FOCUS 5

SECOND EDITION

B2+/C1

TEACHER'S BOOK

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Introduction

DEAR TEACHER,

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

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

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

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

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

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

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

And most importantly, you:

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

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

Reliability

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

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

Flexibility

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

Credibility

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

Motivation

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

Memory

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

Meaning

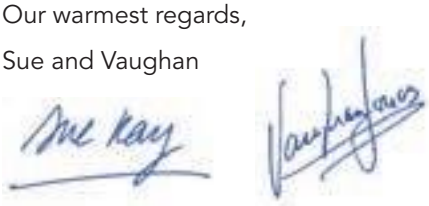
As the linguist and academic Rod Ellis reminds us, motivation in second language learning is derived from getting meanings across successfully. We are strongly opposed to mechanistic practice and drills where form dominates and meaning is irrelevant. If you ask your students to choose the correct quantifier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

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

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

Our warmest regards,

Sue and Vaughan



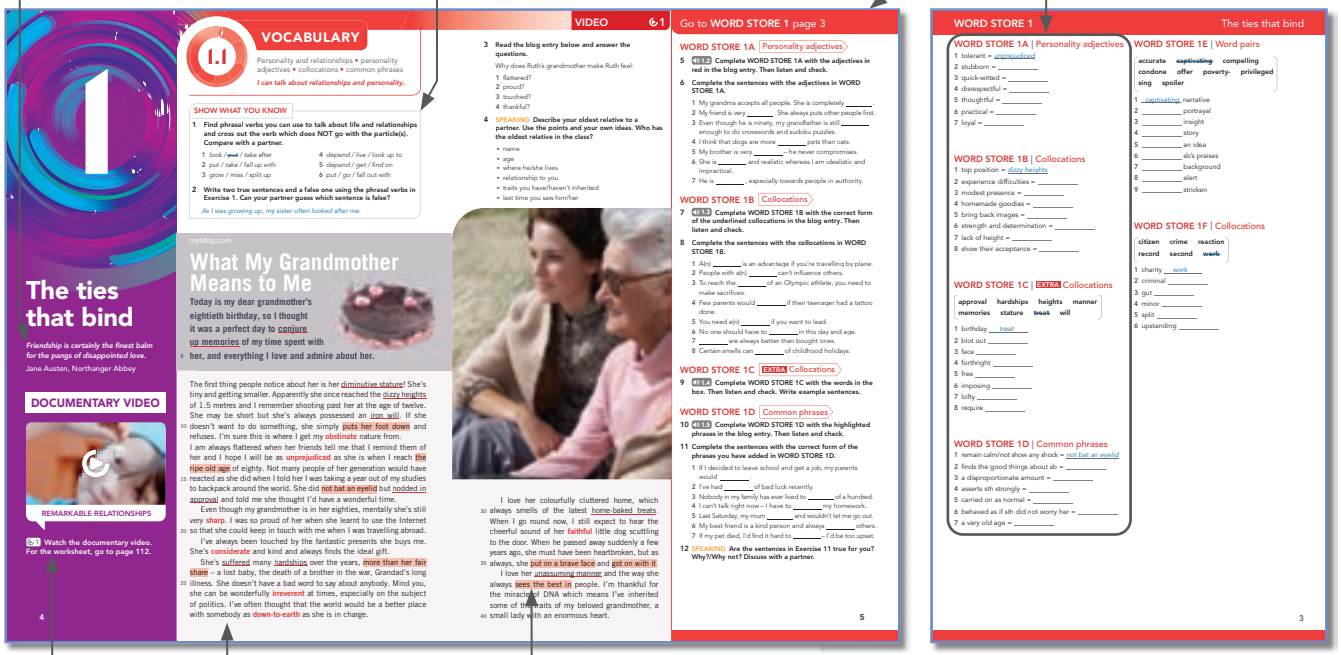
Focus 5 Unit walkthrough

VOCABULARY LESSONS

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

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

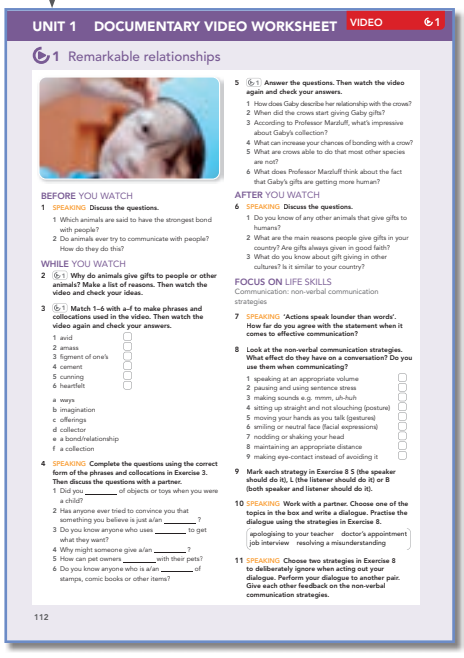
The WORD STORE booklet attached to the back of the Student's Book includes additional vocabulary exercises. Sections A, B, C and D accompany the Vocabulary lessons.



Contextualised vocabulary presentation (listening or reading tasks)

Highlighted target vocabulary items

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

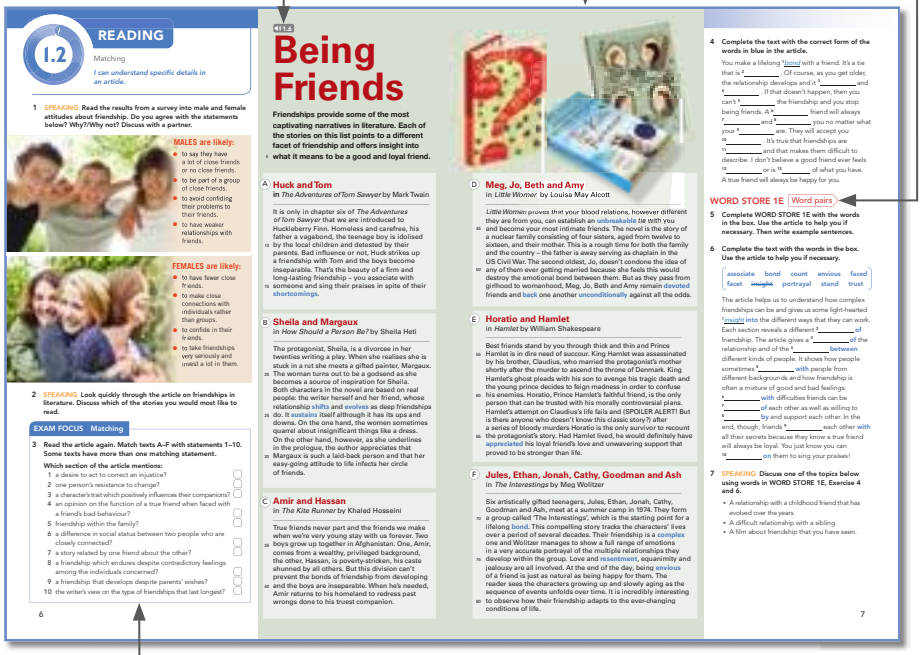


READING LESSONS

Audio files accompany each text, allowing additional listening practice to support reading.

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

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



READING 1.2

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?

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 sling 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 fret 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.

7

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

You make a lifelong *bond with a friend. It's a tie that is *_____. Of course, as you get older, the relationship develops and it *_____ and *_____. If that doesn't happen, then you can't *_____ the friendship and you stop being friends. A *_____ friend will always *_____ and *_____ you no matter what your *_____ are. They will accept you *_____. It's true that friendships are *_____ and that makes them difficult to describe. I don't believe a good friend ever feels *_____ or is *_____ 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 *insight into the different ways that they can work. Each section reveals a different *_____ of friendship. The article gives a *_____ of the relationship and of the *_____ between different kinds of people. It shows how people sometimes *_____ with people from different backgrounds and how friendship is often a mixture of good and bad feelings: *_____ with difficulties friends can be *_____ of each other as well as willing to *_____ by and support each other. In the end, though, friends *_____ each other with all their secrets because they know a true friend will always be loyal. You just know you can *_____ 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.

7

WORD STORE 1 The ties that bind

WORD STORE 1A | Personality adjectives

1 tolerant = unprejudiced
2 stubborn = _____
3 quick-witted = _____
4 disrespectful = _____
5 thoughtful = _____
6 practical = _____
7 loyal = _____

WORD STORE 1B | Collocations

1 top position = close knights
2 experience difficulties = _____
3 modest presence = _____
4 homemade goodies = _____
5 bring back images = _____
6 strength and determination = _____
7 lack of height = _____
8 show their acceptance = _____

WORD STORE 1C | EXTRA Collocations

approval hardships heights manner memories stature treat will

1 birthday treat
2 blot out _____
3 face _____
4 forthright _____
5 free _____
6 imposing _____
7 lofty _____
8 require _____

WORD STORE 1D | Common phrases

1 remain calm/not show any shock = not bat an eyelid
2 finds the good things about sb = _____
3 a disproportionate amount = _____
4 asserts sth strongly = _____
5 carried on as normal = _____
6 behaved as if sth did not worry her = _____
7 a very old age = _____

WORD STORE 1E | Word pairs

accurate ~~captivating~~ compelling condone offer poverty- privileged sing spoiler

1 captivating narrative
2 _____ portrayal
3 _____ insight
4 _____ story
5 _____ an idea
6 sb's praises
7 _____ background
8 _____ alert
9 _____ stricken

WORD STORE 1F | Collocations

citizen crime reaction record second ~~weak~~

1 charity work
2 criminal _____
3 gut _____
4 minor _____
5 split _____
6 upstanding _____

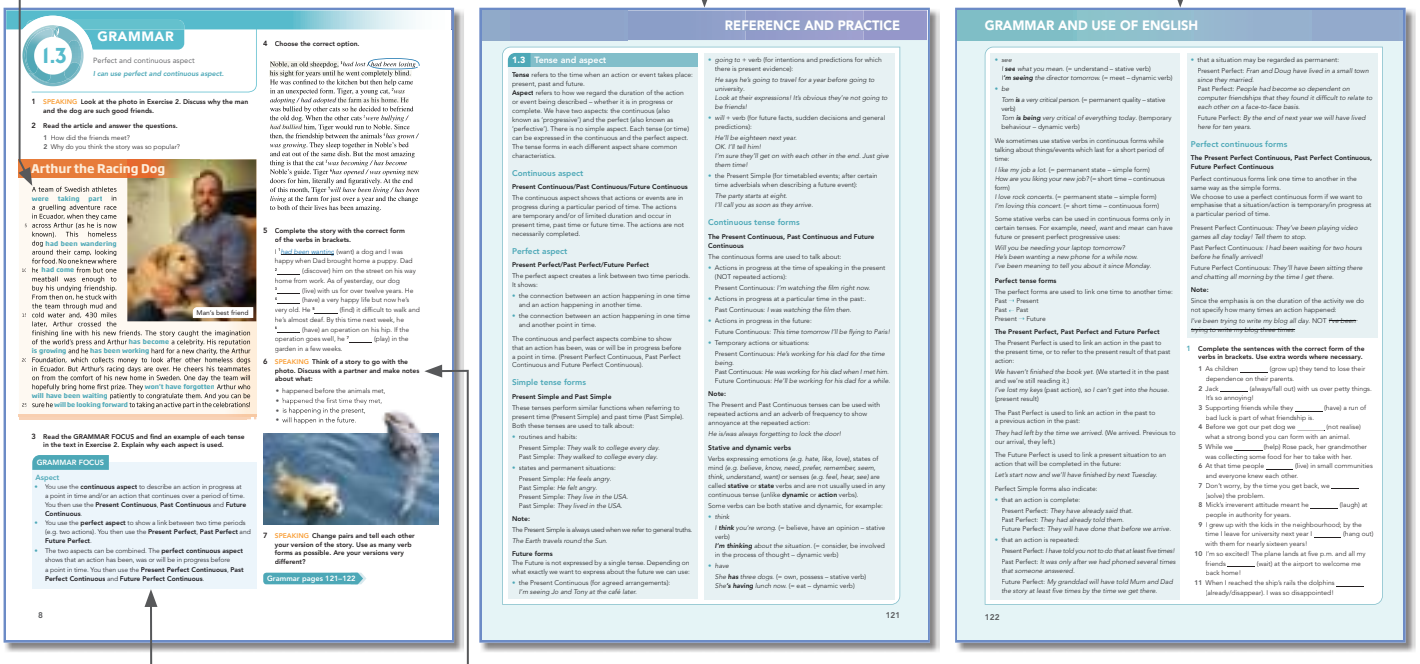
3

Exam-like reading tasks in the EXAM FOCUS

GRAMMAR LESSONS

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

The GRAMMAR AND USE OF ENGLISH REFERENCE AND PRACTICE with detailed explanation of the grammar structures and additional practice exercises can be used for review at the end of a Grammar lesson or during unit review. It can also be used by fast finishers or students who require extra practice.



GRAMMAR 1.3

Perfect and continuous aspect

I can use perfect and continuous aspect.

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**.

8

4 Choose the correct option.

Noble, an old sheepdog, *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, *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 *were bullying / had bullied* him, Tiger would run to Noble. Since then, the friendship between the animals *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 *was learning / has become* Noble's guide. Tiger *has opened / was opening* new doors for him, literally and figuratively. At the end of this month, Tiger *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.

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

Grammar pages 121–122

8

REFERENCE AND PRACTICE

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)

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GRAMMAR AND USE OF ENGLISH

- *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 eating 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.
1 As children _____ (grow up) they tend to lose their dependence on their parents.
2 Jack _____ (always/fall out) with us over petty things. It's so annoying!
3 Supporting friends while they _____ (have) a run of bad luck is part of what friendship is.
4 Before we got our pet dog we _____ (not realise) what a strong bond you can form with an animal.
5 While we _____ (help) Rose pack, her grandmother was collecting some food for her to take with her.
6 At that time people _____ (live) in small communities and everyone knew each other.
7 Don't worry, by the time you get back, we _____ (solve) the problem.
8 Mick's irreverent attitude meant he _____ (laugh) at people in authority for years.
9 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!
10 I'm so excited! The plane lands at five p.m. and all my friends _____ (wait) at the airport to welcome me back home!
11 When I reached the ship's rails the dolphins _____ (already/disappear). I was so disappointed!

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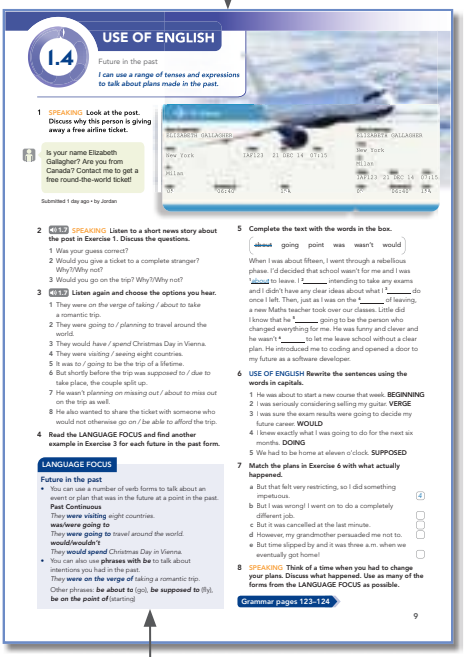
The GRAMMAR FOCUS boxes with rules and structures

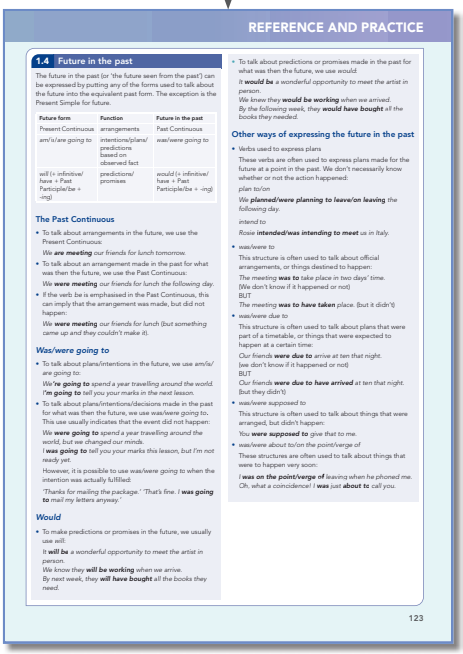
Personalised grammar activities

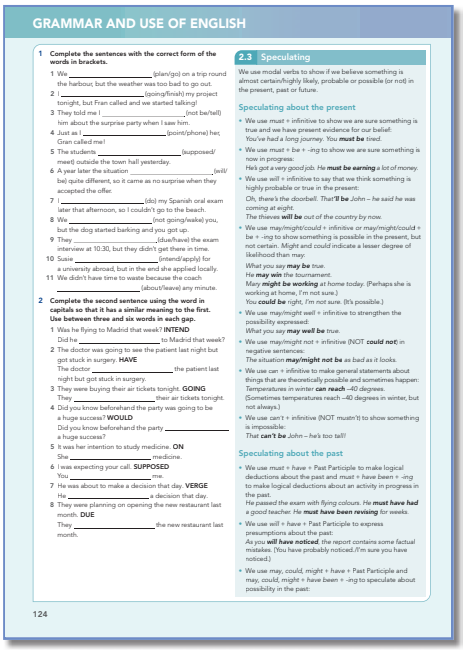
USE OF ENGLISH

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

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





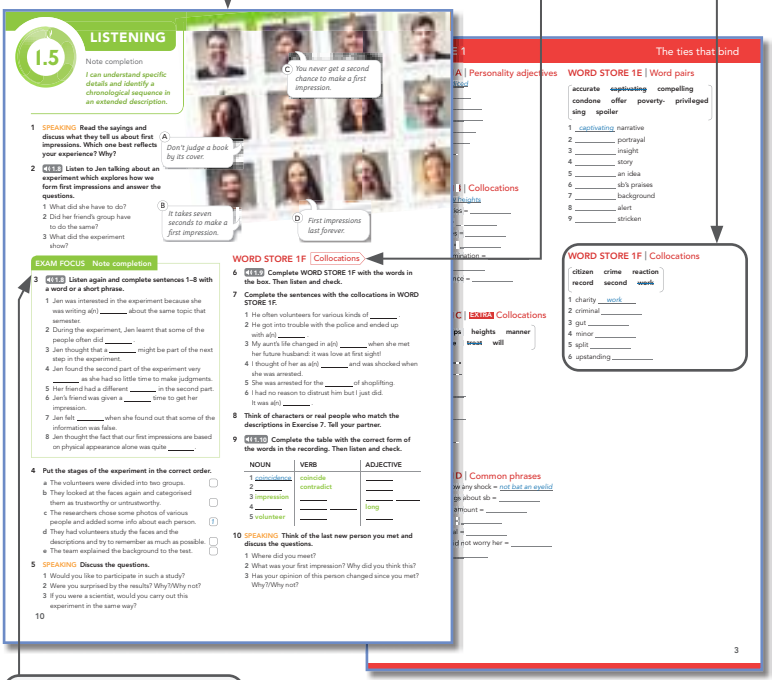


LANGUAGE FOCUS boxes with usage rules and structures

LISTENING LESSONS

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

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

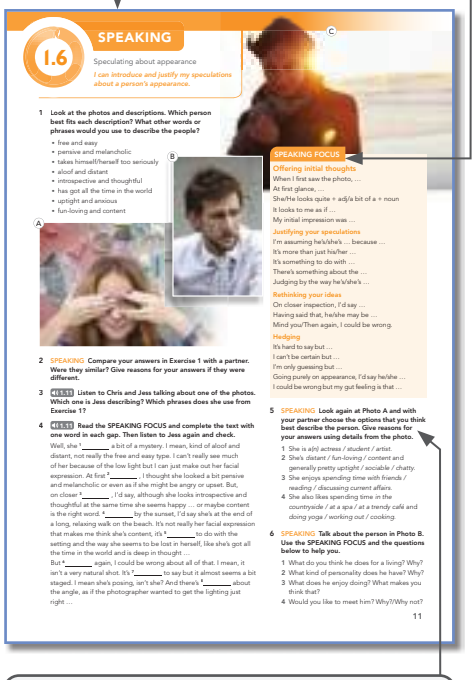


Exam-like listening tasks in the EXAM FOCUS

SPEAKING LESSONS

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

The SPEAKING FOCUS boxes with the target language from the lesson



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

WRITING LESSONS

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

WRITING

1.7

A formal email/letter

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

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.

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

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

Entry £2 per adult, Kids under 12 free!

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.

To: Mrs Lund
Subject: Family Day

Dear Mrs Lund,

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

We want to 5sort 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. 6We've got our fingers crossed that Family Day will attract 7loads 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.

8Anyway, 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. 9Do you want to help us? We would appreciate it if you could give a short talk during our opening ceremony. 10Actually, 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, 11that would be awesome and we would happily donate all our proceeds to Families First. 12It sounds like a good deal, doesn't it?

Yours sincerely,

Julia Spritely

12

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 ~~putting in touch~~
  organising NOT ~~getting 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 ~~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?~~

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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.

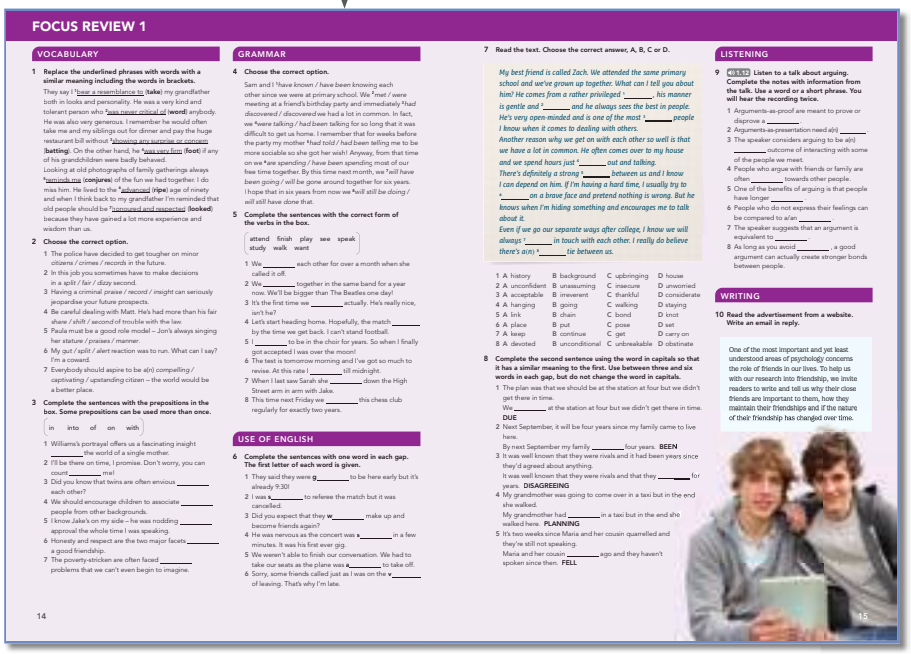
The LANGUAGE FOCUS boxes with extra usage rules and structures

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

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

FOCUS REVIEW

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



FOCUS REVIEW 1

VOCABULARY

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.
1 The police have decided to get tougher on minor *citizens / crimes / records* in the future.
2 In this job you sometimes have to make decisions in a *split / fair / dizzy* second.
3 Having a criminal *praise / record / insight* can seriously jeopardise your future prospects.
4 Be careful dealing with Matt. He's had more than his fair *share / shift / second* of trouble with the law.
5 Paula must be a good role model – Jon's always singing her *statue / praises / manner*.
6 My gut / *split / alert* reaction was to run. What can I say? I'm a coward.
7 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
1 Williams's portrayal offers us a fascinating insight _____ the world of a single mother.
2 I'll be there on time, I promise. Don't worry, you can count _____ me!
3 Did you know that twins are often envious _____ each other?
4 We should encourage children to associate _____ people from other backgrounds.
5 I know Jake's on my side – he was nodding _____ approval the whole time I was speaking.
6 Honesty and respect are the two major facets _____ a good friendship.
7 The poverty-stricken are often faced _____ problems that we can't even begin to imagine.

GRAMMAR

4 Choose the correct option.
Sam and I *have known / have been knowing* each other since we were at primary school. We *met / were meeting* at a friend's birthday party and immediately *had discovered / discovered* we had a lot in common. In fact, we *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 *had told / had been telling* me to be more sociable so she got her wish! Anyway, from that time on we *are spending / have been spending* most of our free time together. By this time next month, we *will have been going / will be gone* around together for six years. I hope that in six years from now we *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
1 We _____ each other for over a month when she called it off.
2 We _____ together in the same band for a year now. We'll be bigger than The Beatles one day!
3 It's the first time we _____ actually. He's really nice, isn't he?
4 Let's start heading home. Hopefully, the match _____ by the time we get back. I can't stand football.
5 I _____ to be in the choir for years. So when I finally got accepted I was over the moon!
6 The test is tomorrow morning and I've got so much to revise. At this rate I _____ till midnight.
7 When I last saw Sarah she _____ down the High Street arm in arm with Jake.
8 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.
1 They said they were g_____ to be here early but it's already 9:30!
2 I was s_____ to referee the match but it was cancelled.
3 Did you expect that they w_____ make up and become friends again?
4 He was nervous as the concert was s_____ in a few minutes. It was his first ever gig.
5 We weren't able to finish our conversation. We had to take our seats as the plane was a_____ to take off.
6 Sorry, some friends called just as I was on the v_____ of leaving. That's why I'm late.

14

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 _____ 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 _____ for years. DISAGREEING
4 My grandmother was going to come over in a taxi but in the end she walked.
My grandmother had _____ 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 _____ ago and they haven't spoken since then. FELL

LISTENING

9 T1.13 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.

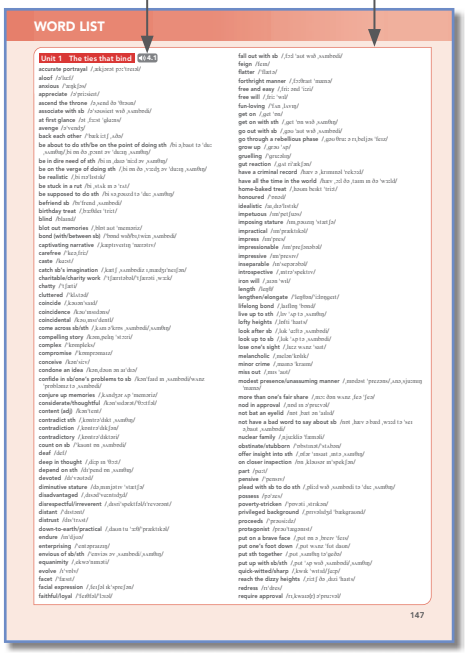
15

Focus 5 Unit walkthrough

WORD LISTS

Downloadable students' MP3 recordings specially designed to practise vocabulary

Glossary of vocabulary items from the unit with pronunciation

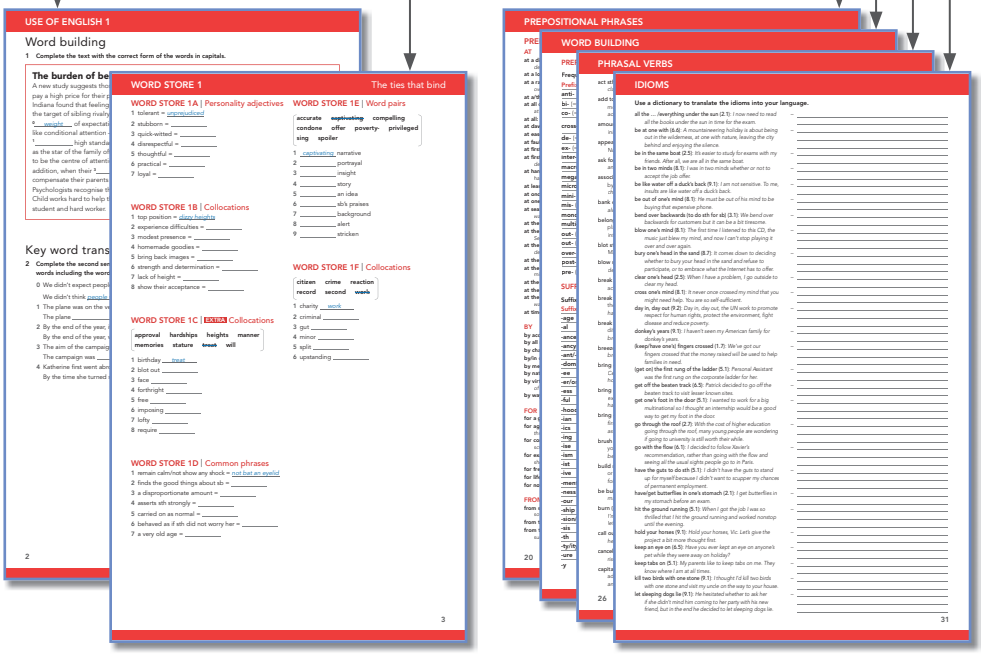


WORD STORE BOOKLET

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

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

Lists of prepositional phrases, prefixes and suffixes, phrasal verbs and idioms.

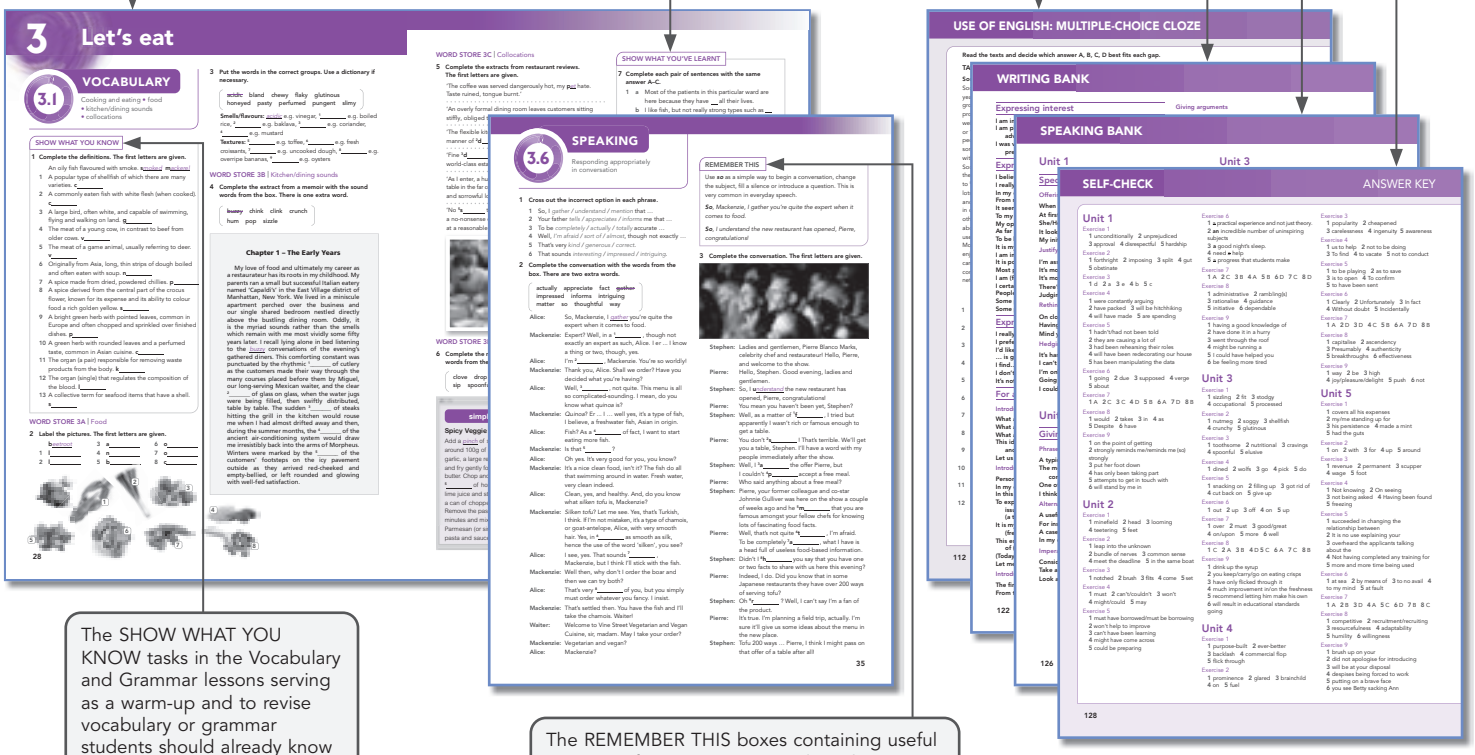


WORKBOOK

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

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

Additional Use of English practice, the Writing Bank, Speaking Bank and Self-check answer key.

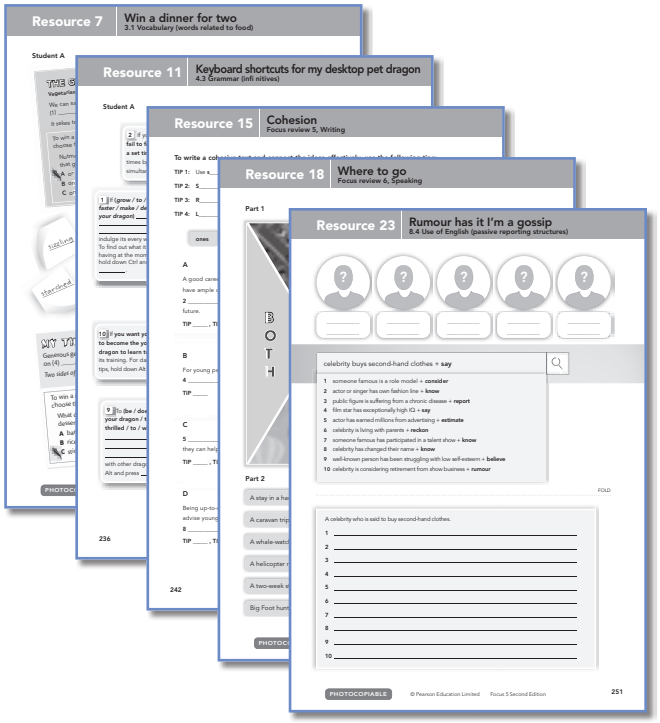


The SHOW WHAT YOU KNOW tasks in the Vocabulary and Grammar lessons serving as a warm-up and to revise vocabulary or grammar students should already know

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

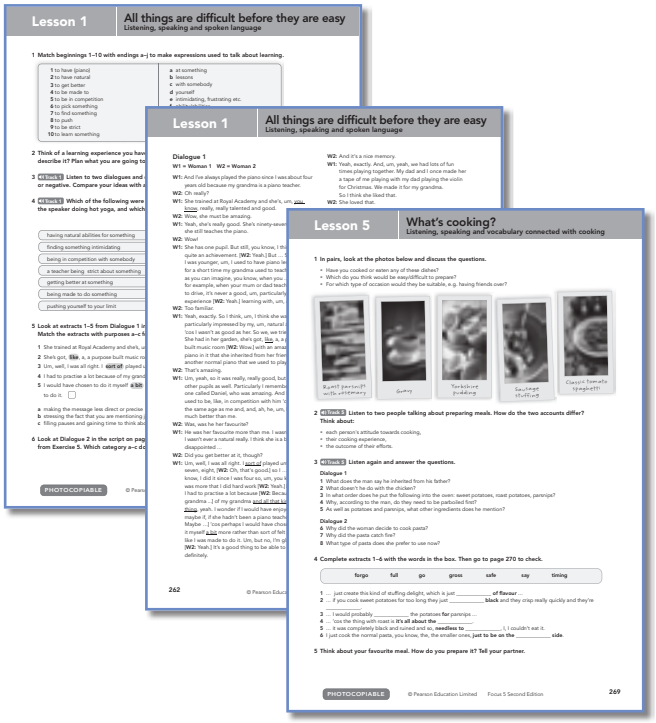
PHOTOCOPIABLE RESOURCES

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



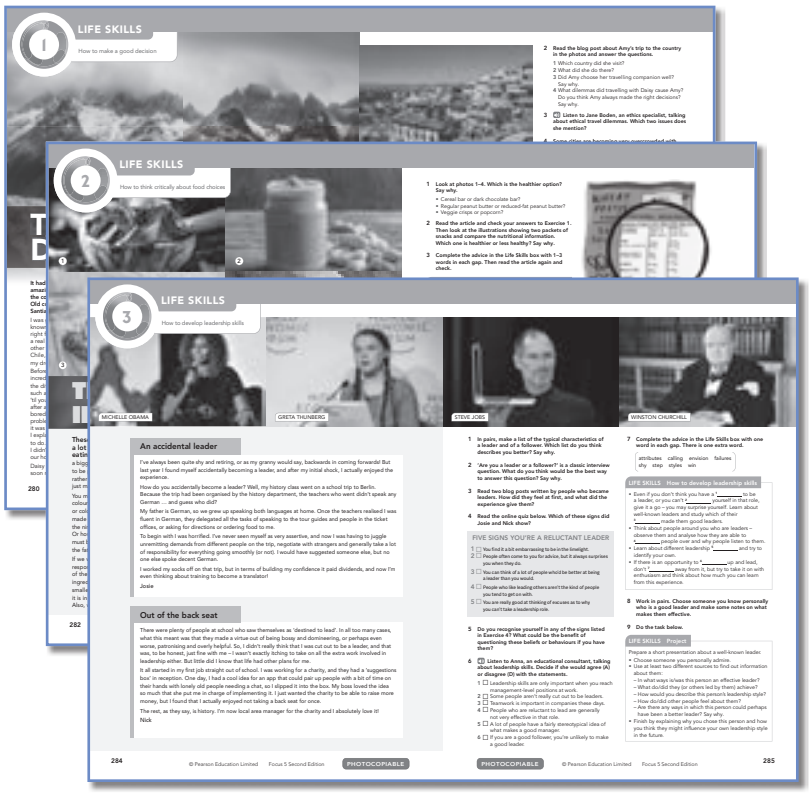
EXTRA LISTENING LESSONS

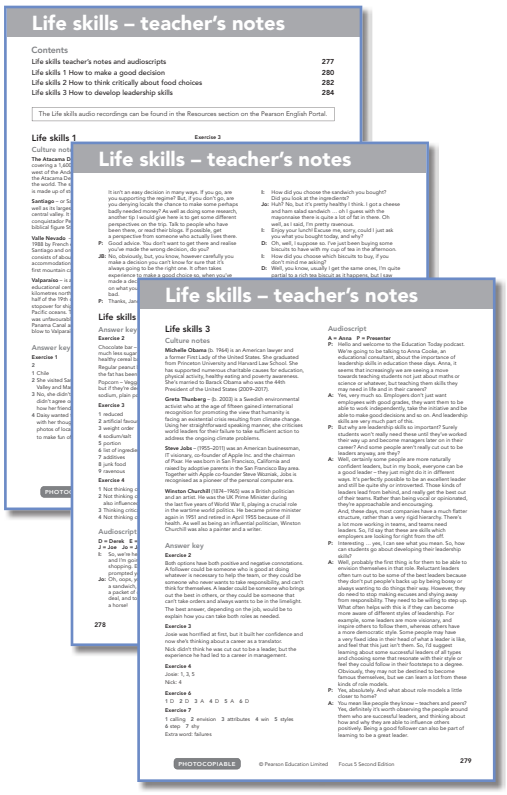
Extra listening lessons with audioscripts and teacher's notes in the Teacher's Book



LIFE SKILLS

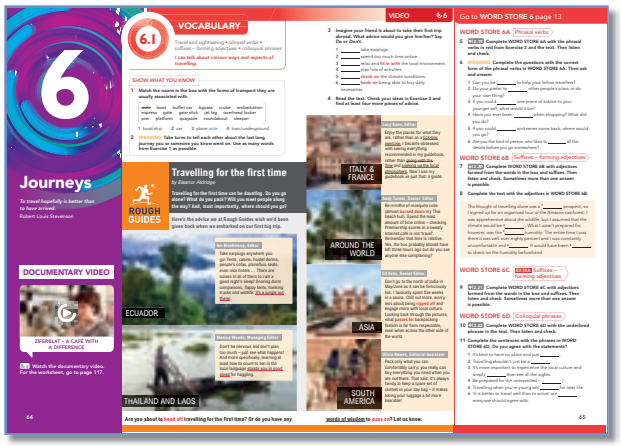
Life skills photocopiable resources teaching competencies indispensable to success in 21st-century society





Focus 5 Component overview

STUDENT'S BOOK and WORD STORE



- 9 topic-based units divided into 7 main teaching lessons: Vocabulary, Reading, Grammar, Use of English, Listening, Speaking and Writing
- Documentary video in every unit – see references in the Teacher's Book at the top of the page
- Word lists at the end of the Student's Book
- Focus Reviews after every unit: Vocabulary and Grammar practice; Use of English and skills in an exam format
- Clear lesson objectives ('I can…') taken from the Global Scale of English (GSE)
- Video worksheets for the documentary videos
- Grammar and Use of English Reference and Practice: detailed explanations of all the grammar and Use of English topics covered in the units
- A list of irregular verbs
- A key to phonetic symbols
- WORD STORE booklet with additional vocabulary and Use of English practice as well as lists of prepositional phrases, prefixes and suffixes, phrasal verbs and idioms

Access code to STUDENT'S EBOOK (a digital version of the Student's Book with all audio and video)
Access code to EXTRA DIGITAL ACTIVITIES AND RESOURCES

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

Access code to PEARSON PRACTICE ENGLISH APP

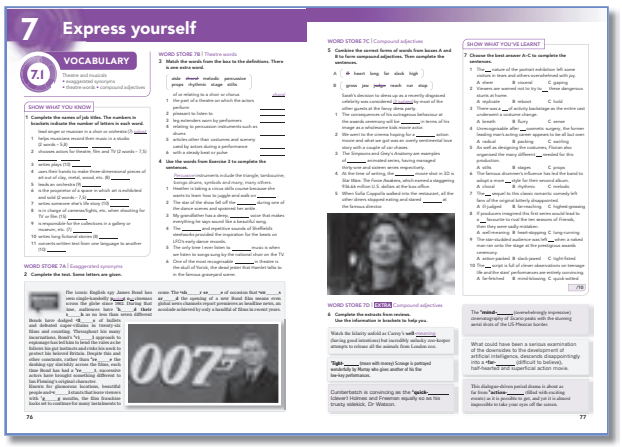
- Student's Book audio
- Word lists with audio
- Video

STUDENT'S BOOK and WORD STORE with ONLINE PRACTICE

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

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

WORKBOOK



- Mirrors the Student's Book unit structure and pagination
- REMEMBER THIS boxes drawing attention to tricky language
- Self-check after each unit with Vocabulary, Grammar and Use of English exercises
- Extra Use of English activities
- Writing Bank with phrases from the WRITING FOCUS boxes
- Speaking Bank with useful phrases
- Answer key to the Self-check section

TEACHER'S BOOK and WORD STORE

- Unit-by-unit Student's Book pages with overprinted answer key
- WORD STORE pages with overprinted answer key
- References to additional resources and the course assesssment
- Teacher's Book pagination mirrors the Student's Book pagination
- Workbook answer key
- Culture notes
- Student's Book audioscript and videoscripts
- Intelligent key for Listening Exam Focus, Reading Exam Focus and Focus Review: Listening exercises
- 27 photocopiable resources with instructions and answer key
- 8 extra listening lessons with audioscripts and answer keys
- 3 Life skills photocopiable resources with instructions and answer key

Access code to:

PRESENTATION TOOL

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

ONLINE PRACTICE, EXTRA DIGITAL ACTIVITIES AND RESOURCES

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

TEACHER'S RESOURCES

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

EBOOK

CLASS AUDIO CDS

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

EXAM PRACTICE

Pearson Test of English General Level 4 exam practice materials may be used alongside Focus Level 5 Student's Book and provide additional support for students planning to take the test.

The practice materials, along with the audio recordings and answer keys, are available in the Teacher's Resources on the Pearson English Portal.

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

Videos and flipping the classroom with *Focus*

HOW TO USE VIDEOS IN THE CLASSROOM

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

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

No. of videos: 9 (1 per unit)

HOW TO FLIP THE CLASSROOM WITH *FOCUS*

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

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

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

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

VOCABULARY: SHOW WHAT YOU KNOW AND WORD LISTS

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

VIDEO

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

READING AND LISTENING TEXTS

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

GRAMMAR AND USE OF ENGLISH REFERENCE AND PRACTICE

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

WORKBOOK SUPPORT

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

ONLINE PRACTICE

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

EXTRA DIGITAL ACTIVITIES

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

Assessment Package

Test type	Quantity	Total marks	Timing
Vocabulary Quiz	9	20	10–20 mins
Grammar Quiz	9	15	10–20 mins
Use of English Quiz	9	10	10–20 mins
Unit Tests			
Dictation, Vocabulary, Grammar and Use of English (A/B)	9	60	50–60 mins
Writing	9	30	45–55 mins
Review Tests			
Listening, Reading and Use of English (A/B)	3	50	40–50 mins
Speaking (with Teacher's notes)	3	20	12–15 mins per pair
End-of-year Test			
Listening, Use of English and Reading (A/B)	1	60	40–50 mins
Writing	1	30	45–55 mins
Speaking (with Teacher's notes)	1	20	12–15 mins per pair

Overview of the Package

The *Focus Second Edition* Assessment Package provides a wide range of tests which can be used at different points in the course. Level 5 has:

- 9 A and B Vocabulary Quizzes
- 9 A and B Grammar Quizzes
- 9 A and B Use of English Quizzes
- 9 A and B Unit Tests
- 3 A and B Review Tests
- 1 A and B End-of-year Test

Assessment of learning or assessment for learning?

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

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

Marking Writing and Speaking tests

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

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

Versions of tests

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

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

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

Exam preparation

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

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

Expected outcomes

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

Tests on paper

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

Vocabulary Quizzes

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

Grammar Quizzes

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

Use of English Quizzes

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

Unit Tests

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

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

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

Review Tests

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

Review Test 1: Units 1–3

Review Test 2: Units 1–6

Review Test 3: Units 1–9

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

Each test has two parts: Listening, Reading and Use of English; Speaking. The Listening, Reading and Use of English part has A and B versions. Students do the Speaking tasks in pairs, and the answer key includes notes for the teacher with questions.

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

End-of-year Test

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

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

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

Assessment for Learning, GSE and 21st-century skills

ASSESSMENT FOR LEARNING

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

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

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

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

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

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

The GLOBAL SCALE OF ENGLISH

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

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

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

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

21ST-CENTURY SKILLS

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

Discussion activities throughout the course encourage students to practise their communication and collaboration skills. The documentary videos featuring engaging stories from various cultures expand students' cultural awareness, encouraging them to discuss the ideas presented and to compare them with their own experiences, providing an opportunity to hone their critical thinking skills.

The Life skills photocopiable resources at the back of the Teacher's Book develop students' future career, social and personal development skills, focusing on such topics as: making good decisions, thinking critically about food choices and developing leadership skills.

Mediation in *Focus Second Edition*

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

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

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

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

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

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

Where is Mediation in *Focus Second Edition*?

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

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

Focus Second Edition and Readers

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

Level 1

ISBN 9781405842822

ISBN 9781405842907

Level 2

ISBN 9781405855457

ISBN 9781405876636

Level 3

ISBN 9781405882149

ISBN 9781405882293

Level 4

ISBN 9781405865227

ISBN 9781405865234

Level 5

ISBN 9781405865289

ISBN 9781405882767

	VOCABULARY	READING
1 **The ties that bind** DOCUMENTARY 1 p. 112 Remarkable relationships	**pp. 4–5** Personality and relationships; personality adjectives; collocations; common phrases **Reading:** A blog post about a grandmother	**pp. 6–7** An article about friendships in literature **Vocabulary:** Collocations; word pairs; prepositions **Exam Focus:** Matching
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
8 **Text me!** DOCUMENTARY 8 p. 119 The Big Data revolution	**pp. 88–89** Information and the mind; prefixes; verb-noun collocations; phrases with *mind* **Reading:** An interview with the author of *The Organized Mind*	**pp. 90–91** An article about a fitness mobile game **Vocabulary:** Phrases; synonyms **Exam Focus:** Multiple choice
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

pp. 112–120 Video worksheets pp. 121–144 Grammar and Use of English reference and practice

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

GRAMMAR	USE OF ENGLISH	LISTENING	SPEAKING	WRITING	FOCUS REVIEW
p. 8 Perfect and continuous aspect	**p. 9** Future in the past	**p. 10** A talk about first impressions **Vocabulary:** Collocations; word families **Exam Focus:** Note completion	**p. 11** Speculating about appearance	**pp. 12–13** A formal email/letter	**pp. 14–15**
p. 20 Speculating	**p. 21** Accuracy with articles	**p. 22** Dialogues about different types of informal learning **Vocabulary:** Phrases **Exam Focus:** Multiple choice	**p. 23** Giving supporting examples	**pp. 24–25** An article	**pp. 26–27**
p. 32 Transitive and intransitive phrasal verbs	**p. 33** Particles in phrasal verbs	**p. 34** Monologues about different food experiences **Vocabulary:** Adjectives **Exam Focus:** Matching	**p. 35** Responding appropriately in conversation	**pp. 36–37** A proposal	**pp. 38–39**
p. 44 Infinitives	**p. 45** Sentence modifiers	**p. 46** Dialogues about technology **Vocabulary:** Verbs **Exam Focus:** Multiple choice	**p. 47** Agreeing and disagreeing	**pp. 48–49** A review of a product	**pp. 50–51**
p. 56 *-ing* forms	**p. 57** Prepositional phrases	**p. 58** A radio programme about job interviews **Vocabulary:** Word formation **Exam Focus:** Multiple choice	**p. 59** Buying time	**pp. 60–61** An essay	**pp. 62–63**
p. 68 Advanced comparative structures	**p. 69** Words and phrases with *ever*	**p. 70** Monologues about different travel experiences **Vocabulary:** Phrases **Exam Focus:** Matching	**p. 71** Comparing photos	**pp. 72–73** A report	**pp. 74–75**
p. 80 Advanced conditionals	**p. 81** Phrases with *if*	**p. 82** Dialogues about the redevelopment of a skatepark **Vocabulary:** Collocations **Exam Focus:** Multiple choice	**p. 83** Discussing advantages and disadvantages	**pp. 84–85** A review of a book/film	**pp. 86–87**
p. 92 Reporting verb patterns	**p. 93** Passive reporting structures	**p. 94** A radio programme about amateur journalists **Vocabulary:** Collocations **Exam Focus:** Multiple choice	**p. 95** Adding emphasis	**pp. 96–97** A formal email/letter	**pp. 98–99**
p. 104 Inversion after adverbials	**p. 105** Extra *it*	**p. 106** A talk about an environmental project **Vocabulary:** Verbs **Exam Focus:** Note completion	**p. 107** Speculating about photos	**pp. 108–109** Essay introductions	**pp. 110–111**

pp. 145–146 Irregular verbs **pp. 147–158 Word list** **p. 159 Key to phonetic symbols**

1

The ties that bind

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

Jane Austen, Northanger Abbey

DOCUMENTARY VIDEO

REMARKABLE RELATIONSHIPS

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

UNIT 1 VIDEO

Documentary
Remarkable relationships 1

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 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 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 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 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 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.

