or Don't**.

- 1 _____ take earplugs.
- 2 _____ spend too much time online.
- 3 _____ relax and **fit in with** the local environment.
- 4 _____ plan lots of activities.
- 5 _____ **check on** the climate conditions.
- 6 _____ **bank on** being able to buy daily necessities.

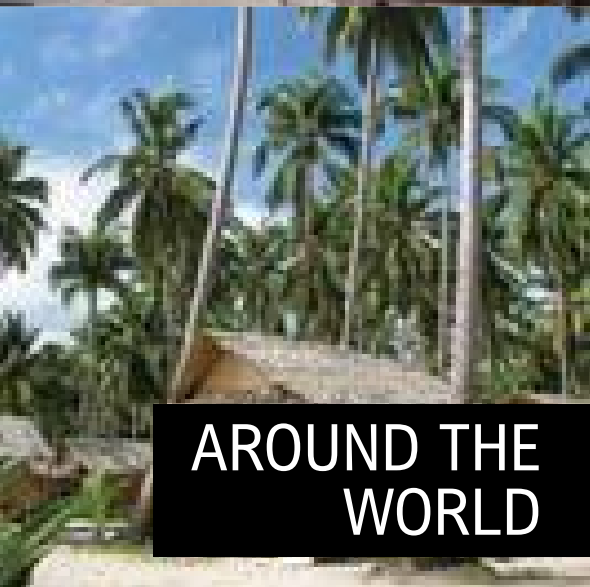
- 4 Read the text. Check your ideas in Exercise 3 and find at least four more pieces of advice.



ITALY & FRANCE

Lucy Kane, Editor

Enjoy the places for what they are, rather than as a tick-box exercise. I became obsessed with seeing everything recommended in my guidebook, rather than going with the flow and soaking up the local atmosphere. Now I use my guidebook as just that: a guide.



AROUND THE WORLD

Andy Turner, Senior Editor

Be mindful of mosquito coils (almost **burned down** my Thai beach hut). Spend the least amount of time online – checking Premiership scores in a sweaty Internet café is not 'travel'. Remember that time is relative. Yes, the bus probably should have left three hours ago but do you see anyone else complaining?



ASIA

Ed Aves, Senior Editor

Don't go to the north of India in May/June as it can be ferociously hot. I basically spent five weeks in a sauna. Chill out more, worry less about being **ripped off** and engage more with local culture. Looking back through the pictures, what **passes for** backpacking fashion is far from respectable, even when across the other side of the world.



SOUTH AMERICA

Olivia Rawes, Editorial Assistant

Pack only what you can comfortably carry; you really can buy everything you need when you are out there. That said, it's always handy to keep a spare set of clothes in your day bag – it makes losing your luggage a bit more bearable!

WORD STORE 6A Phrasal verbs

- 5 **2.19** Complete WORD STORE 6A with the phrasal verbs in red from Exercise 3 and the text. Then listen and check.
- 6 **SPEAKING** Complete the questions with the correct form of the phrasal verbs in WORD STORE 6A. Then ask and answer.
- 1 Can you be _____ to help your fellow travellers?
 - 2 Do you prefer to _____ other people's plans or do your own thing?
 - 3 If you could _____ one piece of advice to your younger self, what would it be?
 - 4 Have you ever been _____ when shopping? What did you do?
 - 5 If you could _____ and never come back, where would you go?
 - 6 Are you the kind of person who likes to _____ all the details before you go somewhere?

WORD STORE 6B Suffixes – forming adjectives

- 7 **2.20** Complete WORD STORE 6B with adjectives formed from the words in the box and suffixes. Then listen and check. Sometimes more than one answer is possible.
- 8 Complete the text with the adjectives in WORD STORE 6B.

The thought of travelling alone was a ¹ _____ prospect, so I signed up for an organised tour of the Amazon rainforest. I was apprehensive about the wildlife, but I assumed that the climate would be ² _____. What I wasn't prepared for, however, was the ³ _____ humidity. The entire time I was there it was well over eighty percent and I was constantly uncomfortable and ⁴ _____. It would have been ⁵ _____ to check on the humidity beforehand.

WORD STORE 6C EXTRA Suffixes – forming adjectives

- 9 **2.21** Complete WORD STORE 6C with adjectives formed from the words in the box and suffixes. Then listen and check. Sometimes more than one answer is possible.

WORD STORE 6D Colloquial phrases

- 10 **2.22** Complete WORD STORE 6D with the underlined phrases in the text. Then listen and check.
- 11 Complete the sentences with the phrases in WORD STORE 6D. Do you agree with the statements?
- 1 It's best to have no plans and just _____.
 - 2 Travelling shouldn't just be a _____.
 - 3 It's more important to experience the local culture and simply _____ than see all the sights.
 - 4 Be prepared for the unexpected – _____!
 - 5 Travelling when you're young will _____ for later life.
 - 6 'It is better to travel well than to arrive' are _____ everyone should agree with.

1 **SPEAKING** Read the quotation about travel and discuss the questions.

- 1 What might people learn about themselves and others while travelling?
- 2 Do you agree with the suggestion that travel can make you a 'better' person? Why?/Why not?
- 3 Would you be willing to sleep on floors if it made travel affordable?

'If you're twenty-two, physically fit, hungry to learn and be better, I urge you to travel as far and as widely as possible. Sleep on floors if you have to, find out how other people live and eat and cook. Learn from them wherever you go.'

Anthony Bourdain

Namibia's Desert Express

Gavin Bell crosses Namibia on the Desert Express

2.23

Waking up on my second day on the overnight Desert Express train from Windhoek, I see what at first I think is a mirage. A lone figure, shimmering in the heat, loping through the emptiness of the Namib Desert. In the distance, it is a dark spectre, diminishing as it jogs towards a towering sand dune. I rub my eyes. Is it an illusion, a trick of heat and dust or the spirit of a long-dead San Bushman returned to his hunting grounds?

1 Like most sightseeing trains, it is not actually an express service. On weekends, it trundles between the Namibian capital of Windhoek and its final destination, the old German colonial seaside resort of Swakopmund on the Atlantic Ocean, passing through the Namib, and stopping along the way for game drives, dune excursions and lion-feeding. On the face of it, the Namib is not the most inviting place to build a railway. The San hunter-gatherers who once roamed its bone-dry gravel plains and shifting sands called it 'the land God made in anger'. Then along came German soldiers and settlers, who decided in 1897 it would be a good idea to lay a railway across it.

2 An hour into the journey, we spot a troop of baboons preening each other on a hillock. Then we see a flock of vultures, wheeling in the sky like scraps of burned paper above a carcass in the bush. Next there are springbok and kudu, then wildebeest and zebra, grazing in a private game reserve. The highlight is a giraffe, barely twenty yards from the

train, regarding us with polite interest. But we're hoping to get a closer look at the animals soon.

3 Back on the train after our road trip, we tuck into freshly prepared game of the kind we have been admiring and then, full of food, stagger off to our beds. Sleeping on a moving train can be tricky, but in a quiet siding outside a desert town it isn't. When I wake, we appear to have passed through a space-time continuum and landed on Mars. The hills, the savannah, the camel thorns are gone.

4 This is the land the Nama people call Namib, meaning 'plain without end'. It stretches for more than 800 kilometres from north to south, and 120 kilometres from the Skeleton Coast to the grasslands of the Kalahari. There is no shade because there are no trees, and no rivers because there is no rain to speak of. Giant dunes driven by wind march across the desert, swallowing settlements that become ghost towns choked to death by sand. It is a strangely disturbing landscape to wake up to.

5 This strange place is now a tourist playground. Led by the train staff, we climb a massive dune. From the crest, there is a view to the ocean, three miles distant, shrouded in fog created by the convergence of desert heat and the icy Benguela Current. In days gone by, this was a place of death for mariners, their ships impaled on reefs. Now close to shore, a vessel hovers in the gloom like a ghost ship suspended in midair. Behind us lies a panorama of haunting beauty as we look back from the top of the dune over the Namib Desert.

6 The excitement of running down a vast mountain of sand over, we approach the end of our journey and discover that the yellow lights we saw in the distance at dawn were the outskirts of Swakopmund. The ghosts of Schutztruppe cavalry who trotted through its streets are long gone but happily the railway they left behind survives in the land God made in anger.



2 Read the main article about Gavin Bell's journey. Put the events in the correct order and compare with a partner.

- a Gavin admires a view.
- b German soldiers build a railway across the desert.
- c Gavin gets a good night's sleep.
- d San hunter-gatherers travel through the desert.
- e The train approaches Swakopmund.
- f Animals are visible from the train.
- g Gavin catches the overnight express.

1

3 Read the first two paragraphs of the main article and paragraph D in Exercise 4. Then answer the questions.

- 1 Where is the author?
- 2 What time of day might it be?
- 3 Who is Cedric?
- 4 What is Cedric doing?
- 5 Where did the train journey start?
- 6 What does the train make stops for?

EXAM FOCUS Gapped text

4 Read the whole article. Complete gaps 1–6 in the text with paragraphs A–G. There is one extra paragraph.

- A** The desert is two billion years old and its stillness exerts an almost spiritual influence on travellers who take the time to stand and stare. This is nature in all its primeval magnificence, where troubles of the modern world become utterly insignificant. It is also a place of fun. Running down a dune is easier than trekking up it, especially when you bound in great leaps and fly through the air.
- B** Okahandja, a country town of dusty roads and weather-beaten stores, appears suddenly and is quickly left behind. The hills recede into the distance and now we are in vast grasslands dotted with termite mounds, skyscraper sandcastles of the insect world.
- C** In fact, they had little choice. At the time, there were no roads worthy of the name and the only way of travelling through it was by ox wagon. The railway station in Windhoek, where we start our journey, is in fact a survivor from these past days. With thirty-five passengers on this trip, the public coaches are never crowded and a troop of high-spirited but well-behaved Afrikaner children adds to the sense of fun. There is a bell that clangs to announce our departure, and soon, we are out of Windhoek and chugging through low green hills. As if glad to be free of the city, the train slackens speed and proceeds at a pace an arthritic giraffe could match. A yellow butterfly flutters by, faster than us.
- D** Neither: it's Cedric, a steward on the train and a keen footballer, who is running up the dune to make sure it is safe for passengers to trek up after him and view the Atlantic Ocean from its summit. Journeys on the Desert Express tend to be a bit out of the ordinary and this one is no exception, starting with the train's wildly inaccurate name.
- E** Still half awake, I look out at the dunes. Beside the train, the monotony is broken by two lines of wooden telegraph poles, marching into infinity, that deepen a sense of loneliness. But this is where we stop for breakfast and the dune sprinter appears, ready to guide us to the top.
- F** And sure enough, later on that first day the train halts in the middle of nowhere. Beside the tracks there are two safari trucks waiting. We all pile in and bounce along dirt roads for a couple of hours. This is a disappointment. Supposedly there are white rhino and giraffe in the bush, but all we see are a few buck, two ostrich and a family of donkeys. The latter serve as guards against leopards – apparently their braying scares the daylight out of the big cats and keeps them from preying on game on the reserve.
- G** In their place is an endless flat nothingness of sand and rock, and in the grey half-light of dawn, it has a reddish tinge. The sense of an extraterrestrial experience is heightened by a line of yellow lights twinkling on the horizon, like a lone settlement on a hostile planet.

5 Replace the words underlined below with the correct form of the verbs in blue in the article. How many of these verbs could describe how you move? When?

- The moths flew quickly and lightly around the lights. fluttered
- The wheels turned and the old train moved slowly and heavily out of the station. (x2)
- I watched the birds flying round and round in the sky.
- I had eaten too much and I walked unsteadily out of the restaurant.
- The horses moved with quick, short steps through the streets.
- Nomads have wandered through the desert for centuries.
- I took a running jump from the top of the dune and landed in the sand.

6 Complete the text with the correct form of the words and phrases underlined in the article.

Beautiful Mexico

Mexico's aptly named landscapes (the Copper Canyon really has a copper ¹tinge) are incredibly diverse, from the ²_____ of the coastline of Baja California with its picturesque ³_____ and the bone-dry and ⁴_____ desert towns of the north, to the ancient Mayan ⁵_____ and gorgeous, cosmopolitan tourist playgrounds of the south. You can walk through ⁶_____ rainforests, climb volcanoes, watch whales in a ⁷_____ ocean, scuba dive on ⁸_____ teeming with marine life or visit nature reserves to view protected animal species.

WORD STORE 6E

Descriptive verbs/adjectives

7 Complete WORD STORE 6E with the highlighted words in the article.

8 **SPEAKING** Discuss what your country has to offer to the following types of visitors. Use the words and phrases in Exercise 5, 6 and WORD STORE 6E to help you.

- Those on a tight budget.
- Those looking for a bit of luxury.
- Those hungry for adventure.

6.3

GRAMMAR

Advanced comparative structures

I can use various structures to make complex comparisons.

1 SPEAKING Look at the two photos and discuss the questions.

- Where do you think the places are?
- Why might somebody choose to go there?



Djoser pyramid



Moray terraces

2 2.24 Listen to an extract from a radio programme and check if your ideas are mentioned.

3 2.24 Listen again. Match the extracts from the recording with the things they refer to.

- not as uncomfortable a journey as I thought ☐
- less and less awe-inspiring the closer I got ☐
- more disappointed than impressed ☐
- such a magnificent sight ☐
- awe-struck rather than merely impressed ☐
- the more remote the place, the greater the impression ☐
- more agricultural than residential ☐
- such a dark night ☐
- not so much excited as impatient ☐

- the function of Moray
- the evening of their arrival
- Djoser pyramid
- general feelings about less touristy places
- Giza pyramid
- the journey by taxi from Cairo to Djoser
- Patrick's feelings on approaching Giza
- Patrick's feelings on seeing Djoser
- Patrick's feelings about having to wait

4 Read the GRAMMAR FOCUS and find an example of each comparative structure in Exercise 3.

GRAMMAR FOCUS

Advanced comparative structures

Combined comparison with *the*:

- the* + comparative adjective ..., *the* + comparative adjective ... 6

Progressive comparison:

- comparative adjective + *and* + comparative adjective 2

as and *such*:

- as* + adjective + *a* + noun + *as* ... 1
- such* a + adjective + noun + *as/that* clause 4

Contrasting two connected qualities:

- more* + adjective + *than* + adjective 3
- not so much* + adjective + *as* + adjective 9
- adjective + *rather than* + adjective 5

5 USE OF ENGLISH Complete the sentences with the words in brackets. Do not change the order of the words given but add extra words where necessary.

- I wasn't so much disappointed in Paris as underwhelmed. (disappointed/Paris)
- Personally, I'd say Rome is _____. (bohemian/rather/conservative)
- Truly unspoilt land is _____ common. (become/less/less)
- It was _____ I couldn't get any sleep. (such/noisy/hostel)
- Prague wasn't as _____ I was expecting. (romantic/place)
- Poland is still _____ urban. (more/agricultural)
- The more you travel, _____ become. (more/cultured)
- Berlin wasn't _____ I thought it would be. (such/expensive/city)

6 USE OF ENGLISH Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and five words in each gap.

- Vienna is the most delightful city I've ever visited. **AS**
I've never visited as delightful a city as Vienna.
- It's getting increasingly hard to find a cheap B & B. **AND**
It's getting _____ to find a cheap B & B.
- People suffer greater homesickness the further away they travel from home. **MORE**
The further away you travel from home, _____ you get.
- She described the landscape as being more surreal than picturesque. **RATHER**
She described the landscape as being _____ picturesque.
- We decided not to stay in the hotel because it was so expensive. **SUCH**
It was _____ we decided not to stay there.
- The itinerary was less daunting than it looked at first. **NOT**
It _____ itinerary as it looked at first.
- The water was so cold it was unbearable. **THAT**
It was _____ it was unbearable.
- If you ask me, I'd say the sea is green not blue.
In my opinion, the sea _____. **THAN**

7 SPEAKING Discuss the following. Which do you prefer? Why?

- going on organised trips and backpacking
- self-catering and all-inclusive

6.4

USE OF ENGLISH

Words and phrases with *ever*
I can use compound adverbials and phrases with 'ever'.

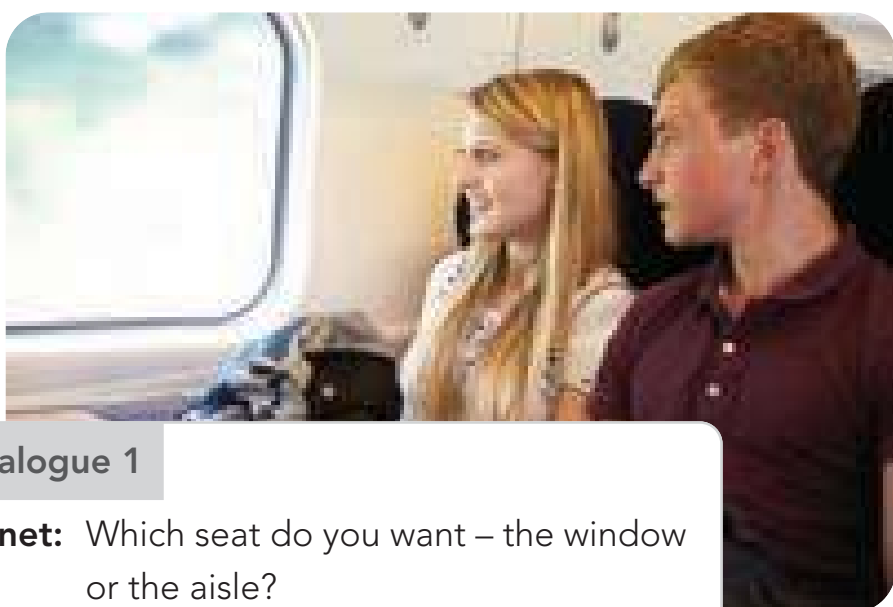
- 1 **SPEAKING** Read the quote and discuss what it means to you.

*'When you leave a beautiful place,
 you carry it with you wherever you go.'*

Alexandra Stoddard, Author

- 2 **2.25** Listen and complete the dialogues with the words in the box.

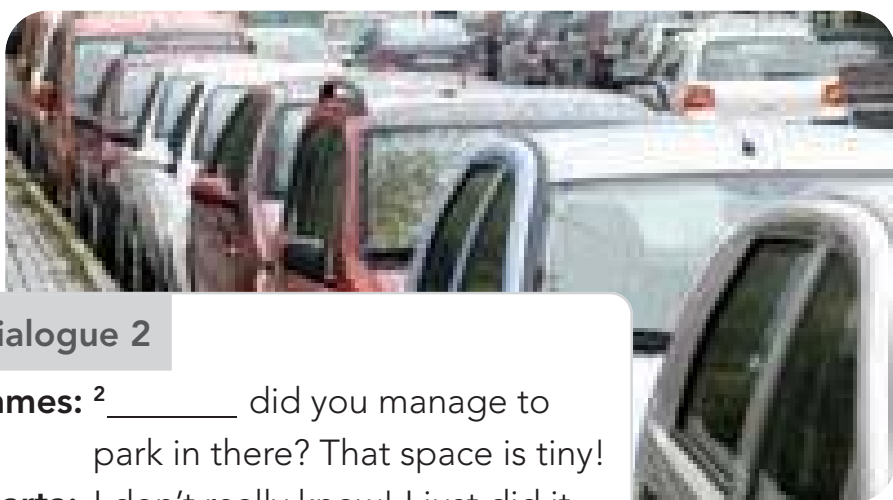
however whatever (x 2) whichever



Dialogue 1

Janet: Which seat do you want – the window or the aisle?

Ben: ¹ _____, I don't mind. You choose.



Dialogue 2

James: ² _____ did you manage to park in there? That space is tiny!

Marta: I don't really know! I just did it.



Dialogue 3

Sandy: It's such a long journey. Is it really worth it, do you think? I mean ³ _____ form of transport we choose, it's gonna take us at least ten hours. And it's so expensive!

Paula: No, it isn't actually, not at the moment. Look, there's a great offer for this weekend! Come on, you know it's worth it!

Sandy: OK, ⁴ _____ – book the flights then!

- 3 Read LANGUAGE FOCUS I. Match the uses of *-ever* with items 1–4 in Exercise 2.

LANGUAGE FOCUS I

Words with *-ever*

You can form words by adding *-ever* to *who*, *what*, *which*, *how*, *where* and *when*. These can be used in a number of different ways:

- in questions to give emphasis,
- to emphasise that the specific time, person, etc. doesn't matter,
- in short answers,
- as an informal and often disrespectful response to say you won't try to change someone's mind (only *whatever*).

- 4 Replace the underlined words with words with *-ever*. Then match them with the uses in LANGUAGE FOCUS I.

1 **A:** What film would you like to see?

B: I don't care which, I am good with anything. *Whichever*

2 In what kind of shop did you find that bike?!

3 **A:** You're not going out tonight. **B:** I don't care!

4 The person who did this is going to have to pay for the damage.

- 5 Read the sentences and think of contexts where each could be used.

- 1 Whenever are you going to find the time to do all that?!
- 2 Whoever did this, I'm going to find them and make them pay for it!
- 3 Whatever! It won't change a thing!
- 4 Don't worry. We'll replace it, whatever the cost.
- 5 However did you get up there? Can you get back down?

- 6 Read LANGUAGE FOCUS II and statements 1–7. Complete the statements with *ever* in the correct place.

- 1 There are increasing opportunities to travel. And this is set to continue in the future.
- 2 The world is getting smaller. This has many positives and negatives.
- 3 Speaking even a little of the local language is so useful.
- 4 Travelling is the best experience.
- 5 There are more opportunities than to learn from other cultures.
- 6 As , travelling to some parts of the world will always be restricted.
- 7 Exploring your own country is such an educational experience.

LANGUAGE FOCUS II

Phrases with *ever*

- *ever* meaning *all the time* in compound expressions: *ever-increasing*, *ever-present*, *ever-larger*, etc.
- *ever so*, *ever such* meaning *very* in informal English: *She's ever so nice. She's ever such a nice girl.*
- *as ever* meaning *as always* happens: *As ever, Jack was late.*
- *ever* used for emphasis in comparisons: *the best ever*, *wider than ever*, etc.

- 7 **SPEAKING** In groups, discuss the statements in Exercise 6.

6.5

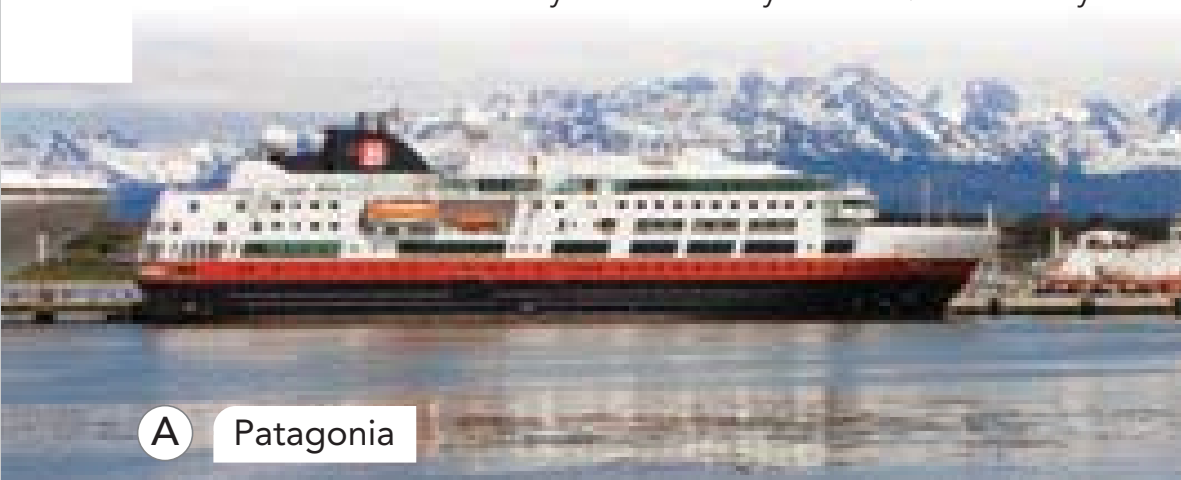
LISTENING

Matching

I can recognise speakers' feelings, points of view and opinions in monologues.

1 **SPEAKING** Look at the photos and discuss the questions.

- 1 What kind of holiday is illustrated by each photo?
- 2 What kind of problems or challenges could each holiday entail?
- 3 Which of the holidays would suit you most/least? Why?



A Patagonia



B Iceland



C Australia

2 **2.26** Listen to five people talking about holidays. In your opinion, which speaker enjoyed their holiday the least?

EXAM FOCUS Matching

3 **2.26** Listen again. Match speakers 1–5 with reasons A–H for choosing a particular trip. There are three extra reasons.

- | | | |
|-----------|--------------------------|---------------------------------------|
| Speaker 1 | ☐ | A the varied itinerary |
| Speaker 2 | ☐ | B the recommendation of others |
| Speaker 3 | ☐ | C the way the trip was financed |
| Speaker 4 | ☐ | D the opportunity to make new friends |
| Speaker 5 | ☐ | E the need to please different people |
| | | F the extras offered in the itinerary |
| | | G the freedom the trip allowed |
| | | H the unusual destination |

Listen again. Match speakers 1–5 with opinions A–H about their trip. There are three extra opinions.

- | | | |
|-----------|--------------------------|--|
| Speaker 1 | ☐ | A It had unforeseen drawbacks. |
| Speaker 2 | ☐ | B It was an exhilarating experience. |
| Speaker 3 | ☐ | C It allowed me to visit as many places as possible. |
| Speaker 4 | ☐ | D It felt worryingly dangerous at times. |
| Speaker 5 | ☐ | E It was unexpectedly enjoyable. |
| | | F It was a good way of relieving stress. |
| | | G It was worth the effort involved. |
| | | H It was too varied and disorganised. |

4 Has your opinion changed about which holiday would suit you most/least? Why?/Why not?

WORD STORE 6F Phrases

5 **2.27** Complete WORD STORE 6F. Match the phrases from the recording with their definitions. Then listen and check.

6 Complete the sentences with the correct form of the phrases in WORD STORE 6F.

- 1 I don't like to _____. I like to have a plan.
- 2 The most important thing on holiday is to _____ and forget about life at home.
- 3 When I'm on holiday, I love _____ first thing in the morning.
- 4 I saw some wonderful things on my trip. I had to _____ to make sure they were true.
- 5 I don't like visiting tourist attractions. I like to _____ and discover new things.
- 6 I am very bad at _____. I never leave the hotel before noon.
- 7 I never have a real summer vacation – I just _____ at my friends' houses.
- 8 I don't have a lot of money so I always have to _____.

7 **2.28** Replace the underlined words with the correct form of the phrases in the box. Then listen and check.

bottom line give it a go hard going
keep an eye on swing it for

- 1 Bungee jumping is perfectly safe. Would you like to try it? *give it a go*
- 2 Have you ever looked after anyone's pet while they were away on holiday?
- 3 Last time you were shopping and had to choose between two brands, what was it that persuaded you?
- 4 If you were choosing holiday accommodation for your family, what would be the priority for you?
- 5 Would you find trekking difficult?

8 **SPEAKING** Discuss the questions in Exercise 7.

6.6

SPEAKING

Comparing photos

I can compare photos highlighting similarities and differences.

- 1 **SPEAKING** Describe the holidays shown in photos A–C. Use the words in the box to help you.

budget freedom pace physical
preparation specialised spontaneous
tranquillity varied wilderness

- 2 **2.29** Listen to two people comparing the photos. What do they say about these holidays with regard to:
- cost? • pace? • spontaneity? • freedom?
- 3 **2.29** Read the **SPEAKING FOCUS** and complete the sentences. Then listen again and check.

- I can see a number of _____ in photos B and C. They're _____ holidays you can do quite cheaply.
- These two photos are also _____ because these are holidays that young people with limited funds might like.
- On the other _____, photo A _____ from the others in some key ways.
- The mountaineering holiday is also _____ in that it probably requires a great deal of preparation and a predetermined schedule.
- On the sightseeing holiday, you'd be surrounded by people, _____ on the camping holiday ...
- Another _____ difference is that this is a holiday about being at one with nature.

SPEAKING FOCUS

Highlighting similarities

These photos have various things in common, like/such as ...

I can see a number of similarities between photos A and B.

They're both .../They each have ...

The photos are also alike because ...

These photos resemble each other in that ...

The images are related/are not dissimilar in that ...

Not unlike photo A, this photo ...

Highlighting differences

On the other hand, photo A differs from the other photos in ...

There are other notable differences too/as well ...

Another crucial difference is that ...

It's also dissimilar in that ...

In contrast, in this photo ...

In this photo ..., whereas in this photo ...

This photo ..., as compared to this photo ...

Unlike the first image, the second image ...



- 4 Make statements comparing holidays and photos using the words in capitals and phrases from the **SPEAKING FOCUS**.

- staying in hostels / camping / cheap to do **RESEMBLE**
- the resort photo / adventure one / most people are just sitting / on beach **DIFFER**
- photo of cruise / photo of resort / show people relaxing **BOTH**
- biking and trekking holidays / get exercise and be outside **COMMON**
- people / who hate camping / I find / really comfortable **UNLIKE**

- 5 **SPEAKING** Follow the instructions below. Use the **SPEAKING FOCUS** to help you.

Task 1

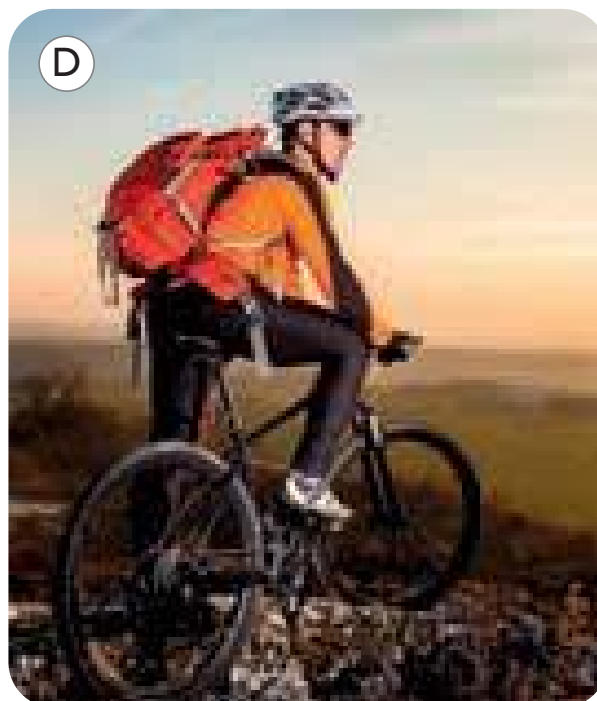
Student A: Compare photos D and E and say why the people might be travelling in this way and how enjoyable their experience might be.

Student B: Respond to A's comments. Who looks like they are enjoying themselves the most? Why?

Task 2

Student B: What kind of holiday are the people having in photos D and E? Where do you think they are going? Why?

Student A: Respond to B's comments. Offer a different interpretation if possible. Remember to justify your answers.





WRITING

A report

I can write a linguistically complex and logically structured report and recommend action.

1 SPEAKING Look at the photos and discuss the questions.

- 1 What would attract you about each of the places? Why?
- 2 What would deter you from visiting them? Why?

2 Read the task. List the information it asks you to include.

A student website is compiling a series of reports on countries for students to visit during their gap year between school and university. You decide to send in a report on a country you have visited. In your report, you should give an overview of your visit showing why this country is a suitable destination and describing any potential problems other students should be aware of. You should also include some recommendations.

3 SPEAKING Read the report. Does it contain the information asked for in the task? Discuss with a partner.



Shanghai, China



Rio de Janeiro, Brazil



Taebaek Mountains, South Korea

Visiting South Korea: A Student's View

Introduction

The aim of this report is to provide an overview of the visit I paid to South Korea with a student group during our gap year, and to identify factors which may make it a suitable student destination, as well as to point out potentially problematic areas. In the final section, there are recommendations for the prospective student visitor.

Visit overview

We spent three months in South Korea, visiting the main cities and some rural areas. We did not travel to the more remote places.

Suitability as a student destination

All of us visited the capital, Seoul, which we found to be a cosmopolitan city with a wide variety of entertainment options. **The majority of us** also ventured further afield into the countryside, where we were very impressed by the hospitality of the local people. In addition, the spectacular scenery was another feature that made the trip worthwhile.

Potential problems

Since our visit took place during the winter, the cold weather conditions presented problems we had not fully prepared for. Furthermore, having no knowledge of the language made communication difficult outside the major cities.

Recommendations

It is clear that visitors need to be aware of the climatic conditions they may encounter and be appropriately equipped. **I would also recommend** taking some basic language classes before leaving in order to more fully appreciate the country's culture and people.

Conclusion

Given these preconditions, I would have no hesitation in suggesting that students visit this fascinating country.

- 4 Read the **WRITING FOCUS** and make a list of phrases in purple in the report for the points below.

WRITING FOCUS

A report

Introduction

- Summarise the aim of the report in your own words.
This report sets out to/presents ...

First heading

- Give any information needed to set the context.
I was assigned ...
During this project, I took part in ...

Second heading

- Introduce the first information you wish to present. (Add supporting details if necessary.)
All of those interviewed ...
Only some of those taking part ...

Third heading

- State and support your second point. (You might present some negative aspects here.)
As few people were able to ...
However, according to ...

Recommendations

- Give one or two recommendations (based on the evidence you have presented).
I would suggest that ...
I would definitely advocate ... because ...

Conclusion

- Use an appropriate concluding sentence.
In the light of ..., I ...
In short, I ...

- 5 Put the notes for a report on Shanghai into logical order. Then use them to write full sentences. Use the **WRITING FOCUS** to help you.

- I was assigned to / canvass opinions / students who / visit / the city ☐
- However, according to / some / those interviewed / number of people / can make / difficult / to get around ☐
- This report sets out to / give information / Shanghai / as part / Cities of the World Project ☒
- I would suggest / prospective visitors / research / best time of year / to visit / avoid crowds ☐
- The majority of these / spent time / city / during / gap year travels / although / some / there / part / exchange programme ☐
- All those interviewed agreed / vibrant / exciting / place / to visit ☐
- Given the above, / this fascinating city / high on list of cities to visit / both / because / history / and / current position / centre for international trade ☐
- Some cited / combination / old and new / major draws ☐

- 6 Read the **LANGUAGE FOCUS**. Then find more examples of sentences with some of the nouns, verbs and adjectives in the report on page 72.

LANGUAGE FOCUS

Vocabulary used in reports

Nouns

- aim/purpose – *The aim/purpose of the report ...*
- division – *There was a division between ...*
- factor – *One of the factors ...*
- the former ... the latter – *The former were in favour of ..., while the latter were not.*
- overview – *An overview of ...*

Verbs

- address – *One issue that should be addressed ...*
- assign – *I was assigned to ...*
- cite ... as – *One person cited the cost as an issue ...*
- conduct – *The survey was conducted ...*
- deter – *This deters people from ...*
- identify – *Two problems were identified ...*

- outline – *The report will outline ...*

Adjectives

- clear/obvious – *It was clear/obvious that ...*
- current – *The current situation ...*
- major – *A major issue was ...*
- positive – *A positive step would be ...*
- principal – *The principal purpose of ...*

- 7 Rewrite the sentences replacing the underlined words with words from the **LANGUAGE FOCUS** and making any changes necessary.

- The main aim of this report is to describe the event.
- It will also give a summary of people's reactions to it.
- We held the interviews in the school hall.
- Unfortunately, the heavy traffic stopped some people from attending.
- This was an important issue for many people.
- However, only two people said the venue itself was a problem.
- The first issue was therefore considered the main problem while the second was not relevant.
- As a result, we recognised poor scheduling as the biggest issue for most people.

SHOW WHAT YOU'VE LEARNT

- 8 Complete the writing task. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

You have seen this advertisement on a student website:
We're collecting information about student-friendly cities around the world for our student travel website. Send us a report on your city or any other city that you know.
Your class has decided to send in a report. Your report should include an overview of the city and your connection to it and alert students to anything they need to consider before visiting. You should suggest what makes this an interesting place for students to visit and give recommendations for their time there.

VOCABULARY

1 Choose the correct option.

- 1 Don't spoil your trip by wondering whether you're being *ripped off* / *headed off* every time you buy something.
- 2 I like to get *off the beaten track* / *away from it all* and see the things no one else wants to see.
- 3 As we sailed into the harbour, we could see flags *fluttering* / *trotting* from the castle walls.
- 4 There's nothing I like more than *soaking up the atmosphere* / *playing it by ear* whilst strolling through the city streets and markets.
- 5 Have you ever seen an antelope *bounding* / *staggering* gracefully?
- 6 Choosing the best holiday from the vast array presented in the media is a *daunting* / *dwindling* task.
- 7 It was the offer of self-catering that really *stood me in good stead* / *swung it for me*. I hate the idea of having to cook when I'm on holiday.
- 8 The best thing is not to plan too much – just *go with the flow* / *travel on a shoestring* to wherever your fancy takes you at the time.

2 Complete the sentences with the correct form of the words in capitals.

- 1 A good tourist is always _____ of the local culture and customs. **MIND**
- 2 There's nothing more _____ than a good guidebook when you're on a city trip. **HAND**
- 3 I never travel with a backpack. I hate getting all _____ on the back. **SWEAT**
- 4 This heat is _____. Can't we please find a café or something with some air conditioning? **BEAR**
- 5 The next group ready for the tour is not _____ by five. So I'll take a bigger group. **DIVIDE**
- 6 As eco-tourism becomes more popular, prices are getting more _____. **COMPETE**

3 Complete the sentences with appropriate prepositions.

- 1 I just need to check _____ something at work before we set off, okay?
- 2 You'd better take some more colourful clothes if you want to fit _____ with the locals.
- 3 That's a real shame! I was banking _____ her coming to help with the language.
- 4 Keep an eye _____ my things for me while I take a quick dip in the sea.
- 5 The history of the castle is shrouded _____ mystery.
- 6 Oksana's timing is perfect again! Just as we're about to leave she rolls _____ and insists on joining us.
- 7 The Czechs and the Poles have a lot _____ common despite greatly differing views on some matters.

GRAMMAR

4 Correct the grammar mistake in each sentence.

- 1 The longer the journey, the most satisfying your arrival.
- 2 The trip was as wonderful an experience I could have imagined.
- 3 The train ride was more tiring that dull.
- 4 It was so an exciting adventure that I couldn't calm down for days.
- 5 I'd say the water was fresh rather as cold.
- 6 The hotel was not so much posh than extravagant.

5 Complete the text with the correct form of the adjectives in brackets. Add extra words where necessary.

BELGRADE:

WHY HAVEN'T YOU BEEN YET?

Although Belgrade hasn't always been a tourist destination, it is just ¹ _____ (fascinating) city as any of the other more popular European capitals, and it's much cheaper too. There is ² _____ (positive) energy in the city that it's no wonder more and more people are visiting. In fact, it's not so ³ _____ (surprising) as astonishing that more people haven't discovered this remarkable destination.

For the budget-minded, there is plenty of accommodation which can be described as adequate rather

⁴ _____ (comfortable), but with so much to see and do you won't be spending much time in your room anyhow. There are so many restaurants, live music clubs, art exhibits and shopping venues to visit, my advice is:

⁵ _____ (early) you start out each day, the more you'll be able to experience. So if you want to visit a city which, at least for the moment, is ⁶ _____ (fresh) rather than clichéd, do yourself a favour and go to Belgrade before everyone else finds out what they're missing!

USE OF ENGLISH

6 Replace the underlined words with words containing -ever and make any changes necessary.

Why I love Sri Lanka

Sri Lanka has become my favourite holiday destination and I go there ¹every time I can. The country offers great value for money ²even if your budget is limited and you can count on good weather ³any time of year – summer or winter. ⁴Any place you go in Sri Lanka the people are friendly and welcoming. ⁵It doesn't matter what your interests are, you will find there is something for everyone; and ⁶it doesn't matter who thinks Sri Lanka lacks cultural depth – they are wrong: it actually has as many as eight World Heritage Sites. There's more to do here than in Thailand or Cambodia or ⁷any other place. Once you get there, you will ask yourself why on earth you didn't go before.

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

THE SILK ROAD

The term Silk Road evokes an era with caravans of heavily-laden camels, ¹ through weather-beaten lands transporting everything from jade and gunpowder to rhubarb and, of course, silk between China and the Levant. There was never actually a single 'silk road', however, but a vast network of routes ² the edge of Europe with the eastern fringes of Asia and the Pacific Ocean. Despite being incredibly ³ going, the route operated for at least fifteen centuries, only ⁴ in use due to geopolitical changes, the rise of shipping and the Black Death. To the east lie Mongolia and China's less-explored desert fringes and to the west, Azerbaijan and the Caucasus. ⁵ of the curious recent history of the Silk Road countries, the juxtapositions will startle most visitors. You will see not only Lada cars ⁶ along the road and surviving Soviet monuments but also bling and all-out consumerism. The bottom ⁷ is that this is a vast, largely underdeveloped region which is in many ways as ⁸ as it is impressive. Should you choose to visit the area, aim for either a lot of travel and window-gazing or a more focused trip to a couple of key cities. ⁹ you choose, you will meet a rich mix of people along the way. And if you do decide to come, a hat, light clothes and sunblock will ¹⁰ you in very good stead.

- 1

A trundling

B bounding

C grazing

D shimmering
- 2

A relating

B neighbouring

C connecting

D bypassing
- 3

A difficult

B risky

C trick

D hard
- 4

A slackening

B dwindling

C receding

D dipping
- 5

A Because

B Despite

C In spite

D Instead
- 6

A chugging

B flapping

C wheeling

D trotting
- 7

A point

B line

C end

D fact
- 8

A daunting

B delighting

C dividing

D varying
- 9

A Wherever

B Whenever

C However

D Whichever
- 10

A stay

B put

C stand

D get

8 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and five words in each gap, but do not change the word in capitals.

- 1

The facilities are better in a more expensive hotel.

The more the facilities.

BETTER
- 2

In some countries certain behaviour is mistaken for bad manners.

Certain behaviour may mistakenly in some countries.

PASS
- 3

Nowadays I'm always travelling to new places and I like to buy souvenirs there.

I buy souvenirs_ places – which is quite often nowadays.

WHENEVER
- 4

Although we often felt exhausted at the end of the day, we always had a cooked family meal.

We always had a cooked family meal at the end of the day.

HOWEVER
- 5

Only a few children decided not to take the boat trip.

The decided to take the boat trip.

OF

LISTENING

9 Listen to five extracts in which people are talking about a journey. Match speakers 1–5 with reasons A–H for taking the journey. There are three extra reasons.

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

- A It was a business trip.
- B It was in connection with a hobby.
- C It was a sightseeing trip.
- D It was to celebrate a family occasion.
- E It was a social visit.
- F It was to attend an arts event.
- G It was to attend a training course.
- H It was part of a special offer.

Listen again. Match speakers 1–5 with problems A–H. There are three extra problems.

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

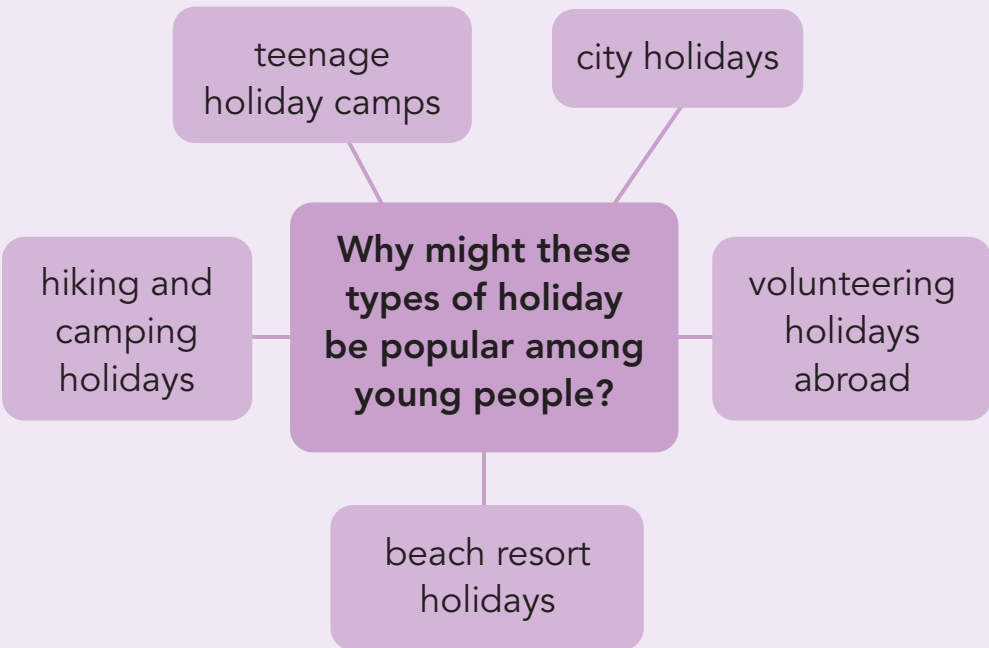
- A There was a mistake with a booking.
- B There was a flight cancellation.
- C There was a missed connection.
- D There were problems with jet lag.
- E There was a problem at border control.
- F There was a problem with the means of transport.
- G There was a late change in accommodation plans.
- H There was a lack of business.

SPEAKING

10 Look at the diagram. It shows different types of holiday. In pairs, follow these steps.

- Talk together about why these types of holiday might be popular among young people.

Now decide which two might be most popular in the long term, as people get older.

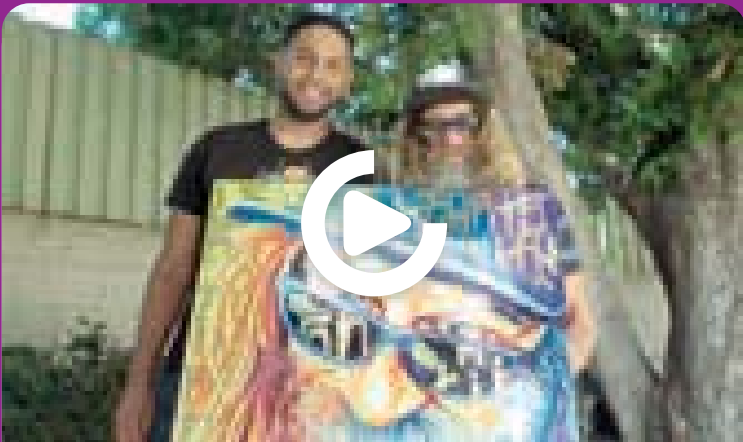


7

Express yourself

I shut my eyes in order to see.
Paul Gauguin

DOCUMENTARY VIDEO



PAINTING A BETTER WORLD

Watch the documentary video.
For the worksheet, go to page 118.



VOCABULARY

Theatre and musicals • exaggerated synonyms
• theatre words • compound adjectives

I can talk about theatre, dance and public performance.

SHOW WHAT YOU KNOW

1 Complete the table with the job titles in the box. Add two more to each category.

biographer casting agent cinematographer conductor
curator gallery owner novelist playwright sculptor
soloist sound engineer translator

Art	Literature	Film/theatre	Music
	biographer		

2 **SPEAKING** Choose three of the jobs in Exercise 1 and describe what they involve. See if your partner can guess which one you are describing.