REFERENCES
Culture notes **p. 171**
Videoscript **p. 201**
Using videos in the classroom **p. T14**

EXTRA ACTVITIES
- Photocopiable resource 1 (personality – 15 min.) pp. 211, 220–221
- Extra digital activities: Vocabulary Checkpoint

WORKBOOK
pp. 4–5, including *Show what you've learnt*

3 **Read the blog entry below and answer the questions.**

Why does Ruth's grandmother make Ruth feel:

1 flattered? Her friends think she is similar to her grandmother.
2 proud? Her grandmother wanted to learn how to use the Internet despite her age.
3 touched? Her grandmother is so thoughtful and always gets Ruth the ideal gift.
4 thankful? She shares some of the same DNA as her grandmother.

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 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 as always, she put on a brave face and got on with it.

I love 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 grandmother, a small lady with an enormous heart.

Go to **WORD STORE 1** page 3

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 unprejudiced .
2 My friend is very considerate . She always puts other people first.
3 Even though he is ninety, my grandfather is still sharp enough to do crosswords and sudoku puzzles.
4 I think that dogs are more faithful pets than cats.
5 My brother is very obstinate – he never compromises.
6 She is down-to-earth and realistic whereas I am idealistic and impractical.
7 He is irreverent , 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) diminutive stature is an advantage if you're travelling by plane.
2 People with a(n) unassuming manner can't influence others.
3 To reach the dizzy heights of an Olympic athlete, you need to make sacrifices.
4 Few parents would nod in approval if their teenager had a tattoo done.
5 You need a(n) iron will if you want to lead.
6 No one should have to suffer hardships in this day and age.
7 Home-baked treats are always better than bought ones.
8 Certain smells can conjure up memories 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 not bat an eyelid .
2 I've had more than my fair share of bad luck recently.
3 Nobody in my family has ever lived to the ripe old age of a hundred.
4 I can't talk right now – I have to get on with my homework.
5 Last Saturday, my mum put her foot down and wouldn't let me go out.
6 My best friend is a kind person and always sees the best in others.
7 If my pet died, I'd find it hard to put on a brave face – I'd be too upset.

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

5

NEXT CLASS

Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 1.1, Vocabulary.

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

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.

REFERENCES
Culture notes **p. 171**
Intelligent key **p. 207**

WORKBOOK
pp. 6–7

NEXT CLASS
Ask students to do *Show what you know* 1.3 in the WB, p. 8.

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]unbreakable . Of course, as you get older, the relationship develops and it [3] shifts and [4] evolves . If that doesn't happen, then you can't [5] sustain the friendship and you stop being friends. A [6] devoted friend will always [7] back and [8] appreciate you no matter what your [9]shortcomings are. They will accept you [10]unconditionally . It's true that friendships are [11] complex and that makes them difficult to describe. I don't believe a good friend ever feels [12]resentment or is [13] envious 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] facet **of** friendship. The article gives a [3] portrayal **of** the relationship and of the [4] bond **between** different kinds of people. It shows how people sometimes [5] associate **with** people from different backgrounds and how friendship is often a mixture of good and bad feelings: [6] faced **with** difficulties friends can be [7] envious **of** each other as well as willing to [8] stand **by** and support each other. In the end, though, friends [9] trust each other **with** all their secrets because they know a true friend will always be loyal. You just know you can [10] count **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.

1.3 GRAMMAR

Perfect and continuous aspect

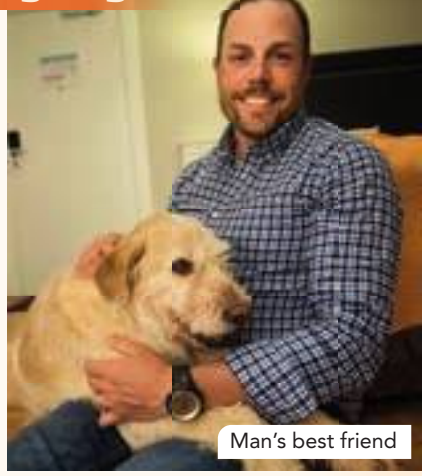
I can use perfect and continuous aspect.

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? They met during an adventure race in Ecuador.
2 Why do you think the story was so popular?

Arthur the Racing Dog


Man's best friend

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!

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]had discovered (discover) him on the street on his way home from work. As of yesterday, our dog [3]has been living (live) with us for over twelve years. He [4]has had (have) a very happy life but now he's very old. He [5]is finding (find) it difficult to walk and he's almost deaf. By this time next week, he [6]will have had (have) an operation on his hip. If the operation goes well, he [7]will be playing (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?**

Grammar pages 121–122

Exercise 3

1 were taking part – in progress in the past
2 had been wandering – in progress before a moment in the past
3 had come – happened before a moment in the past
4 has become – happened before the present moment
5 is growing – in progress now
6 has been working – in progress before the current moment (and continuing into the present)
7 won't have forgotten – won't have happened before a moment in the future
8 will have been waiting – in progress before a moment in the future
9 will be looking forward – will be in progress in the future

EXTRA ACTIVITIES
Extra digital activities: Grammar Checkpoint

WORKBOOK
p. 8, including *Show what you've learnt*

NEXT CLASS
Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 1.3, Grammar.

8

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

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

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

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

1 They were *on the verge of taking* / *about to take* a romantic trip.
2 They were *going to* / *planning to* travel around the world.
3 They would *have* / *spend* Christmas Day in Vienna.
4 They were *visiting* / *seeing* eight countries.
5 It was *to* / *going to* be the trip of a lifetime.
6 But shortly before the trip was *supposed to* / *due to* take place, the couple split up.
7 He wasn't *planning on missing out* / *about to miss out* on the trip as well.
8 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] wasn't intending to take any exams and I didn't have any clear ideas about what I [3] would do once I left. Then, just as I was on the [4] point of leaving, a new Maths teacher took over our classes. Little did I know that he [5] was going to be the person who changed everything for me. He was funny and clever and he wasn't [6] going 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.**

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

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

a But that felt very restricting, so I did something impetuous. 4
b But I was wrong! I went on to do a completely different job. 3
c But it was cancelled at the last minute. 1
d However, my grandmother persuaded me not to. 2
e But time slipped by and it was three a.m. when we eventually got home! 5

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.**

Grammar pages 123–124

Exercise 6

1 He was beginning a new course that week.
2 I was on the verge of selling my guitar.
3 I was sure the exam results would decide my future career.
4 I knew exactly what I was doing for the next six months.
5 We were supposed to be home at eleven o'clock.

REFERENCES

Audioscript **p. 182**

EXTRA ACTVITIES

Photocopiable resource 2 (future in the past – 15 min.) pp. 211, 222–223

WORKBOOK

p. 9, including *Show what you've learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 1.4, Use of English.

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?

Exercise 2

1 She had to look at some photos of people, read short info about them and remember the faces. Three days later, she had to look at them again for less than a second and categorise them as trustworthy or untrustworthy.
2 They had to do the same but were given much more time to complete the experiment.
3 The experiment showed that when we have very little time we judge people by appearances but when we have more time, we judge them by other facts/information.

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) (major) assignment about the same topic that semester.
2 During the experiment, Jen learnt that some of the people often did charity work .
3 Jen thought that a memory test might be part of the next step in the experiment.
4 Jen found the second part of the experiment very challenging as she had so little time to make judgments.
5 Her friend had a different experience in the second part.
6 Jen's friend was given a longer time to get her impression.
7 Jen felt surprised 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 worrying .

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

a The volunteers were divided into two groups. [3]
b They looked at the faces again and categorised them as trustworthy or untrustworthy. [4]
c The researchers chose some photos of various people and added some info about each person. [1]
d They had volunteers study the faces and the descriptions and try to remember as much as possible. [2]
e The team explained the background to the test. [5]

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 charity work .
2 He got into trouble with the police and ended up with a(n) criminal record .
3 My aunt's life changed in a(n) split second when she met her future husband: it was love at first sight!
4 I thought of her as a(n) upstanding citizen and was shocked when she was arrested.
5 She was arrested for the minor crime of shoplifting.
6 I had no reason to distrust him but I just did. It was a(n) gut reaction .

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 coincidence	coincide	coincidental
2 contradiction	contradict	contradictory
3 impression	impress	impressive/impressionable
4 length	lengthen/elongate	long
5 volunteer	volunteer	voluntary

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?

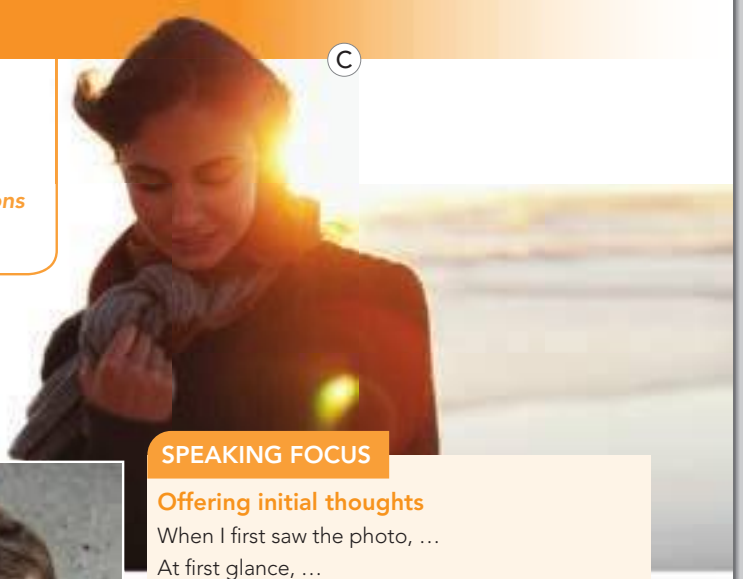
REFERENCES
Audioscript **p. 182**
Intelligent key **p. 207**

WORKBOOK
p. 10

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

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?** Photo C; Phrases used: pensive and melancholic, aloof and distant, introspective and thoughtful, got all the time in the world

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] looks 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] glance, I thought she looked a bit pensive and melancholic or even as if she might be angry or upset. But, on closer [3] inspection, I'd say, although she looks introspective and thoughtful at the same time she seems happy … or maybe content is the right word. [4] Judging 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] something 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] then again, I could be wrong about all of that. I mean, it isn't a very natural shot. It's [7] hard to say but it almost seems a bit staged. I mean she's posing, isn't she? And there's [8] something about the angle, as if the photographer wanted to get the lighting just right …

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 …

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?

REFERENCES
Audioscript **pp. 182–183**

WORKBOOK
p. 11

1.7 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.

Exercise 3

1 She's writing to invite Mrs Lund to participate in a charity event organized by the school.
2 Mrs Lund is a local MP and the chairperson of the charity Families First.
3 Julia would like Mrs Lund to be the guest of honour on the day, to give a short talk during the opening ceremony and to spend the day at the event with her family and enjoy the fun.
4 All the proceeds would be donated to Families First.

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

REFERENCES
Culture notes **p. 171**

WORKBOOK
pp. 12–13, including *Show what you've learnt* and *Show that you've checked*

NEXT CLASS
Ask students to revise for Focus Review 1 (lessons 1.1–1.7, Word list on pp. 147–148 in the SB).

- **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 – give a talk
3 value your presence – like you to be there
4 the aim of the event is to – We want to
5 contend with – deal with
6 raise awareness of – tell people more about
7 attend – come
8 be willing to collaborate with – like to help (us) with our plans
9 extremely grateful – happy
10 plight – troubles
11 consider – think about
12 in this venture – with our plans

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.

Exercise 6

1 There is a significant number of charitable ventures which have become major annual events.
2 I am writing to ask if you would be willing to participate.
3 We look forward to seeing you on the day.
4 The aim of the event is to raise money for the local orphanage.
5 Should you agree to help us, we would be extremely grateful.

13

FOCUS REVIEW 1

VOCABULARY

Exercise 1
1 take after
2 never had a bad word to say about
3 batting an eyelid
4 put his foot down
5 conjures up memories
6 ripe old
7 looked up to

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

They say I [1]bear a resemblance to (**take**) my grandfather both in looks and personality. He was a very kind and tolerant person who [2]was 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 [3]showing any surprise or concern (**batting**). On the other hand, he [4]was very firm (**foot**) if any of his grandchildren were badly behaved.
Looking at old photographs of family gatherings always [5]reminds me (**conjures**) of the fun we had together. I do miss him. He lived to the [6]advanced (**ripe**) age of ninety and when I think back to my grandfather I'm reminded that old people should be [7]honoured and respected (**looked**) because they have gained a lot more experience and wisdom than us.

2 Choose the correct option.

1 The police have decided to get tougher on minor *citizens* / *crimes* / *records* in the future.
2 In this job you sometimes have to make decisions in a *split* / *fair* / *dizzy* second.
3 Having a criminal *praise* / *record* / *insight* can seriously jeopardise your future prospects.
4 Be careful dealing with Matt. He's had more than his fair *share* / *shift* / *second* of trouble with the law.
5 Paula must be a good role model – Jon's always singing her *stature* / *praises* / *manner*.
6 My *gut* / *split* / *alert* reaction was to run. What can I say? I'm a coward.
7 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

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

1 We had been seeing each other for over a month when she called it off.
2 We have been playing together in the same band for a year now. We'll be bigger than The Beatles one day!
3 It's the first time we have spoken actually. He's really nice, isn't he?
4 Let's start heading home. Hopefully, the match will have finished by the time we get back. I can't stand football.
5 I had wanted to be in the choir for years. So when I finally got accepted I was over the moon!
6 The test is tomorrow morning and I've got so much to revise. At this rate I will be studying till midnight.
7 When I last saw Sarah she was walking down the High Street arm in arm with Jake.
8 This time next Friday we will have been attending 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.

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

REFERENCES

Audioscript **p. 183**
Intelligent key **p. 207**

EXTRA ACTVITIES

- Photocopiable resource 3 (Writing – 10 min.) pp. 211, 224
- Class debate: Family background determines whether a person achieves success in life or not. (For instructions, see p. 181)
- Use of English 1, WORD STORE booklet, p. 2
- Extra digital activities: Listening and Use of English Checkpoints

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 were due to be 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 have 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 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 (scientific) theory .
2 Arguments-as-presentation need a(n) (captive) audience .
3 The speaker considers arguing to be a(n) inevitable outcome of interacting with some of the people we meet.
4 People who argue with friends or family are often (more) considerate towards other people.
5 One of the benefits of arguing is that people have longer life expectancy .
6 People who do not express their feelings can be compared to a/an (ticking) time bomb .
7 The speaker suggests that an argument is equivalent to communication .
8 As long as you avoid personal attacks , 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.

NEXT CLASS

- Ask students to do Self-check 1.8 in the WB, pp. 14–15.
- Ask students to prepare for Unit Test 1: Assessment Package, Unit 1.

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.

UNIT 2 VIDEO

Documentary
The cost of a good education 2

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? All the verbs end in *-ise*.

~~familiar~~ general memory organisation personal plagiarism rational recognition revision summary visual

familiarise, generalise, memorise, organise, personalise, plagiarise, rationalise, recognise, revise, summarise, visualise

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

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 verbs. Later today, I will revise Geography, Maths and Chemistry. It's not necessarily the content that I find difficult but the range 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 notes, and mobile trivia game apps are a fun, if not particularly efficient, way of topping up our foreign vocab.

REFERENCES
Culture notes **p. 171**
Audioscript **pp. 183–184**
Videoscript **pp. 201–202**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES
- Photocopiable resource 4 (exaggerated language and exams – 15 min.) pp. 212, 225
- Extra digital activities: Vocabulary Checkpoint

WORKBOOK
pp. 16–17, including *Show what you've learnt*

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.

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.

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.

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.

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.

Go to **WORD STORE 2** page 5

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] minefield . I am constantly [2] flitting between different options and I am having a terrible time trying to narrow them down. I've read [3] all the advice under the sun but apart from [4] hammering in how crucial it is to choose the right one, it hasn't really helped. I'm [5] swimming in course descriptions and application information and I could [6] regurgitate the advantages and disadvantages of each university in my sleep. My teachers are [7] manic/frazzled with end-of-year exams so they haven't been able to offer any guidance. I'm getting so [8] frazzled/manic that my face is [9] plastered in spots and the application deadlines are [10] looming . 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 top up your drink / ~~your dinner~~ / your phone
2 notch up a win / ~~an exam~~ / a score
3 faced with ~~help~~ / tough decisions / bankruptcy
4 leading up to the war / graduation / ~~the notes~~
5 set out an agenda / ~~my diary~~ / your conditions
6 easy to / ~~opposed to~~ / impossible to come by
7 ~~contentment~~ / panic / the medication kicks in

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 pile up.
2 I need to brush up on my French.
3 You need to cook up a better excuse than that.
4 Oh lighten up! It's Friday night.
5 You love history – you lap it up.
6 I've summoned 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.**
Sally copes the best. Amy copes the worst.

13 1.17 **Listen again and complete WORD STORE 2D with the missing words.**

Exercise 4

1 He has to cover a wide range of subjects and feels he's only tested on facts.
2 He's tired because his improvised timetable requires him to constantly flit from one subject to another.
3 Secondary school exams have more content that you're expected to write about in less time.
4 His teachers keep telling him that good grades get you into university.
5 Because she finds it difficult to retain information and she hopes that by rereading her notes the information will become second nature to her.
6 Organise her thoughts and prepare to persuasively argue on a given topic.

NEXT CLASS

Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 2.1, Vocabulary.

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?**

Exercise 2
life experience, a desire to travel, improved CV, break in routine, experience of a new city and a new university

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.

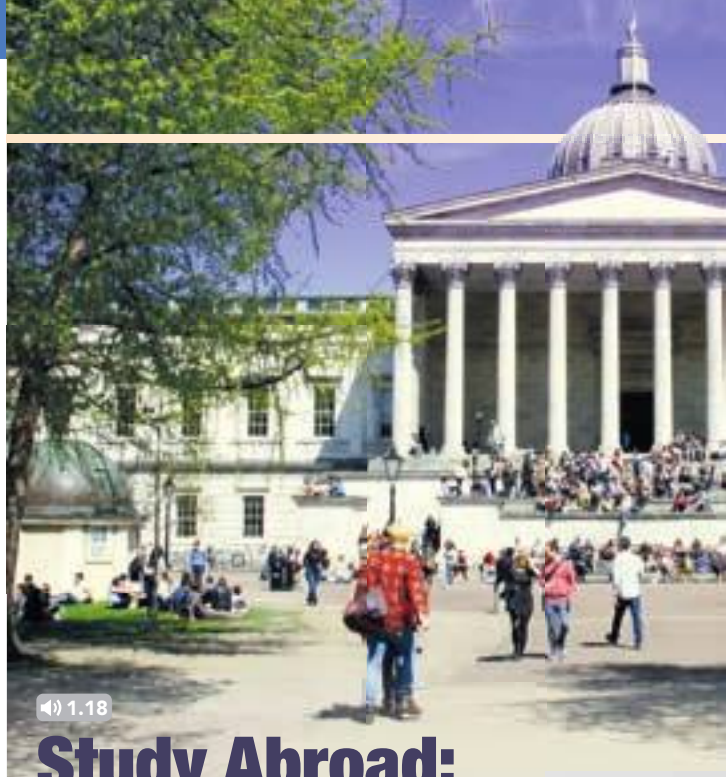
C In the face of all this familiarity, I have made the slightly impulsive decision to spend a term of my final and most important year studying in Germany, despite speaking absolutely no words of the language.

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.

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 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] C

My modules are taught in English and many Germans speak it well, but according to the **ever-reliable** Wikipedia®, I will 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 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] G

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 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 **actively** look for the positives rather than any downsides.

REFERENCES
Culture notes **pp. 171–172**
Intelligent key **p. 207**

WORKBOOK
pp. 18–19

NEXT CLASS
Ask students to do *Show what you know* 2.3 in the WB, p. 20.

[3] F

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 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] E

Many of those venturing further afield outside of this 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] A

Marcus Baird, twenty, a student from the same university, 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 any mishaps, which means having important documents to hand, as well as key phrases memorised if you don't speak the language.

[6] B

So all things considered, I would encourage those teetering on the edge to give it serious thought before dismissing the 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. thoroughly
3 Part-time work experience will prove very useful in future. invaluable
4 My dependable friends always meet me on time. ever-reliable
5 I am going to need a much increased allowance! substantially
6 I think that entry tickets to the clubs round here are much too high. exorbitant

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** cold feet before a big trip. But in the end, they always **step outside of their** comfort zone and try something new.
3 I think you need to **take a** proactive approach in life – you can't wait around for things to happen!
4 I'm always **venturing** further afield when I travel – I like to go to places that most other people don't manage to get to.
5 We were teetering **on the** edge before we decided to go on the hike. But in the end we were able to muster **the energy** to get off the sofa and it turned out to be a great day.
6 Leah thought she would breeze **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 leap **into the unknown**. By utilising **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

19

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? It's tricking moves.
2 Are the speakers part of the community or observers? The speakers are 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 (i) for years while the younger ones [2] might have been (h) taught more recently. Some of these really young ones [3] could just have joined the group. See the guy in (d) the white T-shirt – he [4] must have been doing it for (c) 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] must be so they could learn from the more (b) experienced members of the group …
B: Well, yes, they [6] could well be doing it so they (a) can watch the clips afterwards and talk about the techniques. But the guy in the white T-shirt [7] may watch (f) the film later too. If he does, it [8] will certainly be to (g) help him improve his technique.
A: And how do you think he learnt that move to start with? I mean, he [9] can't have learnt it by himself … (e)
B: Who knows? He [10] could have been part of another (d) group and moved on to form his own tricking gang or he [11] may have learnt the first tricks online. (d)

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?

Grammar pages 124–125

REFERENCES

Audioscript **p. 184**

EXTRA ACTVITIES

- Photocopiable resource 5 (modal verbs for speculating – 15 min.) pp. 212, 226–227
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 20, including *Show what you've learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 2.3, Grammar.

20

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 [3] Thanks – you were **a great help** – it all makes sense now.
- b [1] 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 [2] Yeah, call me. I'm doing it too.

B
- a [2] 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 [3] 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 [1] Help! All of a sudden, I'm very stressed about my exams and I can't sleep.

C
- a [2] 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 [3] 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 [1] 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	Specific situation/example
I need [1] help.	*You were* [5] a great help .
[2] Sleep *is so important.*	*A good laugh and* [6] a good sleep *are the best cures.*
The importance of [3] experience *and* [4] education .	*That was* [7] an amazing experience *and* [8] an excellent education .

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 Ø (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] a hope of doing it without you.

No problem. It was [3] a pleasure . You know Science is one of my great [4] loves . And I need to ask you a favour actually. I need to interview someone with [5] experience 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] a charity that works with animals. It was [7] an education 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] help . Call me now.

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

1 I really need to get a good night's sleep – otherwise I can't do anything the next day!
2 When he has a moment to spare , he likes to read computer advice in forums.
3 I have a good understanding of human behaviour – I always know how my friends will react.
4 I haven't studied French in a while so I haven't got a clue how to do the assignment.
5 I wanted to help her with her exam preparation but I was in a hurry to get home.
6 He has a first class knowledge of German. He is practically fluent.
7 He didn't have a hope of finishing his exam before the time was up.
8 All of a sudden , 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?

Grammar page 126

WORKBOOK

p. 21, including *Show what you've learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 2.4, Use of English.

2.5 LISTENING

Multiple choice

I can understand specific details in informal conversations.

1 SPEAKING **Look at the photos and discuss the questions.**

1 What is the problem in each case?
2 How do you think the problems will be resolved?
3 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

1 What was the problem of the instructions that came with the furniture?
A There wasn't enough information.
B They were incomplete.
C They were not clear enough.

2 How does the woman respond to the man's problem?
A She agrees it was a bad idea to buy flat-pack furniture in the first place.
B She sympathises with his difficulties.
C She warns him not to follow the instructions so closely.

Dialogue 2

3 What does the man say about online video tutorials?
A Information transmitted visually is easy to remember.
B The instructions are given in clear stages.
C They can have too much detail at times.

4 How does the girl feel about the people who produce online tutorial videos?
She is:
A pleased that their help is available to everyone.
B amused that they appear in their tutorials personally.
C appreciative of the production quality of their films.

Dialogue 3

5 What are the woman's experiences with dogs?
A She's had aggressive dogs before.
B She was always able to handle her dogs.
C One of her dogs ran away and attacked someone.

6 Why does the man think the group learning sessions are good?
A They allow you to be around people with the same problems.
B The dogs learn faster and more efficiently than in other situations.
C The dogs get used to being around other dogs and their owners.

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.**

1 It's easier to study for exams with my friends. After all, we all seem to be in the same boat .
2 When I have a problem, I go outside to clear my head .
3 It is good to talk issues through – you will find that others share the same concerns as you.
4 You often get the best results when you don't wait for others to do something for you but use your own initiative instead.
5 If you keep your composure , it's easier to do things because your mind doesn't work properly under stress.
6 The best way to solve a problem is to use common sense and focus on what's most sensible in a given situation.
7 You can learn a lot from the Internet because so many people are willing to share their expertise and answer your questions.
8 If you feel an affinity 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

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

REFERENCES
Culture notes **p. 172**
Audioscript **pp. 184–185**
Intelligent key **p. 207**

WORKBOOK
p. 22

2.6 SPEAKING

Giving supporting examples

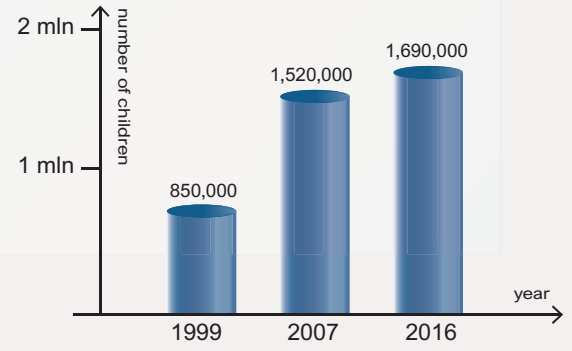
I can develop an argument with supporting examples.

1 SPEAKING **Read US TODAY and discuss the questions.**

1 Why is homeschooling in the USA on the increase?
2 Are many children homeschooled in your country?
3 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.**

1 What advantages and disadvantages does it mention?
2 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.**

1 Homeschoolers have more time to socialise. c d
2 Homeschooling allows children to explore topics in more detail. e f g
3 Not everyone can afford the luxury of homeschooling. a
4 Schools offer things that homeschooling can't. b

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

Alternative words for *example*:

A useful illustration is …
[3] A case in point is …
[4] In my case, …
[5] For instance, …

Imperative verbs:

Consider …
Think about …
[6] Take …
[7] Look at …

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.**

1 Many kids have to get up too early in the morning. **INSTANCE** For instance, many kids …
2 A lot of schools don't offer enough time for sport. **CASE** A case in point is the fact that a lot of schools …
3 I spend much of my free time doing homework. **TAKE** Take my case: I spend …
4 Some of my friends spend a lot of time at evening classes. **LOOK** Look at my friends who spend …
5 I think … of the advantages of homeschooling. **STRIKING** The most striking example of the advantages of homeschooling that comes to my mind is …
6 … of the advantages of formal schooling is … **ILLUSTRATION** A useful illustration of the advantages of formal schooling is …

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

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

Exercise 2

Advantages: children have more time to socialise and to work on projects of their own choice

Disadvantages: it's time-consuming, difficult for the parents and expensive; children get fewer opportunities to socialise

REFERENCES
Audioscript **p. 185**

WORKBOOK
p. 23

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?

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?
in Conclusion A – yes,
in Conclusion B – probably not
3 Which conclusion do you agree with? Why?

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. 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**.'

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.

REFERENCES
Culture notes **p. 172**

WORKBOOK
pp. 24–25, including *Show what you've learnt* and *Show that you've checked*

NEXT CLASS
Ask students to revise for Focus Review 2 (lessons 2.1–2.7, Word list on pp. 148–149 in the SB).

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 <u>becoming increasingly expensive</u>. *The cost of higher education is going through the roof.*
2 Volunteering or doing internships can help you to <u>differentiate yourself from other candidates</u>. stand out from the crowd
3 Graduates leave university <u>owing a considerable amount of money</u>. saddled with debt
4 With a degree, <u>you can find a job anywhere in the world</u>. the world's your oyster
5 <u>The likelihood of</u> finding a good job after graduating is uncertain. The odds of … are uncertain
6 Many employers <u>believe that work experience is more valuable than a degree</u>. value work experience over a degree
7 University <u>contributes enormously to your personal development</u>. is massively character building
8 Many young people wonder if spending a lot on university is <u>a valuable thing to do</u>. worth their while

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.

Exercise 3

Addressing the reader directly
… make sure; Let's take a look.; your job prospects; your future options; you're at a disadvantage; you're a graduate; your life; Did you know; Go for it!; I would advise you

Direct questions
Going to university – is it still worth it?; What are the benefits?; But is it the only study element of university that can make a difference to your life?; So do the costs outweigh the benefits?; Did you know that in recent years, there have been eighty-three applicants for most graduate jobs in the UK?

Quotations
'University is massively character building,'; '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.'

Exclamations
When you're a graduate, the world's your oyster!; No!; Go for it!

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.

FOCUS REVIEW 2

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] brushing 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] weight has been lifted.

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

1 I don't think I can **s**ummon up the courage to tell my teacher what happened!
2 When you are **f**aced with so many assignments to complete, it's hard to stay calm.
3 Student accommodation is expensive here; it's hard to **c**ome by a good, cheap flat.
4 I need to finish these reports. The work is beginning to **p**ile up.
5 I'm really thinking of quitting. I feel like I'm **t**eetering on the edge of sanity.
6 Josh loves **s**tanding 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.

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

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.

1 It's late. She may not be able to (may/able) come at such short notice.
2 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.
4 That's impossible! Such a big decision couldn't have been made/couldn't be made (could/make) without consulting me first.
5 That can't be true. He must have been telling/must be telling (must/tell) lies.
6 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).

1 a I believe Ø education is a right, not a privilege.
b Our parents did all they could to give us a good education.
c Getting to know another culture while studying abroad can be an education!
2 a Six months after graduating, my brother is still looking for Ø work.
b Revising for exams is Ø hard work.
c This painting is an accomplished work of the artist's late period.
3 a Many job advertisements ask for Ø previous experience.
b A job interview can be an enjoyable experience.
c All animals have the ability to learn from Ø experience.

REFERENCES

Culture notes **p. 172**
Audioscript **p. 186**
Intelligent key **p. 207**

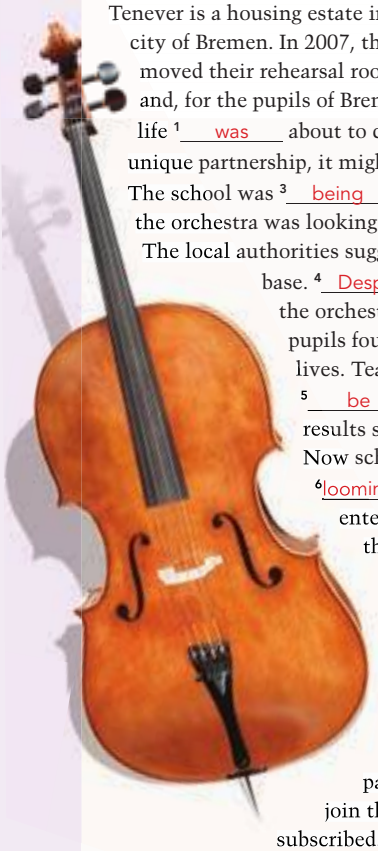
EXTRA ACTIVITIES

- Photocopiable resource 6 (Speaking – 20 min.) pp. 212, 228
- Class debate: Adult learners do not need a teacher to assist them in the process of learning. (For instructions, see p. 181)
- Use of English 2, WORD STORE booklet, p. 4
- Extra digital activities: Listening and Use of English Checkpoints

26

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] was about to change completely. But for this unique partnership, it might never [2] have happened. The school was [3] being renovated and by coincidence, the orchestra was looking for somewhere new to rehearse. The local authorities suggested using the school as their base. [4] Despite having some doubts initially, the orchestra moved in and musicians and pupils found themselves sharing their daily lives. Teachers now believe this must [5] be the reason why the school's results started to improve dramatically. Now school-leaving exams are [6] looming/coming 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] might/may well think it sounds like the plot of a feel-good film. In the past, teachers [8] could 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 ___depth___ about John Lennon's life at all.
b This pool is for children. It's constantly supervised and it has a ___depth___ of only one metre.
c I really don't think I can do this. I have to admit I feel a little of out of my ___depth___ .

2 a You're the special guest, darling. You should sit at the ___head___ of the table.
b I've decided to become the ___head___ 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 ___head___ . I'll be back in a few minutes.

3 a I love visiting the seaside. I always get an overwhelming ___sense___ of calm.
b I don't understand anything he's saying. I can't make any ___sense___ of it at all. Is it even English?
c Don't touch that! It's boiling hot. Use your common ___sense___ , 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

NEXT CLASS

- Ask students to do Self-check 2.8 in the WB, pp. 26–27.
- Ask students to prepare for Unit Test 2: Assessment Package, Unit 2.

3

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

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

UNIT 3 VIDEO

Documentary
The future of food 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 unhealthiest treat
- your biggest food dislike
- 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?**

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.

REFERENCES

Culture notes **p. 173**
Videoscript **p. 202**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 7 (food – 15 min.) pp. 212–213, 229–230
- Extra digital activities: Vocabulary Checkpoint

WORKBOOK

pp. 28–29, including *Show what you've learnt*

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

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 – including the overbearing waiters – speaking in hushed tones, is my worst nightmare. Eating out is surely 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 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.

Go to **WORD STORE 3** page 7

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 fine dining ?
2 Do you have any particular dietary requirements ? Why can't you eat these things?
3 Where might you find people talking in hushed tones ?
4 What might your siblings or parents do that would make you have a fit ?
5 Do you have a pet hate ? What is it and why don't you like it?
6 Have you ever eaten off a table covered in a starched tablecloth ? 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

Exercise 4

fussy eaters – not sure how legitimate special diets really are; extra work to please customers

hushed dining rooms – eating out is supposed to be fun and people should be able to talk to each other

untidiness – e.g. not being able to find the salt pot – everything should have its place

NEXT CLASS

Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 3.1, Vocabulary.

3.2 READING

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 [3]
b A focus on food in all its aspects [1]
c The health benefits of homegrown food [6]
d The importance of cooking for yourself and others [5]
e The connection between smell, taste and memory [2]
f A psychological consequence of eating junk food [4]

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 *influential*	*influence*
2 emotional	emotion
3 universal	universe
4 essential	essence
5 occupational	occupation
6 elemental	element
7 nutritional	nutrition
8 psychological	psychology

8 SPEAKING **Complete the sentences with the adjectives or nouns in Exercise 7. Do you agree with the statements? Why?/Why not?**

1 Good nutrition is essential to good health – we are what we eat!
2 Rage is a very powerful emotion, far stronger than love, for example.
3 I think it's fascinating to study the psychological factors behind our dietary choices.
4 One element of pleasure is said to be taste.
5 Memories can have a hugely influential effect on our emotional and physical well-being.
6 My room, my books, my music – that's my universe! I don't need anything more.
7 I like to keep busy; having no occupation makes me anxious.
8 I feel that the most essential 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?

REFERENCES
Culture notes **p. 173**
Intelligent key **p. 207**

WORKBOOK
pp. 30–31

NEXT CLASS
Ask students to do *Show what you know* 3.3 in the WB, p. 32.

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.

31

Exercise 3

stock up on – transitive, inseparable

end up – intransitive, inseparable

dine out – intransitive, inseparable

plan ahead – intransitive, inseparable

cut back on – transitive, inseparable

give up – transitive/ intransitive, separable

snack on – transitive, inseparable

fill up – transitive, separable

wolf down – transitive, separable

pick at – transitive, inseparable

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.**

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

5 **Answer the questions using phrasal verbs.**

1 Do you tend to **pick at** your food or **wolf** it **down**?
2 What kind of food do people generally try to **cut back on**? Why?
3 What kind of foods do you tend to **snack on** when you're studying?
4 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

EXTRA ACTIVITIES
Extra digital activities: Grammar Checkpoint

WORKBOOK
p. 32, including *Show what you've learnt*

NEXT CLASS
Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 3.3, Grammar.

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 __chop off__ its tentacles …
3 … they __carry on__ moving and can even stick to your mouth.
4 … when someone __hands out__ a bowl of cashews.

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

a give to many people hand out
b eat quickly gobble up
c continue to do something carry on
d divide from chop off
e remove or extract take out

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] __off__ can combine with *break, chop, cut, take* and *slice* to talk about dividing or separating something into parts.
- The particle [3] __out__ can combine with *dish, hand, pour* and *spread* to talk about giving something to people or extending something.
- The particle [4] __up__ 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 dragged on . It was midnight when it finished. (continued for a long time)
2 Can you spread out the map on the table? I can't see it otherwise. (open fully)
3 We got __cut off__ in the middle of the call – it was so annoying. (lost connection)
4 If you slice/cut off the crust, the baby will be able to eat the bread. (remove)
5 To celebrate, they handed/dished out cake to all the guests. (served)
6 He went/kept/carried on talking for so long that people started falling asleep. (continued)
7 __Drink up__ 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. (a)
2 He **came up to** me and asked me for directions to the station. (c)
3 Sorry, can you **speak up**? I can't hear you! (b)
4 Prices have really **shot up** recently. (b)

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?

Use of English pages 128–129

Exercise 1
3 Ackee is toxic and bad for blood. Cassava is poisonous when raw. You can choke on octopus. Raw cashews can give you a bad stomach.

REFERENCES
Audioscript **p. 186**

EXTRA ACTVITIES
Photocopiable resource 8 (phrasal verbs – 10 min.) pp. 213, 231

WORKBOOK
p. 33, including *Show what you've learnt*

NEXT CLASS
Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 3.4, Use of English.

3.5 LISTENING

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? burger
- served raw and alive? oyster
- wrapped in newspaper? fish and chips
- made from buckwheat flour? crepes
- garnished with guacamole? tacos

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 C bland
Speaker 2 B stringy
Speaker 3 D tough
Speaker 4 E greasy
Speaker 5 A sweet

EXAM FOCUS Matching

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

Speaker 1 E
Speaker 2 B
Speaker 3 H
Speaker 4 G
Speaker 5 D

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 F
Speaker 2 D
Speaker 3 C
Speaker 4 G
Speaker 5 A

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.

A

B

C

D

E

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.**

REFERENCES
Culture notes **p. 173**
Audioscript **p. 187**
Intelligent key **p. 207**

WORKBOOK
p. 34

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] informs 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] gather you also play rugby.
Todd: Er, well that's not quite [3] correct 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] say ! 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] offer , Mrs Cooper, but I'm already full.
Mother: Oh go on, just a little.
Todd: That's very [6] kind of you but I couldn't [7] possibly 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] accurate this is actually roast pork.

Extract 3

Mother: Sarah [9] mentioned that you're starting university next year.
Todd: Well, yes, [10] sort of, though not exactly university …
Sarah: As a [11] matter 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] impressed . 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
- joining a new team
- meeting a friend's family
- babysitting for the first time
- staying with a host family

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

REFERENCES
Culture notes **pp. 173–174**

WORKBOOK
p. 35

3.7 WRITING

A proposal

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

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?

Health-promoting schools

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.

Exercise 3

1 Food and eating facilities are unsatisfactory.
2 Food quality in the canteen is poor and does not meet nutritional requirements. The canteen is dark and unwelcoming. Students need to queue.
3 Most students go to nearby fast food shops and eat unhealthy food.
4 School should adopt policies that regulate which foods can be served at school (fresh food available in the canteen; only low fat/sugar/salt snacks available in the shop). The canteen should be made more attractive.
5 Students will be more likely to eat in the canteen instead of eating unhealthy food off-site. This will help them concentrate in class.
6 They will improve students' health and academic performance.

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.

WORKBOOK

pp. 36–37, including *Show what you've learnt* and *Show that you've checked*

NEXT CLASS

Ask students to revise for Focus Review 3 (lessons 3.1–3.7, Word list on pp. 149–150 in the SB).

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. I propose that …; This would mean that teachers …
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. I would also recommend …; This would encourage them to …
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. Another suggestion would be to …; In this way, …

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.

Exercise 6

Linking phrases: In this way, students will be less likely to … The place itself is dark and unwelcoming and has long queues with the result that …

Comment clause: … 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.

Exercise 7

1 A healthy school teaches nutrition and health education with the result that students' ability to make positive lifestyle choices is greatly improved.
2 Incidents of bullying are on the increase, affecting students' ability to concentrate.
3 A healthy school promotes respect for others, which results in a decrease in bullying.
4 Some schools do not have a Students' Council, so that students have very little say in what goes on at the school.
5 A healthy school encourages participation in decision-making, leading to increased student engagement.

37

FOCUS REVIEW 3

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** My pet hate
2 I have an irresistible urge for some chocolate. **CRAVING** uncontrollable craving
3 It's not every day you get to eat in a posh restaurant and enjoy such exquisite food. **DINING** fine dining
4 I know I shouldn't eat cake but do allow me a temporary joy once in a while. **PLEASURE** fleeting pleasure
5 It's not always easy to think in advance when cooking but it can be important. **PLAN** plan ahead
6 You know there's a power cut when the continuous noise of the fridge stops. **HUM** constant hum
7 I can barely hear what the waiter says. He speaks in such a quiet voice. **HUSHED** hushed tones
8 If your parents knew you had started smoking, they'd be shocked and angry. **FIT** have a fit

2 Match the sentence halves.

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

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

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 stodgy they fill me up in no time.
2 I think we need to add some spices to this curry. It's rather bland at the moment.
3 I love chips but the doctor told me I should avoid greasy food.
4 We'll need some savoury snacks for the party. Can you pick up some crisps and nuts?
5 This meat is rather stringy, 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 / ?
Have we got any crisps to snack on?
2 on / trip / We / ahead / go / a / planning / can't / without
We can't go on a trip without planning ahead.
3 will / dry / go / weather / The / the / price / means / fruit / of / vegetables / up / and
The dry weather means the price of fruit and vegetables will go up.
4 them / the / We / sandwiches / down / and / grabbed / wolfed
We grabbed the sandwiches and wolfed them down.
5 always / me / Chocolate / up / cake / fills
Chocolate cake always fills me up.
6 I / food / the / picked / hungry / at / I / wasn't / just / so
I wasn't hungry, so I just picked at the food.
7 ended / go / out / We / to / home / but / we / up / eating / at / wanted
We wanted to go out, but we ended up eating at home.

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

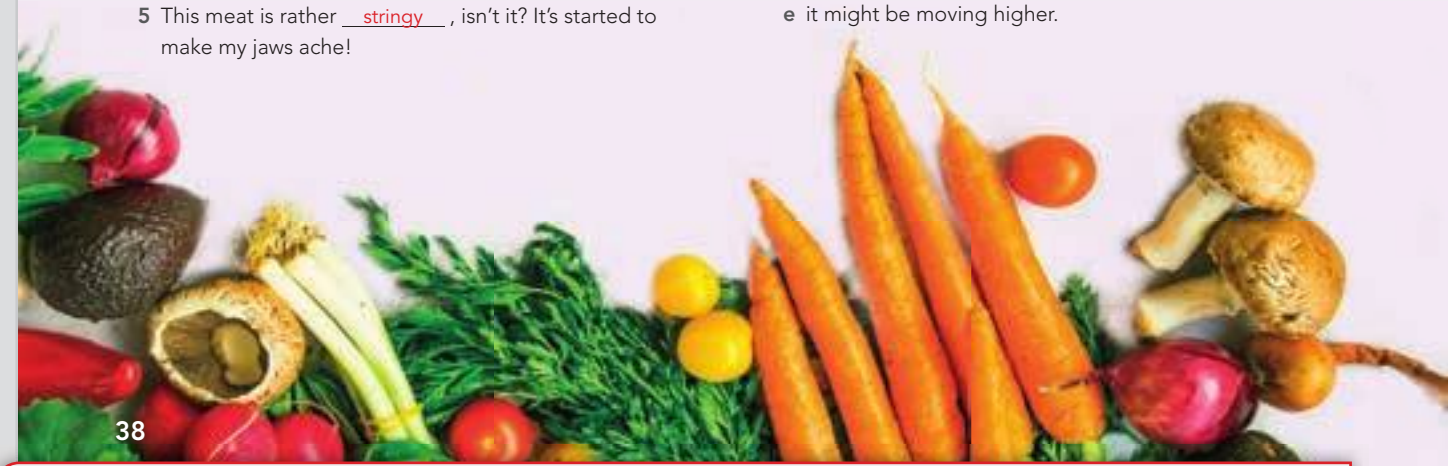
1 Please tell Jack not to *wolf down his food* / *wolf his food down*. He'll make himself ill.
2 Why don't you have a proper meal? One banana won't *fill you up* / *fill up you*.
3 Stop *picking your cabbage at* / *picking at your cabbage*.
4 The dietician told me to think about *giving up bread* / *giving bread up*. Empty calories apparently.
5 If we're going to have a party, we really need to *plan it ahead* / *plan ahead*. INTRANSITIVE
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**, d
2 If something goes **up**, e
3 If you use/tidy/clean/drink something **up**, a
4 If you drag/keep/go/carry **on**, b
5 If you spread/hand/pour something **out**, c

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.



REFERENCES

Culture notes **p. 174**
Audioscript **pp. 187–188**
Intelligent key **p. 207**

EXTRA ACTIVITIES

- Photocopiable resource 9 (Speaking – 20 min.) pp. 213, 232–233
- Class debate: It is impossible for young people to protect themselves against the pressure to look thin. (For instructions, see p. 181)
- Use of English 3, WORD STORE booklet, p. 6
- Extra digital activities: Listening and Use of English Checkpoints

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 a fussy eater .

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 sense of smell 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 results in children's health 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 being cooped up 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 D
Speaker 2 F
Speaker 3 B
Speaker 4 A
Speaker 5 H

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 G
Speaker 2 B
Speaker 3 H
Speaker 4 E
Speaker 5 C

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.

NEXT CLASS

- Ask students to do Self-check 3.8 in the WB, pp. 38–39 as homework.
- Ask students to prepare for Unit Test 3: Assessment Package, Unit 3.
- Ask students to prepare for Review Test 1, Assessment Package, Unit 3.

4 The new thing

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

Thomas Edison

Exercise 1

2 bookmark a homepage/ a website
3 download an app/ an attachment/ a clip/a file/ music/a photo/ a video
4 log on to Facebook/ a Wi-Fi network
5 post a clip/ a comment/ a link/music/ a photo/a video
6 share a clip/ a file/a link/ music/a photo/ a video
7 stream music/a video
8 update an app/ Facebook/ a file/ a homepage/ a link/your profile/your status/a website

DOCUMENTARY VIDEO

HELPFUL HACKERS

Exercise 3

phonographs – late 19th century
vinyl records – 1930s
transistor (portable) radios – 1950s
cassettes – 1960s/70s
CDs – 1980s
MP3s – 2000s
streaming – 2010s

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

UNIT 4 VIDEO

Documentary
Helpful hackers 4

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

REFERENCES

Culture notes **p. 174**
Videoscript **pp. 202–203**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 10 (word formation – 15 min.) pp. 213–214, 234–235
- Extra digital activities: Vocabulary Checkpoint

WORKBOOK

pp. 40–41, including *Show what you've learnt*

VIDEO 4

Go to WORD STORE 4 page 9

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 brainchild of Thomas Edison.
2 The first purpose-built recording studios were developed in 1980.
3 The first studios weren't soundproof . A lot of noise leaked in.
4 There was a backlash against cassettes in the 1980s and their sales declined.
5 Downloads became a mainstream way of buying music in the 2000s.
6 Vinyl records will continue to have a devoted fan base 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 predominant music format within five years.
2 Most teenagers show no awareness of the importance of music copyright.
3 It's unlikely that there will be a resurgence in cassette sales.
4 These days, musicians don't need record companies to become popular .
5 Prominent artists who work with charities are just interested in self-promotion.
6 The increased portability 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.**

NEXT CLASS
Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 4.1, Vocabulary.

4.2 READING

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. fibreglass poles
- 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? D
2 question the value of the sporting records of our times? C
3 mention the link between sport, technology and danger? B
4 discuss unfair non-financial advantages related to technology? A

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? C
2 disagrees with writer B about the financial impact of technology on sport? C
3 presents athletes' concerns regarding technology? B
4 agrees with writer D about the future of technology in sport? A

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. (their) modern counterpart
3 Most people agree that an athlete's skill in their field cannot be fully explained by the use of advanced equipment. prowess
4 There are no limits to people's resourcefulness when it comes to technological innovation in sport. human ingenuity
5 Even equipment that is apparently very ordinary, such as shoes, has improved enormously. seemingly mundane
6 Today, a lot of money depends on how well an athlete performs. rides on
7 Another benefit of technological advances is that more people can get involved in sports that used to be exclusive. formerly
8 Modern athletes are very happy to take advantage of advances in sporting technology. capitalise on
9 This is because, over the past century, sporting technology has developed equipment that has been improving all the time. ever-better equipment

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

NOUN	VERB	ADJECTIVE
accomplishment	*accomplish*	*accomplished*
legitimacy	legitimise/legitimate	legitimate
manifestation	manifest	manifest
expense	expense/expend	expensive
ignorance	ignore	ignorant
alternative	alternate	alternate
optimum	optimise	optimal
approach	approach	approachable

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 enhancing performance ? 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 set records because technology can't improve their performance any further?
3 How will nutrition and training change? Will they continue to fuel improvements in sport? Why?/Why not?
4 When it comes to using technology in sport, where do we draw the line between what is fair and unfair?
5 How much longer can sports science push the limits to find how far it can go?

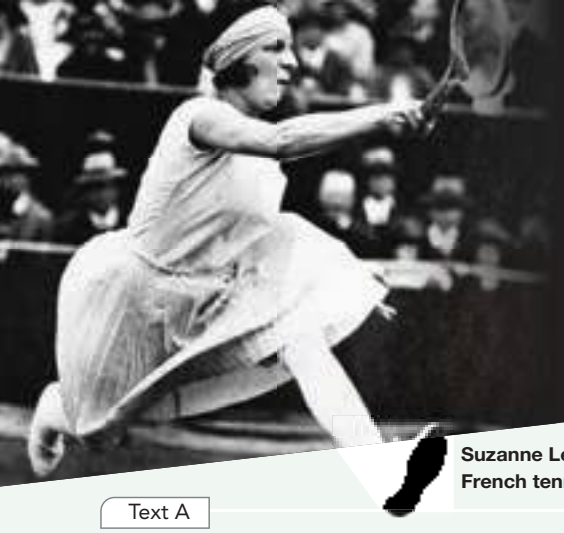
REFERENCES
Culture notes **p. 174**
Intelligent key **p. 208**

WORKBOOK
pp. 42–43

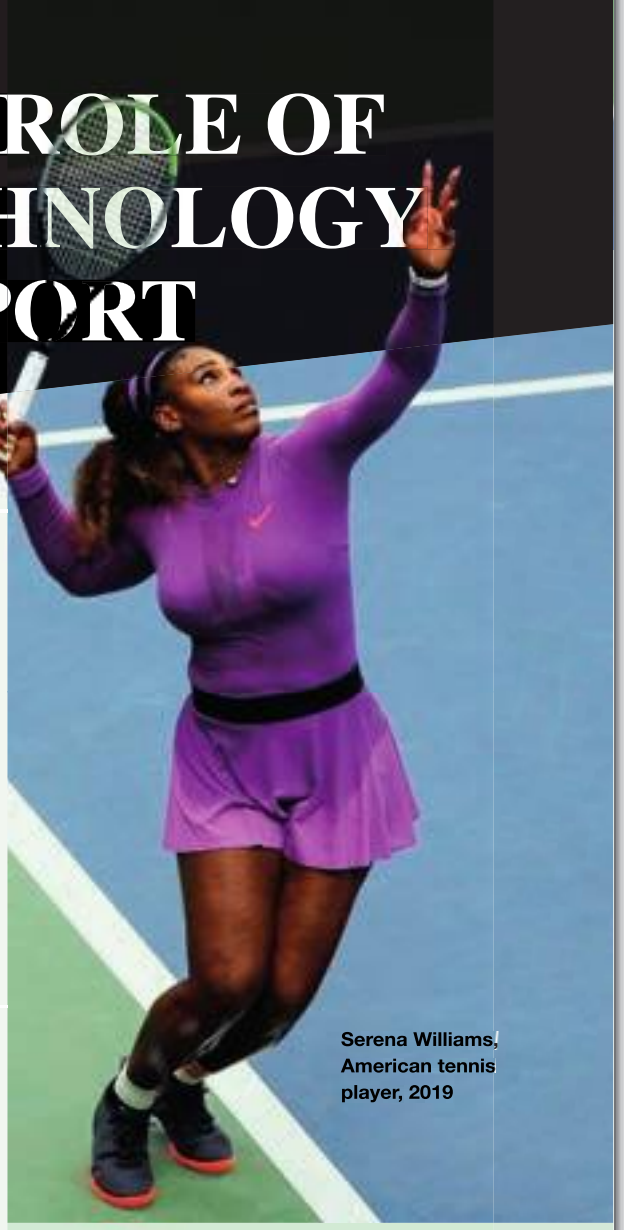
NEXT CLASS
Ask students to do *Show what you know* 4.3 in the WB, p. 44.

2.5

THE ROLE OF TECHNOLOGY IN SPORT



Suzanne Lenglen, French tennis player, 1920s



Serena Williams, American tennis player, 2019

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.

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.

GRAMMAR 4.3

Infinitives

I can use various infinitive structures.

1 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.

2 **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.

3 **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**.*

Exercise 3

after some verbs: failed to take off

a rule or arrangements for the future: is to be looked after

after certain adjectives: determined to raise

after certain nouns: need to nurture

after numbers: the first to market

to indicate purpose: To keep your virtual friend alive, not to be deterred

as the subject: to be emotionally attached to gadgets

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

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

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 three and four words in each gap.**

1 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.
2 To have my own virtual friend would be thrilling. **THRILLED**
I'd be thrilled to have my own virtual friend.
3 Humans often become attached to things which do not have any emotions. **TEND**
Humans tend to become attached to things which do not have any emotions.
4 I always get the latest gadgets before everybody else. **QUICKEST**
I'm always the quickest to get the latest gadgets.
5 Companies will surely develop more emotionally sophisticated robots in the future. **SURE**
Companies are sure to develop more emotionally sophisticated robots in the future.

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

Grammar pages 130–131

EXTRA ACTIVITIES

- Photocopiable resource 11 (infinitives – 15 min.) pp. 214, 236–237
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 44, including *Show what you've learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 4.3, Grammar.

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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.**

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

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

1 Do we read more efficiently on screen or on paper? Why?
2 What has the digital age done to the length of reading texts?
3 What is the advantage of Google Maps over traditional paper ones?
4 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?**

They modify phrases or parts of sentences.

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] curiously , *interestingly*
- to say sth is obvious: *of course*, [3] obviously , [4] plainly
- to show a positive attitude: *I'm happy to say, happily*
- to show a negative attitude: *sadly, regrettably*

Softening a message

probably, likely, [5] presumably , [6] to some extent , [7] potentially , [8] arguably

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

Adding emphasis

surely, clearly, [9] indeed , [10] in fact

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.**

1 *Curiously* / *Sadly*, co-founder of Microsoft Bill Gates' house was designed using an Apple computer.
2 After initial difficulties, *happily* / *regrettably* Anna was able to recover all her data from the faulty hard drive.
3 *Obviously* / *Surprisingly*, the latest model of the phone is twice as powerful but costs little more than the old version.
4 While Karen is not totally to blame, *to some extent* / *clearly* the fault is hers as she forgot to log out of the system.
5 *Of course* / *Potentially*, no one could have predicted just how damaging this computer virus would go on to be.
6 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.**

1 Despite the impact of communication technology, surely today's teenagers can't be that different from past generations, can they?
2 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

Exercise 2

1 We read more efficiently on paper because we assimilate more information and can go back and forth more easily.
2 They have become shorter and shorter ('tiny bite-size pieces').
3 They are easier to use because you can zoom in and zoom out.
4 We read digital texts in a non-linear fashion and are led in different ways by links.

REFERENCES
Culture notes **p. 174**

WORKBOOK
p. 45, including *Show what you've learnt*

NEXT CLASS
Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 4.4, Use of English.

4.5 LISTENING

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.**

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

Exercise 2

1 Dialogue 1: contactless cards, **Dialogue 2:** social media, **Dialogue 3:** e-readers

2 The speakers have doubts about contactless cards (for different reasons and the woman is more negative) and a generally negative attitude towards social media. One speaker is positive about e-readers and the other is against them.

3 The speakers disagree in Dialogue 3.

EXAM FOCUS Multiple choice

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

Dialogue 1

1 How does the woman feel about contactless cards?
A annoyed about the way people use them
B concerned about some aspects of their use
C surprised about how quickly they have been introduced

2 What do they both think about the cards?
A They are only useful in certain situations.
B They are less safe than other payment methods.
C They indicate an attitude that is common in modern society.

Dialogue 2

3 What does the woman dislike most about social media?
A It encourages a superficial form of communication.
B It's hard to erase personal details.
C It's spoiling people's use of language.

4 What is the man doing?
A describing how he'd like to change people's approach to social media
B complaining about a problem he encountered on a social network
C explaining how to use some social media sites

Dialogue 3

5 What aspect of e-readers do the two speakers disagree about?
A how convenient and practical they are
B how difficult they are to share with others
C how they affect the amount people read

6 What does the woman dislike most about e-readers?
A They're addictive.
B They're heavy and impractical.
C 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.**

1 I think we should have to swipe our ID passes to get into school. It's much safer.
2 I spend a lot of time with books. I savour every page.
3 I don't like reading on screens because they glare with a harsh light.
4 I think social media really cheapens communication – everything is so superficial.
5 I don't like shopping online – it compromises security for convenience.
6 I am always worried that someone might nick my phone.
7 I like books because you can flick through them before you buy.
8 Social media has enriched 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.**

REFERENCES
Audioscript **p. 188**
Intelligent key **p. 208**

WORKBOOK
p. 46

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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?
Top – The woman is using the virtual mirror to see how clothes will look on her without having to try them on. Bottom – People are using touch screens at their table to order in a restaurant.
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.**

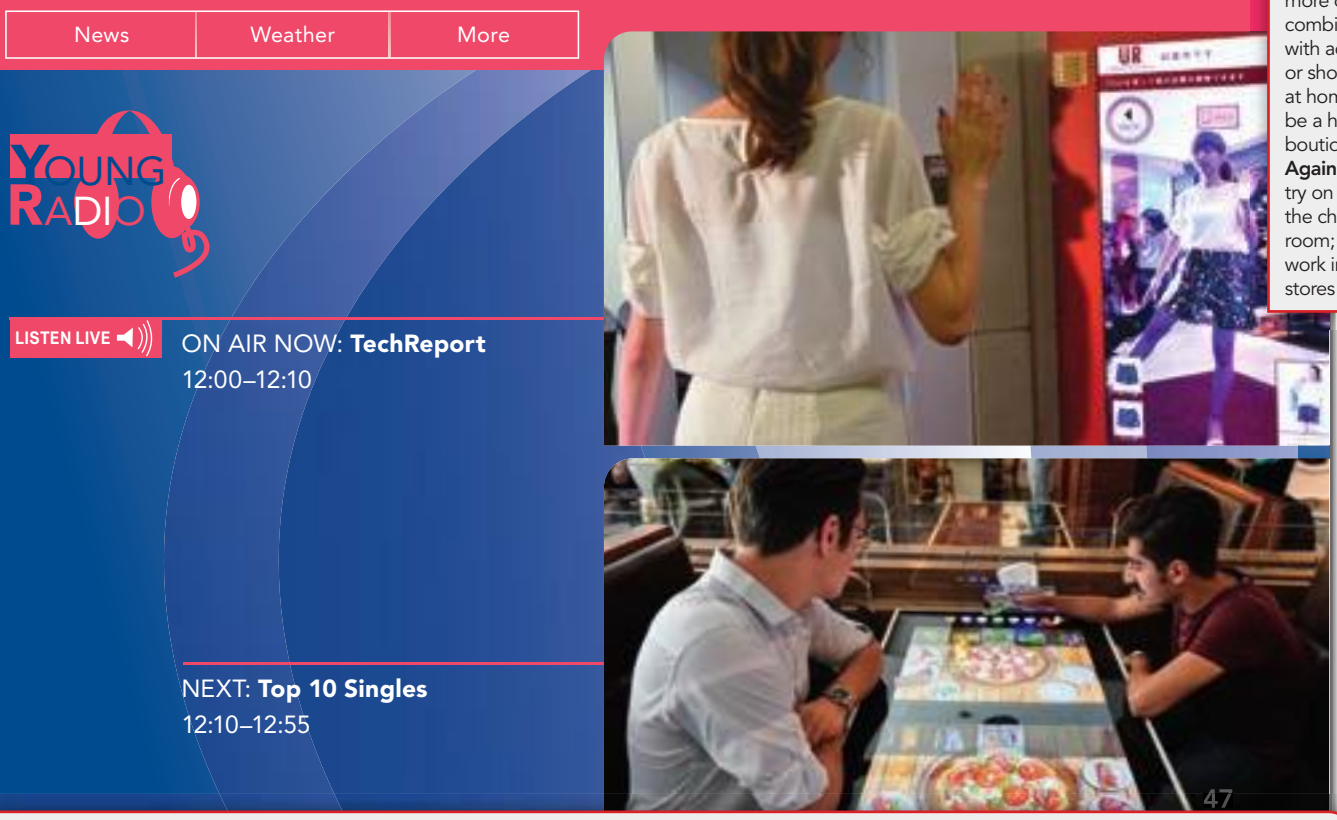
- a Wi-Fi connection
- an interactive whiteboard
- a digital projector

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.**

Exercise 2

Touch screens
Stef is generally for the touch screens, presenter has some doubts.
For: makes ordering faster; screens are pretty well protected
Against: worried about food being in contact with touch screens

Virtual mirror
Lyndon is for the idea, presenter and Stef have doubts.
For: mirror automatically shows you what you look like; can look at fashions more quickly; combine outfits with accessories or shoes that are at home; could be a hit in boutiques
Against: can just try on outfits in the changing room; unlikely to work in chain stores



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REFERENCES
Audioscript **pp. 188–189**

WORKBOOK
p. 47

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? Yes. The gadget is for beginners and more advanced runners. It offers 9 weeks of set routines so that you can run 5K in just over two months and it is effective, because it alternates between running and walking. It has motivating cues and clear and concise instructions.

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 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 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. **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 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.

WORKBOOK

pp. 48–49, including *Show what you've learnt* and *Show that you've checked*

NEXT CLASS

Ask students to revise for Focus Review 4 (lessons 4.1–4.7, Word list on pp. 151–152 in the SB).

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] *Whether you're … or …*

Main paragraphs

- Say what the product does and what it offers.
  It is [3] *designed to …* *It enables/*[4] *allows (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] *make all the difference*
- Use positive adjectives to describe features and benefits.
  It's [6] *easy to use /user-friendly.* *The* [7] *clear and concise (instructions) …*
- Use listing phrases to connect the information.
  It [8] *not only …, but also …* [9] *As well as (enabling) you to …*
  Another advantage is …
- Include a comparison with other similar products if appropriate.
  It's [10] *one of the best /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] *plus if …*

Conclusion

- Summarise the benefits of the product.
  This is a great product to …
  [12] *While it won't /might not …,*
  This is [13] *the perfect choice 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 *offers* built-in rewards, *such as* trophies for reaching certain milestones. (8)

b One of the latest is *Xtra Mile*, a GPS running aid that *allows/enables* runners to track important data in real time. (2)

c It *enables/allows* users to track time, distance and calories burned using the phone's GPS. (4)

d An *outstanding* feature for serious runners is the heat map. (5)

e *Whether* you're out for a casual jog or training for a race, you can take advantage of one of many running apps available. (1)

f The app is *designed* to motivate serious runners who are looking to improve their performance. (3)

g This map *not only* tracks the route, but also plots how fast the user is running using a colour scale. (6)

h For serious joggers, *Xtra Mile* is the *perfect choice* to help train for an upcoming race and provide motivation at the same time. (10)

i *Xtra Mile* has many other *excellent features* such as motivation through music and an online community. (7)

j A final note to developers: it would be a real *plus* 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. (9)

Introduction e, b; **Main paragraphs (para 2)** f, c, d, g; **Main paragraphs (para 3)** i, a, j; **Conclusion** h

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] *so/so that* you can even squeeze them into your lunch break. Small challenges encourage you to keep moving in manageable chunks [3] *in order not to/so as not to* lose motivation. Trophies and Awards appear frequently [4] *so as to* give you a sense of accomplishment. *Miles in Your Shoes* works best [5] *for* slow walking and won't register activities like biking. It can be kept in your pocket [6] *so as not to/in order not to* get in the way while running. It also connects with other fitness apps [7] *so/so that* 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.

Exercise 6

***to* + infinitive + noun phrase:**
there's an app to motivate you;
focuses on regular cues to motivate you.

***in order to/so as to* + infinitive clause:**
… alternates running and walking in order to build up your fitness;
… offers nine weeks of set routines so as to enable beginners to achieve a 5k run.

***so that*:**
… the app allows you to pause a run so that you can get your breath back.

***for* + noun/verb with *-ing*:**
Whether you're training for your first five-kilometre run (5k) …

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FOCUS REVIEW 4

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 optimise the strength of your shots.
2 Because of Internet technology, there's been a huge downturn in newspaper sales.
3 The agreement between the sports tech companies heralds a new era in sport technology development.
4 We wouldn't want to do anything to compromise the results of the experiment.
5 I like to go slowly and savour what I read. I can't stand all this instant communication.
6 In software development, I find it useful to talk regularly to my counterparts 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**bundance of ideas – and no money to do anything with them. (large amount of sth)
2 Although there are clear signs of poverty, the **a**ffluence in this city is equally visible. (lots of money; wealth)
3 He destroyed his laptop through his own **c**arelessness . (not giving enough attention to sth)
4 My old smartphone was easier to use because of the **s**implicity of the operating system. (not being complicated)
5 The service guy wouldn't repair my computer because he doubted the **a**uthenticity of the software I use. (the state of being real or legal)
6 Her **d**iligence 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] to log out from my favourite online shopping site and I was shocked [2] to find out later that day that my credit had been reduced to zero. I was convinced the website was safe. In fact, I had chosen [3] to shop on that site precisely because of their security record. I mean, for anybody wanting [4] to buy anything online nowadays you need [5] to be convinced that it's safe, right? Well, I contacted the company, and I was determined not [6] to be ignored . Of course, [7] to speak 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] to complain as there'd been an issue with the company's banking services. All the missing money, they promised, was [9] to be refunded 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.

Exercise 4
1 You shouldn't have chosen/ shouldn't choose to buy the cheapest tablet.
2 She refused/ refuses to let me work on my laptop during take-off.
3 We have made the decision not to enter the website design competition.
4 It's extremely important to protect your log-in details.
5 You're the second person to tell me it's broken this morning.
6 Turn your computer off when not in use to ensure it does not overheat.

REFERENCES
Audioscript **p. 189**
Intelligent key **p. 208**

EXTRA ACTIVITIES
- Photocopiable resource 12 (Speaking – 15 min.) pp. 214, 238
- Class debate: Technological development has made us less creative. (For instructions, see p. 181)
- Use of English 4, WORD STORE booklet, p. 8
- Extra digital activities: Listening and Use of English Checkpoints

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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] arrival (**ARRIVE**) of both listening to and purchasing songs and albums over the Internet. This, in turn, made it possible to download music [2] illegally (**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] enrich (**RICH**) the sound. Ultimately then, it was their [4] ingenuity (**INGENIOUS**) which facilitated the [5] piracy (**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] capitalise (**CAPITAL**) on the new medium but rather an organised criminal conspiracy to steal music. Today, however, legal streaming services are in the [7] ascendency (**ASCEND**) for digital music and the [8] popularity (**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 give way to 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?

NEXT CLASS

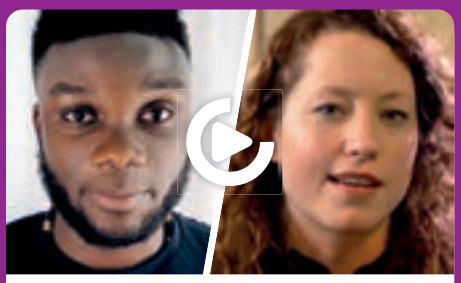
- Ask students to do Self-check 4.8 in the WB, pp. 50–51 as homework.
- Ask students to prepare for Unit Test 4: Assessment Package, Unit 4.

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.

UNIT 5 VIDEO

Documentary
Big idea, big business 5

Exercise 1
VERB
compete, employ, interview, manage, promote, recruit, train
NOUN (thing/concept)
competition, employment, interview, management, promotion, recruitment, training
NOUN (person)
competitor, employer/ee, interviewer/ee, manager, promoter, recruit/er, trainer/ee

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.**

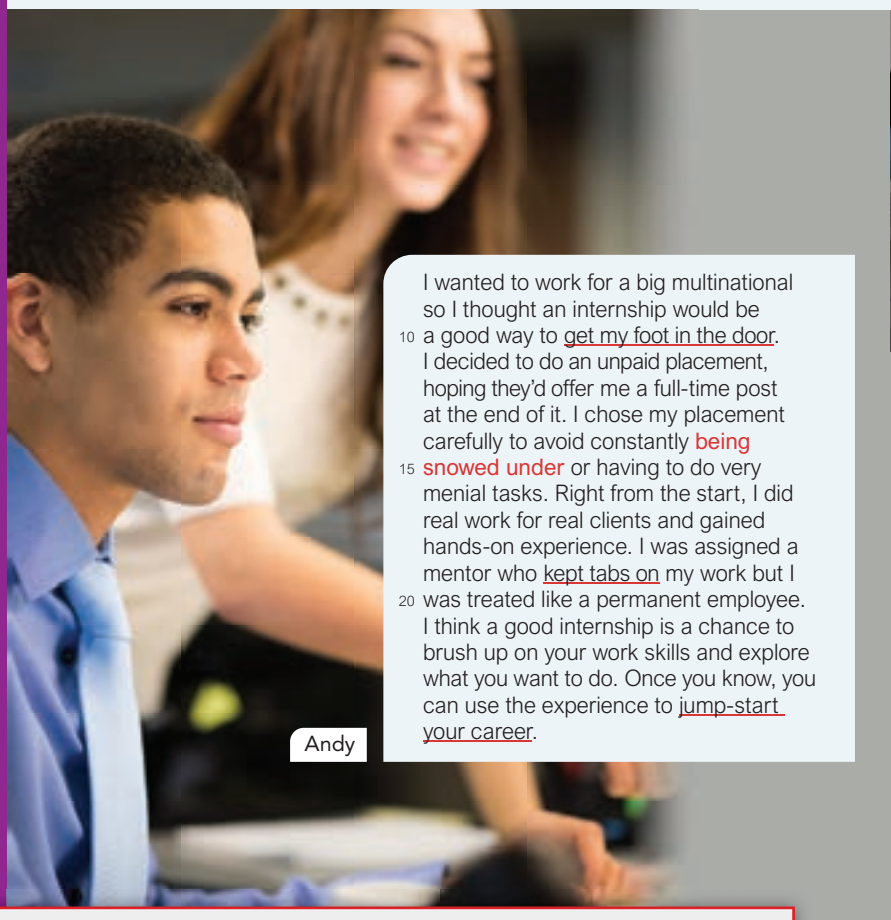
~~apply~~ compete employ interview manage promote recruit train

VERB	NOUN (thing/concept)	NOUN (person)
apply	*application*	*applicant*

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

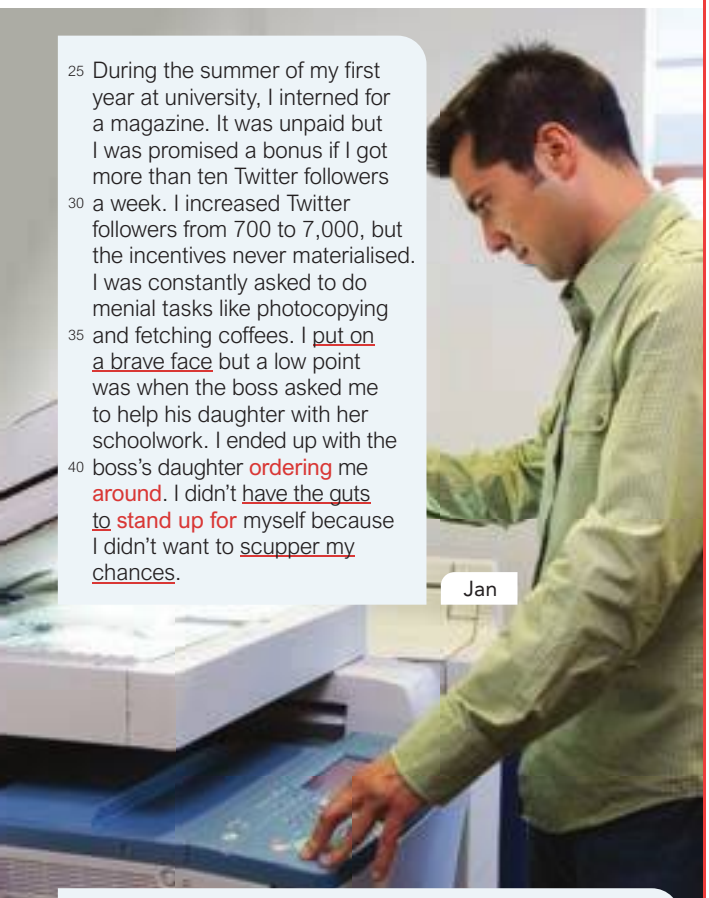
REFERENCES
Culture notes **p. 175**
Videoscript **pp. 203–204**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES
- Photocopiable resource 13 (collocations about work and money – 10 min.) pp. 214–215, 239–240
- Extra digital activities: Vocabulary Checkpoint

WORKBOOK
pp. 52–53, including *Show what you've learnt*

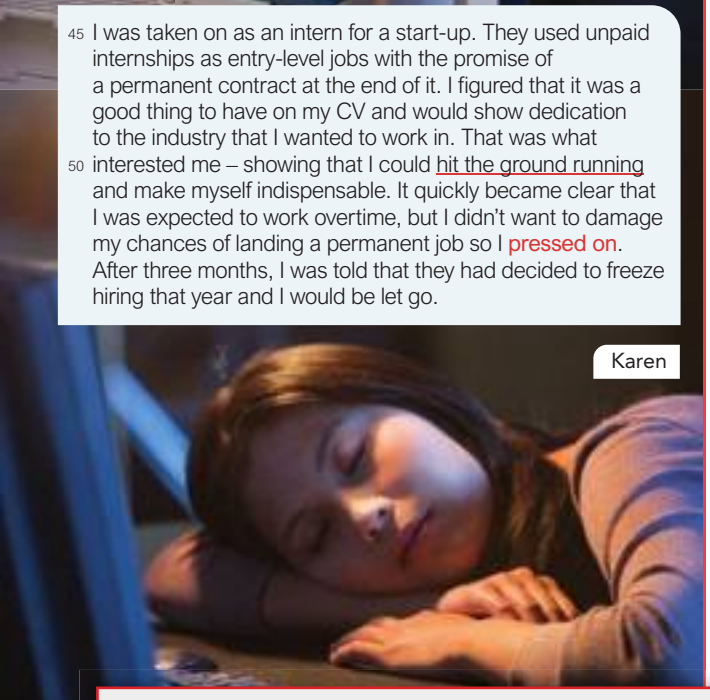
3 **Read the article and answer the questions.**

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



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 30 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 35 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 40 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 50 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

Go to **WORD STORE 5** page 11

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. order my …. around
3 The last school project I really worked hard on was … slaved away
4 A belief I'd always defend is that … stand up for
5 When I have too much work, I feel … am snowed under
6 A mistake I'd like to compensate for is … make up for

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. keep
2 I'm very slow in the mornings. I never ~~strike~~ the ground running. hit
3 I've got a good voice but I don't ~~own~~ the guts to sing in public. have
4 I would like to do an internship so I can ~~jump~~ on the first rung of the ladder. get
5 I think appearance is very important in a job interview – the wrong one can scupper your ~~luck~~. chances

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?**

NEXT CLASS

Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 5.1, Vocabulary.

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?
Young business people.
2 What are the benefits for winners? Recognition of products and services, help with funding, free legal and business advice.
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? A
2 an area where their age proved a disadvantage? C
3 a view that regular income is not guaranteed? B
4 an opinion that it is worthwhile to wait for the results of your work? B
5 their efforts to remain optimistic against the odds? A
6 an outcome that was unexpectedly successful? B
7 a criticism of trying to work alone? A
8 an opinion about what is not important in an employee? C

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 realise the potential of Twitter as a marketing tool until I read an article in a business magazine.
3 Most investors expect to see a return on their money within a couple of years of buying shares.
4 Although there are seasonal fluctuations in revenue generated by the hotel, the business remains profitable.
5 Simon still has a lot to learn as a salesman but he certainly has a great rapport with customers.
6 Joanne is not a very experienced businesswoman. She is fresh out of college.
7 The course was extremely practical and what I learnt on it gave me a flying start to my career.

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

ADJECTIVE	NOUN
restless	*restlessness*
tenacious	tenacity
curious	curiosity
prosperous	prosperity
perseverant/persevering	perseverance
hyper-competitive	hyper-competitiveness
competent	competence

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.

REFERENCES
Intelligent key **p. 208**

WORKBOOK
pp. 54–55

NEXT CLASS
Ask students to do *Show what you know* 5.3 in the WB, p. 56.

STARTING OUT

2.14

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 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 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 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 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 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 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 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 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 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 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

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.

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.

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 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.**

Exercise 2
Pros: self-development
Cons: working may be detrimental to school grades

Is working part-time BAD for your grades?

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.

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.

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.**

Exercise 3
subject: working while studying
after certain verbs: appreciated my getting
after prepositions: in saving
after *on*: On seeing
cause and effect: Being motivated
sequence of events: Having worked
after *with* + subject: With more and more young people not doing well

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 me/my being sacked (I/sack) – which really upset me.
3 Not having received/Not receiving (not/receive) good results, I stand little chance of getting into uni.
4 Having been given (give) the job, I now regret applying.
5 He was in the middle of being told off (tell off) when I walked into the room.
6 Not having (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 despise being told what to do.
3 The concern my parents have is that I work too hard. **ABOUT**
My parents worry about me/my working too hard.
4 To be successful in life you are required to work hard. **BEING**
Being successful in life requires you to work hard.
5 I tell my parents as soon as I receive any exam results. **ON**
On receiving exam results, I immediately tell my parents.
6 The job market has got increasingly competitive so it's essential to have good qualifications. **WITH**
With the job market getting 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

EXTRA ACTIVITIES

- Photocopiable resource 14 (gerunds – 15 min.) pp. 215, 241
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 56, including *Show what you've learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 5.3, Grammar.

56

5.4 USE OF ENGLISH

Prepositional phrases

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

1 SPEAKING **Read the cartoon captions. Discuss which of them you find more amusing and why.**

2 **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

3 **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

4 **Choose the correct option.**

1 **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.

2 **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.

3 **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!

4 **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.

5 **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.

5 **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] a certain degree but I can't say she's one hundred percent right. I mean, **at** [2] the end of the day 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] the wrong . I will admit, however, that she's been very helpful **to** [4] date and she's always been **at** [5] my disposal whenever I've needed some help. For example, when I was trying **in** [6] vain to come up with an idea for the new marketing campaign and not getting anywhere. She could clearly see that I was **at** [7] a loss for inspiration and gave me a few ideas to work with. **To** [8] my mind that's more important than agreeing with everything she says – after all, I am here to learn **by** [9] virtue of gaining experience.

6 SPEAKING **Discuss the questions.**

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

Exercise 3

in vain = to no avail

in the wrong = at fault

by means of = by virtue of

at a loss = at sea

to some extent = to a certain degree

WORKBOOK

p. 57, including *Show what you've learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 5.4, Use of English.

5.5 LISTENING

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 willingness to take the test again.
2 He showed great resourcefulness and found out almost everything about the job.
3 Everyone appreciated her authenticity . She never came across as fake or phony.
4 Her boss liked her adaptability – how she could work in many different fields.
5 She showed real persistence and after seemingly endless interviews, finally got the job she wanted.
6 Having self-assurance 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 humility .
8 It's always better to say what you feel – sincerity is the greatest of virtues.
9 My teacher told me he liked the enthusiasm and keenness 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?

REFERENCES
Audioscript **pp. 189–190**
Intelligent key **p. 208**

WORKBOOK
p. 58

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 [1] *see*/think about it …
(In actual fact,) I've never really [2] thought 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] truth …
(Actually,) it's kind of a [4] tough /a tricky one …
(Well,) all I can say/all I [5] know is that …
(Come to think of it,) that's an [6] interesting/a difficult question …
(I suppose) it [7] depends on what you mean/you're referring to …

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] requires a moment's thought.
T: Take your time.
D: Actually, sir, my mind has gone [3] blank . Can you give me a second?
T: Of course.
D: Well, to be [4] honest 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] truth , 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?**

Exercise 2

1 *Was your journey OK? Make yourself at home. That's what we're here for.*
2 Vet, chef's apprentice, chef, hairdresser
3 Jobs which require or don't require a lot of studying. Becoming a vet requires a lot of studying, while becoming a chef or hairdresser requires less.
4 She used expressions to fill time: *Well, let me see … Hm, to tell you the truth … Actually, it's kind of a tough one … That's an interesting question …*
5 E.g. at a job interview, telling a white lie, making an excuse, saying something you know will be upsetting, when trying not to answer the question

REFERENCES
Audioscript **pp. 190–191**

WORKBOOK
p. 59

Exercise 4

1 Portfolio working provides the opportunity for individuals to work in many different fields. They can use different talents. They can choose their own career and have a better work-life balance.

2 E.g. two days in a software company, two as a journalist and one volunteering.

3 The author does not answer this question.

4 Anxiety if they can't manage well, financial uncertainty.

5 It offers the great variety, but it may not be suited for e.g. people uncomfortable with risk.

5.7 WRITING

An essay

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.

WORKBOOK
pp. 60–61, including *Show what you've learnt* and *Show that you've checked*

NEXT CLASS
Ask students to revise for Focus Review 5 (lessons 5.1–5.7, Word list on pp. 152–153 in the SB).

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.
  It is often said that …
  This is a controversial topic …
  It is generally maintained that …
- Lead into the discussion.
  what is most important to consider …
  However, there are different views …
  What can be done?

Main paragraphs

- Introduce each main point in a new paragraph beginning with a topic sentence.
  To begin with …/Perhaps a more important aspect to consider, however …
  In the first place, …
  The main thing to remember is that …
- Follow this with examples to support and/or clarify your point. *… for instance …/What this means is …/There is also …*
  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. *… this is not to say that …*
  It can be argued …
  Despite this, …
  A possible criticism is that …

Conclusion

- Indicate the end of the essay with a summary statement. *On balance …*
  In conclusion, …
  On the whole, …
  Taking everything into account, …
- Give your point of view. *Nevertheless, we should remember that …*
  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 It is generally maintained that an internship offers students valuable experience. **MAINTAINED**
2 The main thing to remember is that it provides a chance to interact with experienced professionals. **REMEMBER**
3 In other words, it enables students to learn how to work in a professional environment. **OTHER**
4 Despite this, it is argued that internships frequently exploit free labour. **DESPITE**
5 Taking everything into account, 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] backer will supply you with the necessary cash to begin. Remember, [3] however, that any serious investor will want a return on his/her [4] investment. [5] This may be a share of your [6] enterprise or interest on the original [7] amount given to you. Think carefully about which [8] one 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: business, enterprise; money, investment, cash, amount; backer, investor; starting, begin
Word families: investor, investment; back, backer
Substitution: a share or interest … one
Reference: … a return on investment … This may be …
Linkers: however

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.

Exercise 7

Synonyms: to work, employed, job, employment
Substitution: talents … one
Reference: … traditional 'job for life' is on the way out … If this is true; portfolio working … it; … work in many different fields. What this means … Working in this way; … is choice … this freedom
Linkers: since, in addition to, however, also, thus, though, nevertheless, particularly

61

FOCUS REVIEW 5

VOCABULARY

1 Complete the sentences with the words in the box.

foot hit incentives jump-start slaving tabs take

1 Many larger companies offer incentives to attract and retain staff.
2 In order to get a foot in the door, it can be a good idea to take a lower position than you really want.
3 Multinational organisations regularly take on new employees because of high staff turnover.
4 There is nothing worse than having a boss who keeps tabs on everything you do.
5 Experience will help you hit the ground running if you set up your own business.
6 Getting some basic training can be a good way to jump-start a new career.
7 In smaller companies you can find yourself slaving 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 applicant seems perfect for the job. **APPLY**
2 Did you hear that Ali's leaving? He's got a job with our main competitor . **COMPETE**
3 The government are tackling unemployment 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 management . **MANAGE**
5 I've decided I need some training . I'm off to speak to the head of HR. **TRAIN**
6 AKP Chemicals are in the process of a big recruitment programme. Why don't you apply? **RECRUIT**
7 We've got only one more interviewee 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 being/getting sacked . So you can imagine my relief when I was given a promotion instead.
2 Taking photos during the show is strictly prohibited.
3 (He) His/Him telling me the bad results of the interview nearly broke my heart.
4 On learning about Gerald's resignation I immediately applied for his job.
5 Janet was angry about having/having had to work another evening shift last night.
6 Having retired , James finally moved to the country.
7 (They) Their/Them being accepted on the training course is great news! Lucky them!
8 I can't bear seeing 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 to some extent but I still think her decision to sack him was harsh.
2 Just ask if you need any help. I'm completely at your disposal.
3 Older workers are, by virtue of their life situation, considerably more reliable.
4 I'm at a loss to explain where the money is.
5 Barbara's been trying to contact him all day – and to absolutely no avail.
6 Personally, I'd say she's one of the best managers we've had here to date.
7 By all means, take the rest of the day off.
8 He's a good worker but at the end of the day it has to be last in, first out.
9 I hear Rob's been trying in vain for years to get a management post.

Exercise 4

1 I clearly remember him mention(ing) a salary increase.
2 The author of the article about interns objects/ objected to their not being paid.
3 At first, my parents did not approve of my choosing journalism as a career.
4 Being an entrepreneur means (your) being ready to take risks.
5 Don't let this bad experience discourage you from following your chosen career.
6 When you start your own business, you should focus on getting results.

REFERENCES

Audioscript **p. 191**
Intelligent key **p. 208**

EXTRA ACTIVITIES

- Photocopiable resource 15 (Writing – 10 min.) pp. 215, 242
- Class debate: It is a good idea for children to follow in their parents' footsteps and choose the same career path. (For instructions, see p. 181)
- Use of English 5, WORD STORE booklet, p. 10
- Extra digital activities: Listening and Use of English Checkpoints

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] doing 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] following the dream of running your own company than studying for three years. The resulting self-confidence it builds will also help you [3] gain 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] losses and result in bankruptcy. So, despite the need to make [5] ends meet, for the time being put off the idea of [6] founding/starting 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 cover the fields.
b I was really surprised by parts of the exam. I'm sure we didn't cover some of the topics.
c I'm being sent to Prague for the week and the company is going to cover all my expenses.

2 a Most new businesses don't see a decent return for a couple of years.
b I can't wait for Matthew's return . I haven't seen him since 2015.
c Train travel is much cheaper if you buy a day return .

3 a I know it might rain but let's take a chance on it. It's been ages since we've had a picnic.
b You stand little chance of gaining employment with no experience.
c I met her completely by chance . I never even knew she was back in the country.

4 a I'm completely at a loss to explain how it happened. I've no idea at all.
b After the loss of his father, he became head of the company.
c Many new ventures make a loss 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.

NEXT CLASS

- Ask students to do Self-check 5.8 in the WB, pp. 62–63 as homework.
- Ask students to prepare for Unit Test 5: Assessment Package, Unit 5.

6 Journeys

To travel hopefully is better than to have arrived.

Robert Louis Stevenson

DOCUMENTARY VIDEO

ZIFERBLAT – A CAFÉ WITH A DIFFERENCE

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

UNIT 6 VIDEO

Documentary
Ziferblat – a café with a difference 6

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 2 buffet car 4 bypass 2 cruise 1 embarkation 1 express 4 gate 3 gear stick 2 jet lag 3 overhead locker 3 pier 1 platform 4 quayside 1 roundabout 2 sleeper 4

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.**

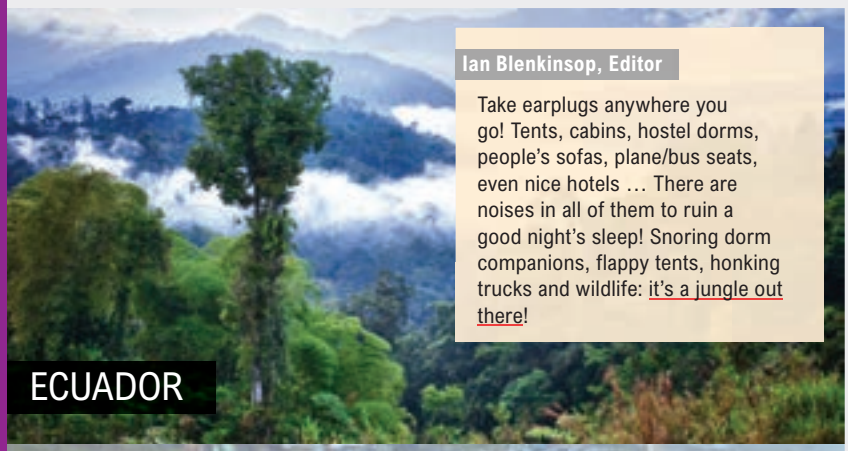
ROUGH GUIDES

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?

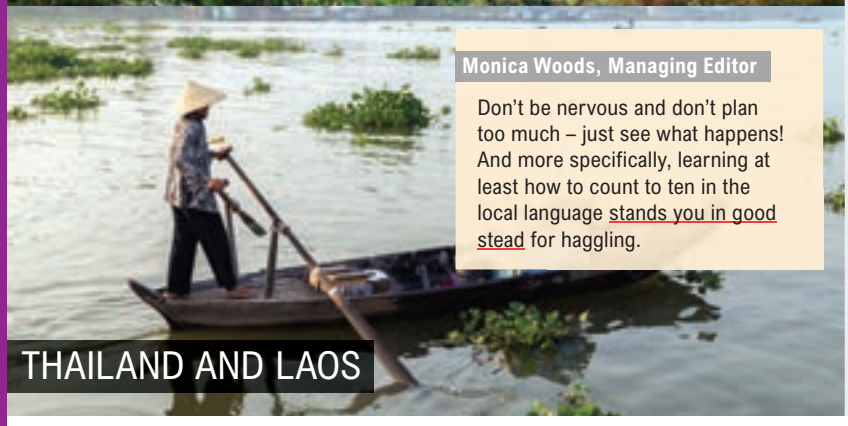
Here's the advice we at Rough Guides wish we'd been given back when we embarked on our first big trip.



ECUADOR

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!



THAILAND AND LAOS

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.

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

REFERENCES

Culture notes **p. 175**
Videoscript **p. 204**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 16 (forming adjectives – 10 min.) pp. 215, 243
- Extra digital activities: Vocabulary Checkpoint

WORKBOOK

pp. 64–65, including *Show what you've learnt*

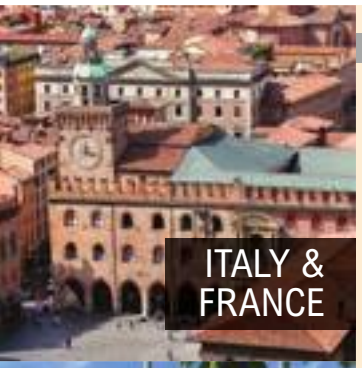
64

Go to WORD STORE 6 page 13

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 Do take earplugs.
2 Don't spend too much time online.
3 Do relax and **fit in with** the local environment.
4 Don't plan lots of activities.
5 Do **check on** the climate conditions.
6 Do **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.**



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.

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?

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.

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!

words of wisdom to pass on? Let us know.

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 banked on to help your fellow travellers?
2 Do your prefer to fit in with other people's plans or do your own thing?
3 If you could pass on one piece of advice to your younger self, what would it be?
4 Have you ever been ripped off when shopping? What did you do?
5 If you could head off and never come back, where would you go?
6 Are you the kind of person who likes to check on 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] daunting 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] bearable . What I wasn't prepared for, however, was the [3] relative humidity. The entire time I was there it was well over eighty percent and I was constantly uncomfortable and [4] sweaty . It would have been [5] handy 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 go with the flow .
2 Travelling shouldn't just be a tick-box exercise .
3 It's more important to experience the local culture and simply soak up the local atmosphere than see all the sights.
4 Be prepared for the unexpected – it's a jungle out there !
5 Travelling when you're young will stand you in good stead for later life.
6 'It is better to travel well than to arrive' are words of wisdom everyone should agree with.

Exercise 4

Enjoy the places for what they are rather than as a tick-box exercise.

Don't be nervous.

Be mindful of mosquito coils.

Remember that time is relative.

Worry less about being ripped off.

Engage more with local culture.

Pack only what you can comfortably carry.

NEXT CLASS

Ask students to prepare for a 10–20-minute Vocabulary Quiz: Asssessment Package, Unit 6.1, Vocabulary.

6.2 READING

Gapped text

I can understand the structure of an article using contextual, grammatical and lexical clues.

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

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. 6
b German soldiers build a railway across the desert. 2
c Gavin gets a good night's sleep. 5
d San hunter-gatherers travel through the desert. 1
e The train approaches Swakopmund. 7
f Animals are visible from the train. 4
g Gavin catches the overnight express. 3

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? On the Desert Express train.
2 What time of day might it be? Early morning.
3 Who is Cedric? A steward on the train.
4 What is Cedric doing? Running up a giant dune.
5 Where did the train journey start? Windhoek – the Namibian capital.
6 What does the train make stops for? Game drives, dune excursions and lion-feeding.

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 D

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 C

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 F

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 G

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 E

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 A

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.

REFERENCES
Culture notes **pp. 175–176**
Intelligent key **p. 208**

WORKBOOK
pp. 66–67

NEXT CLASS
Ask students to do *Show what you know* 6.3 in the WB, p. 68.

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.

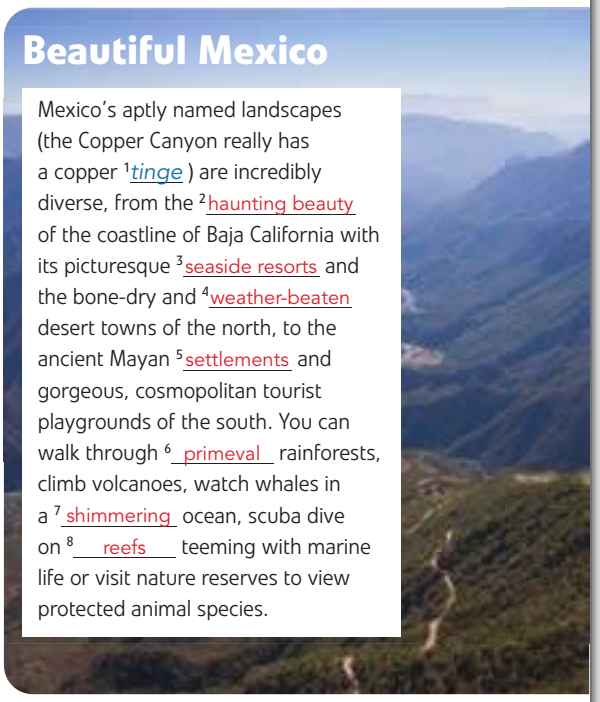
F And sure enough, later on that first day the train halts in the middle of nowhere. Beside the tracks there are two safari trucks waiting. We all pile in and bounce along dirt roads for a couple of hours. This is a disappointment. Supposedly there are white rhino and giraffe in the bush, but all we see are a few buck, two ostrich and a family of donkeys. The latter serve as guards against leopards – apparently their braying scares the daylights 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?

1 The moths flew quickly and lightly around the lights. *fluttered*
2 The wheels turned and the old train moved slowly and heavily out of the station. (x2) trundled/chugged
3 I watched the birds flying round and round in the sky. wheeling
4 I had eaten too much and I walked unsteadily out of the restaurant. staggered
5 The horses moved with quick, short steps through the streets. trotted
6 Nomads have wandered through the desert for centuries. roamed
7 I took a running jump from the top of the dune and landed in the sand. bounded

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 [1] *tinge*) are incredibly diverse, from the [2] haunting beauty of the coastline of Baja California with its picturesque [3] seaside resorts and the bone-dry and [4] weather-beaten desert towns of the north, to the ancient Mayan [5] settlements and gorgeous, cosmopolitan tourist playgrounds of the south. You can walk through [6] primeval rainforests, climb volcanoes, watch whales in a [7] shimmering ocean, scuba dive on [8] reefs 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.

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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.**

1 Where do you think the places are?
2 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.** 1 Djoser – Egypt, Moray – Peru. 2 Both are ancient sites of tourist interest.

3 2.24 **Listen again. Match the extracts from the recording with the things they refer to.**

1 **not as** uncomfortable **a** journey **as** I thought (f)
2 **less and less** awe-inspiring the closer I got (e)
3 **more** disappointed **than** impressed (g)
4 **such a** magnificent sight (c)
5 awe-struck **rather than** merely impressed (h)
6 **the** more remote the place, **the** greater the impression (d)
7 more agricultural than residential (a)
8 such a dark night (b)
9 **not so much** excited **as** impatient (i)

a the function of Moray
b the evening of their arrival
c Djoser pyramid
d general feelings about less touristy places
e Giza pyramid
f the journey by taxi from Cairo to Djoser
g Patrick's feelings on approaching Giza
h Patrick's feelings on seeing Djoser
i 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.**

1 I wasn't so much *disappointed in Paris as* underwhelmed. (disappointed/Paris)
2 Personally, I'd say Rome is bohemian rather than conservative . (bohemian/rather/conservative)
3 Truly unspoilt land is becoming less and less common. (become/less/less)
4 It was such a noisy hostel I couldn't get any sleep. (such/noisy/hostel)
5 Prague wasn't as romantic a place as I was expecting. (romantic/place)
6 Poland is still more agricultural than urban urban. (more/agricultural)
7 The more you travel, the more cultured you become. (more/cultured)
8 Berlin wasn't such an expensive city as 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.**

1 Vienna is the most delightful city I've ever visited. **AS**
I've never visited as *delightful a city as* Vienna.
2 It's getting increasingly hard to find a cheap B & B. **AND**
It's getting harder and harder to find a cheap B & B.
3 People suffer greater homesickness the further away they travel from home. **MORE**
The further away you travel from home, the more homesick you get.
4 She described the landscape as being more surreal than picturesque. **RATHER**
She described the landscape as being surreal rather than picturesque.
5 We decided not to stay in the hotel because it was so expensive. **SUCH**
It was such an expensive hotel that we decided not to stay there.
6 The itinerary was less daunting than it looked at first. **NOT**
It was not as daunting an itinerary as it looked at first.
7 The water was so cold it was unbearable. **THAT**
It was such cold water that it was unbearable.
8 If you ask me, I'd say the sea is green not blue.
In my opinion, the sea is green rather than blue . **THAN**

7 SPEAKING **Discuss the following. Which do you prefer? Why?**

- going on organised trips and backpacking
- self-catering and all-inclusive

Grammar pages 134–135

REFERENCES

Culture notes **p. 176**
Audioscript **pp. 191–192**

EXTRA ACTVITIES

- Photocopiable resource 17 (advanced comparative structures – 15 min.) pp. 215–216, 244
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 68, including *Show what you've learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 6.3, Grammar.

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.**

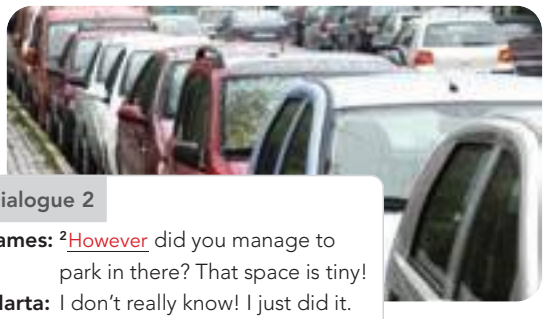
> *'When you leave a beautiful place,*
> *you carry it with you wherever you go.'*
> Alexandra Stoddard, Author

2 2.25 **Listen and complete the dialogues with the words in the box.**

(however whatever (x 2) whichever)

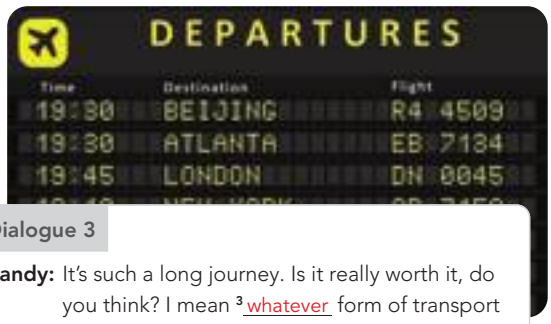
Dialogue 1

Janet: Which seat do you want – the window or the aisle?
Ben: [1]Whichever , I don't mind. You choose.