How THE Lion King Came to Reign

by David Gritten, October 2014

The long-running *The Lion King* celebrates its fifteenth anniversary at London's Lyceum Theatre with **a flurry of** remarkable statistics **swirling around** it. This is the highest-grossing stage show in history, having already made some £3.8 billion globally – more than the previous record-holder *The Phantom of the Opera*. Or, to place it in a broader context, more than the combined global revenues of the six most popular *Harry Potter* films. At the weekend, I took my seat, just like the other twelve million people so far since its opening in 1999.

I was keeping my expectations in check. Musicals do not always date well. I looked in on *The Phantom of the Opera* a second time for professional reasons in 2004, when the ill-judged film version was released. It was eighteen years after its original London opening, and a dispiriting evening; it felt clapped-out and past its sell-by date. I also wondered if anything could **replicate** the **sheer sense** of slack-jawed awe at seeing the astonishing opening of *The Lion King* for the first time.



3 Read the review below. What does it say about the differences between:

- 1 *The Lion King* show and the *Harry Potter* films?
- 2 *The Lion King* and *The Phantom of the Opera* shows?
- 3 *The Lion King* show and *The Lion King* film?

4 **SPEAKING** Discuss whether you would like to see the show after reading the review. Why?/Why not?



Set to percussive African rhythms, it features gigantic elephants tramping down the aisles, joining other animals on stage. These inventively designed creatures are propelled by the cast using unusual props like stilts to play giraffes. When the huge shimmering saffron sun rises over an unmistakably African plain, you feel the remarkable **visceral** power of the scene. All around you, everyone else is **gaping** and **holding their breath**, too.

Well, fifteen years on, it still works brilliantly. Credit for this goes to the prime mover of this stage version, director Julie Taymor, who came from avant-garde and experimental theatre. There's a tough-mindedness about her method of story-telling, so it's surprising that Disney approved such a **radical reboot** of the film. But it works superbly.

Second only to Taymor's vision is the music of South African composer Lebo M, which makes the crucial difference between *The Lion King's* film and stage versions. If this musical has a predominant sound, it is his – rhythmic, melodic and thuddingly percussive, as underlined by the presence of two energetic drummers, visibly up high on either side of the stage. Yet his choral arrangements, some sung in Zulu, are simply **heart-stopping**. We suspend disbelief when confronted with this version of Africa, and the **far-reaching** eternal truths in the story make the specific period in which it is set irrelevant. It will not date easily; indeed, one can imagine it still **packing out** the Lyceum fifteen years from now.

WORD STORE 7A Exaggerated synonyms

- 5 **3.1** Complete WORD STORE 7A with the exaggerated synonyms in red from the review. Then listen and check.
- 6 Complete the text with the correct form of the synonyms in WORD STORE 7A.

Stomping On

It's not difficult to see why *Stomp* has lasted so long. It's a show that's still ¹ _____ theatres twenty-two years after it burst onto the scene in Brighton and *Stomp* has lost none of its ² _____ power and raw energy. I first saw *Stomp* at the age of ten and I remember ³ _____ at the attractive young performers with big dustbin lids transforming brooms, oil cans and vacuum cleaner tubes into musical instruments. In all these years, *Stomp* has never undergone any ⁴ _____ changes – there is no need for a major ⁵ _____ when the original format works so well. Other theatre troupes have tried to ⁶ _____ the *Stomp* formula but none have stolen the crown from the original.

WORD STORE 7B Theatre words

- 7 **3.2** Complete WORD STORE 7B with the underlined words in the review. Then listen and check.
- 8 Complete the sentences with the correct form of the words in WORD STORE 7B. Are the statements true for you? Compare with a partner.
 - 1 I really enjoy _____ music. The more rhythm the better.
 - 2 I hate it when the stage is crammed with _____.
 - 3 I feel uneasy when an actor suddenly walks down the _____ and starts interacting with the audience.
 - 4 As a child I was frightened of clowns on _____. They looked gigantic to me!
 - 5 I'm enthralled by the _____ singing of big groups of vocalists performing in unison.

WORD STORE 7C Compound adjectives

- 9 **3.3** Complete WORD STORE 7C with the adjectives highlighted in the review. Listen and check.
- 10 **SPEAKING** Think of examples for each of the following. Justify your choices.
 - 1 A recent film you believe could turn out to be one of the highest-grossing in history.
 - 2 A long-running disagreement you had.
 - 3 An ill-judged comment you made.
 - 4 A decision with far-reaching consequences.
 - 5 A surprise that left you slack-jawed.
 - 6 A heart-stopping moment in your life.

WORD STORE 7D EXTRA Compound adjectives

- 11 **3.4** Complete WORD STORE 7D with the words in the box to make compound adjectives. Then listen and check. Write example sentences.
- 12 Look back at the compound adjectives in the text. Which groups in WORD STORE 7D do they belong to?

7.2

READING

Multiple choice
I can understand specific details in an article.

- 1 **SPEAKING** Discuss the questions.
- 1 Do you like poetry? Why?/Why not?
 - 2 Do you listen to rap? If so, who are your favourite artists?
 - 3 Do you think rap lyrics are a kind of poetry? Why?/Why not?
- 2 **3.5** Listen to an extract from a radio programme about the history of performance poetry and make notes under the headings below.
- Poetry in ancient times
 - Open mic nights and poetry slams
 - The advent of printing
 - The origins of hip-hop and rap
 - The Beat movement
 - Spoken/Performance poetry
- 3 Read quickly through the article about a contemporary performance poet. Find three aspects of her work that were mentioned in the radio show.

EXAM FOCUS Multiple choice

- 4 Read the article again. For questions 1–6, choose the correct answer A, B, C or D.
- 1 In Paragraph 1, the writer’s aim is to contrast
 - A Kate’s age and that of most award-winning poets.
 - B Kate’s accent and an upper class accent.
 - C the range of experiences and interests Kate has had.
 - D Kate and other urban rappers.
 - 2 In Paragraph 2, we learn about about Kate’s attitude to spoken-word performance and that she feels
 - A its importance has now been proved.
 - B it should be about contemporary human relations.
 - C it isn’t as acceptable as traditional, print-based poetry.
 - D angry that it isn’t taken seriously enough.
 - 3 The writer lists Kate’s achievements to highlight
 - A her successful career as a rap artist.
 - B the difficulty in categorising her as an artist.
 - C the way she bridges the divide between poetry and theatre.
 - D her luck in being such a creative person.
 - 4 In the writer’s opinion, Kate uses Greek myths as a basis for her poetry
 - A because they deal with difficult issues.
 - B because she read them when she was a child.
 - C as a way of reflecting modern themes and concerns.
 - D as a way of showing that modern life is no less dramatic.
 - 5 Which of the following best describes the writer’s impression of Tempest on stage?
 - A She is easily hurt.
 - B She holds the audience’s attention completely.
 - C She is childish.
 - D She has a strong sense of self-belief.
 - 6 What does the writer conclude about Kate’s future?
 - A There are several different options that she can pursue.
 - B Her future depends on getting new commissions.
 - C She will have a lot of competition to beat.
 - D She will continue to write even more experimental poetry.

UK TODAY

The annual **Ted Hughes Award** acknowledges emerging poets producing original, innovative works. It commemorates one of the greatest 20th-century British poets.

The **Mercury Prize** is awarded for the best album from the UK and Ireland. It is open to all types of music, including pop, rock, folk, urban/rap, dance, electronica, jazz, blues and classical.

- 5 Read UK TODAY to find out more about two awards mentioned in the article. Are there any equivalents in your country?
- 6 Complete the table with the correct form of the words in blue in the article.

NOUN	VERB	ADJECTIVE
<u>captivation</u>	<u>captivate</u>	<u>captivated</u>

- 7 Complete the text with the correct form of the words in Exercise 6.

Who would have ¹ _____ that the 2012 Ted Hughes Award would be presented to Kate Tempest for *Brand New Ancients*? Not only was she the youngest poet to have ² _____ the award but she also uses forms, such as rap, of which the literary ³ _____ has long been ⁴ _____. Her captivating and mesmerising delivery combined with her ability to use street poetry, rap and ⁵ _____ to address themes of marginalisation and ⁶ _____ has inspired a whole, new generation.

WORD STORE 7E Collocations

- 8 Complete WORD STORE 7E with the adjectives in the box. Use the article to help you if necessary.
- 9 Write an example sentence with one collocation from each set in WORD STORE 7E.
- 10 **SPEAKING** Discuss which artist from your country you would nominate for one of the awards described in UK TODAY. Give reasons for your choice. Then have a class vote for the best poet or album.



Kate Tempest in concert,
8 March 2020

3.6

THE IRRESISTIBLE RISE OF KATE TEMPEST

1 Kate Tempest is a poet from Brockley, south London, and the youngest ever **recipient** of the prestigious Ted Hughes Award for New Work in Poetry, recognising excellence and **innovation** for her 2012 piece *Brand New Ancients*. But there's more to Kate than meets the eye. On the one hand, she's the soul of modernity: she began her career as a rapper and is still vastly popular on the rap circuit. She had a 'wayward youth', living in squats and getting tattoos, and her voice is hardly upper class: her London drawl is full of street slang and glottal stops. By the standards of the poetry world, she seems practically science fiction. Then there is the other hand. After leaving school with no A levels, she ended up gaining a degree from Goldsmiths*. In her straight poetry, Tempest's focus is firmly classical. She bases her subjects on the lives of the gods and monsters of Greek **mythology** – not, perhaps, what you would expect from an urban rapper who cites Roots Manuva and the Wu-Tang Clan among her other key influences.

2 Born Kate Calvert in 1985, Tempest is one of the rising stars of a young performance community that might be viewed with **suspicion** by some old-fashioned members of the poetry **establishment**. *Brand New Ancients* is an hour-long spoken word performance set over a live orchestral score. Through a combination of storytelling, lyricism and music, Tempest tells the epic story of two south London families as their respective generations grow and intertwine. On hearing her shortlisting for the award announced, Kate tweeted: 'Brand New Ancients been shortlisted for the Ted Hughes Award for poetry!! And people love to say "performance" poets

aren't proper. Yes, mate.' She spent the afternoon before the awards performing her work for inmates in Holloway prison.

3 Tempest is a lyricist first and foremost. She 'fell into poetry' after attending a poetry slam. In 2014, her debut album *Everybody Down* was nominated for the annual Mercury music prize along with Damon Albarn and FKA twigs among others. In the very same week, she found herself named as one of 2014's Next Generation Poets by the Poetry Society for *Brand New Ancients*, joining a once-a-decade list of the brightest talents in the UK and Ireland. Then there is her novel, which more fully explores the plotline of *Everybody Down*, the three plays she staged over the years, and her phenomenal reputation as a spoken word poet. 'I feel extremely lucky to be in a situation where I can **indulge** all the different parts of my creative personality,' she says.



Kate Tempest attends the Mercury Prize nomination launch on 10 Sept. 2014 in London

4 When it comes to poetry, Tempest is fascinated by the distant past. Stories from the classical world were part of her childhood. 'These are the sort of stories that really infiltrate – about families, and archetypal human tendencies and raw, dark emotions. They never seemed dead stories to me, they always lived and were real.' But Tempest's poems aren't simply routine retellings of time-worn tales; rather, she picks up the fabulous, familiar characters, dusts them down and hauls them into the present. In *Brand New Ancients*, the gods are recast as two warring families whose lives highlight the immortal and very real truths of love and loss. Her full-length poetry collection, *Hold Your Own*, is based on the mythological figure of Tiresias, the blind Greek prophet who spent seven years transformed into a woman. In both works, Kate holds up a mirror to contemporary life in a direct and **provocative** way.

5 *Brand New Ancients* has been performed to packed concert halls on both sides of the Atlantic. On stage, Tempest has a genuinely mesmerising presence and is acutely responsive to her audience. Her physical presence is charming, **disarming**: both child-like and mature, with a confidence in how her body uses space but also maintaining the innocent wide-openness of a very young girl. Audiences are **captivated** by her spell, calling out encouragement. In her work, Tempest handles empathy for the **marginalised**, the powerless and the **dispossessed** as well as gender. Her voice raw, her posture vulnerable, she pleads with the audience to be empathetic towards our fellow human beings.

6 Tempest has helped to popularise spoken word poetry, reaching a whole new audience. According to Poetry Society director Judith Palmer, it's thriving among younger people. 'There's a lot of poets trying it but it relies on festivals having the nerve to commission new work.' Festival Republic, which organises festivals around the UK, first booked Tempest to perform in 2008, and she has appeared at their Latitude Festival several times since. 'She was a strong voice and is quite unique. There are page poets and there are live poets and she's very much a live performance poet. Once you've seen her perform you're quite mesmerised,' the organisers say. However, some would argue that *Hold Your Own* turned her from a performance poet to a page poet. 'Her ability to **defy** categorisation is a strength,' Palmer adds. 'A good writer can do different things,' she says. Whither now for Kate Tempest? I can't wait to find out.

* Goldsmiths is a college within the University of London.

- 1 **SPEAKING** Look at the three ways of raising money. Discuss the pros and cons of each method and decide which would be most effective if you needed funds to travel.

1 crowdfunding



2 sponsorship

If you're not happy with the sponsorship deal, young lady, you can always pay for your own clothes.



3 car boot sale

I think he's got the wrong idea of a car boot sale.



- 2 **3.7** Listen to Sarah Mills and find out which method she tried. Was it successful?

- 3 **3.7** Match the sentence halves. Then listen again to check.

- 1 Nobody'll read it **whether**
- 2 **Had I agreed** to wear a sponsor's shirt,
- 3 We'll give you some money **on condition**
- 4 We'll give you some money
- 5 **But for** their support,
- 6 **Should you wish** to follow the adventures of Sarah,
- a **as long as** you take a picture.
- b they could have helped me out.
- c she's going back on the road in a few weeks.
- d I recommend sites **or not**.
- e **that** you visit this or that site.
- f I wouldn't have been able to keep going.

☒ d

☐
☐
☐
☐
☐

- 4 Read the GRAMMAR FOCUS and find an example sentence in Exercise 3 for each point below.

GRAMMAR FOCUS

Advanced conditionals

- You can use other words besides *if*, e.g. *on condition that*, *as long as*, *providing/provided that*, *unless*, etc.
- If you use inversion in past conditionals and those with *should* and *were to*, you can omit *if*.
If you should wish to start a crowdfunding scheme/Should you wish to start a crowdfunding scheme, you need to do your homework first.
- You can sometimes replace past conditionals with *but for*.
If they had not supported me/But for their support, I would never have succeeded.
- You use *whether ... or not/whether or not ...* (NOT *if*) to express alternative conditions.

- 5 **USE OF ENGLISH** Complete the second sentence using the word in capitals so that it has a similar meaning to the first sentence or pair of sentences combined. Use between three and five words in each gap.

- 1 He never responds. He might lose his sponsorship. **IF**
If he doesn't respond, he might lose his sponsorship.
- 2 Even if you tell them to donate more, they'll give very little. **NOT**
They'll give very little *whether you tell them*.
- 3 She didn't advise me beforehand. That's why I lost my investment. **HAD**
Had she advised me beforehand, I wouldn't have lost my investment.
- 4 I'll lend you some cash. But you have to pay it back with interest. **CONDITION**
I'll lend you some cash *on condition* it back with interest.
- 5 I never would have met the target without your contribution. **BUT**
But for your contribution, I would never have met the target.
- 6 Just ask if you need to speak to the web designer. **SHOULD**
Should you need to speak to the web designer, just ask.
- 7 I'll come to the fundraiser. But you'll have to introduce me to the organiser. **LONG**
As long as you introduce me to the organiser, I'll come to the fundraiser.
- 8 It doesn't matter if it's for a good cause. You shouldn't give more than you can afford. **WHETHER**
You shouldn't give more than you can afford – *whether it's for a good cause*.
- 9 If you hadn't recommended my website, it wouldn't be as successful as it is now. **FOR**
But for your recommendation, my website wouldn't be as successful as it is now.

- 6 Complete the sentences so that they are true for you. Compare with a partner.

- 1 As long as I ..., I'll ...
- 2 Should I want to ..., I'll ...
- 3 I'll ... whether I/she/they etc. ... or not.
- 4 But for ..., I would never have ...

- 7 **SPEAKING** Discuss the questions.

- 1 What do you think are the best ways to raise money?
- 2 Have you ever tried to raise money? What type of things did you do?
- 3 Have you ever donated money? To what causes?



USE OF ENGLISH

7.4

Phrases with *if*

I can use various phrases with if.

1 **SPEAKING** Read the definition of 'photobombing' and look at the photos. Then discuss the questions.

- 1 Which occurred by accident and which was staged? What makes you think this?
- 2 Why do you think photobombing has become so common?

2 Read the text about a 'professional' photobomber. What, according to the author, makes somebody want to photobomb?

An anonymous man in London has so far managed to photobomb eighteen separate live TV news events. Appearing in shot behind journalists, the mystery man pops up each time **as if** he **were** there by accident.

There is, however, little **if any** purpose for such pranks other than perhaps a kind of narcissism. After all, it's not **as though** he **has** anything to gain from his exploits. And, **even if** there is some slim chance of him becoming a full-on Z-list celebrity*, he rarely, **if ever**, does anything more than stand still or walk into frame reading a newspaper. **If in doubt** as to his range of talents, casting agents are hardly likely to be falling over themselves in a rush to sign him up based on such performances.

If anything, his appearances serve only as an annoyance for film crews, who, **if necessary**, have to re-shoot after abandoning the first take. Re-shooting is clearly not an option for live broadcasts, however, which means we may have to put up with our unwanted guest for some time yet.

*sb who thinks they are a celebrity when they aren't

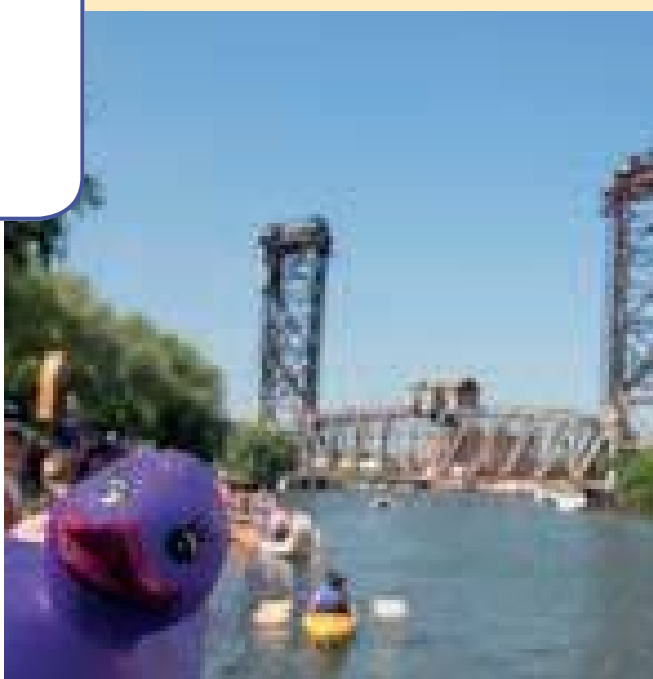
3 Read the LANGUAGE FOCUS and find an example of each structure in the text.

LANGUAGE FOCUS

Phrases with *if*

- You use **as if/as though** with the present tense to talk about situations which we think can be true and with the past tense to talk about situations which we know are not true.
- You use **even if** in unexpected conditions.
- You sometimes leave out subject + be after *if* in fixed expressions: **if necessary, if any, if anything, if ever, if in doubt**.

THE MEME DICTIONARY



Photobombing: the act of appearing in a photo you shouldn't be in, accidentally or on purpose.

4 Choose the correct option.

- 1 I wouldn't do anything to encourage him. If anything / If any I'd try to stop him.
- 2 She won't change *even if* / *as though* she becomes famous.
- 3 *If in doubt* / *If ever* – don't do it!
- 4 He seldom, *if necessary* / *if ever*, is well-meaning.
- 5 He's not tight-fisted. In fact, *if ever* / *if anything* he's rather generous.
- 6 There's little, *if any* / *if anything* possibility of her becoming a conductor.
- 7 I'll ask for help *if ever* / *if necessary*.
- 8 He orders people around *as though* / *even if* he's the director.
- 9 I'm determined not to appear on live TV – *even if* / *as though* I've been invited personally.

5 Complete the sentences with the words in brackets in the correct place.

- 1 He told me he was disappointed but, he seemed angry. (if anything)
- 2 She behaves she owned the place. (as though)
- 3 I think the play will be a flop, it does get promoted on national TV. (even if)
- 4 I was told, about our plans, not to talk to a journalist. (if in any doubt)
- 5 I have to pass the test. I'll take it a hundred times. (if necessary)
- 6 Cameron seldom, asks for more than one rehearsal. (if ever)
- 7 The cameraman looks he's about to fall. (as if)
- 8 There are very few, people that don't love practical jokes. (if any)

6 For each statement below rate from 1–10 how true or untrue it is for you (1 = very true, 10 = not true at all). Then compare with a partner.

- 1 There's very little possibility, if any, of my becoming a teacher.
- 2 I sometimes act as though I know something – even when I don't.
- 3 I never give advice if in doubt as to best thing to do.
- 4 I rarely, if ever, tell lies – even white lies.
- 5 I never fail exams. If anything, I always pass with flying colours.
- 6 Even if I were lost, I wouldn't ask for directions.
- 7 I'll stay up all night working if necessary.
- 8 I never behave as if I were better than anyone else.

7.5

LISTENING

Multiple choice

I can understand specific details and speakers' attitudes in informal conversations.

- 1 SPEAKING** Look at the poster showing a skatepark and a proposal for its redevelopment, then discuss the questions.
 - 1 What changes are being proposed?
 - 2 Is the poster for or against the development? Why do you think so?
- 2 SPEAKING** Discuss the questions.
 - 1 Is there a place like this near you?
 - 2 Can a city benefit from such places?
 - 3 Do you think it would be better to redevelop them into something else, e.g. businesses or residential buildings? Why?/Why not?
- 3** **3.8** Listen to three dialogues about the skatepark and answer the questions.
 - 1 What are the redevelopment plans described in the dialogues? How are they different to your guesses in Exercise 1?
 - 2 Who are the speakers in each dialogue and what is their connection with the plans?
 - 3 What is the outcome described in Dialogue 3?

EXAM FOCUS Multiple choice

- 4** **3.8** Listen again to the dialogues. For questions 1–6, choose the correct answer, A, B or C.

Dialogue 1

- 1 How does the man feel about the plans for the skateboard park?
 - A unhappy about the way they were presented
 - B undecided about the best way to oppose them
 - C unsure about whether they are detailed enough
- 2 What do they both agree about the skateboard park?
 - A It has a place in local history.
 - B It is expensive to maintain.
 - C It requires updating.

Dialogue 2

- 3 What is the man doing?
 - A criticising people who oppose the plans
 - B explaining why he is sympathetic to the plans
 - C expressing a concern about the legality of the plan
- 4 What do they both feel is the main benefit of the plans?
 - A the opportunities provided for new business
 - B the proposed increase in cultural possibilities
 - C the improved appearance of the area

Dialogue 3

- 5 How does the woman feel about the decision?
 - A She wishes the decision had taken longer.
 - B She regrets the loss of potential benefits to the community.
 - C She feels sorry that more people didn't take part in the discussion.
- 6 What do they both think about the process involved in reaching the decision?
 - A The property developers used the wrong strategy.
 - B The skateboarders did not run a fair campaign.
 - C Nobody bothered to listen to the real arguments in the case.

OUR SKATEPARK



WORD STORE 7F Collocations

- 5** **3.9** Complete WORD STORE 7F with the collocations in the recording. Then listen and check.
- 6** Complete the sentences with appropriate collocations in WORD STORE 7F.
 - 1 _____ is beneficial because it brings money into poorer neighbourhoods.
 - 2 I don't feel that major _____ are always the best way forward. Sometimes it is good to preserve the past.
 - 3 Building _____ like concert halls is good for both the arts and business.
 - 4 _____ usually make a lot of money when the economy is doing well.
 - 5 _____ often occur when people can't agree about the best way for the city to grow.
 - 6 There is no point in protesting once governments or big businesses have made decisions and something is a _____.
 - 7 Sometimes even at _____ the opinions of local residents aren't taken into account.
 - 8 There are all these _____ in my town – every month the businesses change.
 - 9 It would be good to have a _____ near where I live so that artists could meet.
- 7 SPEAKING** Discuss which statements from Exercise 6 you agree with and why.

7.6

SPEAKING

Discussing advantages and disadvantages

I can compare and discuss the advantages and disadvantages of possible approaches and solutions to an issue or a problem.

art studio

cinema climbing wall

updated computer lab

auditorium



- 1 **SPEAKING** Look at the list of facilities above and discuss which would be the most/least useful for your school.
- 2 **3.10** Listen to students discussing which facilities their college should invest in and answer the questions.
- 1 What arguments were used for each of the facilities?
- 2 What were the disadvantages of each option?
- 3 Did the students reach a unanimous decision?
- 3 **3.10** Read the **SPEAKING FOCUS**. Then listen again and tick the phrases that you hear.

SPEAKING FOCUS

Presenting advantages

One of the main pluses/benefits/advantages of ...

That could be an argument in favour/support of ...

There are points in favour of ...

... is a real plus.

... is a strong selling point.

Presenting disadvantages

I see (that) as a drawback of ...

A major downside of ...

One difficulty I see with that idea ...

There's a strong argument against that idea, namely ...

... a bit of a negative aspect ...

Reaching a decision

Taking everybody's needs into account, ...

Bearing everything in mind, ...

Weighing up the pros and cons, ...

On balance, ...

If you consider all the negative and positive aspects, ...

All things considered, ...

- 4 Replace the underlined words with phrases from the **SPEAKING FOCUS**.
- 1 One of the reasons for living in the city is that you can experience as much culture as you like.
- 2 If you think about the good points and bad points, I think that the town should invest in a new arts complex.
- 3 Something I reckon is a disadvantage is that the cultural centre is so far away.
- 4 A real problem of living in the country is that there are often not many cultural activities.
- 5 Something positive about the new concert hall is that live music is popular right now.
- 6 Taken as a whole, I think the new art gallery is the best way forward.
- 5 Compare your answers in Exercise 4 with a partner. Can you think of other ways to express the same opinions?
- 6 **SPEAKING** Discuss the advantages and disadvantages of each place below as a destination for a culture-focused school trip.
- a modern art gallery

• a fashion show

• a zoo

• a national museum

• a classical music concert
- 7 Compare your ideas with another pair. Do you agree on the best destination?



WRITING

A review of a book/film

I can write a structured review of a film or book with examples and recommendations.

- 1 SPEAKING** When choosing a new book or film, which of the following do you take most/least seriously: recommendations from friends, advertisements and trailers, or critics' reviews? Why?
- 2 SPEAKING** Look at the list of book-to-film adaptations. Discuss which ones you have seen and what star-rating you would give them.

Which are your favourite book-to-film adaptations?

- *The Hobbit* films
- *Harry Potter* series
- *Little Women*
- *The Twilight Saga*
- *The Perks of Being a Wallflower*
- *The Hunger Games* series
- *Beautiful Creatures*
- *The Fault in our Stars*

You didn't mention my favourite book-turned-movie:

- 3** Would you match any of the statements with the films in Exercise 2? If not, how would you describe them?
 - It's admirably true to the book(s).
 - The special effects are eye-poppingly spectacular.
 - The acting is Oscar-worthy.
 - Though sentimental at times, I found it genuinely moving.
 - It's awesomely entertaining action movie fun.
 - I was absolutely gripped by the drama.

- 4 SPEAKING** Read the task and the review. Discuss the question that applies to you.

- 1 You've seen/read *The Hunger Games* films/books. Do you agree or disagree with the reviewer? Identify two points you agree or disagree with and say why.
- 2 You haven't seen the films or read the books. Would you want to either see or read them after reading this review? Why?/Why not?

Reviews Wanted!

Best and Worst Book-to-Film Adaptations!

Send us a review comparing a book and its film adaptation. What is the story about? How effective is the adaptation in your opinion? Would you recommend the film, the book, both or neither?



Why **THE HUNGER GAMES** Works

Good quality books can lead to highly enjoyable film adaptations. Equally though, on-screen versions of successful novels sometimes leave fans bitterly disappointed (case in point *The Twilight Saga*). While they have their weaknesses, *The Hunger Games* films brilliantly capture the political and social undertones of Suzanne Collins' novels.

The Hunger Games depicts a nation governed through fear. As punishment for a past uprising, the Government forces each of its twelve districts to send a teenage boy and girl to compete in the Hunger Games, a nationally televised event in which the participants fight until only one survivor remains. The plot focuses on Katniss, one of the district representatives, played by Jennifer Lawrence. There are great performances from the entire cast, but Lawrence gives a powerhouse portrayal of the heroine.

Each film in the series offers a swiftly paced adaptation of one of the novels. Naturally, the books contain more vivid description to fuel readers' imaginations but the films still manage to capture much of her darkly dystopian universe. True, there are some major changes, the biggest of which is probably the move away from the first person perspective. Moreover, the controversially graphic violence that shocked and enthralled Collins' teenage readers has been watered down, presumably to keep the PG13* rating. Still, this is tough, dramatic stuff that will keep the majority of viewers on the edge of their seats.

Quite simply *The Hunger Games* films are well-cast, well-paced and well-scripted and I could confidently recommend them to anyone with an interest in action or sci-fi.

*PG13 – may be inappropriate for pre-teenagers (Motion Picture Association of America's film rating system)

5 Read the **WRITING FOCUS**. Find examples for the points below in the review on page 84.

WRITING FOCUS

A review of a book/film

Introduction

- Catch the reader’s attention in the opening sentences.
- Indicate the aim and structure of your review (this could include the title or type of book/film).
- Start the comparison you will continue throughout the review (if you are reviewing two things e.g. a book and its film adaptation).

Whereas ... is, ... is/Compare this to ... which is ...

Main paragraphs

- Describe the plot briefly (the main aim is evaluation).
- Give a detailed evaluation. (It may be positive or negative, or it may balance both positive and negative points.)

Set in ... , the film/book tells the story of/focuses on ...
The opening chapter sets the scene.

A possible criticism is that ...
Although .../However, .../Admittedly, .../Even so, ...

Conclusion

- State your overall impression.
- Express a recommendation (for or against) with your reasons.

All in all, .../In short, ...
If you like ... , you have to ...
I can’t recommend ... highly enough ...

- 6 Put the paragraphs from a book review in a logical order. Use the **WRITING FOCUS** to help you.
- a The first book in Veronica Roth’s bestselling trilogy, the novel is set in a post-apocalyptic world where society is divided into five factions each based on one core value. Teenager Beatrice (Tris) does not fit into any group and so is labelled as ‘Divergent’. Tris learns what it means to live a life of solitude. ☐

b In short, this was a heart-pounding and dramatic debut. *Divergent* is a haunting young-adult novel that will leave you craving more. I couldn’t stop reading. You shouldn’t stop either! ☐

c For someone who reads as many dystopian future novels as I do, this novel had a lot to live up to. However, I was absolutely hooked from the start. *Divergent* has everything a dystopian novel needs: a feisty heroine, love interests and survival in a harsh world. ☒

d Roth maintains a gripping pace throughout the book, with plot twists around every corner. Tris is a genuinely convincing heroine. However, be warned as there is a lot of bloodshed, which is rather shocking. The book has been labelled ‘the next *Hunger Games*’ and while there are similarities, the overall storyline is different and completely original. ☐

7 Read the **LANGUAGE FOCUS** and answer the questions.

LANGUAGE FOCUS

Intensifying adverbs

You can make your review more interesting by using adverbs to intensify adjectives. However, not all adverbs and adjectives collocate.

- very** cannot usually collocate with strong adjectives to make them stronger:
absolutely/truly spectacular NOT ~~*very spectacular*~~
- really/extremely** can collocate with both strong and weak adjectives:
really good/fantastic, extremely bad/wicked
- deeply/profoundly** usually collocate with adjectives describing emotions:
profoundly moving, deeply disturbing
- hugely/vastly** intensify the extent or amount of something:
hugely successful, vastly overrated
- quite** means a bit/a little when used with a weak adjective:
The film was quite interesting.
but it means *extremely* when used with a strong adjective:
The film was quite compelling.
- rather/pretty** mean ‘to a certain or significant degree’:
The film was rather good. He’s a pretty good actor.
- negative adverbs collocate with negative adjectives:
painfully slow, tediously repetitive

- 1 Which of the adverbs can be replaced by *very*?

absolutely amazing highly entertaining

really terrifying refreshingly different

totally dull utterly spine-chilling
- 2 What does *quite* mean in each of the pairs?

a quite frightening/quite terrifying

b quite surprising/quite shocking
- 8 Look through the reviews in Exercise 4 and 6. Find more adverb-adjective combinations.
- 9 Choose the correct option.
- 1 While it doesn’t compare with the original version, the latest *Karate Kid* is *surprisingly* / *highly* good.

2 True, the plot is *pretty* / *deeply* far-fetched and predictable but *Interstellar* is a *very* / *totally* riveting balance of visual spectacle and thought-provoking ideas.

3 *Weightless* is a *rather* / *truly* amazing read. It’s best suited to older readers as it tackles some *refreshingly* / *deeply* distressing content.

4 The best thing about *The Dream Thieves* is the character development: the characters are all *boringly* / *convincingly* real and *vastly* / *deeply* different from each other.

SHOW WHAT YOU’VE LEARNT

10 Complete the writing task in Exercise 4. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

VOCABULARY

1 Complete the text with the words in the box.

(battle consultation deal developers
hub institution plans shops)

THE METRO

I was in a state of shock when I saw the recently published development ¹ _____ for my part of town. I can't believe they're thinking of tearing down the old Metro cinema – and without public ² _____ I might add – and build yet another shopping mall full of pop-up ³ _____. I don't think the establishment appreciate just how much of a cultural ⁴ _____ the Metro is. I mean, not only do they show classic films that you can't see anywhere else, but it's also a creative ⁵ _____ for many young artists in other fields. The press seem to think it's a done ⁶ _____ but I'm going to present a petition to the authorities and launch a legal ⁷ _____ to try and get it stopped. Let the property ⁸ _____ go and earn their millions elsewhere, I say!

2 Complete the sentences with compound adjectives using the words in capitals.

- 1 This innovative film will have _____ effects on filmmaking techniques. **FAR**
- 2 Jack would never spend that amount on tickets to a concert. He's much too _____ ! **TIGHT**
- 3 We were on the edge of our seats all through the film. It was _____ ! **HEART**
- 4 Having the music festival on a mountain in the middle of winter was a bit _____ ! **ILL**
- 5 The actors' performances were good but the plot was so _____ that it spoiled the film for me. **FAR**
- 6 The reviewer was _____ but I think he didn't give enough encouragement. **WELL**
- 7 A stand-up comedian needs to be _____ enough to respond quickly to the audience's remarks. **QUICK**

3 Correct the lexical mistakes in the sentences by changing the form of the words in bold.

- 1 The book's about these warring **facts** who are on the verge of wiping each other out.
- 2 Many of the greatest artists and musicians were **margin** by critics before they became popular.
- 3 Modern reboots often try on purpose not to **replica** the original film or concept.
- 4 The budget is going to reach epic **portions** if they fly the whole crew out to Myanmar.
- 5 The director told me to look the audience in the eye and deliver my line like it was a(n) **mortal** truth.
- 6 There is **suspect** amongst scholars that Shakespeare didn't write all his own plays.
- 7 Arthur Miller wrote many famous dramas and was a very well-respected **player**.

GRAMMAR

4 Choose the correct option.

- 1 The rehearsal won't finish any time soon *as long as / unless* you follow my directions.
- 2 I'll take the part *unless / whether* you strongly advise against it.
- 3 *But for / Providing* your encouragement, I wouldn't have persevered with the acting class.
- 4 We can buy tickets at the door *unless / as long as* they don't sell out in advance.
- 5 *Should / Would* you wish to be famous, be prepared for working some very long hours.
- 6 I think I'll go *when / whether* you decide to go or not.
- 7 I'll go to the concert *unless / on condition that* you don't expect me to dance.
- 8 If you *were to be / would be* ill don't worry – I'd stand in for you.
- 9 *Had / But for* I known my favourite singer was going to be there, I would have brought my autograph book.

5 Complete the sentences with the correct form of the verbs and pronouns in brackets.

- 1 Provided we still _____ (live) in the city, we _____ (have) access to more cultural events than we do in the country.
- 2 _____ (we/not move) to the country, it _____ (be) much easier to go to the theatre more regularly.
- 3 Unless Lisa's next novel _____ (promote), there's almost no chance it _____ (enjoy) much success.
- 4 As long as the film _____ (go) international, there's a good chance we _____ (make) a small profit.
- 5 Should _____ (you/invite) to take part in the quiz next month, _____ (you/accept)?
- 6 Whether or not reality shows _____ (exist), people _____ (find) other ways to get their five minutes of fame.

USE OF ENGLISH

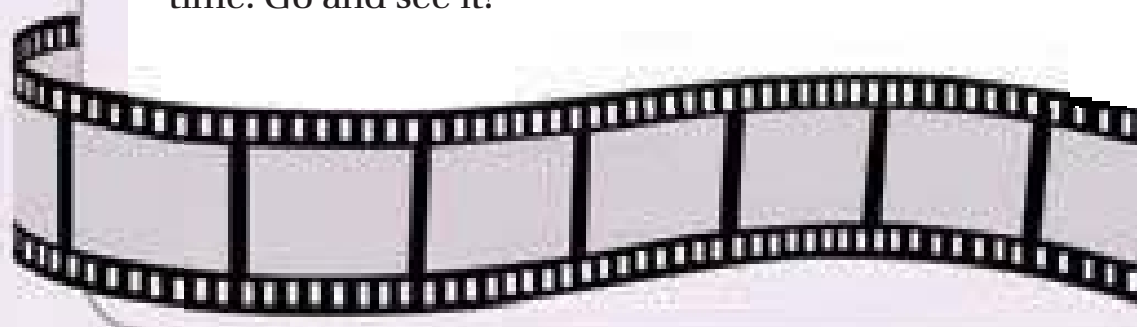
6 Rewrite the sentences using the phrases in the box so they have a similar meaning.

(as if if any if anything if ever
if in doubt if necessary)

- 1 When you're not sure about your lines, just improvise.
- 2 She behaved like she was already famous.
- 3 I don't think she's got a big ego, in fact, I'd say she's quite shy.
- 4 There's little chance, possibly none, of my record being broken.
- 5 You can go on stage with a broken leg when there's no other choice.
- 6 James seldom, or never, criticises his actors.

7 Complete the text with the correct form of the words in capitals.

This film is going to be a ¹ _____ (PHENOMENON) success! In my view, it deserves to be the ² _____ (RECEIVE) of many major awards. Not because it ticks any of the usual boxes for popular film making – it doesn't. Cataloguing the adventures of the charmingly child-like Theo as he makes his way around the world, it presents us with a series of characters ranging from the influential at the top of the ³ _____ (ESTABLISH) to the ⁴ _____ (POWER) at the bottom. Some are wealthy landowners and others rank among the poor and ⁵ _____ (POSSESS). The film interweaves their stories as they are first related in one voice and then ⁶ _____ (TELL) in different contexts and other voices. It's undoubtedly ⁷ _____ (PROVOKE) and may raise your hackles but it is strangely ⁸ _____ (ARM) at the same time. Go and see it!



8 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and five words in each gap, but do not change the word in capitals.

- I was greatly entertained by the film last night.
I thought the film _____ . **VASTLY**
- The look on her face was like she was completely surprised by the jury's decision.
She _____ the jury's decision was a complete surprise. **THOUGH**
- When the news about the reboot broke, people were greatly excited.
There was a _____ when news of the reboot broke. **FLURRY**
- It was such a nice change to see a film with an unhappy ending.
To see a film with an unhappy ending _____ . **REFRESHINGLY**
- The person who won the award for Best Young Actor was speechless on hearing the news.
When he heard the news, the _____ Best Young Actor award was speechless. **RECIPIENT**
- The West End play *The Mousetrap*, which opened in 1952, still plays to completely full theatres.
The Mousetrap _____ in the West End since it opened back in 1952. **PACKING**
- Jim Morrison was famous for captivating his audience with his hypnotic performances.
Audiences _____ Jim Morrison's famously hypnotic performances. **CAPTIVATED**

LISTENING

9 3.11 Listen to three dialogues. For questions 1–6, choose the correct answer A, B or C. You will hear the recording twice.

Dialogue 1

- Which aspect of the painting do they DISAGREE on?
A It required a lot of imagination to create.
B It took a lot of time to create.
C It is a perfect example of its type.
- What is the man's opinion of modern art in general?
A It is no longer appreciated by art critics.
B It is only experts that buy modern art.
C It is difficult to put a realistic price on.

Dialogue 2

- What does the man dislike most about the book?
A The unconvincing characters.
B The unoriginal dialogue.
C The organisation of the book.
- What is the woman's opinion of the writing style?
A It is pretentious.
B It is too basic.
C It is overly complicated.

Dialogue 3

- What is the woman's overall opinion of the play?
A It deserves to be seen by everybody.
B It should be banned.
C It raises some very interesting issues.
- How does the man respond?
A He is keen to see the play.
B He is against staging such types of play.
C He is sceptical about the play.

WRITING

10 Read the announcement on a website and write a review.

Your Five Favourite Music Events

We want to find out which are your favourite music festivals or concerts. Send us a review of the best festival or concert you have been to in the last year. Tell us what kind of festival it was and why you thought it was the best. How important are these types of event?

8

Text me!

The mind is like an iceberg, it floats with one-seventh of its bulk above water.

Sigmund Freud

DOCUMENTARY VIDEO



THE BIG DATA REVOLUTION

 Watch the documentary video. For the worksheet, go to page 119.

8.1

VOCABULARY

Information and the mind • prefixes • verb–noun collocations • phrases with *mind*

I can talk about coping with information overload.

SHOW WHAT YOU KNOW

- 1 Match each of the nouns from box A with three words from box B to make collocations. The nouns from box A don't always come first.

A (information attention)

B (withhold factual undivided processing pay span)

- 2 **SPEAKING** Discuss where you look for information about the following.

(current affairs directions entertainment news
facts for school sports results transport schedules)

Why the Modern World Is Bad for Your Brain

In an era of email, text messages and Facebook, we're all required to do several things at once. But this constant multitasking is **taking its toll**. Daniel J. Levitin, the author of *The Organized Mind*, explains how naps, calendars and periods away from the Internet can all help focus our mind.



3 Read the questions from an interview with the author of *The Organized Mind*. What do you think the book is about?

- 1 How can afternoon naps help our brains to work more efficiently?
- 2 How can we educate our children to deal with information overload?
- 3 What are 'brain extenders' and how can they increase our ability to concentrate?
- 4 What is the solution to information overload and the attention problems it causes?
- 5 How do you quantify 'information overload'?

4 Read the interview below. Choose the appropriate question in Exercise 3 for each gap.

A ____

We really are living in an age of information overload. We've created more information in the past few years than in all of human history before us. On average, we take in five times as much information as we did in 1986.

B ____

We need to **blinker ourselves** to better monitor our attentional focus. Self-imposed periods of no email or Internet to allow us to sustain concentration have been shown to be tremendously helpful. And breaks – even a fifteen-minute break every two or three hours – make us more productive in the long run. Also, you can't underestimate how important **prioritising tasks** is.

C ____

The brain has an attentional mode called the 'mind wandering mode' that was only recently identified. This is when thoughts move seamlessly from one to another without you controlling where they go. This brain state acts as a neural reset button, allowing us to come back to our work with a refreshed perspective. Different people find they enter this mode in different ways: reading, a walk in nature, looking at art, meditating and napping.

D ____

Brain extenders help get information out of our heads and into the physical world: calendars, key hooks by the front door, notepads, 'to do' lists. If you hear that it's going to rain, rather than reminding yourself to bring your umbrella, set the umbrella by the front door – now the environment is reminding you to bring the umbrella. The point is that all these dates, events and items we want to remember compete for neural resources in your brain, **cluttering your thoughts**, making it more difficult to **devote attention to** what is at hand.

E ____

Although it is easier to find information these days, it is easier than ever before to find misinformation, pseudo-facts, unsupported and fringe opinions and the like. Children should be taught at an early age what constitutes evidence, how to **detect bias** or distortions in newspaper accounts and that there exist hierarchies of information sources. In the medical field, for example, a controlled experiment published in a peer-reviewed journal is a better source than a blog by an unknown association promoting the health benefits of their own product.

WORD STORE 8A Prefixes

- 5 3.12 Complete WORD STORE 8A with examples of words in the interview. Then listen and check.
- 6 Complete the sentences with the words in the box and the prefixes in WORD STORE 8A.
- | | | |
|-----------|--------------|----------|
| composed | disciplinary | estimate |
| operative | statement | trust |
- 1 Most students in this class are helpful and ____.
 - 2 I never get nervous in exams. I am very ____.
 - 3 I ____ things I read on the Internet unless I know it's a reputable source.
 - 4 I want to do a ____ degree. I don't want to specialise in one area.
 - 5 I tend to ____ the memory capacity of my smartphone. In fact it's a lot less than I'd like it to be.
 - 6 To say I don't like technology is an ____.
- I absolutely loathe it!

WORD STORE 8B Verb-noun collocations

- 7 3.13 Complete WORD STORE 8B with the collocations in red from the interview. Then listen and repeat.
- 8 **SPEAKING** Complete the questions with the correct form of the words in WORD STORE 8B. Then discuss the questions with a partner.
- Do you think most students:
- 1 ____ enough ____ to their work before they submit it?
 - 2 are mature enough to ____ in news stories that they read?
 - 3 tend to ____ with silly images from the Internet?
 - 4 are good at ____ and doing the most important things first?
 - 5 ____ to problems they don't want to deal with?
 - 6 realise that too much screen time will ____ on their health?

WORD STORE 8C Phrases with mind

- 9 3.14 Complete WORD STORE 8C with the words in the box. Then listen and repeat. Write example sentences.
- 10 Choose the most appropriate responses.
- 1 Did you remember to post that letter?
 - a Sorry, it never crossed my mind.
 - b Sorry, it blew my mind.
 - 2 How did you do in the exam?
 - a Mind your own business!
 - b Mind your manners!
 - 3 He's not buying that expensive phone, is he?
 - a Yes, he must be in two minds.
 - b Yes, he must be out of his mind.
 - 4 She's much more forgetful than she used to be.
 - a Yes, she's very absent-minded.
 - b Yes, she's very tough-minded.

WORD STORE 8D EXTRA Phrases with mind

- 11 Complete WORD STORE 8D with your own definitions of the phrases in bold. Are the sentences true for you?



READING

8.2

Multiple choice

I can understand specific details in an article and its structure.

- 1 Do the survey and compare your results with a partner. Who is a keener walker?

Walking is probably the easiest form of exercise out there. How keen a walker are you? The more yeses, the keener you are.