Dialogue 2

James: [2]However 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]whatever 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]whatever – 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, However did you manage …
- to emphasise that the specific time, person, etc. doesn't matter, Whatever form of transport we choose …
- in short answers, Whichever, I don't mind.
- as an informal and often disrespectful response to say you won't try to change someone's mind (only *whatever*). OK, whatever – book the flights then!

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 ever-increasing opportunities to travel. And this is set to continue in the future.
2 The world is getting ever-smaller. This has many positives and negatives.
3 Speaking even a little of the local language is ever so useful.
4 Travelling is the best ever experience.
5 There are more opportunities than ever to learn from other cultures.
6 As ever, travelling to some parts of the world will always be restricted.
7 Exploring your own country is ever 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.**

Grammar pages 135–136

Exercise 4

1 Whichever (emphasising that the specifics don't matter)
2 Wherever (giving emphasis in a question)
3 Whatever (disrespectful response)
4 Whoever (emphasising that the specifics don't matter)

REFERENCES
Culture notes **p. 176**
Audioscript **p. 192**

WORKBOOK
p. 69, including *Show what you've learnt*

NEXT CLASS
Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 6.4, Use of English.

6.5 LISTENING

Matching

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

Exercise 1
1 A – Cruise
B – Trekking/ Camping
C – Surfing/ Beach holiday

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
Speaker 2 G
Speaker 3 E
Speaker 4 C
Speaker 5 H

A the varied itinerary
B the recommendation of others
C the way the trip was financed
D the opportunity to make new friends
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 C
Speaker 2 A
Speaker 3 D
Speaker 4 F
Speaker 5 G

A It had unforeseen drawbacks.
B It was an exhilarating experience.
C It allowed me to visit as many places as possible.
D It felt worryingly dangerous at times.
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 play it by ear . I like to have a plan.
2 The most important thing on holiday is to get away from it all and forget about life at home.
3 When I'm on holiday, I love taking a dip first thing in the morning.
4 I saw some wonderful things on my trip. I had to pinch myself to make sure they were true.
5 I don't like visiting tourist attractions. I like to get off the beaten track and discover new things.
6 I am very bad at using my time wisely . I never leave the hotel before noon.
7 I never have a real summer vacation – I just roll up at my friends' houses.
8 I don't have a lot of money so I always have to travel on a shoestring .

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? kept an eye on
3 Last time you were shopping and had to choose between two brands, what was it that persuaded you? swung it for
4 If you were choosing holiday accommodation for your family, what would be the priority for you? bottom line
5 Would you find trekking difficult? hard going

8 SPEAKING **Discuss the questions in Exercise 7.**

REFERENCES

Culture notes **p. 176**
Audioscript **p. 192**
Intelligent key **p. 208**

WORKBOOK

p. 70

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.**

1 I can see a number of similarities in photos B and C. They're both holidays you can do quite cheaply.
2 These two photos are also alike because these are holidays that young people with limited funds might like.
3 On the other hand, photo A differs from the others in some key ways.
4 The mountaineering holiday is also dissimilar in that it probably requires a great deal of preparation and a predetermined schedule.
5 On the sightseeing holiday, you'd be surrounded by people, whereas on the camping holiday …
6 Another crucial 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.**

1 staying in hostels / camping / cheap to do **RESEMBLE**
2 the resort photo / adventure one / most people are just sitting / on beach **DIFFER**
3 photo of cruise / photo of resort / show people relaxing **BOTH**
4 biking and trekking holidays / get exercise and be outside **COMMON**
5 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.

REFERENCES

Culture notes **p. 176**
Audioscript **pp. 192–193**

WORKBOOK

p. 71

Exercise 2

cost: The sightseeing holiday and the camping can be done cheaply, but the mountaineering holiday would require lots of money for the equipment.

pace: The pace of the sightseeing trip could be quite fast and dynamic, while the mountaineering trip would require a more fixed schedule; the camping trip is very quiet.

spontaneity: It is easier to be spontaneous on the sightseeing trip; a mountaineering holiday needs a great deal of preparation and a predetermined schedule.

freedom: On the sightseeing holiday you are free to do what you want; the mountaineering holiday and the camping holiday would appeal to people who want to be get away from other people.

Exercise 4

1 Staying in hostels and camping resemble each other in that they are both cheap to do.
2 The resort photo differs from the adventure one in that most people are just sitting on the beach.
3 The photo of the cruise and the photo of the resort both show people relaxing.
4 Biking and trekking holidays have several things in common, like/such as getting exercise and being outside.
5 Unlike other people who hate camping, I find it really comfortable.

6.7 WRITING

A report

I can write a linguistically complex and logically structured report and recommend action.

Shanghai, China

Rio de Janeiro, Brazil

Taebaek Mountains, South Korea

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.**

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.

Exercise 3

An overview of South Korea:

why this country is a suitable destination: cosmopolitan capital city; hospitable local people; spectacular scenery

any potential problems other students should be aware of: cold weather; communication problems

Recommendations for other students:

be prepared for the weather; take some language classes

REFERENCES
Culture notes **p. 176**

WORKBOOK
pp. 72–73, including *Show what you've learnt* and *Show that you've checked*

NEXT CLASS
Ask students to revise for Focus Review 6 (lessons 6.1–6.7, Word list on pp. 153–155 in the SB).

72

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 …
  The aim of this report …

First heading

- Give any information needed to set the context.

  I was assigned …

  During this project, I took part in …
  We spent three months 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 …
  All of us visited … /The majority of us …

Third heading

- State and support your second point. (You might present some negative aspects here.)

  As few people were able to …

  However, according to …
  Since our visit took place …

Recommendations

- Give one or two recommendations (based on the evidence you have presented).

  I would suggest that …

  I would definitely advocate … because …
  It is clear that visitors need to be aware of … /I would also recommend …

Conclusion

- Use an appropriate concluding sentence.

  In the light of …, I …

  In short, I …
  Given these preconditions …

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.**

a I was assigned to / canvass opinions / students who / visit / the city [2]
b However, according to / some / those interviewed / number of people / can make / difficult / to get around [6]
c This report sets out to / give information / Shanghai / as part / Cities of the World Project [1]
d I would suggest / prospective visitors / research / best time of year / to visit / avoid crowds [7]
e The majority of these / spent time / city / during / gap year travels / although / some / there / part / exchange programme [3]
f All those interviewed agreed / vibrant / exciting / place / to visit [4]
g Given the above, / this fascinating city / high on list of cities to visit / both / because / history / and / current position / centre for international trade [8]
h Some cited / combination / old and new / major draws [5]

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 … to identify factors which …*
- the former … the latter – *The former were in favour of …, while the latter were not.*
- overview – *An overview of … to provide an overview …*

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 … to identify factors which …*
- outline – *The report will outline …*

Adjectives

- clear/obvious – *It was clear/obvious that … It is clear that …*
- current – *The current situation …*
- major – *A major issue was … outside the major cities.*
- 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.**

1 The main aim of this report is to describe the event. major/principal, outline
2 It will also give a summary of people's reactions to it. an overview
3 We held the interviews in the school hall. conducted
4 Unfortunately, the heavy traffic stopped some people from attending. deterred
5 This was an important issue for many people. a major
6 However, only two people said the venue itself was a problem. cited … as
7 The first issue was therefore considered the main problem while the second was not relevant. The former, the latter
8 As a result, we recognised poor scheduling as the biggest issue for most people. identified, factor

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.

Exercise 5

a I was assigned to canvass the opinions of students who had visited the city.
b However, according to some of those interviewed the number of people can make it difficult to get around.
c This report sets out to give information about Shanghai as part of the Cities of the World project.
d I would suggest that prospective visitors should research the best time of year to visit in order to avoid crowds.
e The majority of these had spent time in the city as part of their gap year travels, although some had been there as part of an exchange programme.
f All those interviewed agreed it was a vibrant and exciting place to visit.
g Given the above, this fascinating city should be high on the list of cities to visit, both because of its history and its current position as a centre for international trade.
h Some cited the combination of the old and the new as major draws.

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FOCUS REVIEW 6

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 __mindful__ of the local culture and customs. **MIND**
2 There's nothing more __handy__ than a good guidebook when you're on a city trip. **HAND**
3 I never travel with a backpack. I hate getting all __sweaty__ on the back. **SWEAT**
4 This heat is __unbearable__ . Can't we please find a café or something with some air conditioning? **BEAR**
5 The next group ready for the tour is not __divisible__ by five. So I'll take a bigger group. **DIVIDE**
6 As eco-tourism becomes more popular, prices are getting more __competitive__ . **COMPETE**

3 Complete the sentences with appropriate prepositions.

1 I just need to check ___on___ something at work before we set off, okay?
2 You'd better take some more colourful clothes if you want to fit ___in___ with the locals.
3 That's a real shame! I was banking ___on___ her coming to help with the language.
4 Keep an eye ___on___ my things for me while I take a quick dip in the sea.
5 The history of the castle is shrouded ___in___ mystery.
6 Oksana's timing is perfect again! Just as we're about to leave she rolls ___up___ and insists on joining us.
7 The Czechs and the Poles have a lot ___in___ common despite greatly differing views on some matters.

GRAMMAR

4 Correct the grammar mistake in each sentence.

1 The longer the journey, the ~~most~~ more satisfying your arrival.
2 The trip was as wonderful an experience as I could have imagined.
3 The train ride was more tiring ~~that~~ than dull.
4 It was ~~so~~ such an exciting adventure that I couldn't calm down for days.
5 I'd say the water was fresh rather ~~as~~ than cold.
6 The hotel was not so much posh ~~than~~ as 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] as fascinating a (fascinating) city as any of the other more popular European capitals, and it's much cheaper too. There is [2] such a positive (positive) energy in the city that it's no wonder more and more people are visiting. In fact, it's not so [3] much surprising (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] than comfortable (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] the earlier (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 (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 [1] every time I can. The country offers great value for money [2] even if your budget is limited and you can count on good weather [3] any time of year – summer or winter. [4] Any place you go in Sri Lanka the people are friendly and welcoming. [5] It doesn't matter what your interests are, you will find there is something for everyone; and [6] it 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 [7] any other place. Once you get there, you will ask yourself why on earth you didn't go before.

Exercise 6
1 whenever
2 however limited your budget is/ whatever your budget
3 whichever
4 Wherever
5 Whatever
6 whoever
7 wherever

REFERENCES
Culture notes **pp. 176–177**
Audioscript **p. 193**
Intelligent key **pp. 208–209**

EXTRA ACTIVITIES
- Photocopiable resource 18 (Speaking – 15 min.) pp. 216, 245
- Class debate: Space tourism might soon start to really compete with traditional tourism. (For instructions, see p. 181)
- Use of English 6, WORD STORE booklet, p. 12
- Extra digital activities: Listening and Use of English Checkpoints

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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 expensive the hotel, the better the facilities. **BETTER**

2 In some countries certain behaviour is mistaken for bad manners.
Certain behaviour may mistakenly pass for bad manners in some countries. **PASS**

3 Nowadays I'm always travelling to new places and I like to buy souvenirs there.
I buy souvenirs whenever I travel to new 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 however exhausted we felt at the end of the day. **HOWEVER**

5 Only a few children decided not to take the boat trip.
The (vast) majority of children decided to take the boat trip. **OF**

LISTENING

9 2.30 **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 A
Speaker 2 E
Speaker 3 B
Speaker 4 D
Speaker 5 F

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.

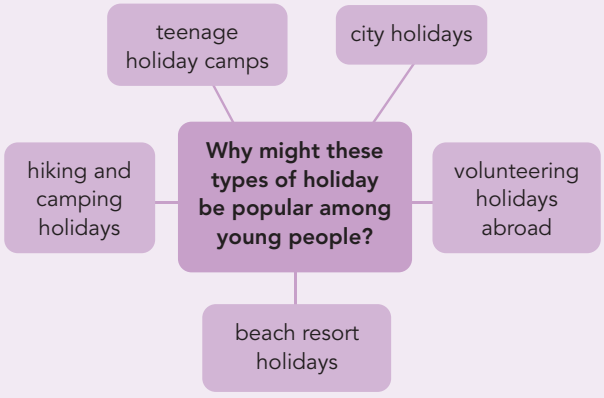
Speaker 1 A
Speaker 2 C
Speaker 3 F
Speaker 4 D
Speaker 5 G

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.



NEXT CLASS

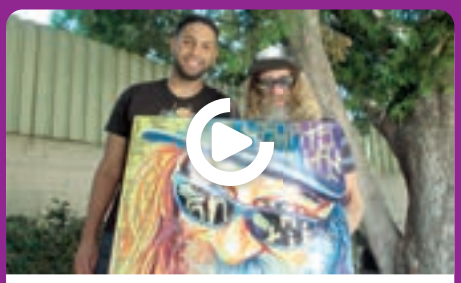
- Ask students to do Self-check 6.8 in the WB, pp. 74–75 as homework.
- Ask students to prepare for Unit Test 6: Assessment Package, Unit 6.
- Ask students to prepare for Review Test 2, Assessment Package, Unit 6.

7

Express yourself

I shut my eyes in order to see.
Paul Gauguin

DOCUMENTARY VIDEO



PAINTING A BETTER WORLD

7 Watch the documentary video.
For the worksheet, go to page 118.

UNIT 7 VIDEO

Documentary
Painting a better world 7

7.1 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
curator gallery owner sculptor	*biographer* novelist translator	casting agent cinematographer playwright	conductor sound engineer soloist

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.

REFERENCES
Culture notes **p. 177**
Videoscript **pp. 204–205**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES
- Photocopiable resource 19 (compound adjectives and collocations – 15 min.) pp. 216, 246
- Extra digital activities: Vocabulary Checkpoint

WORKBOOK
pp. 76–77, including *Show what you've learnt*

Go to WORD STORE 7 page 15

3 **Read the review below. What does it say about the differences between:**

1 *The Lion King* show and the *Harry Potter* films? *The Lion King has grossed more than the six most popular Harry Potter films.*
2 *The Lion King* and *The Phantom of the Opera* shows? *The Lion King is still fresh and hasn't dated – unlike The Phantom of the Opera.*
3 *The Lion King* show and *The Lion King* film? *The Lion King stage show is more radical than the film and has more dramatic music.*

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] packing out theatres twenty-two years after it burst onto the scene in Brighton and *Stomp* has lost none of its [2] visceral power and raw energy. I first saw *Stomp* at the age of ten and I remember [3] gaping 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] radical changes – there is no need for a major [5] reboot when the original format works so well. Other theatre troupes have tried to [6] replicate 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 percussive music. The more rhythm the better.
2 I hate it when the stage is crammed with props .
3 I feel uneasy when an actor suddenly walks down the aisle and starts interacting with the audience.
4 As a child I was frightened of clowns on stilts . They looked gigantic to me!
5 I'm enthralled by the choral 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?**

Exercise 12

noun/adjective/adverb + present participle:
long-running, highest-grossing, heart-stopping, far-reaching

noun/adjective/adverb + past participle:
ill-judged

adjective + noun + *-ed*:
slack-jawed

NEXT CLASS

Ask students to prepare for a 10–20-minute Vocabulary Quiz: Asssessment Package, Unit 7.1, Vocabulary.

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
- The advent of printing
- The Beat movement
- Open mic nights and poetry slams
- The origins of hip-hop and rap
- 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.** She's a rapper. She has taken part in poetry slams. Topics of her work are taken from Greek myths.

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
captivation	captivate	captivated
disarmament	disarm	disarming
defiance	defy	defiant
dispossession	dispossess	dispossessed
establishment	establish	established
innovation	innovate	innovative
marginalisation	marginalise	marginalised
recipient	receive	received/receptive
suspicion	suspect	suspicious
indulgence	indulge	indulgent
indulgence	provoke	provocative
mythology	--	mythological

7 **Complete the text with the correct form of the words in Exercise 6.**

Who would have [1] suspected 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] received the award but she also uses forms, such as rap, of which the literary [3] establishment has long been [4] suspicious . Her captivating and mesmerising delivery combined with her ability to use street poetry, rap and [5] mythology to address themes of marginalisation and [6] dispossession 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.**

Exercise 2

Poetry in ancient times: epic poems about love, war and peace, gods, grief and loss recited to music by a poet-singer; Homer's *Odyssey*

The advent of printing: print introduced in the 15th century; poets as writers instead of entertainers; poetry read in solitude rather than listened to

Beat movement: American literary movement originating in 1950s; spoken-word performances; Allen Ginsberg

Open mic nights and poetry slams: introduced in 1980s, unknown poets performed their work on stage; competitors have time limit to present their work to a set of judges

The origins of hip-hop and rap: arose from urban unrest in 1970s and 1980s, non-traditional poets

Spoken / Performance poetry: one of the most popular forms of poetry nowadays; YouTube and other media outlets are used

REFERENCES
Culture notes **pp. 177–178**
Audioscript **pp. 193–194**
Intelligent key **p. 209**

WORKBOOK
pp. 78–79

NEXT CLASS
Ask students to do *Show what you know* 7.3 in the WB, p. 80.

3.6

Kate Tempest in concert, 8 March 2020

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.

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7.3 GRAMMAR

Advanced conditionals

I can use advanced conditional structures.

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

3 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** (d)
2 **Had I agreed** to wear a sponsor's shirt, (b)
3 We'll give you some money **on condition** (e)
4 We'll give you some money (a)
5 **But for** their support, (f)
6 **Should you wish** to follow the adventures of Sarah, (c)

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.

Exercise 2
Crowdfunding; she was not able to raise money via a crowdfunding site, but the readers of her blog helped her finance her travels.

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. 3e, 4a
- If you use inversion in past conditionals and those with *should* and *were to*, you can omit *if*. 2b, 6c
  ***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*. 5f
  ***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. 1d

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 to donate more or not .
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 that you pay it back with interest.
5 I never would have met the target without your contribution. **BUT**
But for their 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 or not 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?

Grammar pages 137–138

REFERENCES
Culture notes **p. 178**
Audioscript **p. 194**

EXTRA ACTVITIES
- Photocopiable resource 20 (advanced conditionals – 15 min.) pp. 216–217, 247
- Extra digital activities: Grammar Checkpoint

WORKBOOK
p. 80, including *Show what you've learnt*

NEXT CLASS
Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 7.3, Grammar.

7.4 USE OF ENGLISH

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?**
A kind of narcissism.

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, if anything, he seemed angry. (if anything)
2 She behaves as though she owned the place. (as though)
3 I think the play will be a flop, even if it does get promoted on national TV. (even if)
4 I was told, if in any doubt about our plans, not to talk to a journalist. (if in any doubt)
5 I have to pass the test. If necessary, I'll take it a hundred times. (if necessary)
6 Cameron seldom, if ever, asks for more than one rehearsal. (if ever)
7 The cameraman looks as if he's about to fall. (as if)
8 There are very few, if any, 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.

Grammar page 139

WORKBOOK

p. 81, including *Show what you've learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 7.4, Use of English.

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?
Changing the skatepark into commercial shops.
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.

Exercise 3

1 Plans are to replace the current skatepark with a new purpose-built one under the bridge. The current site will be redeveloped into a creative hub with shops, restaurants and projects such as rehearsal studios, etc.
2 Dialogue 1: skateboarders – use the skatepark **Dialogue 2:** local business people with businesses near the skatepark **Dialogue 3:** musicians who play and rehearse in nearby concert hall
3 Outcome: the skateboarders won and the redevelopment plans did not go ahead.

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 Local regeneration is beneficial because it brings money into poorer neighbourhoods.
2 I don't feel that major redevelopment plans are always the best way forward. Sometimes it is good to preserve the past.
3 Building cultural institutions like concert halls is good for both the arts and business.
4 Property developers usually make a lot of money when the economy is doing well.
5 Legal battles 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 done deal.
7 Sometimes even at public consultation the opinions of local residents aren't taken into account.
8 There are all these pop-up shops in my town – every month the businesses change.
9 It would be good to have a creative hub near where I live so that artists could meet.

7 SPEAKING **Discuss which statements from Exercise 6 you agree with and why.**

REFERENCES
Audioscript **pp. 194–195**
Intelligent key **p. 209**

WORKBOOK
p. 82

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.

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. One of the benefits of
2 If you think about the good points and bad points, I think that the town should invest in a new arts complex. If you consider all the negative and positive aspects
3 Something I reckon is a disadvantage is that the cultural centre is so far away. I see as a drawback
4 A real problem of living in the country is that there are often not many cultural activities. A major downside
5 Something positive about the new concert hall is that live music is popular right now. A point in favour of
6 Taken as a whole, I think the new art gallery is the best way forward. On balance

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 zoo
- a classical music concert
- a fashion show
- a national museum

7 **Compare your ideas with another pair. Do you agree on the best destination?**

Exercise 2

1 Arguments for:
computer lab – can be considered cultural and it can be used for most things, e.g. watching and editing films, digital design; access to latest technology
climbing wall – what most students would like
auditorium – the largest proportion of students will benefit from using it
cinema – students will not have to go far to watch a film; educational value of watching old films

2 Arguments used against the computer lab: Most students already have access to a computer; already spend too much time looking at screens.
Drawbacks of other options:
auditorium & art studio – they already have a space that they use for these purposes, though they are not perfect
climbing wall – not cultural and their money has to be invested into a cultural project
cinema – could only afford old movies, people like to watch movies on their computers these days

3 No. Two students will vote for the computer lab and one for the climbing wall.

REFERENCES
Audioscript **p. 195**

WORKBOOK
p. 83

7.7 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)

REFERENCES
Culture notes **p. 178**

WORKBOOK
pp. 84–85, including *Show what you've learnt* and *Show that you've checked*

NEXT CLASS
Ask students to revise for Focus Review 7 (lessons 7.1–7.7, Word list on pp. 155–156 in the SB).

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).
  Set in … , the film/book tells the story of/focuses on …
  The opening chapter sets the scene.
- Give a detailed evaluation. (It may be positive or negative, or it may balance both positive and negative points.)
  A possible criticism is that …
  Although …/However, …/Admittedly, …/Even so, …

Conclusion

- State your overall impression.
  All in all, …/In short, …
- Express a recommendation (for or against) with your reasons.
  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. [2]

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! [4]

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. [1]

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. [3]

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 a bit/extremely
b quite surprising/quite shocking a bit/extremely

8 **Look through the reviews in Exercises 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.**

Exercise 5

Introduction
Catch the reader's attention: Good quality books can lead to …
Start the comparison you will continue throughout thereview: While they have their weaknesses …

Main paragraphs
Describe the plot briefly: *The Hunger Games* depicts …/ The plot focuses on …
Give a detailed evaluation: Each film …/ Naturally …/ True, …/ Still …

Conclusion
State your overall impression: Quite simply, …
Express a recommendation (for or against) with your reasons: I could confidently recommend them.

Exercise 8

Exercise 4 Review: highly enjoyable, bitterly disappointed, swiftly paced, darkly dystopian, controversially graphic

Exercise 6 Review: absolutely hooked, genuinely convincing, rather shocking, completely original

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FOCUS REVIEW 7

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] plans for my part of town. I can't believe they're thinking of tearing down the old Metro cinema – and without public [2] consultation I might add – and build yet another shopping mall full of pop-up [3] shops. I don't think the establishment appreciate just how much of a cultural [4] institution 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] hub for many young artists in other fields. The press seem to think it's a done [6] deal but I'm going to present a petition to the authorities and launch a legal [7] battle to try and get it stopped. Let the property [8] developers 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 far-reaching effects on filmmaking techniques. **FAR**
2 Jack would never spend that amount on tickets to a concert. He's much too tight-fisted ! **TIGHT**
3 We were on the edge of our seats all through the film. It was heart-stopping ! **HEART**
4 Having the music festival on a mountain in the middle of winter was a bit ill-judged ! **ILL**
5 The actors' performances were good but the plot was so far-fetched that it spoiled the film for me. **FAR**
6 The reviewer was well-meaning but I think he didn't give enough encouragement. **WELL**
7 A stand-up comedian needs to be quick-witted 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. factions
2 Many of the greatest artists and musicians were **margin** by critics before they became popular. marginalised
3 Modern reboots often try on purpose not to **replica** the original film or concept. replicate
4 The budget is going to reach epic **portions** if they fly the whole crew out to Myanmar. proportions
5 The director told me to look the audience in the eye and deliver my line like it was a(n) **mortal** truth. immortal
6 There is **suspect** amongst scholars that Shakespeare didn't write all his own plays. suspicion
7 Arthur Miller wrote many famous dramas and was a very well-respected **player**. playwright

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/lived (live) in the city, we will/would have (have) access to more cultural events than we do in the country.
2 Had we not moved (we/not move) to the country, it would be (be) much easier to go to the theatre more regularly.
3 Unless Lisa's next novel is promoted (promote), there's almost no chance it will enjoy (enjoy) much success.
4 As long as the film goes (go) international, there's a good chance we will make (make) a small profit.
5 Should you be invited (you/invite) to take part in the quiz next month, would you accept (you/accept)?
6 Whether or not reality shows existed (exist), people would find (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.

Exercise 6
1 If in doubt about your lines, just improvise.
2 She behaved as if she was/were already famous.
3 I don't think she's got a big ego, if anything, I'd say she's quite shy.
4 There's little chance, if any, of my record being broken.
5 You can go on stage with a broken leg if necessary.
6 James seldom, if ever, criticises his actors.

REFERENCES

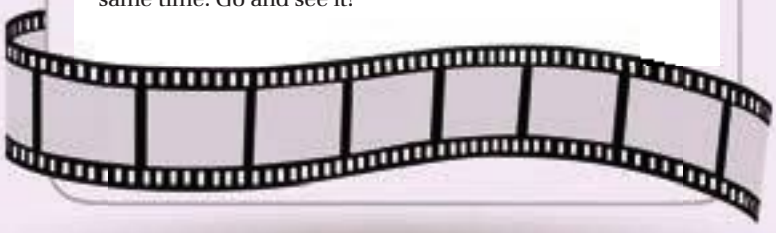
Culture notes **p. 179**
Audioscript **pp. 195–196**
Intelligent key **p. 209**

EXTRA ACTIVITIES

- Photocopiable resource 21 (Writing – 10 min.) pp. 217, 248
- Class debate: Writing can have a greater influence on people than the use of force and violence. (For instructions, see p. 181)
- Use of English 7, WORD STORE booklet, p. 14
- Extra digital activities: Listening and Use of English Checkpoints

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

This film is going to be a [1] phenomenal (**PHENOMENON**) success! In my view, it deserves to be the [2] recipient (**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] establishment (**ESTABLISH**) to the [4] powerless (**POWER**) at the bottom. Some are wealthy landowners and others rank among the poor and [5] dispossessed (**POSSESS**). The film interweaves their stories as they are first related in one voice and then [6] retold (**TELL**) in different contexts and other voices. It's undoubtedly [7] provocative (**PROVOKE**) and may raise your hackles but it is strangely [8] disarming (**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.**

1 I was greatly entertained by the film last night.
I thought the film (last night) was vastly entertaining . **VASTLY**

2 The look on her face was like she was completely surprised by the jury's decision.
She looked as though the jury's decision was a complete surprise. **THOUGH**

3 When the news about the reboot broke, people were greatly excited.
There was a flurry of excitement when news of the reboot broke. **FLURRY**

4 It was such a nice change to see a film with an unhappy ending.
To see a film with an unhappy ending was refreshingly different . **REFRESHINGLY**

5 The person who won the award for Best Young Actor was speechless on hearing the news.
When he heard the news, the recipient of the Best Young Actor award was speechless. **RECIPIENT**

6 The West End play *The Mousetrap*, which opened in 1952, still plays to completely full theatres.
The Mousetrap has been packing out theatres in the West End since it opened back in 1952. **PACKING**

7 Jim Morrison was famous for captivating his audience with his hypnotic performances.
Audiences were captivated by 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

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.

2 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

3 What does the man dislike most about the book?
A The unconvincing characters.
B The unoriginal dialogue.
C The organisation of the book.

4 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

5 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.

6 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?

NEXT CLASS

- Ask students to do Self-check 7.8 in the WB, pp. 86–87 as homework.
- Ask students to prepare for Unit Test 7: Assessment Package, Unit 7.

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

8 **Watch the documentary video.**
For the worksheet, go to page 119.

UNIT 8 VIDEO

Documentary
The Big Data revolution 8

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)

pay attention, attention span, undivided attention, withhold information, information processing, factual information

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.

REFERENCES
Culture notes **p. 179**
Videoscript **p. 205**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES
- Photocopiable resource 22 (phrases with *mind* and collocations – 15 min.) pp. 217, 249–250
- Extra digital activities: Vocabulary Checkpoint

WORKBOOK
pp. 88–89, including *Show what you've learnt*

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 5
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 4
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 1
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 3
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.

D 2
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.

Go to **WORD STORE 8** page 17

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 cooperative .
2 I never get nervous in exams. I am very self-composed .
3 I mistrust things I read on the Internet unless I know it's a reputable source.
4 I want to do a multi-disciplinary degree. I don't want to specialise in one area.
5 I tend to overestimate 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 understatement . 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 devote enough attention to their work before they submit it?
2 are mature enough to detect bias in news stories that they read?
3 tend to clutter their thoughts with silly images from the Internet?
4 are good at prioritising tasks and doing the most important things first?
5 blinker themselves to problems they don't want to deal with?
6 realise that too much screen time will take its toll 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?**

NEXT CLASS
Ask students to prepare for a 10–20-minute Vocabulary Quiz: Asssessment Package, Unit 8.1, Vocabulary.

8.2 READING

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 <u>least</u> 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.

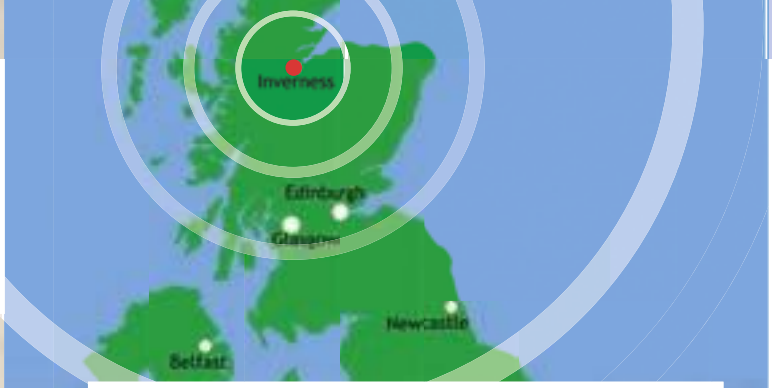
4 According to the final paragraph, government investment in fitness apps
- A might reduce the funds available for traditional healthcare.
- (B) is hoped to have wider benefits than public health.
- C may help cure obesity-related illnesses.
- D is now possible due to recent economic growth.

Walk yourself well with the help of a government-backed app

REFERENCES
Intelligent key **p. 209**

WORKBOOK
pp. 90–91

NEXT CLASS
Ask students to do *Show what you know* 8.3 in the WB, p. 92.



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? accomplish
3 Do you prefer light exercise or something more physically demanding? strenuous
4 What is the best motivator for you personally to do more exercise? incentive
5 How far does a healthy diet cancel out the need to exercise? negate
6 Would you describe keeping fit as an uncomplicated process? a straightforward
7 How important do you think it is to chase your dreams and ambitions in life? What if they seem unrealistic? pursue
8 Have you ever revealed a secret to someone then regretted it? disclosed
9 If the main benefit of going to university is a qualification, what secondary benefits are there? subsidiary
10 Do you think universities should focus on producing broadly educated citizens or developing the unique talents of individuals? nurturing

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?

91

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 asked (me) if/whether I had received his email .
3 It's imperative you keep us up to date on any news.
They urged us to keep them up to date on any news .
4 If you don't tell her, I certainly will!
He threatened to tell her (if I didn't)/threatened that he would tell her (if I didn't) .
5 I swear it wasn't me that misled her!
She denied having misled her/denied misleading her/denied that he had misled her .
6 You really ought to send him a text.
She advised me to send him a text/advised me that I ought to send him a text .
7 Well done! You've all been accepted on the programme.
They congratulated us on being accepted on the programme. .

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 pages 140–141

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] *inform* , *persuade, remind*
verb + *if*/*wh*-word + reported sentence → *ask, explain, report,* [3] *wonder*
verb + (*that*) + personal pronoun + (*should*) + infinitive without *to* → *beg, demand, insist, propose,* [4] *suggest*
verb + infinitive → *ask, claim, demand, threaten*
verb + object + infinitive → *advise, ask,* [5] *beg* , *convince, persuade, remind, urge*
verb + *-ing* form → *admit, deny, propose, regret,* [6] *report* , *suggest*
verb + (object) + preposition + *-ing* form → [7] *accuse of* , *apologise for, complain about, congratulate on, insist on*

Note: Some of the verbs can be followed by more than one pattern.

REFERENCES
Audioscript **p. 196**

EXTRA ACTVITIES
Extra digital activities: Grammar Checkpoint

WORKBOOK
p. 92, including *Show what you've learnt*

NEXT CLASS
Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 8.3, Grammar.

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.**

1 Do you watch any of these types of video blogs? Why?/Why not? What is discussed or presented in them? music, make-up/beauty, cooking
2 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.**

1 What did people once think was impossible?
2 What type of videos attract the most viewers?
3 What other vlog types are mentioned in the programme?
4 What are the three ways of making money by vlogging?
5 Why do established companies post video blogs?
6 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.**

1 a It is considered that music videos **are generating** the biggest audiences.
b Music videos are considered **to be generating** the biggest audiences. ✓
2 a They report that the number of vloggers **has been growing** rapidly.
b The number of vloggers is reported **to have been growing** rapidly. ✓
3 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. ✓
4 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
- an action completed at an unstated time 3
- a single action or state 4
- 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.**

1 Spending too much time watching a screen is generally thought to be (be) bad for your health.
2 Facebook is believed to have passed (pass) its peak and teens are turning to other social media.
3 More and more YouTube stars are said to be making/to have made (make) millions with their channels.
4 Several vloggers are estimated to have earned (earn) millions from sponsorship and product deals.
5 YouTube is reported to have (have) more than two billion users.
6 The number of people watching her channel was reported to have been rising (rise) for years.

7 **Write sentences from the prompts using passive reporting structures.**

1 last year / number of viewers / say / decrease / by ten percent
Last year, the number of viewers is said to have decreased by ten percent.
2 the website / report / expand / exponentially / two years ago
3 it / be / understand / the station / grow / quickly / since its launch
4 they / presume / taken / three million dollars / in 2019
5 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?**

Use of English 141–142

Exercise 2

1 making money by posting videos
2 music videos; produced by professionals
3 makeup or fashion tips; gaming demonstrations
4 by selling music downloads; by allowing companies to advertise; by selling products
5 to gain new customers
6 personality and a unique message

Exercise 5

Simple infinitive: Vlogging is reckoned to be the new form of mass advertising.
Continuous infinitive: Music videos are considered to be generating the biggest audiences.
Perfect infinitive: Some vloggers are widely known to have made millions of dollars.
Perfect continuous infinitive: The number of vloggers is reported to have been growing rapidly.

Exercise 7

2 The website is reported to have expanded exponentially two years ago.
3 It is understood that the station has grown/has been growing quickly since its launch.
4 They were presumed to have taken three million dollars in 2019.
5 The show is widely acknowledged to be the funniest YouTube comedy.

REFERENCES

Culture notes **p. 179**
Audioscript **pp. 196–197**

EXTRA ACTVITIES

Photocopiable resource 23 (passive reporting structures – 20 min.) pp. 217–218, 251

WORKBOOK

p. 93, including *Show what you've learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 8.4, Use of English.

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.**

1 Who do you think these photos were taken by: a professional photographer or an amateur? How do you know?
2 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.**

1 A discussion about how citizen and professional journalism are becoming more similar.
(2) A debate about the pros and cons of citizen journalism.
3 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.**

1 What does Mark say is the most pressing responsibility of professional journalists?
A doing enough background research
B keeping within legal limitations
C producing well-written articles
(D) reporting stories as accurately as possible

2 According to Paula, citizen journalists like to
(A) offer a personal perspective on public issues.
B identify controversial angles to news stories.
C cover stories that are of general interest.
D get information to as wide a readership as possible.

3 What is Mark's opinion of news written by citizen journalists in blogs?
A It may be biased because they only write on topics they believe in.
B It's often exaggerated because it is unregulated and unedited.
C It's accessible because opinions expressed aren't hidden.
(D) It can provide a useful service that newspapers don't.

4 What aspect of the current situation in citizen journalism do they disagree about?
A There is unfair exploitation of citizen journalists.
(B) It can be a way of improving journalistic standards.
C It worries many people in the media industry.
D There has been little change in recent years.

5 What does Paula think made the website on Ebola effective?
(A) It featured the viewpoints of doctors and community members.
B It expressed commonly held beliefs.
C It covered a wide range of different stories.
D It successfully combined fact and fiction.

6 What do they both think about the future of citizen journalism?
A It will change the way people regard the media in general.
B The reputation of citizen journalists will be damaged.
(C) It will provide useful support for print journalism.
D Any articles published online will be paid.

WORD STORE 8F Collocations

4 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.**

5 SPEAKING **Does the idea of becoming a citizen journalist appeal to you? Why?/Why not?**

REFERENCES

Culture notes **p. 179**
Audioscript **pp. 197–198**
Intelligent key **p. 209**

WORKBOOK

p. 94

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

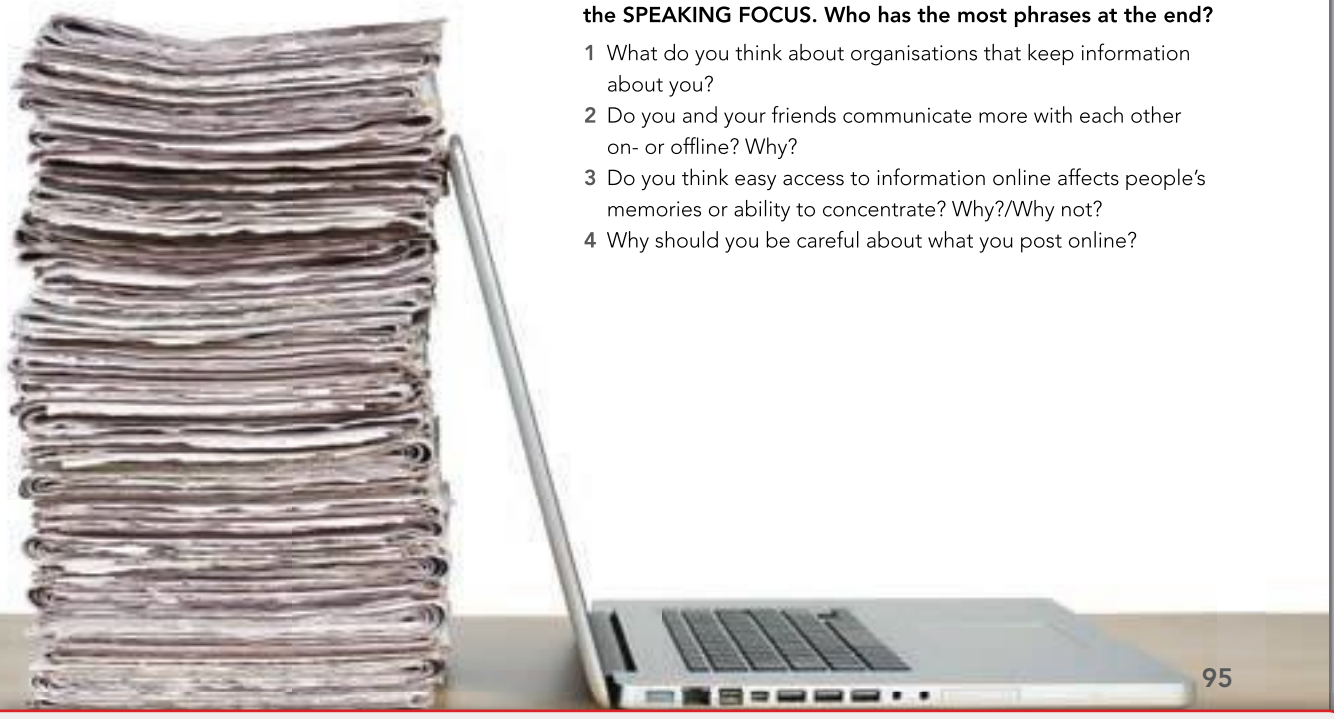
a tabloid newspapers
b broadsheet newspapers
c Wikipedia®
d TV news
e social media
f books

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 d
2 Laura b
3 John a
4 Maria c

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] bothers me is …
The [3] key thing/issue is …
What's critical/[4] crucial is …
The [5] crux of the issue is …/The main point is …
I'm absolutely certain/[6] adamant in my view that …
I'm not sure/[7] convinced (that) …
We need to be [8] aware /cognizant of the fact that …
And don't forget/[9] overlook 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 that I really love is catching up with everybody's news on Facebook.
2 Citizen journalists can't always be trusted – that's critical.
What's critical/crucial is that citizen journalists can't always be trusted.
3 It's true that almost everybody has an Instagram or Twitter account these days.
And don't forget/overlook the fact that almost everybody has an Instagram and Twitter account these days.
4 We undoubtedly receive more news than ever before.
There's no doubt that we receive more news than ever before.
5 I don't think so much information is good for us.
I'm not convinced/sure that so much information is good for us.

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?

REFERENCES
Audioscript **p. 198**

WORKBOOK
p. 95

8.7 WRITING

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

WORKBOOK
pp. 96–97, including *Show what you've learnt* and *Show that you've checked*

NEXT CLASS
Ask students to revise for Focus Review 8 (lessons 8.1–8.7, Word list on pp. 156–157 in the SB).

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
2 thus – in this way
3 assertion – suggestion
4 embrace – accept enthusiastically
5 pertinent – relevant
6 vested interest – personal reason
7 extensively – a lot
8 on a daily basis – every day
9 aspects – parts
10 increasing numbers – more and more
11 take issue with – disagree with
12 at little or no cost – 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 [1]*certainly* true that most people make use of social media sites to keep up friendships. But that is your writer's only [2]pertinent remark. I take [3] issue with his [4]assertion that [5]increasing numbers of young people live in a virtual world and cannot maintain real relationships. [6] No one could argue that there is only one way of creating a relationship. There are [7] untold ways. Social media sites provide one way of contacting friends at [8] little or no cost, on a daily [9] basis, but that does not mean that we do not meet when we can. [10] Were it not for the Internet, we would have far less contact with friends. No [11] matter how much your writer dislikes it, social media is here to stay. Refusal to join in and [12]embrace 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.*

Exercise 3

1 **Use an appropriate salutation:** Dear Editor
2 **Inform the reader what the letter is responding to:** I am writing in response to …
3 **Briefly state your general reasons for writing:** I would like to take issue with …
4 **Introduce your first point and support it with examples:** It is certainly true that …/It is used extensively in schools …/ Working people would be lost without …/ Furthermore, since increasing …
5 **Introduce your second point and support it with examples:** Another view that was put forward in the article was …/ There is no doubt that …/ … people can maintain relationships with contact on a daily basis.
6 **Conclude and reiterate your point of view:** To sum up, …/ It comes down to …
7 **Sign off appropriately:** Yours faithfully

Exercise 5

1 It goes without saying that we have to do this.
2 Is it not the case that these attitudes need to change?
3 It would be difficult to argue that this issue doesn't need to be addressed.
4 Above all, there should be a consensus of opinion.
5 Having accepted this situation, should we not end the matter?
6 However far apart our views are, it is time to compromise.
7 Of course, it is true that there are problems with the plan.
8 Were the cost lower, would usage not be higher?

FOCUS REVIEW 8

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-

1 Google's search engine facility has given us all rapid access to __untold__ amounts of information. **TOLD**
2 I'm dreadful at all strategy games because I'm just not good at multitasking . I always end up getting in a right old mess. **TASKING**
3 I wouldn't say that I completely __mistrust__ social networking sites – I just don't want to publish all my personal information on the net. **TRUST**
4 I've put a self-imposed limit on the amount of time I spend surfing the web. Otherwise I have no time for anything else. **IMPOSED**
5 Saying that smartphones are important is a gross understatement – I couldn't live without mine. **STATEMENT**
6 It is very easy for unscrupulous individuals to replace facts with misinformation on the Internet. **INFORMATION**
7 The impact that the Internet has had on accessing information should not be overlooked . **LOOKED**

2 Complete the phrases with one word in each gap.

1 You must be __out__ of your mind. There's no way I'd lend you my games console for a week!
2 I'm positive you'll get to the next level if you just __put__ your mind to it.
3 You look very worried. What's weighing __on__ your mind?
4 I'm going to take a break for a few minutes to __clear__ my mind.
5 I told him to mind his own __business__ and not interfere with mine.
6 It's very important to mind your __manners__ and be polite. You don't want to make a bad impression.
7 Check out the specs on this new phone. It'll __blow__ your mind!

3 Choose the correct option.

1 From an ideological *account / crux /* (*viewpoint*), artificial intelligence is a dangerous concept.
2 Games manufacturers are constantly looking for a fresh *impact /* (*angle*) */ task* to attract consumers.
3 The new documentary gives a very *strenuous / tough-minded /* (*well-balanced*) account of the whole affair.
4 One thing I really take *incentive / priority /* (*issue*) with is the amount of advertising on free mobile apps.
5 We shouldn't (*blinker*) */ devote / disclose* ourselves to the fact that gaming is highly addictive.
6 Everybody has a(n) *overloaded /* (*vested*) */ understated* interest in using green technologies.

GRAMMAR

4 Correct the grammar mistake in each sentence.

1 We chose Ann ~~representing~~ us at the meeting. to represent
2 The lecturer advised us ~~reading~~ as much as possible before the test. to read
3 I never persuade anyone ~~to doing~~ something they don't want to do. to do/into doing
4 She admitted ~~to see~~ the documentary before. seeing/having seen/that she had seen
5 The whole class insisted ~~to watch~~ the experiment live. on watching

5 Choose the correct answer a, b or c. Sometimes more than one answer is possible.

1 The teacher demanded _____ who had broken the projector.
(a) to know b knowing (c) that she be told
2 Paul threatened _____ the tutor I had skipped class.
(a) to tell b telling (c) that he would tell
3 She claimed _____ who had taken the book.
(a) to know b knowing (c) she knew
4 The school directors proposed _____ this year's annual school trip.
(a) cancelling b to cancel (c) that we cancel
5 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.

1 Reports show that Facebook **is losing** popularity among teens.
Facebook is reported to be losing popularity among teens.
2 Investors fear that usage among teens **has declined** significantly.
Usage among teens is feared to have declined significantly.
3 Researchers think that teens **have been switching** to newer, more visual experiences.
Teens are thought to have been switching to newer, more visual experiences.
4 They believe that Facebook's aging user base **is** one of the reasons for the switch.
Facebook's aging user base is believed __to be__ one of the reasons for the switch.
5 Some people claim that Instagram, the photo-sharing platform, **has become** the new Facebook.
Instagram, the photo-sharing platform, is claimed to have become the new Facebook.
6 Analysts estimate that Instagram's user base **has been growing** more rapidly than Twitter's.
Instagram's user base is estimated to have been growing more rapidly than Twitter's.

REFERENCES

Audioscript **pp. 198–199**
Intelligent key **p. 209**

EXTRA ACTIVITIES

- Photocopiable resource 24 (Speaking – 20 min.) pp. 218, 252
- Class debate: When a controversial issue is discussed, it is better to keep your opinions to yourself.
(For instructions, see p. 181)
- Use of English 8, WORD STORE booklet, p. 16
- Extra digital activities: Listening and Use of English Checkpoints

98

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] untrustworthy (**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.**

1 I'm not sure whether I should buy a new laptop or a tablet. **MINDS**
I'm in two minds as to whether I should buy a new laptop or a tablet.

2 I make sure that I check my email every day. **BASIS**
I make sure that I check my email on a daily basis .

3 The report stated that a great many people have lost confidence in Internet privacy. **REPORTED**
A great many people are reported to have lost confidence in Internet privacy.

4 They say that increasing numbers of politicians are using blogs to gather support. **TO**
Increasing numbers of politicians are said to be using blogs to gather support.

5 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 is starting to take its toll on my health.

6 The markets report that music streaming sites are doubling in value. **BE**
Music streaming sites are reported to be doubling 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.**

1 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.

2 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.

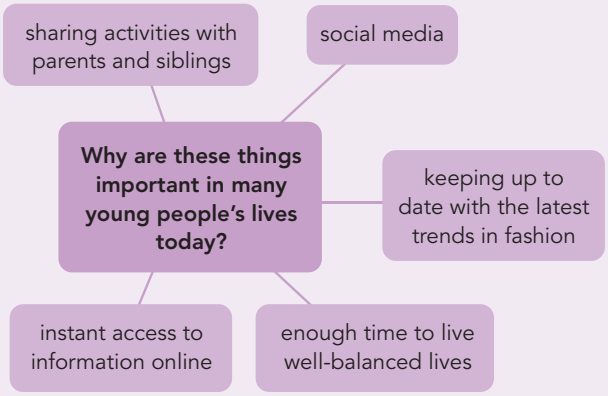
3 According to Jenny, what is the one of the main reasons for teenagers using social media?
A They don't want to spend time meeting in real life.
B They can't socialise in any other way.
C They don't want to go to parks.
D Their parents think playing is a waste of time.

4 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.



NEXT CLASS

- Ask students to do Self-check 8.8 in the WB, pp. 98–99 as homework.
- Ask students to prepare for Unit Test 8: Assessment Package, Unit 8.

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

9 Watch the documentary video.
For the worksheet, go to page 120.

UNIT 9 VIDEO

Documentary
The real fashion victim 9

9.1 VOCABULARY

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 cow mutton sheep poultry chicken, duck, goose
veal calf venison deer

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
Substances that make the soil richer: fertilizer, manure
Substances for killing unwanted animals or plants: insecticide, pesticide, herbicide

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 '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 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 ninety kilograms of meat annually.

REFERENCES
Culture notes **p. 179**
Videoscript **pp. 205–206**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES
- Photocopiable resource 25 (animal idioms – 15 min.) pp. 218, 253–254
- Extra digital activities: Vocabulary Checkpoint

WORKBOOK
pp. 100–101, including *Show what you've learnt*

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. T
2 Poultry production is responsible for the highest level of farming-related greenhouse gas emissions. cows F
3 We produce four times as much meat as we did fifty years ago. T
4 You need nine times more water to produce a kilo of beef than of wheat. over 68 times F
5 Cutting global meat consumption by 15 percent would be equivalent to taking twenty-four million cars off the road. 240 million F

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.

Go to WORD STORE 9 page 19

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 take the bull by the horns and do the most difficult thing first.
2 I can't stand gossip or rumour. I like to hear things straight from the horse's mouth .
3 If a friend doesn't want to talk about a problem, that's fine. I'd rather let sleeping dogs lie .
4 I am not sensitive. To me, insults are like water off a duck's back .
5 I'm always combining tasks. Nothing gives me more satisfaction than when I kill two birds with one stone .
6 I think the search for a perfect partner is a wild goose chase . 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 donkey's years so that you thought it might never end? What was it?
2 Have you ever met somebody who turned out to be a wolf in sheep's clothing? Who was that?
3 Can you recall a moment when you were impatient to do something but had to hold your horses? What did you want to do then?
4 Have you ever let the cat out of the bag even though you were supposed to keep quiet? What was it about?