- Do you walk to school or work?
- Do you often carry a backpack when walking?
- Do you walk a dog regularly?
- Do you walk at a fast pace?
- Do you consciously choose the stairs rather than a lift?
- Do you own a pair of hiking boots?
- Have you ever been trekking?
- Have you ever used a pedometer or fitness app to keep track of your daily step-count?

- 2 Read the article quickly. Which section of a news website would it be least likely to appear in?

(Education ✓ Health Lifestyle Sport Technology)

EXAM FOCUS Multiple choice

- 3 Read the article again. For questions 1–4, choose the correct answer A, B, C or D.

- 1 According to the author in the first paragraph, The Walk is aimed at users
 - A who do not have the requisite time to go to the gym.
 - B who have some difficulty in walking.
 - C who are interested only in relatively gentle exercise.
 - D who are at high risk of heart disease or diabetes.
- 2 As described in the second paragraph, the central character in the plot of The Walk application
 - A must track some terrorists on foot.
 - B has been carefully selected to deliver an important package.
 - C has to complete a series of tasks operating under strict time limits.
 - D has unintentionally become caught up in the narrative.
- 3 In the third paragraph, the main reason the author draws a comparison with the app Zombies, Run! is to
 - A illustrate the diversity of fitness apps available on the market.
 - B explain the developer's intention to appeal to a wider consumer group with The Walk.
 - C show how fitness apps have become more sophisticated over time.
 - D explain how the two apps work using the same technical functions.
- 4 According to the final paragraph, government investment in fitness apps
 - A might reduce the funds available for traditional healthcare.
 - B is hoped to have wider benefits than public health.
 - C may help cure obesity-related illnesses.
 - D is now possible due to recent economic growth.

Walk yourself well with the help of a government-backed app



3.15

1 Keeping fit doesn't come easy to all of us and if you're one of those people struggling to be more physically active and **accomplish** the ten thousand steps a day now recommended by health professionals, it helps to have some **incentive** to walk just that little bit further. If this rings true for you then The Walk, a pedometer app with a difference, could be just the thing to encourage you to get up off the sofa and put one foot in front of the other. Created by developers Six to Start, in collaboration with the UK National Health Service, The Walk is a fitness app for imaginative people who want a less intense workout than hitting the gym, but who still want to get active. Though not as **strenuous** as some other forms of exercise, regular walking has been shown to reduce the risk of heart disease and diabetes, as well as aiding weight-loss and, somewhat paradoxically, increasing energy levels by boosting circulation and increasing oxygen supply to every cell in the body.

2 The **premise** behind The Walk is that, through a case of mistaken identity, you are given a vital package to deliver to a distant destination in the UK, but as you are about to board a train to take you there, terrorists blow it up and set off an electromagnetic pulse rendering cars and trains unusable. Walking is your only option, and now the terrorists are on your trail because they want the device you're carrying.

3 The underlying concept is to encourage players to perambulate in the real world as part of the aforementioned apocalyptic game narrative. Players' phones' accelerometers track the distance they cover on foot, unlocking levels and hours of story-telling narrated by talented voice actors. The further you walk, the further the plot progresses. **Straightforward**, engaging and effective, The Walk uses similar mechanics to its predecessor Six to Start's *Zombies, Run!*, a popular fantasy/running app which encourages users to escape **pursuing** zombies whenever they go for a jog. By lowering the requirement to walking, and focusing on increasing general daily movement rather than dedicated, prescribed and sometimes prohibitive training routines, it is hoped that almost everyone can reap the benefits this time.

4 There's no question that the wider theory is an interesting one: apps and games that encourage activity have the potential to cut down on healthcare requirements through prevention, **negating** the need to cure illnesses resulting from sedentary lifestyles. If broadly adopted, such products could take a bite out of the billions of pounds that obesity-related diseases cost the taxpayer each year. Even more intriguing is that the Department of Health is funding external mobile start-ups and indie developers at all. When asked to explain, the department **disclosed** that such investment is not only about encouraging lifestyle change, but also **nurturing** innovative ideas. So while the initial motivation might be the potential savings gained through a healthier public, there appears also to be the **subsidiary** goal of encouraging jobs and economic growth. With government support, apps like The Walk, which otherwise might not have the resources that state backing can allow, stand a better chance of gaining traction with the public and ultimately making a significant contribution to both the health of the nation and the economy.

4 **SPEAKING** Discuss whether you would be interested in trying one of the fitness apps mentioned in the article.

WORD STORE 8E Phrases

5 Complete WORD STORE 8E with the correct forms of the words in the box. Use the article to help you if necessary.

6 **SPEAKING** Rewrite the questions replacing the words underlined below with the correct form of their synonyms in blue in the text. Make any changes necessary. Then ask and answer and give reasons for your answers.

1 Which basic plot do you think is better; the one for The Walk or the one for *Zombies, Run!*?

*Which premise do you think is better: the one behind The Walk or the one behind *Zombies, Run!*?*

2 To what extent do you think mobile phone apps and games can really help people achieve their fitness goals?

3 Do you prefer light exercise or something more physically demanding?

4 What is the best motivator for you personally to do more exercise?

5 How far does a healthy diet cancel out the need to exercise?

6 Would you describe keeping fit as an uncomplicated process?

7 How important do you think it is to chase your dreams and ambitions in life? What if they seem unrealistic?

8 Have you ever revealed a secret to someone then regretted it?

9 If the main benefit of going to university is a qualification, what secondary benefits are there?

10 Do you think universities should focus on producing broadly educated citizens or developing the unique talents of individuals?

7 **SPEAKING** Discuss the questions.

1 Which of the following types of video games and apps do/would you play or use?

- role-playing/strategy
- shooter
- action/adventure
- sports
- other (explain)

2 Which particular games or apps do you find the most useful or fun?

3 Have you been disappointed by any games or apps you've tried? Which ones? What was wrong with them?

8.3

GRAMMAR

Reporting verb patterns

I can use various reporting verbs.Michael **suggested** that they grab a coffee.

1 Look at the cartoon. People saw Michael and Janet together. Read the reported statements and try to guess what happened.

- 1 Paul **wondered** whether Michael had bought flowers for a date.
- 2 Robert **claims** that he saw Michael and Janet arm in arm.
- 3 The waitress **reported** seeing Michael and Janet holding hands.
- 4 Janet **informed** Michael that she and Jack had been together for two years.
- 5 Janet **accused** Michael of being a liar.
- 6 Michael **begged** Janet not to tell anyone.

2 **3.16** Listen to the actual events as they happened. Were your predictions correct?

3 Complete the GRAMMAR FOCUS with the reporting verbs in blue in Exercise 1 and the cartoon.

4 Choose the correct option. Sometimes more than one answer is possible.

- 1 She proposed that I apologise / apologising / me to apologise for the confusion.
- 2 Paul complained about my being late / about me being late / my being late.
- 3 She convinced me calling / that I had to call / to call the agency.
- 4 Leila admitted being / having been / that she had been in the wrong.
- 5 They demanded they be allowed / to allow / being allowed to speak with you.
- 6 I wondered how they had got / how did they get / where they had got the information.
- 7 She insisted that she be permitted / on being permitted / to be permitted to write an email.
- 8 I explained that I had misunderstood / why I had misunderstood / that to misunderstand her instructions.
- 9 He reminded me not to forget / to not forget / about to forget to post his letter.
- 10 I persuaded her that she could manage / to manage / not managing the situation alone.

5 Report the sentences using the verbs in the box. Sometimes more than one answer is possible.

(ask advise congratulate deny **regret** threaten urge)

- 1 I wish you had told me. He regretted not having been told.
- 2 Did you receive my email? He _____.
- 3 It's imperative you keep us up to date on any news. They _____.
- 4 If you don't tell her, I certainly will! He _____.
- 5 I swear it wasn't me that misled her! She _____.
- 6 You really ought to send him a text. She _____.
- 7 Well done! You've all been accepted on the programme. They _____.

6 SPEAKING Discuss the questions in groups.

- 1 What things do you most often complain about?
- 2 When was the last time you persuaded somebody to do (or not to do) something?
- 3 Who last congratulated you on something? What was it for?
- 4 Who did you last apologise to? What was it for?

GRAMMAR FOCUS

Reporting verb patterns

verb + (that) + reported sentence

→ admit, ¹**claim**, demand, deny, explain, insist, regret, report, threaten

verb + object + (that) + reported sentence

→ advise, convince, ²_____, persuade, remind

verb + if/wh-word + reported sentence

→ ask, explain, report, ³_____

verb + (that) + personal pronoun + (should) + infinitive without to

→ beg, demand, insist, propose, ⁴_____

verb + infinitive

→ ask, claim, demand, threaten

verb + object + infinitive

→ advise, ask, ⁵_____, convince, persuade, remind, urge

verb + -ing form

→ admit, deny, propose, regret, ⁶_____, suggest

verb + (object) + preposition + -ing form

→ ⁷_____, apologise for, complain about, congratulate on, insist on

Note: Some of the verbs can be followed by more than one pattern.

Grammar pages 140–141

8.4

USE OF ENGLISH

Passive reporting structures

I can use various passive reporting structures.

1 SPEAKING Look at the photos and discuss the questions.

- Do you watch any of these types of video blogs? Why?/Why not? What is discussed or presented in them?
- Do you know of any other types of video blogs? What do they talk about or present?



2 3.17 Listen to a news programme about video blogging and answer the questions.

- What did people once think was impossible?
- What type of videos attract the most viewers?
- What other vlog types are mentioned in the programme?
- What are the three ways of making money by vlogging?
- Why do established companies post video blogs?
- What two factors are the key to success as a video blogger?

3 3.17 Listen again and tick the sentence in each pair that you hear in the recording.

- a It is considered that music videos **are generating** the biggest audiences.

b Music videos are considered **to be generating** the biggest audiences.
- a They report that the number of vloggers **has been growing** rapidly.

b The number of vloggers is reported **to have been growing** rapidly.
- a Some vloggers are widely known **to have made** millions of dollars.

b It is widely known that some vloggers **have made** millions of dollars.
- a Some people reckon that vlogging **is** the new form of mass advertising.

b Vlogging is reckoned **to be** the new form of mass advertising.

4 Look at the pairs of sentences in Exercise 3 and match them to the points below.

- an action in progress 1
- a single action or state 4
- an action completed at an unstated time 3
- an action in progress up to the present 2

5 Read the LANGUAGE FOCUS. Match the types of infinitives with four of the sentences in Exercise 3.

LANGUAGE FOCUS

Passive reporting structures

You form the Passive with reporting verbs such as *assume, believe, consider, feel, know, report, say, think* and *understand* in two ways:

Active: People **believe** he is a new superstar.

Passive 1: It + passive + that-clause

It is believed that he is a new superstar.

Passive 2: subject + passive + to + infinitive

He is believed to be a new superstar.

Depending on when an action occurred you report it using different **infinitives**:

- simple** (to + infinitive) – a single action or state.
- continuous** (to be + -ing) – an action in progress.
- perfect** (to have + Past Participle) – an action completed at an unstated time.
- perfect continuous** (to have + been + -ing) – an action in progress up to the present.

6 Write the appropriate infinitive form of the verb in brackets for each gap.

- Spending too much time watching a screen is generally thought to be (be) bad for your health.
- Facebook is believed _____ (pass) its peak and teens are turning to other social media.
- More and more YouTube stars are said _____ (make) millions with their channels.
- Several vloggers are estimated _____ (earn) millions from sponsorship and product deals.
- YouTube is reported _____ (have) more than two billion users.
- The number of people watching her channel was reported _____ (rise) for years.

7 Write sentences from the prompts using passive reporting structures.

- last year / number of viewers / say / decrease / by ten percent
Last year, the number of viewers is said to have decreased by ten percent.
- the website / report / expand / exponentially / two years ago
- it / be / understand / the station / grow / quickly / since its launch
- they / presume / taken / three million dollars / in 2019
- the show / widely / acknowledge / be / funniest / YouTube comedy

8 SPEAKING Look again at sentences 1 and 2 in Exercise 6. Do you agree with them? Why/Why not?

8.5

LISTENING

Multiple choice

I can understand specific details and speakers' attitudes in an extended discussion.

1 SPEAKING Look at the photos and discuss the questions.

- Who do you think these photos were taken by: a professional photographer or an amateur? How do you know?
- When might news media use amateur reporters or photographers?

2 **3.18** Listen to an interview with a newspaper journalist and a university lecturer about citizen journalists. Choose the best summary.

- A discussion about how citizen and professional journalism are becoming more similar.
- A debate about the pros and cons of citizen journalism.
- An argument between somebody in favour of and somebody against citizen journalism.



EXAM FOCUS Multiple choice

3 **3.18** Listen again to the interview. For questions 1–6, choose the correct answer A–D.

- What does Mark say is the most pressing responsibility of professional journalists?
 - doing enough background research
 - keeping within legal limitations
 - producing well-written articles
 - reporting stories as accurately as possible
- According to Paula, citizen journalists like to
 - offer a personal perspective on public issues.
 - identify controversial angles to news stories.
 - cover stories that are of general interest.
 - get information to as wide a readership as possible.
- What is Mark's opinion of news written by citizen journalists in blogs?
 - It may be biased because they only write on topics they believe in.
 - It's often exaggerated because it is unregulated and unedited.
 - It's accessible because opinions expressed aren't hidden.
 - It can provide a useful service that newspapers don't.
- What aspect of the current situation in citizen journalism do they disagree about?
 - There is unfair exploitation of citizen journalists.
 - It can be a way of improving journalistic standards.
 - It worries many people in the media industry.
 - There has been little change in recent years.
- What does Paula think made the website on Ebola effective?
 - It featured the viewpoints of doctors and community members.
 - It expressed commonly held beliefs.
 - It covered a wide range of different stories.
 - It successfully combined fact and fiction.
- What do they both think about the future of citizen journalism?
 - It will change the way people regard the media in general.
 - The reputation of citizen journalists will be damaged.
 - It will provide useful support for print journalism.
 - Any articles published online will be paid.

WORD STORE 8F Collocations

-  **3.19** Complete WORD STORE 8F by replacing the underlined phrases with the collocations in the box. Make any changes necessary to rewrite the sentences. Then listen and check.
- SPEAKING** Does the idea of becoming a citizen journalist appeal to you? Why?/Why not?

8.6

SPEAKING

Adding emphasis

I can emphasise a point in a conversation using various structures and expressions.

- 1 **SPEAKING** Discuss the reliability of the different sources of information below. Use the words in the box to help you.

accurate biased dull enjoyable
inaccurate out-of-date quick reliable
trivial trustworthy unreliable useful

- a tabloid newspapers
b broadsheet newspapers
c Wikipedia®
d TV news
e social media
f books
- 2 **3.20** Listen to four people talking about how we access information in the digital age. Match the speakers with the arguments.
- 1 Frank 3 John
2 Laura 4 Maria
- a feels crowdsourced information can be useful if used carefully.
b points out that while social media can be misleading or frivolous, traditional media were also often incorrect or biased.
c is concerned about how algorithms select what information and products we see.
d worries about the objectivity and reliability of Wikipedia.
- 3 **SPEAKING** Discuss which of the arguments you agree with and why.

- 4 **3.20** Complete the SPEAKING FOCUS with the words in the box. Then listen again and check.

adamant aware bothers convinced
crucial crux ~~doubt~~ key overlook

SPEAKING FOCUS

Adding emphasis

There's no question/¹ doubt that ...
The one thing that really disturbs/² _____ me is ...
The ³ _____ thing/issue is ...
What's critical/⁴ _____ is ...
The ⁵ _____ of the issue is .../The main point is ...
I'm absolutely certain/⁶ _____ in my view that ...
I'm not sure/⁷ _____ (that) ...
We need to be ⁸ _____/cognizant of the fact that ...
And don't forget/⁹ _____ the fact that ...

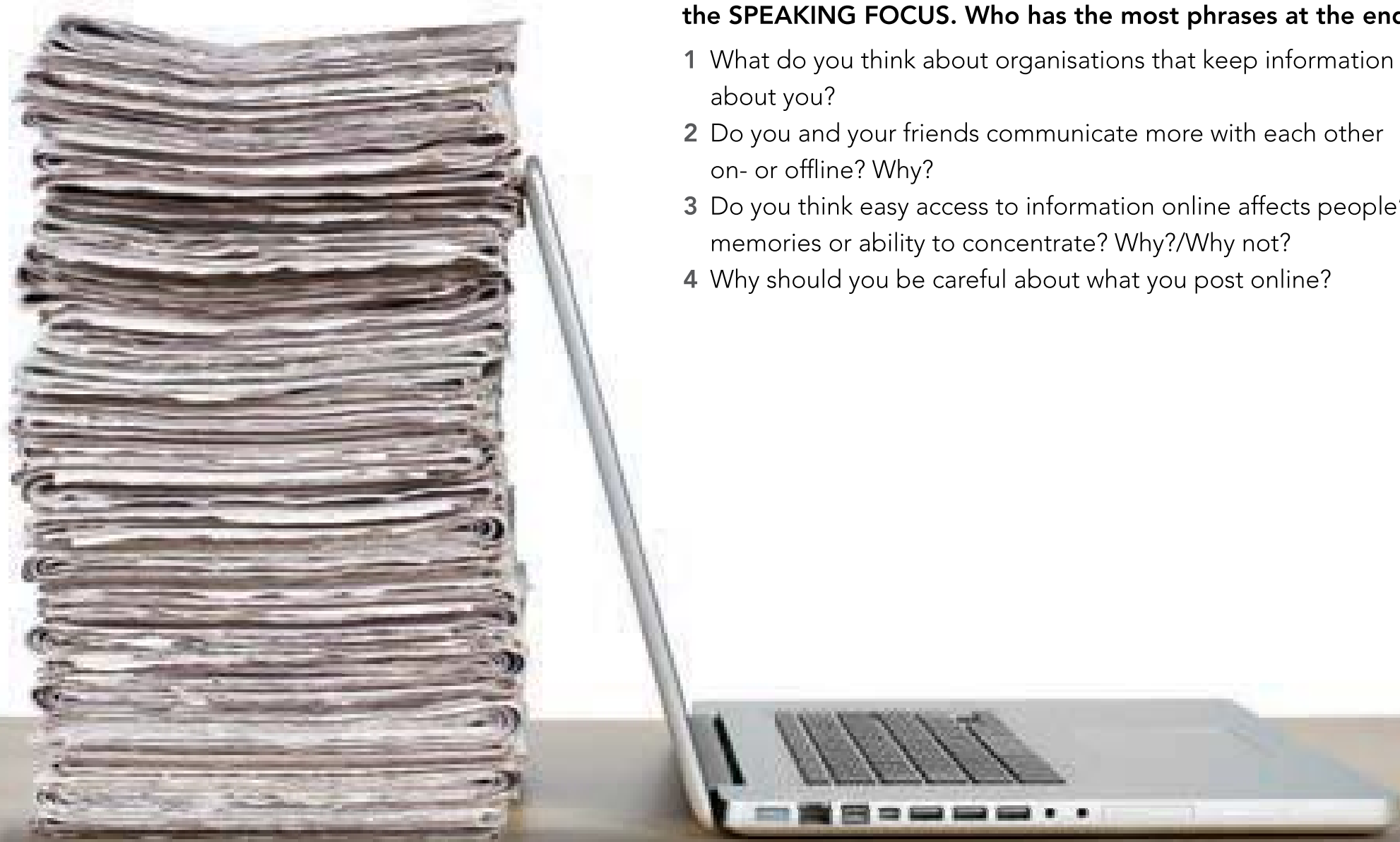
- 5 **USE OF ENGLISH** Complete the second sentence so that it has a similar meaning to the first. Begin with the words given.

- 1 I really love catching up with everybody's news on Facebook.
The one thing _____
2 Citizen journalists can't always be trusted – that's critical.
What's _____
3 It's true that almost everybody has an Instagram or Twitter account these days.
And don't _____
4 We undoubtedly receive more news than ever before.
There's no _____
5 I don't think so much information is good for us.
I'm not _____

- 6 **SPEAKING** Discuss whether you agree or disagree with each sentence in Exercise 5 and why.

- 7 **SPEAKING** Take turns to answer the questions. While listening to your partner speak, write down any phrases they use from the SPEAKING FOCUS. Who has the most phrases at the end?

- 1 What do you think about organisations that keep information about you?
2 Do you and your friends communicate more with each other on- or offline? Why?
3 Do you think easy access to information online affects people's memories or ability to concentrate? Why?/Why not?
4 Why should you be careful about what you post online?





WRITING

8.7

A formal email/letter

I can write a formal email/letter in response to a particular situation.

- 1 **SPEAKING** Look at the titles of newspaper articles about the Internet. Discuss what main points each writer might make.

① **MOBILE DEVICES AND YOU – TAKE THEM OR LEAVE THEM? NOT ANY MORE SAYS CAREY JONES**



② **10 TRIED AND TESTED WAYS TO DEAL WITH CYBERBULLYING**



③ **How much harm does hacking really do? James Knight investigates and looks at recent events**



- 2 Read the task and the email. Are any of the points you discussed in Exercise 1 mentioned in the email?

You have read an article about our use of the Internet in the online edition of a British newspaper. You decide to respond to the article by writing a letter to the editor, giving your own views. Your letter should include responses to these points from the article.

- *We all use the Internet far too much nowadays.*
- *What about the hours young people spend staring at friends on screen instead of actually meeting them?*
- *And how safe is our personal information anyway?*

Dear Editor,

I am writing in response to Lucy McKay's article *Online/Offline*. While the article made many **pertinent** points regarding the Internet, overall I found it too pessimistic. In particular, I would like to **take issue with** her **assertion** that we are too dependent on the Internet.

It is certainly true that we use the Internet in many **aspects** of our daily lives. It is used **extensively** in schools to access **untold** amounts of information, thus allowing students to go far beyond their own knowledge. Working people would be lost without the ease of communication that the Internet provides. Furthermore, since **increasing numbers** of transactions can be carried out online, people no longer need to queue at banks and post offices, thus saving hours of time. No one could argue that these developments do not represent progress.

Another view that was put forward in the article was that online communication has replaced face-to-face communication. Once again I would disagree. There is no doubt that many young people spend a lot of time chatting online and on social media. Is this necessarily a bad thing? Nowadays, few people spend their whole lives in their home town and **thus** they form friendships in many places. No matter how far away they are, now people can maintain relationships with contact **on a daily basis, at little or no cost**.

To sum up, it is true that there are problems with the Internet. Hacking is a risk and data protection is a headache. But these are not insoluble problems and we all have a **vested interest** in finding the answers. It comes down to deciding whether to bury your head in the sand and refuse to participate, or to **embrace** what the Internet has to offer. My head is staying out of the sand!

Yours faithfully,

Matt Oakley
Forest Gate Sixth Form College

- 3 Read Part 1 of the **WRITING FOCUS**. For each point, find examples in the email.
- 4 Read Part 2 of the **WRITING FOCUS**. Find five sentences/questions in the email where the writer tries to persuade the reader to agree with his point of view.

WRITING FOCUS

A formal letter

Organisation

- Use an appropriate salutation. (*Dear Sir/Madam/Mrs Smith*)
- Inform the reader what the letter is responding to.
- Briefly state your general reasons for writing.
- Introduce your first point and support it with examples.
- Introduce your second point and support it with examples.
- Conclude and reiterate your point of view.
- Sign off appropriately. (*Yours sincerely/faithfully*)

Being persuasive

- To persuade people, present your view and then encourage them to agree with you.

It goes without saying that ...

Of course, it is true that ...

It would be difficult to argue that ...

It is a given that ...

Above all, there should be ...

Is it not the case that ...?

Having said that, ...

Should we not ...?

Despite this, such issues are not ...

However far from this we are, ...

Were ..., would ...?

For more information, see the **WRITING FOCUS** on page 13.

- 5 Rewrite the sentences replacing the underlined words with phrases from the **WRITING FOCUS**. Use the words in capitals.

- 1 It is unnecessary for me to tell you that we have to do this. **GOES**
- 2 I think we'd all agree that these attitudes need to change. **CASE**
- 3 It would be hard to say that this issue doesn't need to be addressed. **ARGUE**
- 4 What is most important is that there should be a consensus of opinion. **ABOVE**
- 5 Given that we have accepted this situation, would it not be better to end the matter?
HAVING/SHOULD
- 6 No matter how far apart our views are, it is time to compromise. **HOWEVER**
- 7 Yes, it is true that there are problems with the plan. **COURSE**
- 8 If the cost were lower, would usage not be higher? **WERE**

- 6 Complete the **LANGUAGE FOCUS** with the more formal words in purple in the email on page 96.

LANGUAGE FOCUS

Formal vocabulary

- 1 untold – too many/much to count 7 _____ – a lot
- 2 _____ – in this way 8 _____ – every day
- 3 _____ – suggestion 9 _____ – parts
- 4 _____ – accept enthusiastically 10 _____ – more and more
- 5 _____ – relevant 11 _____ – disagree with
- 6 _____ – personal reason 12 _____ – cheaply

- 7 Complete the text with the words in the box. Use the email on page 96, the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

assertion basis certainly embrace issue increasing
little no one matter pertinent untold were

USING SOCIAL MEDIA SITES: a good thing or a social disaster?

It is ¹certainly true that most people make use of social media sites to keep up friendships. But that is your writer's only ²_____ remark. I take ³_____ with his ⁴_____ that ⁵_____ numbers of young people live in a virtual world and cannot maintain real relationships. ⁶_____ could argue that there is only one way of creating a relationship. There are ⁷_____ ways. Social media sites provide one way of contacting friends at ⁸_____ or no cost, on a daily ⁹_____, but that does not mean that we do not meet when we can. ¹⁰_____ it not for the Internet, we would have far less contact with friends. No ¹¹_____ how much your writer dislikes it, social media is here to stay. Refusal to join in and ¹²_____ it simply means being out of touch.

SHOW WHAT YOU'VE LEARNT

- 8 Complete the writing task. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

You have read an article about censorship and the Internet in the online edition of a British newspaper. You decide to respond to the article by writing a letter to the editor, giving your own views. Your letter should include responses to these points from the article.

- *Limiting exposure to extreme viewpoints is more important than preserving freedom of speech.*
- *As most people don't have enough self-control to censor their own Internet use, governments should do it for them.*
- *People under the age of eighteen are especially vulnerable and their access to the Internet should be severely limited through a reliable proof-of-age scheme.*

VOCABULARY

- 1 Complete the sentences matching the prefixes in the box with the words in capitals. There are some extra prefixes and some of them can be used more than once.

(co- mis- multi- over- re-
self- un- under-)

- Google's search engine facility has given us all rapid access to _____ amounts of information. **TOLD**
- I'm dreadful at all strategy games because I'm just not good at _____. I always end up getting in a right old mess. **TASKING**
- I wouldn't say that I completely _____ social networking sites – I just don't want to publish all my personal information on the net. **TRUST**
- I've put a _____ limit on the amount of time I spend surfing the web. Otherwise I have no time for anything else. **IMPOSED**
- Saying that smartphones are important is a gross _____ – I couldn't live without mine. **STATEMENT**
- It is very easy for unscrupulous individuals to replace facts with _____ on the Internet. **INFORMATION**
- The impact that the Internet has had on accessing information should not be _____. **LOOKED**

- 2 Complete the phrases with one word in each gap.

- You must be _____ of your mind. There's no way I'd lend you my games console for a week!
- I'm positive you'll get to the next level if you just _____ your mind to it.
- You look very worried. What's weighing _____ your mind?
- I'm going to take a break for a few minutes to _____ my mind.
- I told him to mind his own _____ and not interfere with mine.
- It's very important to mind your _____ and be polite. You don't want to make a bad impression.
- Check out the specs on this new phone. It'll _____ your mind!

- 3 Choose the correct option.

- From an ideological *account* / *crux* / *viewpoint*, artificial intelligence is a dangerous concept.
- Games manufacturers are constantly looking for a fresh *impact* / *angle* / *task* to attract consumers.
- The new documentary gives a very *strenuous* / *tough-minded* / *well-balanced* account of the whole affair.
- One thing I really take *incentive* / *priority* / *issue* with is the amount of advertising on free mobile apps.
- We shouldn't *blinker* / *devote* / *disclose* ourselves to the fact that gaming is highly addictive.
- Everybody has a(n) *overloaded* / *vested* / *understated* interest in using green technologies.

GRAMMAR

- 4 Correct the grammar mistake in each sentence.

- We chose Ann representing us at the meeting.
- The lecturer advised us reading as much as possible before the test.
- I never persuade anyone to doing something they don't want to do.
- She admitted to see the documentary before.
- The whole class insisted to watch the experiment live.

- 5 Choose the correct answer a, b or c. Sometimes more than one answer is possible.

- The teacher demanded _____ who had broken the projector.
a to know b knowing c that she be told
- Paul threatened _____ the tutor I had skipped class.
a to tell b telling c that he would tell
- She claimed _____ who had taken the book.
a to know b knowing c she knew
- The school directors proposed _____ this year's annual school trip.
a cancelling b to cancel c that we cancel
- All the students denied _____ the city centre after lights-out.
a visiting b that they had visited c having visited

USE OF ENGLISH

- 6 Complete the second sentence so that it has a similar meaning to the first. Use the infinitive of the verbs in bold.

- Reports show that Facebook **is losing** popularity among teens.
Facebook is reported _____ popularity among teens.
- Investors fear that usage among teens **has declined** significantly.
Usage among teens is feared _____ significantly.
- Researchers think that teens **have been switching** to newer, more visual experiences.
Teens are thought _____ to newer, more visual experiences.
- They believe that Facebook's aging user base **is** one of the reasons for the switch.
Facebook's aging user base is believed _____ one of the reasons for the switch.
- Some people claim that Instagram, the photo-sharing platform, **has become** the new Facebook.
Instagram, the photo-sharing platform, is claimed _____ the new Facebook.
- Analysts estimate that Instagram's user base **has been growing** more rapidly than Twitter's.
Instagram's user base is estimated _____ more rapidly than Twitter's.

7 Complete the text with the correct form of the words in capitals.

When it comes to new technology, it's not easy to know whose opinion to trust and what can truly be considered as a(n) ¹ reliable (RELY) source of information. The idea that mobile phones caused brain cancer, for example, was an early ² assertion (ASSERT) that, despite plenty of media fearmongering, never really gained much ³ traction (TRACT) with either the avid phone-buying public or experts in the medical world. Another common ⁴ misconception (CONCEPT) is that microwave ovens cook food from the inside out. I found out last week that it's simply not true! Where do we get such ideas from and why is nothing seemingly ⁵ straightforward (STRAIGHT) with the introduction of new technology and our understanding of it? The media are regularly the first to ⁶ disclose (CLOSE) such information in their role of reporting dangers in feigned public interest. Newspapers, however, have long been regarded as a(n) ⁷ trustworthy (TRUST) source of actual fact. Unfortunately with the Internet spreading hearsay much more ⁸ extensively (EXTEND) and with greater speed, it has become even harder to tell ⁹ trivial (TRIVIA) word of mouth from valuable knowledge of the increasingly hi-tech world around us. One thing's for sure – don't ¹⁰ underestimate (ESTIMATE) our ability to contrive untruths.



8 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and six words in each gap, but do not change the word given.

- I'm not sure whether I should buy a new laptop or a tablet. **MINDS**
I'm _____ as to whether I should buy a new laptop or a tablet.
- I make sure that I check my email every day. **BASIS**
I make sure that I check my email _____.
- The report stated that a great many people have lost confidence in Internet privacy. **REPORTED**
A great many people are _____ confidence in Internet privacy.
- They say that increasing numbers of politicians are using blogs to gather support. **TO**
Increasing numbers of politicians _____ blogs to gather support.
- My health is starting to suffer as a result of spending hours in front of a computer. **TOLL**
Spending hours in front of the computer _____ on my health.
- The markets report that music streaming sites are doubling in value. **BE**
Music streaming sites _____ in value.

LISTENING

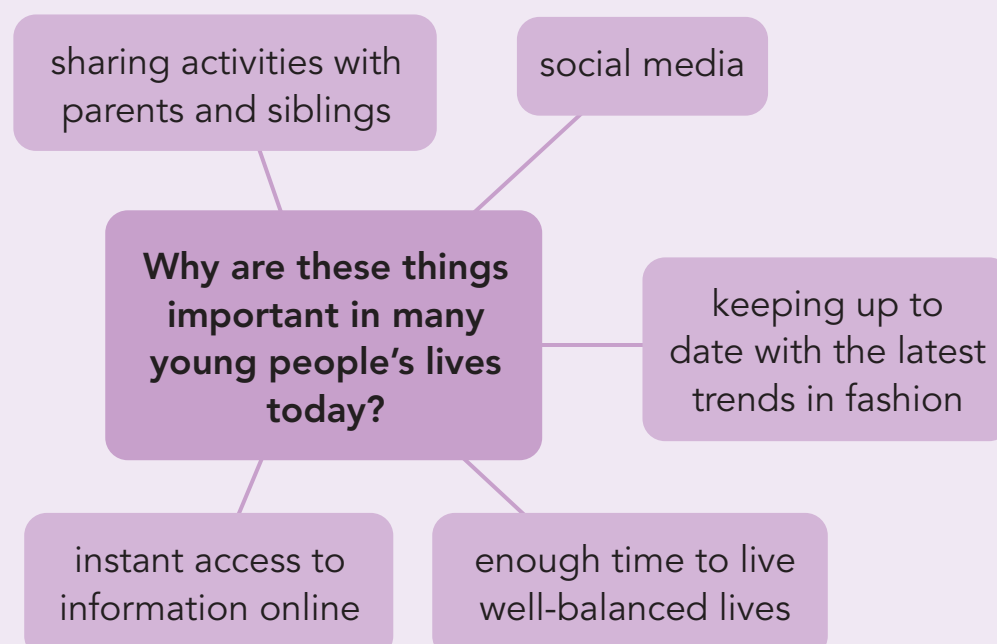
9 3.21 Listen to an interview about teenagers and social media. For questions 1–4, choose the correct answer A–D. You will hear the recording twice.

- Which aspect of parents' concerns do Jenny and Charles agree is an issue?
A That teenagers might meet in the streets.
B That teenagers might stay in their rooms.
C That teenagers might not spend time with their friends in the real world.
D That teenagers might not want to get physical exercise.
- In Charles' view, what is the most important thing to remember?
A Our behaviour changes according to the situation.
B Most parents suffer from some form of anxiety over their children.
C Children find it difficult to accept their parents' behaviour.
D Children can teach parents about Internet use.
- According to Jenny, what is the one of the main reasons for teenagers using social media?
A They don't want to spend time meeting in real life.
B They can't socialise in any other way.
C They don't want to go to parks.
D Their parents think playing is a waste of time.
- What do they both think about the ways in which social media will be used in future?
A Children will spend more time in the real rather than the virtual world.
B Adults will follow their children's lead.
C Social media will offer more employment opportunities for adults.
D Children's use of social media will alter significantly.

SPEAKING

10 Look at the diagram. It shows things that are important in many people's lives. In pairs, follow these steps.

- Talk together about why these things might be important for so many young people today.
- Now decide which two you think are the most important.



9

Future generations

You cannot get through a single day without having an impact on the world around you.

Jane Goodall DBE
Founder of the Jane Goodall Institute

DOCUMENTARY VIDEO



THE REAL FASHION VICTIM

 Watch the documentary video.
For the worksheet, go to page 120.

VOCABULARY

9.1

Global warming • synonyms • environmental problems • animal idioms

I can talk about environmental issues and use animal idioms.

SHOW WHAT YOU KNOW

1 **SPEAKING** Discuss the questions.

1 What animals do these words refer to?

beef mutton poultry
veal venison

2 Which words describe substances that make the soil richer and which describe substances for killing unwanted animals or plants?

fertilizer herbicide insecticide manure pesticide

The facts about meat consumption and its effect on the environment



IS IT TIME TO TAKE THE BULL BY THE HORNS?

- The global livestock industry produces more greenhouse gas emissions than all cars, planes, trains and ships combined, but a worldwide survey finds that twice as many people think transport is the bigger contributor to global warming. The survey author Bob Bailey said
- 5 'Preventing **catastrophic** warming is dependent on **tackling** meat and dairy consumption, but the world is doing very little. A lot is being done on deforestation and transport, but there is a **substantial** gap on the livestock sector.'
- Emissions from livestock, largely from burping cows and sheep and their
- 10 manure, currently **constitute** almost 15 percent of global emissions. Beef and dairy alone make up 65 percent of all livestock emissions.
- Over the past fifty years, global meat production has almost quadrupled. On average, every person on Earth consumes 42.9 kilograms of meat per year. In the UK and US, the average person consumes from sixty to
- 15 ninety kilograms of meat annually.

2 Read the statements below. Are they true (T) or false (F)? Compare with a partner. Then read the text and check.

- 1 Farming is a bigger contributor to global warming than transport. ☐
- 2 Poultry production is responsible for the highest level of farming-related greenhouse gas emissions. ☐
- 3 We produce four times as much meat as we did fifty years ago. ☐
- 4 You need nine times more water to produce a kilo of beef than of wheat. ☐
- 5 Cutting global meat consumption by 15 percent would be equivalent to taking twenty-four million cars off the road. ☐

3 **SPEAKING** Read the readers' comments. Discuss who you agree with and why.

- Meat consumption is on track to rise 75 percent by 2050. To meet demand, the world's agribusiness firms will attempt to **boost** their annual meat output from 3,000 million tons today to 4,800 million tons by 2050.
- Factory-style livestock production is a **critical** driver of agricultural industrialisation. Its **remorseless** expansion is contributing to **radical** climate change, deforestation, biodiversity loss and human-rights violations.
- One major problem with factory-style livestock production is that it leads to considerable greenhouse-gas emissions – and not just because the digestive processes of ruminant animals produce methane.
- The waste from the animals, together with the fertilizers and pesticides used to produce feed, generate large quantities of nitrogen oxide.
- Nearly half of all water used in the US goes to raising animals for food. It takes more than 15,000 litres of water to produce one kilogram of beef. To produce one kilogram of wheat takes 220 litres.
- If the world ate 15 percent less meat, it would be like taking 240 million cars off the road each year.

Comments (2) Sign in to join the discussion.



Veggie:

3 min. ago

Very informative. Personally I believe humans consume too much meat. If this continues, not only will we contribute to the unpardonable destruction of the environment, we will also fail to sustain future generations. Reducing meat consumption is **paramount**.



Carnivore:

1 day ago

I disagree entirely. The world has always found ways to sustain itself and there's no hard evidence that meat consumption will disable this process. If anything, it's the government that should promote sustainable agriculture.

WORD STORE 9A Synonyms

4 **3.22** Complete WORD STORE 9A with the words in red from the text. Then listen and check.

WORD STORE 9B Environmental problems

5 **3.23** Complete WORD STORE 9B with the underlined words in the text. Then listen and check.

6 **SPEAKING** Discuss what the following parties could do to help fight global warming. Use the vocabulary in WORD STORE 9B to help you.

- 1 you as an individual
- 2 your family
- 3 your school
- 4 your government

WORD STORE 9C Animal idioms

7 **3.24** Complete WORD STORE 9C with the words in the box. Then listen and check.

8 Complete the sentences with the animal idioms in WORD STORE 9C. Which of the sentences are true for you? Compare with a partner.

- 1 When I'm busy, I always _____ and do the most difficult thing first.
- 2 I can't stand gossip or rumour. I like to hear things _____.
- 3 If a friend doesn't want to talk about a problem, that's fine. I'd rather _____.
- 4 I am not sensitive. To me, insults _____.
- 5 I'm always combining tasks. Nothing gives me more satisfaction than when I _____.
- 6 I think the search for a perfect partner is _____. After all, nobody is perfect, are they?

WORD STORE 9D EXTRA Animal idioms

9 **3.25** Complete WORD STORE 9D. Match the animal idioms with their definitions. Listen and check. Then translate the idioms.

10 **SPEAKING** Complete the questions with four of the idioms in WORD STORE 9D. Then ask and answer.

- 1 Do you remember a time when something took _____ so that you thought it might never end? What was it?
- 2 Have you ever met somebody who turned out to be _____? Who was that?
- 3 Can you recall a moment when you were impatient to do something but had to _____? What did you want to do then?
- 4 Have you ever _____ even though you were supposed to keep quiet? What was it about?



READING

Gapped text

I can understand the structure of an article using contextual, grammatical and lexical clues.

2 Read the article and answer the questions.

- 1 In what way are celebrities useful to organisations like the United Nations?
- 2 What concern is raised about the strategy of enlisting celebrity support?
- 3 How does the UN deal with that concern?

1 SPEAKING Look at the photos and discuss the questions.

- 1 What are these celebrities famous for?
- 2 Judging by the photos, what do they do for humanitarian causes?

3.26

UN Thanks Its Lucky Stars

In 1945, fifty-one countries formed the United Nations with the aim of maintaining international peace and security and promoting social progress. Today, nearly every nation in the world belongs to the intergovernmental organisation. Most of us have heard about UN peacekeeping missions and humanitarian assistance. But the many other ways the UN affects all our lives are not always so well known.



Shakira, a UNICEF Goodwill Ambassador



Leonardo DiCaprio

But getting the world to notice its activities requires more than unwavering commitment. Today, an army of royalty, actors, artists, authors, models, musicians, photographers and sports stars are lending a hand to shine a spotlight on the UN operations. Danny Kaye, an actor and comedian popular in the 1950s, showed how to raise the organisation's status by accepting the honorary title of Goodwill Ambassador awarded to him by the Children's Emergency Fund (UNICEF) in 1954.

Opponents of projects backed by celebrities claim that they are merely acting to their own advantage, hiding the emptiness of stardom behind the altruistic personas they present to the public. That is why the UN's priority has been to find superstars who have a track record of involvement in charitable causes and can represent the organisation in a way that wouldn't cheapen the brand.

The UN's current roster of celebrities have a wide range of talents and achievements but they do indeed all share a willingness to devote time and energy to the cause they represent. And in each case, a celebrity's association with the organisation comes about because they have already demonstrated their dedication. Without them, it would be a much harder job to gain public attention.

A more recent high-profile recruit is Brazil-born supermodel Gisele Bündchen. A committed environmentalist, Gisele donates a percentage of profits from her line of fashion sandals to protect Amazon rainforest water sources and supports a variety of environmental causes. With her help, the UN Environment Programme hopes to make environmental action 'a lifestyle choice'.

The star of *Titanic* and *The Wolf of Wall Street* has long been active on the climate front through his philanthropic foundation, and officials say they were impressed by his knowledge of the issues. The video of his speech has been watched by more than 1.5 million viewers – an all-time record for a UN video – while his tweets and retweets from the summit reached his 11.3 million followers.

So what is the verdict? Should celebrities lend their names to humanitarian causes? Do they have a unique ability to reach millions of people, many of whom may not normally be engaged? Or does celebrity endorsement trivialise the causes they support even if they are doing it for the best of reasons?

EXAM FOCUS Gapped text

3 Read the article again. Complete gaps 1–6 in the text with paragraphs A–G. There is one extra paragraph.

- A One private consultant who finds ‘high-level supporters’ for the UN and other charities admits that the public and the media have the right to be cynical about celebrities getting involved in good causes – after all, the relationship may seem calculated and publicity-hungry. The task is to maintain the equilibrium between a given star’s genuine interest in the problem and their potential personal gain.
- B That’s considerably more than the UN can claim. According to the head of the public information department, some issues would never have been **put on the map** if they hadn’t been supported by a celebrity. Thanks to a famous actor or singer the message is amplified and spread across the star’s fan base.
- C Up to now, attention has focused primarily on the scientific aspects of climate change, with the aim of mitigating the impact of human activity. Yet climate change is already posing humanitarian problems and challenges.
- D Few global celebrities have done more to help **raise the profile** of a UN agency than Angelina Jolie. Her interest in humanitarian affairs began back in 2000 when she went to Cambodia to film the adventure movie *Tomb Raider*. Named a Goodwill Ambassador in 2001, Jolie has travelled to some of the remotest regions of the world to highlight the plight of refugees and inspire others to help. She still creates their greatest source of web hits.
- E The organisation is central to global efforts to solve the many problems that challenge humanity. Day in, day out, the UN and its affiliated agencies work to promote respect for human rights, protect the environment, fight disease and reduce poverty.
- F However, it was only once actor Leonardo DiCaprio, ponytailed and dressed in a smart suit, had appeared at the UN climate summit in 2014 to call for action that the programme achieved spectacular success.
- G What qualifies a singer, an actor or an athlete to represent a UN agency? And what good can celebrities really do? Fame has some clear benefits in certain roles. Celebrities attract attention so they are in a position to focus the world’s eyes on the agency’s work both in their own countries and abroad. They can use their influence and fame to help spread awareness and raise funds for its campaigns.

WORD STORE 9E Collocations

4 Complete WORD STORE 9E with the words in the box.

5 Replace the phrases underlined below with the phrases in blue in the article. Make any changes necessary.

- Celebrity endorsements can boost recognition of charity campaigns. **raise the profile**
- Celebrities help to direct public attention to the work of aid organisations.
- The public may not know about a cause unless a celebrity raises awareness of it.
- Some people think that celebrities who endorse charities are doing it for their own benefit.
- Some critics accuse celebrities of damaging the reputation and image of organisations like the UN.
- Many celebrities have a reputation for being actively involved in the causes they support for a long time.

6 Match the words with prefixes in box A with the meanings of the prefixes in box B. Then add one more example with each prefix.

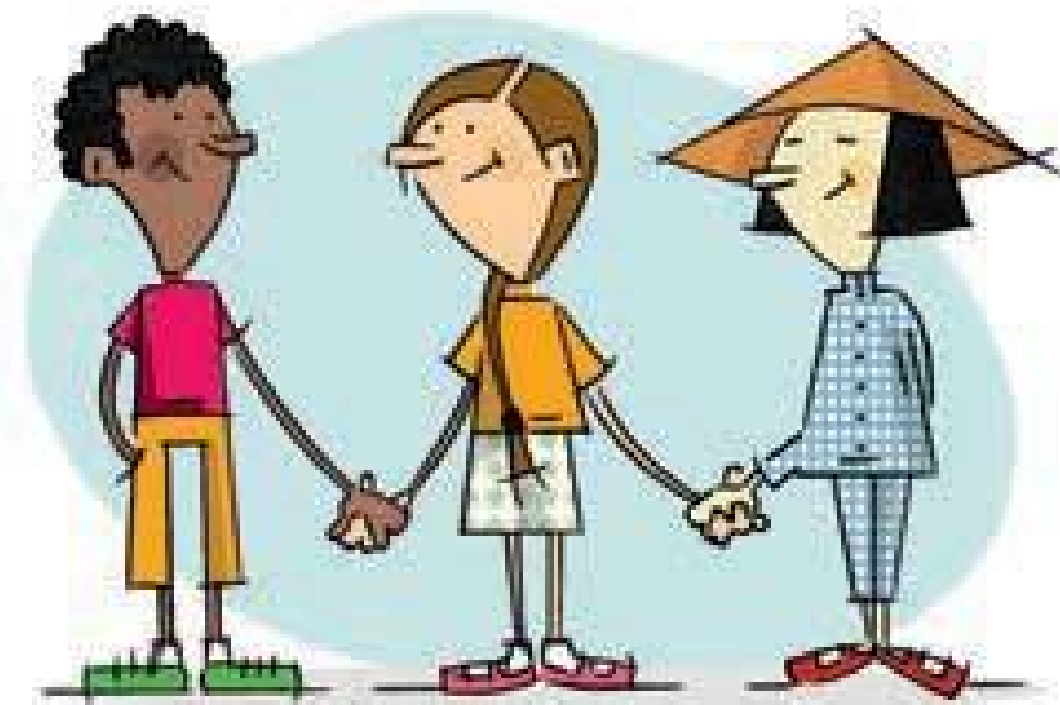
- A
- anti**-capitalist
 - pro**-democracy
 - pre**natal
 - post**-industrial
 - inter**governmental
 - cross**-cultural
 - out**do
 - sub**committee

- B
- | | | | | |
|----------------|----------------|-------------------|---------|--------------|
| across | after | before | between | in favour of |
| less important | do better than | opposed to | | |

1 **anti** = **opposed to**

7 **SPEAKING** Think of celebrities in your country who have become involved in endorsing charity projects. Discuss the questions.

- What did the celebrities actually do to contribute?
- Did their endorsement help or hinder the cause, in your opinion?





GRAMMAR

9.3

Inversion after adverbials

I can invert subject and verb after initial complex adverbials to emphasise information.

- 1 **SPEAKING** Look at the photo and discuss the questions.
 - 1 What does it show?
 - 2 What do you think might be the short- and long-term consequences of this situation?
- 2 Read the report about the short- and long-term effects of flash flooding. Compare them with your answers in Exercise 1.
- 3 Compare sentences 1–3 below with 1–3 in the report. What differences do you notice? What information is being emphasised in each sentence in the report?
 - 1 Flood waters do not only cause structural damage to roads and buildings, they also affect power lines and water supplies.
 - 2 The real damage can only be evaluated once the water has receded.
 - 3 They can't imagine the conditions they'll find when they return to their houses.
- 4 Read the **GRAMMAR FOCUS** to check your answers in Exercise 3.

GRAMMAR FOCUS

Inversion after adverbials

You can place an adverbial at the beginning of a sentence to emphasise some information. Then, the auxiliary verb comes before the **subject**.

We couldn't return to our home until August.

Not until August could **we** return to our home.

Present Simple: Floods damage roads and buildings.

Not only do **floods** damage ...

Past Simple: Floods damaged roads and buildings.

Not only did **floods** damage ...

Examples of **negative adverbials**:

- little with a negative use
- expressions with *not*: *not until August*, *not for a moment*, *not a word*, etc.
- expressions with *no*: *at no time*, *in no way*, *under no circumstances*, etc.

Examples of **limiting/emphatic adverbials**:

- expressions with *only*: *not only ... but ...*, *only after*, *only once*, *only then*, *only by chance*, *only in this way*
- *hardly/scarcely ... when ...* • *no sooner ... than ...*

- 5 **Complete the sentences with one word in each gap.**
 - 1 Not only does it rain heavily, it is also very windy, making rescues even more challenging.
 - 2 Only by climbing onto our roof _____ we able to get away.
 - 3 Little _____ they know that this would be the biggest storm they'd ever seen.
 - 4 Not until next spring _____ the farmers be able to calculate the full extent of the damage.
 - 5 Only after you've experienced a flood for yourself _____ you fully empathise with the victims.
 - 6 Under no circumstances _____ you to attempt to enter a flooded building.
 - 7 Hardly _____ we escaped through the back door when the ceiling came down.
 - 8 No sooner _____ we call the emergency services than it began to rain heavily again.



The Devastating Effects of Flash Floods

Flash floods come with no warning. There's no time to prepare and once the waters hit, there's nothing you can do to stop them: roads are closed, livestock killed, crops destroyed and families forced from their homes. (1) **Not only do the flood waters cause** structural damage to roads and buildings **but** they also affect power lines and water supplies. (2) **But only once** the water has receded **can the real damage be** evaluated. Flood water carries with it mud and pollutants and often toxic waste from sewerage and industrial plants. Families who may have fled their homes in the middle of the night return home to a terrible shock. (3) **Little do they imagine** the conditions they'll find when they return to their houses.

- 6 **USE OF ENGLISH** Write the second sentence so that it has a similar meaning to the first using the words in capitals.
 - 1 They didn't know it would rain for three consecutive days. **LITTLE**
Little did they know it would rain for three consecutive days.
 - 2 They couldn't estimate the costs of repairs until the floods had died down. **NOT UNTIL**
 - 3 Floods don't just damage real estate but many other kinds of property are destroyed as well. **NOT ONLY**
 - 4 It was only in this way that he managed to save his house from the cyclone. **DID**
 - 5 It was pure luck that they were able to escape the hurricane. **ONLY BY CHANCE**
 - 6 As soon as I plugged the gap, it started leaking again. **NO SOONER**
 - 7 I managed to rescue the cat moments before the wall collapsed. **SCARCELY**
 - 8 The local police have shown no signs of panic at all. **AT NO TIME**
- 7 **SPEAKING** What are some recent examples of extreme weather which have been in the news? What were the details?

Grammar pages 142–143



USE OF ENGLISH

Extra *it*

I can use it as a preparatory object.



- 1 **SPEAKING** Look at the photo and describe it.
Is it like this where you live?
- 2 Read the text about urban living. Summarise how the writer feels about the problem of overpopulation.

The Big Squeeze

If, like me, you **hate it** that people tend to jostle their way down a crowded street or squeeze their way into packed trams in the height of summer, I've got bad news – it's only going to get worse!

Experts consider it inevitable that the Earth's population will continue to grow – with figures predicting an increase from 7.3 billion to 8.4 billion by the year 2030. With more and more people set to live in cities

5 and so-called megacities we surely **owe it** to society as a whole to maintain urban living standards.

Although it is the emerging economies like China, India and Africa that will face the major population booms, the continued decrease in rural business here in the West **leaves it** to us city dwellers to make room for the flocks of people continuing to migrate to the city.

So, if you happen to spot me looking all grumpy on the Tube one day, you'll **find it** in your best interest to

10 give me a **very** wide berth*. What I'm basically saying is: I **love it** when I don't have to share my personal space with anyone and I'd really **appreciate it** if you all just kept out of my way.

*to give sb/sth a wide berth – to avoid sb/sth

- 3 Read the **LANGUAGE FOCUS** and write example sentences with the verbs which were not used in the text in Exercise 2 and 'extra it'.

LANGUAGE FOCUS

Extra *it*

You use *it* as a preparatory object before a real object (an infinitive or clause) after certain verbs:

- hate/like/love + *it* + *when/that* clause
- would appreciate + *it* + *if* clause
- leave/owe + *it* + *to* sb + *to* + infinitive
- consider/find/think + *it* + adjective/noun/prepositional phrase + *that* clause/*to* + infinitive

- 4 Match the sentence halves. Use the **LANGUAGE FOCUS** to help you. Sometimes more than one answer is possible.

- | | |
|--|--|
| 1 I absolutely love c | 5 I don't like g |
| 2 My parents would appreciate f | 6 Most non-city dwellers find h |
| 3 We owe b | 7 I find |
| 4 I consider d/h | 8 We should leave e/b |

+ *it* +

- a funny that drivers complain about traffic jams.
- b to our parents to ensure we live by society's rules.
- c when I can just sit in a park and have some quiet time to myself.
- d important that we continue to think about the problems of overpopulation.
- e to the experts to decide how we live.
- f if we told them more about the thoughts of the younger generation.
- g that you often have to stand on public transport.
- h an inconvenience to commute to work or school.

7 a: I find it funny that drivers complain about traffic jams.

- 5 **SPEAKING** Which of the sentences in Exercise 4 do you agree with? Give reasons for your answers.

- 6 **USE OF ENGLISH** Complete the second sentence so that it has a similar meaning to the first. Begin with the words given and use the words in capitals.

1 I really don't like people staring at me. **HATE**
I _____.

2 Could you give me a bit more room? I'd be very grateful. **APPRECIATE**
I _____.

3 It's her responsibility now. She can develop the new housing scheme. **LEAVE**
I'll _____.

4 We think you should plan for more public parks. It's important. **CONSIDER**
We _____.

5 People say hello in the streets here. It's nice. **LIKE**
I _____.

6 You need to get out of the city for a few days. You deserve it. **OWE**
You _____.

7 In my opinion, swearing in public is rude. **THINK**
I _____.

- 7 Complete the sentences so that they are true for you. Then compare your ideas with a partner.

- | | |
|--------------------------------|-----------------------------|
| 1 I hate it that ... | 4 I owe it to ... |
| 2 I love it when ... | 5 I think it awful that ... |
| 3 I would appreciate it if ... | 6 I find it ... |

Note completion

I can understand specific details and the speaker's point of view in a spoken report.

- 1 **SPEAKING** Look at the words in the box and discuss the questions.

beaver dam elk gorge cub
otter predator prey wetlands

- Which are environmental features and which refer to animals?
- Are any of the animal species common in your country?

- 2 **SPEAKING** Look at the photo of a national park in the USA and discuss the questions.

- Is there anywhere similar in your country? Where?
- Have you ever been there? When?
- What measures are being taken to protect the natural environment there?

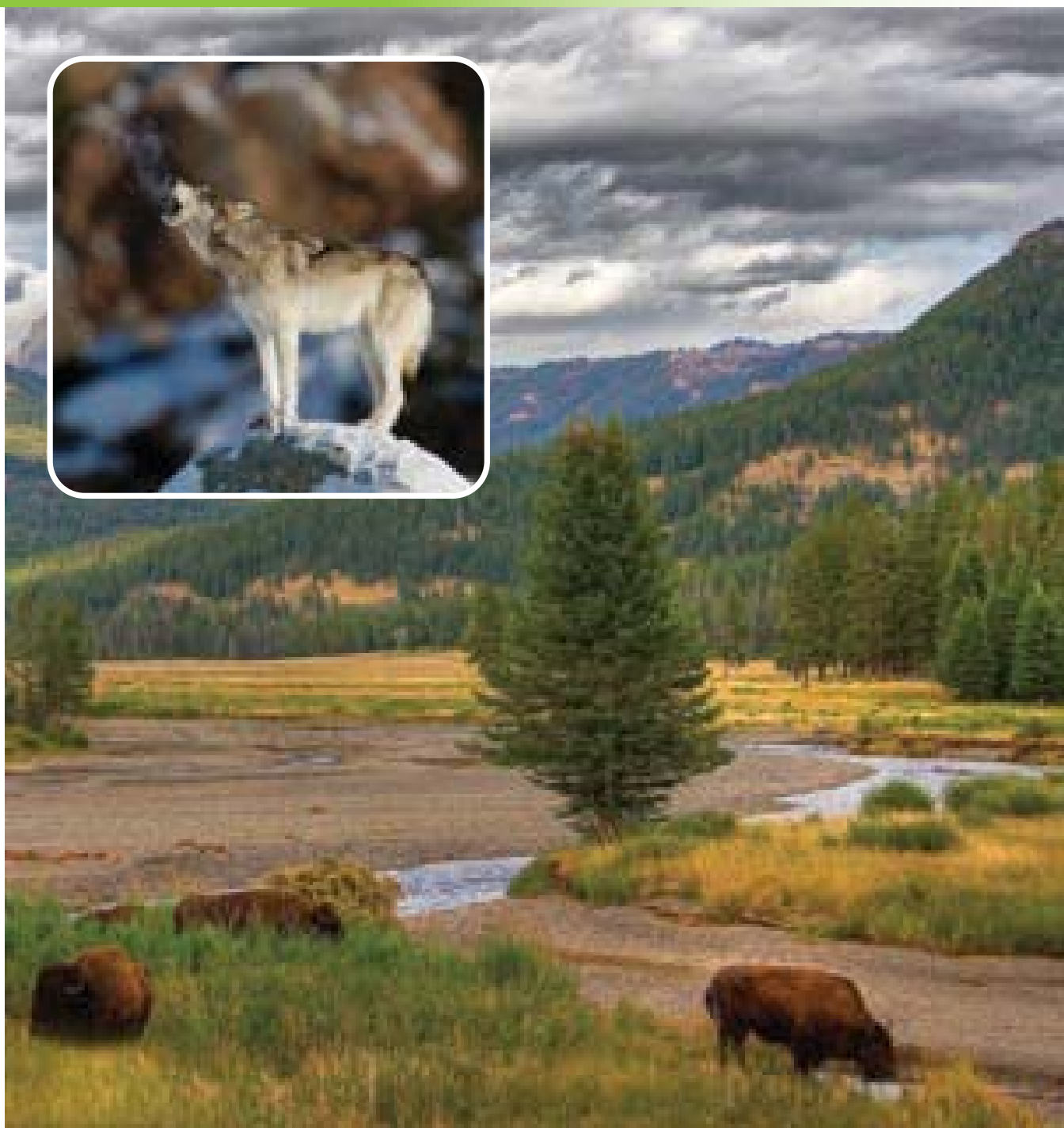
- 3 **3.27** Listen to Kathy talking about a project monitoring wolves in a national park and answer the questions.

- Why were the wolves originally eliminated from the park?
- When were the wolves returned to the park?
- What does the speaker think about her involvement with the project?

EXAM FOCUS Note completion

- 4 **3.27** Listen again to Kathy. Complete the sentences with a word or short phrase.

- Kathy took part in a project monitoring wolves along with other _____, e.g. students or researchers.
- The voluntary work in the park is described as fascinating or _____ by people involved in the project.
- Kathy regrets that no one realised that removing wolves would change the _____ of the park.
- What astonished Kathy was the role that beaver _____ played in maintaining the wetlands.
- Kathy was surprised by the number of different _____ there were in the park.
- Kathy learned that _____ was the best time to study wolves in the park.
- Kathy hadn't expected the _____ that volunteers had to put up with.
- Kathy uses the word _____ to describe the images top sponsors receive.



- 5 **SPEAKING** What is your reaction to the talk? Would you like to sponsor the project? Why?/Why not?

WORD STORE 9F Verbs

- 6 **3.28** Complete WORD STORE 9F with the verbs in the box. Then listen and check.

- 7 **3.27** Complete the sentences with the verbs in WORD STORE 9F. If necessary, listen again to Kathy to check.

- I wish scientists had understood then how this would _____ the natural balance of the area.
- Wolves living in the park were simply seen as predators and a decision was made to _____ them.
- Some people feel climate monitoring should be _____ too.
- But lessons were learned, and in the mid-1990s, wolves were _____ into the park.
- They also use the trees to build dams in the water and I was _____ to discover that these actually irrigated the wetlands.
- So it's clear why the wolves need to be _____, and that's where we volunteers come in.
- As a result, the elk left the valleys and the trees _____ again.

- 8 **SPEAKING** Complete the questions with the correct form of the verbs in WORD STORE 9F. Then ask and answer.

- Do you know of any similar ongoing projects to _____ animals to the wild? If so, what animals and where?
- Do you know of any animals that have been _____ from the wild in your country? How did they disappear?
- What kind of wild animals tend to _____ in your country?
- Do you know if their well-being is being _____ by scientists or environmentalists?

9.6

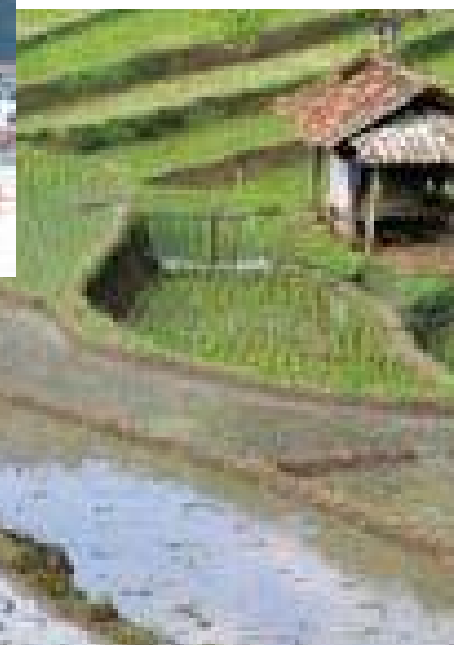
SPEAKING

Speculating about photos

I can compare, contrast and speculate about situations in the photos.



A



B

- SPEAKING** Look at photos A and B and discuss the questions.
 - What might the relationship between the people and the landscape be?
 - How might the presence of the people affect the environment?
- 3.29** Listen to two candidates in an oral exam talking about photos A and B. Do they mention any of the points you made?
- 3.29** Read the **SPEAKING FOCUS** and complete the text with the words in the box. Then listen again and check.

assume certainly doubt imagine
must may presumably rule

Well, they show very different activities and relationships. The first shows people skiing, so involved in a leisure activity, and therefore I ¹ _____ that their relationship with the landscape is one of enjoyment and appreciation. I mean they ² _____ be having fun skiing and snowboarding, but they are also almost ³ _____ enjoying the fresh air and the beauty of the spot too. We can't ⁴ _____ out the possibility that it's during a school break, or the weekend at least, as it looks pretty busy and I can ⁵ _____ that a lot of them are on holiday. ⁶ _____, most of these people have travelled out here to spend a few days in the snow. I mean, I very much ⁷ _____ that it's near where they usually live, and so they ⁸ _____ have come out here by car or bus.

SPEAKING FOCUS

Modal verbs

must/might/may (well)/could/would

Introductory verb phrases

I assume/suppose that ...

I presume that ...

I don't know whether/if ...

I shouldn't/wouldn't think that ...

We can't rule out the possibility that ...

I can imagine/envisage ...

It would appear/seem that ...

It's bound to be ...

I very much doubt that ...

Adverbs

(almost) certainly/definitely/admittedly

presumably/probably/potentially/tentatively/likely/unlikely

- Look again at photo A. Rewrite the statements to make them more speculative using language from the **SPEAKING FOCUS**.
 - It's a very busy skiing resort.
 - Lots of people go here to ski in winter.
 - The air is very polluted at the weekend because of all the cars.
 - Some people prefer cross-country skiing because it is much quieter without the ski lifts.

- Look at photo B and write five speculative sentences about it.

- SPEAKING** Look at photos C and D and follow the instructions.

Task 1

Student A: Answer questions 1 and 2.

Student B: Respond and answer question 3.

- What kind of work are the people doing?
- How might they feel about doing these jobs?
- Which job do you think might be the most tiring?

Task 2

Student B: Answer questions 1 and 2.

Student A: Respond and answer question 3.

- What kind of produce are they farming?
- Which way of farming do you think is more efficient?
- What do you think might be the advantages/disadvantages of this kind of work?



C



D

9.7

WRITING

Essay introductions

I can write a well-organised and cohesive essay introduction using a range of linking words and phrases.



Australia



Alaska, USA



California, USA

1 **SPEAKING** Look at the photos. Discuss what links them.

2 **SPEAKING** Read the task and discuss the questions.

It has been widely accepted that governments need to take action to tackle global warming. Write an essay in which you present your opinion on the topic. Discuss the following aspects:

- information campaigns
- alternative sources of energy
- transport sector.

- 1 Why is global warming posing a threat to our planet?
- 2 Is there a consensus over the optimal solutions to the problem?
- 3 Who should information campaigns be aimed at and why?
- 4 What is the advantage of alternative energy sources over fossil fuels?
- 5 What strategies of dealing with the transport sector as a source of greenhouse gases can you propose?
- 6 What is your own viewpoint on global warming?

3 **Read the essay to see if the author answers the questions from Exercise 2. Were your ideas similar?**

It is now widely accepted that our planet faces potential catastrophe as a result of rising temperatures caused by greenhouse gas emissions. What exactly should be done to avoid this fate is the subject of fierce debate. Some people feel that governments should focus on educating the public and raising awareness, whereas others claim the most urgent course of action is to reduce our consumption of fossil fuels, however difficult that may be.

There is a strong argument in favour of public information campaigns. Amazing though this may seem, many people fail to recognise the link between global warming and the increasing occurrence of extreme weather events such as drought and flooding. Governments fear discussing climate change in case they upset the business community and damage the economy. Regardless, it seems to me that campaigns of the kind used to tackle health issues like smoking are needed to shock the public out of their naivety and blindness.

At the same time, it must be said that reducing our dependence on fossil fuels has a major role to play in limiting future greenhouse gas emissions. One way this can be done is by promoting clean energy technologies such as renewables and nuclear power. While some environmentalists argue that nuclear energy is unacceptably dangerous, in my view it is clear that renewables alone cannot replace fossil fuels. Another strategy is to tackle the transport sector. Governments should slash cheap flights, raise petrol taxes and promote green cars. Better public transport could also make a significant contribution.

In conclusion, while it is important to educate people, I would argue that the most effective way to tackle global warming is to keep fossil fuels in the ground. Climate change can be stopped in its tracks provided that governments implement policies to force businesses and individuals to take action. Even if this means we might not be as prosperous as we are now, it is no excuse for failing to save the planet for future generations.

- 4 Complete the **WRITING FOCUS** with the phrases in purple in the box.

I am inclined to believe that ... ~~In recent years ...~~
It is a well-known fact that ...
Supporters (of ...) argue that ..., whereas critics believe ...
There is considerable debate as to whether ...
There is seemingly no simple answer to the question of ...

WRITING FOCUS

Essay introductions

Use two or three of the following points to write an essay introduction.

- Summarise the current or recent situation.
Nowadays ... / These days ...
In recent years ...
- Make a general point that most people would agree with.
It is widely acknowledged that ... / Most people feel/believe that ...

- 5 State that the issue is complicated, controversial or causes disagreement.

The issue (of ...) is a complex one.

Clearly, this is a complicated issue. / Not everyone agrees that ...

*There is a great deal of controversy surrounding the issue of **the** ...*

- Summarise opposing views on the issue.
While some people are in no doubt that ... others claim ...
- Summarise your own opinion at the end (opinion essay).
My own opinion/stance/view (on the matter/issue) is that ...
It is my own conviction/inclination that ...

- 5 Read the introduction to the essay on page 108 and the alternative introduction below. Which points from the **WRITING FOCUS** have been used in each? Compare with a partner.

In recent years, public awareness of the devastating consequences of global warming has increased dramatically. As such, there is now a great deal of pressure on governments to take concrete action. Of course, not everyone agrees exactly what form that action should take. It is my own inclination that the best approach would be a rapid movement away from the burning of fossil fuels and towards cleaner renewable sources energy.

- 6 Complete the **LANGUAGE FOCUS** with the underlined linkers in the essay on page 108.

LANGUAGE FOCUS

Linkers: review

- Listing/adding ideas:** *additionally, further, as well as,*
- Giving examples:** *to illustrate this, a case in point is, by way of example,*
- Expressing contrast and concession:** *even so, no matter (what, who, where etc.),*
- Expressing condition:** *unless,*
- Expressing reason, cause and effect:** *this means, due to,*

- 7 Complete the sentences with appropriate linkers. Use the **LANGUAGE FOCUS** to help you.

- The planet is warming _____ the rapid rise in greenhouse gases.
- The heat is not only melting glaciers and sea ice but _____ changing rainfall patterns.
- As the planet warms up, the climate can change in unexpected ways; _____ sea levels rising, weather can become more extreme.
- _____ there will be more intense storms, more rain and longer droughts.
- _____ major concern is the impact on plants and wildlife.
- It is still possible to reduce greenhouse gas emissions _____ politicians urgently introduce and enforce appropriate measures.
- Shifting from fossil fuels to renewable sources requires policies _____ cutting subsidies for fossil fuels and introducing them for renewables.
- _____ we curb emissions, the effects on the global climate will become irreversible.

SHOW WHAT YOU'VE LEARNT

- 8 Complete the writing task. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

Tackling environmental issues is not only a task for governments. What can young people do to play a greater role in protecting the environment? Write an essay in which you present your opinion on the topic. Discuss the following aspects:

- supporting local initiatives,
- using your rights as citizens to protest,
- choosing environmentally friendly products.



VOCABULARY

1 Complete the text with the words in the box.

(critical emissions factor raise
remorseless spotlight sustain tackled)

One of the most ¹_____ issues facing environmentalists is the ²_____ growth in the world population. How can the problems arising from more and more people living on the planet be ³_____ ? Projected increases in population levels could easily eradicate any progress made in reducing carbon dioxide ⁴_____ thanks to an increased use of fossil fuels: a bigger population will use the Earth’s resources more rapidly and threaten our ability to ⁵_____ our already fragile ecosystems. The threat of this happening, however, may also ⁶_____ the profile of environmental issues. In shining a ⁷_____ on the problem, there is the hope that it will force us all to ⁸_____ in the necessity for caring for our environment into all our actions.

2 Complete the animal idioms with one word in each gap.

- 1 It’s been _____ years since we’ve had a really harsh winter.
- 2 I wouldn’t bring up that recycling argument again. Let sleeping _____ lie, I always say.
- 3 Lucy’s decided to kill two _____ with one stone bygoing to the paper bank next to the supermarket.
- 4 One day we’ll all live in a 100 percent self-sustainable country!? Yeah! And _____ might fly!
- 5 Everyone’s been telling Marco to turn off the lights when he’s not at his desk, but it’s like water off a _____ back.
- 6 It’s true! They’re building a multi-storey bike park in the city centre. I heard it straight from the _____ mouth.

3 Complete the sentences with the correct form of the words in capitals.

- 1 The _____ of the livestock sector has resulted in increased methane levels. **INDUSTRY**
- 2 I have nothing but admiration for people who have a(n) _____ commitment to saving the planet. **WAVER**
- 3 Exhaust fumes from cars have had one of the most _____ effects on the quality of the air we breathe. **CATASTROPHE**
- 4 I wouldn’t call myself a(n) _____. I just believe that the rich should accept greater responsibility for protecting the environment. **CAPITAL**
- 5 As big manufacturers try to _____ the competition they can become less and less concerned about the damage they do. **DO**
- 6 My brother’s being sent to South Sudan on a _____ mission to protect civilians and monitor human rights. **PEACE**

GRAMMAR

4 Complete the sentences using the words in brackets and an appropriate word in the box.

(little not only)

- 1 _____ (we/realise) to what extent we would be affected by the floods.
- 2 _____ until we had heard the victims speak _____ (we/really/understand) the plight of those in need.
- 3 _____ for a moment _____ (they/believe) that such a disaster would strike, despite warnings having been given to them.
- 4 _____ only _____ (wildfires/cause) serious loss of life and property but they also increase soil erosion.
- 5 _____ (he/think) his theories on climate change would be so widely accepted! It came as a great surprise.
- 6 We need to raise awareness of the issues. _____ then _____ (people/start) to understand how urgent it is to take action.
- 7 _____ by chance _____ (I/pick up) the report on marine pollution when I was in the bookshop.
- 8 We need to protect our oceans. _____ in this way _____ (we/can/sustain) marine life.

5 Choose the correct option.

- 1 In no way *is it acceptable* / *it is acceptable* to ignore the plight of refugees.
- 2 *Rarely* / *Not only* have we seen such a devastating impact of a natural disaster.
- 3 No sooner had we arrived *when* / *than* disaster struck.
- 4 Hardly *had we unpacked* / *did we unpack* when the storm warnings started.
- 5 The whole house shook. Only then *had we realised* / *did we realise* the danger we were in.
- 6 *Little* / *Only* could we predict how bad the weather would be.
- 7 Sadly, *hadn’t we* / *we hadn’t* been warned about the conditions at all.
- 8 Under no circumstances *will I venture* / *I venture* into unknown territory.

USE OF ENGLISH

6 Correct the sentences by adding *it* in two places.

- 1 I love _____ when rains.
- 2 I’d really appreciate _____ if you could help me put _____ in the attic.
- 3 I can’t stand _____ when is so cold.
- 4 Is fine. Leave _____ to me!
- 5 I think _____ imperative that _____ is done as early as possible.
- 6 We owe _____ to them to be on time. Is rude otherwise.
- 7 Don’t you hate _____ when _____ doesn’t work?
- 8 Personally, I find _____ impossible that he doesn’t understand _____.

7 Complete the text with one word in each gap.



A company established in the South Australian desert is now firmly ¹ _____ the map. It has created a series of experimental greenhouses ² _____ the aim of growing food in the desert. This, it ³ _____ appear, is a step on the road to solving the world's food problems.

It is clear that, especially in a period of sustained drought, this is a pretty counterintuitive idea but they appear to have pulled it off. ⁴ _____ only do they use the sun to desalinate seawater for irrigation and to heat and cool greenhouses as required, but at the _____ time they grow high-quality, pesticide-free vegetables cheaply, year-round. And when the same technology may even produce protein foods such as fish and chicken, it's ⁶ _____ wonder that the spotlight is now on them.

⁷ _____ can be said against a project as inspiring as this. When agriculture uses 60–80 percent of the planet's scarce fresh water, it is perhaps more important than anything else going on in the world. The farmers may be acting in their own self-interest as ⁸ _____ as the planet's, and they are certainly making money, but why not?

8 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and six words in each gap, but do not change the word in capitals.

- Global warming is accelerating and causing more frequent heat waves. **RESULT**
We are experiencing more frequent heat waves _____ of accelerating global warming.
- As soon as the floods had receded, people started to return to their homes. **HAD**
No sooner _____ than people started to return to their homes.
- I believe that whatever we do, it's too late to reverse the damage we've done. **MATTER**
I believe that, _____, it's too late to reverse the damage we've done.
- It is time for governments to act decisively and end factory farming. **BULL**
Not until governments _____ will factory farming be ended.
- It's our responsibility to care more for the world we live in – for the sake of future generations. **OWE**
We _____ to care more for the world we live in.

LISTENING

9 3.30 Listen to a talk about renewable energy, then complete the sentences with a word or short phrase. You will hear the recording twice.

- Costa Rica began using petrol-free cars in _____.
- Power output from hydroelectricity can be controlled via the _____.
- Solar power is used to create electricity as well as to _____.
- The _____ of a solar energy plant, as well as the time of day and weather in general, affect solar energy output.
- Heat from the Earth's core can produce 50,000 times more energy than that provided by _____.
- Geothermal energy currently accounts for _____ of all energy produced in Iceland.
- The location of _____ can be either on land or offshore.
- According to the speaker, another advantage of wind energy is _____ via the development of infrastructure networks.

SPEAKING

10 Ask and answer the questions.

- What natural disasters involving water can you think of?
- Are they likely to occur where you live? Why?/Why not?
- Do you drink bottled or tap water? Why?
- What might happen if fresh water became a scarce resource?
- Do you agree that the world's fresh water supplies should be conserved? Why?/Why not?
- Would saving water in our households make a difference? Why?/Why not?



1 Remarkable relationships



BEFORE YOU WATCH

1 **SPEAKING** Discuss the questions.

- Which animals are said to have the strongest bond with people?
- Do animals ever try to communicate with people? How do they do this?

WHILE YOU WATCH

2 **1** Why do animals give gifts to people or other animals? Make a list of reasons. Then watch the video and check your ideas.

3 **1** Match 1–6 with a–f to make phrases and collocations used in the video. Then watch the video again and check your answers.

- | | |
|--------------------|--------------------------|
| 1 avid | ☐ |
| 2 amass | ☐ |
| 3 figment of one's | ☐ |
| 4 cement | ☐ |
| 5 cunning | ☐ |
| 6 heartfelt | ☐ |

- a ways
b imagination
c offerings
d collector
e a bond/relationship
f a collection

4 **SPEAKING** Complete the questions using the correct form of the phrases and collocations in Exercise 3. Then discuss the questions with a partner.

- Did you _____ of objects or toys when you were a child?
- Has anyone ever tried to convince you that something you believe is just a/an _____?
- Do you know anyone who uses _____ to get what they want?
- Why might someone give a/an _____?
- How can pet owners _____ with their pets?
- Do you know anyone who is a/an _____ of stamps, comic books or other items?

5 **1** Answer the questions. Then watch the video again and check your answers.

- How does Gaby describe her relationship with the crows?
- When did the crows start giving Gaby gifts?
- According to Professor Marzluff, what's impressive about Gaby's collection?
- What can increase your chances of bonding with a crow?
- What are crows able to do that most other species are not?
- What does Professor Marzluff think about the fact that Gaby's gifts are getting more human?

AFTER YOU WATCH

6 **SPEAKING** Discuss the questions.

- Do you know of any other animals that give gifts to humans?
- What are the main reasons people give gifts in your country? Are gifts always given in good faith?
- What do you know about gift giving in other cultures? Is it similar to your country?

FOCUS ON LIFE SKILLS

Communication: non-verbal communication strategies

7 **SPEAKING** 'Actions speak louder than words'. How far do you agree with the statement when it comes to effective communication?

8 Look at the non-verbal communication strategies. What effect do they have on a conversation? Do you use them when communicating?

- | | |
|---|--------------------------|
| 1 speaking at an appropriate volume | ☐ |
| 2 pausing and using sentence stress | ☐ |
| 3 making sounds e.g. <i>mmm</i> , <i>uh-huh</i> | ☐ |
| 4 sitting up straight and not slouching (posture) | ☐ |
| 5 moving your hands as you talk (gestures) | ☐ |
| 6 smiling or neutral face (facial expressions) | ☐ |
| 7 nodding or shaking your head | ☐ |
| 8 maintaining an appropriate distance | ☐ |
| 9 making eye-contact instead of avoiding it | ☐ |

9 Mark each strategy in Exercise 8 S (the speaker should do it), L (the listener should do it) or B (both speaker and listener should do it).

10 **SPEAKING** Work with a partner. Choose one of the topics in the box and write a dialogue. Practise the dialogue using the strategies in Exercise 8.

apologising to your teacher doctor's appointment
job interview resolving a misunderstanding

11 **SPEAKING** Choose two strategies in Exercise 8 to deliberately ignore when acting out your dialogue. Perform your dialogue to another pair. Give each other feedback on the non-verbal communication strategies.

2 The cost of a good education



BEFORE YOU WATCH

- SPEAKING** Describe a typical university student from your country. How do they spend their time? Is life easy or difficult for them? In what ways?
- Explain these words and phrases to your partner. Use a dictionary if necessary.

financial assistance/support maintenance loan
student loan to cover costs tuition fees
to earn above an agreed threshold

WHILE YOU WATCH

- 2** What problems are students Ben and Tuni facing at university?
- 2** Watch the video again. Complete the sentences with up to three words from the recording.
Ben was ¹ _____ after leaving school and is aware that studying at university is not going to be easy. He is going to attend Stoke University where 25 percent of students come from ² _____. Ben's ³ _____ is much more expensive than his current one but he's not going to give up this time. He sees university as a ⁴ _____ opportunity. Students like Ben can take a loan, but another way to help them would be ⁵ _____. Unfortunately, this could result in universities spending less money on resources and mean students won't be able to use ⁶ _____ technology in the workplace once they graduate. To find a solution to this problem it may help to investigate what support students are offered in ⁷ _____.

AFTER YOU WATCH

- SPEAKING** Discuss the questions.
 - Should education be free for everyone? Why/Why not?
 - What three things would you like to change about university education in your country?
 - Should students be paid to attend university like they would a job?

FOCUS ON LIFE SKILLS

Self-management: managing money responsibly

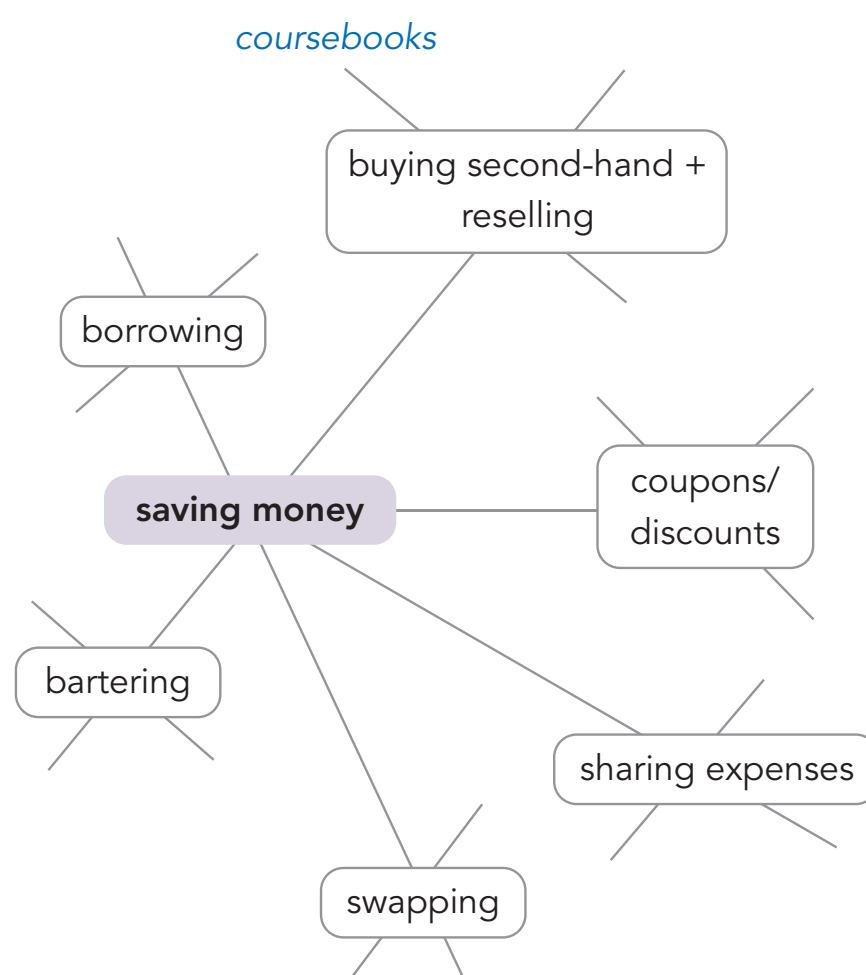
6 **SPEAKING** Discuss the questions.

- How would you feel about borrowing money to attend university?
- What does the saying 'money doesn't grow on trees' mean? Do you agree?
- Are you good at saving money? What things do you save for?

7 **SPEAKING** Look at the examples of students' poor money management below. What consequences do these behaviours have on students' financial situations?

- Not paying bills on time
- Using an overdraft
- Not keeping a spending log
- Buying only the cheapest products
- Spending money because of peer pressure
- Buying things on impulse
- Borrowing money from friends

8 **SPEAKING** There are ways in which students can avoid buying or paying full price for things. Discuss with a partner what each method entails and how it can help students save money. Complete the spidergram. Which ideas do you think you will try when you go to university?



9 **SPEAKING** 'University tuition fees should be dependent on the prospective income of the profession you're studying for – the statistically better-paid profession, the higher the fees.' Have a class debate.

3 The future of food



BEFORE YOU WATCH

- 1 **SPEAKING** Discuss the questions.
- 1 What's the strangest thing you've ever eaten?
 - 2 Do you know where the food you eat comes from? Is it important to know?
 - 3 What do you think the future holds for food production? Think about scientific discoveries, health, climate change, cost and taste.

WHILE YOU WATCH

- 2 **3** You will watch a video about an insect farm. Complete the sentences with the numbers in the box. Then watch the video to check your ideas. There are two extra numbers.
- 2466

hundreds of6,00010,000

1 million30 million
- 1 More than _____ crickets live in one barn.
 - 2 _____ crickets live in each cardboard box.
 - 3 Crickets have _____ times as much protein as beef.
 - 4 A family of _____ would save _____ litres of water per year by eating insects once a week instead of meat.
 - 5 It takes _____ weeks for a cricket to fully mature.
 - 6 The farm produces _____ different flavours of crickets.
- 3 **3** Watch the video again and answer the questions.
- 1 What is significant about Jarrod's farm?
 - 2 What kind of environment do the crickets like to live in?
 - 3 Why are crickets such a sustainable and environmentally-friendly food?
 - 4 How are Jarrod's crickets used?
 - 5 According to Angela, what are the similarities between crickets and lobsters?
 - 6 How does Angela describe the taste of crickets?

AFTER YOU WATCH

- 4 **SPEAKING** Discuss the questions.
- 1 Should eating meat be banned? Why?/Why not?
 - 2 Would you be prepared to eat insects to help save the planet?
 - 3 How could insects be incorporated into traditional dishes from your country?
 - 4 How creative do chefs need to be when introducing a new food trend?

FOCUS ON LIFE SKILLS

Creativity

- 5 **SPEAKING** Discuss the questions.
- 1 What does creativity mean for you? Are you creative?
 - 2 What characteristics do creative people have?
 - 3 Do you think it is important to be creative at school/ at work? Why?/Why not?
 - 4 Do you associate the following jobs with creativity? Why?/Why not?
- actorartisthairdresserlawyerplumber

software developerteachertranslator
- 6 **SPEAKING** Read the list of strategies that can be used when faced with a creative task. Discuss why these strategies might help with creativity.
- Brainstorm as many ideas as possible before deciding what to do.
 - Think about the problem/task from different viewpoints.
 - Research the topic.
 - Ask other people what they think.
 - Keep an open mind.
 - Use your intuition.
 - Experiment and take risks.
 - Don't be afraid of getting it wrong.
- 7 **SPEAKING** Work in groups of four. You are responsible for a marketing campaign encouraging people in your country to switch to a new, more sustainable food trend. Choose a trend and a campaign type from the list below or use your own ideas. Use the strategies in Exercise 6 to plan your campaign.
- | FOOD TRENDS | CAMPAIGN TYPE |
|------------------|------------------------|
| insects | poster |
| lab-grown meat | viral video |
| food in a tablet | news report |
| vegan diet | peaceful demonstration |
| | flash mob |
- 8 **SPEAKING** Present your campaign to the class. Which campaign do you think is most effective? Which campaign shows the most creativity? Give reasons for your answers.

4 Helpful hackers



BEFORE YOU WATCH

1 **SPEAKING** Discuss the questions.

- 1 What is a hacker?
- 2 Can hackers help the community? How?

WHILE YOU WATCH

2 **4** Watch the video and check your answers to the questions in Exercise 1. Are you surprised by any of the information?

3 **4** Watch the video again. Correct the sentences with the information in the video.

- 1 In the past people were not afraid to try and fix gadgets despite not knowing how they worked.
- 2 The number of hacker spaces has grown to almost fourteen hundred in the last ten years.
- 3 Making things does not come naturally to most people.
- 4 Mark thinks his microscope is significant because now everyone in the world can have one.
- 5 For his eye-tracking system, Dr. Faisal used high-speed cameras usually used for catching speeding drivers.
- 6 Dr. Faisal thinks that real innovation can only happen when creative people work together.

AFTER YOU WATCH

4 **SPEAKING** Discuss the questions.

- 1 Do you ever take things apart to see how they work or to fix them? Are you confident doing this?
- 2 Do you think this kind of hacking should be taught in schools? Why?/Why not?
- 3 Do you think we all have an inner geek like Professor Miodownik implies in the video? Why?/Why not?

FOCUS ON LIFE SKILLS

Critical thinking: problem solving

5 **SPEAKING** Discuss the questions.

- 1 How do you feel when faced with a problem?
- 2 What strategies do you use to help you solve a problem?
- 3 What advice would you give someone who is struggling to solve a problem?

6 **SPEAKING** How do these skills relate to good problem solving?

- active listening
- analytic skills
- communication
- creativity
- decision making
- emotional intelligence
- research skills
- risk management
- team work

7 Write the headings in the diagram.

- a Pick a solution **3**
- b Reflect on the results **5**
- c Define the problem **1**
- d Implement the solution **4**
- e Generate solutions **2**

THE FIVE STEPS TO EFFECTIVE PROBLEM SOLVING

Step 1 _____

Is it one problem or a number of connected issues?
Does the problem need solving?

Step 2 _____

Have I considered every angle?
Do I have all the details?
Is my data accurate and reliable?

Step 3 _____

Did I analyse all the possible solutions before making a decision?
Are there any constraints such as time or budget?

Step 4 _____

How can I monitor the situation?

Step 5 _____

Was the problem solved in a satisfactory way?
What could have been done differently?

8 Work with a partner. Choose a problem from the list below and follow the problem-solving steps in Exercise 7.

- 1 Students in your class are using mobile devices for personal reasons instead of for schoolwork during lessons.
- 2 There are no green areas at your school. The only outdoor space is concrete.
- 3 There are terrible traffic jams outside your school because most students travel to school by car.

9 Present your problem to the class. Explain the stages in Exercise 7 and the skills in Exercise 6 that you used. Which solutions seem to be the most effective?

5 Big idea, big business



BEFORE YOU WATCH

1 SPEAKING Discuss the questions.

- 1 Do you know anyone who runs their own business?
- 2 What are the advantages and disadvantages of running your own business?

2 Complete the phrases and collocations in bold with the words in the box.

(business leap savvy trend up viable)

- 1 Sometimes you have to **take a** _____ to achieve your aims.
- 2 I hired a web designer because I'm not very **tech** _____.
- 3 There's currently a **booming** _____ in health apps.
- 4 They employed hundreds of people to **scale** _____ the business.
- 5 She has a new business plan but I'm not sure it's **commercially** _____.
- 6 We manufacture a range of products, but our **core** _____ is luxury handbags.

WHILE YOU WATCH

3 5 Watch the video and check your answers in Exercise 2. Which business would you invest in? Why?

4 5 Watch the video again. Do the statements refer to Timothy (T) or Pippa (P)?

He/She ...

- 1 can draw on their experiences running a prior business. ☐
- 2 believes knowing when to seek help from others is an important quality to have. ☐
- 3 thinks the only way to develop a business is to become an expert in the basics first. ☐
- 4 believes it is important to emulate other successful people to get where you want to be. ☐
- 5 runs a business that has grown due to evolving habits and lifestyle choices. ☐
- 6 believes that finding the right business associates can be difficult. ☐

AFTER YOU WATCH

5 SPEAKING Discuss the questions.

- 1 What's more important when starting a business – self-belief and passion or a good product?
- 2 Would you like to be the CEO of your own company? Why?/Why not?

FOCUS ON LIFE SKILLS

Self-management: developing a growth mindset

6 SPEAKING Read the comment. Then discuss if you ever feel like this and what you usually do in this situation.

This task is impossible. I can't do it. Anyway, I always get bad marks, so there's no point in trying.

7 Read the information below and complete the pairs of sentences with the same word in the box. Which statement in each pair, a or b, describes someone with a growth mindset?

Carol Dweck is an American Psychologist who identified two mindsets that explain how different people approach challenging tasks and situations.

People with a fixed mindset believe that intelligence is predetermined and there is little they can do to change this. People with a growth mindset believe that intelligence can be developed and improved through hard work and effort.

(challenges difficult effort
feedback mistakes stuck)

- 1 a I embrace _____. / b I avoid _____.
- 2 a I can learn from my _____. / b _____ should be avoided at all costs.
- 3 a Making an _____ means you're not good at something. / b _____ is essential for success.
- 4 a I give up when something is _____. / b I keep trying when something is _____.
- 5 a _____ tells me how to improve. / b _____ tells me what I'm bad at.
- 6 a I feel frustrated when I get _____. / b I stay calm when I get _____.

8 SPEAKING Do you have more of a growth mindset or a fixed mindset? Discuss with a partner and give examples.

9 Work with a partner. Your teacher has asked you to help encourage the younger students in your school to develop their growth mindsets. Work with a partner and follow the instructions:

- Choose one of the fixed mindset statements in Exercise 7 and think of as many ways as possible to overcome that way of thinking.
- Choose the best advice and create a poster or infographic to be displayed in their classroom.