NEXT CLASS

Ask students to prepare for a 10–20-minute Vocabulary Quiz: Asssessment Package, Unit 9.1, Vocabulary.

9.2 READING

Gapped text

I can understand the structure of an article using contextual, grammatical and lexical clues.

1 SPEAKING **Look at the photos and discuss the questions.**

1 What are these celebrities famous for?
Shakira is a singer. Leonardo DiCaprio is an actor.
2 Judging by the photos, what do they do for humanitarian causes?

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

1 In what way are celebrities useful to organisations like the United Nations? They attract public attention to the organisations' work.
2 What concern is raised about the strategy of enlisting celebrity support? Celebrities are sometimes claimed to be acting for their own advantage, cultivating an image as caring individuals and global citizens.
3 How does the UN deal with that concern? The UN only picks celebrities who have a track record of engagement and can speak with some authority without cheapening the brand.

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

[1] E

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.

[2] G

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**.

[3] A

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.

[4] D

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'.

[5] F

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.

[6] B

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?

REFERENCES
Culture notes **pp. 179–180**
Intelligent key **p. 209**

WORKBOOK
pp. 102–103

NEXT CLASS
Ask students to do *Show what you know* 9.3 in the WB, p. 104.

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.

1 Celebrity endorsements can boost recognition of charity campaigns. *raise the profile*
2 Celebrities help to direct public attention to the work of aid organisations. shine a spotlight on
3 The public may not know about a cause unless a celebrity raises awareness of it. puts it on the map
4 Some people think that celebrities who endorse charities are doing it for their own benefit. acting to their own advantage
5 Some critics accuse celebrities of damaging the reputation and image of organisations like the UN. cheapening the brand
6 Many celebrities have a reputation for being actively involved in the causes they support for a long time. have a track record

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
1 ~~anti-capitalist~~
2 **pro**-democracy in favour of (pro-government)
3 **pre**natal before (pre-election)
4 **post**-industrial after (post-medieval)
5 **inter**governmental between (interdepartmental)
6 **cross**-cultural across (cross-reference)
7 **out**do improve on (outwit)
8 **sub**committee less important (subcontract)

+

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.

1 What did the celebrities actually do to contribute?
2 Did their endorsement help or hinder the cause, in your opinion?

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9.3 GRAMMAR

Inversion after adverbials

I can invert subject and verb after initial complex adverbials to emphasise information.

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.

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 __were__ we able to get away.
3 Little __did__ they know that this would be the biggest storm they'd ever seen.
4 Not until next spring __will__ the farmers be able to calculate the full extent of the damage.
5 Only after you've experienced a flood for yourself __can__ you fully empathise with the victims.
6 Under no circumstances ought/are you to attempt to enter a flooded building.
7 Hardly __had__ we escaped through the back door when the ceiling came down.
8 No sooner __did__ we call the emergency services than it began to rain heavily again.

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

Exercise 3–4

There is inversion in the sentences in the report, which helps emphasise the following information: multiple effects (of the floods), the sequence of the events and how little people realise the extent of the damage.

Exercise 6

2 Not until the floods had died down could they estimate the costs of repairs.
3 Not only do floods damage real estate, but many other kinds of property are destroyed as well.
4 Only in this way did he manage to save his house from the cyclone.
5 Only by chance were they able to escape the hurricane.
6 No sooner did I plug the gap than it started to leak again.
7 Scarcely did I manage to rescue the cat when the wall collapsed.
8 At no time have the local police shown signs of panic.

EXTRA ACTIVITIES

- Photocopiable resource 26 (inversion after adverbials – 15 min.) pp. 218–219, 255
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 104, including *Show what you've learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 9.3, Grammar.

9.4 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 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 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
2 My parents would appreciate f
3 We owe b
4 I consider d/h
5 I don't like g
6 Most non-city dwellers find h
7 I find
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 really hate it when people stare at me .
2 Could you give me a bit more room? I'd be very grateful. **APPRECIATE**
I would appreciate it if you gave me a bit more room .
3 It's her responsibility now. She can develop the new housing scheme. **LEAVE**
I'll leave it to her to develop the new housing scheme .
4 We think you should plan for more public parks. It's important. **CONSIDER**
We consider it important that you plan for more public parks .
5 People say hello in the streets here. It's nice. **LIKE**
I like it when/that people say hello in the streets here .
6 You need to get out of the city for a few days. You deserve it. **OWE**
You owe it to yourself to get out of the city for a few days .
7 In my opinion, swearing in public is rude. **THINK**
I think it is rude to swear/that people swear in public .

7 **Complete the sentences so that they are true for you. Then compare your ideas with a partner.**

1 I hate it that …
2 I love it when …
3 I would appreciate it if …
4 I owe it to …
5 I think it awful that …
6 I find it …

Exercise 2
He hates crowds and is not happy about the continuing influx of people to cities. He'd rather not have to make room for them and share his personal space with them.

Grammar page 144

REFERENCES
Culture notes **p. 180**

WORKBOOK
p. 105, including *Show what you've learnt*

NEXT CLASS
Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 9.4, Use of English.

9.5 LISTENING

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 a dam e/f elk a gorge e/f cub a
otter a predator a prey a wetlands e/f

1 Which are environmental features and which refer to animals?
2 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.**

1 Is there anywhere similar in your country? Where?
2 Have you ever been there? When?
3 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.**

1 Why were the wolves originally eliminated from the park?
2 When were the wolves returned to the park?
3 What does the speaker think about her involvement with the project?

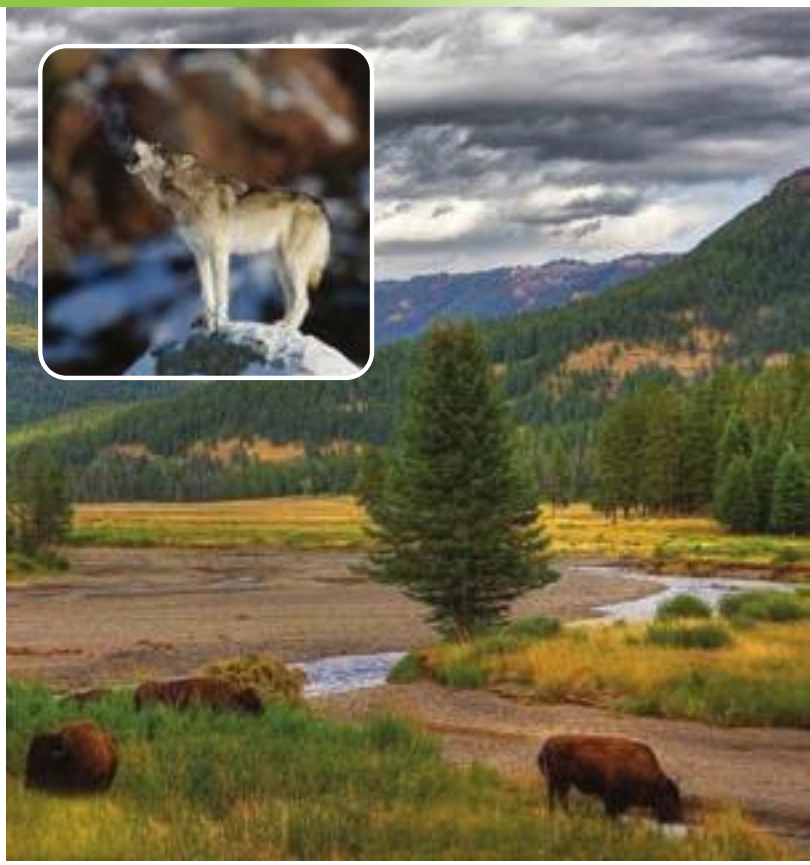
Exercise 3

1 Because they were seen as predators.
2 They were reintroduced in the mid-1990s.
3 That it was vital work and a very worthwhile experience. She's glad she did it.

EXAM FOCUS Note completion

4 3.27 **Listen again to Kathy. Complete the sentences with a word or short phrase.**

1 Kathy took part in a project monitoring wolves along other volunteers, e.g. students or researchers.
2 The voluntary work in the park is described as fascinating or useful by people involved in the project.
3 Kathy regrets that no one realised that removing wolves would change the natural balance of the park.
4 What astonished Kathy was the role that beaver dams played in maintaining the wetlands.
5 Kathy was surprised by the number of different birds there were in the park.
6 Kathy learned that winter was the best time to study wolves in the park.
7 Kathy hadn't expected the freezing temperatures that volunteers had to put up with.
8 Kathy uses the word stunning 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.**

1 I wish scientists had understood then how this would upset the natural balance of the area.
2 Wolves living in the park were simply seen as predators and a decision was made to eradicate them.
3 Some people feel climate monitoring should be factored in too.
4 But lessons were learned, and in the mid-1990s, wolves were reintroduced into the park.
5 They also use the trees to build dams in the water and I was staggered to discover that these actually irrigated the wetlands.
6 So it's clear why the wolves need to be monitored, and that's where we volunteers come in.
7 As a result, the elk left the valleys and the trees flourished again.

8 SPEAKING **Complete the questions with the correct form of the verbs in WORD STORE 9F. Then ask and answer.**

1 Do you know of any similar ongoing projects to reintroduce animals to the wild? If so, what animals and where?
2 Do you know of any animals that have been eradicated from the wild in your country? How did they disappear?
3 What kind of wild animals tend to flourish in your country?
4 Do you know if their well-being is being monitored by scientists or environmentalists?

REFERENCES
Audioscript **p. 199**
Intelligent key **p. 209**

WORKBOOK
p. 106

9.6 SPEAKING

Speculating about photos

I can compare, contrast and speculate about situations in the photos.

1 SPEAKING **Look at photos A and B and discuss the questions.**

1 What might the relationship between the people and the landscape be?
2 How might the presence of the people affect the environment?

2 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 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] assume that their relationship with the landscape is one of enjoyment and appreciation. I mean they [2] must be having fun skiing and snowboarding, but they are also almost [3] certainly enjoying the fresh air and the beauty of the spot too. We can't [4] rule out the possibility that it's during a school break, or the weekend at least, as it looks pretty busy and I can [5] imagine that a lot of them are on holiday. [6] Presumably, most of these people have travelled out here to spend a few days in the snow. I mean, I very much [7] doubt that it's near where they usually live, and so they [8] may 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 …
I can imagine/envisage …
It would appear/seem that …
It's bound to be …
I very much doubt that …
We can't rule out the possibility that …

Adverbs

(almost) certainly/definitely/admittedly
presumably/probably/potentially/tentatively/likely/unlikely

4 **Look again at photo A. Rewrite the statements to make them more speculative using language from the SPEAKING FOCUS.**

1 It's a very busy skiing resort.
2 Lots of people go here to ski in winter.
3 The air is very polluted at the weekend because of all the cars.
4 Some people prefer cross-country skiing because it is much quieter without the ski lifts.

5 **Look at photo B and write five speculative sentences about it.**

6 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.
1 What kind of work are the people doing?
2 How might they feel about doing these jobs?
3 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.
1 What kind of produce are they farming?
2 Which way of farming do you think is more efficient?
3 What do you think might be the advantages/disadvantages of this kind of work?

Exercise 4

1 It may/must be a very busy skiing resort.
2 I suppose it is likely that a lot of people go here to ski in winter.
3 I presume that the air is very polluted at the weekend because of all the cars.
4 I can imagine that some people might prefer cross-country skiing because it is presumably much quieter without the ski lifts.

REFERENCES
Audioscript **pp. 199–200**

WORKBOOK
p. 107

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.

WORKBOOK

pp. 108–109, including *Show what you've learnt* and *Show that you've checked*

NEXT CLASS

Ask students to revise for Focus Review 9 (lessons 9.1–9.7, Word list on pp. 157–158 in the SB).

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 …
  It is a well-known fact that …
- 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 …
  There is seemingly no simple answer to the question of …
  There is considerable debate as to whether …
- Summarise opposing views on the issue.
  While some people are in no doubt that … others claim …
  Supporters (of) … argue that …, whereas critics believe …
- 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 …
  I am inclined to believe 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.**
Exercise 3: 2, 3 & 4, Alternative intro: 1, 3, 5

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,* another, also, one way
- **Giving examples:** *to illustrate this, a case in point is, by way of example,* such as, like
- **Expressing contrast and concession:** *even so, no matter (what, who, where* etc.), however (difficult), though, at the same time, while
- **Expressing condition:** *unless,* in case, provided that, even if
- **Expressing reason, cause and effect:** *this means, due to,* as a result of

7 **Complete the sentences with appropriate linkers. Use the LANGUAGE FOCUS to help you.**

1 The planet is warming as a result of/due to the rapid rise in greenhouse gases.
2 The heat is not only melting glaciers and sea ice but also changing rainfall patterns.
3 As the planet warms up, the climate can change in unexpected ways; as well as sea levels rising, weather can become more extreme.
4 This means there will be more intense storms, more rain and longer droughts.
5 Another major concern is the impact on plants and wildlife.
6 It is still possible to reduce greenhouse gas emissions provided that politicians urgently introduce and enforce appropriate measures.
7 Shifting from fossil fuels to renewable sources requires policies such as/like cutting subsidies for fossil fuels and introducing them for renewables.
8 Unless 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.

109

FOCUS REVIEW 9

VOCABULARY

1 Complete the text with the words in the box.

critical emissions factor raise
remorseless spotlight sustain tackled

One of the most [1] critical issues facing environmentalists is the [2] remorseless growth in the world population. How can the problems arising from more and more people living on the planet be [3] tackled ? Projected increases in population levels could easily eradicate any progress made in reducing carbon dioxide [4] emissions 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] sustain our already fragile ecosystems. The threat of this happening, however, may also [6] raise the profile of environmental issues. In shining a [7] spotlight on the problem, there is the hope that it will force us all to [8] factor 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 donkey's years since we've had a really harsh winter.
2 I wouldn't bring up that recycling argument again. Let sleeping dogs lie, I always say.
3 Lucy's decided to kill two birds with one stone by going to the paper bank next to the supermarket.
4 One day we'll all live in a 100 percent self-sustainable country!? Yeah! And pigs 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 duck's back.
6 It's true! They're building a multi-storey bike park in the city centre. I heard it straight from the horse's mouth.

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

1 The industrialisation of the livestock sector has resulted in increased methane levels. **INDUSTRY**
2 I have nothing but admiration for people who have a(n) unwavering commitment to saving the planet. **WAVER**
3 Exhaust fumes from cars have had one of the most catastrophic effects on the quality of the air we breathe. **CATASTROPHE**
4 I wouldn't call myself a(n) anti-capitalist . I just believe that the rich should accept greater responsibility for protecting the environment. **CAPITAL**
5 As big manufacturers try to outdo 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 peacekeeping 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 Little did we realise (we/realise) to what extent we would be affected by the floods.
2 Not until we had heard the victims speak did we really understand (we/really/understand) the plight of those in need.
3 Not for a moment had they believed/did they believe (they/believe) that such a disaster would strike, despite warnings having been given to them.
4 Not only do wildfires cause (wildfires/cause) serious loss of life and property but they also increase soil erosion.
5 Little did he think (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. Only then will people start (people/start) to understand how urgent it is to take action.
7 Only by chance did I pick up (I/pick up) the report on marine pollution when I was in the bookshop.
8 We need to protect our oceans. Only in this way can we sustain (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 it when it rains.
2 I'd really appreciate it if you could help me put it in the attic.
3 I can't stand it when it is so cold.
4 It Is fine. Leave it to me!
5 I think it imperative that it is done as early as possible.
6 We owe it to them to be on time. It Is rude otherwise.
7 Don't you hate it when it doesn't work?
8 Personally, I find it impossible that he doesn't understand it.

REFERENCES

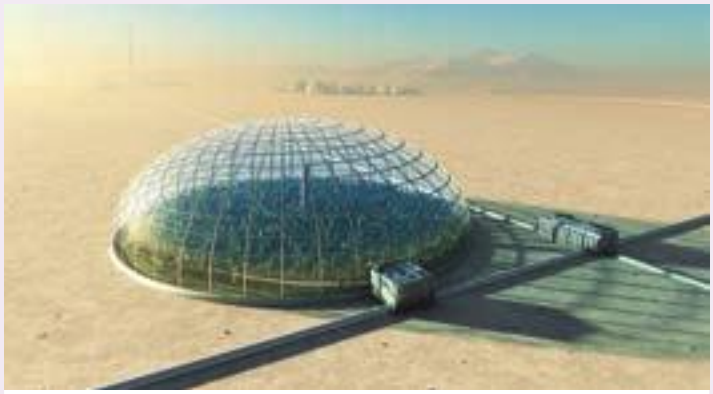
Audioscript **p. 200**
Intelligent key **p. 209**

EXTRA ACTIVITIES

- Photocopiable resource 27 (Speaking – 20 min.) pp. 219, 256
- Class debate: Individuals can influence the practices of large corporations which harm the environment. (For instructions, see p. 181)
- Use of English 9, WORD STORE booklet, p. 18
- Extra digital activities: Listening and Use of English Checkpoints

110

7 **Complete the text with one word in each gap.**



A company established in the South Australian desert is now firmly [1] on the map. It has created a series of experimental greenhouses [2] with the aim of growing food in the desert. This, it [3] would/may 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] Not only do they use the sun to desalinate seawater for irrigation and to heat and cool greenhouses as required, but at the [5] same 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] no wonder that the spotlight is now on them.

[7] Little/Nothing 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] well 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.**

1 Global warming is accelerating and causing more frequent heat waves. **RESULT**
We are experiencing more frequent heat waves as a result of accelerating global warming.

2 As soon as the floods had receded, people started to return to their homes. **HAD**
No sooner had the floods receded than people started to return to their homes.

3 I believe that whatever we do, it's too late to reverse the damage we've done. **MATTER**
I believe that, no matter what we do , it's too late to reverse the damage we've done.

4 It is time for governments to act decisively and end factory farming. **BULL**
Not until governments take the bull by the horns will factory farming be ended.

5 It's our responsibility to care more for the world we live in – for the sake of future generations. **OWE**
We owe it to future generations 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.**

1 Costa Rica began using petrol-free cars in 2009 .
2 Power output from hydroelectricity can be controlled via the use of (purpose-built) dams .
3 Solar power is used to create electricity as well as to heat water and (our) homes .
4 The location of a solar energy plant, as well as the time of day and weather in general, affect solar energy output.
5 Heat from the Earth's core can produce 50,000 times more energy than that provided by fossil fuels .
6 Geothermal energy currently accounts for 30 percent of all energy produced in Iceland.
7 The location of wind turbines can be either on land or offshore.
8 According to the speaker, another advantage of wind energy is boosting rural growth via the development of infrastructure networks.

SPEAKING

10 **Ask and answer the questions.**

1 What natural disasters involving water can you think of?
2 Are they likely to occur where you live? Why?/Why not?
3 Do you drink bottled or tap water? Why?
4 What might happen if fresh water became a scarce resource?
5 Do you agree that the world's fresh water supplies should be conserved? Why?/Why not?
6 Would saving water in our households make a difference? Why?/Why not?

NEXT CLASS

- Ask students to do Self-check 9.8 in the WB, pp. 110–111 as homework.
- Ask students to prepare for Unit Test 9: Assessment Package, Unit 9.
- Ask students to prepare for Review Test 3, Assessment Package, Unit 9.

111

1 Remarkable relationships

BEFORE YOU WATCH

1 SPEAKING **Discuss the questions.**

1 Which animals are said to have the strongest bond with people?
2 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.**

to say thank you, to show interest, to show status, to cement a bond

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 [d]
2 amass [f]
3 figment of one's [b]
4 cement [e]
5 cunning [a]
6 heartfelt [c]

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.**

1 Did you amass a collection of objects or toys when you were a child?
2 Has anyone ever tried to convince you that something you believe is just a/an figment of your imagination ?
3 Do you know anyone who uses cunning ways to get what they want?
4 Why might someone give a/an heartfelt offering ?
5 How can pet owners cement a bond/relationship with their pets?
6 Do you know anyone who is a/an avid collector of stamps, comic books or other items?

5 1 **Answer the questions. Then watch the video again and check your answers.**

1 How does Gaby describe her relationship with the crows?
2 When did the crows start giving Gaby gifts?
3 According to Professor Marzluff, what's impressive about Gaby's collection?
4 What can increase your chances of bonding with a crow?
5 What are crows able to do that most other species are not?
6 What does Professor Marzluff think about the fact that Gaby's gifts are getting more human?

AFTER YOU WATCH

6 SPEAKING **Discuss the questions.**

1 Do you know of any other animals that give gifts to humans?
2 What are the main reasons people give gifts in your country? Are gifts always given in good faith?
3 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 lounder 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 [S]
2 pausing and using sentence stress [S]
3 making sounds e.g. *mmm, uh-huh* [L]
4 sitting up straight and not slouching (posture) [B]
5 moving your hands as you talk (gestures) [S]
6 smiling or neutral face (facial expressions) [B]
7 nodding or shaking your head [B]
8 maintaining an appropriate distance [B]
9 making eye-contact instead of avoiding it [B]

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.**

Exercise 5

1 Some of the crows are like friends and some are like family. She believes they are mostly nice.
2 The crows started giving Gaby gifts two and a half years ago.
3 It's by far the largest collection Professor Marzluff has seen.
4 Engaging with crows actively, feeding them or rescuing them can increase chances of developing a bond with them.
5 Crows are capable of using a sequence of tools, just like chimpanzees and humans.
6 Professor Marzluff believes the crows are intelligent enough to select 'human' gifts, but he also thinks we are more likely to notice these gifts than bark and rock.

REFERENCES
Videoscript **p. 201**

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2 The cost of a good education

BEFORE YOU WATCH

1 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?**

2 **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

3 2 **What problems are students Ben and Tuni facing at university?** Ben will have to pay higher rent and will have to work or take a loan. Tuni can't get a maintenance loan to help finance her costs.

4 2 **Watch the video again. Complete the sentences with up to three words from the recording.**

Ben was [1] made homeless 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] deprived areas . Ben's [3] (new) student accommodation is much more expensive than his current one but he's not going to give up this time. He sees university as a [4] make or break opportunity. Students like Ben can take a loan, but another way to help them would be [5] reducing tuition fees . Unfortunately, this could result in universities spending less money on resources and mean students won't be able to use [6] the leading 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] other countries .

AFTER YOU WATCH

5 SPEAKING **Discuss the questions.**

1 Should education be free for everyone? Why/Why not?
2 What three things would you like to change about university education in your country?
3 Should students be paid to attend university like they would a job?

FOCUS ON LIFE SKILLS

Self-management: managing money responsibly

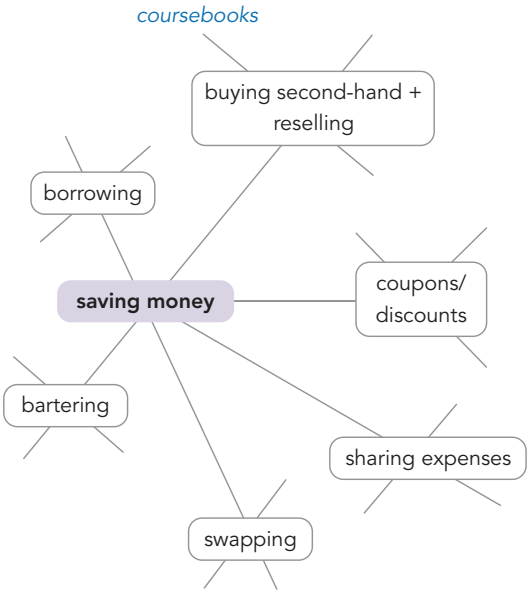
6 SPEAKING **Discuss the questions.**

1 How would you feel about borrowing money to attend university?
2 What does the saying 'money doesn't grow on trees' mean? Do you agree?
3 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.**

Exercise 2

Financial assistance or **support** means you are helped by someone who gives you money which you may have to pay back at a future time.

A maintenance loan and a student loan are money you borrow while studying and pay back after graduation.

When you **cover costs** you earn enough to pay for all your basic spending.

Tuition fees are the money you pay for instruction or teaching, usually for higher education.

Earning above an agreed threshold means earning more than an agreed amount of money.

REFERENCES

Videoscript **pp. 201–202**

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.

2 4 6 6 hundreds of 6,000 10,000
1 million 30 million

1 More than 30 million crickets live in one barn.
2 Hundreds of crickets live in each cardboard box.
3 Crickets have 2 times as much protein as beef.
4 A family of 4 would save 1 million litres of water per year by eating insects once a week instead of meat.
5 It takes 6 weeks for a cricket to fully mature.
6 The farm produces 6 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?

actor artist hairdresser lawyer plumber
software developer teacher translator

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.

Exercise 3

1 It's one of the largest farms in the world based on population, and the largest farm in North America.
2 Crickets like a dark environment to hide from predators.
3 Crickets need far less water and land than other livestock and only take six weeks to grow.
4 Most of Jarrad's crickets are used to make flour, but some are flavoured and sold as snacks.
5 Crickets are similar to lobsters in that people also found the idea of eating lobster unpleasant in the past.
6 Angela describes the taste as earthy and mushroomy.

REFERENCES
Videoscript **p. 202**

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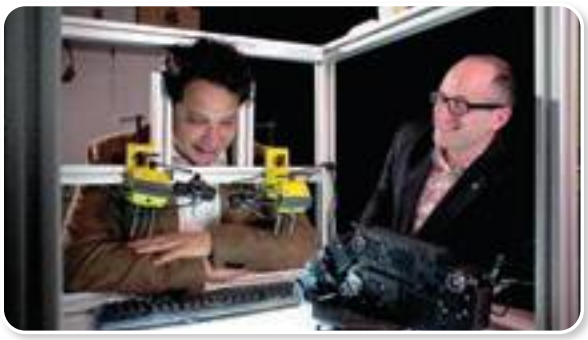
4 Helpful hackers



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?

REFERENCES
Videoscript **pp. 202–203**

Exercise 2

1 Hackers are people who use creativity to liberate technology. They want to take something that exists, improve it and share it.
2 Hackers might be able to find solutions to problems that are cheaper and more user-friendly.

Exercise 3

1 In the past people were not afraid to try and fix gadgets because we understood how they worked.
2 The number of hacker spaces has grown to almost fourteen hundred in the last five years.
3 It's fundamentally human to want to make things.
4 Mark thinks his microscope is significant because it's empowering and is a good way to learn a lot.
5 For his eye-tracking system, Dr. Faisal used high-speed cameras used for games consoles.
6 Dr. Faisal thinks that real innovation and creativity is unlocked when you stop taking things too seriously.

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** ___leap___ to achieve your aims.
2 I hired a web designer because I'm not very **tech** ___savvy___ .
3 There's currently a **booming** ___trend___ in health apps.
4 They employed hundreds of people to **scale** ___up___ the business.
5 She has a new business plan but I'm not sure it's **commercially** ___viable___ .
6 We manufacture a range of products, but our **core** ___business___ 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. T
2 believes knowing when to seek help from others is an important quality to have. P
3 thinks the only way to develop a business is to become an expert in the basics first. P
4 believes it is important to emulate other successful people to get where you want to be. T
5 runs a business that has grown due to evolving habits and lifestyle choices. T
6 believes that finding the right business associates can be difficult. P

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 ___challenges___ . / **b** I avoid ___challenges___ .
2 **a** I can learn from my ___mistakes___ . / **b** ___Mistakes___ should be avoided at all costs.
3 **a** Making an ___effort___ means you're not good at something. / **b** ___Effort___ is essential for success.
4 **a** I give up when something is ___difficult___ . / **b** I keep trying when something is ___difficult___ .
5 **a** ___Feedback___ tells me how to improve. / **b** ___Feedback___ tells me what I'm bad at.
6 **a** I feel frustrated when I get ___stuck___ . / **b** I stay calm when I get ___stuck___ .

Growth mindset statements are: 1a, 2a, 3b, 4b, 5a, 6b

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.

REFERENCES
Videoscript **pp. 203–204**

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.

1 Which of these words would you use to describe your town/city: **vibrant/haphazard/jam-packed/ off the beaten track**?
2 What are the advantages of **communal living**?
3 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.

1 Ziferblat has the atmosphere of someone's/an apartment .
2 The idea for the café developed in response to a shortage of communal space in the city.
3 The only rule at Ziferblat is that people have to do things together .
4 Ari wants to show foreigners a side of Moscow that they don't usually see.
5 Anita suggests that you need to search carefully to find the real gems in a city.
6 Anita describes Ari's viewpoint as very global .

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.

1 What conflicts can arise when people work together?
2 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.

1 What are the pros and cons of each approach?
2 Which of these strategies have you used?
3 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.

REFERENCES
Videoscript **p. 204**

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?** Kim thought her portrait was beautiful, it gave her goosebumps and a feeling she'll never forget. Stevie Boy loved his portrait and said he couldn't be happier.

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.**

Exercise 4

1 He is often surprised about the way he looks because he thinks he looks better than what he sees in photos.
2 He paints their portraits to sell and uses the money to help them.
3 A chance encounter with a homeless man called Matt motivated Brian to start the organisation.
4 He feels nervous and afraid approaching someone for the first time.
5 Kim believes she is a new person, but still struggles not to go back to living on the streets.
6 Brian hopes Stevie Boy will see himself with new eyes.

REFERENCES
Videoscript **pp. 204–205**

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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? Big Data is huge amounts of digital information collected and stored about each of us.
2 When is it collected? Big Data is collected when we use websites, buses, trains, bank cards, email, online maps and social media sites.

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 c
2 Don't post when you are angry, f
3 Don't post anything you wouldn't say a
4 Don't exclude h
5 Don't share posts or news stories without first g
6 Never send unkind messages or post images b
7 Consider what privacy settings are e
8 Respond in a suitable way when d

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.

Exercise 4

Positive ways big data is used: flood alerts, natural disaster response systems, to reduce bicycle accidents, to prevent fraud, allows free access to services, transparency of public services

Negative ways big data is used: to try to sell you things, credit checks, lack of privacy

Could be positive or negative: transport, healthcare digital database for research/sharing medical records, targeted adverts

REFERENCES
Videoscript **p. 205**

9 The real fashion victim

BEFORE YOU WATCH

1 SPEAKING **Discuss the questions.**

1 What is fast fashion? Fast fashion is a production system that brings us clothes at an intense volume, up to fifty-two collections per year.
2 What impact does fashion have on the environment? Fashion has a huge impact on the environment, particularly cotton which uses a lot of water to grow.

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 borrowed time.
2 Stacey and Lucy are hitting the high street.
3 Everything in there is like consumer catnip.
4 Let's have a nose.
5 It's just so hidden under the carpet.
6 It's not in plain 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] credible evidence 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] pesticides and fertilisers. In fact, Lucy thinks that the use of cotton has caused a huge [3] environmental catastrophe, one of the biggest we've seen so far. Stacey Dooley wants to see how [4] the (general) public 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] 20 500 litres of water to be grown. In the end, Stacey's demonstration confirmed what she thought: that most people care but are not [6] informed 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.

Exercise 3

1 Borrowed time means doing something for longer than expected.
2 Hitting the high street means to go shopping.
3 Consumer catnip describes things that are very attractive to people so that they can't help but buy them.
4 Have a nose means have a look.
5 Hidden under the carpet means kept hidden or secret.
6 In plain sight means it's clear and obvious for everyone to see.

REFERENCES
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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)

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- *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.

1 As children grow up (grow up) they tend to lose their dependence on their parents.
2 Jack is always falling out (always/fall out) with us over petty things. It's so annoying!
3 Supporting friends while they are having (have) a run of bad luck is part of what friendship is.
4 Before we got our pet dog we hadn't realised (not realise) what a strong bond you can form with an animal.
5 While we were helping (help) Rose pack, her grandmother was collecting some food for her to take with her.
6 At that time people lived (live) in small communities and everyone knew each other.
7 Don't worry, by the time you get back, we will have solved (solve) the problem.
8 Mick's irreverent attitude meant he had been laughing (laugh) at people in authority for years.
9 I grew up with the kids in the neighbourhood; by the time I leave for university next year I will have been hanging out (hang out) with them for nearly sixteen years!
10 I'm so excited! The plane lands at five p.m. and all my friends will be waiting (wait) at the airport to welcome me back home!
11 When I reached the ship's rails the dolphins had already disappeared (already/disappear). I was so disappointed!

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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	arrangements	Past Continuous
am/is/are going to	intentions/plans/ predictions based on observed fact	*was/were going to*
will (+ infinitive/ *have* + Past Participle/*be* + *-ing*)	predictions/ promises	*would* (+ infinitive/ *have* + Past Participle/*be* + *-ing*)

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.*

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1 **Complete the sentences with the correct form of the words in brackets.**

1 We were planning/planned to go/on going (plan/go) on a trip round the harbour, but the weather was too bad to go out.
2 I was going to finish (going/finish) my project tonight, but Fran called and we started talking!
3 They told me I wasn't to tell (not be/tell) him about the surprise party when I saw him.
4 Just as I was on the point of phoning (point/phone) her, Gran called me!
5 The students were supposed to meet (supposed/meet) outside the town hall yesterday.
6 A year later the situation would be (will/be) quite different, so it came as no surprise when they accepted the offer.
7 I was doing (do) my Spanish oral exam later that afternoon, so I couldn't go to the beach.
8 We weren't going to wake (not going/wake) you, but the dog started barking and you got up.
9 They were due to have (had) (due/have) the exam interview at 10:30, but they didn't get there in time.
10 Susie was intending/intended to apply (intend/apply) for a university abroad, but in the end she applied locally.
11 We didn't have time to waste because the coach was about to leave (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.**

1 Was he flying to Madrid that week? **INTEND**
Did he intend to fly to Madrid that week?
2 The doctor was going to see the patient last night but got stuck in surgery. **HAVE**
The doctor would have seen/was to have seen the patient last night but got stuck in surgery.
3 They were buying their air tickets tonight. **GOING**
They were going to buy their air tickets tonight.
4 Did you know beforehand the party was going to be a huge success? **WOULD**
Did you know beforehand the party would be a huge success?
5 It was her intention to study medicine. **ON**
She planned/was planning on studying medicine.
6 I was expecting your call. **SUPPOSED**
You were supposed to call me.
7 He was about to make a decision that day. **VERGE**
He was on the verge of making a decision that day.
8 They were planning on opening the new restaurant last month. **DUE**
They were due to open 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:

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*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 have been (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 be feeling (feel) on top of the world.
3 I might have known (know) you would be late for your appointment – you have no concept of time.
4 You can't have listened/have been listening (listen) very carefully at the time if you don't remember what I said!
5 You could have waited (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/be landing (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 can't be the way to solve this equation.
2 It's certain we got on the wrong bus – I don't recognise this neighbourhood! **HAVE**
We must have got 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 might/may/could well have been 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 will have realised 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 might be filling in 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 can't have been informed about the date of the resit exam.

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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 *Ø* (no article).

[1] The Universal Declaration of Human Rights states that [2] Ø education is [3] a fundamental human right and is essential for [4] the 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] Ø access to schools, mainly in consequence of [6] Ø poverty.

The best way schools can prepare students for the 21st century is to make sure they have [7] the 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] Ø ever-changing life conditions. [9] A good education should also prepare students to understand and cope with differences of opinion in [10] a diverse society. It is also about learning how to be [11] a good citizen. [12] The education system often seems to neglect [13] the development of those qualities and this is partly because of [14] an obsession with exam results. Schooling for exams is very different from developing [15] an appetite for learning. End-of-course exams on a single day test [16] Ø recall and memory, rather than the range of skills young people need today.

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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.*

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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 was broken into 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 to put up with .

3 They had very little water left by the time they reached a creek in the forest. **RUN**
They had almost run out of water 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 gone off it .

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 me up (back/up/me) when I suggest putting on a festival? I will need someone to [2]stand up for me (me/stand/up/for) as I'm sure some people will [3]bring up a lot of objections (objections/bring up/a lot of). I've decided that [4]I won't back down/I'm not backing down (back/not/I/down) though! I haven't [5]thought through my ideas fully/thought my ideas fully through (fully/my ideas/think/through), but I've been [6]looking into an international food festival (into/an international food festival/look)

Tom: We can [7]sort out the best way to present (out/the best way to present/sort) these ideas when we meet. Healthy eating is important and the way for it to [8]catch on is to add (add/on/be to/catch) some international glamour.

Liz: Do you think [9]the idea will take off (take/the idea/off)? Can we [10]talk people into it (it/people/talk/into)?

Tom: I feel confident that we can. It's time we all [11]faced up to the fact (the fact/to/up/face) that our eating habits need reviewing!

Liz: Don't [12]let me down (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

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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 __back__ 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 __on__ 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 __down__ !
(**a**) don't do what they agree to
b excuse you from punishment

4 Some new people have taken __over__ the coffee shop down the road.
(**a**) started to manage **b** started to build

5 That fish is giving __off__ a disgusting smell. Is it fresh?
a returning (**b**) emitting

6 Can you hand round/out the leaflets; one to each person?
(**a**) distribute **b** hold

7 If you want to lose weight, you'll need to completely cut __out__ sugar from your diet.
a reduce (**b**) remove

8 It's difficult to put __across__ 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 through/over carefully.
a suggest (**b**) consider

10 The meeting broke __up__ 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 __in__ !
(**a**) absorb **b** return

12 Mick wants to start his own restaurant and he's been setting __aside__ money for it for a year now. He'll soon have enough!
a accept (**b**) save

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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.*

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- 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 be/have been given the opportunity (give/opportunity) to learn the basics of computer programming before I finish school.
2 You need to learn the entire multiplication table by heart so as to move (as/move) on to more challenging tasks.
3 There is no reason to buy him (reason/buy/he) the latest, state-of-the-art high-powered race motorcycle.
4 To apply their newly (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 not to have suffered/not to suffer (no/suffer) more serious injuries.
6 Everybody seems to be having/seems to have (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 appears to have been the right answer to the last equation.
2 They approached the task of developing new software with a lot of eagerness. **EAGER**
They were very eager to develop 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 refusal to become my friend 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 the first to buy 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 in order to attract tech-savvy customers.
6 You haven't seen my mobile anywhere, have you? **HAPPEN**
You don't happen to have seen 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!*

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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.

1 The international system of copyright protection is *obviously*/ *probably* wholly inadequate and needs to be reformed.
2 New technology has *without doubt*/ *anyway* had a disruptive effect on the music industry.
3 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.
4 Online streaming services could *potentially*/ *wrongly* be the saviour of the music industry.
5 *Frankly* / *Interestingly*, around four times as many people are now paying for the services as a few years ago.
6 *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

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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-times 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.*

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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.

1 Have you ever considered taking (consider/take) a year off work?
2 In our company (be/salesperson) being a salesperson involves travelling around the country.
3 Tom's mother can't imagine him/his working (imagine/he/work) in the medical field.
4 On (offer/internship) being offered an internship , you are expected to contact the company as soon as possible and confirm your acceptance or rejection of the offer.
5 When Olivia started working here, she had difficulty (in) getting (difficulty/get) to grips with our database.
6 I apologised for not finishing/for not having finished (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.

1 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 (she) resents being treated like a child.
2 It doesn't make sense to send off your CV to this company because you don't have the right qualifications. **POINT**
There's no point (in) sending (off) your CV to this company because you don't have the right qualifications.
3 Their complaint was that they were not offered any training options. **ABOUT**
They complained about not being offered/not having been offered any training options.
4 You make a better impression at a job interview when you wear smart clothes. **MAKES**
Wearing smart clothes makes a better impression at a job interview.
5 Most skilled jobs depend on technical knowledge, so it's vital to acquire it at school. **WITH**
With most skilled jobs depending on technical knowledge, it's vital to acquire it at school.
6 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**
Not knowing that 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.***

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- *not so much* + adjective + *as* + adjective:

  *They were**n'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] than just professional.

We had clean and comfortable shared rooms with very comfy beds. As expected with a youth hostel, the food was [2] more basic than exquisite, but the puddings were unanimously voted 'delicious'. In fact, they got better [3] and 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] the 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] that 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.

1 We made the unanimous decision to call off our trip at the last minute because it was so dangerous. **SUCH**
It was such a dangerous trip that we made the unanimous decision to call it off at the last minute.

2 If you wait longer, it will be harder to find a reasonably priced ticket to Thailand. **THE**
The longer you wait, the harder it will be to find a reasonably priced ticket to Thailand.

3 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 damp rather than wet .

4 Our disappointment with the services provided by the tour operator was increasing all the time. **DISAPPOINTED**
We were getting more and more disappointed 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)

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- 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**
Whoever thinks that mass tourism has been entirely beneficial is deluding themselves.

2 It doesn't matter what tour operators claim, tourism rarely benefits the local community. **WHATEVER**
Whatever tour operators claim, 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 are becoming ever cheaper .

4 No matter where tourists go, they cause land, food, water, housing and infrastructure prices to increase. **WHEREVER**
Wherever tourists go , 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**
Whichever form of transport 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**
However much we all love 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 careless tourists, as ever, 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 ever such a difficult issue 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**
However many dollars it generates 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**
However long it takes, 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 are changing ever so slowly .

12 Tourism has an impact on local communities in Europe, Asia or in any place. **WHEREVER**
Tourism has an impact on local communities in Europe, Asia or wherever .

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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.

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- *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.

1 If I ___could go___ (can/go) back in time, I ___would visit___ (visit) Ancient Greece.
2 If the government ___were to cut___ (be/cut) funding for the arts, it ___would have___ (have) serious implications for the creative industries.
3 According to actress Julie Walters, if she was/were starting out (start out) today, she would never have been able (never/be able) to afford to go to drama school.
4 If Disney had not approved (not/approve) the stage version of *The Lion King*, audiences would not be enjoying (not/enjoy) it today.
5 If the director had not already had (not/already/have) experience in experimental theatre, her stage version of *The Lion King* might not have turned out (might/not/turn out) to be so stunningly effective.
6 If it ___had not been___ (not/be) for the support she received from her family, Amy would never have managed (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.

1 I'm going to get a job as an extra whether my mother approves of it or (approve/it) not.
2 Should you have/If you should have (should/have) any questions regarding enrolment, transferring to another drama school or transcript requests, please do not hesitate to contact us.
3 She will definitely improve her writing style as/so long as she keeps (long/she/keep) writing short stories and poems.
4 Had I not spent/If I hadn't spent (I/not/spend) ten years in Spain as a child, I wouldn't have got a part in a Spanish film.
5 I'll buy you that sculpture on condition that you don't keep (condition/you/not/keep) it in our front garden.
6 Suppose/Supposing you won (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.

1 You will only become successful if you have discipline and commitment. **UNLESS**
You won't become successful unless you have discipline and commitment.
2 If it weren't for the Internet, self-publishing would not now be a booming industry. **BUT**
But for the Internet , self-publishing would not now be a booming industry.
3 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, (because) otherwise you won't be ready for the concert.
4 If your vehicle breaks down on the motorway, leave your sidelights on and turn on the hazard warning lights. **CASE**
In case of breakdown/In case your vehicle breaks down on the motorway, leave your sidelights on and turn on the hazard warning lights.
5 If we had known that a famous celebrity was attending the party, we would have gone. **HAD**
Had we known that a famous celebrity was attending the party, we would have gone.
6 If you changed your mind, you would be very welcome to come with us. **WERE**
Were you to change your mind , you would be very welcome to come with us.
7 Don't be nervous or you won't do well in the audition. **AS**
You'll do well in the audition as long as you're not/you aren't nervous.
8 You'll have to take over if the director resigns. **SHOULD**
Should the director resign , you'll have to take over.
9 I would have gone to the cinema even if he hadn't come with me. **WHETHER**
I would have gone to the cinema whether or not he had come with me.

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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**
He acts as if he was/were a famous playwright.
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**
Even if we got tickets for Adele's concert, we wouldn't be able to go.
3 If you are not sure, ask somebody who has already seen the play if it's worth seeing. **DOUBT**
If in doubt, ask somebody who has already seen the play if it's worth seeing.
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**
Do you consider him a talented singer? And if not, why do you want to see him live in concert?
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**
I didn't find the plot of his new film very convincing. If anything, it made me appreciate his previous works more.
6 We'll rehearse the songs from morning till night if need be. **NECESSARY**
We'll rehearse the songs from morning till night if necessary.
7 You look pale. Have you had a shock? **AS THOUGH**
You look as though you have had a shock.
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**
Do you think that he is a good music journalist? And if so, can you explain why?
9 British audiences rarely, if at all, give shows a standing ovation. **EVER**
British audiences rarely, if ever, give shows a standing ovation.
10 There is little or no possibility at all that the series will run for a few more seasons. **ANY**
There is little if any possibility that the series will run for a few more seasons.

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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.

1 Sarah, you have broken into my Facebook account!
Sarah's brother accused her/Sarah of breaking into his Facebook account.

2 Using electronic translators in class is not allowed.
Our English teacher forbade us to use/from using electronic translators in class.

3 What is the daily circulation of this tabloid?
I wondered what the daily circulation of this tabloid was.

4 We must have a video conference call on Skype tomorrow.
Beth insisted that they/we have/must have/should have a video conference call on Skype tomorrow.

5 I have over 400 friends on Facebook alone.
She boasted of/about having over 400 friends on Facebook alone.

6 I was not aware that the school's network had been hacked.
The administrator denied being aware (that) the school's network had been hacked.

7 I don't want you to call me a computer geek, I am not one!
Alex objected to being called a computer geek as he is not one.

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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 promised to buy her a new smartphone if she passed all her exams.
It promised to be a really exciting match, but in the end it turned out dead boring and finished with a 0–0 score.

2
I propose that we wait until we have received all the information before making a final decision.
I'd like to propose a toast to all our good friends gathered here today.

3
This area is supposed to offer some of the best mountain scenery in the Rockies.
Did the forum administrator offer to change your login when you reported the issue?

4
After their last argument, Liz demanded that he stop contacting her via Skype or any social media.
Our new IT project was very difficult – it demanded a lot of effort, teamwork, and attention to detail.

5
Some people still claim that there is no firm evidence to link lack of exercise to ill health.
If a purchased item is faulty or damaged, you can claim your money back or get a replacement.

6
Several local residents have reported seeing a strange bright light in the sky.
The first group of conscripts reported for duty at basic training camps yesterday.

7
Each pass admits two people to the eagerly-awaited tech exhibition, open daily 10 a.m. – 7 p.m. Book now!
He admits copying the code from another software engineer and sincerely regrets his actions.

8
The company boasts of selling more computer equipment than any other.
The village is situated high on a hill and boasts 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)

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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.

1 Some parents think that young people are spending too much time staring at a screen.
Young people _____ .
It _____ .

2 People generally consider that the Internet has improved our lives in many important ways.
The Internet _____ .
It _____ .

3 Surveys have reported that 85 percent of teenagers watch at least one music video every day.
85 percent _____ .
It _____ .

4 We know that technology has been changing the way students approach their schoolwork at home.
Technology _____ .
It _____ .

5 Educationalists believe that overuse of the Internet is reducing students' attention span.
Overuse _____ .
It _____ .

6 Some teachers have argued that less emphasis should be placed on digital tools in education.
It _____ .

7 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.

1 It is often claimed (it/often/claim) that the world has become too dependent on the Internet.
2 Three hackers are presumed to have been breaching (presume/breach) a sophisticated computer security system for months.
3 Teenagers are assumed to be (assume/be) the most proficient users of the Internet within the family.
4 It is hoped that technology (it/hope/technology) can improve rather than hinder the growth of literacy.
5 More and more elderly people nowadays are said to be getting (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.*
→ ***Neithe****r 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.*

Exercise 1

1 (Young people) are thought to be spending too much time staring at a screen.
(It) is thought that young people are spending too much time staring at a screen.

2 (The Internet) is generally considered to have improved our lives in many important ways.
(It) is generally considered that the Internet has improved our lives in many important ways.

3 (85 percent) of teenagers are reported to watch at least one music video every day.
(It) has been reported that 85 percent of teenagers watch at least one music video every day.

4 (Technology) is known to have been changing the way students approach their schoolwork at home.
(It) is known that technology has been changing the way students approach their schoolwork at home.

5 (Overuse) of the Internet is believed to be reducing students' attention span.
(It) is believed that overuse of the Internet is reducing students' attention span.

6 It has been argued that less emphasis should be placed on digital tools in education.

7 (Misinformation), pseudo-facts, unsupported opinions and the like are feared to be too easily available on the Internet.
(It) is feared that misinformation, pseudo-facts, unsupported opinions and the like are too easily available on the Internet.

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 could we have imagined that so many people would support building flood barriers .
2 There was no other way we could guard against flooding.
Only in this way could we guard against flooding .
3 The downpour started outside as soon as the decision to build was reached.
No sooner had the decision to build been/was the decision reached than the downpour started outside .
4 We reached home just before the water started to rise.
Scarcely had we reached home when the water started to rise .
5 It wasn't until we looked out of the windows that we realised how high the water was.
Only when we looked out of the windows did we realise how high the water was .
6 It had not only flooded the road outside, but was starting to come into the garden.
Not only had it flooded the road outside, but it was also starting to come into the garden .
7 We were definitely not able to stay in the house.
Under no circumstances were we able to stay in the house .
8 Just as we made the decision to leave, the police arrived in a boat.
Hardly had we made the decision to leave when the police arrived in a boat .
9 It's not often that I've felt so worried!
Seldom have I felt so worried .
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 had the house been flooded, nor the garage .

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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.
to protect
2 We would appreciate it ~~when~~ the local community took more interest and participated in environmental projects.
if
3 Some large corporations and small companies don't really find it ~~easy follow~~ recycling laws and regulations.
easy to follow
4 The meeting's participants agreed to ~~leave to~~ the environmental commission to decide how to bring water pollution under stricter control.
leave it to

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 would appreciate it if you displayed a 'Vote Green Party' poster in your window.
2 I am of the opinion that banning traffic in city centres is unnecessary. **THINK**
I think it unnecessary to ban traffic in city centres.
3 The council should be responsible for keeping the beaches in our area clean. **LEAVE**
We should leave it to the council to 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 find it difficult to accept that 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 hate it when people throw 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 take it that 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 consider it a risk/risky to expand a business during an economic recession.