6 Ziferblat – a café with a difference



BEFORE YOU WATCH

- 1 Check you understand the meaning of the words in **bold**. Use a dictionary if necessary. Then answer the questions with a partner.

- Which of these words would you use to describe your town/city: **vibrant/haphazard/jam-packed/off the beaten track**?
- What are the advantages of **communal living**?
- Do people in your country have a **cynical attitude** towards alternative or quirky ways of living?

- 2 **SPEAKING** Imagine your ideal café. Think about the topics below. Then describe your café to your partner.

(décor food/drink location
price special features)

WHILE YOU WATCH

- 3 **6** Watch the video about an unusual café in Moscow. How does it compare to the ideal café you described in Exercise 2?
- 4 **6** Watch the video again. Complete the sentences with one to three words from the video in the correct form.

- Ziferblat has the atmosphere of _____.
- The idea for the café developed in response to a shortage of _____ in the city.
- The only rule at Ziferblat is that people have to do things _____.
- Ari wants to show _____ a side of Moscow that they don't usually see.
- Anita suggests that you need to search carefully to find _____ in a city.
- Anita describes Ari's viewpoint as very _____.

AFTER YOU WATCH

- 5 **SPEAKING** Do you have a café similar to Ziferblat in your city? If not, do you think a place like this would be successful? Why?/Why not? Discuss with a partner.

FOCUS ON LIFE SKILLS

Collaboration: resolving conflict

- 6 **SPEAKING** At Ziferblat people can do anything they want to do, as long as it is together. Is it always beneficial to do things as part of a group or is it better to work individually? Think of the following:

(hobbies sports school projects
making decisions studying for exams
supporting the local community/volunteering)

- 7 **SPEAKING** Discuss the questions.

- What conflicts can arise when people work together?
- Have you ever witnessed a conflict between students working together? What happened?

- 8 **SPEAKING** Read the strategies for resolving conflicts during group work at school and discuss the questions.

- What are the pros and cons of each approach?
- Which of these strategies have you used?
- What other advice would you give someone in a conflict situation?

- Get help from a teacher or other adult
- Leave it up to chance by e.g. flipping a coin
- Postpone making a decision until a later date
- Discuss the problem – everyone has a turn to speak
- Act as diplomat by clarifying perspectives to help everyone see different viewpoints
- Ignore or avoid the problem
- Give up and concede the argument
- Look for a compromise
- Force your opinion on your group
- Choose a leader and let them decide what to do

- 9 **SPEAKING** Read and role-play the situation. Try to solve the conflict.

Situation: Your team has been asked to do a project which presents the three most influential people from the history of your country. The project involves doing research, giving a talk and preparing visuals.

Student A: You want to cooperate and allocate roles for the project, such as researcher, presenter, artist etc.

Student B: You dislike working in a team and want to take one notable person each and create presentations individually.

Student C: You don't mind how you work, but you are worried that the project won't be finished on time if you don't cooperate. You try to get your team to agree on a course of action.

7 Painting a better world



BEFORE YOU WATCH

1 **SPEAKING** Discuss the questions.

- 1 How important is it to study art at school?
- 2 Is art as important now as it was 100 years ago?
- 3 Why are some artworks worth millions? Do you think this is right?

2 **SPEAKING** Look at the photo and the title of the video you're going to watch. Discuss what you think the video is about.

WHILE YOU WATCH

3 **7** Watch the video and check your ideas in Exercise 2. How do Kim and Stevie Boy feel about their portraits?

4 **7** Watch the video again and answer the questions.

- 1 How does Stevie Boy feel about the way he looks?
- 2 How does Brian's organisation help homeless people?
- 3 What motivated Brian to start the organisation?
- 4 How does Brian feel when he first makes contact with someone about painting their portrait?
- 5 How does Kim feel now about homelessness?
- 6 What does Brian hope Stevie Boy will get out of the experience of being painted?

AFTER YOU WATCH

5 **SPEAKING** Discuss the questions.

- 1 Would you rather have a professional photo taken of yourself or have your portrait painted?
- 2 Would you like to buy one of Brian's paintings? Why?/Why not?
- 3 Do you think Brian's scheme would be successful in your country? Why?/Why not?
- 4 Have you heard about any similar schemes in your country?

FOCUS ON LIFE SKILLS

Social responsibility: making a positive contribution in your community

6 **SPEAKING** How far do you agree with the statements? Discuss with a partner.

- 1 I want to help my community but I don't know how.
- 2 I regularly volunteer and/or donate money to local charities.
- 3 I'd rather support global issues than local ones.
- 4 Students should have lessons on being active citizens.
- 5 I learn about issues affecting the world on social media.
- 6 I'd like to join a peaceful demonstration in my home town.
- 7 I often sign petitions.

7 Which causes require the most attention in your town or country? Choose five and put them in order from 1 to 5 (1 being the most important).

- homelessness
- social inequality
- pollution
- climate change
- unemployment
- poverty
- care for the disabled
- animal rights
- traffic congestion/accidents
- your own idea

8 Work in groups. Choose one cause from Exercise 7. Research a charity that supports the cause in your country. Answer the questions below.

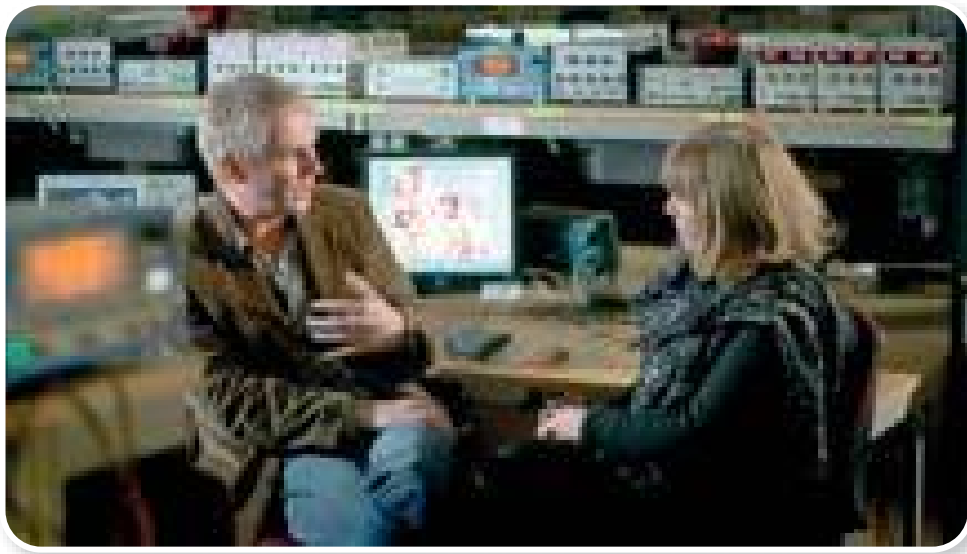
- What does the charity want to achieve?
- What are its main activities?
- What are their biggest achievements?
- What problems do they face?
- How can people support the charity?

9 **SPEAKING** Work in groups of three or four. You are going to organise a charity event at your school to help your chosen charity. Plan your event, taking into consideration the following:

- the aim of the event, e.g. to raise money/to raise awareness/to undertake a community action,
- strategy, e.g. What will the event be? Who will be involved? What roles will people fulfil? Where and when will the event take place?,
- how you will advertise your event and encourage your school/classmates to get involved.

10 **SPEAKING** Present your charity event. Then vote for one charity event to carry out as a class.

8 The Big Data revolution



BEFORE YOU WATCH

1 **SPEAKING** Read the pop-up message and discuss the questions.

This site uses cookies to provide you with a great user experience. We have optional cookies which you can enable. For further information, read our Privacy and Cookie Policy.

Accept All Cookies Select Preferences

- 1 How do you respond to pop-up messages like this?
- 2 Do you know what you are agreeing to when you 'accept all cookies'?
- 3 Do you worry about websites collecting information about you? Why?/Why not?

2 **SPEAKING** Discuss the questions.

- 1 What is Big Data?
- 2 When is it collected?

WHILE YOU WATCH

- 3 **8** Watch the video and check your ideas in Exercise 2.
- 4 **8** Watch the video again. Make notes under the headings:
 - positive ways data is used
 - negative ways data is used
 - ways data is used that could be positive or negative

AFTER YOU WATCH

- 5 **SPEAKING** Discuss the questions.
 - 1 Do you ever get targeted ads? How do you feel about them?
 - 2 Do you think it's fair that we are asked to exchange our data for free maps and other services?
 - 3 Do you ever share information that could be considered sensitive? What are the dangers of this?

FOCUS ON LIFE SKILLS

Digital literacy: participating positively in online communities

6 **SPEAKING** Discuss the questions.

- 1 What are the differences between making a comment online and saying something to someone face to face?
- 2 What do you do when you read an unkind comment online?

7 Match the sentence halves to complete the netiquette rules.

- 1 Always treat people ☐
- 2 Don't post when you are angry, ☐
- 3 Don't post anything you wouldn't say ☐
- 4 Don't exclude ☐
- 5 Don't share posts or news stories without first ☐
- 6 Never send unkind messages or post images ☐
- 7 Consider what privacy settings are ☐
- 8 Respond in a suitable way when ☐
 - a to someone face to face.
 - b that could upset someone.
 - c with respect.
 - d you see inappropriate behaviour online.
 - e appropriate each time you post.
 - f wait until you feel calm.
 - g verifying they are genuine.
 - h anyone.

8 **SPEAKING** Discuss with a partner.

- 1 Are there any exceptions to the rules in Exercise 7?
- 2 Have you ever broken any of them? What happened?
- 3 What are the pros and cons of responding in the following ways to inappropriate online behaviour?
 - ignore
 - respond (equally inappropriately/appropriately)
 - report (to site admins/parents/teachers)
 - block the user

9 **SPEAKING** Discuss the scenarios with a partner. How would you respond? Present your ideas to the group and choose the most sensible solution.

- 1 Your friend shares a news story with some very unrealistic statistics. You don't recognise the website it comes from, and there are no sources. You think it might be fake news.
- 2 A classmate posts an unflattering photo of your friend with a nasty caption. Many people are laughing at the photo. Due to privacy settings, your friend can't see it.

10 **SPEAKING** 'Comments should be disabled on social media for all teenagers up to the age of eighteen.' Have a class debate.

9 The real fashion victim



BEFORE YOU WATCH

1 **SPEAKING** Discuss the questions.

- 1 What is fast fashion?
- 2 What impact does fashion have on the environment?

WHILE YOU WATCH

2 **9** Watch the video and check your ideas in Exercise 1.

3 **9** Complete the sentences with the words in the box. Then watch the video again and check. What do the phrases mean? Discuss with a partner.

(borrowed carpet catnip hitting nose plain)

- 1 It's on _____ time.
- 2 Stacey and Lucy are _____ the high street.
- 3 Everything in there is like consumer _____.
- 4 Let's have a _____.
- 5 It's just so hidden under the _____.
- 6 It's not in _____ sight at all.

4 **9** Complete the sentences using up to three words from the video. Do not change the form of the words. Then watch the video again to check.

Journalist Lucy Siegle believes there is ¹ _____ that fashion is a big contributor to global pollution, and cotton is particularly harmful. That's because, as well as needing a lot of water, cotton damages soil through the use of ² _____. In fact, Lucy thinks that the use of cotton has caused a huge ³ _____, one of the biggest we've seen so far. Stacey Dooley wants to see how ⁴ _____ react when they are made aware of the problem. She reveals to one shopper that a regular shirt and pair of jeans can use up to ⁵ _____ of water to be grown. In the end, Stacey's demonstration confirmed what she thought: that most people care but are not ⁶ _____ about the problem.

AFTER YOU WATCH

5 **SPEAKING** Discuss the questions.

- 1 Are you surprised by any of the information in the video?
- 2 How should people change their shopping habits in the future? Are you going to change anything? What?
- 3 Do you think Stacey's demonstration would be effective in your town or city? Why/Why not?

FOCUS ON LIFE SKILLS

Social responsibility: reducing pollution

6 **SPEAKING** Discuss the questions.

- 1 Which environmental issues that we face do you think are the most pressing?
- 2 What is more effective: laws passed by the government to protect the environment, or the bottom-up initiatives where regular people act to do their bit for the planet?
- 3 Does your town/city have good recycling facilities? Are there any changes you'd like to see introduced to the system?
- 4 Do you know about any less/zero waste initiatives? Do you support any of them?

7 Think about the average person's shopping habits and waste footprint in your neighbourhood. Make a list of the items people throw away in a typical week. Then categorise the items according to the headings:

- difficult to replace with an eco-friendly alternative
- possible to live without, but requires some effort
- easy to give up.

8 Work in pairs and prepare a three to four-minute presentation.

- 1 Choose one of the items in Exercise 7 and do some research. Find out the key facts about the product, why it is bad for the planet as a waste item and what solutions are available. Consider the 3Rs: Reduce, Reuse, Recycle.
- 2 Present your findings in an informative and engaging way. You should also share some innovative solutions of how people can avoid using these products.
- 3 Give your presentation to the class. Decide which pair presented the best solutions for reducing pollution.

1.3 Tense and aspect

Tense refers to the time when an action or event takes place: present, past and future.

Aspect refers to how we regard the duration of the action or event being described – whether it is in progress or complete. We have two aspects: the continuous (also known as ‘progressive’) and the perfect (also known as ‘perfective’). There is no simple aspect. Each tense (or time) can be expressed in the continuous and the perfect aspect. The tense forms in each different aspect share common characteristics.

Continuous aspect

Present Continuous/Past Continuous/Future Continuous

The continuous aspect shows that actions or events are in progress during a particular period of time. The actions are temporary and/or of limited duration and occur in present time, past time or future time. The actions are not necessarily completed.

Perfect aspect

Present Perfect/Past Perfect/Future Perfect

The perfect aspect creates a link between two time periods. It shows:

- the connection between an action happening in one time and an action happening in another time.
- the connection between an action happening in one time and another point in time.

The continuous and perfect aspects combine to show that an action has been, was or will be in progress before a point in time. (Present Perfect Continuous, Past Perfect Continuous and Future Perfect Continuous).

Simple tense forms

Present Simple and Past Simple

These tenses perform similar functions when referring to present time (Present Simple) and past time (Past Simple). Both these tenses are used to talk about:

- routines and habits:
Present Simple: *They walk to college every day.*
Past Simple: *They walked to college every day.*
- states and permanent situations:
Present Simple: *He feels angry.*
Past Simple: *He felt angry.*
Present Simple: *They live in the USA.*
Past Simple: *They lived in the USA.*

Note:

The Present Simple is always used when we refer to general truths.
The Earth travels round the Sun.

Future forms

The Future is not expressed by a single tense. Depending on what exactly we want to express about the future we can use:

- the Present Continuous (for agreed arrangements):
I'm seeing Jo and Tony at the café later.

- *going to* + verb (for intentions and predictions for which there is present evidence):

He says he's going to travel for a year before going to university.

Look at their expressions! It's obvious they're not going to be friends!

- *will* + verb (for future facts, sudden decisions and general predictions):

He'll be eighteen next year.

OK. I'll tell him!

I'm sure they'll get on with each other in the end. Just give them time!

- the Present Simple (for timetabled events; after certain time adverbials when describing a future event):

The party starts at eight.

I'll call you as soon as they arrive.

Continuous tense forms

The Present Continuous, Past Continuous and Future Continuous

The continuous forms are used to talk about:

- Actions in progress at the time of speaking in the present (NOT repeated actions):
Present Continuous: *I'm watching the film right now.*
- Actions in progress at a particular time in the past:
Past Continuous: *I was watching the film then.*
- Actions in progress in the future:
Future Continuous: *This time tomorrow I'll be flying to Paris!*
- Temporary actions or situations:
Present Continuous: *He's working for his dad for the time being.*
Past Continuous: *He was working for his dad when I met him.*
Future Continuous: *He'll be working for his dad for a while.*

Note:

The Present and Past Continuous tenses can be used with repeated actions and an adverb of frequency to show annoyance at the repeated action:

He is/was always forgetting to lock the door!

Stative and dynamic verbs

Verbs expressing emotions (e.g. *hate, like, love*), states of mind (e.g. *believe, know, need, prefer, remember, seem, think, understand, want*) or senses (e.g. *feel, hear, see*) are called **stative** or **state** verbs and are not usually used in any continuous tense (unlike **dynamic** or **action** verbs).

Some verbs can be both stative and dynamic, for example:

- *think*
*I **think** you're wrong.* (= believe, have an opinion – stative verb)
*I'm **thinking** about the situation.* (= consider, be involved in the process of thought – dynamic verb)
- *have*
*She **has** three dogs.* (= own, possess – stative verb)
*She's **having** lunch now.* (= eat – dynamic verb)

- see
*I **see** what you mean.* (= understand – stative verb)
*I'm **seeing** the director tomorrow.* (= meet – dynamic verb)
- be
*Tom **is** a very critical person.* (= permanent quality – stative verb)
*Tom **is being** very critical of everything today.* (temporary behaviour – dynamic verb)

We sometimes use stative verbs in continuous forms while talking about things/events which last for a short period of time:

- I like my job a lot.* (= permanent state – simple form)
How are you liking your new job? (= short time – continuous form)
I love rock concerts. (= permanent state – simple form)
I'm loving this concert. (= short time – continuous form)

Some stative verbs can be used in continuous forms only in certain tenses. For example, *need*, *want* and *mean* can have future or present perfect progressive uses:

- Will you be needing your laptop tomorrow?*
He's been wanting a new phone for a while now.
I've been meaning to tell you about it since Monday.

Perfect tense forms

The perfect forms are used to link one time to another time:

Past → Present

Past ← Past

Present → Future

The Present Perfect, Past Perfect and Future Perfect

The Present Perfect is used to link an action in the past to the present time, or to refer to the present result of that past action:

- We haven't finished the book yet.* (We started it in the past and we're still reading it.)
I've lost my keys (past action), *so I can't get into the house.* (present result)

The Past Perfect is used to link an action in the past to a previous action in the past:

- They had left by the time we arrived.* (We arrived. Previous to our arrival, they left.)

The Future Perfect is used to link a present situation to an action that will be completed in the future:

- Let's start now and we'll have finished by next Tuesday.*

Perfect Simple forms also indicate:

- that an action is complete:
Present Perfect: *They have already said that.*
Past Perfect: *They had already told them.*
Future Perfect: *They will have done that before we arrive.*
- that an action is repeated:
Present Perfect: *I have told you not to do that at least five times!*
Past Perfect: *It was only after we had phoned several times that someone answered.*
Future Perfect: *My granddad will have told Mum and Dad the story at least five times by the time we get there.*

- that a situation may be regarded as permanent:
Present Perfect: *Fran and Doug have lived in a small town since they married.*
Past Perfect: *People had become so dependent on computer friendships that they found it difficult to relate to each other on a face-to-face basis.*
Future Perfect: *By the end of next year we will have lived here for ten years.*

Perfect continuous forms

The Present Perfect Continuous, Past Perfect Continuous, Future Perfect Continuous

Perfect continuous forms link one time to another in the same way as the simple forms.

We choose to use a perfect continuous form if we want to emphasise that a situation/action is temporary/in progress at a particular period of time.

Present Perfect Continuous: *They've been playing video games all day today! Tell them to stop.*

Past Perfect Continuous: *I had been waiting for two hours before he finally arrived!*

Future Perfect Continuous: *They'll have been sitting there and chatting all morning by the time I get there.*

Note:

Since the emphasis is on the duration of the activity we do not specify how many times an action happened:

I've been trying to write my blog all day. NOT ~~*I've been trying to write my blog three times.*~~

1 Complete the sentences with the correct form of the verbs in brackets. Use extra words where necessary.

- As children _____ (grow up) they tend to lose their dependence on their parents.
- Jack _____ (always/fall out) with us over petty things. It's so annoying!
- Supporting friends while they _____ (have) a run of bad luck is part of what friendship is.
- Before we got our pet dog we _____ (not realise) what a strong bond you can form with an animal.
- While we _____ (help) Rose pack, her grandmother was collecting some food for her to take with her.
- At that time people _____ (live) in small communities and everyone knew each other.
- Don't worry, by the time you get back, we _____ (solve) the problem.
- Mick's irreverent attitude meant he _____ (laugh) at people in authority for years.
- I grew up with the kids in the neighbourhood; by the time I leave for university next year I _____ (hang out) with them for nearly sixteen years!
- I'm so excited! The plane lands at five p.m. and all my friends _____ (wait) at the airport to welcome me back home!
- When I reached the ship's rails the dolphins _____ (already/disappear). I was so disappointed!

1.4 Future in the past

The future in the past (or ‘the future seen from the past’) can be expressed by putting any of the forms used to talk about the future into the equivalent past form. The exception is the Present Simple for future.

Future form	Function	Future in the past
Present Continuous <i>am/is/are going to</i>	arrangements intentions/plans/ predictions based on observed fact	Past Continuous <i>was/were going to</i>
<i>will (+ infinitive/ have + Past Participle/be + -ing)</i>	predictions/ promises	<i>would (+ infinitive/ have + Past Participle/be + -ing)</i>

The Past Continuous

- To talk about arrangements in the future, we use the Present Continuous:
*We **are meeting** our friends for lunch tomorrow.*
- To talk about an arrangement made in the past for what was then the future, we use the Past Continuous:
*We **were meeting** our friends for lunch the following day.*
- If the verb *be* is emphasised in the Past Continuous, this can imply that the arrangement was made, but did not happen:
*We **were meeting** our friends for lunch (but something came up and they couldn't make it).*

Was/were going to

- To talk about plans/intentions in the future, we use *am/is/are going to*:
*We're **going to** spend a year travelling around the world.
I'm **going to** tell you your marks in the next lesson.*
- To talk about plans/intentions/decisions made in the past for what was then the future, we use *was/were going to*. This use usually indicates that the event did not happen:
*We **were going to** spend a year travelling around the world, but we changed our minds.
I **was going to** tell you your marks this lesson, but I'm not ready yet.*
However, it is possible to use *was/were going to* when the intention was actually fulfilled:
*'Thanks for mailing the package.' 'That's fine. I **was going to** mail my letters anyway.'*

Would

- To make predictions or promises in the future, we usually use *will*:
*It **will be** a wonderful opportunity to meet the artist in person.
We know they **will be working** when we arrive.
By next week, they **will have bought** all the books they need.*

- To talk about predictions or promises made in the past for what was then the future, we use *would*:
*It **would be** a wonderful opportunity to meet the artist in person.
We knew they **would be working** when we arrived.
By the following week, they **would have bought** all the books they needed.*

Other ways of expressing the future in the past

- Verbs used to express plans
These verbs are often used to express plans made for the future at a point in the past. We don't necessarily know whether or not the action happened:
*plan to/on
We **planned/were planning to leave/on leaving** the following day.
intend to
Rosie **intended/was intending to meet** us in Italy.*
- was/were to*
This structure is often used to talk about official arrangements, or things destined to happen:
*The meeting **was to** take place in two days' time.
(We don't know if it happened or not)
BUT
The meeting **was to have taken** place. (but it didn't)*
- was/were due to*
This structure is often used to talk about plans that were part of a timetable, or things that were expected to happen at a certain time:
*Our friends **were due to** arrive at ten that night.
(we don't know if it happened or not)
BUT
Our friends **were due to have arrived** at ten that night.
(but they didn't)*
- was/were supposed to*
This structure is often used to talk about things that were arranged, but didn't happen:
*You **were supposed to** give that to me.*
- was/were about to/on the point/verge of*
These structures are often used to talk about things that were to happen very soon:
*I **was on the point/verge of** leaving when he phoned me.
Oh, what a coincidence! I **was just about to** call you.*

1 Complete the sentences with the correct form of the words in brackets.

- We _____ (plan/go) on a trip round the harbour, but the weather was too bad to go out.
- I _____ (going/finish) my project tonight, but Fran called and we started talking!
- They told me I _____ (not be/tell) him about the surprise party when I saw him.
- Just as I _____ (point/phone) her, Gran called me!
- The students _____ (supposed/meet) outside the town hall yesterday.
- A year later the situation _____ (will/be) quite different, so it came as no surprise when they accepted the offer.
- I _____ (do) my Spanish oral exam later that afternoon, so I couldn't go to the beach.
- We _____ (not going/wake) you, but the dog started barking and you got up.
- They _____ (due/have) the exam interview at 10:30, but they didn't get there in time.
- Susie _____ (intend/apply) for a university abroad, but in the end she applied locally.
- We didn't have time to waste because the coach _____ (about/leave) any minute.

2 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and six words in each gap.

- Was he flying to Madrid that week? **INTEND**
Did he intend to to Madrid that week?
- The doctor was going to see the patient last night but got stuck in surgery. **HAVE**
The doctor _____ the patient last night but got stuck in surgery.
- They were buying their air tickets tonight. **GOING**
They _____ their air tickets tonight.
- Did you know beforehand the party was going to be a huge success? **WOULD**
Did you know beforehand the party _____ a huge success?
- It was her intention to study medicine. **ON**
She _____ medicine.
- I was expecting your call. **SUPPOSED**
You _____ me.
- He was about to make a decision that day. **VERGE**
He _____ a decision that day.
- They were planning on opening the new restaurant last month. **DUE**
They _____ the new restaurant last month.

2.3 Speculating

We use modal verbs to show if we believe something is almost certain/highly likely, probable or possible (or not) in the present, past or future.

Speculating about the present

- We use *must* + infinitive to show we are sure something is true and we have present evidence for our belief:
*You've had a long journey. You **must be** tired.*
- We use *must* + *be* + *-ing* to show we are sure something is now in progress:
*He's got a very good job. He **must be earning** a lot of money.*
- We use *will* + infinitive to say that we think something is highly probable or true in the present:
*Oh, there's the doorbell. That'll **be** John – he said he was coming at eight.*
*The thieves **will be** out of the country by now.*
- We use *may/might/could* + infinitive or *may/might/could* + *be* + *-ing* to show something is possible in the present, but not certain. *Might* and *could* indicate a lesser degree of likelihood than *may*:
*What you say **may be** true.*
*He **may win** the tournament.*
*Mary **might be working** at home today. (Perhaps she is working at home, I'm not sure.)*
*You **could be** right, I'm not sure. (It's possible.)*
- We use *may/might well* + infinitive to strengthen the possibility expressed:
*What you say **may well be** true.*
- We use *may/might not* + infinitive (NOT **could not**) in negative sentences:
*The situation **may/might not be** as bad as it looks.*
- We use *can* + infinitive to make general statements about things that are theoretically possible and sometimes happen:
*Temperatures in winter **can reach** –40 degrees. (Sometimes temperatures reach –40 degrees in winter, but not always.)*
- We use *can't* + infinitive (NOT *mustn't*) to show something is impossible:
*That **can't be** John – he's too tall!*

Speculating about the past

- We use *must* + *have* + Past Participle to make logical deductions about the past and *must* + *have been* + *-ing* to make logical deductions about an activity in progress in the past.
*He passed the exam with flying colours. He **must have had** a good teacher. He **must have been revising** for weeks.*
- We use *will* + *have* + Past Participle to express presumptions about the past:
*As you **will have noticed**, the report contains some factual mistakes. (You have probably noticed./I'm sure you have noticed.)*
- We use *may, could, might* + *have* + Past Participle and *may, could, might* + *have been* + *-ing* to speculate about possibility in the past:

The butler **may/could have done** it – he had the opportunity. (Perhaps he did it.)

'Why do you think they're late?' 'They **may/could have lost** their way.'

Your friend **might have been waiting** for us in the wrong place so we missed him.

- We use *could* + infinitive to make general statements about possibility in the past:

My father was a kind man, but he **could be** very demanding. (He was sometimes very demanding.)

- We use *can't/couldn't* + *have* + Past Participle and *can't/couldn't* + *have been* + *-ing* to show something was impossible in the past:

She **couldn't have forgotten** – she's so organised.

Tim **can't have been driving** the car; he doesn't drive.

- We use *should* + *have* + Past Participle to talk about an unfulfilled expectation in the past:

They said they'd be here by six. It's eleven. They **should have arrived** hours ago.

They **shouldn't have arrived** before opening hours. They had to wait outside for forty-five minutes.

- We use a modal verb + *have been* + Past Participle to speculate about a finished event in the passive voice in the past:

The luggage **might have been lost** in transit.

She **can't have been invited** to the wedding reception.

Speculating about the future

- We use *may*, *might*, *could* + infinitive or + *be* + *-ing* to show something is possible in the future, but not certain. *Might* and *could* indicate a lesser degree of likelihood than *may*:

He **may show up** for the afternoon lecture.

They **might be moving** house tomorrow. (Perhaps they are moving house tomorrow, I'm not sure.)

Anna **could be staying** with us, I'm not sure. (It's possible that Anna will be staying with us.)

- We use *may/might well* + infinitive to strengthen the possibility expressed:

It **may well rain** tomorrow.

- We use *may/might not* + infinitive (NOT *could not*) in negative sentences:

It **may/might not rain** tomorrow – the forecast says there's a 30 percent chance of rain.

- We use *should* + infinitive and *should* + *be* + *-ing* to express our expectation that something is true or will be true in the future:

Ask the teacher. She **should know**.

It **shouldn't take** long to get to the station.

It's nearly six o'clock. He **should be** here soon./He **should be arriving** soon.

- We also use *will/won't* + adverb + infinitive to speculate about the future. The degree of likelihood is determined by the adverb used:

We **will probably manage** to catch up with them. (It's possible.)

Her parents **definitely won't let** her go. (Certainly they will not let her go.)

- 1 Complete the sentences with the correct form of the verbs in brackets. Sometimes more than one answer is possible.

1 No one could _____ (be) more helpful than my careers adviser when I was deciding what course to choose.

2 I heard you passed your exams with flying colours! You must _____ (feel) on top of the world.

3 I might _____ (know) you would be late for your appointment – you have no concept of time.

4 You can't _____ (listen) very carefully at the time if you don't remember what I said!

5 You could _____ (wait) for me before you went home – I was only ten minutes late!

6 Their plane is due at ten p.m. They should _____ (land) any minute now.

- 2 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and four words in each gap.

1 I'm sure this isn't how you solve this equation. **BE**
This _____ way to solve this equation.

2 It's certain we got on the wrong bus – I don't recognise this neighbourhood! **HAVE**

We _____ on the wrong bus – I don't recognise this neighbourhood!

3 Beth believes her year abroad was the most formative experience of her life. **WELL**

Beth's year abroad _____ the most formative experience of her life.

4 I'm sure you've realised by now that I am not very good with modern technology! **WILL**

You _____ by now that I am not very good with modern technology!

5 Pete is probably in the library filling in his university application form. **MIGHT**

Pete _____ his university application form in the library.

6 I'm sure they didn't inform her about the date of the resit exam. **BEEN**

She _____ about the date of the resit exam.

2.4 Accuracy with articles

Countable nouns

Most nouns are countable and have singular and plural forms. We can use *a/an* with countable nouns in the singular, but not in the plural:

a book, two books; **an** animal, two animals

Uncountable/mass nouns with no plural form

Uncountable nouns have no plural form and are used with a singular verb. They are often referred to as mass nouns because they refer to things we think of as a 'mass' rather than individual items.

Uncountable nouns often refer to substances: *bread, salt, water, metal*, etc. Many uncountable nouns also refer to abstract ideas/concepts, mental states or emotions: *advice, education, happiness, information, knowledge, learning, progress, reluctance, tolerance*, etc.

Use of articles with abstract nouns

When we refer to an abstract concept in general, we don't use an article:

Knowledge is power.

Money can't buy **happiness**.

Time is money.

Some abstract nouns can be preceded by an indefinite article (*a/an*) when referring to a specific situation/example. In these cases, the noun is usually qualified by an adjective, a determiner (*a lot of/a little*) or a defining relative clause:

Knowledge is power. (abstract concept in general)

A (good) knowledge of Maths is important in this job. (specific example)

He was a man of **great learning**. (abstract concept in general)

A little learning is a dangerous thing. (specific example)

We want our children to have the best chance of **happiness**. (abstract concept in general)

I felt **a happiness** that I had never known before. (specific situation)

He agreed to help us, but only with **reluctance**. (abstract concept in general)

I felt **a certain reluctance** to tell my friends what had happened. (specific situation)

However, these nouns are not countable nouns. It is not possible to say, e.g.:

~~each knowledge/two educations/some reluctances~~

We can also use a preceding definite article (*the*) when the meaning of the noun is qualified to refer to a specific type or instance. We do this by means of a defining relative clause or preposition *of* + noun phrase:

The knowledge that I gained on my field trip was invaluable.

The happiness of millions of people is at stake.

Abstract nouns with plural forms

Many abstract nouns don't have a plural form (e.g.: *information, violence, peace, knowledge, justice, progress*,

anger, courage, chaos), and some of them can be used in the plural with a slightly different meaning (e.g.: *life, hope, trouble, worry, experience, work, evil*):

Is there **life** on the Moon?

We lead busy **lives**.

This treatment offers **hope** to thousands.

They had high **hopes** of success.

I've been having (some) **trouble** (= difficulty) checking my email.

There were a lot of teething **troubles** (= problems) with the system at first.

I was frantic with **worry** (= feeling anxious) about my exams. Many students have financial **worries** (= problems).

This position requires a lot of **experience** (= knowledge, skills).

It was one of the most enjoyable **experiences** (= specific moments in life) of our holiday.

A lot of people can't find **work** (= a job) these days.

Have you read all the **works** (= pieces of writing) of Shakespeare?

Money is the root of all **evil** (= wickedness, immorality).

Procrastination is one of my **evils**. (= sins, bad actions)

1 Complete the text with *the*, *a/an* or $\emptyset$ (no article).

¹ _____ Universal Declaration of Human Rights states that ² _____ education is ³ _____ fundamental human right and is essential for ⁴ _____ exercise of all other human rights. Yet millions of children and adults still lack educational opportunities. In fact, millions of children around the world, primarily in Africa and Asia, are deprived of ⁵ _____ access to schools, mainly in consequence of ⁶ _____ poverty.

The best way schools can prepare students for the 21st century is to make sure they have ⁷ _____ knowledge, skills and ability to achieve their full potential. Students should grow up independent, self-reliant and self-confident to be able to face the challenges of ⁸ _____ ever-changing life conditions. ⁹ _____ good education should also prepare students to understand and cope with differences of opinion in ¹⁰ _____ diverse society. It is also about learning how to be ¹¹ _____ good citizen. ¹² _____ education system often seems to neglect ¹³ _____ development of those qualities and this is partly because of ¹⁴ _____ obsession with exam results. Schooling for exams is very different from developing ¹⁵ _____ appetite for learning. End-of-course exams on a single day test ¹⁶ _____ recall and memory, rather than the range of skills young people need today.

3.3 Phrasal verbs

Phrasal verbs are meaning groups made up of a single verb and a particle (usually an adverb). A phrasal verb is a combination which takes on a new meaning independent of the original meaning of the verb:

We **ran out of** the house. (The meaning of the verb does not change and out of refers to the house.)

We **ran into** Mark on Saturday. (The meaning has changed. → run + into means 'meet')

Phrasal verbs are frequently used in English. They tend to be used in less formal contexts than single verbs:

We need to **sort out** the problem. (less formal)

We need to **resolve** the problem. (more formal)

Phrasal verbs do not always have a single verb equivalent (resolve = sort out), but whenever they do, we choose the single verb over the phrasal verbs in formal English, and the phrasal verb over the single verb in neutral and informal contexts.

Transitive and intransitive phrasal verbs

Phrasal verbs can be **transitive** (used with an object) or **intransitive** (used without an object):

It's cold, **put** your jacket **on**. (your jacket = object, put on is a transitive phrasal verb)

The policeman **let** him **off** with a fine. (him = object, let off is a transitive phrasal verb)

The realisation of the disaster slowly began to **sink in**. (no object, sink in is an intransitive phrasal verb)

I'm sure the price of some vegetables will **go down**. (no object, go down is an intransitive phrasal verb)

Some phrasal verbs can be both transitive and intransitive:

Cheer up! I'm sure everything will be all right in the end. (intransitive)

My best friend always knows how to **cheer me up** when I am upset. (transitive)

Sometimes the same verb can be used transitively and intransitively, but with a difference in meaning:

It took years to **pay off** the loan. (= give the money back, transitive)

In the end, eating carefully and avoiding fatty foods **paid off**. (= produce good results, intransitive).

Transitive phrasal verbs can be **separable** or **inseparable**.

In separable phrasal verbs, the particle can be separated from the verb: the object can come between the verb and the particle, or it can come after the particle:

The nutritionist said I should **give** bread **up**. (the object bread separates the verb from the particle)

The nutritionist said I should **give up** bread. (the object bread comes after the particle up)

When the object is a pronoun, it always comes between the verb and the particle:

The nutritionist said I should **give it up**. (the object it is a pronoun, it comes between the verb and the particle)

We do not place an adverb or a passive object between the verb and the particle:

She backed up their ideas **forcefully**. (NOT ~~She backed forcefully up their ideas.~~)

The plan for the food festival was put forward **by the promoters**. (NOT ~~The plan for the food festival was put by the promoters forward.~~)

Some examples of transitive separable verbs are: let down, lay off, back up, bring up, pay off, blow up, call off, turn on, turn off.

In inseparable phrasal verbs, the verb and the particle are never separated: the object always comes after the particle:

As delicious as pancakes are, you can't **live on** pancakes alone. (the object pancakes comes after the particle)

As delicious as pancakes are, you can't **live on** them alone. (the object them comes after the particle)

Some examples of transitive inseparable verbs are: look for, look into, break into, call for, fall for, get over, go through.

Three-word phrasal verbs

Three-word phrasal verbs are made up of a verb + adverb particle + preposition, and are also known as phrasal-prepositional verbs. They are transitive (used with an object) and inseparable. The object always follows the final preposition:

He **put up with** the pain for as long as he could but finally asked for a painkiller. (the object the pain comes after the final preposition with)

A modifying adverb can only be placed between the adverbial particle and the preposition:

He put up **bravely** with the pain for as long as he could, but finally asked for a painkiller.

OR

He put up with the pain **bravely** for as long as he could, but finally asked for a painkiller.

Common examples of three-word phrasal verbs are: back out of, catch up on, catch up with, drop in on, face up to, get down to, look down on, make away with, stand up for.

1 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and four words in each gap.

- 1 Someone entered their house last night and stole some valuables. **INTO**
Their house _____ last night.
- 2 I always have to endure my mum’s constant nagging about eating breakfast. **PUT**
My mum’s constant nagging about eating breakfast is something that I always have _____.
- 3 They had very little water left by the time they reached a creek in the forest. **RUN**
They had almost _____ by the time they reached a creek in the forest.
- 4 I used to like sushi, but I’m not keen on it any more. **OFF**
I used to like sushi, but I have _____.

2 Liz is talking to her friend Tom about her ideas for a festival. Complete their conversation using the words in brackets in the correct order. Make changes to the verbs if necessary.

- Liz:** Will you ¹ _____ (back/up/me) when I suggest putting on a festival? I will need someone to ² _____ (me/stand/up/for) as I’m sure some people will ³ _____ (objections/bring up/a lot of). I’ve decided that ⁴ _____ (back/not/I/down) though! I haven’t ⁵ _____ (fully/my ideas/think/through), but I’ve been ⁶ _____ (into/an international food festival/look)
- Tom:** We can ⁷ _____ (out/the best way to present/sort) these ideas when we meet. Healthy eating is important and the way for it to ⁸ _____ (add/on/be to/catch) some international glamour.
- Liz:** Do you think ⁹ _____ (take/the idea/off)? Can we ¹⁰ _____ (it/people/talk/into)?
- Tom:** I feel confi dent that we can. It’s time we all ¹¹ _____ (the fact/to/up/face) that our eating habits need reviewing!
- Liz:** Don’t ¹² _____ (me/down/let)!

3.4 Particles in phrasal verbs

Since phrasal verbs take on a meaning which is often completely unrelated to the original verb, it is difficult to find the meaning of the phrasal verb by looking at the verb. The meaning usually needs to be taken from context. It is worth noting that the same phrasal verb can have a completely different meaning depending on the context in which it appears:

*The fire was **put out** quickly.* (= extinguished)
*He looked very **put out** when I suggested a change of plan.* (= annoyed)

However, the particle can sometimes help (but not always) to indicate the **general** meaning of the phrasal verb.

Particle	Meaning(s)	Example
across	from one point to another	get/put across = communicate come across = find, encounter by chance
apart	separate	take apart = separate into pieces set apart = place away from, separate from
aside	to one side for future use	set aside = save (money, time) for a special purpose put aside = save
away	move to another point/somewhere else	give away = reveal, give to another person put away = tidy, put in the correct position, eat take away = take from one place to another
back	move to a previous point	take back = retract bring back = return cut back = reduce to a lower/previous level
down	not working as it should/moving to a lower point/older to younger	break down = machine not working cut down = reduce hand down = pass from an older to a younger person let down = disappoint by not doing something you should
forward	move to the next point/a point ahead	bring forward = move to an earlier date/introduce (e.g. a plan) put forward = suggest
in	within/inside/from an outside point towards the centre	bring in = earn hand in = give /return take in = absorb, understand, make smaller, give shelter
off	separation/separating into parts/leaving/stopping/moving out from a point	cut off = separate from set off = start a journey turn off = stop something working give off = emit
on	progressing/continuing/covering/performing/operating	come on = progress carry/go on = continue put on = wear, produce (a performance), operate take on = accept responsibility

out	moving towards the outside/ removing/bringing to a conclusion/ giving something to people/ extending	cut out = stop the use of carry out = do and complete bring/come out = become available put out = trouble/annoy
over	down/from one position across to another	knock over = knock down take over = assume responsibility for
through	move from one point to another/ complete	put through = successfully complete a process think through = think about all aspects
round	from the start back to the original position	bring round = persuade, help sb to regain consciousness hand round = give to all/ distribute
together	join	put together = make something into one piece get together = meet, gather together
up	completing/ introducing/ increasing/moving towards	break up = end bring up = introduce a new point go up = increase

Note:
Some phrasal verbs can be made into nouns. They are usually formed by joining the verb and the particle.
break down → *breakdown*
break in → *break-in*
turn out → *turnout*

In some cases the particle is moved before the verb.
break out → *outbreak*
put in → *input*
spill over → *overspill*

1 Choose the correct option.

- 1 He took *in* / *on* / *apart* the coffee machine to see what was wrong with it.
- 2 They're giving *off* / *away* / *up* a free croissant with every coffee sold!
- 3 She came *across* / *through* / *up* a 100-year-old cookbook in the attic.
- 4 Our car broke *out* / *off* / *down* on the way to the food festival, so we didn't go.
- 5 He knocked *aside* / *over* / *up* the glass salad bowl and it shattered on the floor.
- 6 The organisers are bringing *round* / *forward* / *up* the cooking competition by a week.
- 7 I haven't seen my friends in ages – it's time we got *away* / *over* / *together* for coffee.
- 8 He completed the job application form and handed it *out* / *in* / *up* to the café manager.

2 Complete the sentences with the correct particles. Then choose the correct meaning of the phrasal verb.

- 1 I'm sorry. I was wrong. I take _____ everything I said about diet not being important.
a deceive b retract
- 2 The food stall has been so successful they're going to carry _____ having it.
a manage b continue
- 3 You can't run a restaurant if suppliers promise to bring you fresh vegetables but then always let you _____ !
a don't do what they agree to
b excuse you from punishment
- 4 Some new people have taken _____ the coffee shop down the road.
a started to manage b started to build
- 5 That fish is giving _____ a disgusting smell. Is it fresh?
a returning b emitting
- 6 Can you hand _____ the leaflets; one to each person?
a distribute b hold
- 7 If you want to lose weight, you'll need to completely cut _____ sugar from your diet.
a reduce b remove
- 8 It's difficult to put _____ the advantages of vegetarianism to people who really enjoy eating meat.
a communicate b leave
- 9 A healthy eating programme in schools is an interesting idea, but I'll need to think it _____ carefully.
a suggest b consider
- 10 The meeting broke _____ before we'd agreed on whether to include a separate vegan menu or not.
a started b finished
- 11 There are so many different views on healthy eating. I can't take them all _____ !
a absorb b return
- 12 Mick wants to start his own restaurant and he's been setting _____ money for it for a year now. He'll soon have enough!
a accept b save

4.3 Infinitives

The infinitive is the basic form of all verbs:

What seems **to worry** a lot of people nowadays is the speed of technological change. (infinitive with to)

Do you think I could **use** your laptop for a minute?
(infinitive without to)

Types of infinitives

There are several types of infinitives:

- simple infinitives:
*If you are unable **to access** a particular website, there might **be** a problem with your Internet connection.*
- progressive infinitives – (to) be + -ing form:
*He seems **to be playing** video games all the time.*
*Before we know it, robots will **be teaching** our children in schools.*
- perfect infinitives – (to) have + Past Participle:
*I meant **to have sent** you a text, but I forgot.*
*You should **have told** me you wanted an e-reader for your birthday.*
- passive infinitives – (to) be + Past Participle:
*It remains **to be seen** whether and how these technological innovations will **be used** in the future.*
- combinations (perfect progressive, perfect passive):
*He was proven **to have been seeing** the victim before the murder. (perfect progressive infinitive)*
*We should **have been taught** how to spell without a spell checker. (perfect passive infinitive)*

Functions of infinitives

Infinitives after verbs

Some other verbs that are followed by infinitives, e.g. *afford, agree, appear, ask, choose, claim, decide, expect, fail, happen, hope, intend, learn, manage, mean, offer, prepare, promise, refuse, seem, tend, want, wish*:

*Tom **appears to be** very knowledgeable about solar installations.*
*Their child has quickly **learnt to use** social media.*

Most modal verbs and verbal phrases are followed by the infinitive without to:

*I'm not sure, but Peter **might have fixed** it for you.*

Modal verbs that are followed by the infinitive without to:
can, could, may, might, must, needn't, shall, should, will, would.