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Infinitive	Past Simple	Past Participle
arise [ə'raɪz]	**arose** [ə'rəʊz]	**arisen** [ə 'rɪzən]
awake [ə'weɪk]	**awoke** [ə'wəʊk]	**awoken** [ə'wəʊkən]
be [biː]	**was/were** [wɒz/wɜː]	**been** [biːn]
beat [biːt]	**beat** [biːt]	**beaten** ['biːtn]
become [bɪ'kʌm]	**became** [bɪ'keɪm]	**become** [bɪ'kʌm]
begin [bɪ'gɪn]	**began** [bɪ'gæn]	**begun** [bɪ'gʌn]
bend [bend]	**bent** [bent]	**bent** [bent]
bet [bet]	**bet** [bet]	**bet** [bet]
bite [baɪt]	**bit** [bɪt]	**bitten** ['bɪtn]
bleed [bliːd]	**bled** [bled]	**bled** [bled]
blow [bləʊ]	**blew** [bluː]	**blown** [bləʊn]
break [breɪk]	**broke** [brəʊk]	**broken** ['brəʊkən]
breed [briːd]	**bred** [bred]	**bred** [bred]
bring [brɪŋ]	**brought** [brɔːt]	**brought** [brɔːt]
broadcast ['brɔːdkɑːst]	**broadcast** ['brɔːdkɑːst]	**broadcast** ['brɔːdkɑːst]
build [bɪld]	**built** [bɪlt]	**built** [bɪlt]
burn [bɜːn]	**burned** [bɜːnd]/**burnt** [bɜːnt]	**burned** [bɜːnd]/**burnt** [bɜːnt]
burst [bɜːst]	**burst** [bɜːst]	**burst** [bɜːst]
buy [baɪ]	**bought** [bɔːt]	**bought** [bɔːt]
can [kæn]	**could** [kʊd]	**been able to** [biːn 'eɪbl tə]
catch [kætʃ]	**caught** [kɔːt]	**caught** [kɔːt]
choose [tʃuːz]	**chose** [tʃəʊz]	**chosen** ['tʃəʊzn]
come [kʌm]	**came** [keɪm]	**come** [kʌm]
cost [kɒst]	**cost** [kɒst]	**cost** [kɒst]
creep [kriːp]	**crept** [krept]	**crept** [krept]
cut [kʌt]	**cut** [kʌt]	**cut** [kʌt]
deal [diːl]	**dealt** [delt]	**dealt** [delt]
dig [dɪg]	**dug** [dʌg]	**dug** [dʌg]
do [duː]	**did** [dɪd]	**done** [dʌn]
draw [drɔː]	**drew** [druː]	**drawn** [drɔːn]
dream [driːm]	**dreamed** [driːmd]/**dreamt** [dremt]	**dreamed** [driːmd]/**dreamt** [dremt]
drink [drɪŋk]	**drank** [dræŋk]	**drunk** [drʌŋk]
drive [draɪv]	**drove** [drəʊv]	**driven** ['drɪvn]
eat [iːt]	**ate** [et/eɪt]	**eaten** ['iːtn]
fall [fɔːl]	**fell** [fel]	**fallen** ['fɔːln]
feed [fiːd]	**fed** [fed]	**fed** [fed]
feel [fiːl]	**felt** [felt]	**felt** [felt]
fight [faɪt]	**fought** [fɔːt]	**fought** [fɔːt]
find [faɪnd]	**found** [faʊnd]	**found** [faʊnd]
fit [fɪt]	**fit (AmE)** [fɪt]/**fitted** [fɪtɪd]	**fit (AmE)** [fɪt]/**fitted** [fɪtɪd]
flee [fliː]	**fled** [fled]	**fled** [fled]
fly [flaɪ]	**flew** [fluː]	**flown** [fləʊn]
forbid [fə'bɪd]	**forbade/forbad** [fə'bæd]	**forbidden** [fə'bɪdn]
forecast ['fɔːkɑːst]	**forecast** ['fɔːkɑːst]	**forecast** ['fɔːkɑːst]
foresee [fɔː'siː]	**foresaw** [fɔː'sɔː]	**foreseen** [fɔː'siːn]
forget [fə'get]	**forgot** [fə'gɒt]	**forgotten** [fə'gɒtn]
forgive [fə'gɪv]	**forgave** [fə'geɪv]	**forgiven** [fə'gɪvn]
freeze [friːz]	**froze** [frəʊz]	**frozen** ['frəʊzən]
get [get]	**got** [gɒt]	**got** [gɒt]
give [gɪv]	**gave** [geɪv]	**given** ['gɪvn]
go [gəʊ]	**went** [went]	**gone** [gɒn]
grind [graɪnd]	**ground** [graʊnd]	**ground** [graʊnd]
grow [grəʊ]	**grew** [gruː]	**grown** [grəʊn]
hang [hæŋ]	**hung** [hʌŋ]	**hung** [hʌŋ]
have [hæv]	**had** [hæd]	**had** [hæd]
hear [hɪə]	**heard** [hɜːd]	**heard** [hɜːd]
hide [haɪd]	**hid** [hɪd]	**hidden** ['hɪdn]
hit [hɪt]	**hit** [hɪt]	**hit** [hɪt]
hold [həʊld]	**held** [held]	**held** [held]
hurt [hɜːt]	**hurt** [hɜːt]	**hurt** [hɜːt]
keep [kiːp]	**kept** [kept]	**kept** [kept]
kneel [niːl]	**knelt** [nelt]	**knelt** [nelt]
knit [nɪt]	**knit** [nɪt]/**knitted** ['nɪtɪd]	**knit** [nɪt]/**knitted** ['nɪtɪd]
know [nəʊ]	**knew** [njuː]	**known** [nəʊn]
lead [liːd]	**led** [led]	**led** [led]
lean [liːn]	**leant** [lent]/**leaned** [liːnd]	**leant** [lent]/**leaned** [liːnd]
leap [liːp]	**leapt** [lept]	**leapt** [lept]
learn [lɜːn]	**learned** [lɜːnd]/**learnt** [lɜːnt]	**learned** [lɜːnd]/**learnt** [lɜːnt]
leave [liːv]	**left** [left]	**left** [left]
lend [lend]	**lent** [lent]	**lent** [lent]
let [let]	**let** [let]	**let** [let]
lie [laɪ]	**lay** [leɪ]	**lain** [leɪn]
light [laɪt]	**lit** [lɪt]	**lit** [lɪt]
lose [luːz]	**lost** [lɒst]	**lost** [lɒst]

IRREGULAR VERBS

Infinitive	Past Simple	Past Participle
make [meɪk]	**made** [meɪd]	**made** [meɪd]
mean [miːn]	**meant** [ment]	**meant** [ment]
meet [miːt]	**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'hɜːd]	**overheard** [ˌəʊvə'hɜːd]
overtake [ˌəʊvə'teɪk]	**overtook** [ˌəʊvə'tʊk]	**overtaken** [ˌəʊvə'teɪkən]
pay [peɪ]	**paid** [peɪd]	**paid** [peɪd]
prove [pruːv]	**proved** [pruːvd]	**proved** [pruːvd]**/proven** ['pruːvən]
put [pʊt]	**put** [pʊt]	**put** [pʊt]
quit [kwɪt]	**quit** [kwɪt]	**quit** [kwɪt]
read [riːd]	**read** [red]	**read** [red]
ride [raɪd]	**rode** [rəʊd]	**ridden** ['rɪdn]
ring [rɪŋ]	**rang** [ræŋ]	**rung** [rʌŋ]
rise [raɪz]	**rose** [rəʊz]	**risen** ['rɪzən]
run [rʌn]	**ran** [ræn]	**run** [rʌn]
saw [sɔː]	**sawed** [sɔːd]	**sawn** [sɔːn]**/sawed** [sɔːd]
say [seɪ]	**said** [sed]	**said** [sed]
see [siː]	**saw** [sɔː]	**seen** [siːn]
seek [siːk]	**sought** [sɔːt]	**sought** [sɔːt]
sell [sel]	**sold** [səʊld]	**sold** [səʊld]
send [send]	**sent** [sent]	**sent** [sent]
set [set]	**set** [set]	**set** [set]
sew [səʊ]	**sewed** [səʊd]	**sewn** [səʊn]**/sewed** [səʊd]
shake [ʃeɪk]	**shook** [ʃʊk]	**shaken** ['ʃeɪkən]
shine [ʃaɪn]	**shone** [ʃɒn]	**shone** [ʃɒn]
shoot [ʃuːt]	**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 [sliːp]	**slept** [slept]	**slept** [slept]
slide [slaɪd]	**slid** [slɪd]	**slid** [slɪd]
smell [smel]	**smelled** [smeld]**/smelt** [smelt]	**smelled** [smeld]**/smelt** [smelt]
speak [spiːk]	**spoke** [spəʊk]	**spoken** ['spəʊkən]
speed [spiːd]	**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 [stiːl]	**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** [swɔː]	**sworn** [swɔːn]
swell [swel]	**swelled** [sweld]	**swollen** ['swəʊln]
swim [swɪm]	**swam** [swæm]	**swum** [swʌm]
take [teɪk]	**took** [tʊk]	**taken** ['teɪkən]
teach [tiːtʃ]	**taught** [tɔːt]	**taught** [tɔːt]
tear [teə]	**tore** [tɔː]	**torn** [tɔːn]
tell [tel]	**told** [təʊld]	**told** [təʊld]
think [θɪŋk]	**thought** [θɔːt]	**thought** [θɔːt]
throw [θrəʊ]	**threw** [θruː]	**thrown** [θrəʊn]
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** [wɔː]	**worn** [wɔːn]
weep [wiːp]	**wept** [wept]	**wept** [wept]
win [wɪn]	**won** [wʌn]	**won** [wʌn]
wind [waɪnd]	**wound** [waʊnd]	**wound** [waʊnd]
withdraw [wɪð'drɔː, wɪθ-]	**withdrew** [wɪð 'druː, wɪθ-]	**withdrawn** [wɪð'drɔːn, wɪθ-]
write [raɪt]	**wrote** [rəʊt]	**written** ['rɪtn]

Unit 1 The ties that bind 4.1

accurate portrayal /ˌækjərət pɔːˈtreɪəl/
aloof /əˈluːf/
anxious /ˈæŋkʃəs/
appreciate /əˈpriːsieɪt/
ascend the throne /əˌsend ðə ˈθrəʊn/
associate with sb /əˈsəʊsieɪt wɪð ˌsʌmbɒdi/
at first glance /ət ˌfɜːst ˈglɑːns/
avenge /əˈvendʒ/
back each other /ˈbæk iːtʃ ˌʌðə/
be about to do sth/be on the point of doing sth /bi əˌbaʊt tə ˈduː ˌsʌmθɪŋ/,/bi ɒn ðə ˌpɔɪnt əv ˈduːɪŋ ˌsʌmθɪŋ/
be in dire need of sth /bi ɪn ˌdaɪə ˈniːd əv ˌsʌmθɪŋ/
be on the verge of doing sth /ˌbi ɒn ðə ˌvɜːdʒ əv ˈduːɪŋ ˌsʌmθɪŋ/
be realistic /ˌbi rɪəˈlɪstɪk/
be stuck in a rut /bi ˌstʌk ɪn ə ˈrʌt/
be supposed to do sth /bi səˌpəʊzd tə ˈduː ˌsʌmθɪŋ/
befriend sb /bɪˈfrend ˌsʌmbɒdi/
birthday treat /ˌbɜːθdeɪ ˈtriːt/
blind /blaɪnd/
blot out memories /ˌblɒt aʊt ˈmeməriz/
bond (with/between sb) /ˈbɒnd wɪð/bɪˌtwiːn ˌsʌmbɒdi/
captivating narrative /ˌkæptɪveɪtɪŋ ˈnærətɪv/
carefree /ˈkeəˌfriː/
caste /kɑːst/
catch sb's imagination /ˌkætʃ ˌsʌmbɒdiz ɪˌmædʒɪˈneɪʃən/
charitable/charity work /ˈtʃærɪtəbəl/ˈtʃærəti ˌwɜːk/
chatty /ˈtʃæti/
cluttered /ˈklʌtəd/
coincide /ˌkəʊənˈsaɪd/
coincidence /kəʊˈɪnsɪdəns/
coincidental /kəʊˌɪnsɪˈdentl/
come across sb/sth /ˌkʌm əˈkrɒs ˌsʌmbɒdi/,/sʌmθɪŋ/
compelling story /kəmˌpelɪŋ ˈstɔːri/
complex /ˈkɒmpleks/
compromise /ˈkɒmprəmaɪz/
conceive /kənˈsiːv/
condone an idea /kənˌdəʊn ən aɪˈdɪə/
confide in sb/one's problems to sb /kənˈfaɪd ɪn ˌsʌmbɒdi/wʌnz ˈprɒbləmz tə ˌsʌmbɒdi/
conjure up memories /ˌkʌndʒər ʌp ˈmeməriz/
considerate/thoughtful /kənˈsɪdərət/ˈθɔːtfəl/
content (adj) /kənˈtent/
contradict sth /ˌkɒntrəˈdɪkt ˌsʌmθɪŋ/
contradiction /ˌkɒntrəˈdɪkʃən/
contradictory /ˌkɒntrəˈdɪktəri/
count on sb /ˈkaʊnt ɒn ˌsʌmbɒdi/
deaf /def/
deep in thought /ˌdiːp ɪn ˈθɔːt/
depend on sth /dɪˈpend ɒn ˌsʌmθɪŋ/
devoted /dɪˈvəʊtəd/
diminutive stature /dəˌmɪnjətɪv ˈstætʃə/
disadvantaged /ˌdɪsədˈvɑːntɪdʒd/
disrespectful/irreverent /ˌdɪsrɪˈspektfəl/ɪˈrevərənt/
distant /ˈdɪstənt/
distrust /dɪsˈtrʌst/
down-to-earth/practical /ˌdaʊn tu ˈɜːθ/ˈpræktɪkəl/
endure /ɪnˈdjʊə/
enterprising /ˈentəpraɪzɪŋ/
envious of sb/sth /ˈenviəs əv ˌsʌmbɒdi/,/sʌmθɪŋ/
equanimity /ˌekwəˈnɪməti/
evolve /ɪˈvɒlv/
facet /ˈfæsɪt/
facial expression /ˌfeɪʃəl ɪkˈspreʃən/
faithful/loyal /ˈfeɪθfəl/ˈlɔɪəl/
fall out with sb /ˌfɔːl ˈaʊt wɪð ˌsʌmbɒdi/
feign /feɪn/
flatter /ˈflætə/
forthright manner /ˌfɔːθraɪt ˈmænə/
free and easy /ˌfriː ənd ˈiːzi/
free will /ˌfriː ˈwɪl/
fun-loving /ˈfʌn ˌlʌvɪŋ/
get on /ˌget ˈɒn/
get on with sth /ˌget ˈɒn wɪð ˌsʌmθɪŋ/
go out with sb /ˌgəʊ ˈaʊt wɪð ˌsʌmbɒdi/
go through a rebellious phase /ˌgəʊ θruː ə rɪˌbeljəs ˈfeɪz/
grow up /ˌgrəʊ ˈʌp/
gruelling /ˈgruːəlɪŋ/
gut reaction /ˌgʌt riˈækʃən/
have a criminal record /hæv ə ˌkrɪmɪnəl ˈrekɔːd/
have all the time in the world /hæv ˌɔːl ðə ˌtaɪm ɪn ðə ˈwɜːld/
home-baked treat /ˌhəʊm beɪkt ˈtriːt/
honoured /ˈɒnəd/
idealistic /aɪˌdɪəˈlɪstɪk/
impetuous /ɪmˈpetʃuəs/
imposing stature /ɪmˌpəʊzɪŋ ˈstætʃə/
impractical /ɪmˈpræktɪkəl/
impress /ɪmˈpres/
impressionable /ɪmˈpreʃənəbəl/
impressive /ɪmˈpresɪv/
inseparable /ɪnˈsepərəbəl/
introspective /ˌɪntrəˈspektɪv/
iron will /ˌaɪən ˈwɪl/
length /leŋθ/
lengthen/elongate /ˈleŋθən/ˈiːlɒŋgeɪt/
lifelong bond /ˌlaɪflɒŋ ˈbɒnd/
live up to sth /ˌlɪv ˈʌp tə ˌsʌmθɪŋ/
lofty heights /ˌlɒfti ˈhaɪts/
look after sb /ˌlʊk ˈɑːftə ˌsʌmbɒdi/
look up to sb /ˌlʊk ˈʌp tə ˌsʌmbɒdi/
lose one's sight /ˌluːz wʌnz ˈsaɪt/
melancholic /ˌmelənˈkɒlɪk/
minor crime /ˌmaɪnə ˈkraɪm/
miss out /ˌmɪs ˈaʊt/
modest presence/unassuming manner /ˌmɒdəst ˈprezəns/,/ʌnəˌsjuːmɪŋ ˈmænə/
more than one's fair share /ˌmɔː ðən wʌnz ˌfeə ˈʃeə/
nod in approval /ˌnɒd ɪn əˈpruːvəl/
not bat an eyelid /nɒt ˌbæt ən ˈaɪlɪd/
not have a bad word to say about sb /nɒt ˌhæv ə bæd ˌwɜːd tə ˈseɪ əˌbaʊt ˌsʌmbɒdi/
nuclear family /ˌnjuːkliə ˈfæməli/
obstinate/stubborn /ˈɒbstɪnət/ˈstʌbən/
offer insight into sth /ˌɒfər ˈɪnsaɪt ˌɪntə ˌsʌmθɪŋ/
on closer inspection /ɒn ˌkləʊsər ɪnˈspekʃən/
part /pɑːt/
pensive /ˈpensɪv/
plead with sb to do sth /ˌpliːd wɪð ˌsʌmbɒdi tə ˈduː ˌsʌmθɪŋ/
possess /pəˈzes/
poverty-stricken /ˈpɒvəti ˌstrɪkən/
privileged background /ˌprɪvəlɪdʒd ˈbækgraʊnd/
proceeds /ˈprəʊsiːdz/
protagonist /prəʊˈtægənɪst/
put on a brave face /ˌpʊt ɒn ə ˌbreɪv ˈfeɪs/
put one's foot down /ˌpʊt wʌnz ˈfʊt daʊn/
put sth together /ˌpʊt ˌsʌmθɪŋ təˈgeðə/
put up with sb/sth /ˌpʊt ˈʌp wɪð ˌsʌmbɒdi/,/sʌmθɪŋ/
quick-witted/sharp /ˌkwɪk ˈwɪtɪd/ʃɑːp/
reach the dizzy heights /ˌriːtʃ ðə ˌdɪzi ˈhaɪts/
redress /rɪˈdres/
require approval /rɪˌkwaɪə(r) əˈpruːvəl/

resentment /rɪ'zentmənt/
resistance to sth /rɪ'zɪstəns tə ˌsʌmθɪŋ/
see the best in people /ˌsiː ðə 'best ɪn ˌpiːpəl/
shift /ʃɪft/
shortcoming /'ʃɔːtˌkʌmɪŋ/
sing sb's praises /ˌsɪŋ ˌsʌmbɒdiz 'preɪzɪz/
slip by /ˌslɪp 'baɪ/
split second /ˌsplɪt 'sekənd/
split up /ˌsplɪt 'ʌp/
spoiler alert /'spɔɪlər əˌlɜːt/
staged /steɪdʒd/
stand by sb /'stænd baɪ ˌsʌmbɒdi/
succour /'sʌkə/
suffer/face hardships /ˌsʌfə/ˌfeɪs 'hɑːdʃɪps/
sustain /sə'steɪn/
take after sb /'teɪk ˌɑːftə ˌsʌmbɒdi/
take oneself too seriously /ˌteɪk wʌnˌself ˌtuː 'sɪəriəsli/
take up with sb /ˌteɪk 'ʌp wɪð ˌsʌmbɒdi/
thankful /'θæŋkfəl/
ripe old age /ˌraɪp əʊld 'eɪdʒ/
through thick and thin /θruː ˌθɪk ən 'θɪn/
touched /tʌtʃt/
trait /treɪt/
trust sb with sth /'trʌst ˌsʌmbɒdi wɪð ˌsʌmθɪŋ/
trustworthy/untrustworthy /'trʌstˌwɜːðiˌʌn'trʌstˌwɜːðiˌ/
unbreakable /ʌn'breɪkəbəl/
unconditionally /ˌʌnkən'dɪʃənəli/
undying friendship /ʌnˌdaɪ-ɪŋ 'frendʃɪp/
unfold /ʌn'fəʊld/
unprejudiced /ˌʌn'predʒʊdɪst/
unwavering /ʌn'weɪvərɪŋ/
upset /ˌʌp'set/
upstanding citizen /ʌpˌstændɪŋ 'sɪtɪzən/
uptight /'ʌptaɪt/
vagabond /'vægəbɒnd/
voluntary /'vɒləntəri/
volunteer (n, v) /ˌvɒlən'tɪə/

Unit 2 Learning for life 4.2

a calm comes over me /ə ˌkɑːm kʌmz 'əʊvə mi/
a fair amount /ə ˌfeər ə'maʊnt/
a first-class knowledge of sth /ə ˌfɜːst ˌklɑːs 'nɒlɪdʒ əv ˌsʌmθɪŋ/
a weight has been lifted /ə 'weɪt həz biːn ˌlɪftɪd/
acclimatise /ə'klaɪmətaɪz/
actively /'æktɪvli/
adjust to sth /ə'dʒʌst tə ˌsʌmθɪŋ/
all of a sudden /ˌɔːl əv ə 'sʌdn/
all the books under the sun /ɔːl ðə ˌbʊks ˌʌndə ðə 'sʌn/
allowance /ə'laʊəns/
argue on a topic /ˌɑːgjuː ɒn ə 'tɒpɪk/
bankruptcy /'bæŋkrʌptsi/
be a case in point /bi ə ˌkeɪs ɪn 'pɔɪnt/
be a great help /bi ə ˌgreɪt 'help/
be at a disadvantage /ˌbi ət ə ˌdɪsəd'vɑːntɪdʒ/
be faced with sth /bi 'feɪst wɪð ˌsʌmθɪŋ/
be in a hurry /ˌbi ɪn ə 'hʌri/
be in the same boat /ˌbi ɪn ðə ˌseɪm 'bəʊt/
be out of one's depth /bi ˌaʊt əv wʌnz 'depθ/
be swimming in sth /ˌbi 'swɪmɪŋ ɪn ˌsʌmθɪŋ/
break the monotony /ˌbreɪk ðə mə'nɒtəni/
break up the routine /ˌbreɪk ʌp ðə ruː'tiːn/
breeze through sth /'briːz θruː ˌsʌmθɪŋ/
broaden /'brɔːdn/
brush up on sth /ˌbrʌʃ 'ʌp ɒn ˌsʌmθɪŋ/
bundle of nerves /ˌbʌndl əv 'nɜːvz/
butterflies in one's stomach /ˌbʌtəflaɪz ɪn wʌnz 'stʌmək/
character building /'kærəktə ˌbɪldɪŋ/
clear a debt /ˌklɪər ə 'det/
clear one's head /ˌklɪə wʌnz 'hed/
coach /kəʊtʃ/
coherent /kəʊ'hɪərənt/
come by sth /ˌkʌm 'baɪ ˌsʌmθɪŋ/
commence /kə'mens/
committed to sth /kə'mɪtəd tə ˌsʌmθɪŋ/
community of practice /kəˌmjuːnəti əv 'præktɪs/
condense /kən'dens/
considerable /kən'sɪdərəbəl/
constantly /'kɒnstəntli/
content (n) /'kɒntent/
contentment /kən'tentmənt/
contribute to sth /kən'trɪbjuːt tə ˌsʌmθɪŋ/
cook up an excuse /ˌkʊk ʌp ən ɪk'skjuːs/
culture shock /'kʌltʃə ʃɒk/
decent /'diːsənt/
dismiss an idea /dɪsˌmɪs ən aɪ'dɪə/
draw closer /ˌdrɔː 'kləʊsə/
easy/hard to come by /ˌiːzi/ˌhɑːd tə ˌkʌm 'baɪ/
entrepreneur /ˌɒntrəprə'nɜː/
ever-reliable/dependable /ˌevə rɪ'laɪəbəl/dɪ'pendəbəl/
exorbitant /ɪg'zɔːbɪtənt/
familiarise /fə'mɪliəraɪz/
feel an affinity with sb /ˌfiːl ən ə'fɪnəti wɪð ˌsʌmbɒdi/
flit between subjects /ˌflɪt bɪˌtwiːn 'sʌbdʒɪkts/
frazzled/exhausted /'fræzəld/ɪg'zɔːstəd/
gauge /geɪdʒ/
get a good night's sleep /get ə ˌgʊd naɪts 'sliːp/
get a grip /ˌget ə 'grɪp/
get cold feet /ˌget kəʊld 'fiːt/
get put off /ˌget pʊt 'ɒf/
give sth serious thought /ˌgɪv ˌsʌmθɪŋ ˌsɪəriəs 'θɔːt/
go through the roof /ˌgəʊ θruː ðə 'ruːf/
hammer sth into sb /'hæmə ˌsʌmθɪŋ ˌɪntə ˌsʌmbɒdi/
have a good understanding of sth /hæv ə ˌgʊd ˌʌndə'stændɪŋ əv ˌsʌmθɪŋ/
have a moment to spare /ˌhæv ə 'məʊmənt tə ˌspeə/
have reservations /ˌhæv ˌrezə'veɪʃənz/
head /hed/
homeschooling /'həʊmˌskuːlɪŋ/
hurdle /'hɜːdl/
improvised /'ɪmprəvaɪzd/
in a while /ɪn ə 'waɪl/
internship /'ɪntɜːnʃɪp/
invaluable /ɪn'væljuəbəl/
justification /ˌdʒʌstɪfɪ'keɪʃən/
keep one's composure /ˌkiːp wʌnz kəm'pəʊʒə/
keep things in perspective /ˌkiːp θɪŋz ɪn pə'spektɪv/
kick in /ˌkɪk 'ɪn/
lap sth up /ˌlæp ˌsʌmθɪŋ 'ʌp/
lead up to sth /ˌliːd 'ʌp tə ˌsʌmθɪŋ/
leap into the unknown /ˌliːp ˌɪntə ðiˌʌn'nəʊn/
lighten up /ˌlaɪtn 'ʌp/
looming /'luːmɪŋ/
madness /'mædnəs/
make a point of doing sth /meɪk ə ˌpɔɪnt əv 'duːɪŋ ˌsʌmθɪŋ/
make a slightly impulsive decision /meɪk ə ˌslaɪtli ɪmˌpʌlsɪv dɪ'sɪʒən/
manic /'mænɪk/
massively /'mæsɪvli/
meet the deadlines /ˌmiːt ðə 'dedlaɪnz/
memorise /'meməraɪz/
minefield /'maɪnfiːld/
mishap /'mɪshæp/

module /'mɒdjuːl/
muster the energy /ˌmʌstə ðiˈenədʒi/
my heart is pounding /maɪ ˌhɑːt ɪz 'paʊndɪŋ/
my mind goes blank /maɪ ˌmaɪnd gəʊz 'blæŋk/
narrow sth down /ˌnærəʊ ˌsʌmθɪŋ 'daʊn/
nervous wreck /ˌnɜːvəs 'rek/
not have a clue/a hope /ˌnɒt hæv ə 'kluː/ə 'həʊp/
notch up a win/a score /ˌnɒtʃ ʌp ə 'wɪn/ə 'skɔː/
offer guidance /ˌɒfə 'gaɪdəns/
online video tutorial /ˌɒnlaɪn ˌvɪdiəʊ tjuː'tɔːriəl/
overseas /ˌəʊvə'siːz/
paperwork /'peɪpəwɜːk/
past papers /ˌpɑːst 'peɪpəz/
perfect a skill /pəˌfekt ə 'skɪl/
persuasively /pə'sweɪsɪvli/
pile up /ˌpaɪl 'ʌp/
plagiarism /'pleɪdʒərɪzəm/
plastered in sth /'plɑːstəd ɪn ˌsʌmθɪŋ/
prime/striking/extreme/graphic/notable example /ˌpraɪm/ˌstraɪkɪŋ/ ɪkˌstriːm/ˌgræfɪk/ˌnəʊtəbəl ɪg'zɑːmpəl/
prod /prɒd/
prospect of sth /'prɒspekt əv ˌsʌmθɪŋ/
rambling /'ræmblɪŋ/
rational /'ræʃənəl/
recognition /ˌrekəg'nɪʃən/
register for sth /'redʒɪstə fə ˌsʌmθɪŋ/
regurgitate /rɪ'gɜːdʒɪteɪt/
repay/pay off a loan /rɪˌpeɪ/peɪ ˌɒf ə 'ləʊn/
repeatedly /rɪ'piːtədli/
reread /ˌriː'riːd/
restrict /rɪ'strɪkt/
retain information /rɪˌteɪn ˌɪnfə'meɪʃən/
revise /rɪ'vaɪz/
revision /rɪ'vɪʒən/
saddled with debt /ˌsædəld wɪð 'det/
sail through exams /ˌseɪl θruː ɪg'zæmz/
scribble /'skrɪbəl/
set sth out /ˌset ˌsʌmθɪŋ 'aʊt/
share one's expertise /ˌʃeə wʌnz ˌekspɜː'tiːz/
share the same concerns as sb /ˌʃeə ðə ˌseɪm kən'sɜːnz əz ˌsʌmbɒdi/
socialisation /ˌsəʊʃəlaɪ'zeɪʃən/
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 ˌʌp ðə 'kʌrɪdʒ/
take a proactive approach /ˌteɪk ə prəʊ'æktɪv əˌprəʊtʃ/
take sth in one's stride /ˌteɪk ˌsʌmθɪŋ ɪn wʌnz 'straɪd/
tangible /'tændʒəbəl/
teeter on the edge /ˌtiːtə(r) ɒn ði 'edʒ/
the odds of sth /ði 'ɒdz əv ˌsʌmθɪŋ/
the world is your oyster /ðə ˌwɜːld ɪz jə 'ɔɪstə/
thoroughly /'θʌrəli/
to hand /tə 'hænd/
top up a phone /tɒp ˌʌp ə 'fəʊn/
top up sb's drink /ˌtɒp ʌp ˌsʌmbɒdiz 'drɪŋk/
tutor /'tjuːtə/
type sth up /ˌtaɪp ˌsʌmθɪŋ 'ʌp/
underestimate /ˌʌndər'estɪmeɪt/
unparalleled /ʌn'pærəleld/
upcoming /'ʌpˌkʌmɪŋ/
use common sense /ˌjuːz ˌkɒmən 'sens/
use one's initiative /ˌjuːz wʌnz ɪ'nɪʃətɪv/
utilise pre-existing networks /ˌjuːtɪlaɪz priːɪgˌzɪstɪŋ 'netwɜːks/
value sth over sth /'væljuː ˌsʌmθɪŋ ˌəʊvə ˌsʌmθɪŋ/
vary /'veəri/
venture further afield /ˌventʃə ˌfɜːðər ə'fiːld/
weigh sth up /ˌweɪ ˌsʌmθɪŋ 'ʌp/
worth one's while /ˌwɜːθ wʌnz 'waɪl/
write sth off /ˌraɪt ˌsʌmθɪŋ 'ɒf/

Unit 3 Let's eat 4.3

ackee /'æki/
adopt a policy /əˌdɒpt ə 'pɒləsi/
aesthetic pleasure /iːsˌθetɪk 'pleʒə/
ailment /'eɪlmənt/
anticipation /ænˌtɪsɪ'peɪʃən/
appalled by sth /ə'pɔːld baɪ ˌsʌmθɪŋ/
appreciation /əˌpriːʃi'eɪʃən/
apricot /'eɪprɪkɒt/
associations /əˌsəʊsi'eɪʃənz/
at the heart of something /ət ðə 'hɑːt əv ˌsʌmθɪŋ/
baby octopus /ˌbeɪbi 'ɒktəpəs/
basil /'bæzəl/
beetle /'biːtl/
beetroot /'biːtruːt/
bend over backwards /ˌbend ˌəʊvə 'bækwədz/
bland/tasteless /blænd/'teɪstləs/
buckwheat /'bʌkwiːt/
burning/key/sensitive questions /ˌbɜːnɪŋ/ˌkiː/ˌsensətɪv 'kwestʃənz/
buzzy /'bʌzi/
capers /'keɪpəz/
carry on /ˌkæri 'ɒn/
cashew /kə'ʃuː/
cassava /kə'sɑːvə/
chewy /'tʃuːi/
chinking/clinking /tʃɪŋkɪŋ/klɪŋkɪŋ/
chop sth off /ˌtʃɒp ˌsʌmθɪŋ 'ɒf/
clam /klæm/
clove of garlic /ˌkləʊv əv 'gɑːlɪk/
cod /kɒd/
cognitive/emotional/learning difficulties /ˌkɒgnətɪv/ɪˌməʊʃənəl/ˌlɜːnɪŋ 'dɪfɪkəltiz/
conductor /kən'dʌktə/
conjure /'kʌndʒə/
consume /kən'sjuːm/
contributor to sth /kən'trɪbjətə tə ˌsʌmθɪŋ/
cooped up /ˌkuːpt 'ʌp/
coriander /ˌkɒri'ændə/
crepe /kreɪp/
cringe (at sth) /'krɪndʒ (ət ˌsʌmθɪŋ)/
crispy /'krɪspi/
crunchy /'krʌntʃi/
cuisine /kwɪ'ziːn/
cut back on sth /ˌkʌt 'bæk ɒn ˌsʌmθɪŋ/
cut sth off /ˌkʌt ˌsʌmθɪŋ 'ɒf/
cutlery /'kʌtləri/
delectable/processed/toothsome food /dɪˌlektəbəl/ˌprəʊsest/ˌtuːθsəm 'fuːd/
deliciousness /di'lɪʃəsnəs/
desire /dɪ'zaɪə/
desperate/uncontrollable cravings /ˌdespərət/ˌʌnkənˌtrəʊləbəl 'kreɪvɪŋz/
dietary/food choices /'daɪətəri/'fuːd ˌtʃɔɪsɪz/
dietary requirements /ˌdaɪətəri rɪ'kwaɪəmənts/
dine out /ˌdaɪn 'aʊt/
discourage sb from doing sth /dɪsˌkʌrɪdʒ ˌsʌmbɒdi frəm 'duːɪŋ ˌsʌmθɪŋ/
dish sth out /ˌdɪʃ ˌsʌmθɪŋ 'aʊt/
disheartened /dɪs'hɑːtnd/
disillusioned with sth /ˌdɪsɪ'luːʒənd wɪð ˌsʌmθɪŋ/
distress /dɪ'stres/

WORD LIST

drink sth up /ˌdrɪŋk ˌsʌmθɪŋ 'ʌp/
drop of (lemon juice) /ˌdrɒp əv ('lemən dʒuːs)/
eat sth up /ˌiːt ˌsʌmθɪŋ 'ʌp/
eating/spending/uncontrollable binges /'iːtɪŋ/'spendɪŋ/ ˌʌnkən'trəʊləbəl ˌbɪndʒɪz/
element /'eləmənt/
elemental /ˌelə'mentl/
elusive/fuzzy/keen sense of sth /ɪˌluːsɪv/ˌfʌzi/ˌkiːn 'sens əv ˌsʌmθɪŋ/
emotion /ɪ'məʊʃən/
emotional response /ɪˌməʊʃənəl rɪ'spɒns/
emphasise /'emfəsaɪz/
end up (doing sth) /ˌend ʌp ('duːɪŋ ˌsʌmθɪŋ)/
essence /'esəns/
essential /ɪ'senʃəl/
factor /'fæktə/
fatigue /fə'tiːg/
fatigued /fə'tiːgd/
feel low /ˌfiːl 'ləʊ/
fibre /'faɪbə/
fill sb up /ˌfɪl ˌsʌmbɒdi 'ʌp/
fine dining /ˌfaɪn 'daɪnɪŋ/
fleeting/simple pleasures /ˌfliːtɪŋ/ˌsɪmpəl 'pleʒəz/
freshness /'freʃnəs/
full-on /ˌfʊl 'ɒn/
fussy eater /ˌfʌsi 'iːtə/
garnish /'gɑːnɪʃ/
gather /'gæðə/
give sth up /ˌgɪv ˌsʌmθɪŋ 'ʌp/
glutinous /'gluːtɪnəs/
gobble sth up /ˌgɒbəl ˌsʌmθɪŋ 'ʌp/
good manners /ˌgʊd 'mænəz/
goose /guːs/
grasshopper /'grɑːsˌhɒpə/
greasy /'griːsi/
hand sth out /ˌhænd ˌsʌmθɪŋ 'aʊt/
harvest /'hɑːvəst/
have a fit /ˌhæv ə 'fɪt/
health promotion /'helθ prəˌməʊʃən/
homegrown food /ˌhəʊm grəʊn 'fuːd/
hum /hʌm/
hushed /hʌʃt/
impact /'ɪmpækt/
implement /'ɪmpləment/
inferior /ɪn'fɪəriə/
influence /'ɪnfluəns/
influential /ˌɪnflu'enʃəl/
interfere with sth /ˌɪntə'fɪə wɪð ˌsʌmθɪŋ/
kidneys /'kɪdniz/
knob of (butter) /ˌnɒb əv ('bʌtə)/
leek /liːk/
legitimate /lə'dʒɪtəmət/
lick /lɪk/
life-threatening /'laɪf ˌθretənɪŋ/
liver /'lɪvə/
lobster /'lɒbstə/
lump of (cheese) /ˌlʌmp əv ('tʃiːz)/
mackerel /'mækərəl/
madeleine /'mædleɪn/
meaningfulness /'miːnɪŋfəlnəs/
neuroscience /'njʊərəʊˌsaɪəns/
nutmeg /'nʌtmeg/
nutrition /njuː'trɪʃən/
nutritional /njuː'trɪʃənəl/
obesity /əʊ'biːsəti/
occupation /ˌɒkjə'peɪʃən/
occupational therapy /ˌɒkjəˌpeɪʃənəl 'θerəpi/
off /ɒf/
okra /'ɒkrə/
overbearing /ˌəʊvə'beərɪŋ/
overconsumption /ˌəʊvəkən'sʌmpʃən/
overcooked /ˌəʊvə'kʊkt/
oyster /'ɔɪstə/
paprika /'pæprɪkə/
parsley /'pɑːsli/
perfumed /'pɜːfjuːmd/
pick at sth /'pɪk ət ˌsʌmθɪŋ/
pinch of (salt) /ˌpɪntʃ əv ('sɔːlt)/
plan ahead /ˌplæn ə'hed/
popping /'pɒpɪŋ/
pour sth out /ˌpɔː ˌsʌmθɪŋ 'aʊt/
precious /'preʃəs/
produce /'prɒdjuːs/
promote healthy eating habits /prəˌməʊt ˌhelθi 'iːtɪŋ ˌhæbɪts/
proposal /prə'pəʊzəl/
psychological /ˌsaɪkə'lɒdʒɪkəl/
psychology /saɪ'kɒlədʒi/
rage /reɪdʒ/
rare/special/festive treat /ˌreə/ˌspeʃəl/ˌfestɪv 'triːt/
reward system /rɪ'wɔːd ˌsɪstəm/
roast beef /ˌrəʊst 'biːf/
saffron /'sæfrən/
salt pot /'sɔːlt pɒt/
sardine /ˌsɑː'diːn/
savoury /'seɪvəri/
sb's pet hate /ˌsʌmbɒdiz ˌpet 'heɪt/
sedentary /'sedəntəri/
sensation of pleasure /senˌseɪʃən əv 'pleʒə/
shellfish /'ʃelˌfɪʃ/
sip of (water) /ˌsɪp əv ('wɔːtə)/
sizzling /'sɪzəlɪŋ/
slice sth off /ˌslaɪs ˌsʌmθɪŋ 'ɒf/
slimy /'slaɪmi/
smoked /sməʊkt/
snack on sth /'snæk ɒn ˌsʌmθɪŋ/
soggy /'sɒgi/
spoonful of (honey) /ˌspuːnfʊl əv ('hʌni)/
sprig of (parsley) /ˌsprɪg əv ('pɑːsli)/
squid /skwɪd/
starched tablecloth /ˌstɑːtʃt 'teɪbəlklɒθ/
stick of (celery) /ˌstɪk əv ('seləri)/
stock up on sth /ˌstɒk 'ʌp ɒn ˌsʌmθɪŋ/
stodgy /'stɒdʒi/
stringy /'strɪŋi/
struggle on /ˌstrʌgəl 'ɒn/
sugar craving /'ʃʊgə ˌkreɪvɪŋ/
take sth over /ˌteɪk ˌsʌmθɪŋ 'əʊvə/
tea-soaked /'tiː səʊkt/
tidiness/untidiness /'taɪdinəs/ʌn'taɪdinəs/
tidy up /ˌtaɪdi 'ʌp/
trigger /'trɪgə/
unavoidable /ˌʌnə'vɔɪdəbəl/
universal /ˌjuːnə'vɜːsəl/
universe /'juːnəvɜːs/
unwelcoming /ʌn'welkəmɪŋ/
veal /viːl/
venison /'venɪsən/
wash up /ˌwɒʃ 'ʌp/
well-being /ˌwel'biːɪŋ/
wolf sth down /ˌwʊlf ˌsʌmθɪŋ 'daʊn/
wrap /ræp/
yuck! /jʌk/
zone out /ˌzəʊn 'aʊt/

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 ˌsʌmθɪŋ/
advance /əd'vɑːns/
advantage sb /əd'vɑːntɪdʒ ˌsʌmbɒdi/
aerodynamic /ˌeərəʊdaɪ'næmɪk/
affluence /'æfluəns/
affluent /'æfluənt/
alter /'ɔːltə/
alternate (v) /'ɔːltəneɪt/
alternate (n) /ɔːl'tɜːnət/
alternative (n, adj) /ɔːl'tɜːnətɪv/
amongst /ə'mʌŋkst/
apparent /ə'pærənt/
approach (n) /ə'prəʊtʃ/
approach sth /ə'prəʊtʃ ˌsʌmθɪŋ/
arguably/presumably /'ɑːgjʊəbli/prɪ'zjuːməbli/
as a matter of fact /əz ə ˌmætər əv 'fækt/
ascendancy /ə'sendənsi/
ascendant /ə'sendənt/
assimilate /ə'sɪməleɪt/
attach a file/a photo /əˌtætʃ ə 'faɪl/ə 'fəʊtəʊ/
authentic /ɔː'θentɪk/
authenticity /ˌɔːθen'tɪsəti/
aware /ə'weə/
awareness /ə'weənəs/
backlash against sth /'bæklæʃ əˌgenst ˌsʌmθɪŋ/
better /'betə/
bookmark a website/a homepage /ˌbʊkmɑːk ə 'websaɪt/ə 'həʊmpeɪdʒ/
bring out/release /ˌbrɪŋ 'aʊt/rɪ'liːs/
capitalise on sth /'kæpɪtəlaɪz ɒn ˌsʌmθɪŋ/
careless /'keələs/
carelessness /'keələsnəs/
cassette /kə'set/
cheapen /'tʃiːpən/
come into prominence /ˌkʌm ˌɪntə 'prɒmɪnəns/
commercial flop /kəˌmɜːʃəl 'flɒp/
composite /'kɒmpəzət/
compromise sth for convenience /ˌkɒmprəmaɪz ˌsʌmθɪŋ fə kən'viːniəns/
concise /kən'saɪs/
consistency /kən'sɪstənsi/
consistent /kən'sɪstənt/
contactless debit card /ˌkɒntæktləs 'debɪt kɑːd/
copyright /'kɒpiraɪt/
cue /kjuː/
current-day /ˌkʌrənt 'deɪ/
deter /dɪ'tɜː/
diligence /'dɪlɪdʒəns/
diligent /'dɪlɪdʒənt/
download /'daʊnləʊd/
download an app/an attachment /daʊnˌləʊd ən 'æp/ən ə'tætʃmənt/
downturn in sth /'daʊntɜːn ɪn ˌsʌmθɪŋ/
draw the line /ˌdrɔː ðə 'laɪn/
effectiveness /ə'fektɪvnəs/
enhance performance/interest /ɪnˌhɑːns pə'fɔːməns/'ɪntrəst/
enjoy a resurgence /ɪnˌdʒɔɪ ə rɪ'sɜːdʒəns/
enlarged /ɪn'lɑːdʒd/
enrich /ɪn'rɪtʃ/
enterprise /'entəpraɪz/
erase /ɪ'reɪz/
ever-better /ˌevə 'betə/
exercise bike /'eksəsaɪz baɪk/
expend /ɪk'spend/
expense /ɪk'spens/
extensive /ɪk'stensɪv/
fall by the wayside /ˌfɔːl baɪ ðə 'weɪsaɪd/
fan base /'fæn beɪs/
fibreglass /'faɪbəglɑːs/
flick through /ˌflɪk 'θruː/
formerly exclusive /ˌfɔːməli ɪk'skluːsɪv/
from scratch /frəm 'skrætʃ/
fuel improvements /ˌfjuːəl ɪm'pruːvmənts/
gimmick /'gɪmɪk/
give way to sth /gɪv 'weɪ tə ˌsʌmθɪŋ/
glare /gleə/
herald the arrival of sth /ˌherəld ði ə'raɪvəl əv ˌsʌmθɪŋ/
hold sb/sth in esteem /ˌhəʊld ˌsʌmbɒdi/ˌsʌmθɪŋ ɪn ɪ'stiːm/
horn /hɔːn/
ignorance /'ɪgnərəns/
ignorant /'ɪgnərənt/
ignore /ɪg'nɔː/
in a way /ɪn ə 'weɪ/
inanimate object /ɪnˌænɪmət 'ɒbdʒɪkt/
incremental gain /ˌɪŋkrəˌmentl 'geɪn/
indeed /ɪn'diːd/
industry standard /ˌɪndəstri 'stændəd/
ingenuity /ˌɪndʒə'njuːəti/
interestingly/curiously /'ɪntrəstɪŋli/'kjʊəriəsli/
leak in /ˌliːk 'ɪn/
legitimacy /lɪ'dʒɪtəməsi/
legitimate /lə'dʒɪtəmət/
legitimise /lɪ'dʒɪtəmaɪz/
log on to Facebook/a Wi-Fi network /lɒg ˌɒn tə 'feɪsbʊk/ə 'waɪ faɪ ˌnetwɜːk/
mainstream /'meɪnstriːm/
make strides /ˌmeɪk 'straɪdz/
manageable /'mænɪdʒəbəl/
manifest (v, adj) /'mænɪfest/
manifestation /ˌmænɪfe'steɪʃən/
modern counterpart /ˌmɒdn 'kaʊntəpɑːt/
music piracy /ˌmjuːzɪk 'paɪərəsi/
nick /nɪk/
novice (n, adj) /'nɒvɪs/
nurture /'nɜːtʃə/
optimal /'ɒptɪməl/
optimise /'ɒptɪmaɪz/
optimum /'ɒptɪməm/
outsell sth /aʊt'sel ˌsʌmθɪŋ/
pace /peɪs/
pedometer /pe'dɒmɪtə/
phonograph /'fəʊnəgrɑːf/
plainly /'pleɪnli/
plot /plɒt/
pole /pəʊl/
popularity /ˌpɒpjə'lærəti/
portability /ˌpɔːtə'bɪləti/
portable /'pɔːtəbəl/
post a comment /ˌpəʊst ə 'kɒment/
potentially /pə'tenʃəli/
predominance /prɪ'dɒmɪnəns/
the predominant choice /ðə prɪˌdɒmɪnənt 'tʃɔɪs/
press /pres/
prevail /prɪ'veɪl/
privacy /'prɪvəsi/
proliferation /prəˌlɪfə'reɪʃən/
prolific /prə'lɪfɪk/
prominence /'prɒmənəns/

prominent /'prɒmɪnənt/
provider /prə'vaɪdə/
prowess /'praʊəs/
purpose-built /ˌpɜːpəs 'bɪlt/
push sth out /ˌpʊʃ ˌsʌmθɪŋ 'aʊt/
push the limits /ˌpʊʃ ðə 'lɪmɪts/
regrettably /rɪ'gretəbli/
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) /ˌriːteɪl ət wʌn 'θaʊzənd/
ride on sth /'raɪd ɒn ˌsʌmθɪŋ/
royalties /'rɔɪəltiz/
savour /'seɪvə/
sb's brainchild /ˌsʌmbɒdiz 'breɪntʃaɪld/
seemingly mundane /ˌsiːmɪŋli mʌn'deɪn/
set a record /ˌset ə 'rekɔːd/
share a link/a photo /ˌʃeər ə 'lɪŋk/ə 'fəʊtəʊ/
significantly /sɪg'nɪfɪkəntli/
simplicity /sɪm'plɪsəti/
soundproof /'saʊndpruːf/
sports gear /'spɔːts gɪə/
squeeze into sth /'skwiːz ˌɪntə ˌsʌmθɪŋ/
start to decline /ˌstɑːt tə dɪ'klaɪn/
stream music/a video /striːm 'mjuːzɪk/ə 'vɪdiəʊ/
streamlined /'striːmˌlaɪnd/
strikingly /'straɪkɪŋli/
superficial /ˌsuːpə'fɪʃəl/
superior /suː'pɪəriə/
swipe a card /ˌswaɪp ə 'kɑːd/
talk sb through sth /ˌtɔːk ˌsʌmbɒdi 'θruː ˌsʌmθɪŋ/
to some extent /tə ˌsəm ɪk'stent/
track /træk/
track and field /ˌtræk ənd 'fiːld/
transistor radio /trænˌzɪstə 'reɪdiəʊ/
ultra-light /'ʌltrəlaɪt/
update one's profile/status /ʌpˌdeɪt wʌnz 'prəʊfaɪl/'steɪtəs/
utilise /'juːtɪlaɪz/
vinyl record /ˌvaɪnəl 'rekɔːd/
wireless router /ˌwaɪələs 'ruːtə/