Would rather/had better are verbal phrases that are followed by the infinitive without to:

*I'd **rather explain** the matter to him when I see him than discuss it over the phone.*

*You'd **better read** the instructions before you try to install the latest updates.*

Some verbs are followed by an object + infinitive:

*He **encouraged me to consider** getting the latest plasma TV.*
*The usher gently **reminded us to switch off** our mobile phones.*

Some other common verbs that are followed by an object + infinitive: *advise, allow, ask, beg, cause, enable, expect, persuade, tell, urge, warn.*

Make and let are followed by an object + infinitive without to:
*The joke about robot teachers was really funny – it **made everybody laugh**.*

*My older brother never **lets me use** his devices.*

Infinitives in phrases

- after verbs, e.g. *to be* + infinitive when we talk about future arrangements or rules

*The grand opening of the new research centre **is to take** place tomorrow.*

*You **are not to use** the television set or Smart Board without permission from staff.*

- after some adjectives

These adjectives often describe people's feelings and reactions (e.g.: *anxious, curious, determined, eager, excited, glad, happy, pleased, shocked, surprised, thrilled*):
*I was **anxious to start** using my new camera right away.*
*You'll be **shocked to see** how technology has changed our sport.*

Other common adjectives that can be followed by infinitives: *careful, certain, difficult, fortunate, likely, lucky, right, stupid, sure, unlikely, wrong.*

- after some nouns

*There is no **need to update** this software every time a new product is released.*

*It was a **nuisance to have** to restart the computer in order to reopen the browser.*

Some other nouns that can be followed by infinitives: *advice, attempt, chance, decision, opportunity, permission, pleasure, reason, refusal, request, way, wish.*

- after a superlative or an ordinal number

The meaning is similar to a relative clause with *who, which* or *that*:

*Overall, it is the easiest and **the best machine to be found**. (= which can be found)*

*What's the name of **the oldest device to measure** time? (= which measured)*

*Ray Tomlinson was **the first to send** an email message. (= who sent)*

- to express purpose

We can use the infinitive to show why someone does something. The infinitive can be placed before or after the subject:

*I read the manual **to find out** all the settings.*

***To turn off**, you should press and hold the power button.*

To indicate purpose in more formal language, we can also use *in order to* or *so as to*:

*We all need adequate training **in order to make** the best of the IT equipment.*

*We request all books be returned early **so as to make sure** none get taken home accidentally.*

We also tend to use *in order to* and *so as to* before a negative infinitive:

*He kept a diary **in order not to forget** anything that happened during the trip.*

*My grandmother wants a tablet **so as not to get** behind the times.*

- as the subject of a sentence

The infinitive can be used as the subject of a sentence, but this happens mainly in formal language or dictionary definitions and quotes:

To learn how to use this application is easy.
To explore the Web is time-consuming.
To err is human.

In everyday informal English, we often use *it* as a 'preparatory subject' at the beginning of the sentence and move the infinitive clause to the end of the sentence:

It is easy to learn how to use this application.
It is time-consuming to explore the Web.
It is human to err.

1 Complete the sentences using the words in brackets. Do not change the order of the words given, but add extra words where necessary.

- 1 I wish to _____ (give/opportunity) to learn the basics of computer programming before I finish school.
- 2 You need to learn the entire multiplication table by heart _____ (as/move) on to more challenging tasks.
- 3 There is no _____ (reason/buy/he) the latest, state-of-the-art high-powered race motorcycle.
- 4 _____ (apply/they/new) acquired knowledge to practical problems was not an easy thing to do.
- 5 Considering the damage to the vehicles, we were fortunate _____ (no/suffer) more serious injuries.
- 6 Everybody _____ (seem/have) problems with computers these days.

2 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and five words in each gap.

- 1 I think Robert's answer was the right answer to the last equation. **APPEARS**
Robert's answer _____ the right answer to the last equation.
- 2 They approached the task of developing new software with a lot of eagerness. **EAGER**
They _____ new software.
- 3 I asked our new classmate to become my friend on Facebook, but she refused, which made me very upset. **REFUSAL**
Our new classmate's _____ on Facebook upset me a lot.
- 4 My younger brother always buys an updated version of the FIFA football game before his friends do. **FIRST**
My younger brother is always _____ an updated version of the FIFA football game.
- 5 Since they want to attract tech-savvy customers, fast-food chains are exploring technologies including self-service kiosks, tablets and 3D printing. **ORDER**
Fast-food chains are exploring technologies including self-service kiosks, tablets and 3D printing _____ tech-savvy customers.
- 6 You haven't seen my mobile anywhere, have you? **HAPPEN**
You don't _____ my mobile anywhere, do you?

4.4 Future in the past

Commenting with sentence adverbs and adverbial expressions

Comment adverbs and adverbial expressions modify entire clauses rather than single verbs, adjectives or adverbs. We use them to reflect the speaker's/writer's attitude towards the information in a statement by adding a comment on the content.

We can use comment adverbs and adverbials at the beginning, middle or end of the sentence. In conversation, they often come at the beginning or end. In writing, they are often separated off by a comma, especially in initial or end position. The adverbs *definitely*, *possibly*, *probably* tend to come in the middle.

Comment adverbs and adverbial expressions can have different functions:

Function	Comment adverbs/ adverbial expressions	Examples
to indicate your attitude/reaction to an action or event	annoyingly, curiously, (un)fortunately, happily, hopefully, interestingly, regrettably, sadly, strikingly, surprisingly, thankfully, understandably, wrongly	Interestingly , the first ever portable MP3 player was developed with funding from the German government. Fortunately , we've all passed our IT Fundamentals exam.
to soften the message or make it less definite, to reduce the effect of a statement	admittedly, apparently, arguably, in a way (spoken), likely, maybe (spoken), possibly, potentially, presumably, probably, sort of (spoken), to some extent	If the result looks too good to be true, it probably is. Apparently , robins are very aggressive, contrary to popular opinion. In a way , I'm sorry I didn't take the job, it might have been interesting.
to emphasise what you want to say or to say something is obvious	certainly, clearly, crucially, definitely, doubtless, evidently, indeed, obviously, of course, plainly, surely, undoubtedly, without doubt	Surely we can't just stand back and let this happen? There must surely be some explanation. I was, of course , not very surprised when it turned out my grandmother had no clue how to use her new notebook.
to correct a falsehood or misunderstanding	actually, as a matter of fact, in actual fact, in fact, in reality, in truth	Are you disappointed? No, I'm rather glad, actually . In fact I am not a computer geek at all!

to indicate how you are speaking (I am speaking frankly/truthfully, from a personal standpoint, etc.)	frankly, honestly, personally, seriously, to be honest	Frankly , I don't agree with your argument. Quite honestly , I can't imagine reading a book on an e-reader. I think they're a terrible invention, personally .
to introduce a new subject you have just thought of, or add more information	actually, by the way (spoken), incidentally, indeed (formal)	I've known Jane for years. Since we were at primary school, actually . I went to see Jessie J's concert last week. Incidentally/By the way , what do you think of his latest album?
spoken: to change the subject, or end the conversation	anyway	Anyway , let's leave that for the moment and talk about it tomorrow. Anyway , I must be going now.

Commenting with infinitive and participle clauses

We can use infinitive and participle clauses to indicate the speaker's/writer's attitude or add a comment on its truth, e.g.:

- to be honest/to tell the truth:
To tell the truth, I never believed we would win a gold medal. I thought we would lose, **to be honest**.
- all things considered/considering the circumstances/generally speaking:
All things considered, the team did very well.
The more expensive the equipment, **generally speaking**, the better it is.

Commenting with finite comment clauses

We can also use finite comment clauses in speech, such as: as you know, I'm afraid, I'm happy/sad/sorry to say, you know, you see:

I'm afraid I don't understand modern technology.
I grew up before computers were invented, **you see**.
My granddaughter is teaching me how to use one, **I'm happy to say**.

1 Choose the correct option.

- The international system of copyright protection is *obviously* / *probably* wholly inadequate and needs to be reformed.
- New technology has *without doubt* / *anyway* had a disruptive effect on the music industry.
- Those who share music files without paying often claim they are hitting back against fat-cat music executives. *Indeed* / *In fact* , all they are doing is hurting musicians.
- Online streaming services could *potentially* / *wrongly* be the saviour of the music industry.
- Frankly* / *Interestingly* , around four times as many people are now paying for the services as a few years ago.
- Unfortunately* / *Undoubtedly* , one in four Internet users still pirate music, according to figures from the music industry.

2 Choose the correct adverbs or adverbial expressions a, b, c or d.

Quite ¹ _____ , social media has come in for a lot of criticism from the older generation who are unfamiliar with it. Parents often think the use of social media is distracting and harmful for students, whereas ² _____ it offers many opportunities for collaborative learning. ³ _____ , social media is already being introduced into the classroom itself for educational purposes.
⁴ _____ , some schools have organised technology evenings to help parents learn how to use different social networking resources. The results have been very positive, ⁵ _____ . Many parents have ⁶ _____ become enthusiastic supporters of the use of social media tools in the classroom.
⁷ _____ , there are some downsides to using social media in the classroom. Ensuring students are using social media properly in class can ⁸ _____ pose difficulties.
⁹ _____ , some students could experience cyberbullying from other students.
However, as the benefits of social media become clearer, it will ¹⁰ _____ come to be seen as an effective way to increase student learning.

- | | |
|-------------------|-------------------------|
| 1 a possibly | b understandably |
| c personally | d plainly |
| 2 a in fact | b seriously |
| c anyway | d of course |
| 3 a Without doubt | b To tell the truth |
| c Indeed | d All things considered |
| 4 a Hopefully | b Frankly |
| c Interestingly | d Definitely |
| 5 a to be honest | b of course |
| c in a way | d generally speaking |
| 6 a doubtless | b actually |
| c presumably | d likely |
| 7 a Admittedly | b Thankfully |
| c Wrongly | d Crucially |
| 8 a interestingly | b incidentally |
| c clearly | d honestly |
| 9 a Likely | b Unfortunately |
| c Actually | d Probably |
| 10 a strikingly | b regrettably |
| c happily | d hopefully |

5.3 -ing forms

Types of gerunds

There are several types of -ing forms:

- simple -ing forms:
Doing freelance work has many advantages.
- perfect -ing forms – having + Past Participle:
Having spent many years working in the hotel industry, two years ago she decided to return to full-time study.
- passive -ing forms – being + Past Participle:
I absolutely despised **being given** menial tasks with limited responsibility just because I was an intern.
- negative -ing forms – not + -ing:
Jack turned down the internship in Amsterdam, **not realising** what an interesting experience he was missing.
- combinations (negative perfect, negative perfect passive):
Not having had previous experience in sales, I found my first day at work very challenging.
Many employees complained about **not having been informed** earlier about the changes to the company's structure.

Functions of -ing forms

The -ing forms has many different functions. We can use it:

- as the subject of a sentence:
Working from home is very convenient and helps you save a lot of money.
Smoking is not allowed in any enclosed workplace.
Not having regular hours in an office has some pros and cons.
- after some verbs:
I really **enjoy being** in charge of a large group of people.
My mother **postponed handing in** her notice until the following week.
Some other verbs that are followed by the -ing forms:
admit, appreciate, avoid, consider, continue, delay, deny, despise, detest, dislike, endure, escape, fancy, go (for activities), imagine, involve, mention, miss, practise, prevent, resent, resist, risk, quit, save, suggest.
- after the verbs feel, hear, overhear, listen to, see, notice and watch with an object to indicate an incomplete action:
I **saw Bethany giving** her speech. (I saw part of it)
I **saw Bethany give** her speech. (I saw all of it)
I **heard them discussing** the new project. (I heard part of the discussion)
I **heard them discuss** the new project. (I heard the whole discussion)
- after all prepositions.
Prepositions which come after certain adjectives and verbs are followed by the -ing forms:
She was **keen on setting** up her own business in the next few years.
After a few weeks of my internship in the office, I grew **tired of making** coffee and **photocopying** documents for everyone else.

He's finally **succeeded in getting** hold of his line manager.
The majority of interns **complained about not receiving** any additional training.

- after on at the beginning of a sentence in the meaning of as soon as:
On entering the room with the panel of three interviewers, she started to tremble with anxiety. (= As soon as she entered the room with the panel of three interviewers, she started to tremble with anxiety.)
On being told the news about the company's closure, my father collapsed on the sofa. (As soon as he was told the news about the company's closure, my father collapsed on the sofa.)
- in complex sentences where the subject is the same in both clauses, to show the sequence of events:
Turning left into Ashley Road, we saw our new office premises in central Bournemouth. (After we turned left into Ashley Road, we saw our new office premises in central Bournemouth.)

We can also use the perfect -ing form when we want to emphasise that one activity finished before the other:

Having finished the report, Sarah switched off her computer and left the office. (= After finishing the report, Sarah switched off her computer and left the office.)

This structure is also used to indicate cause and effect:

Being a new intern, I was a little unsure of what to do. (= I was a little unsure of what to do because I was a new intern.)

Not knowing where to go, I asked the receptionist where the interview was supposed to take place. (= I asked the receptionist where the interview was supposed to take place because I didn't know where to go.)

We can also use the perfect -ing form when the cause happened in the past:

Having resigned from his job, Ian couldn't afford to go on holiday abroad. (Ian couldn't afford to go on holiday abroad because he had resigned from his job.)

- in complex sentences after with + subject when the subject is not the same in both clauses:
With the economy continuing to struggle, the unemployment figures are still very high. (two different subjects: the economy and unemployment)
- after certain expressions.
Some expressions are followed by a verb ending in -ing, e.g. a waste of money/time, can't help, can't stand, have difficulty (in), it's (not) worth, it's no good, it's no use, spend/waste/lose time or money, there's no point (in):
It's no good applying for jobs you haven't got the relevant experience for.
For the first month the new employee **had difficulty in fulfilling** his duties.
Robert **spent hours trying** to revise his CV.

Note:

When the verb and the *-ing* forms refer to different subjects, we use possessive adjectives (*my, his, their*, etc.) or object pronouns (*me, him, them*, etc.):

Are you sure your parents **don't mind your/you working** long hours? (= Are you sure that it's okay with your parents that you work long hours?)

Are you sure your parents **don't mind working** long hours? (= Are you sure that it's okay with your parents that they work long hours?)

He **insisted on my/me staying** at work longer for the whole week. (= He demanded that I stay at work longer for the whole week.)

He **insisted on staying** at work longer for the whole week. (= He kept staying at work longer for the whole week.)

1 Complete the sentences using the words in brackets. Do not change the order of the words given, but add extra words where necessary.

- Have you ever _____ (consider/take) a year off work?
- In our company (be/salesperson) _____ involves travelling around the country.
- Tom's mother can't _____ (imagine/he work) in the medical field.
- On (offer/internship) _____, you are expected to contact the company as soon as possible and confirm your acceptance or rejection of the offer.
- When Olivia started working here, she had _____ (difficulty/get) to grips with our database.
- I apologised _____ (not/finish) the project before the deadline.

2 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and five words in each gap.

- Our new intern is very young, but she doesn't like it when people treat her like a child. **RESENTS**
Our new intern is very young, but _____ like a child.
- It doesn't make sense to send off your CV to this company because you don't have the right qualifications. **POINT**
There's _____ your CV to this company because you don't have the right qualifications.
- Their complaint was that they were not offered any training options. **ABOUT**
They complained _____ any training options.
- You make a better impression at a job interview when you wear smart clothes. **MAKES**
_____ a better impression at a job interview.
- Most skilled jobs depend on technical knowledge, so it's vital to acquire it at school. **WITH**
_____ on technical knowledge, it's vital to acquire it at school.
- I didn't even think of looking for another job because I didn't know that our company was on the verge of going bust. **NOT**
_____ our company was on the verge of going bust, I didn't even think of looking for another job.

6.3 Advanced comparative structures

Combined comparison with *the*

We use *the* + comparative adjective ..., *the* + comparative adjective ... to say that one thing depends on another thing or to show that two things change together. We can form this structure in three different ways:

- the* + comparative adjective + subject + verb, *the* + comparative adjective + subject + verb:
The earlier we leave, **the sooner** we'll arrive at the airport.
The more dangerous our holiday is, **the more** we like it.
- the* + comparative adjective + noun, *the* + comparative adjective + noun:
The closer to the beach, **the more expensive** the hotel.
The more luxurious the hotel, **the higher** the price.
- the* + comparative adjective + *the better* – a short form of the structure:
The sooner the better.

Progressive comparison

- comparative adjective + *and* + comparative adjective.
We use this structure to indicate that something is changing all the time:
*Pet-friendly cottages in Cornwall are becoming **easier and easier** to find.*
*Off-the-beaten-track holidays are **more and more popular** among young people.*
*As my parents grow older, they become **less and less adventurous** when it comes to travelling.*

as and such

- as* + adjective + *a* + noun + *as*:
*It turned out that North Tanzania wasn't **as exotic a place as** we had imagined.*
*I wish I could be **as prolific a travel writer as** my grandfather was in his early thirties.*
- such a* + adjective + noun + *as/that* clause:
*To be honest, it wasn't **such a bad journey as** we had dreaded.*
*Going to live in India for a year wasn't **such a life-changing decision as** I had wanted it to be.*
*The whole trip was **such an off-putting experience that** we decided against visiting this place again.*
*It was **such a dark night that** we got lost on our way back to the campsite.*

Contrasting two connected qualities

- more* + adjective + *than* + adjective.
In this structure we always use *more* + adjective, even with short adjectives that normally form a comparative with *-er*:
*I was **more confused than angry** when the travel agent explained the complaints procedure to us.*
*The comedy we watched on our flight was **more dark than funny**.*

- not so much + adjective + as + adjective:
They weren't **so much dissatisfied** with their city break **as frustrated**.
I was **not so much impressed** with the design of the house we stayed in **as moved** by the hospitality of our hosts.
- adjective + rather than + adjective:
The atmosphere in my favourite restaurant in Istanbul was **cosmopolitan rather than Turkish**.
The goods sold on the market in the town centre looked **tacky and touristy rather than authentic**.

1 Complete the review of a youth hostel with one word in each gap.



Fantastic place to stay!

We spent five days at this wonderful youth hostel on a school residential trip and loved every minute. I came with a group of twenty students from Kings High School. On arrival we received a warm welcome that seemed quite genuine rather ¹ _____ just professional.

We had clean and comfortable shared rooms with very comfy beds. As expected with a youth hostel, the food was ² _____ basic than exquisite, but the puddings were unanimously voted 'delicious'. In fact, they got better ³ _____ better each day. Our favourite – sticky toffee pudding!

The best aspect of the hostel was its games room, a kind of cave under the hostel. The sort of space little boys dream of, like Batman's lair. The only drawback for our teacher was that the more time we spent in there, ⁴ _____ more difficult it was to drag us out!

The staff were really friendly and were all prepared to go the extra mile to make our stay comfortable.

All in all, it was such a great experience ⁵ _____ we are looking forward to paying a return visit next year!

2 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and five words in each gap.

- We made the unanimous decision to call off our trip at the last minute because it was so dangerous. **SUCH**
It was _____ we made the unanimous decision to call it off at the last minute.
- If you wait longer, it will be harder to find a reasonably priced ticket to Thailand. **THE**
The longer you wait, _____ to find a reasonably priced ticket to Thailand.
- I suppose you can say that the weather we had for the first fortnight was more damp than wet. **RATHER**
I suppose you can say that the weather we had for the first fortnight was _____.
- Our disappointment with the services provided by the tour operator was increasing all the time. **DISAPPOINTED**
We were getting _____ with the services provided by the tour operator.

6.4 Words and phrases with ever

Words with -ever

We can add -ever to *who*, *what*, *which*, *how*, *where* and *when*. We use these words in the following ways:

- to emphasise that it doesn't matter how long/difficult something is, etc. or it isn't important what happens, what you do etc., as it doesn't change the situation:
*There will be a lot of traffic **whatever** route we take.*
(= it doesn't matter what route we take)
***Whatever** people say, I still believe you.*
(= it doesn't matter what people say)
*We have to finish, **however** long it takes.*
(= it doesn't matter how long it takes)
***However** hard I try, I can't understand what he is saying!*
(= even though I try very hard)
***However** much it costs to get there, we have to visit Sri Lanka.* (= even if it costs a lot)
***Whoever** thinks climate change isn't happening need only visit the shrinking glaciers.* (= any person who thinks this, it doesn't matter who exactly)
***Whichever** day you come, we'll show you around the town.* (= it doesn't matter which day you come)
The difference between *whichever* and *whatever* is similar to that between *which* and *what*. *Whichever* is used when referring to a choice from among a restricted set of options, whereas *whatever* refers to a choice from a lot of things or an infinite number of things.
- to emphasise a lack of restriction:
*We can leave **whenever** you are ready.* (= at any time)
***Whenever** I hear that tune, I think of you.* (= every time)
*We use recycled materials **whenever** possible.* (= on every possible occasion)
*Today people can watch **whatever*** (= anything that) *they want **whenever*** (= any time) *they want.*
*Do **whatever** you think best.* (= anything)
***Whatever** equipment you need will be supplied.* (= any)
*We are willing to pay **whatever** price you ask.* (= any price)
*Sit **wherever** you like.* (= anywhere)
*You can travel by plane, train or boat, **whichever** method you prefer.* (= any/either method)
- in questions to emphasise that you are surprised, confused or slightly angry about something:
***Whoever** would have thought he'd win top prize?*
***Whatever** is the matter with you?*
***Wherever** did I put my bag?*
***Whenever** are we going to arrive?*
***However** did you get here so soon?*
- as short answers (in informal speech):
*'I'll call you tomorrow or the day after.' 'OK, **whenever**.'*
(= whenever you like)
'Do you fancy going to the cinema or to the theatre?'
*'**Whichever**.'* (= I don't mind)

- in informal style:

Or *whatever* is used after a suggestion/example/list, etc. to mean 'or anything similar':

Use dill, basil **or whatever other herbs you have** **or whatever**.

Or *whenever*/or *whoever* are used to mean 'it doesn't matter':

When you've read the book, just give it to Susan or Tom **or whoever**.

Or *wherever* is used to mean 'any place/not a specific place':

Londoners dress more individually than people in Paris **or wherever**.

- as a reply indicating a reluctance to discuss something, often implying indifference or disrespect (only *whatever*):

'It's about time to start planning our next holiday.'

'Yeah, **whatever**.'

Phrases with ever

We can form phrases with *ever* in the following ways:

- in compound expressions with adjectives (e.g. *ever-present*, *ever-younger*) and the present participle (e.g. *ever-hoping*, *ever-loving*, *ever-increasing*) to mean *always*, *all the time*:

The **ever-increasing** traffic volume leads to increases in travel times, fuel consumption and environmental pollution. My older sister loves camping and often gives in to her **ever-present** travel bug.

- in the expressions *ever so* and *ever such* in very informal English to mean *very*:

We use *ever so* before an adjective or an adverb.

My travel companion is **ever so knowledgeable** about places of interest in Rome.

I got more and more annoyed as the traffic moved **ever so slowly**.

We use *ever such* before a noun (with or without an adjective):

He's **ever such a good travel guide**.

The couple we met while travelling on our gap year were **ever such nice people**.

She's still **ever such a little baby**.

- in the expression *as ever* to mean 'as always happens', 'the same as usual':

As ever, Robert went his own way and did his own thing. (he always does it)

My brother, **as ever**, left the packing till the very last minute. (as always)

As ever, our trip proved a highly enjoyable and unforgettable experience. (the same as usual)

- with comparatives and superlatives to give emphasis:

The restored medieval fortress looks **more spectacular than ever**.

Many songs on their new record are weird and **quirkier than ever**.

Iconic scenery, exotic food and a bit of adventure have made for my **best ever** holiday.

Last year's annual survey into holiday habits was **the largest ever** carried out in Britain.

- 1 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and five words in each gap.

- 1 Some people think mass tourism is a good thing, but they are deluding themselves. **WHOEVER**

_____ has been entirely beneficial is deluding themselves.

- 2 It doesn't matter what tour operators claim, tourism rarely benefits the local community. **WHATEVER**

_____, tourism rarely benefits the local community.

- 3 Some people consider it good news that package holidays are becoming cheaper all the time. **EVER** Some people consider it good news that package holidays _____.

- 4 No matter where tourists go, they cause land, food, water, housing and infrastructure prices to increase. **WHEREVER**

_____, they cause land, food, water, housing and infrastructure prices to increase.

- 5 No matter which form of transport tourists use to travel abroad, their collective carbon footprint is huge. **WHICHEVER**

_____ tourists use to travel abroad, their collective carbon footprint is huge.

- 6 Although we all love holidays in nature, we should remember that tourism can easily destroy it. **MUCH** _____ holidays in nature, we should remember that tourism can easily destroy it.

- 7 As always, many careless tourists left rubbish behind and damaged local flora. **EVER**

Many _____, left rubbish behind and damaged local flora.

- 8 Even though it is a very difficult issue to tackle, we must think of alternatives to mass tourism. **EVER** Even though it is _____ to tackle, we must think of alternatives to mass tourism.

- 9 No matter how many dollars it generates in revenue, the current system of international tourism is unsustainable. **HOWEVER**

_____ in revenue, the current system of international tourism is unsustainable.

- 10 While it may take a long time, a way must be found to manage tourism before it destroys the environment. **HOWEVER**

_____, a way must be found to manage tourism before it destroys the environment.

- 11 The attitudes towards tourism and nature conservation are changing very slowly. **EVER**

The attitudes towards tourism and nature conservation _____.

- 12 Tourism has an impact on local communities in Europe, Asia or in any place. **WHEREVER**

Tourism has an impact on local communities in _____.

7.3 Advanced conditionals

First Conditional: the probable future result of an action

If + Present Simple/Present Continuous,	will/could/might + infinitive.
If we stay here longer,	we 'll raise twice as much money for cancer research.

Second Conditional: unlikely (future) or unreal/imaginary (present) situations

If + Past Simple/Past Continuous,	would/could/might + infinitive.
If I met the Queen on the street (unlikely),	I would ask for her autograph.
If I was/were Prime Minister for the day (but I'm not),	I would make everyone pay their fair share of tax.

We can use *should* or *were to* + infinitive to emphasise that the condition is unlikely to happen:

If I **should win** the lottery/If I **were to win** the lottery, I **would give** the money to charity.

Third conditional: unreal/impossible past situations

If + Past Perfect,	would/could/might + have + Past Participle
If we had known you were coming,	we could have met you at the station. (but we didn't know)
If it hadn't been for the bad weather,	the festival would have been very enjoyable. (but the weather was bad)

Mixed conditionals

We can mix the verb forms from two different conditional patterns, creating mixed conditionals. These are the most common combinations:

- Mixed Conditional Type I: unlikely future/unreal present condition + unreal/imaginary past result.

If + Past Simple/Continuous,	would/could/might/should + Past Participle.
If I was going to win the lottery,	I should have won it by now. (but it's unlikely and I haven't won it)
If I could speak several languages,	I would have got a job as an interpreter. (but I don't speak several languages so I didn't)

- Mixed Conditional Type II: unreal/imaginary past condition + unreal/imaginary present result.

If + Past Perfect,	would/could/might/should + infinitive.
If extra funding hadn't been found ,	the theatre would no longer exist . (but extra funding was found and the theatre still exists)

Alternatives to if

Apart from *if*, the following conjunctions can be used to introduce conditional clauses:

- as/so long as, on condition that, provided/providing that*:
We'll make it to the cinema on time **as/so long as** we leave now.
She promised to go to the concert with him **on condition that** he paid for the tickets.
It will be a really good portrait **provided/providing (that)** you put the finishing touches to it.
- in case of/in the event of* + noun:

In case of/In the event of fire, do not use the lift. (if there is a fire, ...)

COMPARE:

Bring a waterproof jacket *in case* it rains. (because of the possibility it might rain)

- unless* (= if ... not/only if):
I **wouldn't** travel by plane **unless** I absolutely had to. (I would only travel by plane if I had to)
- but for* (= if ... not) in the meaning of 'if it were not for' or 'if it had not been for':
The team **would not have won** **but for** the constant encouragement of their trainer. (... if it hadn't been for ...)
But for my parents' financial support, I **don't** know how I'd have managed to graduate from the Art Academy.

- otherwise* (= if ... not):
He **wasn't** in it for the money. **Otherwise**, he would have chosen a different career. (If he had been in it for the money, he would have ...)

- whether ... or not/whether or not ...* to express alternative conditions:

I **would** have chosen to study abroad **whether** I had got a scholarship **or not**.

I **would** have chosen to study abroad **whether or not** I had got a scholarship.

- suppose/supposing (that), imagine, say*:

Imagine/Suppose/Supposing you were invited to take part in a reality show, **would** you accept? (= If someone invited you ...)

Suppose (that)/Supposing we miss the last train. How will we get home?

Imagine/Say/Suppose/Supposing mobile phones had never been invented, life **would** be very different.

Say we **don't** get the money. What will happen?

- What if ...

We can use *What if* in questions in the same way:

What if the talks fail?

What if your best friend was moving abroad, how **would** you feel?

What if your parents had never met? You **wouldn't** be here now.

Omission of if: inversion

In formal language, usually in writing, you can omit *if* and move the auxiliary verb – *should*, *were* and *had* – in front of the subject.

- *should* and *were*

Should and *were* suggest the condition is unlikely:

Should the order fail to arrive, the company will replace the goods free of charge. (If the order fails ...)

Were it not for the support of her family, the singer would have been unable to pursue her career. (If her family had not supported her ...)

- *had*:

Had the production failed at the box office, the future of its director would have been uncertain. (If the production had failed ...)

When using inversion, we do not use contractions with negatives in the dependent clauses:

If I **hadn't** won the tickets for The Hunger Games in a raffle, we wouldn't have seen it yesterday. **Had I not** won the tickets for The Hunger Games in a raffle, we wouldn't have seen it yesterday. (no contraction in an inverted sentence)

1 Complete the sentences with the correct form of the words in brackets.

- If I _____ (can/go) back in time, I _____ (visit) Ancient Greece.
- If the government _____ (be/cut) funding for the arts, it _____ (have) serious implications for the creative industries.
- According to actress Julie Walters, if she _____ (start out) today, she _____ (never/be able) to afford to go to drama school.
- If Disney _____ (not/approve) the stage version of *The Lion King*, audiences _____ (not/enjoy) it today.
- If the director _____ (not/already/have) experience in experimental theatre, her stage version of *The Lion King* _____ (might/not/turn out) to be so stunningly effective.
- If it _____ (not/be) for the support she received from her family, Amy _____ (never/ manage) to achieve the success she has.

2 Complete the sentences using the words in brackets. Do not change the order of the words given, but add extra words if necessary.

- I'm going to get a job as an extra whether my mother _____ (approve/it) not.
- _____ (should/have) any questions regarding enrolment, transferring to another drama school or transcript requests, please do not hesitate to contact us.
- She will definitely improve her writing style _____ (long/she/keep) writing short stories and poems.
- _____ (I/not/spend) ten years in Spain as a child, I wouldn't have got a part in a Spanish film.
- I'll buy you that sculpture _____ (condition/you/not/keep) it in our front garden.
- _____ (suppose/you/win) the audition, would you take one year off school to act in a film?

3 Complete the second sentence so that it has a similar meaning to the first. Use between three and six words including the word in capitals.

- You will only become successful if you have discipline and commitment. **UNLESS**
You _____ you have discipline and commitment.
- If it weren't for the Internet, self-publishing would not now be a booming industry. **BUT**
_____, self-publishing would not now be a booming industry.
- You'd better start practising now because if you don't, you won't be ready in time for the concert. **OTHERWISE**
You'd better start practising now, _____ ready for the concert.
- If your vehicle breaks down on the motorway, leave your sidelights on and turn on the hazard warning lights. **CASE**
_____ on the motorway, leave your sidelights on and turn on the hazard warning lights.
- If we had known that a famous celebrity was attending the party, we would have gone. **HAD**
_____ that a famous celebrity was attending the party, we would have gone.
- If you changed your mind, you would be very welcome to come with us. **WERE**
_____, you would be very welcome to come with us.
- Don't be nervous or you won't do well in the audition. **AS**
You'll do well in the audition _____ nervous.
- You'll have to take over if the director resigns. **SHOULD**
_____, you'll have to take over.
- I would have gone to the cinema even if he hadn't come with me. **WHETHER**
I would have gone to the cinema _____ with me.

7.4 Phrases with if

As if/as though

We use a past tense after *as if/as though* to refer to situations/events which we know are not true:

He speaks **as if/though** he **had** a plum in his mouth (= in an upper class accent). (We know this is not true.)

You look/looked **as if/though** you **had seen** a ghost! (We know you didn't see a ghost.)

They are/were acting **as if/though** nothing **had happened**. (We know something happened.)

We use a present tense after *as if/as though* including Present Perfect to talk about what the situation/event seems like:

You talk about Kate Tempest **as if/though** you **know** her. (Perhaps you know her.)

You look **as if/though** you **have had** a fright. (Perhaps you have had a fright.)

We can use *as if* to show we doubt something or wish it was true:

Did you get a pay rise? **As if!** (colloquial/slang)

Even if

If can combine with the word *even* to refer to an imaginary or unreal condition. It is used to emphasise that although something (unexpected or imagined) might happen, the situation will not change:

Even if she wins the Oscar, it won't change her as a person. (= There is not much chance of her winning the Oscar, but if it happened, it wouldn't change her as a person.)

He wouldn't give us an autograph **even if** we saw him in person after the show. (= Seeing him in person after the show would be quite unexpected, but it wouldn't change anything – we still wouldn't get an autograph from him.)

If necessary/if any/if anything/if ever/if in doubt

In some of these fixed expressions the subject and *be* are left out after *if*:

If necessary, the artist will be contacted to submit other images that meet the specified criteria. (= if it is necessary)

After the premiere there is little **if any** hope that his new film will be another box-office success. (= if there is any hope at all)

If in doubt, parents should watch the film first to see whether it is appropriate for their children. (= if they/parents are in doubt)

Sarah seldom, **if ever**, posts concert reviews and shares pictures on her blog. (= if she ever does)

We can use *if anything* to suggest that something may be the case although it is often different or opposite to what has been implied before:

I can't say my experience as an extra has been all that inspiring. **If anything**, it's made me doubt the whole idea of going into acting.

If so/if not

In complex sentences and in continuous text, we may want to refer back to certain parts of the utterance/text without repeating all the words. In such case, we can avoid repetition by using substitution.

We can substitute *if* clauses with *if so* (positive) and *if not* (negative). They can stand for a whole clause that has come before:

Do you think **X is a good writer**? *If so*, can you recommend one of her books? **If not**, can you give me another suggestion?

I've heard that **Mumford & Sons are giving a concert in December**. *If so*, I'll be going.

- 1 Rewrite the second sentence so that it has a similar meaning to the first. Use the words in capitals.
- 1 He isn't a famous playwright, but he acts like someone who is. **AS IF**
- _____
- 2 We have a very small chance of getting tickets for Adele's concert. If we got them, we wouldn't be able to go anyway. **EVEN**
- _____
- 3 If you are not sure, ask somebody who has already seen the play if it's worth seeing. **DOUBT**
- _____
- 4 Do you consider him a talented singer? And if you don't think he is a talented singer, why do you want to see him live in concert? **NOT**
- _____
- 5 I didn't find the plot of his new film very convincing. If it made any impression on me at all, it made me appreciate his previous works more. **ANYTHING**
- _____
- 6 We'll rehearse the songs from morning till night if need be. **NECESSARY**
- _____
- 7 You look pale. Have you had a shock? **AS THOUGH**
- _____
- 8 Do you think that he is a good music journalist? And if you think he is a good music journalist, can you explain why? **SO**
- _____
- 9 British audiences rarely, if at all, give shows a standing ovation. **EVER**
- _____
- 10 There is little or no possibility at all that the series will run for a few more seasons. **ANY**
- _____

8.3 Reporting verb patterns

When we report what someone has said, we can use say, tell, ask or other verbs. Each reporting verb follows a specific pattern:

Pattern	Verbs	Example sentences
verb + (that) + reported sentence	admit, advise, agree, claim, complain, demand, deny, explain, insist, promise, recommend, regret, threaten	Users complained that Facebook was not responding to their reports of racist abuse and threats. He promised he would send me an email with details of the homework.
verb + object + (that) + reported sentence	advise, assure, convince, inform, persuade, promise, remind, tell, warn	They've convinced us that social media marketing is very effective . The article reminded me that nursing requires an individualistic approach .
verb + if/wh-word + reported sentence	ask, explain, report, wonder	I wonder if LinkedIn will actually help me find my dream job. He tried to explain why tabloids sell much more than broadsheets .
verb + (that) + personal pronoun + (should) + infinitive without to	beg, demand, insist, propose, recommend, suggest	The student body proposed that they (should) be allowed to use tablets in class. He insisted that we (should) leave our phones behind for the evening.
verb + infinitive	agree, ask, claim, decide, demand, offer, promise, refuse, threaten	The editors of Wikipedia® refused to remove the article. His new film claims to be based on a true story.
verb + object + infinitive	advise, allow, ask, beg, convince, encourage, forbid, invite, order, persuade, remind, urge, warn	It's vital to encourage children to be very careful when disclosing personal information online. My parents urged me to take part in some form of physical activity.
verb + -ing form	admit, advise, deny, propose, recommend, regret, report, suggest	Have you ever regretted sending a text message the second you hit send? Both politicians denied being involved in a corruption scandal.

verb + preposition + -ing form	apologise for, boast about/of, complain about, insist on, object to	A young celebrity boasted of having contacts with some major newspapers. The head teacher insisted on taking action against cyberbullying.
verb + object + preposition + -ing form	accuse of, blame for, charge with, congratulate on, praise for, suspect of	Caroline accused her new virtual friend of lying . She congratulated the reporter on asking her such a bold question.

Some verbs can be followed by more than one pattern, for example:

- advise:
I'd **advise being** more vigilant while downloading and installing free software.
My professor **advised me to stay** in touch with the school.
Experts **are advising that children should not spend** too much time online.
- demand:
The ticket inspector **demanded to see** our ID along with the tickets.
The librarian **demanded that we (should) switch off** our mobiles.

- 1 Complete the second sentence so that it has a similar meaning to the first. Use between three and six words in each gap.
- Sarah, you have broken into my Facebook account!
Sarah's brother accused _____ into his Facebook account.
 - Using electronic translators in class is not allowed.
Our English teacher forbade _____ electronic translators in class.
 - What is the daily circulation of this tabloid?
I wondered _____ of this tabloid was.
 - We must have a video conference call on Skype tomorrow.
Beth insisted that _____ call on Skype tomorrow.
 - I have over 400 friends on Facebook alone.
She boasted _____ on Facebook alone.
 - I was not aware that the school's network had been hacked.
The administrator denied _____ the school's network had been hacked.
 - I don't want you to call me a computer geek, I am not one!
Alex objected _____ as he is not one.

2 Complete both sentences in each pair with the correct form of the same verb in the box.

(admit boast claim demand offer)
(promise propose report)

1

Her parents _____ to buy her a new smartphone if she passed all her exams.

It _____ to be a really exciting match, but in the end it turned out dead boring and finished with a 0–0 score.

2

I _____ that we wait until we have received all the information before making a final decision.

I'd like to _____ a toast to all our good friends gathered here today.

3

This area is supposed to _____ some of the best mountain scenery in the Rockies.

Did the forum administrator _____ to change your login when you reported the issue?

4

After their last argument, Liz _____ that he stop contacting her via Skype or any social media.

Our new IT project was very difficult – it _____ a lot of effort, teamwork, and attention to detail.

5

Some people still _____ that there is no firm evidence to link lack of exercise to ill health.

If a purchased item is faulty or damaged, you can _____ your money back or get a replacement.

6

Several local residents have _____ seeing a strange bright light in the sky.

The first group of conscripts _____ for duty at basic training camps yesterday.

7

Each pass _____ two people to the eagerly-awaited tech exhibition, open daily 10 a.m. – 7 p.m. Book now!

He _____ copying the code from another software engineer and sincerely regrets his actions.

8

The company _____ of selling more computer equipment than any other.

The village is situated high on a hill and _____ amazing views over the coast.

8.4 Passive reporting structures

Impersonal reporting structures are often used in written English. By omitting the agent or 'doer', they focus on the new information in the last part of the sentence. They can be used after verbs of mental states/processes, including: *accept, agree, allege, announce, argue, assume, believe, claim, consider, declare, expect, fear, feel, hint, hope, know, presume, reckon, report, say, suggest, suppose, think, understand.*

Subject + verb + that clause

People *reckon* (that) Instagram is the new Facebook.

Statements which follow this pattern in the active can be reported in one of two ways:

- subject + passive + to + infinitive:
 - a with simple infinitive – to + infinitive:

People *reckon* (that) Instagram, the photo-sharing platform, is the new Facebook. (active)

→ Instagram, the photo-sharing platform, **is reckoned to be** the new Facebook. (passive)
 - b with progressive infinitive – to be + -ing:

People *think* (that) young video bloggers are generating bigger audiences than YouTube. (active)

→ Young video bloggers **are thought to be generating** bigger audiences than YouTube. (passive)
 - c with perfect infinitive – to have + been + Past Participle

People *believe* (that) the vlogger's videos have been watched more than eight billion times. (active)

→ The vlogger's videos **are believed to have been watched** more than eight billion times. (passive)
 - d with perfect progressive infinitive – to have + been + -ing:

The survey *reports* that his annual income has been growing rapidly over the last few years. (active)

→ His annual income **is reported to have been growing** rapidly over the last few years. (passive)
- It + passive + that clause:

People *reckon* (that) Instagram, the photo-sharing platform, is the new Facebook. (active)

→ **It is reckoned that** Instagram, the photo-sharing platform, is the new Facebook. (passive)

People *think* (that) young video bloggers are generating bigger audiences than YouTube. (active)

→ **It is thought that** young video bloggers are generating bigger audiences than YouTube. (passive)

People *believe* (that) the vlogger's videos have been watched more than eight billion times. (active)

→ **It is believed that** the vlogger's videos have been watched more than eight billion times. (passive)

The survey *has reported* that his annual income has been growing rapidly over the last few years. (active)

→ **It has been reported that** his annual income has been growing rapidly over the last few years. (passive)

Statements which follow patterns such as the following can only use the second impersonal report structure:

Some people have argued that it is important to ban mobile phones from schools.

→ **It has been argued that** it is important to ban mobile phones from schools.

Educationalists claim that mobile phones should be banned from schools.

→ **It is claimed that** mobile phones should be banned from schools.

1 Report the statements using impersonal report structures and starting with the words given. In some cases only one structure is possible.

- Some parents think that young people are spending too much time staring at a screen.
Young people _____.
It _____.
- People generally consider that the Internet has improved our lives in many important ways.
The Internet _____.
It _____.
- Surveys have reported that 85 percent of teenagers watch at least one music video every day.
85 percent _____.
It _____.
- We know that technology has been changing the way students approach their schoolwork at home.
Technology _____.
It _____.
- Educationalists believe that overuse of the Internet is reducing students' attention span.
Overuse _____.
It _____.
- Some teachers have argued that less emphasis should be placed on digital tools in education.
It _____.
- They fear that misinformation, pseudo-facts, unsupported opinions and the like are too easily available on the Internet.
Misinformation _____.
It _____.

2 Complete the sentences using the words in brackets. Do not change the order of the words given, but add extra words where necessary.

- _____ (it/often/claim) that the world has become too dependent on the Internet.
- Three hackers _____ (presume/breach) a sophisticated computer security system for months.
- Teenagers _____ (assume/be) the most proficient users of the Internet within the family.
- _____ (it/hope/technology) can improve rather than hinder the growth of literacy.
- More and more elderly people nowadays _____ (say/get) to grips with social media.

9.3 Inversion after adverbials

When we want to emphasise a word, phrase or clause in English, we can do this by bringing it to the front of a sentence. This is frequently done with negative or limiting adverbials in order to make a sentence seem more dramatic or emphatic.

When negative or limiting adverbials are placed at the start of a sentence, the usual word order of subject + verb is inverted and we follow the same word order as that used for most questions.

Adverbial + auxiliary do/does/did + subject + verb (base form)

The devastation after the earthquake was terrible. We rarely see such complete destruction after earthquakes!

→ **Rarely do we see** such complete destruction after earthquakes!

Adverbial + auxiliary have/has/had + subject + verb (Past Participle)

In our judgement, the aid agencies collaborated extremely well. We have never witnessed cooperation as successful as this before.

→ **Never before have we witnessed** cooperation as successful as this.

Adverbial + modal auxiliary + subject + verb

The mudslide covered the village. We could never go there again.

→ **Never could we go** there again.

Adverbial + is/was + subject

I'm worried. Where is he? He is never so late!

→ **Never is he** so late!

Little with negative use, neither

Little is usually used with verbs to do with thinking and knowing, such as: believe, expect, imagine, know, realise, think, understand:

We didn't realise what effect the announcement would have.

→ **Little did we realise** what effect the announcement would have.

Neither is usually used with nor.

*We wanted **neither** the book **nor** the CD.*

→ **Neither the book nor the CD did we want.**

Note:

When *little* and *neither* are used to qualify the subject of the verb, there is no inversion:

Little information was available on the subject.

Neither he nor I understood what was said.

Negative adverbs showing frequency – never, rarely, seldom

These adverbs are straightforward in their use. They are simply moved to the front position in the sentence when we want to be more emphatic, and followed by an inverted subject and verb:

We rarely attend the meetings.

→ **Rarely do we attend the meetings.**

I have never experienced such extreme temperatures.

→ **Never have I experienced such extreme temperatures.**

He could seldom bring up the topic of recycling at our weekly meetings.

→ **Seldom** could he bring up the topic of recycling at our weekly meetings.

Seldom and rarely can be modified by very.

→ **Very rarely** do we attend the meetings.

→ **Very seldom** could he bring up the topic of recycling at our weekly meetings.

Adverbial phrases containing not

not until, not for a/one moment, not since, not a word:

I didn't realise how much damage it had caused in our area until the flooding subsided.

→ **Not until** the flooding subsided did I realise how much damage it had caused in our area.

We didn't think, not even for a moment, of giving up hope after the deadly earthquake.

→ **Not for a moment** did we think of giving up hope after the deadly earthquake.

There hasn't been such a disaster in this area since I was a little child.

→ **Not since** I was a little child has there been such a disaster in this area.

Adverbial phrases containing no

at no time, in no way, under/in no circumstances, on no account/condition/occasion, etc:

No one else must be told.

→ **On no account** must anyone else be told.

You aren't allowed to come close to the disaster area for any reason.

→ **Under no circumstances** are you allowed to come close to the disaster area.

We weren't made aware at any time that an earthquake could strike soon.

→ **At no time** were we made aware that an earthquake could strike soon.

Adverbial phrases with only

not only ... but ..., only when, only after, only later, only once, only then, only in this way, only by ...ing, only by chance:

We were late and we had forgotten our tickets!

→ **Not only** were we late, **but** we had also forgotten our tickets!

Note:

When **not only** qualifies a noun subject, we do not invert the subject and the verb:

Not only the sun, but also water and wind can produce power.

Inversion usually occurs directly after the time phrase. If the time phrase is a clause containing a verb, then the inversion occurs in the second part of the sentence:

Only then did they contribute to the Save the Wolves fund.

Only after they had watched the documentary, **did** they contribute to the Save the Wolves fund.

Hardly/barely/scarcely + when

These adverbs are frequently used for dramatic effect in past narratives. In this case, we usually use the Past Perfect:

As soon as the storm ended, the flood waters subsided.

→ **Hardly/Barely/Scarcely** had the storm ended **when** the flood waters subsided.

No sooner + than

It is also used with Past Perfect for dramatic effect:

As soon as the storm ended, the flood waters subsided.

→ **No sooner** had the storm ended **than** the flood waters subsided.

1 Rewrite the second sentence so that it has a similar meaning to the first. Begin with the words given.

1 We could never have imagined that so many people would support building flood barriers.

Little _____ .

2 There was no other way we could guard against flooding.

Only _____ .

3 The downpour started outside as soon as the decision to build was reached

No sooner _____ .

4 We reached home just before the water started to rise.

Scarcely _____ .

5 It wasn't until we looked out of the windows that we realised how high the water was.

Only when _____ .

6 It had not only flooded the road outside, but was starting to come into the garden.

Not _____ .

7 We were definitely not able to stay in the house.

Under _____ .

8 Just as we made the decision to leave, the police arrived in a boat.

Hardly _____ .