Unit 5 All in a day's work 4.5

a flying start to sth /ə ˌflaɪɪŋ 'stɑːt tə ˌsʌmθɪŋ/
acknowledge /ək'nɒlɪdʒ/
adaptability /əˌdæptə'bɪlətɪ/
adaptable /ə'dæptəbəl/
amount to (£200) /əˌmaʊnt tə tuː 'hʌndrɪd/
applicant /'æplɪkənt/
application /ˌæplɪ'keɪʃən/
apply /ə'plaɪ/
assortment /ə'sɔːtmənt/
at a loss/at sea /ˌət ə 'lɒs/ˌət 'siː/
authenticity /ˌɔːθen'tɪsəti/
back /bæk/
backer /'bækə/
barista /bɑːr'iːstə/
be snowed under /bi ˌsnəʊd 'ʌndə/
break into the job market /ˌbreɪk ˌɪntə ðə 'dʒɒb ˌmɑːkət/
bring sb in /ˌbrɪŋ ˌsʌmbɒdi 'ɪn/
brush up on one's skills /brʌʃ ˌʌp ɒn wʌnz 'skɪlz/
build a brand/a business/a customer base /ˌbɪld ə 'brænd/ə 'bɪznəs/ə ˌkʌstəmə 'beɪs/
by accident/by chance /baɪ 'æksədənt/baɪ 'tʃɑːns/
by means of /baɪ 'miːnz əv/
by virtue of /baɪ 'vɜːtʃuː əv/
competence /'kɒmpɪtəns/
competent /'kɒmpɪtənt/
competition /ˌkɒmpə'tɪʃən/
counter-productive /ˌkaʊntə prə'dʌktɪv/
cover the expenses /ˌkʌvə ðɪ ɪk'spensɪz/
curiosity /ˌkjʊəri'ɒsəti/
curious (to know) /ˌkjʊəriəs (tə 'nəʊ)/
dedication /ˌdedɪ'keɪʃən/
detrimental to sth /ˌdetrɪ'mentl tə ˌsʌmθɪŋ/
do a short-term placement /ˌduː ə ˌʃɔːt tɜːm 'pleɪsmənt/
do an unpaid internship /ˌduː ən ˌʌnˌpeɪd 'ɪntɜːnʃɪp/
eager to do sth /ˌiːgə tə 'duː ˌsʌmθɪŋ/
emerge /ɪ'mɜːdʒ/
employ /ɪm'plɔɪ/
employer /ɪm'plɔɪə/
employment /ɪm'plɔɪmənt/
enthuse about sth /ɪn'θjuːz əˌbaʊt ˌsʌmθɪŋ/
entrepreneurial /ˌɒntrəprə'nɜːriəl/
entrepreneurship /ˌɒntrəprə'nɜːʃɪp/
entry-level job /ˌentri ˌlevəl 'dʒɒb/
favourable /'feɪvərəbəl/
figure /'fɪgə/
fluctuations in revenue /ˌflʌktʃuˌeɪʃənz ɪn 'revənjuː/
follow one's gut instinct/one's heart/one's dream /ˌfɒləʊ wʌnz ˌgʌt 'ɪnstɪŋkt/wʌnz 'hɑːt/wʌnz 'driːm/
found a charity/a business/a company /ˌfaʊnd ə 'tʃærəti/ə 'bɪznəs/ə 'kʌmpəni/
fresh out of (university) /ˌfreʃ aʊt əv (ˌjuːnɪ'vɜːsəti)/
funding /'fʌndɪŋ/
gain (hands-on) experience /ˌgeɪn (ˌhændz ɒn) ɪk'spɪəriəns/
gain feedback/recognition/insight into sth /ˌgeɪn 'fiːdbæk/ ˌrekəg'nɪʃən/'ɪnsaɪt ˌɪntə ˌsʌmθɪŋ/
gauge people's opinions /ˌgeɪdʒ ˌpiːpəlz ə'pɪnjənz/
get a financial incentive /ˌget ə faɪˌnænʃəl ɪn'sentɪv/
get a pension /ˌget ə 'penʃən/
get a rise /ˌget ə 'raɪz/
get on the first rung of the ladder /ˌget ɒn ðə ˌfɜːst ˌrʌŋ əv ðə 'lædə/
get one's foot in the door /ˌget wʌnz ˌfʊt ɪn ðə 'dɔː/
get perks /ˌget 'pɜːks/
have a great rapport with sb /ˌhæv ə greɪt ræ'pɔː wɪð ˌsʌmbɒdi/
have a permanent contract /ˌhæv ə ˌpɜːmənənt 'kɒntrækt/
have the guts to do sth /ˌhæv ðə ˌgʌts tə 'duː ˌsʌmθɪŋ/
hit the ground running /ˌhɪt ðə ˌgraʊnd 'rʌnɪŋ/
humble /'hʌmbəl/
humility /hjuː'mɪlətɪ/
hyper-competitive /ˌhaɪpəkəm'petətɪv/
hyper-competitiveness /ˌhaɪpəkəm'petətɪvnəs/
in the wrong/at fault /ˌɪn ðə 'rɒŋ/ət 'fɔːlt/
in vain/to no avail /ɪn 'veɪn/tə ˌnəʊ ə'veɪl/
interest on sth /'ɪntrəst ɒn ˌsʌmθɪŋ/
intern (n) /'ɪntɜːn/
intern (v) /ɪn'tɜːn/
interview (n) /'ɪntəvjuː/
interview sb (v) /'ɪntəvjuː ˌsʌmbɒdi/
interviewee /ˌɪntəvju'iː/
interviewer /'ɪntəvjuːə/
investment /ɪn'vestmənt/
investor /ɪn'vestə/
jeopardise /'dʒepədaɪz/
jump-start one's career /ˌdʒʌmp stɑːt wʌnz kə'rɪə/
keenness /'kiːnnəs/
keep tabs on sb/sth /ˌkiːp 'tæbz ɒn ˌsʌmbɒdi/ˌsʌmθɪŋ/
land a (permanent) job /ˌlænd ə (ˌpɜːmənənt) 'dʒɒb/
landscaper /'lænˌskeɪpə/

legal advice /ˌliːgəl ədˈvaɪs/
low point /ˈləʊ pɔɪnt/
make a mint /ˌmeɪk ə ˈmɪnt/
make a profit/loss /ˌmeɪk ə ˈprɒfɪt/ˈlɒs/
make ends meet /ˌmeɪk endz ˈmiːt/
make one's target /ˌmeɪk wʌnz ˈtɑːgət/
make oneself indispensable /ˌmeɪk wʌnˌself ˌɪndɪˈspensəbəl/
make up/compensate for sth /ˌmeɪk ˈʌp/ˈkɒmpənseɪt fə ˌsʌmθɪŋ/
manage /ˈmænɪdʒ/
management /ˈmænɪdʒmənt/
manager /ˈmænɪdʒə/
materialise /məˈtɪəriəlaɪz/
menial task /ˌmiːniəl ˈtɑːsk/
milestone /ˈmaɪlstəʊn/
minimum wage /ˌmɪnɪməm ˈweɪdʒ/
multinational /ˌmʌltɪˈnæʃənəl/
nurture talent /ˌnɜːtʃə ˈtælənt/
offer sb a full-time post /ˌɒfə ˌsʌmbɒdi ə ˌfʊl taɪm ˈpəʊst/
one-dimensional /ˌwʌn daɪˈmentʃənəl/
order sb around /ˌɔːdə ˌsʌmbɒdi əˈraʊnd/
overly /ˈəʊvəli/
perseverance /ˌpɜːsəˈvɪərəns/
persevering /ˌpɜːsəˈvɪərɪŋ/
persevere in sth /ˌpɜːsəˈvɪər ɪn ˌsʌmθɪŋ/
persistence /pəˈsɪstəns/
persistent /pəˈsɪstənt/
pet groomer /ˈpet ˌgruːmə/
phony /ˈfəʊni/
positives to sth /ˈpɒzətɪvz tə ˌsʌmθɪŋ/
press on /ˌpres ˈɒn/
pressured /ˈpreʃəd/
promote /prəˈməʊt/
promotion /prəˈməʊʃən/
prospective employee /prəˌspektɪv ɪmˈplɔiːiː/
prosperity /prɒˈsperəti/
prosperous /ˈprɒspərəs/
put on a brave face /ˌpʊt ɒn ə ˌbreɪv ˈfeɪs/
put sb at ease /ˌpʊt ˌsʌmbɒdi ət ˈiːz/
quiz /kwɪz/
realise the potential of sth /ˌrɪəlaɪz ðə pəˈtenʃəl əv ˌsʌmθɪŋ/
reckon /ˈrekən/
recruit /rɪˈkruːt/
recruit talent/a new manager/students /rɪˌkruːt ˈtælənt/ə ˌnjuː ˈmænɪdʒə/ˈstjuːdənts/
recruitment /rɪˈkruːtmənt/
regular income /ˌregjələ ˈɪŋkʌm/
reliable source of income /rɪˌlaɪəbəl ˌsɔːs əv ˈɪŋkʌm/
replaceable/irreplaceable /riˈpleɪsəbəl/ˌɪrɪˈpleɪsəbəl/
resourceful /rɪˈzɔːsfəl/
resourcefulness /riˈzɔːsfəlnəs/
restless /ˈrestləs/
restlessness /ˈrestləsnəs/
run a business /ˌrʌn ə ˈbɪznəs/
sack /sæk/
saleable /ˈseɪləbəl/
scupper/damage one's chances /ˌskʌpə/ˌdæmɪdʒ wʌnz ˈtʃɑːnsɪz/
see a return /ˌsiː ə rɪˈtɜːn/
self-assurance /ˌself əˈʃɔːrənts/
self-assured /ˌself əˈʃɔːd/
set up/develop a scheme /ˌset ʌp/dɪˌveləp ə ˈskiːm/
share (n) /ʃeə/
shelf stacker /ˈʃelf ˌstækə/
sincere /sɪnˈsɪə/
sincerity /sɪnˈserəti/
slave away /ˌsleɪv əˈweɪ/
stand little chance of doing sth /ˌstænd ˌlɪtl ˌtʃɑːns əv ˈduːɪŋ ˌsʌmθɪŋ/
stand up for sb /ˌstænd ˈʌp fə ˌsʌmbɒdi/
start-up /ˈstɑːt ʌp/
strand /strænd/
strive /straɪv/
sustain economic growth/a business plan/financial losses /səˌsteɪn ˌekəˌnɒmɪk ˈgrəʊθ/ə ˈbɪznəs plæn/fəˌnænʃəl ˈlɒsɪz/
take sb on /ˌteɪk ˌsʌmbɒdi ˈɒn/
tenacious /təˈneɪʃəs/
tenacity /təˈnæsəti/
thus /ðʌs/
to some extent/a certain degree /tə ˌsəm ɪkˈstent/ə ˌsɜːtn dɪˈgriː/
train /treɪn/
training /ˈtreɪnɪŋ/
tricky /ˈtrɪki/
try one's luck /ˌtraɪ wʌnz ˈlʌk/
uncertainty /ʌnˈsɜːtnti/
undergraduate /ˌʌndəˈgrædʒuət/
usher /ˈʌʃə/
vital /ˈvaɪtl/
weigh one's words /ˌweɪ wʌnz ˈwɜːdz/
willing /ˈwɪlɪŋ/
willingness/unwillingness /ˈwɪlɪŋnəs/ʌnˈwɪlɪŋnəs/
work for a pittance/for peanuts /ˌwɜːk fə ə ˈpɪtəns/fə ˈpiːnʌts/
work for nothing /ˌwɜːk fə ˈnʌθɪŋ/
work on commission /ˌwɜːk ɒn kəˈmɪʃən/
work overtime /ˌwɜːk ˈəʊvətaɪm/

Unit 6 Journeys 4.6

aim/purpose /eɪm/ˈpɜːpəs/
apprehensive about sth /ˌæprɪˈhensɪv əˌbaʊt ˌsʌmθɪŋ/
assign /əˈsaɪn/
awe-inspiring /ˈɔː ɪnˌspaɪərɪŋ/
bank on sb /ˈbæŋk ɒn ˌsʌmbɒdi/
bear (v) /beə/
bearable /ˈbeərəbəl/
bohemian /bəˈhiːmiən/
bone-dry /ˌbəʊn ˈdraɪ/
boot /buːt/
bottom line /ˌbɒtəm ˈlaɪn/
bound /baʊnd/
braying /ˈbreɪɪŋ/
buffet car /bəˈfeɪ kɑː/
burn sth down /ˌbɜːn ˌsʌmθɪŋ ˈdaʊn/
bypass /ˈbaɪpɑːs/
cabin /ˈkæbɪn/
canvass opinions /ˌkænvəs əˈpɪnjənz/
carcass /ˈkɑːkəs/
cavalry /ˈkævəlri/
check on sb/sth /ˈtʃek ɒn ˌsʌmbɒdi/ˌsʌmθɪŋ/
choke /tʃəʊk/
chug /tʃʌg/
cite /saɪt/
clang /klæŋ/
compete /kəmˈpiːt/
competitive /kəmˈpetətɪv/
compile /kəmˈpaɪl/
convergence /kənˈvɜːdʒənts/
cruise /kruːz/
daunt /dɔːnt/
daunting /ˈdɔːntɪŋ/
decisive /dɪˈsaɪsɪv/
delight /dɪˈlaɪt/
delightful /dɪˈlaɪtfəl/
diminish /dɪˈmɪnɪʃ/
dissimilar /dɪˈsɪmələ/

WORD LIST

divisible/divisive /dɪ'vɪzəbəl/də'vaɪsɪv/
division /dɪ'vɪʒən/
dotted with sth /'dɒtɪd wɪð ˌsʌmθɪŋ/
dwindle /'dwɪndəl/
dwindling /'dwɪndəlɪŋ/
earplug /'ɪəplʌg/
embark /ɪm'bɑːk/
embark on a trip /ɪmˌbɑːk ɒn ə 'trɪp/
embarkation /ˌembɑː'keɪʃən/
exert influence /ɪgˌzɜːt 'ɪnfluəns/
exhilarating experience /ɪgˌzɪləreɪtɪŋ ɪk'spɪəriəns/
express service /ɪk'spres ˌsɜːvɪs/
extraterrestrial /ˌekstrətə'restriəl/
ferociously /fə'rəʊʃəsli/
fit in with sb/sth /ˌfɪt 'ɪn wɪð ˌsʌmbɒdi/ˌsʌmθɪŋ/
flap /flæp/
flappy /'flæpi/
flock of vultures /ˌflɒk əv 'vʌltʃəz/
flutter /'flʌtə/
force /fɔːs/
forceful /'fɔːsfəl/
game drive /'geɪm draɪv/
game reserve /'geɪm rɪˌzɜːv/
gear stick /'gɪə stɪk/
get away from it all /ˌget ə'weɪ frəm ɪt ˌɔːl/
get off the beaten track /get ˌɒf ðə ˌbiːtn 'træk/
ghost town /'gəʊst taʊn/
give it a go /ˌgɪv ɪt ə 'gəʊ/
gloom /gluːm/
go with the flow /ˌgəʊ wɪð ðə 'fləʊ/
grasslands /'grɑːslændz/
grassy /'grɑːsi/
gravel /'grævəl/
graze /greɪz/
haggle /'hægəl/
halt /hɔːlt/
handy /'hændi/
hard going /ˌhɑːd 'gəʊɪŋ/
haunting beauty /ˌhɔːntɪŋ 'bjuːti/
head off /ˌhed 'ɒf/
high-spirited /ˌhaɪ 'spɪrɪtɪd/
hillock /'hɪlək/
homesickness /'həʊmˌsɪknəs/
honk /hɒŋk/
hostel dorm /ˌhɒstl 'dɔːm/
hover /'hɒvə/
humidity /hjuː'mɪdəti/
hunter-gatherers /ˌhʌntə 'gæðərəz/
identify /aɪ'dentɪfaɪ/
impale /ɪm'peɪl/
infinity /ɪn'fɪnəti/
inviting /ɪn'vaɪtɪŋ/
it's a jungle out there /ɪts ə 'dʒʌŋgəl aʊt ˌðeə/
itinerary /aɪ'tɪnərəri/
jet lag /'dʒet læg/
keep an eye on sth /ˌkiːp ən 'aɪ ɒn ˌsʌmθɪŋ/
leap /liːp/
lope /ləʊp/
mindful of sth /'maɪndfəl əv ˌsʌmθɪŋ/
mirage /mɪ'rɑːʒ/
mosquito coil /mə'skiːtəʊ kɔɪl/
mountaineering holiday /ˌmaʊntə'nɪərɪŋ ˌhɒlədeɪ/
neighbouring /'neɪbərɪŋ/
nothingness /'nʌθɪŋnəs/
offend /ə'fend/
offensive /ə'fensɪv/
on the face of it /ɒn ðə 'feɪs əv ɪt/
ostrich /'ɒstrɪtʃ/
outline /'aʊtlaɪn/
overhead locker /ˌəʊvəˌhed 'lɒkə/
overnight express /ˌəʊvənaɪt ɪk'spres/
overview /'əʊvəvjuː/
pass for sth /'pɑːs fə ˌsʌmθɪŋ/
pass sth on /ˌpɑːs ˌsʌmθɪŋ 'ɒn/
pay a visit /ˌpeɪ ə 'vɪzɪt/
pier /pɪə/
pile in /ˌpaɪl 'ɪn/
pinch oneself /'pɪntʃ wʌnˌself/
play it by ear /ˌpleɪ ɪt baɪ 'ɪə/
precondition /ˌpriːkən'dɪʃən/
preen each other /'priːn iːtʃ ˌʌðə/
prey on sth /'preɪ ɒn ˌsʌmθɪŋ/
primeval /praɪ'miːvəl/
principal /'prɪnsəpəl/
proceed /prə'siːd/
quayside /'kiːsaɪd/
recede /rɪ'siːd/
reef /riːf/
relative /'relətɪv/
relieve stress /rɪˌliːv 'stres/
respectable/respectful /rɪ'spektəbəl/rɪ'spektfəl/
rip sb off /ˌrɪp ˌsʌmbɒdi 'ɒf/
roam /rəʊm/
roll up /ˌrəʊl 'ʌp/
roundabout /'raʊndəbaʊt/
sand dune /'sænd djuːn/
scare the daylights out of sb /ˌskeə ðə 'deɪlaɪts aʊt əv ˌsʌmbɒdi/
seaside resort /ˌsiːsaɪd 'rɪzɔːt/
settlement /'setlmənt/
settler /'setlə/
shifting sands /ˌʃɪftɪŋ 'sændz/
shimmer /'ʃɪmə/
shrouded in sth /'ʃraʊdɪd ɪn ˌsʌmθɪŋ/
slacken speed /ˌslækən 'spiːd/
sleeper /'sliːpə/
snore /snɔː/
soak up the local atmosphere /ˌsəʊk ʌp ðə ˌləʊkəl 'ætməsfɪə/
spare /speə/
spectre /'spektə/
spirit /'spɪrɪt/
spontaneity /ˌspɒntə'neɪəti/
stagger /'stægə/
stand sb in good stead /ˌstænd ˌsʌmbɒdi ɪn ˌgʊd 'sted/
stony /'stəʊni/
stretch /stretʃ/
swallow /'swɒləʊ/
sweaty /'sweti/
swing it for sb /'swɪŋ ɪt fə ˌsʌmbɒdi/
take a dip /ˌteɪk ə 'dɪp/
teeming with sth/sb /'tiːmɪŋ wɪð ˌsʌmθɪŋ/ˌsʌmbɒdi/
termite mound /'tɜːmaɪt maʊnd/
the former/the latter /ðə 'fɔːmə/ðə 'lætə/
tick-box exercise /ˌtɪk bɒks 'eksəsaɪz/
tight budget /ˌtaɪt 'bʌdʒət/
tinge /tɪndʒ/
towering /'taʊərɪŋ/
tranquillity /træŋ'kwɪləti/
travel on a shoestring /ˌtrævəl ɒn ə 'ʃuːˌstrɪŋ/
troop of baboons /ˌtruːp əv bə'buːnz/
trot through sth /'trɒt ˌθruː ˌsʌmθɪŋ/
trundle /'trʌndl/
tuck into sth /ˌtʌk 'ɪntə ˌsʌmθɪŋ/

twinkle /'twɪŋkəl/
underwhelmed /ˌʌndə'welmd/
unforeseen /ˌʌnfɔː'siːn/
use one's time wisely /ˌjuːz wʌnz ˌtaɪm 'waɪzli/
variable/varying /'veəriəbəl/'veəriɪŋ/
vary /'veəri/
venture /'ventʃə/
venue /'venjuː/
weather-beaten /'weðə ˌbiːtən/
wheel (v) /wiːl/
wildebeest /'wɪldəbiːst/
words of wisdom /ˌwɜːdz əv 'wɪzdəm/

Unit 7 Express yourself 4.7

action-packed /'ækʃən pækt/
aisles /aɪlz/
avant-garde/experimental theatre /ˌævɒŋˌgɑːd/ɪkˌsperɪˌmentl 'θɪətə/
avoid at all costs /əˌvɔɪd ət ˌɔːl 'kɒsts/
bestselling /ˌbest'selɪŋ/
biographer /baɪ'ɒgrəfə/
bloodshed /'blʌdʃed/
burst onto the scene /ˌbɜːst ˌɒntə ðə 'siːn/
captivate /'kæptɪveɪt/
captivating /'kæptɪveɪtɪŋ/
captivation /ˌkæptɪ'veɪʃən/
car-boot sale /'kɑː buːt seɪl/
cast (n, v) /kɑːst/
casting agent /'kɑːstɪŋ ˌeɪdʒənt/
choral /'kɔːrəl/
cinematographer /ˌsɪnəmə'tɒgrəfə/
circuit /'sɜːkɪt/
clapped-out /ˌklæpt 'aʊt/
commemorate /kə'meməreɪt/
commission (n, v) /kə'mɪʃən/
compelling /kəm'pelɪŋ/
convincingly (real) /kənˌvɪnsɪŋli ('rɪəl)/
core values /ˌkɔː 'væljuːz/
crammed /kræmd/
crave /kreɪv/
creative hub /kriˌeɪtɪv 'hʌb/
crowdfunding /'krəʊd ˌfʌndɪŋ/
cultural institution /ˌkʌltʃərəl ˌɪnstɪ'tjuːʃən/
curator /kjʊ'reɪtə/
date easily /ˌdeɪt 'iːzəli/
defiance /dɪ'faɪəns/
defiant /dɪ'faɪənt/
defy categorization /dɪˌfaɪ ˌkætəgəraɪ'zeɪʃən/
depict /dɪ'pɪkt/
disarm /dɪs'ɑːm/
disarmament /dɪs'ɑːməmənt/
disarming /dɪs'ɑːmɪŋ/
dispiriting /dɪ'spɪrɪtɪŋ/
dispossess /ˌdɪspə'zes/
dispossessed /ˌdɪspə'zest/
dispossession /ˌdɪspə'zeʃən/
distressing /dɪ'stresɪŋ/
disturbing /dɪ'stɜːbɪŋ/
done deal /ˌdʌn 'diːl/
emerging /ɪ'mɜːdʒɪŋ/
empathetic towards sb /ˌempə'θetɪk təˌwɔːdz ˌsʌmbɒdi/
empathy /'empəθi/
enthral /ɪn'θrɔːl/
epic story/journey/proportions /ˌepɪk 'stɔːri/'dʒɜːni/prə'pɔːʃənz/
establish /ɪ'stæblɪʃ/
established /ɪ'stæblɪʃt/
establishment /ɪ'stæblɪʃmənt/
eternal /ɪ'tɜːnəl/
excellence /'eksələns/
exploit /'eksplɔɪt/
far-fetched /ˌfɑː 'fetʃt/
far-reaching /ˌfɑː 'riːtʃɪŋ/
feisty /'faɪsti/
flop /flɒp/
flurry of sth /'flʌri əv ˌsʌmθɪŋ/
fuel readers' imagination /ˌfjuːəl ˌriːdəz ɪˌmædʒɪ'neɪʃən/
full-length play/dress/poetry collection /ˌfʊl ˌleŋkθ 'pleɪ/'dres/'pəʊətri kəˌlekʃən/
gallery owner /'gæləri ˌəʊnə/
gape /geɪp/
graphic /'græfɪk/
gripping /'grɪpɪŋ/
gross /grəʊs/
handle /'hændl/
harsh /hɑːʃ/
haul /hɔːl/
haunting /'hɔːntɪŋ/
have the nerve to do sth /ˌhæv ðə ˌnɜːv tə 'duː ˌsʌmθɪŋ/
heart-pounding /'hɑːt ˌpaʊndɪŋ/
heart-stopping /'hɑːt ˌstɒpɪŋ/
highest-grossing /ˌhaɪɪst 'grəʊsɪŋ/
hold one's breath /ˌhəʊld wʌnz 'breθ/
hooked /hʊkt/
hugely successful /ˌhjuːdʒli sək'sesfəl/
if anything /ɪf 'eniθɪŋ/
if in doubt /ɪf ɪn 'daʊt/
ill-judged /ˌɪl 'dʒʌdʒd/
immortal soul /ɪˌmɔːtəl 'səʊl/
immortal truths/words /ɪˌmɔːtəl 'truːðz/'wɜːdz/
in unison /ɪn 'juːnɪsən/
indulge /ɪn'dʌldʒ/
indulgence /ɪn'dʌldʒəns/
indulgent /ɪn'dʌldʒənt/
infiltrate /'ɪnfɪltreɪt/
innovate /'ɪnəveɪt/
innovation /ˌɪnə'veɪʃən/
innovative /'ɪnəvətɪv/
interact with sb /ˌɪntər'ækt wɪð ˌsʌmbɒdi/
intertwine /ˌɪntə'twaɪn/
inventively designed /ɪnˌventɪvli di'zaɪnd/
keep sth in check /ˌkiːp ˌsʌmθɪŋ ɪn 'tʃek/
keep the viewers on the edge of their seats /ˌkiːp ðə ˌvjuːəz ɒn ði ˌedʒ əv ðeə 'siːts/
legal battle /ˌliːgəl 'bætl/
local regeneration /ˌləʊkəl rɪˌdʒenə'reɪʃən/
long-running /ˌlɒŋ 'rʌnɪŋ/
marginalisation /ˌmɑːdʒɪnəlaɪ'zeɪʃən/
marginalise /'mɑːdʒɪnəlaɪz/
marginalised /'mɑːdʒɪnəlaɪzd/
melodic /mə'lɒdɪk/
mesmerised /'mezməraɪzd/
mesmerising /'mezməraɪzɪŋ/
mind-blowing /'maɪnd ˌbləʊɪŋ/
mythological /ˌmɪθə'lɒdʒɪkəl/
mythology /mɪ'θɒlədʒi/
novelist /'nɒvəlɪst/
on stage /ɒn 'steɪdʒ/
open mic night /ˌəʊpən 'maɪk naɪt/
overrated /ˌəʊvə'reɪtəd/
pack sth out /ˌpæk ˌsʌmθɪŋ 'aʊt/
page poet /'peɪdʒ ˌpəʊət/
percussive /pə'kʌsɪv/

PG (13) rating /ˌpiː dʒiː (θɜːˈtiːn) ˌreɪtɪŋ/
phenomenal /fɪˈnɒmənəl/
playwright /ˈpleɪraɪt/
plead with sb /ˈpliːd wɪð ˌsʌmbɒdi/
plot twist /ˈplɒt twɪst/
plotline /ˈplɒtlaɪn/
poetry slam /ˈpəʊətri slæm/
pop-up shop /ˈpɒp ʌp ʃɒp/
popularise /ˈpɒpjʊlərəraɪz/
prank /præŋk/
prestigious /preˈstɪdʒəs/
prime mover /ˌpraɪm ˈmuːvə/
profoundly/deeply (moving) /prəˌfaʊndli/ˌdiːpli (ˈmuːvɪŋ)/
propel /prəˈpel/
property developer /ˈprɒpəti dɪˌveləpə/
prophet /ˈprɒfət/
props /prɒps/
provocation /ˌprɒvəˈkeɪʃən/
provocative /prəˈvɒkətɪv/
provoke /prəˈvəʊk/
public consultation /ˌpʌblɪk ˌkɒnsəlˈteɪʃən/
quick-witted /ˌkwɪk ˈwɪtɪd/
radical /ˌrædɪkəl/
raw emotions/passions /ˌrɔː iˈməʊʃənz/ˈpæʃənz/
raw materials /ˌrɔː məˈtɪəriəlz/
reboot /ˌriːˈbuːt/
recast /ˌriːˈkɑːst/
received /rɪˈsiːvd/
recipient /rɪˈsɪpiənt/
redevelopment plans /ˌriːdɪˈveləpmənt plænz/
refreshingly (different) /rɪˌfreʃɪŋli (ˈdɪfərənt)/
replicate /ˈreplɪkeɪt/
respective /rɪˈspektɪv/
retelling /ˌriːˈtelɪŋ/
rhythmic /ˈrɪðmɪk/
riveting /ˈrɪvətɪŋ/
sculptor /ˈskʌlptə/
second only to sth /ˌsekənd ˈəʊnli tə ˌsʌmθɪŋ/
self-belief /ˌself bəˈliːf/
sheer sense of sth /ˌʃɪə ˈsens əv ˌsʌmθɪŋ/
sign sb up /ˌsaɪn ˌsʌmbɒdi ˈʌp/
slack-jawed /ˌslæk ˈdʒɔːd/
soloist /ˈsəʊləʊɪst/
sound engineer /ˈsaʊnd ˌendʒɪˌnɪə/
spine-chilling /ˈspaɪn ˌtʃɪlɪŋ/
spoken word/performance poetry /ˌspəʊkən ˌwɜːd/pəˌfɔːməns ˈpəʊətri/
sponsorship deal /ˈspɒnsəʃɪp diːl/
stage /steɪdʒ/
stage version /ˈsteɪdʒ ˌvɜːʃən/
stilts /stɪlts/
storytelling /ˈstɔːri ˌtelɪŋ/
superbly /suˈpɜːbli/
suspect /səˈspekt/
suspend disbelief /səˌspend ˌdɪsbɪˈliːf/
suspicion /səˈspɪʃən/
suspicious /səˈspɪʃəs/
swiftly paced /ˌswɪftli ˈpeɪst/
swirl around /ˌswɜːl əˈraʊnd/
televise /ˈteləvaɪz/
theatre troupe /ˈθɪətə truːp/
thought-provoking /ˈθɔːt prəˌvəʊkɪŋ/
thrive /θraɪv/
tight-fisted /ˌtaɪt ˈfɪstəd/
time-worn steps /ˌtaɪm wɔːn ˈsteps/
time-worn tales/prejudices /ˌtaɪm wɔːn ˈteɪlz/ˈpredʒʊdɪsɪz/
tough-mindedness /ˌtʌf ˈmaɪndɪdnəs/
translator /trænsˈleɪtə/
undertone /ˈʌndətəʊn/
utterly /ˈʌtəli/
vastly /ˈvɑːstli/
visceral /ˈvɪsərəl/
vulnerable /ˈvʌlnərəbəl/
warring families/factions/tribes /ˌwɔːrɪŋ ˈfæmliz/ˈfækʃənz/traɪbz/
water sth down /ˌwɔːtə ˌsʌmθɪŋ ˈdaʊn/
wayward /ˈweɪwəd/
weigh up the pros and cons /weɪ ˌʌp ðə ˌprəʊz ənd ˈkɒnz/
well-cast /ˌwel ˈkɑːst/
well-meaning /ˌwel ˈmiːnɪŋ/
well-paced /ˌwel ˈpeɪst/
well-scripted /ˌwel ˈskrɪptɪd/
whither /ˈwɪðə/
wide-openness /ˌwaɪd ˈəʊpənnəs/

Unit 8 Text me! 4.8

absent-minded /ˌæbsənt ˈmaɪndɪd/
accomplish /əˈkʌmplɪʃ/
accurate/inaccurate /ˈækjərət/ɪnˈækjərət/
algorithm /ˈælgərɪðəm/
amateur footage /ˌamətə ˈfʊtɪdʒ/
assertion /əˈsɜːʃən/
at little or no cost /ət ˌlɪtl ə ˌnəʊ ˈkɒst/
attention span /əˈtenʃən spæn/
be in two minds /bi ɪn ˌtuː ˈmaɪndz/
be out of one's mind /bi ˌaʊt əv wʌnz ˈmaɪnd/
be past one's peak /bi ˌpɑːst wʌnz ˈpiːk/
biased /ˈbaɪəst/
blinker oneself /ˈblɪŋkə wʌnˌself/
blow one's mind /ˌbləʊ wʌnz ˈmaɪnd/
boost sth /ˈbuːst ˌsʌmθɪŋ/
broad-minded /ˌbrɔːdˈmaɪndəd/
broadsheet newspaper /ˌbrɔːdʃiːt ˈnjuːsˌpeɪpə/
bury one's head in the sand /ˌberi wʌnz ˌhed ɪn ðə ˈsænd/
censor /ˈsensə/
censorship /ˈsensəʃɪp/
citizen report /ˌsɪtɪzən rɪˈpɔːt/
clear one's mind /ˌklɪə wʌnz ˈmaɪnd/
clutter one's thoughts /ˌklʌtə wʌnz ˈθɔːts/
coexist /ˌkəʊɪgˈzɪst/
come down to sth /ˌkʌm ˈdaʊn tə ˌsʌmθɪŋ/
come easy/easily to sb /ˌkʌm ˈiːzi/ˈiːzəli tə ˌsʌmbɒdi/
common misconception /ˌkɒmən ˌmɪskənˈsepʃən/
commonly held belief /ˌkɒmənli ˌheld bəˈliːf/
cooperative /kəʊˈɒpərətɪv/
cross one's mind /ˌkrɒs wʌnz ˈmaɪnd/
crowdsourced information /ˌkraʊd ˌsɔːst ˌɪnfəˈmeɪʃən/
data protection /ˌdeɪtə prəˈtekʃən/
detect bias /dɪˌtekt ˈbaɪəs/
devote attention to sth /dɪˌvəʊt əˈtenʃən tə ˌsʌmθɪŋ/
disclose /dɪsˈkləʊz/
distortion /dɪˈstɔːʃən/
diversity /daɪˈvɜːsəti/
draw a comparison /ˌdrɔː ə kəmˈpærɪsən/
embrace /ɪmˈbreɪs/
encourage economic growth /ɪnˌkʌrɪdʒ ˌekəˌnɒmɪk ˈgrəʊθ/
engaging /ɪnˈgeɪdʒɪŋ/
exploitation /ˌeksplɔɪˈteɪʃən/
exponentially /ˌekspəˈnentʃəli/
exposure to sth /ɪkˈspəʊʒə tə ˌsʌmθɪŋ/
extensively /ɪkˈstentsɪvli/
factual information /ˌfæktʃuəl ˌɪnfəˈmeɪʃən/
fresh angle/slant /ˌfreʃ ˈæŋgəl/ˈslɑːnt/

fringe opinions /ˌfrɪndʒ əˈpɪnjənz/
frivolous /ˈfrɪvələs/
gain traction with the public /ˌgeɪn ˌtrækʃən wɪð ðə ˈpʌblɪk/
generate /ˈdʒenəreɪt/
go far beyond sth /gəʊ ˌfɑː bɪˈjɒnd ˌsʌmθɪŋ/
have a vested interest in sth /ˌhæv ə ˌvestəd ˈɪntrəst ɪn ˌsʌmθɪŋ/
headache /ˈhedeɪk/
hierarchy /ˈhaɪrɑːki/
ideological viewpoint /ˌaɪdiəˌlɒdʒɪkəl ˈvjuːpɔɪnt/
impartial /ɪmˈpɑːʃəl/
in collaboration with sb /ɪn kəˌlæbəˈreɪʃən wɪð ˌsʌmbɒdi/
in the long run /ˌɪn ðə ˈlɒŋ rʌn/
incentive /ɪnˈsentɪv/
increased trust /ɪnˌkriːst ˈtrʌst/
information overload /ˌɪnfəˌmeɪʃən ˈəʊvəˌləʊd/
information processing /ˌɪnfəˌmeɪʃən ˈprəʊsesɪŋ/
insoluble /ɪnˈsɒljʊbəl/
intriguing /ɪnˈtriːgɪŋ/
it goes without saying /ɪt ˌgəʊz wɪðˌaʊt ˈseɪɪŋ/
lower the requirements /ˌləʊə ðə rɪˈkwaɪəmənts/
mainstream media /ˌmeɪnstriːm ˈmiːdiə/
mind your manners /ˌmaɪnd jə ˈmænəz/
mind your own business /ˌmaɪnd jə ˌəʊn ˈbɪznəs/
misinformation /ˌmɪsɪnfəˈmeɪʃən/
misleading /mɪsˈliːdɪŋ/
mistrust /mɪsˈtrʌst/
mode /məʊd/
multidisciplinary /ˌmʌltidɪsəˈplɪnəri/
multitask /ˌmʌlti'tɑːsk/
nap (n, v) /næp/
negate /nɪˈgeɪt/
nurture sth /ˈnɜːtʃə ˌsʌmθɪŋ/
objective /əbˈdʒektɪv/
objectivity /ˌɒbdʒekˈtɪvəti/
on a daily basis /ɒn ə ˌdeɪli ˈbeɪsɪs/
out-of-date /ˌaʊt əv ˈdeɪt/
overestimate /ˌəʊvərˈestɪmeɪt/
overload /ˈəʊvələʊd/
package /ˈpækɪdʒ/
pay attention /ˌpeɪ əˈtenʃən/
peer-reviewed journal /ˌpɪə rɪˌvjuːd ˈdʒɜːnl/
perambulate /pəˈræmbjuleɪt/
pertinent /ˈpɜːtɪnənt/
potential impact /pəˌtenʃəl ˈɪmpækt/
predecessor /ˈpriːdəsesə/
premise /ˈpremɪs/
prevention /prɪˈvenʃən/
prioritise tasks /praɪˌɒrɪtaɪz ˈtɑːsks/
prohibitive /prəˈhɪbɪtɪv/
pseudo-fact /ˈsjuːdəʊ fækt/
pursue /pəˈsjuː/
put one foot in front of the other /pʊt ˌwʌn ˌfʊt ɪn ˌfrʌnt əv ði ˈʌðə/
put one's mind to sth /pʊt ˌwʌnz ˈmaɪnd tə ˌsʌmθɪŋ/
readership /ˈriːdəʃɪp/
reap the benefits /ˌriːp ðə ˈbenɪfɪts/
refusal to do sth /rɪˌfjuːzəl tə ˈduː ˌsʌmθɪŋ/
reliability /rɪˌlaɪəˈbɪləti/
reliable/unreliable /rɪˈlaɪəbəl/ˌʌnrɪˈlaɪəbəl/
render sth unusable /ˌrendə ˌsʌmθɪŋ ʌnˈjuːzəbəl/
reset button /ˈriːset ˌbʌtn/
ring true /ˌrɪŋ ˈtruː/
seamlessly /ˈsiːmləsli/
self-composed /ˌself kəmˈpəʊzd/
self-imposed /ˌself ɪmˈpəʊzd/
straightforward /ˌstreɪtˈfɔːwəd/
strenuous /ˈstrenjuəs/
subsidiary /səbˈsɪdiəri/
tabloid newspaper /ˌtæblɔɪd ˈnjuːzˌpeɪpə/
take a bite out of sth /ˌteɪk ə ˈbaɪt aʊt əv ˌsʌmθɪŋ/
take issue with sb /ˌteɪk ˈɪʃuː wɪð ˌsʌmbɒdi/
take its toll (on sb/sth) /ˌteɪk ɪts ˈtəʊl (ɒn ˌsʌmbɒdi/ˌsʌmθɪŋ)/
taxpayer /ˈtækˌseɪə/
tough-minded /ˌtʌf ˈmaɪndɪd/
tremendously /trəˈmendəsli/
underestimate /ˌʌndərˈestɪmeɪt/
understatement /ˌʌndəˈsteɪtmənt/
undivided attention /ˌʌndɪˌvaɪdəd əˈtenʃən/
unedited /ʌnˈedɪtɪd/
untold amounts /ʌnˌtəʊld əˈmaʊnts/
view /vjuː/
weigh on sb's mind /ˌweɪ ɒn ˌsʌmbɒdiz ˈmaɪnd/
well-balanced account /ˌwel ˌbælənt st əˈkaʊnt/
withhold information /wɪðˌhəʊld ˌɪnfəˈmeɪʃən/

Unit 9 Future generations 4.9

act to sb's own advantage /ˌækt tə ˌsʌmbɒdiz əʊn ədˈvɑːntɪdʒ/
agribusiness /ˈægrɪˌbɪznəs/
agricultural industrialisation /ˌægrɪˌkʌltʃərəl ɪnˌdʌstriəlaɪˈzeɪʃən/
amplify the message /ˌæmpləfaɪ ðə ˈmesɪdʒ/
annual output /ˌænjuəl ˈaʊtpʊt/
anti-capitalist /ˌænti ˈkæpɪtəlɪst/
be active on the climate front /bi ˌæktɪv ɒn ðə ˈklaɪmət frʌnt/
be inclined to believe that /bi ɪnˌklaɪnd tə bəˈliːv ðæt/
be like water off a duck's back /bi laɪk ˌwɔːtə ɒf ə ˌdʌks ˈbæk/
be on track to do sth /bi ɒn ˌtræk tə ˈduː ˌsʌmθɪŋ/
be prone to sth /bi ˈprəʊn tə ˌsʌmθɪŋ/
beaver /ˈbiːvə/
biodiversity /ˌbaɪəʊdaɪˈvɜːsəti/
boost (n) /buːst/
burp /bɜːp/
carnivore /ˈkɑːnɪvɔː/
catastrophic /ˌkætəˈstrɒfɪk/
cheapen the brand /ˌtʃiːpən ðə ˈbrænd/
city dweller /ˈsɪti ˌdwelə/
climate summit /ˌklaɪmət ˈsʌmɪt/
collapse /kəˈlæps/
come about /ˌkʌm əˈbaʊt/
consecutive /kənˈsekjʊtɪv/
constitute /ˈkɒnstɪtjuːt/
consumption /kənˈsʌmpʃən/
critical /ˈkrɪtɪkəl/
crops /krɒps/
cross-country skiing /ˌkrɒs ˌkʌntri ˈskiːɪŋ/
cross-cultural /ˌkrɒs ˈkʌltʃərəl/
cub /kʌb/
cynical /ˈsɪnɪkəl/
dam /dæm/
day in, day out /ˌdeɪ ˈɪn ˌdeɪ ˈaʊt/
deforestation /diːˌfɒrəˈsteɪʃən/
devastating /ˈdevəsteɪtɪŋ/
donkey's years / ˈdɒŋkiz jɪəz/
elk /elk/
emerging economies /ɪˌmɜːdʒɪŋ ɪˈkɒnəmiz/
emissions /ɪˈmɪʃənz/
empathise with sb /ˈempəθaɪz wɪð ˌsʌmbɒdi/
endorse /ɪnˈdɔːs/
endorsement /ɪnˈdɔːsmənt/
environmental action/damage /ɪnˌvaɪrənˌmentəl ˈækʃən/ˈdæmɪdʒ/
eradicate /ɪˈrædɪkeɪt/
evaluate /ɪˈvæljueɪt/
expansion /ɪkˈspænʃən/

factor sth in /ˌfæktə ˌsʌmθɪŋ 'ɪn/
farming /'fɑːmɪŋ/
fertilizer /'fɜːtəˌlaɪzə/
flash flood /'flæʃ flʌd/
flee one's home /ˌfliː wʌnz 'həʊm/
flocks of people /ˌflɒks əv 'piːpəl/
flourish /'flʌrɪʃ/
follower /'fɒləʊə/
fossil fuels /'fɒsəl ˌfjuːəlz/
give sb/sth a wide berth /ˌgɪv ˌsʌmbɒdi/ˌsʌmθɪŋ ə ˌwaɪd 'bɜːθ/
Goodwill Ambassador /gʊdˌwɪl æm'bæsədə/
gorge /gɔːdʒ/
greenhouse gas emissions /ˌgriːnhaʊs gæs i'mɪʃənz/
grumpy /'grʌmpi/
have a track record of involvement /hæv ə ˌtræk ˌrekɔːd əv ɪn'vɒlvmənt/
herbicide /'hɜːbɪsaɪd/
high-profile /ˌhaɪ 'prəʊfaɪəl/
hinder /'hɪndə/
hold your horses /ˌhəʊld jə 'hɔːsɪz/
humanitarian assistance/aid/cause /hjuːˌmænɪˌteərɪən ə'sɪstəns/'eɪd/ 'kɔːz/
in the height of summer /ɪn ðə ˌhaɪt əv 'sʌmə/
industrial plant /ɪn'dʌstriəl plɑːnt/
inevitable /ɪ'nevɪtəbəl/
insecticide /ɪn'sektɪsaɪd/
intergovernmental relations/organisations /ˌɪntəgʌvəˌmentl rɪ'leɪʃənz/ ˌɔːgənaɪ'zeɪʃənz/
introduce/enforce appropriate measures /ˌɪntrəˌdjuːs/ɪnˌfɔːs əˌprəʊpriət 'meʒəz/
irrigate /'ɪrɪgeɪt/
jostle /'dʒɒsəl/
kill two birds with one stone /ˌkɪl tuː ˌbɜːdz wɪð wʌn 'stəʊn/
leak /liːk/
lend sb's name to sth /ˌlend ˌsʌmbɒdiz 'neɪm tə ˌsʌmθɪŋ/
let sleeping dogs lie /let ˌsliːpɪŋ dɒgz 'laɪ/
let the cat out of the bag /ˌlet ðə ˌkæt aʊt əv ðə 'bæg/
live by society's rules /ˌlɪv baɪ səˌsaɪətiz 'ruːlz/
livestock industry/sector /'laɪvstɒk ˌɪndəstri/ˌsektə/
machinery /mə'ʃiːnəri/
make room for sb/sth /ˌmeɪk 'ruːm fə ˌsʌmbɒdi/ˌsʌmθɪŋ/
manure /mə'njʊə/
methane /'miːθeɪn/
migrate /maɪ'greɪt/
mitigate /'mɪtɪgeɪt/
monitor /'mɒnɪtə/
mutton /'mʌtn/
nitrogen oxide /ˌnaɪtrədʒən 'ɒksaɪd/
occurrence /ə'kʌrəns/
ongoing project /ˌɒngəʊɪŋ 'prɒdʒekt/
otter /'ɒtə/
outdo /aʊt'duː/
overpopulation /ˌəʊvəpɒpju'leɪʃən/
paramount /'pærəmaʊnt/
peacekeeping forces/mission /'piːsˌkiːpɪŋ ˌfɔːsɪz/ˌmɪʃən/
pesticides /'pestɪsaɪdz/
philanthropic foundation/individual /ˌfɪlənˌθrɒpɪk faʊn'deɪʃən/ ˌɪndə'vɪdʒuəl/
pigs might fly /ˌpɪgz maɪt 'flaɪ/
plight /plaɪt/
plug a gap /ˌplʌg ə 'gæp/
population boom /ˌpɒpju'leɪʃən buːm/
pose problems /ˌpəʊz 'prɒbləmz/
post-industrial /ˌpəʊst ɪn'dʌstriəl/
poultry /'pəʊltri/
power line /'paʊə laɪn/
predator /'predətə/
prenatal /ˌpriː'neɪtl/
prey /preɪ/
pro-democracy /ˌprəʊ dɪ'mɒkrəsi/
put sth on the map /pʊt ˌsʌmθɪŋ ɒn ðə 'mæp/
quadruple /kwɑː'druːpəl/
radical /'rædɪkəl/
raise the profile of sth /ˌreɪz ðə 'prəʊfaɪl əv ˌsʌmθɪŋ/
real estate /'rɪəl ɪˌsteɪt/
regardless /rɪ'gɑːdləs/
reintroduce /ˌriːɪntrə'djuːs/
remorseless /rɪ'mɔːsləs/
roster /'rɒstə/
royalty /'rɔɪəlti/
ruminant /'ruːmɪnənt/
rural /'rʊərəl/
sewerage /'sjuːərɪdʒ/
shine a spotlight on sth /ˌʃaɪn ə 'spɒtlaɪt ɒn ˌsʌmθɪŋ/
slash /slæʃ/
spread/raise awareness /ˌspred/ˌreɪz ə'weənəs/
staggered /'stægəd/
stardom /'stɑːdəm/
stop sth in its tracks /ˌstɒp ˌsʌmθɪŋ ɪn ɪts 'træks/
straight from the horse's mouth /ˌstreɪt frəm ðə ˌhɔːsɪz 'maʊθ/
subcommittee /'sʌbkəˌmɪti/
substantial /səb'stænʃəl/
sustain /sə'steɪn/
sustainable /sə'steɪnəbəl/
swear /sweə/
tackle /'tækəl/
take the bull by the horns /ˌteɪk ðə ˌbʊl baɪ ðə 'hɔːnz/
toxic waste /ˌtɒksɪk 'weɪst/
trivialise /'trɪviəlaɪz/
UN-affiliated agency /juː ˌen əˌfɪlieɪtəd 'eɪdʒənsi/
unpardonable /ʌn'pɑːdnəbəl/
upset the natural balance /ʌpˌset ðə ˌnætʃərəl 'bæləns/
veal /viːl/
verdict /'vɜːdɪkt/
water supplies /'wɔːtə səˌplaɪz/
wetlands /'wetlændz/
wheat /wiːt/
wild goose chase /ˌwaɪld 'guːs ˌtʃeɪs/
with the aim of (maintaining peace) /wɪð ði ˌeɪm əv (meɪnˌteɪnɪŋ 'piːs)/
wolf in sheep's clothing /wʊlf ɪn ˌʃiːps 'kləʊðɪŋ/
wolf/wolves /wʊlf/wʊlvz/

KEY TO PHONETIC SYMBOLS

Consonants

p	**p**en, co**p**y, ha**pp**en
b	**b**ack, **bubb**le, jo**b**
t	**t**ea, ci**t**y, bu**tt**on
d	**d**ay, la**dd**er, o**dd**
k	**k**ey, s**ch**ool, du**ck**, **c**ool
g	**g**et, **g**i**gg**le, **gh**ost
tʃ	**ch**ur**ch**, mat**ch**, na**t**ure
dʒ	**j**u**dg**e, a**g**e, sol**d**ier
f	**f**at, co**ff**ee, tou**gh**, **ph**ysics
v	**v**iew, hea**v**y, mo**v**e
θ	**th**ing, au**th**or, pa**th**
ð	**th**is, o**th**er, smoo**th**
s	**s**oon, **c**ea**s**e, **s**i**s**ter
z	**z**ero, **z**one, ro**s**e, bu**zz**
ʃ	**sh**ip, **s**ure, sta**t**ion
ʒ	plea**s**ure, vi**s**ion
h	**h**ot, **wh**ole, be**h**ind
m	**m**ore, ha**mm**er, su**m**
n	**n**ice, **kn**ow, fu**nn**y, su**n**
ŋ	ri**ng**, lo**ng**, tha**n**ks, su**ng**
l	**l**ight, va**ll**ey, fee**l**
r	**r**ight, so**rr**y, a**rr**ange
j	**y**et, **u**se, b**e**auty
w	**w**et, **o**ne, **wh**en, q**u**een

Vowels

ɪ	k**i**t, b**i**d, h**y**mn
e	dr**e**ss, b**e**d
æ	b**a**d, c**a**t, tr**a**p
ɒ	l**o**t, **o**dd, w**a**sh
ʌ	l**o**ve, b**u**t, d**u**ck
ʊ	f**oo**t, g**oo**d, p**u**t
iː	s**ea**, f**ee**l, mach**i**ne
eɪ	f**a**ce, d**ay**, st**ea**k
aɪ	pr**i**ce, h**i**gh, tr**y**
ɔɪ	b**oy**, ch**oi**ce
uː	t**wo**, bl**ue**, g**oo**se
əʊ	g**oa**t, sh**ow**, n**o**
aʊ	m**ou**th, n**ow**
ɪə	n**ear**, h**ere**, seri**ous**
eə	f**air**, v**a**rious, sq**uare**
ɑː	st**ar**t, f**a**ther
ɔː	th**ough**t, l**aw**, n**or**th
ʊə	c**ure**, p**oor**
ɜː	n**ur**se, st**ir**
i	happ**y**, radi**a**tion, glor**i**ous
ə	**a**bout, comm**o**n
u	sit**u**ation, ann**u**al, infl**u**ence

Workbook answer key

1.1 Vocabulary

Exercise 1
1 depend
2 get
3 look
4 grow
5 take
6 live

Exercise 2
1 up
2 up
3 out
4 out
5 after

Exercise 3
1 considerate
2 obstinate
3 faithful
4 sharpest
5 unprejudiced
6 irreverent

Exercise 4
1 diminutive stature
2 suffered (many) hardships
3 unassuming manner
4 conjured (up) memories
5 nodded (in) approval
6 home-baked
7 dizzy heights

Exercise 5
1 blot
2 treat
3 imposing
4 free
5 face
6 lofty
7 approval
8 manner

Exercise 6
1 down
2 face
3 eyelid
4 on
5 fair
6 best

Exercise 7
1 share
2 brave
3 nodding
4 sharp
5 best

Exercise 8

1	~~conjured~~	conjured up
2	~~lofting~~	lofty
3	~~year~~	age
4	~~faithless~~	faithful
5	~~approvement~~	approval

1.2 Reading

Exercise 1
1 B
2 C
3 D
4 A

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

Exercise 3
1 pinpoint
2 originate
3 transcend
4 maintain
5 symbolise
6 resemble

Exercise 4
1 pinpoint
2 exhibit
3 maintain
4 resembles
5 symbolises
6 originate/originates

Exercise 5
1 accurate portrayal
2 compelling narrative
3 sings (his daughter's) praises
4 privileged background
5 Spoiler alert
6 offers (an) insight
7 captivating story
8 poverty-stricken

Exercise 6
1 of
2 between
3 with
4 with
5 of
6 by

1.3 Grammar

Exercise 1
1 makes
2 is … waking
3 were domesticating
4 Will … replace

Exercise 2
1 will have been taking care
2 has risen
3 had been working
4 will have had
5 had led

Exercise 3
1 had been
2 found
3 were they doing
4 (had) got
5 had been standing
6 left
7 were posting
8 spotted
9 led
10 will you be reading
11 will have finished
12 Are you thinking

Exercise 4
1 revealed
2 had caused
3 got back
4 had made
5 was picking
6 hasn't changed
7 was accepting
8 will have been living

Exercise 5
1 had been friends for
2 while we were taking/enjoying/on
3 has had/owned his pet snake since
4 charity near Londonderry will have housed
5 will have been helping Tim for
6 had been working together for

1.4 Use of English

Exercise 1
1 A 2 C 3 B

Exercise 2
1 planning
2 supposed
3 due
4 verge
5 about

Exercise 3
1 ~~due~~ about
2 ~~have met~~ meet
3 ~~would go~~ was going
4 ~~be finishing~~ have finished

Exercise 4
1 was due to happen
2 would be
3 was calling
4 was due to marry
5 were to go
6 was going to die
7 was on the verge of having
8 decided to invite
9 wouldn't be taking
10 would take
11 would stay
12 were planning on spending

Exercise 5
1 were supposed to call me
2 was going to take her
3 was to talk to
4 he was leaving for
5 was just about to close
6 was on the verge of dropping

1.5 Listening Language Practice

Exercise 1
1 through
2 at
3 in
4 for
5 up
6 by
7 of
8 at
9 about
10 with/to

Exercise 2
1 into
2 on
3 to
4 over
5 down on
6 back on
7 through
8 round
9 up from
10 in on

Exercise 3
1 on
2 to
3 through
4 over
5 into
6 up from
7 round
8 back on
9 on
10 on

Exercise 4
1 gut
2 split
3 charity
4 upstanding
5 crime

1.6 Speaking

Exercise 1
1 D 3 E 5 C 7 A
2 B 4 G 6 F

Exercise 2
1 There's something about the way he's
2 Having said that she may be
3 I can't be certain
4 It looks to me as if
5 It's more than just his
6 Then again, I could be wrong

Exercise 3
1 initial
2 as
3 Mind you
4 hard
5 judging
6 Going
7 than

Exercise 4
1 glance
2 do
3 assuming
4 inspection
5 wrong
6 gut
7 guessing

1.7 Writing

Exercise 1
2 phrasal
3 colloquial
4 qualifiers
5 spoken
6 indirectly
7 complete
8 tags

Exercise 2
Suggested answers:
2 Tip 7
3 Tip 3
4 Tip 5
5 Tip 2
6 Tip 6
7 Tip 8
8 Tip 4

Exercise 3
1 The Minister for Education in your country
2 To invite him/her to visit your school
3 - why the minister should choose to visit your school and its exchange programme in particular.
- how both visiting and local students benefit from the exchange programme at your school.
- what the school and its students would gain from the minister's visit.
4 220.