9 It's not often that I've felt so worried!

Seldom _____ .

10 But we were lucky when we returned. The house hadn't been flooded, nor had the garage

But we were lucky when we returned. Neither _____ .

9.4 Extra it

We can use *it* as a preparatory object after certain verbs and where the actual object of the verb is a clause or an infinitive:

- *hate/like/love + it + when/that clause*:
I **hate it when** my sister runs the washing machine with half a load of laundry – it's such a waste of water and energy!
Robert **doesn't like it that** cycle lanes in our city are not continuous and are often interrupted by bus stops.
I absolutely **love it that** since 2010 a large part of the town centre has been closed to motorised vehicles.
- *would appreciate + it + if clause*:
We **would appreciate it if** you started sorting your rubbish into recyclable materials and general waste.
A lot of people in our city **would appreciate it if** the local authorities made more effort to reduce traffic congestion in the city centre.
- *leave/owe + it + to sb + to + infinitive*:
We can't **leave it to politicians to solve** the world's environmental problems.
We **owe it to future generations to ensure** we spend enough tax money on green energy alternatives.
- *consider/find/think + it + adjective/noun/prepositional phrase + that clause/to + infinitive*:
I **consider it a necessity that** children learn about the environment by interacting with it from an early age. (noun + that clause)
I **find it hard to accept** that neither politicians nor environmentalists can be relied upon to fight climate change. (adjective + to + infinitive)
We **thought it strange that** a leaflet promoting recycling was not printed on recycled paper. (adjective + that clause)
- *take + it + that clause with the meaning of assume that*:
I **take it that** they won't demolish the building until they gain planning permission from the city council.
We **take it that** the next step is to ensure that all the changes to the manufacturing process are environmentally friendly.

1 Correct the mistake in each sentence.

1 We owe it to ourselves and the next generations protecting the environment against further degradation.

2 We would appreciate it when the local community took more interest and participated in environmental projects.

3 Some large corporations and small companies don't really find it easy follow recycling laws and regulations.

4 The meeting's participants agreed to leave to the environmental commission to decide how to bring water pollution under stricter control.

2 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and six words in each gap.

1 Could you display a 'Vote Green Party' poster in your window? We'd be very grateful. **APPRECIATE**
We _____ a 'Vote Green Party' poster in your window.

2 I am of the opinion that banning traffic in city centres is unnecessary. **THINK**
_____ traffic in city centres.

3 The council should be responsible for keeping the beaches in our area clean. **LEAVE**
We should _____ keep the beaches in our area clean.

4 Accepting that our recycling scheme has failed to gain the support of the local authorities is difficult for us. **FIND**
We _____ our recycling scheme has failed to gain the support of the local authorities.

5 I can't stand people throwing rubbish in the street or out of car windows. **HATE**
I _____ rubbish in the street or out of car windows.

6 We assume that the environmental committee will address the use of energy, raw materials and water waste. **TAKE**
We _____ the environmental committee will address the use of energy, raw materials and water waste.

7 In my opinion, expanding a business during an economic recession is risky. **CONSIDER**
I _____ a business during an economic recession.

Infinitive	Past Simple	Past Participle
arise [ə'raɪz]	arose [ə'rəʊz]	arisen [ə 'rɪzən]
awake [ə'weɪk]	awoke [ə'wəʊk]	awoken [ə'wəʊkən]
be [bi:]	was/were [wɒz/wɜ:]	been [bi:n]
beat [bi:t]	beat [bi:t]	beaten ['bi:tən]
become [bɪ'kʌm]	became [bɪ'keɪm]	become [bɪ'kʌm]
begin [bɪ'ɡɪn]	began [bɪ'ɡæn]	begun [bɪ'ɡʌn]
bend [bend]	bent [bent]	bent [bent]
bet [bet]	bet [bet]	bet [bet]
bite [baɪt]	bit [bɪt]	bitten ['bɪtən]
bleed [bli:d]	bled [bled]	bled [bled]
blow [bləʊ]	blew [blu:]	blown [bləʊn]
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]
breed [bri:d]	bred [bred]	bred [bred]
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]
broadcast ['brɔ:dkɑ:st]	broadcast ['brɔ:dkɑ:st]	broadcast ['brɔ:dkɑ:st]
build [bɪld]	built [bɪlt]	built [bɪlt]
burn [bɜ:n]	burned [bɜ:nd]/burnt [bɜ:nt]	burned [bɜ:nd]/burnt [bɜ:nt]
burst [bɜ:st]	burst [bɜ:st]	burst [bɜ:st]
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]
can [kæn]	could [kʊd]	been able to [bi:n 'eɪbl tə]
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]
come [kʌm]	came [keɪm]	come [kʌm]
cost [kɒst]	cost [kɒst]	cost [kɒst]
creep [kri:p]	crept [krept]	crept [krept]
cut [kʌt]	cut [kʌt]	cut [kʌt]
deal [di:l]	dealt [delt]	dealt [delt]
dig [dɪɡ]	dug [dʌɡ]	dug [dʌɡ]
do [du:]	did [dɪd]	done [dʌn]
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]
dream [dri:m]	dreamed [dri:md]/dreamt [dremt]	dreamed [dri:md]/dreamt [dremt]
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]
drive [draɪv]	drove [drəʊv]	driven ['drɪvn]
eat [i:t]	ate [et/eɪt]	eaten ['i:tən]
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]
feed [fi:d]	fed [fed]	fed [fed]
feel [fi:l]	felt [felt]	felt [felt]
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]
find [faɪnd]	found [faʊnd]	found [faʊnd]
fit [fɪt]	fit (AmE) [fɪt]/fitted [fɪtɪd]	fit (AmE) [fɪt]/fitted [fɪtɪd]
flee [fli:]	fled [fled]	fled [fled]
fly [flaɪ]	flew [flu:]	flown [fləʊn]
forbid [fə'baɪd]	forbade/forbad [fə'bæd]	forbidden [fə'bɪdn]
forecast ['fɔ:ka:st]	forecast ['fɔ:ka:st]	forecast ['fɔ:ka:st]
foresee [fɔ:'si:]	foresaw [fɔ:'sɔ:]	foreseen [fɔ:'si:n]
forget [fə'get]	forgot [fə'ɡɒt]	forgotten [fə'ɡɒtn]
forgive [fə'ɡɪv]	forgave [fə'ɡeɪv]	forgiven [fə'ɡɪvn]
freeze [fri:z]	froze [frəʊz]	frozen ['frəʊzən]
get [get]	got [ɡɒt]	got [ɡɒt]
give [ɡɪv]	gave [ɡeɪv]	given ['ɡɪvn]
go [ɡəʊ]	went [went]	gone [ɡɒn]
grind [graɪnd]	ground [graʊnd]	ground [graʊnd]
grow [ɡrəʊ]	grew [ɡru:]	grown [ɡrəʊn]
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]
have [hæv]	had [hæd]	had [hæd]
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]
hide [haɪd]	hid [hɪd]	hidden ['hɪdn]
hit [hɪt]	hit [hɪt]	hit [hɪt]
hold [həʊld]	held [held]	held [held]
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]
keep [ki:p]	kept [kept]	kept [kept]
kneel [ni:l]	knelt [nelt]	knelt [nelt]
knit [nɪt]	knit [nɪt]/knitted ['nɪtɪd]	knit [nɪt]/knitted ['nɪtɪd]
know [nəʊ]	knew [nju:]	known [nəʊn]
lead [li:d]	led [led]	led [led]
lean [li:n]	leant [lent]/leaned [li:nd]	leant [lent]/leaned [li:nd]
leap [li:p]	leapt [lept]	leapt [lept]
learn [lɜ:n]	learned [lɜ:nd]/learnt [lɜ:nt]	learned [lɜ:nd]/learnt [lɜ:nt]
leave [li:v]	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 [lu:z]	lost [lɒst]	lost [lɒst]

IRREGULAR VERBS

Infinitive	Past Simple	Past Participle
make [meɪk]	made [meɪd]	made [meɪd]
mean [mi:n]	meant [ment]	meant [ment]
meet [mi:t]	met [met]	met [met]
mistake [mɪ'steɪk]	mistook [mɪ'stʊk]	mistaken [mɪ'steɪkən]
misunderstand [ˌmɪsʌndə'stænd]	misunderstood [ˌmɪsʌndə'stʊd]	misunderstood [ˌmɪsʌndə'stʊd]
mow [məʊ]	mowed [məʊd]	mown [məʊn]
overhear [ˌəʊvə'hɪə]	overheard [ˌəʊvə'hɜ:d]	overheard [ˌəʊvə'hɜ:d]
overtake [ˌəʊvə'teɪk]	overtook [ˌəʊvə'tʊk]	overtaken [ˌəʊvə'teɪkən]
pay [peɪ]	paid [peɪd]	paid [peɪd]
prove [pru:v]	proved [pru:vɪd]	proved [pru:vɪd]/ proven ['pru:vən]
put [pʊt]	put [pʊt]	put [pʊt]
quit [kwɪt]	quit [kwɪt]	quit [kwɪt]
read [ri:d]	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]
saw [sɔ:]	sawed [sɔ:ɪd]	sawn [sɔ:n]/ sawed [sɔ:ɪd]
say [seɪ]	said [sed]	said [sed]
see [si:]	saw [sɔ:]	seen [si:n]
seek [si:k]	sought [sɔ:t]	sought [sɔ:t]
sell [sel]	sold [səʊld]	sold [səʊld]
send [send]	sent [sent]	sent [sent]
set [set]	set [set]	set [set]
sew [səʊ]	sewed [səʊd]	sewn [səʊn]/ sewed [səʊd]
shake [ʃeɪk]	shook [ʃʊk]	shaken ['ʃeɪkən]
shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]
shoot [ʃu:t]	shot [ʃɒt]	shot [ʃɒt]
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]
shrink [ʃrɪŋk]	shrank [ʃræŋk]	shrunk [ʃrʌŋk]
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]
sink [sɪŋk]	sank [sæŋk]	sunk [sʌŋk]
sit [sɪt]	sat [sæt]	sat [sæt]
sleep [sli:p]	slept [slept]	slept [slept]
slide [slɑɪd]	slid [slɪd]	slid [slɪd]
smell [smel]	smelled [smeld]/ smelt [smelt]	smelled [smeld]/ smelt [smelt]
speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkən]
speed [spi:d]	sped [sped]	sped [sped]
spell [spel]	spelt [spelt]/ spelled [speld]	spelt [spelt]/ spelled [speld]
spend [spend]	spent [spent]	spent [spent]
spill [spɪl]	spilled [spɪld]/ spilt [spɪlt]	spilled [spɪld]/ spilt [spɪlt]
spit [spɪt]	spat [spæt]	spat [spæt]
split [splɪt]	split [splɪt]	split [splɪt]
spoil [spɔɪl]	spoilt [spɔɪlt]/ spoiled [spɔɪld]	spoilt [spɔɪlt]/ spoiled [spɔɪld]
spread [spred]	spread [spred]	spread [spred]
stand [stænd]	stood [stʊd]	stood [stʊd]
steal [sti:l]	stole [stəʊl]	stolen ['stəʊlən]
stick [stɪk]	stuck [stʌk]	stuck [stʌk]
sting [stɪŋ]	stung [stʌŋ]	stung [stʌŋ]
strike [straɪk]	struck [strʌk]	struck [strʌk]
swear [sweə]	swore [swɔ:]	sworn [swɔ:n]
swell [swel]	swelled [sweld]	swollen ['swəʊlən]
swim [swɪm]	swam [swæm]	swum [swʌm]
take [teɪk]	took [tʊk]	taken ['teɪkən]
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]
tear [teə]	tore [tɔ:]	torn [tɔ:n]
tell [tel]	told [təʊld]	told [təʊld]
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]
throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]
undergo [ˌʌndə'gəʊ]	underwent [ˌʌndə'went]	undergone [ˌʌndə'gɒn]
understand [ˌʌndə'stænd]	understood [ˌʌndə'stʊd]	understood [ˌʌndə'stʊd]
undertake [ˌʌndə'teɪk]	undertook [ˌʌndə'tʊk]	undertaken [ˌʌndə'teɪkən]
upset [ʌp'set]	upset [ʌp'set]	upset [ʌp'set]
wake [weɪk]	woke [wəʊk]	woken ['wəʊkən]
wear [weə]	wore [wɔ:]	worn [wɔ:n]
weep [wi:p]	wept [wept]	wept [wept]
win [wɪn]	won [wʌn]	won [wʌn]
wind [waɪnd]	wound [waʊnd]	wound [waʊnd]
withdraw [wɪð'drɔ:, wɪθ-]	withdrew [wɪð 'dru:, wɪθ-]	withdrawn [wɪð'drɔ:n, wɪθ-]
write [raɪt]	wrote [rəʊt]	written ['rɪtn]

Unit 1 The ties that bind 4.1

accurate portrayal /,ækjərət pɔː'treɪəl/
aloof /ə'luːf/
anxious /'æŋkʃəs/
appreciate /ə'priːsiət/
ascend the throne /ə,send ðə 'θrəʊn/
associate with sb /ə'səʊsiət wɪð ,sambɒdi/
at first glance /ət ,fɜːst 'glɑːns/
avenge /ə'vendʒ/
back each other /'bæk ɪtʃ ,ʌðə/
be about to do sth/be on the point of doing sth /bi ə,baut tə 'duː ,sʌmθɪŋ/,bi ɒn ðə ,pɔɪnt əv 'duːɪŋ ,sʌmθɪŋ/
be in dire need of sth /bi ɪn ,daɪə 'niːd əv ,sʌmθɪŋ/
be on the verge of doing sth /,bi ɒn ðə ,vɜːdʒ əv 'duːɪŋ ,sʌmθɪŋ/
be realistic /,bi riə'lɪstɪk/
be stuck in a rut /bi ,stʌk ɪn ə 'rʌt/
be supposed to do sth /bi sə,pəʊzd tə 'duː ,sʌmθɪŋ/
befriend sb /bɪ'frend ,sambɒdi/
birthday treat /,bɜːθdeɪ 'triːt/
blind /blaɪnd/
blot out memories /,blɒt aʊt 'meməɪz/
bond (with/between sb) /'bɒnd wɪð/bɪ,twɪn ,sambɒdi/
captivating narrative /,kæptɪveɪtɪŋ 'nærətɪv/
carefree /'keə,friː/
caste /kɑːst/
catch sb's imagination /,kætʃ ,sambɒdɪz ɪ,mædʒɪ'neɪʃən/
charitable/charity work /'tʃærɪtəbəl/'tʃærəti ,wɜːk/
chatty /'tʃæti/
cluttered /'klʌtəd/
coincide /,kəʊən'saɪd/
coincidence /kəʊ'ɪnsɪdəns/
coincidental /kəʊ,ɪnsɪ'dentl/
come across sb/sth /,kʌm ə'krɒs ,sambɒdi/,sʌmθɪŋ/
compelling story /kəm,peliŋ 'stɔːri/
complex /'kɒmpleks/
compromise /'kɒmprəmaɪz/
conceive /kən'siːv/
condone an idea /kən,dəʊn ən aɪ'dɪə/
confide in sb/one's problems to sb /kən'faɪd ɪn ,sambɒdi/wʌnz 'prɒbləmz tə ,sambɒdi/
conjure up memories /,kʌndʒər ʌp 'meməɪz/
considerate/thoughtful /kən'sɪdəreɪt/'θɔːtʃəl/
content (adj) /kən'tent/
contradict sth /,kɒntrə'dɪkt ,sʌmθɪŋ/
contradiction /,kɒntrə'dɪkʃən/
contradictory /,kɒntrə'dɪktəri/
count on sb /'kaʊnt ɒn ,sambɒdi/
deaf /def/
deep in thought /,diːp ɪn 'θɔːt/
depend on sth /dɪ'pend ɒn ,sʌmθɪŋ/
devoted /dɪ'vəʊtəd/
diminutive stature /də,mɪnjətɪv 'stætʃə/
disadvantaged /,dɪsəd'vɑːntɪdʒd/
disrespectful/irreverent /,dɪsrɪ'spektʃəl/ɪ'revərənt/
distant /'dɪstənt/
distrust /dɪs'trʌst/
down-to-earth/practical /,daʊn tu 'zɪθ/'præktɪkəl/
endure /ɪn'dʒʊə/
enterprising /'entəpraɪzɪŋ/
envious of sb/sth /'enviəs əv ,sambɒdi/,sʌmθɪŋ/
equanimity /,ekwə'nɪməti/
evolve /ɪ'vɒlv/
facet /'fæsɪt/
facial expression /,feɪʃəl ɪk'spreʃən/
faithful/loyal /'feɪθfəl/'ləɪəl/

fall out with sb /,fɔːl 'aʊt wɪð ,sambɒdi/
feign /feɪn/
flatter /'flætə/
forthright manner /,fɔːθraɪt 'mænə/
free and easy /,friː ənd 'iːzi/
free will /,friː 'wɪl/
fun-loving /'fʌn ,lʌvɪŋ/
get on /,get 'ɒn/
get on with sth /,get 'ɒn wɪð ,sʌmθɪŋ/
go out with sb /,gəʊ 'aʊt wɪð ,sambɒdi/
go through a rebellious phase /,gəʊ θruː ə rɪ,beljəs 'feɪz/
grow up /,grəʊ 'ʌp/
gruelling /'gruːəlɪŋ/
gut reaction /,gʌt rɪ'ækʃən/
have a criminal record /hæv ə ,krɪmɪnəl 'rekɔːd/
have all the time in the world /hæv ,ɔːl ðə ,taɪm ɪn ðə 'wɜːld/
home-baked treat /,həʊm beɪkt 'triːt/
honoured /'ɒnəd/
idealistic /aɪ,dɪə'lɪstɪk/
impetuous /ɪm'petʃuəs/
imposing stature /ɪm,pəʊzɪŋ 'stætʃə/
impractical /ɪm'præktɪkəl/
impress /ɪm'pres/
impressionable /ɪm'preʃənəbəl/
impressive /ɪm'presɪv/
inseparable /ɪn'sepərəbəl/
introspective /,ɪntrə'spektɪv/
iron will /,aɪən 'wɪl/
length /leŋθ/
lengthen/elongate /'leŋθən/'iːlɒŋɡeɪt/
lifelong bond /,laɪflɒŋ 'bɒnd/
live up to sth /,lɪv 'ʌp tə ,sʌmθɪŋ/
lofty heights /,lɒftɪ 'haɪts/
look after sb /,lʊk 'ɑːftə ,sambɒdi/
look up to sb /,lʊk 'ʌp tə ,sambɒdi/
lose one's sight /,luːz wʌnz 'saɪt/
melancholic /,melən'kɒlɪk/
minor crime /,maɪnə 'kraɪm/
miss out /,mɪs 'aʊt/
modest presence/unassuming manner /,mɒdəst 'prezəns/,ʌnə,sjuːmɪŋ 'mænə/
more than one's fair share /,mɔː ðən wʌnz ,feə 'ʃeə/
nod in approval /,nɒd ɪn ə'pruːvəl/
not bat an eyelid /nɒt ,bæt ən 'aɪlɪd/
not have a bad word to say about sb /nɒt ,hæv ə bæd ,wɜːd tə 'seɪ ə,baut ,sambɒdi/
nuclear family /,njuːkliə 'fæməli/
obstinate/stubborn /'ɒbstɪnət/'stʌbən/
offer insight into sth /,ɒfər 'ɪnsaɪt ɪntə ,sʌmθɪŋ/
on closer inspection /ɒn ,kləʊsər ɪn'spekʃən/
part /pɑːt/
pensive /'pensɪv/
plead with sb to do sth /,pliːd wɪð ,sambɒdi tə 'duː ,sʌmθɪŋ/
possess /pə'zes/
poverty-stricken /'pɒvəti ,strɪkən/
privileged background /,prɪvələdʒd 'bækgraʊnd/
proceeds /'prəʊsiːdz/
protagonist /prəʊ'tæɡənɪst/
put on a brave face /,pʊt ɒn ə ,breɪv 'feɪs/
put one's foot down /,pʊt wʌnz 'fʊt daʊn/
put sth together /,pʊt ,sʌmθɪŋ tə'geðə/
put up with sb/sth /,pʊt 'ʌp wɪð ,sambɒdi/,sʌmθɪŋ/
quick-witted/sharp /,kwɪk 'wɪtɪd/ʃɑːp/
reach the dizzy heights /,riːtʃ ðə ,dɪzi 'haɪts/
redress /rɪ'dres/
require approval /rɪ,kwaɪə(r) ə'pruːvəl/

resentment /rɪˈzentmənt/
resistance to sth /rɪˈzɪstəns tə ˌsʌmθɪŋ/
see the best in people /ˌsiː ðə ˈbest ɪn ˌpiːpəl/
shift /ʃɪft/
shortcoming /ˈʃɔːtˌkʌmɪŋ/
sing sb’s praises /ˌsɪŋ ˌsʌmbədɪz ˈpreɪzɪz/
slip by /ˌslɪp ˈbaɪ/
split second /ˌsplɪt ˈsekənd/
split up /ˌsplɪt ˈʌp/
spoiler alert /ˈspɔɪlər əˌlɜːt/
staged /steɪdʒd/
stand by sb /ˈstænd baɪ ˌsʌmbədɪ/
succour /ˈsʌkə/
suffer/face hardships /ˌsʌfə/ˌfeɪs ˈhɑːdʃɪps/
sustain /səˈsteɪn/
take after sb /ˈteɪk ˌɑːftə ˌsʌmbədɪ/
take oneself too seriously /ˌteɪk wʌnˌself ˌtuː ˈsɪəriəsli/
take up with sb /ˌteɪk ˈʌp wɪð ˌsʌmbədɪ/
thankful /ˈθæŋkfəl/
ripe old age /ˌraɪp əʊld ˈeɪdʒ/
through thick and thin /θruː ˌθɪk ən ˈθɪn/
touched /tʌtʃt/
trait /treɪt/
trust sb with sth /ˈtrʌst ˌsʌmbədɪ wɪð ˌsʌmθɪŋ/
trustworthy/untrustworthy /ˈtrʌstˌwɜːði/ʌnˈtrʌstˌwɜːði/
unbreakable /ʌnˈbreɪkəbəl/
unconditionally /ˌʌnkənˈdɪʃənəli/
undying friendship /ʌnˌdaɪ-ɪŋ ˈfrendʃɪp/
unfold /ʌnˈfəʊld/
unprejudiced /ˌʌnˈpredʒʊdɪst/
unwavering /ʌnˈweɪvərɪŋ/
upset /ˌʌpˈset/
upstanding citizen /ʌpˌstændɪŋ ˈsɪtɪzən/
uptight /ˈʌptʌɪt/
vagabond /ˈvægəbɒnd/
voluntary /ˈvɒləntəri/
volunteer (n, v) /ˌvɒlənˈtɪə/

Unit 2 Learning for life 4.2

a calm comes over me /ə ˌkɑːm kʌmz ˈəʊvə mi/
a fair amount /ə ˌfeər əˈmaʊnt/
a first-class knowledge of sth /ə ˌfɜːst ˌklɑːs ˈnɒlɪdʒ əv ˌsʌmθɪŋ/
a weight has been lifted /ə ˈweɪt hæz biːn ˌlɪftɪd/
acclimatise /əˈklaɪmətaɪz/
actively /ˈæktɪvli/
adjust to sth /əˈdʒʌst tə ˌsʌmθɪŋ/
all of a sudden /ˌɔːl əv ə ˈsʌdn/
all the books under the sun /ɔːl ðə ˌbʊks ˌʌndə ðə ˈsʌn/
allowance /əˈlaʊəns/
argue on a topic /ˌɑːɡjuː ɒn ə ˈtɒpɪk/
bankruptcy /ˈbæŋkrʌptsi/
be a case in point /bi ə ˌkeɪs ɪn ˈpɔɪnt/
be a great help /bi ə ˌɡreɪt ˈhelp/
be at a disadvantage /ˌbi ət ə ˌdɪsədˈvɑːntɪdʒ/
be faced with sth /bi ˈfeɪst wɪð ˌsʌmθɪŋ/
be in a hurry /ˌbi ɪn ə ˈhʌri/
be in the same boat /ˌbi ɪn ðə ˌseɪm ˈbəʊt/
be out of one’s depth /bi ˌaʊt əv wʌnz ˈdepθ/
be swimming in sth /ˌbi ˈswɪmɪŋ ɪn ˌsʌmθɪŋ/
break the monotony /ˌbreɪk ðə mənəˈtɒni/
break up the routine /ˌbreɪk ʌp ðə ruːˈtiːn/
breeze through sth /ˈbriːz θruː ˌsʌmθɪŋ/
broaden /ˈbrɔːdn/
brush up on sth /ˌbrʌʃ ˈʌp ɒn ˌsʌmθɪŋ/
bundle of nerves /ˌbʌndl əv ˈnɜːvz/

butterflies in one’s stomach /ˌbʌtəˈflaɪz ɪn wʌnz ˈstʌmək/
character building /ˈkærəktə ˌbɪldɪŋ/
clear a debt /ˌkliə ə ˈdet/
clear one’s head /ˌkliə wʌnz ˈhed/
coach /kəʊtʃ/
coherent /kəʊˈhiərənt/
come by sth /ˌkʌm ˈbaɪ ˌsʌmθɪŋ/
commence /kəˈmens/
committed to sth /kəˈmɪtəd tə ˌsʌmθɪŋ/
community of practice /kəˌmjuːnəti əv ˈpræktɪs/
condense /kənˈdens/
considerable /kənˈsɪdərəbəl/
constantly /ˈkɒnstəntli/
content (n) /ˈkɒntent/
contentment /kənˈtentmənt/
contribute to sth /kənˈtrɪbjʊːt tə ˌsʌmθɪŋ/
cook up an excuse /ˌkʊk ʌp ən ɪkˈskjuːs/
culture shock /ˈkʌltʃə ʃɒk/
decent /ˈdiːsənt/
dismiss an idea /dɪsˌmɪs ən aɪˈdɪə/
draw closer /ˌdrɔː ˈkleʊsə/
easy/hard to come by /ˌiːzi/ˌhɑːd tə ˌkʌm ˈbaɪ/
entrepreneur /ˌɒntrəprəˈnɜː/
ever-reliable/dependable /ˌevə rɪˈlaɪəbəl/dɪˈpendəbəl/
exorbitant /ɪɡˈzɔːbɪtənt/
familiarise /fəˈmɪliəraɪz/
feel an affinity with sb /ˌfiːl ən əˈfɪnəti wɪð ˌsʌmbədɪ/
flit between subjects /ˌflɪt bɪˌtwiːn ˈsʌbdʒɪkts/
frazzled/exhausted /ˈfræzəld/ɪɡˈzɔːstəd/
gauge /geɪdʒ/
get a good night’s sleep /get ə ˌɡʊd naɪts ˈsliːp/
get a grip /ˌget ə ˈɡrɪp/
get cold feet /ˌget kəʊld ˈfiːt/
get put off /ˌget pʊt ˈɒf/
give sth serious thought /ˌɡɪv ˌsʌmθɪŋ ˌsɪəriəs ˈθɔːt/
go through the roof /ˌɡəʊ θruː ðə ˈruːf/
hammer sth into sb /ˈhæmə ˌsʌmθɪŋ ɪntə ˌsʌmbədɪ/
have a good understanding of sth /hæv ə ˌɡʊd ˌʌndəˈstændɪŋ əv ˌsʌmθɪŋ/
have a moment to spare /ˌhæv ə ˈməʊmənt tə ˌspeə/
have reservations /ˌhæv ˌrezəˈveɪʃənz/
head /hed/
homeschooling /ˈhəʊmˌskuːlɪŋ/
hurdle /ˈhɜːdl/
improvised /ˈɪmprəvaɪzd/
in a while /ɪn ə ˈwaɪl/
internship /ˈɪntɜːnʃɪp/
invaluable /ɪnˈvæljuəbəl/
justification /ˌdʒʌstɪfɪˈkeɪʃən/
keep one’s composure /ˌkiːp wʌnz kəmˈpəʊzə/
keep things in perspective /ˌkiːp θɪŋz ɪn pəˈspektɪv/
kick in /ˌkɪk ˈɪn/
lap sth up /ˌlæp ˌsʌmθɪŋ ˈʌp/
lead up to sth /ˌliːd ˈʌp tə ˌsʌmθɪŋ/
leap into the unknown /ˌliːp ɪntə ðɪ ˌʌnˈnəʊn/
lighten up /ˌlaɪtn ˈʌp/
looming /ˈluːmɪŋ/
madness /ˈmædnəs/
make a point of doing sth /meɪk ə ˌpɔɪnt əv ˈduːɪŋ ˌsʌmθɪŋ/
make a slightly impulsive decision /meɪk ə ˌslaɪtli ɪmˌpʌlsɪv dɪˈsɪʒən/
manic /ˈmænik/
massively /ˈmæsɪvli/
meet the deadlines /ˌmiːt ðə ˈdedlaɪnz/
memorise /ˈmeməraɪz/
minefield /ˈmaɪnfɪld/
mishap /ˈmɪʃæp/

WORD LIST

module /'mɒdju:l/
muster the energy /,mʌstə ði 'enədʒi/
my heart is pounding /maɪ ˌhɑ:t ɪz 'paʊndɪŋ/
my mind goes blank /maɪ ˌmaɪnd ɡəʊz 'blæŋk/
narrow sth down /ˌnærəʊ ˌsʌmθɪŋ 'daʊn/
nervous wreck /ˌnɜ:vəs 'rek/
not have a clue/a hope /ˌnɒt hæv ə 'klu:/ə 'həʊp/
notch up a win/a score /ˌnɒtʃ ʌp ə 'wɪn/ə 'skɔ:/
offer guidance /ˌɒfə 'ɡaɪdəns/
online video tutorial /ˌɒnlain ˌvɪdɪəʊ tʃuː'tɔ:riəl/
overseas /ˌəʊvə'si:z/
paperwork /'peɪpəwɜ:k/
past papers /ˌpɑ:st 'peɪpəz/
perfect a skill /pəˌfekt ə 'skɪl/
persuasively /pə'sweɪsɪvli/
pile up /ˌpaɪl 'ʌp/
plagiarism /'pleɪdʒərɪzəm/
plastered in sth /'plɑ:stəd ɪn ˌsʌmθɪŋ/
prime/striking/extreme/graphic/notable example /ˌpraɪm/ˌstraɪkɪŋ/ˌɪkˌstri:m/ˌɡræfɪk/ˌnəʊtəbəl ɪɡ'zɑ:mpəl/
prod /prɒd/
prospect of sth /'prɒspekt əv ˌsʌmθɪŋ/
rambling /'ræmblɪŋ/
rational /'ræʃənəl/
recognition /ˌrekəɡ'nɪʃən/
register for sth /'redʒɪstə fə ˌsʌmθɪŋ/
regurgitate /rɪ'ɡɜ:dʒɪteɪt/
repay/pay off a loan /rɪˌpeɪ/peɪ ˌɒf ə 'ləʊn/
repeatedly /rɪˌpi:tədli/
reread /ˌrɪːri:d/
restrict /rɪ'strɪkt/
retain information /rɪˌteɪn ˌɪnfə'meɪʃən/
revise /rɪˈvaɪz/
revision /rɪˈvɪʒən/
saddled with debt /ˌsædəld wɪð 'det/
sail through exams /ˌseɪl θru: ɪɡ'zæmz/
scribble /'skrɪbəl/
set sth out /ˌset ˌsʌmθɪŋ 'aʊt/
share one's expertise /ʃeə wʌnz ˌekspɜ:'ti:z/
share the same concerns as sb /ʃeə ðə ˌseɪm kən'sɜ:nz əz ˌsʌmbədi/
socialisation /ˌsəʊʃəlaɪˈzeɪʃən/
solely /'səʊlli/
stand out from the crowd /stænd ˌaʊt frəm ðə 'kraʊd/
step outside one's comfort zone /ˌstep aʊtˌsaɪd wʌnz 'kʌmfət zəʊn/
substantially /səb'stænʃəli/
summary /'sʌməri/
summon up the courage /ˌsʌmən ʌp ðə 'kʌrɪdʒ/
take a proactive approach /ˌteɪk ə prəʊˈæktɪv əˌprəʊtʃ/
take sth in one's stride /ˌteɪk ˌsʌmθɪŋ ɪn wʌnz 'straɪd/
tangible /'tændʒəbəl/
teeter on the edge /ˌti:tə(r) ɒn ði 'edʒ/
the odds of sth /ði 'ɒdz əv ˌsʌmθɪŋ/
the world is your oyster /ðə ˌwɜ:ld ɪz jə ˌɔɪstə/
thoroughly /'θʌrəli/
to hand /tə 'hænd/
top up a phone /tɒp ʌp ə 'fəʊn/
top up sb's drink /ˌtɒp ʌp ˌsʌmbədɪz 'drɪŋk/
tutor /'tʃu:tə/
type sth up /ˌtaɪp ˌsʌmθɪŋ 'ʌp/
underestimate /ˌʌndər'estɪmeɪt/
unparalleled /ʌnˈpærəleld/
upcoming /'ʌpˌkʌmɪŋ/
use common sense /ˌju:z ˌkɒmən 'sens/
use one's initiative /ˌju:z wʌnz ɪˌnɪʃətɪv/
utilise pre-existing networks /ˌju:tɪlaɪz pri:ɪɡˌzɪstɪŋ ˌnetwɜ:ks/
value sth over sth /ˌvælju: ˌsʌmθɪŋ ˌəʊvə ˌsʌmθɪŋ/

vary /'veəri/
venture further afield /,ventʃə ,fɜːðə ə'fiːld/
weigh sth up /,wei ,sʌmθɪŋ 'ʌp/
worth one's while /,wɜːθ wʌnz 'waɪl/
write sth off /,raɪt ,sʌmθɪŋ 'ɒf/

Unit 3 Let's eat 4.3

ackee /'æki/
adopt a policy /ə,dɒpt ə 'pɒləsi/
aesthetic pleasure /i:s,θetɪk 'pleʒə/
ailment /'eɪlmənt/
anticipation /æn,tɪsɪ'peɪʃən/
appalled by sth /ə'pɔ:ld baɪ ,sʌmθɪŋ/
appreciation /ə,pri:ʃi'eɪʃən/
apricot /'eɪprɪkɒt/
associations /ə,səʊsi'eɪʃənz/
at the heart of something /ət ðə 'hɑ:t əv ,sʌmθɪŋ/
baby octopus /,beɪbi 'ɒktəpəs/
basil /'bæzəl/
beetle /'bi:tl/
beetroot /'bi:trʊt/
bend over backwards /,bend ,əʊvə 'bækwədz/
bland/tasteless /blænd/'teɪstləs/
buckwheat /'bʌkwɪt/
burning/key/sensitive questions /,bɜ:nɪŋ/,ki:/,sensətɪv 'kwestʃənz/
buzzy /'bʌzi/
capers /'keɪpəz/
carry on /,kæri 'ɒn/
cashew /kə'ʃu:/
cassava /kə'sɑ:və/
chewy /'tʃu:i/
chinking/clinking /tʃɪŋkɪŋ/klɪŋkɪŋ/
chop sth off /,tʃɒp ,sʌmθɪŋ 'ɒf/
clam /klæm/
clove of garlic /,kləʊv əv 'gɑ:ɪlɪk/
cod /kɒd/
cognitive/emotional/learning difficulties /,kɒgnətɪv/,ɪ,məʊʃənəl/,lɜ:nɪŋ
'dɪfɪkəltɪz/
conductor /kən'dʌktə/
conjure /'kʌndʒə/
consume /kən'sju:m/
contributor to sth /kən'trɪbjətə tə ,sʌmθɪŋ/
cooped up /,ku:pt 'ʌp/
coriander /,kɒri'ændə/
crepe /kreɪp/
cringe (at sth) /'krɪndʒ (ət ,sʌmθɪŋ)/
crispy /'krɪspi/
crunchy /'krʌntʃi/
cuisine /kwɪ'zi:n/
cut back on sth /,kʌt 'bæk ɒn ,sʌmθɪŋ/
cut sth off /,kʌt ,sʌmθɪŋ 'ɒf/
cutlery /'kʌtləri/
delectable/processed/toothsome food /dɪ,lektəbəl/,prəʊsest/,tu:θsəm
'fu:d/
deliciousness /dɪ'liʃəsnəs/
desire /dɪ'zaɪə/
desperate/uncontrollable cravings /,despəreɪ/,ʌnkən'trəʊləbəl 'kreɪvɪŋz/
dietary/food choices /'daɪətəri/'fu:d ,tʃɔɪsɪz/
dietary requirements /,daɪətəri rɪ'kwaɪəmənts/
dine out /,daɪn 'aʊt/
discourage sb from doing sth /dɪs,kʌrɪdʒ ,sʌmbɒdi frəm 'du:ɪŋ ,sʌmθɪŋ/
dish sth out /,dɪʃ ,sʌmθɪŋ 'aʊt/
disheartened /dɪs'hɑ:tnd/
disillusioned with sth /,dɪsɪ'lu:ʒənd wɪð ,sʌmθɪŋ/
distress /dɪ'stres/

Unit 4 The new thing 4.4

abundance /ə'bʌndəns/
abundant /ə'bʌndənt/
accomplish /ə'kʌmplɪʃ/
accomplished /ə'kʌmplɪʃt/
accomplishment /ə'kʌmplɪʃmənt/
add to sth /'æd tə ,sʌmθɪŋ/
advance /əd'vɑːns/
advantage sb /əd'vɑːntɪdʒ ,sʌmbɒdi/
aerodynamic /,eərəʊdaɪ'næmɪk/
affluence /'æfluəns/
affluent /'æfluənt/
alter /'ɔːltə/
alternate (v) /'ɔːltənəɪt/
alternate (n) /ɔːl'tɜːnət/
alternative (n, adj) /ɔːl'tɜːnətɪv/
amongst /ə'mʌŋkst/
apparent /ə'pærənt/
approach (n) /ə'prəʊtʃ/
approach sth /ə'prəʊtʃ ,sʌmθɪŋ/
arguably/presumably /'ɑːgjuəbli/prɪ'zjuːməbli/
as a matter of fact /əz ə ,mætər əv 'fækt/
ascendancy /ə'sendənsɪ/
ascendant /ə'sendənt/
assimilate /ə'sɪməleɪt/
attach a file/a photo /ə,tætʃ ə 'faɪl/ə 'fəʊtəʊ/
authentic /ɔː'tentɪk/
authenticity /,ɔːθen'tɪsəti/
aware /ə'weə/
awareness /ə'weənəs/
backlash against sth /'bæklæʃ ə,genst ,sʌmθɪŋ/
better /'betə/
bookmark a website/a homepage /,bʊkmɑːk ə 'websaɪt/ə 'həʊmpeɪdʒ/
bring out/release /,brɪŋ 'aʊt/rɪ'liːs/
capitalise on sth /'kæpɪtəlaɪz ɒn ,sʌmθɪŋ/
careless /'keələs/
carelessness /'keələsnəs/
cassette /kə'set/
cheaper /'tʃiːpən/
come into prominence /,kʌm ,ɪntə 'prɒmɪnəns/
commercial flop /kə,mɜːʃəl 'flɒp/
composite /'kɒmpəzət/
compromise sth for convenience /,kɒmprəmaɪz ,sʌmθɪŋ fə kən'viːniəns/
concise /kən'saɪs/
consistency /kən'sɪstənsɪ/
consistent /kən'sɪstənt/
contactless debit card /,kɒntæktləs 'deɪt kɑːd/
copyright /'kɒpraɪt/
cue /kjuː/
current-day /,kʌrənt 'deɪ/
deter /dɪ'tɜː/
diligence /'dɪlɪdʒəns/
diligent /'dɪlɪdʒənt/
download /'daʊnləʊd/
download an app/an attachment /daʊn,ləʊd ən 'æp/ən ə'tætʃmənt/
downturn in sth /'daʊntɜːn ɪn ,sʌmθɪŋ/
draw the line /,drɔː ðə 'laɪn/
effectiveness /ə'fektɪvnəs/
enhance performance/interest /ɪn,hɑːns pə'fɔːməns/'ɪntrəst/
enjoy a resurgence /ɪn,dʒɔɪ ə rɪ'sɜːdʒəns/
enlarged /ɪn'lɑːdʒd/
enrich /ɪn'rɪtʃ/
enterprise /'entəpraɪz/
erase /ɪ'reɪz/
ever-better /,evə 'betə/

exercise bike /'eksəsaɪz baɪk/
expend /ɪk'spend/
expense /ɪk'spens/
extensive /ɪk'stensɪv/
fall by the wayside /,fɔːl baɪ ðə 'weɪsaɪd/
fan base /'fæn beɪs/
fibreglass /'faɪbəglɑːs/
flick through /,flɪk 'θruː/
formerly exclusive /,fɔːməli ɪk'skluːsɪv/
from scratch /frəm 'skrætʃ/
fuel improvements /,fjuːəl ɪm'pruːvmənts/
gimmick /'ɡɪmɪk/
give way to sth /ɡɪv 'wei tə ,sʌmθɪŋ/
glare /gleə/
herald the arrival of sth /,herəld ðɪ ə'raɪvəl əv ,sʌmθɪŋ/
hold sb/sth in esteem /,həʊld ,sʌmbɒdi/,sʌmθɪŋ ɪn ɪ'stiːm/
horn /hɔːn/
ignorance /'ɪɡnərəns/
ignorant /'ɪɡnərənt/
ignore /ɪɡ'nɔː/
in a way /ɪn ə 'wei/
inanimate object /ɪn,ænɪmət 'ɒbdʒɪkt/
incremental gain /,ɪŋkrə,mentl 'geɪn/
indeed /ɪn'diːd/
industry standard /,ɪndəstri 'stændəd/
ingenuity /,ɪndʒə'njuːəti/
interestingly/curiously /'ɪntrəstɪŋli/'kjʊəriəsli/
leak in /,liːk 'ɪn/
legitimacy /lɪ'dʒɪtəməsi/
legitimate /lə'dʒɪtəmət/
legitimise /lɪ'dʒɪtəmaɪz/
log on to Facebook/a Wi-Fi network /lɒɡ ,ɒn tə 'feɪsbʊk/ə 'waɪ faɪ ,netwɜːk/
mainstream /'meɪnstriːm/
make strides /,meɪk 'straɪdz/
manageable /'mænɪdʒəbəl/
manifest (v, adj) /'mænɪfest/
manifestation /,mænɪfe'steɪʃən/
modern counterpart /,mɒdn 'kaʊntəpɑːt/
music piracy /,mjuːzɪk 'paɪərəsi/
nick /nɪk/
novice (n, adj) /'nɒvɪs/
nurture /'nɜːtʃə/
optimal /'ɒptɪməl/
optimise /'ɒptɪmaɪz/
optimum /'ɒptɪməm/
outsell sth /aʊt'sel ,sʌmθɪŋ/
pace /peɪs/
pedometer /pe'dɒmɪtə/
phonograph /'fəʊnəgrɑːf/
plainly /'pleɪnli/
plot /plɒt/
pole /pəʊl/
popularity /,pɒpjə'lærəti/
portability /,pɔːtə'bɪləti/
portable /'pɔːtəbəl/
post a comment /,pəʊst ə 'kɒment/
potentially /pə'tenʃəli/
predominance /prɪ'dɒmɪnəns/
the predominant choice /ðə prɪ,dɒmɪnənt 'tʃɔɪs/
press /pres/
prevail /prɪ'veɪl/
privacy /'prɪvəsi/
proliferation /prə,lɪfə'reɪʃən/
prolific /prə'lɪfɪk/
prominence /'prɒmənəns/

prominent /'prɒmɪnənt/
provider /prə'vaɪdə/
prowess /'praʊəs/
purpose-built /,pɜːpəs 'bɪlt/
push sth out /,pʊʃ ,sʌmθɪŋ 'aʊt/
push the limits /,pʊʃ ðə 'lɪmɪts/
regrettably /rɪ'ɡretəbli/
reluctance /rɪ'lʌktəns/
reluctant /rɪ'lʌktənt/
remain in the ascendancy /rɪˌmeɪn ɪn ðə ə'sendənsi/
resurgence /rɪ'sɜːdʒəns/
resurgent /rɪ'sɜːdʒənt/
retail at (\$1,000) /rɪˌteɪl ət wʌn 'θaʊzənd/
ride on sth /raɪd ɒn ,sʌmθɪŋ/
royalties /'rɔɪəltɪz/
savour /'seɪvə/
sb's brainchild /,sʌmbɒdɪz 'breɪntʃaɪld/
seemingly mundane /,siːmɪŋli mʌn'deɪn/
set a record /,set ə 'rekɔːd/
share a link/a photo /,ʃeə ə 'lɪŋk/ə 'fəʊtəʊ/
significantly /sɪɡ'nɪfɪkəntli/
simplicity /sɪm'plɪsəti/
soundproof /'saʊndpruːf/
sports gear /'spɔːts ɡɪə/
squeeze into sth /'skwiːz ,ɪntə ,sʌmθɪŋ/
start to decline /,stɑːt tə dɪ'klaɪn/
stream music/a video /striːm 'mjuːzɪk/ə 'vɪdiəʊ/
streamlined /'striːmˌlaɪnd/
strikingly /'straɪkɪŋli/
superficial /,suːpə'fɪʃəl/
superior /suː'piəriə/
swipe a card /,swaɪp ə 'kɑːd/
talk sb through sth /,tɔːk ,sʌmbɒdi 'θruː ,sʌmθɪŋ/
to some extent /tə ,səm ɪk'stent/
track /træk/
track and field /,træk ənd 'fiːld/
transistor radio /trænˌzɪstə 'reɪdiəʊ/
ultra-light /'ʌltrəlaɪt/
update one's profile/status /ʌpˌdeɪt wʌnz 'prəʊfaɪl/'steɪtəs/
utilise /'juːtɪlaɪz/
vinyl record /,vaɪnəl 'rekɔːd/
wireless router /,waɪələs 'ruːtə/

Unit 5 All in a day's work 🔊 4.5

a flying start to sth /ə ,flaɪɪŋ 'stɑːt tə ,sʌmθɪŋ/
acknowledge /ək'nɒlədʒ/
adaptability /ə,dæptə'bɪləti/
adaptable /ə'dæptəbəl/
amount to (£200) /əˌmaʊnt tə tuː 'hʌndrɪd/
applicant /'æplɪkənt/
application /,æplɪ'keɪʃən/
apply /ə'plaɪ/
assortment /ə'sɔːtmənt/
at a loss/at sea /,ət ə 'lɒs/,ət 'siː/
authenticity /,ɔːθen'tɪsəti/
back /bæk/
backer /'bækə/
barista /bəɪ'rɪstə/
be snowed under /bi ,snəʊd 'ʌndə/
break into the job market /,breɪk ,ɪntə ðə 'dʒɒb ,mɑːkət/
bring sb in /,brɪŋ ,sʌmbɒdi 'ɪn/
brush up on one's skills /brʌʃ ,ʌp ɒn wʌnz 'skɪlz/
build a brand/a business/a customer base /,bɪld ə 'brænd/ə 'bɪznəs/ə ,kʌstəmə 'beɪs/
by accident/by chance /baɪ 'æksədənt/baɪ 'tʃaːns/

by means of /baɪ 'miːnz əv/
by virtue of /baɪ 'vɜːtʃuː əv/
competence /'kɒmpɪtəns/
competent /'kɒmpɪtənt/
competition /,kɒmpə'tɪʃən/
counter-productive /,kaʊntə prə'dʌktɪv/
cover the expenses /,kʌvə ðɪ ɪk'spensɪz/
curiosity /,kjuəri'ɒsəti/
curious (to know) /,kjuəriəs (tə 'nəʊ)/
dedication /,dedɪ'keɪʃən/
detrimental to sth /,detrɪ'mentl tə ,sʌmθɪŋ/
do a short-term placement /,duː ə ,ʃɔːt tɜːm 'pleɪsmənt/
do an unpaid internship /,duː ən ,ʌnˌpeɪd 'ɪntɜːnʃɪp/
eager to do sth /ɪːɡə tə 'duː ,sʌmθɪŋ/
emerge /ɪ'mɜːdʒ/
employ /ɪm'plɔɪ/
employer /ɪm'plɔɪə/
employment /ɪm'plɔɪmənt/
enthuse about sth /ɪn'θjuːz əˌbaʊt ,sʌmθɪŋ/
entrepreneurial /,ɒntrəprə'nɜːriəl/
entrepreneurship /,ɒntrəprə'nɜːʃɪp/
entry-level job /,entriˌlevəl 'dʒɒb/
favourable /'feɪvərəbəl/
figure /'fɪɡə/
fluctuations in revenue /,flʌktʃu,eɪʃənz ɪn 'revənjuː/
follow one's gut instinct/one's heart/one's dream /,fɒləʊ wʌnz ɡʌt 'ɪnstɪŋkt/wʌnz 'hɑːt/wʌnz 'driːm/
found a charity/a business/a company /,faʊnd ə 'tʃærəti/ə 'bɪznəs/ə 'kʌmpəni/
fresh out of (university) /fref aʊt əv (,juːnɪ'vɜːsəti)/
funding /'fʌndɪŋ/
gain (hands-on) experience /,ɡeɪn (,hændz ɒn) ɪk'spiəriəns/
gain feedback/recognition/insight into sth /,ɡeɪn 'fiːdbæk/ ,rekəɡ'nɪʃən/'ɪnsaɪt ,ɪntə ,sʌmθɪŋ/
gauge people's opinions /,ɡeɪdʒ ,piːpəlz ə'pɪnjənz/
get a financial incentive /,get ə faɪˌnænʃəl ɪn'sentɪv/
get a pension /,get ə 'penʃən/
get a rise /,get ə 'raɪz/
get on the first rung of the ladder /,get ɒn ðə ,fɜːst ,rʌŋ əv ðə 'lædə/
get one's foot in the door /,get wʌnz ,fʊt ɪn ðə 'dɔː/
get perks /,get 'pɜːks/
have a great rapport with sb /,hæv ə greɪt ræ'pɔː wɪð ,sʌmbɒdi/
have a permanent contract /,hæv ə ,pɜːmənənt 'kɒntrækt/
have the guts to do sth /,hæv ðə ɡʌts tə 'duː ,sʌmθɪŋ/
hit the ground running /,hɪt ðə ɡraʊnd 'rʌnɪŋ/
humble /'hʌmbəl/
humility /hjuː'mɪləti/
hyper-competitive /,haɪpəkəm'petətɪv/
hyper-competitiveness /,haɪpəkəm'petətɪvnəs/
in the wrong/at fault /,ɪn ðə 'rɒŋ/ət 'fɔːlt/
in vain/to no avail /ɪn 'veɪn/tə ,nəʊ ə'veɪl/
interest on sth /'ɪntrəst ɒn ,sʌmθɪŋ/
intern (n) /'ɪntɜːn/
intern (v) /ɪn'tɜːn/
interview (n) /'ɪntəvjuː/
interview sb (v) /'ɪntəvjuː ,sʌmbɒdi/
interviewee /,ɪntəvjuː'iː/
interviewer /'ɪntəvjuːə/
investment /ɪn'vestmənt/
investor /ɪn'vestə/
jeopardise /'dʒepədəɪz/
jump-start one's career /,dʒʌmp stɑːt wʌnz kə'riə/
keenness /'kiːnnəs/
keep tabs on sb/sth /,kiːp 'tæbz ɒn ,sʌmbɒdi/,sʌmθɪŋ/
land a (permanent) job /,lənd ə (,pɜːmənənt) 'dʒɒb/
landscaper /'lændˌskeɪpə/

legal advice /li:gəl əd'vaɪs/
low point /'ləʊ pɔɪnt/
make a mint /,meɪk ə 'mɪnt/
make a profit/loss /,meɪk ə 'prɒfɪt/'lɒs/
make ends meet /,meɪk endz 'mi:t/
make one’s target /,meɪk wʌnz 'tɑ:gət/
make oneself indispensable /,meɪk wʌn self ,ɪndɪ'spensəbəl/
make up/compensate for sth /,meɪk 'ʌp/'kɒmpənseɪt fə ,sʌmθɪŋ/
manage /'mænɪdʒ/
management /'mænɪdʒmənt/
manager /'mænɪdʒə/
materialise /mə'tɪəriəlaɪz/
menial task /,mɪniəl 'tɑ:sk/
milestone /'maɪlstəʊn/
minimum wage /,mɪnɪməm 'weɪdʒ/
multinational /,mʌltɪ'næʃənəl/
nurture talent /,nɜ:tʃə 'tælənt/
offer sb a full-time post /,ɒfə ,sʌmbɒdi ə ,fʊl taɪm 'pəʊst/
one-dimensional /,wʌn daɪ'mentʃənəl/
order sb around /,ɔ:də ,sʌmbɒdi ə'raʊnd/
overly /'əʊvəli/
perseverance /,pɜ:sə'vɪərəns/
persevering /,pɜ:sə'vɪəriŋ/
persevere in sth /,pɜ:sə'vɪər ɪn ,sʌmθɪŋ/
persistence /pə'sɪstəns/
persistent /pə'sɪstənt/
pet groomer /'pet ,gru:mə/
phony /'fəʊni/
positives to sth /'pɒzətɪvz tə ,sʌmθɪŋ/
press on /,pres 'ɒn/
pressured /'prefəd/
promote /prə'məʊt/
promotion /prə'məʊʃən/
prospective employee /prə,spektɪv ɪm'plɔɪi:/
prosperity /prɒ'sperəti/
prosperous /'prɒspərəs/
put on a brave face /,pʊt ɒn ə ,breɪv 'feɪs/
put sb at ease /,pʊt ,sʌmbɒdi ət 'i:z/
quiz /kwɪz/
realise the potential of sth /,rɪəlaɪz ðə pə'tenʃəl əv ,sʌmθɪŋ/
reckon /'rekən/
recruit /rɪ'kru:t/
recruit talent/a new manager/students /rɪ,kru:t 'tælənt/ə ,nju: 'mænɪdʒə/'stju:dənts/
recruitment /rɪ'kru:tmənt/
regular income /,regjələ 'ɪŋkʌm/
reliable source of income /rɪ,laɪəbəl ,sɔ:s əv 'ɪŋkʌm/
replaceable/irreplaceable /rɪ'pleɪsəbəl/,rɪ'pleɪsəbəl/
resourceful /rɪ'zɔ:sfəl/
resourcefulness /rɪ'zɔ:sfəlnəs/
restless /'restləs/
restlessness /'restləsnəs/
run a business /,rʌn ə 'bɪznəs/
sack /sæk/
saleable /'seɪləbəl/
scupper/damage one’s chances /,skʌpə/,dæmɪdʒ wʌnz 'tʃɑ:nsɪz/
see a return /,si: ə rɪ'tɜ:n/
self-assurance /,self ə'ʃɔ:rənts/
self-assured /,self ə'ʃɔ:d/
set up/develop a scheme /,set ʌp/dɪ,veləp ə 'ski:m/
share (n) /ʃeə/
shelf stacker /'ʃelf ,stækə/
sincere /sɪn'sɪə/
sincerity /sɪn'serəti/
slave away /,sleɪv ə'weɪ/
stand little chance of doing sth /,stænd ,lɪtl tʃɑ:ns əv 'du:ɪŋ ,sʌmθɪŋ/

stand up for sb /,stænd 'ʌp fə ,sʌmbɒdi/
start-up /'stɑ:t ʌp/
strand /strænd/
strive /straɪv/
sustain economic growth/a business plan/financial losses /sə,steɪn ,ekə,nɒmɪk 'grəʊθ/ə 'bɪznəs plæn/fə,nænʃəl 'lɒsɪz/
take sb on /,teɪk ,sʌmbɒdi 'ɒn/
tenacious /tə'neiʃəs/
tenacity /tə'næsəti/
thus /ðʌs/
to some extent/a certain degree /tə ,səm ɪk'stent/ə ,sɜ:tn dɪ'ɡri:/
train /treɪn/
training /'treɪnɪŋ/
tricky /'trɪki/
try one’s luck /,traɪ wʌnz 'lʌk/
uncertainty /ʌn'sɜ:tnti/
undergraduate /,ʌndə'grædʒuət/
usher /'ʌʃə/
vital /'vaɪtl/
weigh one’s words /,weɪ wʌnz 'wɜ:dz/
willing /'wɪlɪŋ/
willingness/unwillingness /'wɪlɪŋnəs/ʌn'wɪlɪŋnəs/
work for a pittance/for peanuts /,wɜ:k fə ə 'pɪtəns/fə 'pi:nʌts/
work for nothing /,wɜ:k fə 'nʌθɪŋ/
work on commission /,wɜ:k ɒn kə'mɪʃən/
work overtime /,wɜ:k 'əʊvətaɪm/

Unit 6 Journeys 4.6

aim/purpose /eɪm/'pɜ:pəs/
apprehensive about sth /,æprɪ'hensɪv ə,baut ,sʌmθɪŋ/
assign /ə'saɪn/
awe-inspiring /'ɔ: ɪn,spraɪəriŋ/
bank on sb /'bæŋk ɒn ,sʌmbɒdi/
bear (v) /beə/
bearable /'beərəbəl/
bohemian /bə'hi:miən/
bone-dry /,bəʊn 'draɪ/
boot /bu:t/
bottom line /,bɒtəm 'laɪn/
bound /baʊnd/
braying /'breɪŋ/
buffet car /bə'feɪ kɑ:/
burn sth down /,bɜ:n ,sʌmθɪŋ 'daʊn/
bypass /'baɪpɑ:s/
cabin /'kæbɪn/
canvass opinions /,kænvəs ə'pɪnjənz/
carcass /'kɑ:kəs/
cavalry /'kævəlri/
check on sb/sth /'tʃek ɒn ,sʌmbɒdi/,sʌmθɪŋ/
choke /tʃəʊk/
chug /tʃʌɡ/
cite /saɪt/
clang /klæŋ/
compete /kəm'pɪt/
competitive /kəm'petətɪv/
compile /kəm'paɪl/
convergence /kən'vɜ:dʒənts/
cruise /kru:z/
daunt /dɔ:nt/
daunting /'dɔ:ntɪŋ/
decisive /dɪ'saɪsɪv/
delight /dɪ'lait/
delightful /dɪ'laitfəl/
diminish /dɪ'mɪnɪʃ/
dissimilar /dɪ'sɪmələ/

divisible/divisive /dɪ'vɪzəbəl/də'vaɪsɪv/

division /dɪ'vɪʒən/

dotted with sth /'dɒtɪd wɪð ,sʌmθɪŋ/

dwindle /'dwaɪndəl/

dwindling /'dwaɪndəlɪŋ/

earplug /'iəplʌɡ/

embark /ɪm'baɪk/

embark on a trip /ɪm,baɪk ɒn ə 'trɪp/

embarkation /,embəɪ'keɪʃən/

exert influence /ɪɡ,zɜ:tɪ 'ɪnfluəns/

exhilarating experience /ɪɡ,zɪləreɪtɪŋ ɪk'sprɪəriəns/

express service /ɪk'spres ,sɜ:vɪs/

extraterrestrial /,ekstrətə'restriəl/

ferociously /fə'reʊfəsli/

fit in with sb/sth /,fɪt 'ɪn wɪð ,sʌmbədi/,sʌmθɪŋ/

flap /flæp/

flappy /'flæpi/

flock of vultures /,flɒk əv 'vʌltʃəz/

flutter /'flʌtə/

force /fɔ:s/

forceful /'fɔ:sfəl/

game drive /'geɪm draɪv/

game reserve /'geɪm rɪ,zɜ:v/

gear stick /'gɪə stɪk/

get away from it all /,get ə'weɪ frəm ɪt ,ɔ:l/

get off the beaten track /get ,ɒf ðə ,bi:tŋ 'træk/

ghost town /'gəʊst taʊn/

give it a go /,ɡɪv ɪt ə 'gəʊ/

gloom /glu:m/

go with the flow /,gəʊ wɪð ðə 'fləʊ/

grasslands /'grɑ:slændz/

grassy /'grɑ:si/

gravel /'grævəl/

graze /greɪz/

haggle /'hæɡəl/

halt /hɔ:lt/

handy /'hændi/

hard going /,hɑ:d 'gəʊɪŋ/

haunting beauty /,hə:ntɪŋ 'bju:ti/

head off /,hed 'ɒf/

high-spirited /,haɪ 'spɪrɪtɪd/

hillock /'hɪlək/

homesickness /'həʊm,sɪknəs/

honk /hɒŋk/

hostel dorm /,hɒstl 'dɔ:m/

hover /'hɒvə/

humidity /hju:'mɪdəti/

hunter-gatherers /,hʌntə 'gæðərəz/

identify /aɪ'dentɪfaɪ/

impale /ɪm'peɪl/

infinity /ɪn'fɪnəti/

inviting /ɪn'vaɪtɪŋ/

it's a jungle out there /ɪts ə 'dʒʌŋɡəl aʊt ,ðeə/

itinerary /aɪ'tɪnərəri/

jet lag /'dʒet læɡ/

keep an eye on sth /,ki:p ən 'aɪ ɒn ,sʌmθɪŋ/

leap /li:p/

lope /ləʊp/

mindful of sth /'maɪndfəl əv ,sʌmθɪŋ/

mirage /mɪ'rɑ:ʒ/

mosquito coil /mə'ski:təʊ kɔɪl/

mountaineering holiday /,maʊntə'niəriŋ ,hɒlədeɪ/

neighbouring /'neɪbəɪŋ/

nothingness /'nʌθɪŋnəs/

offend /ə'fend/

offensive /ə'fensɪv/

on the face of it /ɒn ðə 'feɪs əv ɪt/

ostrich /'ɒstrɪtʃ/

outline /'aʊtlɑɪn/

overhead locker /,əʊvə,hed 'lɒkə/

overnight express /,əʊvənɑɪt ɪk'spres/

overview /'əʊvəvju:/

pass for sth /'pɑ:s fə ,sʌmθɪŋ/

pass sth on /,pɑ:s ,sʌmθɪŋ 'ɒn/

pay a visit /,peɪ ə 'vɪzɪt/

pier /pɪə/

pile in /,paɪl 'ɪn/

pinch oneself /'pɪntʃ wʌn,self/

play it by ear /,pleɪ ɪt baɪ 'iə/

precondition /,pri:kən'dɪʃən/

preen each other /'pri:n ɪtʃ ,ʌðə/

prey on sth /'preɪ ɒn ,sʌmθɪŋ/

primeval /praɪ'mi:vəl/

principal /'prɪnsəpəl/

proceed /prə'si:d/

quayside /'ki:saɪd/

recede /rɪ'si:d/

reef /ri:f/

relative /'relatɪv/

relieve stress /rɪ,lɪv 'stres/

respectable/respectful /rɪ'spektəbəl/rɪ'spektfəl/

rip sb off /,rɪp ,sʌmbədi 'ɒf/

roam /rəʊm/

roll up /,rəʊl 'ʌp/

roundabout /'raʊndəbaʊt/

sand dune /'sænd dju:n/

scare the daylights out of sb /,skeə ðə 'deɪlaɪts aʊt əv ,sʌmbədi/

seaside resort /,si:saɪd 'rɪzɔ:t/

settlement /'setlmənt/

settler /'setlə/

shifting sands /,ʃɪftɪŋ 'sændz/

shimmer /'ʃɪmə/

shrouded in sth /'ʃraʊdɪd ɪn ,sʌmθɪŋ/

slacken speed /,slækən 'spi:d/

sleeper /'sli:pə/

snore /snɔ:/

soak up the local atmosphere /,səʊk ʌp ðə ,ləʊkəl 'ætməsfɪə/

spare /speə/

spectre /'spektə/

spirit /'spɪrɪt/

spontaneity /,spɒntə'neiəti/

stagger /'stæɡə/

stand sb in good stead /,stænd ,sʌmbədi ɪn ,ɡʊd 'sted/

stony /'stəʊni/

stretch /stretʃ/

swallow /'swɒləʊ/

sweaty /'sweti/

swing it for sb /'swɪŋ ɪt fə ,sʌmbədi/

take a dip /,teɪk ə 'dɪp/

teeming with sth/sb /'ti:ɪmɪŋ wɪð ,sʌmθɪŋ/,sʌmbədi/

termite mound /'tɜ:maɪt maʊnd/

the former/the latter /ðə 'fɔ:mə/ðə 'lætə/

tick-box exercise /,tɪk bɒks 'eksəsaɪz/

tight budget /,taɪt 'bʌdʒət/

tinge /tɪndʒ/

towering /'taʊəriŋ/

tranquillity /træŋ'kwɪləti/

travel on a shoestring /,trævəl ɒn ə 'ʃu:striŋ/

troop of baboons /,tru:p əv bə'bu:nz/

trot through sth /'trɒt θru: ,sʌmθɪŋ/

trundle /'trʌndl/

tuck into sth /,tʌk 'ɪntə ,sʌmθɪŋ/

twinkle /'twɪŋkəl/
underwhelmed /,ʌndə'welmd/
unforeseen /,ʌnfɔ:'si:n/
use one’s time wisely /,ju:z wʌnz ,taɪm 'waɪzli/
variable/varying /'veəriəbəl/'veəriŋ/
vary /'veəri/
venture /'ventʃə/
venue /'venju:/
weather-beaten /'weðə ,bi:tən/
wheel (v) /wi:l/
wildebeest /'wɪldəbi:st/
words of wisdom /,wɜ:dz əv 'wɪzdəm/

Unit 7 Express yourself 4.7

action-packed /'ækʃən pækt/
aisles /aɪlz/
avant-garde/experimental theatre /,ævŋɡɑ:d/ɪk,speri,mentl 'θiətə/
avoid at all costs /ə,vɔɪd ət ,ɔ:l 'kɒsts/
bestselling /,best'seliŋ/
biographer /baɪ'ɒɡrəfə/
bloodshed /'blʌdʃed/
burst onto the scene /,bɜ:st ,ɒntə ðə 'si:n/
captivate /'kæptɪveɪt/
captivating /'kæptɪveɪtɪŋ/
captivation /,kæptɪ'veɪʃən/
car-boot sale /'kɑ: bu:t seɪl/
cast (n, v) /kɑ:st/
casting agent /'kɑ:stɪŋ ,eɪdʒənt/
choral /'kɔ:rəl/
cinematographer /,sɪnəmə'tɒɡrəfə/
circuit /'sɜ:kɪt/
clapped-out /,klæpt 'aʊt/
commemorate /kə'meməreɪt/
commission (n, v) /kə'mɪʃən/
compelling /kəm'peliŋ/
convincingly (real) /kən,vɪnsɪŋli ('rɪəl)/
core values /,kɔ: 'vælju:z/
crammed /kræmd/
crave /kreɪv/
creative hub /kri,eɪtɪv 'hʌb/
crowdfunding /'kraʊd ,fʌndɪŋ/
cultural institution /,kʌltʃərəl ,ɪnstɪ'tju:ʃən/
curator /kju'reɪtə/
date easily /,deɪt 'i:zəli/
defiance /dɪ'faɪəns/
defiant /dɪ'faɪənt/
defy categorization /dɪ,fai ,kætəɡəraɪ'zeɪʃən/
depict /dɪ'pɪkt/
disarm /dɪs'aɪm/
disarmament /dɪs'aɪməmənt/
disarming /dɪs'aɪmɪŋ/
dispiriting /dɪ'spɪrɪtɪŋ/
dispossess /,dɪspə'zes/
dispossessed /,dɪspə'zest/
dispossession /,dɪspə'zeɪʃən/
distressing /dɪ'stresɪŋ/
disturbing /dɪ'stɜ:bɪŋ/
done deal /,dʌn 'di:l/
emerging /ɪ'mɜ:dʒɪŋ/
empathetic towards sb /,empə'tetɪk tə,wɔ:dz ,sʌmbɒdi/
empathy /'empəθi/
enthral /ɪn'θrɔ:l/
epic story/journey/proportions /,epɪk 'stɔ:ri/'dʒɜ:ni/prə'pɔ:ʃənz/
establish /ɪ'stæblɪʃ/
established /ɪ'stæblɪʃt/

establishment /ɪ'stæblɪʃmənt/
eternal /ɪ'tɜ:nəl/
excellence /'eksələns/
exploit /'eksplɔɪt/
far-fetched /,fɑ: 'fetʃt/
far-reaching /,fɑ: 'ri:tʃɪŋ/
feisty /'faɪsti/
flop /flɒp/
flurry of sth /'flʌrɪ əv ,sʌmθɪŋ/
fuel readers’ imagination /,fju:əl ,rɪ:dəz ɪ,mædʒɪ'neɪʃən/
full-length play/dress/poetry collection /,fʊl ,leŋkθ 'pleɪ/'dres/'pəʊətri
kə,lekʃən/
gallery owner /'ɡæləri ,əʊnə/
gape /geɪp/
graphic /'ɡræfɪk/
gripping /'ɡrɪpɪŋ/
gross /ɡrəʊs/
handle /'hændl/
harsh /hɑ:ʃ/
haul /hɔ:l/
haunting /'həʊntɪŋ/
have the nerve to do sth /,hæv ðə ,nɜ:v tə 'du: ,sʌmθɪŋ/
heart-pounding /'hɑ:t ,paʊndɪŋ/
heart-stopping /'hɑ:t ,stɒpɪŋ/
highest-grossing /,haɪst 'ɡrəʊsɪŋ/
hold one’s breath /,həʊld wʌnz 'breθ/
hooked /hʊkt/
hugely successful /,hju:dʒli sək'sesfəl/
if anything /ɪf 'eniθɪŋ/
if in doubt /ɪf ɪn 'daʊt/
ill-judged /,ɪl 'dʒʌdʒd/
immortal soul /ɪ,mɔ:təl 'səʊl/
immortal truths/words /ɪ,mɔ:təl 'tru:ðz/'wɜ:dz/
in unison /ɪn 'ju:nɪsən/
indulge /ɪn'dʌldʒ/
indulgence /ɪn'dʌldʒəns/
indulgent /ɪn'dʌldʒənt/
infiltrate /'ɪnfɪltreɪt/
innovate /'ɪnəveɪt/
innovation /,ɪnə'veɪʃən/
innovative /'ɪnəvətɪv/
interact with sb /,ɪntər'ækt wɪð ,sʌmbɒdi/
intertwine /,ɪntə'twain/
inventively designed /ɪn,ventɪvli di'zaɪnd/
keep sth in check /,ki:p ,sʌmθɪŋ ɪn 'tʃek/
keep the viewers on the edge of their seats /,ki:p ðə ,vju:əz ɒn ði ,edʒ
əv ðeə 'si:ts/
legal battle /,li:gəl 'bætl/
local regeneration /,ləʊkəl rɪ,dʒenə'reɪʃən/
long-running /,lɒŋ 'rʌnɪŋ/
marginalisation /,mɑ:dʒɪnəlaɪ'zeɪʃən/
marginalise /'mɑ:dʒɪnəlaɪz/
marginalised /'mɑ:dʒɪnəlaɪzd/
melodic /mə'lɒdɪk/
mesmerised /'mezməraɪzd/
mesmerising /'mezməraɪzɪŋ/
mind-blowing /'maɪnd ,bləʊɪŋ/
mythological /,mɪθə'lɒdʒɪkəl/
mythology /mɪ'θɒlədʒi/
novelist /'nɒvəlɪst/
on stage /ɒn 'steɪdʒ/
open mic night /,əʊpən 'maɪk naɪt/
overrated /,əʊvə'reɪtəd/
pack sth out /,pæk ,sʌmθɪŋ 'aʊt/
page poet /'peɪdʒ ,pəʊət/
percussive /pə'kʌsɪv/

PG (13) rating /ˌpiː dʒiː (θɜː'tiːn) ˌreɪtɪŋ/
phenomenal /fɪ'nɒmənəl/
playwright /'pleɪraɪt/
plead with sb /'pliːd wɪð ˌsʌmbədi/
plot twist /'plɒt twɪst/
plotline /'plɒtlaɪn/
poetry slam /'pəʊətri slæm/
pop-up shop /'pɒp ʌp ʃɒp/
popularise /'pɒpjʊləraɪz/
prank /præŋk/
prestigious /pre'stɪdʒəs/
prime mover /ˌpraɪm 'muːvə/
profoundly/deeply (moving) /prəˌfaʊndli/ˌdiːpli ('muːvɪŋ)/
propel /prə'pel/
property developer /'prɒpəti dɪˌveləpə/
prophet /'prɒfət/
props /prɒps/
provocation /ˌprɒvə'keɪʃən/
provocative /prə'vɒkətɪv/
provoke /prə'vəʊk/
public consultation /ˌpʌblɪk ˌkɒnsəl'teɪʃən/
quick-witted /ˌkwɪk 'wɪtɪd/
radical /ˌrædɪkəl/
raw emotions/passions /ˌrɔː i'məʊʃənz/'pæʃənz/
raw materials /ˌrɔː mə'tɪəriəlz/
reboot /ˌriː'buːt/
recast /ˌriː'kɑːst/
received /rɪ'siːvd/
recipient /rɪ'sɪpiənt/
redevelopment plans /ˌriːdɪ'veləpmənt plænz/
refreshingly (different) /rɪˌfreʃɪŋli ('dɪfərənt)/
replicate /'replɪkeɪt/
respective /rɪ'spektɪv/
retelling /ˌriː'telɪŋ/
rhythmic /'rɪðmɪk/
riveting /'rɪvətɪŋ/
sculptor /'skʌlptə/
second only to sth /ˌsekənd 'əʊnli tə ˌsʌmθɪŋ/
self-belief /ˌself bə'liːf/
sheer sense of sth /ˌʃiə 'sens əv ˌsʌmθɪŋ/
sign sb up /ˌsaɪn ˌsʌmbədi 'ʌp/
slack-jawed /ˌslæk 'dʒɔːd/
soloist /'səʊləʊɪst/
sound engineer /'saʊnd ˌendʒɪˌniə/
spine-chilling /'spɑɪn ˌtʃɪlɪŋ/
spoken word/performance poetry /ˌspəʊkən ˌwɜːd/pəˌfɔːməns 'pəʊətri/
sponsorship deal /'spɒnsəʃɪp diːl/
stage /steɪdʒ/
stage version /'steɪdʒ ˌvɜːʃən/
stilts /stɪlts/
storytelling /'stɔːri ˌtelɪŋ/
superbly /su'pɜːbli/
suspect /sə'spekt/
suspend disbelief /səˌspend ˌdɪsbɪ'liːf/
suspicion /sə'spɪʃən/
suspicious /sə'spɪʃəs/
swiftly paced /ˌswɪftli 'peɪst/
swirl around /ˌswɜːl ə'raʊnd/
televisе /'teləvaɪz/
theatre troupe /'θiətə truːp/
thought-provoking /'θɔːt prəˌvəʊkɪŋ/
thrive /θraɪv/
tight-fisted /ˌtaɪt 'fɪstəd/
time-worn steps /ˌtaɪm wɔːn 'steps/
time-worn tales/prejudices /ˌtaɪm wɔːn 'teɪlz/'predʒʊdɪsɪz/
tough-mindedness /ˌtʌf 'maɪndɪdnəs/

translator /træns'leɪtə/
undertone /'ʌndətəʊn/
utterly /'ʌtəli/
vastly /'vɑːstli/
visceral /'vɪsərəl/
vulnerable /'vʌlnərəbəl/
warring families/factions/tribes /ˌwɔːrɪŋ 'fæmlɪz/'fækʃənz/traɪbz/
water sth down /ˌwɔːtə ˌsʌmθɪŋ 'daʊn/
wayward /'weɪwəd/
weigh up the pros and cons /weɪ ˌʌp ðə ˌprəʊz ənd 'kɒnz/
well-cast /ˌwel 'kɑːst/
well-meaning /ˌwel 'miːnɪŋ/
well-paced /ˌwel 'peɪst/
well-scripted /ˌwel 'skrɪptɪd/
whither /'wɪðə/
wide-openness /ˌwaɪd 'əʊpənəs/

Unit 8 Text me! 4.8

absent-minded /ˌæbsənt 'maɪndɪd/
accomplish /ə'kʌmplɪʃ/
accurate/inaccurate /'ækjərət/ɪn'ækjərət/
algorithm /'ælgəriðəm/
amateur footage /ˌamətə 'fʊtɪdʒ/
assertion /ə'sɜːʃən/
at little or no cost /ət ˌlɪtl ə ˌnəʊ 'kɒst/
attention span /ə'tenʃən spæn/
be in two minds /bi ɪn ˌtuː 'maɪndz/
be out of one's mind /bi ˌaʊt əv wʌnz 'maɪnd/
be past one's peak /bi ˌpɑːst wʌnz 'piːk/
biased /'biəst/
blinker oneself /'blɪŋkə wʌnˌself/
blow one's mind /ˌbləʊ wʌnz 'maɪnd/
boost sth /'buːst ˌsʌmθɪŋ/
broad-minded /ˌbrɔːd'maɪndəd/
broadsheet newspaper /ˌbrɔːdʃiːt 'njuːzˌpeɪpə/
bury one's head in the sand /ˌberi wʌnz ˌhed ɪn ðə 'sænd/
censor /'sensə/
censorship /'sensəʃɪp/
citizen report /ˌsɪtɪzən rɪ'pɔːt/
clear one's mind /ˌkliə wʌnz 'maɪnd/
clutter one's thoughts /ˌklʌtə wʌnz 'θɔːts/
coexist /ˌkəʊɪg'zɪst/
come down to sth /ˌkʌm 'daʊn tə ˌsʌmθɪŋ/
come easy/easily to sb /ˌkʌm 'iːzi/'iːzəli tə ˌsʌmbədi/
common misconception /ˌkɒmən ˌmɪskən'sepʃən/
commonly held belief /ˌkɒmənli ˌheld bə'liːf/
cooperative /kəʊ'ɒpərətɪv/
cross one's mind /ˌkrɒs wʌnz 'maɪnd/
crowdsourced information /ˌkraʊd ˌsɔːst ɪnfə'meɪʃən/
data protection /ˌdeɪtə prə'tekʃən/
detect bias /dɪˌtekt 'biəs/
devote attention to sth /dɪˌvəʊt ə'tenʃən tə ˌsʌmθɪŋ/
disclose /dɪs'kləʊz/
distortion /dɪ'stɔːʃən/
diversity /dɑː'vɜːsəti/
draw a comparison /ˌdrɔː ə kəm'pærɪsən/
embrace /ɪm'breɪs/
encourage economic growth /ɪnˌkʌrɪdʒ ˌekəˌnɒmɪk 'grəʊθ/
engaging /ɪn'geɪdʒɪŋ/
exploitation /ˌeksplɔɪ'teɪʃən/
exponentially /ˌekspə'nentʃəli/
exposure to sth /ɪk'spəʊʒə tə ˌsʌmθɪŋ/
extensively /ɪk'stentsɪvli/
factual information /ˌfæktʃuəl ɪnfə'meɪʃən/
fresh angle/slant /ˌfref ˌæŋɡəl/'slɑːnt/

fringe opinions /,frɪndʒ ə'pɪnjənz/
frivolous /'frɪvələs/
gain traction with the public /,geɪn ,trækʃən wɪð ðə 'pʌblɪk/
generate /'dʒenəreɪt/
go far beyond sth /gəʊ ,fɑː brɪ'jɒnd ,sʌmθɪŋ/
have a vested interest in sth /,hæv ə ,vestəd 'ɪntrəst ɪn ,sʌmθɪŋ/
headache /'hedeɪk/
hierarchy /'haɪərɑːki/
ideological viewpoint /,aɪdiə,lɒdʒɪkəl 'vjuːpɔɪnt/
impartial /ɪm'pɑːʃəl/
in collaboration with sb /ɪn kə,læbə'reɪʃən wɪð ,sʌmbədi/
in the long run /,ɪn ðə 'lɒŋ rʌn/
incentive /ɪn'sentɪv/
increased trust /ɪn,kriːst 'trʌst/
information overload /,ɪnfə'meɪʃən 'əʊvə,ləʊd/
information processing /,ɪnfə'meɪʃən 'prəʊsesɪŋ/
insoluble /ɪn'sɒljʊbəl/
intriguing /ɪn'triːɡɪŋ/
it goes without saying /ɪt ,gəʊz wɪð,aʊt 'seɪɪŋ/
lower the requirements /,ləʊə ðə rɪ'kwaɪəmənts/
mainstream media /,meɪnstriːm 'miːdiə/
mind your manners /,maɪnd jə 'mænəz/
mind your own business /,maɪnd jə ,əʊn 'bɪznəs/
misinformation /,mɪsɪnfə'meɪʃən/
misleading /mɪs'liːdɪŋ/
mistrust /mɪs'trʌst/
mode /məʊd/
multidisciplinary /,mʌltɪdɪsə'plɪnəri/
multitask /,mʌltɪ'tɑːsk/
nap (n, v) /næp/
negate /nɪ'geɪt/
nurture sth /'nɜːtʃə ,sʌmθɪŋ/
objective /əb'dʒektɪv/
objectivity /,ɒbdʒek'tɪvəti/
on a daily basis /ɒn ə ,deɪli 'beɪsɪs/
out-of-date /,aʊt əv 'deɪt/
overestimate /,əʊvər'estɪmeɪt/
overload /'əʊvə'ləʊd/
package /'pækɪdʒ/
pay attention /,peɪ ə'tenʃən/
peer-reviewed journal /,pɪə rɪ,vjuːd 'dʒɜːnl/
perambulate /pə'ræmbjuleɪt/
pertinent /'pɜːtɪnənt/
potential impact /pə'tenʃəl 'ɪmpækt/
predecessor /'priːdɜːsesə/
premise /'premɪs/
prevention /prɪ'venʃən/
prioritise tasks /praɪ,ɒrɪtaɪz 'tɑːks/
prohibitive /prə'hɪbɪtɪv/
pseudo-fact /'sjuːdəʊ fækt/
pursue /pə'sjuː/
put one foot in front of the other /pʊt ,wʌn ,fʊt ɪn ,frʌnt əv ðɪ 'ʌðə/
put one's mind to sth /pʊt ,wʌnz 'maɪnd tə ,sʌmθɪŋ/
readership /'riːdəʃɪp/
reap the benefits /,riːp ðə 'benɪfɪts/
refusal to do sth /rɪ,fjuːzəl tə 'duː ,sʌmθɪŋ/
reliability /rɪ,ləɪə'bɪləti/
reliable/unreliable /rɪ'ləɪəbəl/,ʌnrɪ'ləɪəbəl/
render sth unusable /,rendə ,sʌmθɪŋ ʌn'juːzəbəl/
reset button /'riːset ,bʌtn/
ring true /,rɪŋ 'truː/
seamlessly /'siːmləsli/
self-composed /,self kəm'pəʊzd/
self-imposed /,self ɪm'pəʊzd/
straightforward /,streɪt'fɔːwəd/
strenuous /'strenjuəs/

subsidiary /səb'sɪdiəri/
tabloid newspaper /,tæblɔɪd 'njuːz,peɪpə/
take a bite out of sth /,teɪk ə 'baɪt aʊt əv ,sʌmθɪŋ/
take issue with sb /,teɪk 'ɪʃuː wɪð ,sʌmbədi/
take its toll (on sb/sth) /,teɪk ɪts 'təʊl (ɒn ,sʌmbədi/,sʌmθɪŋ)/
taxpayer /'tæks,peɪə/
tough-minded /,tʌf 'maɪndɪd/
tremendously /trə'mendəsli/
underestimate /,ʌndər'estɪmeɪt/
understatement /,ʌndə'steɪtmənt/
undivided attention /,ʌndɪ,vɑɪdəd ə'tenʃən/
unedited /ʌn'edɪtɪd/
untold amounts /ʌn,təʊld ə'maʊnts/
view /vjuː/
weigh on sb's mind /,weɪ ɒn ,sʌmbədɪz 'maɪnd/
well-balanced account /,wel ,bæləntst ə'kaʊnt/
withhold information /wɪð,həʊld ,ɪnfə'meɪʃən/

Unit 9 Future generations 4.9

act to sb's own advantage /,ækt tə ,sʌmbədɪz əʊn əd'vɑːntɪdʒ/
agribusiness /'ægrɪ,bɪznəs/
agricultural industrialisation /,ægrɪ,kʌltʃərəl ɪn,dʌstriəlaɪ'zeɪʃən/
amplify the message /,æmpləfaɪ ðə 'mesɪdʒ/
annual output /,ænjʊəl 'aʊtpʊt/
anti-capitalist /,æntɪ 'kæpɪtəlɪst/
be active on the climate front /bi ,æktɪv ɒn ðə 'klaɪmət frʌnt/
be inclined to believe that /bi ɪn,klaɪnd tə bə'liːv ðæt/
be like water off a duck's back /bi laɪk ,wɔːtə ɒf ə ,dʌks 'bæk/
be on track to do sth /bi ɒn ,træk tə 'duː ,sʌmθɪŋ/
be prone to sth /bi 'prəʊn tə ,sʌmθɪŋ/
beaver /'biːvə/
biodiversity /,baɪəʊdaɪ'vɜːsəti/
boost (n) /buːst/
burp /bɜːp/
carnivore /'kɑːnɪvɔː/
catastrophic /,kætə'strɒfɪk/
cheapen the brand /,tʃiːpən ðə 'brænd/
city dweller /'sɪti ,dwelə/
climate summit /,klaɪmət 'sʌmɪt/
collapse /kə'læps/
come about /,kʌm ə'baʊt/
consecutive /kən'sekjʊtɪv/
constitute /'kɒnstɪtjuːt/
consumption /kən'sʌmpʃən/
critical /'krɪtɪkəl/
crops /krɒps/
cross-country skiing /,krɒs ,kʌntri 'skiɪŋ/
cross-cultural /,krɒs 'kʌltʃərəl/
cub /kʌb/
cynical /'sɪnɪkəl/
dam /dæm/
day in, day out /,deɪ 'ɪn ,deɪ 'aʊt/
deforestation /dɪː,fɒrə'steɪʃən/
devastating /'devəsteɪtɪŋ/
donkey's years / 'dɒŋkɪz jɪəz/
elk /elk/
emerging economies /ɪ,mɜːdʒɪŋ ɪ'kɒnəmɪz/
emissions /ɪ'mɪʃənz/
empathise with sb /'empəθaɪz wɪð ,sʌmbədi/
endorse /ɪn'dɔːs/
endorsement /ɪn'dɔːsmənt/
environmental action/damage /ɪn,vɑɪrən,mentəl 'ækʃən/'dæmɪdʒ/
eradicate /ɪ'rædɪkeɪt/
evaluate /ɪ'væljuːeɪt/
expansion /ɪk'spænjən/

factor sth in /,fæktə ,sʌmθɪŋ 'ɪn/
farming /'fɑ:miŋ/
fertilizer /'fɜ:tə,laɪzə/
flash flood /'flæʃ flʌd/
flee one's home /,fli: wʌnz 'həʊm/
flocks of people /,flɒks əv 'pi:pəl/
flourish /'flaʊɪʃ/
follower /'fɒləʊə/
fossil fuels /'fɒsəl ,fju:əlz/
give sb/sth a wide berth /,gɪv ,sʌmbədɪ/,sʌmθɪŋ ə ,waɪd 'bɜ:θ/
Goodwill Ambassador /gʊd,wɪl æm'bæsədə/
gorge /gɔ:dʒ/
greenhouse gas emissions /,gri:nhaʊs gæs i'mɪʃənz/
grumpy /'grʌmpi/
have a track record of involvement /hæv ə ,træk ,rekɔ:d əv
 ɪn'vɒlvmənt/
herbicide /'hɜ:bɪsaɪd/
high-profile /,haɪ 'prəʊfaɪəl/
hinder /'hɪndə/
hold your horses /,həʊld jə 'hɔ:sɪz/
humanitarian assistance/aid/cause /hju:,mæni,tɛərɪən ə'sɪstəns/'eɪd/
 'kɔ:z/
in the height of summer /ɪn ðə ,haɪt əv 'sʌmə/
industrial plant /ɪn'dʌstriəl plɑ:nt/
inevitable /ɪ'nevɪtəbəl/
insecticide /ɪn'sektɪsaɪd/
intergovernmental relations/organisations /,ɪntəɡʌvə,mentl rɪ'leɪʃənz/
 ,ɔ:ɡənəɪ'zeɪʃənz/
introduce/enforce appropriate measures /,ɪntrə,dju:s/ɪn,fɔ:s
 ə,prəʊpɪət 'meʒəz/
irrigate /'ɪrɪɡeɪt/
jostle /'dʒɒsəl/
kill two birds with one stone /,kɪl tu: ,bɜ:dz wɪð wʌn 'stəʊn/
leak /li:k/
lend sb's name to sth /,lend ,sʌmbədɪz 'neɪm tə ,sʌmθɪŋ/
let sleeping dogs lie /let ,sli:pɪŋ dɒgz 'laɪ/
let the cat out of the bag /,let ðə ,kæt aʊt əv ðə 'bæg/
live by society's rules /,lɪv baɪ sə,səɪətɪz 'ru:lz/
livestock industry/sector /'lɪvstɒk ,ɪndəstri/,sektə/
machinery /mə'ʃi:nəri/
make room for sb/sth /,meɪk 'ru:m fə ,sʌmbədɪ/,sʌmθɪŋ/
manure /mə'njuə/
methane /'mi:θeɪn/
migrate /maɪ'ɡreɪt/
mitigate /'mɪtɪɡeɪt/
monitor /'mɒnɪtə/
mutton /'mʌtn/
nitrogen oxide /,naɪtrədʒən 'ɒksaɪd/
occurrence /ə'kʌrəns/
ongoing project /,ɒŋɡəʊɪŋ 'prɒdʒekt/
otter /'ɒtə/
outdo /aʊt'du:/
overpopulation /,əʊvəpɒpjə'leɪʃən/
paramount /'pærəmaʊnt/
peacekeeping forces/mission /'pi:s,kɪ:pɪŋ ,fɔ:sɪz/,mɪʃən/
pesticides /'pestɪsaɪdz/
philanthropic foundation/individual /,fɪlən,θrɒpɪk faʊn'deɪʃən/
 ,ɪndə'vɪdʒuəl/
pigs might fly /,pɪgz maɪt 'flaɪ/
plight /plaɪt/
plug a gap /,plʌɡ ə 'ɡæp/
population boom /,pɒpjə'leɪʃən bu:m/
pose problems /,pəʊz 'prɒbləmz/
post-industrial /,pəʊst ɪn'dʌstriəl/
poultry /'pəʊltri/
power line /'paʊə laɪn/
predator /'predətə/

prenatal /,pri:'neɪtl/
prey /preɪ/
pro-democracy /,prəʊ dɪ'mɒkrəsi/
put sth on the map /pʊt ,sʌmθɪŋ ɒn ðə 'mæp/
quadruple /kwa:'dru:pəl/
radical /'rædɪkəl/
raise the profile of sth /,reɪz ðə 'prəʊfaɪl əv ,sʌmθɪŋ/
real estate /'riəl ɪ,steɪt/
regardless /rɪ'ɡɑ:dləs/
reintroduce /,ri:ɪntrə'dju:s/
remorseless /rɪ'mɔ:sləs/
roster /'rɒstə/
royalty /'rɔɪlti/
ruminant /'ru:mɪnənt/
rural /'ruərəl/
sewerage /'sjʊərəɪdʒ/
shine a spotlight on sth /,ʃaɪn ə 'spɒtlaɪt ɒn ,sʌmθɪŋ/
slash /slæʃ/
spread/raise awareness /,spred/,reɪz ə'weənəs/
staggered /'stægəd/
stardom /'stɑ:dəm/
stop sth in its tracks /,stɒp ,sʌmθɪŋ ɪn ɪts 'træks/
straight from the horse's mouth /,streɪt frəm ðə ,hɔ:sɪz 'maʊθ/
subcommittee /'sʌbkə,mɪti/
substantial /səb'stænʃəl/
sustain /sə'steɪn/
sustainable /sə'steɪnəbəl/
swear /sweə/
tackle /'tækəl/
take the bull by the horns /,teɪk ðə ,bʊl baɪ ðə 'hɔ:nz/
toxic waste /,tɒksɪk 'weɪst/
trivialise /'trɪviəlaɪz/
UN-affiliated agency /ju: ,en ə,fɪliətəd 'eɪdʒənsi/
unpardonable /ʌn'pɑ:dnəbəl/
upset the natural balance /ʌp,set ðə ,nætʃərəl 'bæləns/
veal /vi:l/
verdict /'vɜ:dɪkt/
water supplies /'wɔ:tə sə,plaɪz/
wetlands /'wetləndz/
wheat /wi:t/
wild goose chase /,waɪld 'gu:s ,tʃeɪs/
with the aim of (maintaining peace) /wɪð ði ,eɪm əv (meɪn,tetɪniŋ 'pi:s)/
wolf in sheep's clothing /wʊlf ɪn ,ʃi:ps 'kləʊðɪŋ/
wolf/wolves /wʊlf/wʊlvz/

Consonants

p pen, copy, happen
b back, bubble, job
t tea, city, button
d day, ladder, odd
k key, school, duck, cool
g get, giggle, ghost

tʃ church, match, nature
dʒ judge, age, soldier

f fat, coffee, tough, physics
v view, heavy, move
θ thing, author, path
ð this, other, smooth
s soon, cease, sister
z zero, zone, rose, buzz
ʃ ship, sure, station
ʒ pleasure, vision
h hot, whole, behind

m more, hammer, sum
n nice, know, funny, sun
ŋ ring, long, thanks, sung
l light, valley, feel
r right, sorry, arrange

j yet, use, beauty
w wet, one, when, queen

Vowels

ɪ kit, bid, hymn
e dress, bed
æ bad, cat, trap
ɒ lot, odd, wash
ʌ love, but, duck
ʊ foot, good, put

ɪː sea, feel, machine
eɪ face, day, steak
aɪ price, high, try
ɔɪ boy, choice

uː two, blue, goose
əʊ goat, show, no
aʊ mouth, now
ɪə near, here, serious
eə fair, various, square
ɑː start, father
ɔː thought, law, north
ʊə cure, poor
ɜː nurse, stir
i happy, radiation, glorious
ə about, common
u situation, annual, influence