Exercise 4
The exchange programme at King Bartholomew's is unique in the region due to the substantial range of nationalities involved. Over the ten years it has been in existence, students from such diverse European locations as Slovenia, Latvia, Norway and Austria, to name but a few, have benefited from the opportunities presented by the programme. These opportunities include linguistic and social immersion of course, but also regular events where exchange

students present aspects of the culture of their countries to both local and visiting students. In this way, the entire school benefits from the programme.
We would also be extremely grateful if you would consider giving us your thoughts on how we might recruit students from beyond Europe and thus work towards a truly international exchange in the future.

Exercise 5
1 ideal
2 unique
3 substantial
4 diverse
5 entire
6 willing
7 current
8 grateful

Exercise 6
1 consider
2 select
3 to name but a few
4 been in existence
5 locations
6 due to
7 aspects
8 on everyone's behalf
9 thus
10 intend
11 honour your presence

1.8 Self-check

Exercise 1
1 unconditionally
2 unprejudiced
3 approval
4 disrespectful
5 hardship(s)

Exercise 2
1 forthright
2 imposing
3 split
4 gut
5 obstinate

Exercise 3
1 d 3 e 5 c
2 a 4 b

Exercise 4
1 were constantly arguing
2 have packed
3 will be hitchhiking
4 will have made
5 are spending

Exercise 5
1 hadn't/had not been told
2 they are causing/have caused a lot of
3 had been rehearsing their roles
4 will have been redecorating our house
5 has been manipulating the data

Exercise 6
1 going
2 due
3 supposed
4 verge
5 about

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

Exercise 8
1 would
2 takes
3 in
4 as
5 Despite
6 have

Exercise 9
1 on the point of getting
2 strongly reminds me/reminds me (so) strongly
3 put her foot down
4 has only been taking part
5 attempts to get in touch with
6 will stand by me in

2.1 Vocabulary

Exercise 1
1 plagiarism
2 unrecognisable
3 memory
4 revision
5 familiarise

Exercise 2
1 disorganised
2 personalised
3 irrational
4 summarise
5 visual

Exercise 3
1 manic
2 flit
3 looming
4 swimming in
5 plastered
6 minefield
7 regurgitate
8 hammer in

Exercise 4
1 notching
2 kick
3 leading
4 faced
5 come
6 set

Exercise 5
1 cook
2 piling
3 Brush
4 lightening
5 read
6 lap
7 summon

Exercise 6
1 butterflies
2 mind
3 out
4 heart
5 nervous
6 weight
7 get
8 perspective
9 through
10 calm
11 stride

Exercise 7
1 B 4 D 7 B 10 C
2 C 5 D 8 A
3 A 6 A 9 B

2.2 Reading

Exercise 1
1, because the text focuses on the corvid species
Not 2, because this is a detail in the text rather than a broader theme.
Not 3, because no dates are given for the research and several developments are reported.

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

Exercise 3
1 get
2 Make
3 reach
4 way
5 apart

Exercise 4
1 dismissed
2 reservations
3 thought
4 met
5 stood

2.3 Grammar

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

Exercise 2
1 Those who scored poorly will definitely work much harder next term.
2 The slackers probably won't be there.
3 The supermarket might well be closed by now.

Exercise 3
1 A 2 B 3 A 4 C

Exercise 4
1 must be referring
2 may/might/could sound
3 could/may/might be
4 must admit
5 could/may/might have
6 must have given

Exercise 5
1 might have been copying
2 must have been removed
3 will definitely not improve/ definitely will not improve/ definitely won't improve
4 will have realised
5 might not know
6 could be talking

2.4 Use of English

Exercise 1
1 Ø / a
2 an / Ø
3 Ø / a
4 a / Ø

Exercise 2
1 a 3 a 5 Ø
2 Ø 4 Ø 6 an

Exercise 3
1 ~~an~~ access to their phones
2 **an** extra week's education
3 **a** modern technology
4 improves **a** performance
5 **a** staggering 90%
6 own **a** smartphone

Exercise 4
1 an 3 a 5 an
2 a 4 Ø 6 a

Exercise 5
1 a
2 Ø
3 while
4 a
5 sudden
6 a

2.5 Listening Language Practice

Exercise 1
1 fixing
2 have used/use
3 have had/am having/have
4 installing
5 have had/are having/have
6 to follow
7 may/might/could/would think
8 don't/didn't get
9 to share
10 to know

Exercise 2
1 in no time
2 have issues with
3 step by step
4 a few clicks away
5 a lot more technical than
6 get something the first time

Exercise 3
1 having issues with
2 in no time
3 a few clicks away
4 step by step
5 (a bit) wary of
6 got it the first time

Exercise 4
1 head
2 concerns
3 initiative
4 expertise
5 composure
6 affinity
7 common

2.6 Speaking

Exercise 1
1 An obvious example is
2 One of the most notable examples is
3 It's a prime example of
4 A useful illustration is
5 The most graphic example that comes to mind is
6 A classic case is

Exercise 2
1 Ø, of
2 about/of, in, Ø
3 Ø, as, Ø, as
4 at, in, on

Exercise 3
1 D illustration
2 A instance
3 C case
4 E Consider
5 B Look

Exercise 4
1 The most striking example THAT comes to mind
2 A useful ILLUSTRATION
3 A case IN point
4 For INSTANCE
5 Consider ~~ABOUT~~
6 Look AT

2.7 Writing

Exercise 2
Direct questions: However, is it not the case that if you are gifted, you also have distinct educational requirements …?/Don't consistently good grades amount to proof that all is well?/and there is nothing left to debate, is there?
Direct address to the reader: Let's examine the arguments.
A quotation: 'Teachers could be squandering the talent of the most creative minds of a generation by not giving them personalised care'.
An exclamation: Gifted children need attention too!

Exercise 3
1 Let's examine the arguments
2 Let's consider both sides of the debate
3 Let's clarify the main points for and against
4 Let's explore the issue from opposing angles
5 Let's elaborate on the main points of view

Exercise 4
1 words C
2 pointed E
3 observed B
4 quote D
5 According A

Exercise 5
1 grade
2 potential
3 lagging
4 measure
5 squandering
6 thrive

Exercise 6
1 ten
2 struggling
3 excels
4 fast
5 tall
6 efforts

Exercise 7
1 struggling
2 excel
3 Not so fast
4 tall order
5 twiddling her thumbs
6 devote supreme effort

2.8 Self-check

Exercise 1
1 minefield
2 head
3 looming
4 teetering
5 feet

Exercise 2
1 leap into the unknown
2 bundle of nerves
3 common sense
4 meet the deadline
5 in the same boat

Exercise 3
1 notched
2 brush
3 flits
4 come
5 set

Exercise 4
1 must
2 can't/couldn't
3 won't
4 might/could
5 may/must

Exercise 5
1 must have borrowed/must be borrowing
2 won't help to improve
3 can't have been learning
4 might have come across
5 could be preparing

Exercise 6
1 ~~a~~ practical experience
2 with **an** incredible number of
3 **a** good night's sleep.
4 need **a** help
5 **a** progress

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

Exercise 8
1 administrative
2 rambling(s)
3 rationalise
4 guidance
5 initiative
6 dependable

Exercise 9
1 having a good knowledge of
2 have done it in a hurry
3 went through the roof
4 might be running a
5 I could have helped you
6 be feeling more tired

3.1 Vocabulary

Exercise 1
1 clam
2 cod
3 goose
4 veal
5 venison
6 noodles
7 paprika
8 saffron
9 parsley
10 coriander
11 kidney(s)
12 liver
13 shellfish

Exercise 2
1 lobster
2 leek
3 apricots
4 nutmeg
5 basil
6 oysters
7 okra
8 capers

Exercise 3
1 bland
2 honeyed
3 perfumed
4 pungent
5 chewy
6 flaky
7 pasty
8 glutinous
9 slimy

Exercise 4
1 chink
2 clink
3 sizzle
4 hum
5 crunch

Exercise 5
1 hushed
2 dietary
3 dining
4 fit
5 starched

Exercise 6
1 cloves
2 stick
3 knob
4 sprig
5 spoonful
6 drop
7 lump

Exercise 7
1 A 3 B 5 A
2 C 4 C

Exercise 8
1 A 3 B 5 A
2 B 4 A

3.2 Reading

Exercise 2
1 B 3 C 5 A
2 D 4 C 6 D

Exercise 3
1 fist
2 denial
3 upside
4 face
5 boxes

Exercise 4
1 processed food
2 learning difficulties
3 uncontrollable cravings
4 simple pleasures
5 sensitive questions
6 uncontrollable binges
7 special treat

3.3 Grammar

Exercise 1
1 a 2 c 3 b

Exercise 2
1 stocking up on them
2 went off fish
3 let her off

Exercise 3
1 go down
2 plan ahead
3 cheer up
4 call for
5 pays off

Exercise 4
1 closed down by
2 correct
3 end up having seconds
4 sort out our problems efficiently/efficiently sort out our problems

Exercise 5
1 looking into
2 dropped in on
3 sink in
4 standing up for

Exercise 6
1 let off with a fine
2 haven't (have not) sunk in
3 have finally paid off
4 calls for healthy eating
5 wolf down whatever passes
6 immediately went off

3.4 Use of English

Exercise 1
1 ~~up~~ on
2 correct
3 ~~off~~ up
4 ~~down~~ off
5 ~~off~~ out
6 ~~up~~ off

Exercise 2
1 carry out
2 put forward
3 go up
4 let down
5 put away
6 brought up
7 gave away
8 cut down

Exercise 3
1 through/over
2 out
3 in
4 out
5 on
6 through
7 out
8 on

Exercise 4
1 cutting
2 brought
3 through
4 broke
5 put
6 on

3.5 Listening Language Practice

Exercise 1
a the
b ø
c the
d The
e the
f the
g ø
h the
i the
j ø
k ø
l the

Exercise 2
1 courage
2 time
3 downright
4 hands
5 downhill
6 corner

Exercise 3
1 are changing hands
2 ahead of time
3 downright unpleasant
4 won't pluck up the courage
5 gone downhill

Exercise 4
1 eggshells
2 cucumber
3 pie
4 cheese

Exercise 5
1 walking on eggshells
2 as cool as a cucumber
3 like chalk and cheese
4 pie in the sky

Exercise 6
1 stringy
2 off
3 bland
4 stodgy
5 soggy
6 crispy
7 savoury

3.6 Speaking

Exercise 1
1 mention
2 appreciates
3 actually
4 I'm afraid
5 correct
6 impressed

Exercise 2
1 way
2 impressed
3 actually
4 matter
5 so
6 fact
7 intriguing
8 thoughtful

Exercise 3
1 fact
2 say
3 appreciate
4 possibly
5 mentioned
6 true
7 accurate
8 hear
9 really

3.7 Writing

Exercise 1
1 convince
2 course
3 formal
4 assist
5 distinct
6 entire

Exercise 2
There is a lack of natural habitat for local wildlife in the vicinity of the school.

Exercise 3
1 Include a neutral title.
2 Introduce the issue and say why it is important.
3 State the aim of the proposal.
4 Present the current situation.
5 Provide any information needed to explain why you are going to recommend changes.
6 State your recommendations and give reasons and justifications.
7 Summarise the benefits of your recommendations.
8 Strongly suggest that the reader takes the recommended action.

Exercise 4
1 purpose
2 recommend
3 response
4 propose
5 means
6 urge

Exercise 5
Two linking phrases: and has resulted in/so that
A comment clause to refer back to the whole main clause: which would mean staff and students could enjoy the space.
A participle clause to express the result of the main clause: providing a more pleasant environment and the potential for scientific study.

Exercise 6
1 The school relies entirely on fossil fuels, resulting in high energy bills.
2 The response to our 'Cycle to School' scheme was fantastic, leading to a huge increase in the number of bikes being brought to school.
3 I recommend the installation of solar panels on the unused land so that the school can save money and students can learn about solar power.
4 I propose that the students build and maintain a kitchen garden on the unused land, with the result that they (will) feel closer to nature and gain a better appreciation of the value of fresh food.
5 Four bicycles have been stolen this month alone, which demonstrates how pressing the need for a secure bike park is.

Exercise 7
1 terminus
2 dividends
3 Well-being
4 drab
5 Eradication
6 wholesome

Exercise 8
1 well-being
2 dividends
3 drab
4 wholesome
5 eradication
6 integral

3.8 Self-check

Exercise 1
1 sizzling
2 fit
3 stodgy
4 occupational
5 processed

Exercise 2
1 nutmeg
2 soggy
3 shellfish
4 crunchy
5 glutinous

Exercise 3
1 toothsome
2 nutritional
3 cravings
4 spoonful
5 elusive

Exercise 4
1 dined
2 wolfs
3 go
4 pick
5 do

Exercise 5
1 snacking on
2 filling up
3 got rid of
4 cut back on
5 give up

Exercise 6
1 out
2 up
3 off
4 on
5 up

Exercise 7
1 over
2 must
3 good/great
4 on/upon
5 more
6 well

Exercise 8

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

Exercise 9
1 drink up the syrup
2 you keep/carry/go on eating crisps
3 have only flicked through it
4 much improvement in/on the freshness
5 recommend letting him make his own
6 will result in educational standards going

4.1 Vocabulary

Exercise 1
1 an app
2 your profile
3 your status
4 a comment
5 a homepage
6 an app
7 a link
8 a comment

Exercise 2
1 Bookmark
2 download
3 attach
4 Stream
5 Update
6 log on to

Exercise 3
1 brainchild
2 industry standard
3 purpose built
4 mainstream
5 fan base
6 soundproof

Exercise 4
1 commercial
2 wayside
3 came
4 ascendancy
5 predominant
6 herald
7 downturn
8 started
9 way

Exercise 5
1 ascendance
2 popularity
3 portability
4 predominance
5 prominence
6 resurgence

Exercise 6
1 affluence
2 abundance
3 privacy
4 effectiveness
5 diligence

Exercise 7

1	a) carelessly	b) carelessness
2	a) reluctantly	b) reluctance
3	a) Consistency	b) consistently
4	a) simplicity	b) simpler

Exercise 8

1	B	4	B	7	A	10	C
2	A	5	C	8	B		
3	C	6	B	9	A		

4.2 Reading

Exercise 1
1 C 2 D 3 A 4 B

Exercise 2
1 D 2 C 3 B 4 D

Exercise 3
1 remove
2 tackle
3 look to
4 hail
5 prove
6 require

Exercise 4
1 requires
2 looking
3 proved
4 hailed
5 tackle
6 was removed

Exercise 5
1 clunky
2 vulnerable
3 irreplaceable
4 obsolete
5 compromised
6 inaccessible
7 unauthorised

Exercise 6
1 legitimise
2 manifested
3 ingenious
4 accomplished
5 alternate
6 optimise
7 ignorance

Exercise 7
1 records
2 performance
3 improvement
4 limits

4.3 Grammar

1 to
2 lets
3 to
4 seems/appears
5 to
6 to
7 to
8 do
9 not
10 to
11 to
12 to

Exercise 2
1 to/in order to/so as to ensure
2 to punish/to have punished
3 to be used
4 to be provided
5 are to be
6 To prepare
7 made/forced to do it

Exercise 3
1 to live
2 to write
3 not to do
4 to turn
5 to save
6 not to repeat
7 to fill
8 to support
9 to experience
10 to become
11 to be seen
12 not to miss
13 to have formed

Exercise 4
1 to warn you not to eat
2 are not to be using/use
3 not to have been hit
4 to be allowed to use
5 were made not to bring
6 the last to start producing

4.4 Use of English

Exercise 1
1 Obviously (because the other two indicate interest)
2 Certainly (because the other two refer to how we are speaking)
3 In a way (because the other two are used to correct a falsehood or misunderstanding)
4 Plainly (because the other two express surprise)
5 Personally (because the other two introduce a new subject)
6 Potentially (because the other two indicate our attitude/reaction to an action or event)

Exercise 2
1 in fact
2 Fortunately
3 to tell the truth
4 Without doubt
5 Sadly
6 to some extent
7 All things considered
8 Anyway

Exercise 3
1 regrettably (thankfully)
2 Evidently (definitely)
3 crucially (undoubtedly)
4 doubtless/undoubtedly (wrongly)
5 Presumably (seriously)
6 understandably (truthfully)

Exercise 4
1 regrettably [A]
2 Indeed [E]
3 strikingly [A]
4 Arguably [S]
5 interestingly [A]
6 plainly [E]

Exercise 5
1 B 3 B 5 C
2 A 4 D 6 C

4.5 Listening Language Practice

Exercise 1
1 which
2 like
3 that/this
4 time
5 to
6 now/suddenly
7 barely/hardly
8 where
9 up

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

Exercise 3
1 compromise
2 nick
3 flick
4 glaring
5 cheapens
6 savour
7 enrich

4.6 Speaking

Exercise 1
1 You're right of course, but … P
2 I'm afraid I have to disagree with you on that. D
3 You've got a point, though … P
4 I'm sorry, I really don't/don't really agree with you there. D
5 I've got to agree with you. E
6 You're definitely not wrong there. E

Exercise 2
1 ~~You're~~ You've got that right
2 ~~truthful~~ true
3 ~~I'm agree~~ I agree
4 ~~I don't think that's just right~~ I just don't think that's right.

Exercise 3
1 sorry, but I just don't think that's right/realistic
2 I guess you're right, though
3 I'm afraid I'm not so sure
4 You're right of course, but
5 you've got a point
6 I'm afraid I have to disagree with you on that
7 You can say that again

4.7 Writing

Exercise 1
1 list
2 buyers
3 need
4 comparison
5 drawbacks
6 benefits

Exercise 2
1 enables
2 offers
3 option
4 stands
5 difference
6 available
7 downside
8 plus

Exercise 4
1 designed
2 not
3 choice
4 allows
5 ease of use
6 While
7 boast
8 outstanding
9 Some
10 whether

Exercise 5
1 mind-blowing/spectacular
2 peerless/ultimate
3 nifty
4 ultimate/peerless
5 astute
6 first-rate

Exercise 6
1 astute
2 spectacular
3 ultimate
4 peerless
5 nifty

Exercise 7
Two beginning with to+ infinitive + noun phrase: allows you to shoot jaw-dropping footage; boast features such as monitors to measure soil quality
One beginning with so that: for estate agents so that they can create first-rate advertising
Two beginning with so as (not) to: creating mind-blowing photos so as to highlight a home's location and other advantages; that feature may have to wait a while so as not to endanger property
Two beginning with for: for keeping the land healthy and productive, the latest specialised drones are peerless; using drones for delivering packages to homes would provide a spectacular advantage

Exercise 8
2 so as not to overexert
3 in order to save
4 This model is ideal for novice gamers
5 so as to minimise
6 to avoid running out

4.8 Self-check

Exercise 1
1 purpose-built
2 ever-better
3 backlash
4 commercial flop
5 flick through

Exercise 2
1 prominence
2 glared
3 brainchild
4 on
5 fuel

Exercise 3
1 popularity
2 cheapened
3 carelessness
4 ingenuity
5 awareness

Exercise 4
1 us to help
2 not to be doing
3 To find
4 to vacate
5 not to conduct

Exercise 5
1 to be playing
2 as to save
3 is to open
4 To confirm
5 to have been sent

Exercise 6
1 Clearly
2 Unfortunately
3 In fact
4 Without doubt
5 Incidentally

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

Exercise 8
1 capitalise
2 ascendency
3 Presumably
4 authenticity
5 breakthroughs
6 effectiveness

Exercise 9
1 way
2 be
3 high
4 joy/pleasure/delight
5 push
6 not

5.1 Vocabulary

Exercise 1
1 applicants
2 competition
3 recruitment
4 employers
5 training
6 promotion
7 management

Exercise 2
1 stand up
2 make up
3 break into
4 taken on
5 snowed under
6 press on
7 slaving away

Exercise 3
1 A 3 E 5 D 7 C
2 F 4 B 6 G

Exercise 4
1 unpaid
2 expenses
3 menial
4 permanent
5 indispensable
6 experience

Exercise 5
1 hands-on experience
2 short-term placements
3 minimum wage
4 land a plum job
5 entry-level jobs

Exercise 6
1 nothing
2 perks
3 ends
4 commission
5 target
6 mint

Exercise 7
1 rise
2 for nothing
3 perks
4 commission
5 ends meet

Exercise 8
1 B 3 A 5 B
2 C 4 A

Exercise 9
1 C 3 C 5 A
2 A 4 B

5.2 Reading

Exercise 1
1 B 2 A 3 D 4 C

Exercise 2
1 B 4 C 7 B 10 C
2 D 5 B 8 A
3 C 6 A 9 D

Exercise 3
1 high
2 small
3 apply
4 hands
5 sharp

Exercise 4
1 business
2 losses
3 recognition
4 base
5 talent

Exercise 5
1 realise your potential
2 flying start
3 Fluctuations in your revenue
4 see a healthy return
5 fresh out
6 have a great rapport

5.3 Grammar

Exercise 1
1 Being
2 interning
3 checking
4 talking
5 pretending
6 fascinating

Exercise 2
1 doing/taking
2 in
3 While
4 getting
5 of
6 being
7 changing/quitting

Exercise 3
1 Not having had
2 Having been/Being dismissed
3 being reprimanded
4 not being sent/not having been sent

Exercise 4
1 on being given
2 on me/my giving
3 of being called
4 of her calling

Exercise 5
1 On being given
2 There is no point (in) asking
3 have difficulty (in) getting/finding
4 With more and more people leaving
5 It is no good talking

Exercise 6
1 Not having been able to find
2 approve of his/him accepting
3 Having been made redundant
4 On being told the news
5 has difficulty (in) getting used
6 With her job getting

5.4 Use of English

Exercise 1
1 In
2 At
3 by
4 for
5 in
6 at
7 for
8 through

Exercise 2
1 to no avail
2 at sea
3 by chance
4 by virtue of
5 in the wrong

Exercise 3
1 disposal
2 date
3 advance
4 case
5 end

Exercise 4

1	C, D	3	D	5	C
2	A	4	A	6	A, C

5.5 Listening Language Practice

Exercise 1
1 imperative
2 considerable
3 urgent
4 pivotal
5 pressing
6 extensive

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

Exercise 3
1 human after all
2 nothing (more) she can do about it
3 not the end of the world
4 plays a (very) big role
5 goes without saying
6 dwell on your mistakes
7 admit his missteps

Exercise 4
1 adaptable
2 keenness
3 resourcefulness
4 self-assuredness
5 persistence
6 authenticity
7 sincerity
8 humility

5.6 Speaking

Exercise 1

When you respond to questions	1
to buy even more time.	7
which give you time	3
It is not unusual	5
you can use expressions	2
to put several of these phrases together	6
to think about your answers.	4

Exercise 2
1 think
2 asked
3 blank
4 truth
5 say
6 depends

Exercise 3
1 requires (a) moment's thought
2 frank
3 honest with
4 suppose it depends what (you) mean
5 all (I) can say (is) that
6 can (you) give (me a) second
7 Actually, that's (a tough) one
8 tell (you the) truth
9 actual fact
10 considered
11 Come (to) think

5.7 Writing

Exercise 1
1 dealing
2 familiarise
3 acknowledging
4 beginning
5 clarify
6 opposing
7 balanced
8 statement

Exercise 2
1 this is illustrated by …
2 in the first place …
3 taking everything into account …
4 the main thing to remember is …
5 there seems little doubt that …
6 a case in point …
7 in spite of …
8 this is to say …

Exercise 3
1 In the first place
2 This is to say
3 In spite of
4 This is illustrated by
5 a case in point
6 Taking everything into account
7 there seems little doubt that

Exercise 4
1 possible criticism
2 main thing to remember
3 What can be done
4 On the whole
5 In the first place
6 However, there are different views
7 In other words
8 clear that

Exercise 5
1 commercially
2 commerce/trade
3 trade/commerce
4 tongue
5 international/worldwide
6 worldwide/international
7 improbability/probable
8 probable/improbability
9 option
10 while
11 despite
12 languages

Exercise 6
1 Would you prefer a creative job or an administrative **one**?
2 There are several possible solutions, but this essay will examine a one in particular.
3 Young people need a solution, a workable ~~ones~~ one, and quickly.
4 There are some standard subjects I like, but Chemistry is not ~~it~~ **one of them**.
5 Schools can be very traditional places. Some would say ~~that~~ **this** is contributing to youth unemployment.
6 Young people lack support while applying for work. ~~It~~ **This/That** is one reason why so many CVs are substandard.

5.8 Self-check

Exercise 1
1 covers all his expenses
2 my/me standing up for
3 his persistence
4 made a mint
5 had the guts

Exercise 2
1 on
2 with
3 for
4 up
5 around

Exercise 3
1 revenue
2 permanent
3 scupper
4 wage
5 foot

Exercise 4
1 Not knowing
2 On seeing
3 not being asked
4 Having been found
5 freezing

Exercise 5
1 succeeded in changing the relationship between
2 It is no use explaining your
3 overheard the applicants talking about the
4 Not having completed any training for
5 more (and more) time being used

Exercise 6
1 at sea
2 by means of
3 to no avail
4 to my mind
5 at fault

Exercise 7

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

Exercise 8
1 competitive
2 recruitment/recruiting
3 resourcefulness
4 adaptability
5 humility
6 willingness

Exercise 9
1 brush up on your
2 did not apologise for introducing
3 will be at your disposal
4 despises being forced to work
5 putting on a brave face
6 you see Betty sacking Ann

6.1 Vocabulary

Exercise 1
1 buffet car
2 gear stick
3 overhead locker
4 pier
5 platform
6 quay/quayside
7 roundabout

Exercise 2
1 aisle
2 Embarkation
3 gate
4 jetlag
5 Bypass
6 express
7 Cruise

Exercise 3
1 for
2 off
3 on
4 with
5 off
6 down

Exercise 4
1 flappy
2 sweaty
3 mindful
4 handy
5 respectable
6 bearable
7 Relative

Exercise 5
1 divisible
2 Neighbouring
3 Stony
4 grassy
5 Competitive

Exercise 6
1 forceful
2 Dwindling
3 offensive
4 decisive

Exercise 7
1 jungle out there
2 words of wisdom
3 go with the flow
4 soaking up the local atmosphere
5 stand you in good stead

Exercise 8
1 bearable
2 bank
3 dwindling
4 flow
5 for
6 Relative
7 divisible
8 daunting
9 forceful
10 stead

6.2 Reading

Exercise 2

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

Exercise 3
1 ubiquitous
2 volatile
3 harrowing
4 ravenous
5 hyperbolic
6 tantalising
7 pulsating
8 bleary-eyed

Exercise 4
1 value
2 bustle
3 Suffice
4 weighed
5 unshakeable
6 nature

Exercise 5
1 clanged
2 towers
3 shrouded
4 twinkle
5 receded
6 slackened

6.3 Grammar

Exercise 1
1 older/elder
2 further
3 fewer
4 more highly
5 nearer

Exercise 2
1 ~~tougher~~ more tough
2 ~~a~~ such friendly
3 ~~as~~ the, ~~as~~ the
4 ~~than~~ as
5 ~~then~~ than

Exercise 3
1 as enchanting a city
2 so much distracted as
3 so fantastic an

Exercise 4
1 People have **such** easy access to budget flights that they've forgotten flying used to be a luxury.

2 For adrenalin junkies an active holiday is not **so** much a pleasure as a necessity.
3 That safari in Kenya wasn't as big an adventure **as** the organisers would have us believe.
4 The earlier you book holidays, **the** cheaper they are.

Exercise 5
1 less
2 rather
3 as
4 much
5 more
6 such

6.4 Use of English

Exercise 1
1 nothing ever
2 you're ever
3 Ever since
4 happily ever

Exercise 2
1 Whenever
2 whoever
3 whatever
4 Wherever
5 however

Exercise 3
1 ever so
2 as ever
3 ever such a
4 ever-younger
5 ever so

Exercise 4
1 whoever
2 wherever
3 whatever
4 whenever
5 ever
6 however

6.5 Listening Language Practice

Exercise 1
Paragraph 1: give it **a** go for a while
Paragraph 2: mate and I planned **a** trip where
Paragraph 3: how good **an** experience it was

Exercise 2
1 around
2 for
3 by
4 up
5 in
6 on
7 in
8 up
9 from
10 By

Exercise 3

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

Exercise 4
1 beaten
2 up
3 play
4 shoestring
5 wisely
6 take
7 pinch

6.6 Speaking

Exercise 1

2	E	S
3	C	D
4	B	D
5	F	S
6	D	D

Exercise 2
1 both
2 dissimilar
3 alike
4 related
5 compared
6 notable

Exercise 3
A and B

Exercise 4
1 each
2 both
3 Unlike (the) first
4 another crucial difference
5 In this photo/picture
6 whereas/while
7 In contrast

6.7 Writing

Exercise 1
1 Each
2 first
3 second
4 first
5 third
6 second
7 penultimate
8 one
9 finish

Exercise 2
1 The aim of this report is to …
2 I would suggest that …
3 Of all those interviewed …
4 Only some of those taking part …
5 I would also recommend …
6 Given these preconditions …

Exercise 3
A Overview
B Status as a Great Natural Wonder
C Potential Problems
D Recommendations
E Conclusion

Exercise 4
1 presents
2 outlines
3 identify
4 conducted
5 cited
6 principal
7 majority
8 aware
9 advocate
10 light

Exercise 5
1 quintessential
2 lauded
3 eventuality
4 isolation
5 favourable

Exercise 6
1 purpose
2 latter
3 addressed
4 assigned
5 conducted/completed
6 positive

6.8 Self-check

Exercise 1
1 stony
2 mindful
3 clanging
4 chugged
5 dwindling

Exercise 2
1 -box
2 an eye on
3 on a shoestring
4 down
5 -beaten

Exercise 3
1 going
2 handy
3 soak
4 offensive
5 bottom

Exercise 4
1 the harder
2 heavier and heavier
3 as
4 rather than
5 so

Exercise 5
1 the more apprehensive you are
2 such a senseless idea as
3 were terrified rather than thrilled
4 more high than attractive
5 as experienced a traveller as

Exercise 6
1 whoever came up with it
2 however fast the taxi
3 should be taken by whichever
4 ever such a hard task
5 ever so easy to get

Exercise 7
1 neighbouring
2 decisive
3 delightful
4 settlement(s)
5 humidity
6 bearable

Exercise 8

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

Exercise 9
1 ever so carefully
2 whatever route the cab driver
3 innovative an art gallery as
4 more and more amazed
5 noticed his obsession with
6 could stand you in good stead

7.1 Vocabulary

Exercise 1
1 sound engineer
2 casting agent
3 playwright
4 sculptor
5 conductor
6 gallery owner
7 biographer
8 cinematographer
9 curator
10 novelist
11 translator

Exercise 2
1 held their breath
2 flurries
3 visceral
4 replicate
5 reboot
6 radical
7 gaping
8 sheer sense
9 swirls around

Exercise 3
1 stage
2 melodic
3 stilts
4 percussive
5 props
6 rhythmic

Exercise 4
1 stilts
2 stage
3 melodic
4 rhythmic
5 choral
6 props

Exercise 5
1 far-reaching
2 heart-stopping
3 long-running
4 highest-grossing
5 slack-jawed

Exercise 6
1 fisted
2 witted
3 blowing
4 fetched
5 packed

Exercise 7

1	B	4	A	7	A	10	C
2	A	5	C	8	C		
3	B	6	B	9	B		

7.2 Reading

Exercise 2

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

Exercise 3
1 voracious
2 precocious
3 histrionic
4 up-and-coming

Exercise 4
1 the trappings of fame
2 stone in my shoe
3 no mean feat
4 from the outset
5 Stand your ground
6 stiffen his resolve

Exercise 5
1 time-worn prejudices
2 Warring tribes
3 raw materials
4 full-length dress
5 epic proportions

7.3 Grammar

Exercise 1
1 If he hadn't gone to a jumble sale in Las Vegas a few years ago, he wouldn't have bought several paintings for $5. (3rd)
2 If Mr Fields hadn't been convinced one of them was the work of Andy Warhol, he wouldn't have shown it to an expert from a famous auction house. (3rd)
3 If the expert didn't believe the piece may be original, Mr Fields wouldn't have put it up for auction on eBay with a starting bid of £1.25 million. (Mixed)
4 If he wasn't/weren't confident the artwork can fetch much more than the asking price, he wouldn't be waiting patiently for serious offers. (2nd)
5 If he's lucky, he may/might/could/will see a great return on his investment. (1st)

Exercise 2
1 Joe been, wouldn't have invested
2 our plan fall, may/might/could
3 the band not signed, wouldn't be
4 Dylan's track record, would (probably) get

Exercise 3
1 Unless I
2 say
3 But for
4 what if
5 in the event of
6 whether or not
7 Otherwise

Exercise 4
1 in the event of you/your not
2 as/so long as he
3 If I were to/Were I to

Exercise 5
1 If
2 provided
3 as long as
4 should
5 Were
6 but for

7.4 Use of English

Exercise 1
1 B 3 A 5 A
2 B 4 B

Exercise 2
1 hadn't sleep
2 were speaking
3 have just had
4 had been running/had run
5 was
6 am

Exercise 3
1 If necessary
2 If not
3 if in doubt
4 even if

Exercise 4
1 anything
2 Even
3 ever
4 necessary
5 were
6 not

7.5 Listening Language Practice

Exercise 1
1 publicity
2 historical
3 redevelopment
4 feelings
5 complexity
6 rehearsal
7 regeneration
8 creative
9 downplayed
10 highlight

Exercise 2
1 wave of support
2 on all fronts
3 see it coming
4 to get the message
5 for that matter

Exercise 3
1 whip
2 pan
3 call
4 rid

Exercise 4
1 pan out
2 whipped up
3 too close to call
4 get rid of

Exercise 5
1 local regeneration
2 creative hub
3 Property developers
4 pop-up shops
5 redevelopment plans
6 done deal
7 public consultation
8 cultural institutions

7.6 Speaking

Exercise 1
1 One difficulty I see with that idea is … D
2 Taking everybody's needs into account … R
3 That could be an argument in favour of … A
4 There's a strong argument against that idea, namely … D
5 If you consider all the negative and positive/positive and negative aspects … R
6 One of the main benefits of … A

Exercise 2
1 One (of the) main benefits
2 One difficulty
3 argument (in) favour
4 strong argument against

Exercise 3
1 major
2 selling
3 plus
4 drawback
5 negative
6 things
7 support
8 balance
9 Bearing

7.7 Writing

Exercise 1
1 M 3 M 5 I
2 I 4 C

Exercise 2
1 F 3 E 5 A
2 C 4 B 6 D

Exercise 3
1 C 2 A 3 D 4 B

Exercise 4
1 However
2 profoundly
3 can
4 can't
5 Adapted
6 protagonists
7 portrayed
8 Admittedly

Exercise 5
1 -
2 very
3 very
4 -

Exercise 6
1 absolutely
2 profoundly
3 totally
4 vastly
5 surprisingly
6 extremely
7 totally

Exercise 7
1 -
2 ✓
3 ✓
4 -

7.8 Self-check

Exercise 1
1 c 3 d 5 b
2 e 4 a

Exercise 2
1 sheer
2 far-reaching
3 pop-up
4 far-fetched
5 hub

Exercise 3
1 warring
2 choral
3 innovative
4 suspicion
5 defiance

Exercise 4
1 Were
2 whether
3 were
4 event
5 Otherwise

Exercise 5
1 But for my sports teacher's encouragement
2 What if we went backstage
3 Should Helena not pay her subscription
4 Were you to start learning
5 on condition that they wear

Exercise 6
1 Even if
2 as though/as if
3 If in doubt
4 if any
5 As if

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

Exercise 8
1 any
2 of
3 out
4 were
5 something
6 where

Exercise 9
1 as though she were
2 had been done up
3 on condition that
4 the unlikely event of
5 didn't have the nerve to
6 keep his anger in check

8.1 Vocabulary

Exercise 1
1 a withholding b information
2 a attention b span
3 a information b processing
4 a factual b information
5 a pay b attention

Exercise 2
1 overloads
2 pseudo-facts
3 multitaskers
4 misinformation
5 underestimate
6 self-imposed
7 coexist

Exercise 3
1 co
2 under
3 self-
4 over

Exercise 4
1 toll
2 blinker
3 devote
4 prioritise
5 detect

Exercise 5
1 out
2 two
3 absent
4 tough
5 manners
6 crossed
7 business

Exercise 6
1 broad-minded/open-minded
2 weighs/preys on my mind
3 clears my mind

Exercise 7
1 C 3 B 5 A
2 A 4 A

Exercise 8
1 B 3 B 5 A
2 C 4 C

8.2 Reading

Exercise 2
1 C 2 B 3 A 4 B

Exercise 3
1 exacerbate
2 put
3 characterise
4 bombard
5 allude
6 manifest
7 have

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

Exercise 5
1 B 3 C 5 A
2 A 4 C 6 B

8.3 Grammar

Exercise 1
1 sending
2 switching off
3 being
4 to control
5 to become

Exercise 2
1 of
2 of
3 for
4 of
5 for
6 about
7 on/for
8 about
9 with
10 on

Exercise 3
1 that she was/to be
2 hacking/that he had hacked
3 that they create/to create
4 to expose/that she would expose
5 believing/that he believed
6 to get in touch

Exercise 4
1 that he go there on
2 Prime Minister's daughter be treated
3 he (should) put them in the
4 that the students be allowed

Exercise 5
1 congratulated her on winning a place
2 claimed he had always been
3 regrets not being able to
4 to having his phone taken
5 tried to convince himself (that)
6 suggested (that) he be ousted

8.4 Use of English

Exercise 1
1 was supposed
2 is thought
3 has been suggested
4 was known

Exercise 2
1 are reported not to be
2 were feared to have grown
3 have been pointed out not to have been
4 were alleged to be
5 is agreed to be exacerbating

Exercise 3
1a was understood that the phrase described
1b was understood to describe
2a is assumed that since then the phrase has spread
2b has since then been assumed to have spread
3a is widely acknowledged that life hacking refers
3b is widely acknowledged to refer
4a is considered that life hack videos have become
4b are considered to have become
5a is claimed that those short clips are constantly helping
5b are claimed to be constantly helping

Exercise 4
1 was finally announced last/on Wednesday (that)
2 are known to have become / to be becoming
3 has been estimated recently that
4 to have been forcing
5 has been assumed that
6 to have got married

8.5 Listening Language Practice

Exercise 1

1	C	4	B	7	A	10	B
2	D	5	A	8	A	11	A
3	B	6	B	9	D		

Exercise 2

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

Exercise 3
1 set the scene
2 tells his side of the story
3 from an/the opposing angle
4 stay within the law
5 there is always the question of whether
6 comb through
7 a fresh angle

Exercise 4
1 common
2 media
3 amateur
4 impact
5 trust
6 citizen
7 ideological

8.6 Speaking

Exercise 1
1 (The) one thing that disturbs me is
2 I'm absolutely certain in my view
3 We need to be aware of the fact
4 (And) don't overlook the fact
5 I'm not convinced

Exercise 2
1 bother
2 point
3 disagrees
4 crux
5 cognizant
6 decided

Exercise 3
1 doubt
2 cognizant
3 forget
4 main point
5 disturbs
6 adamant

8.7 Writing

Exercise 1
1 salutation
2 responding
3 reasons
4 support
5 reiterate
6 sign

Exercise 2
… in the 21st century, the Internet is used constantly to search for answers to all manner of questions that arise during our working and private lives. If the role of education is to prepare us for real life, then perhaps traditional assessment methods do need to be overhauled. Today's reality is that, rather than regurgitating facts, students need to demonstrate their ability to filter, interpret and apply online data. Should we not therefore, in addition to encouraging retention of core knowledge, include at least some exam questions that allow the use of the Internet and test these skills? Taking the author's example of languages, it would indeed be difficult to argue that Internet access during exams is appropriate for all subjects. As a case in point, many professional exams are open-book, and far from making them easier, the wealth of information to hand and the limited time available create challenges akin to the realities of the world of work.

Exercise 3
1 certainly true
2 Equally true
3 Should we not
4 it would
5 were tasks
6 above all

Exercise 4
1 (Of course), it's true, (of course) that …
2 It would be difficult to argue that …
3 it is a given that …
4 Above all, there should be …
5 Is it not the case that …?
6 Despite this, such issues are not …

Exercise 5
1 wealth
2 arise
3 maintain the status quo
4 overhaul
5 akin to
6 arguments to the contrary
7 to hand
8 absurd

8.8 Self-check

Vocabulary

Exercise 1
1 broad-minded
2 amateur
3 pseudo-facts
4 overload
5 angle

Exercise 2
1 reaping
2 prioritise
3 Mind
4 put
5 detect

Exercise 3
1 ring
2 blinkered
3 minds
4 crossed
5 traction

Exercise 4
1 denied posting
2 reminded his parents
3 not to
4 congratulated Kelly on/for
5 that my parents (should) buy

Exercise 5
1 threatened to sack me
2 accused Ann of not doing
3 explained why they didn't
4 begged a journalist not to publish
5 suggested that Jim should

Exercise 6
1 was said to have received
2 believed to have been increasing
3 is said to have passed/reached
4 is widely acknowledged to be
5 are thought to be spending

Exercise 7

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

Exercise 8
1 misconception
2 underestimate
3 untold
4 objectivity
5 misinformation
6 readership

Exercise 9
1 It is said that
2 the studio were/was overusing his image
3 is known to be
4 on a daily basis
5 that they should not access
6 bite was taken out of

9.1 Vocabulary

Exercise 1
1 deer
2 chicken
3 calf
4 sheep

Exercise 2
fertilizer manur**e** ins**e**cticide pestici**d**e
feed

Exercise 3
1 catastrophic
2 substantial
3 boost
4 critical
5 paramount
6 tackling
7 remorseless
8 constitutes

Exercise 4
1 deforestation
2 Livestock sector
3 sustainable
4 agribusiness
5 agricultural industrialisation
6 biodiversity
7 emission

Exercise 5
2 be like water off a duck's back
3 a wild goose chase
4 kill two birds with one stone
5 straight from the horse's mouth
6 take the bull by the horns

Exercise 6
1 Exercise 3
2 Exercise 5
3 Exercise 1
4 Exercise 4
5 Exercise 2

Exercise 7
1 cat
2 donkey's years
3 wolf
4 horses
5 pigs

Exercise 8
1 wolf in sheep's clothing
2 donkey's years
3 hold your horses
4 pigs might fly

Exercise 9
1 two
2 animal
3 running
4 onto
5 get

Exercise 10

1	B	3	B	5	C
2	A	4	A		

9.2 Reading

Exercise 1
A 4 **B** 2 **C** 1 **D** 3

Exercise 2

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

Exercise 3
1 figment of someone's (over-active) imagination
2 stumble across
3 pay a premium
4 brace yourself
5 consciously pre-empt

Exercise 4

1	B	3	B	5	A
2	C	4	A		

9.3 Grammar

Exercise 1
1 are
2 were
3 Were
4 Had

Exercise 2
1 Not for a moment
2 Not since
3 Very rarely
4 Only by

Exercise 3
1 Only a year ago had the developer and his wife bought
2 were they planning to redo its twenty rooms, but they also wanted to
3 can low-lying areas be considered
4 should local residents ignore
5 should they underestimate
6 has the developer commented

Exercise 4
1 before had so many drivers found
2 way could those orangutans escape from
3 until ten years later did
4 no circumstances should people reach higher
5 did victims of the earthquake realise
6 then did we find out that

9.4 Use of English

Exercise 1
1 that
2 if
3 to see
4 find
5 that

Exercise 2
1 not leave it to politicians to
2 consider it a necessity that
3 take it that
4 owes it to his voters to

Exercise 3
1 that they have just opened
2 to have to
3 when dawdlers stand
4 that they have introduced
5 that nobody has come/came

Exercise 4
1 appreciate
2 owe
3 leave
4 it
5 to
6 it

9.5 Listening Language Practice

Exercise 1
1 were simply seen
2 was made to eradicate
3 had understood
4 were learned
5 were reintroduced
6 left
7 included
8 hadn't expected
9 would be/to be
10 needed to be monitored

Exercise 2
1 bridge
2 worst
3 wall
4 nowhere
5 head

Exercise 3
1 cross that bridge when they come it
2 if the worst comes to the worst
3 come to a head
4 come up against a brick wall
5 came out of nowhere

Exercise 4
1 monitored
2 staggered
3 flourish
4 reintroduce
5 factored in
6 eradicated

9.6 Speaking

Exercise 1
1 assume
2 wouldn't
3 envisage
4 bound
5 Admittedly
6 tentatively

Exercise 2
1 presume that
2 could
3 rule out the possibility
4 would appear
5 suppose/suspect
6 unlikely
7 likely

Exercise 3
1 suggest
2 may
3 presumably
4 doubt
5 seem
6 if/whether
7 definitely

9.7 Writing

Exercise 1
2 is my own inclination that
3 (that) it is their right to own a weapon, whereas/while critics
4 issue of what to do about racism in contemporary Europe is a complex
5 (a great deal of) controversy surrounding/over/about/regarding/concerning
6 It is widely acknowledged that robots

Exercise 2
1 agree	6
2 controversial	4 & 5
3 opposing	3
4 own	2

Exercise 3
1 recent years
2 everyone agrees
3 simple answer
4 While
5 others claim
6 own view

Exercise 4
1 To begin with
2 end
3 However
4 Firstly
5 Moreover
6 meaning
7 On the flipside
8 Firstly
9 Additionally
10 Furthermore
11 All things considered

Exercise 5
1 intimidated
2 inevitable
3 stuck
4 proponents
5 hurdle
6 seize upon

Exercise 6
1 No matter
2 First
3 This means
4 Unless
5 Another step
6 whether
7 On balance
8 Even so

9.8 Self-check

Exercise 1
1 boost
2 put
3 tackled
4 upset
5 cheapen

Exercise 2
1 deforestation
2 pigs
3 paramount
4 goose
5 agribusiness

Exercise 3
1 donkey's
2 substantial
3 industrialisation
4 critical
5 horse's

Exercise 4
1 Not only was there
2 than
3 Under no circumstances is the zookeeper allowed
4 Only after they examined
5 At no time are you

Exercise 5
1 did Mandy do a course in aromatherapy but she (also) became qualified in the therapeutic uses of essential oils too.
2 did my family know that it would be so hard to clear the debris after a tornado went through our village.
3 Tom had left the farm did he begin to relax because he couldn't stand the conditions the animals were kept in.
4 had the children finished building the sandcastle when it was washed away by a wave.
5 Julian's parents had noticed the benefits of having a cat at home, did they finally let their son have one.

Exercise 6
1 would not/wouldn't/won't/will not find it easy
2 would appreciate it if they received
3 have left/leave it to the local authorities
4 hated it that I kept criticising
5 consider it an advantage to live

Exercise 7
1 destruction
2 controversial
3 remorseless
4 biodiversity
5 intergovernmental
6 sustainable

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

Exercise 9
1 did they know (that)
2 won't let sleeping dogs lie
3 by chance did they miss
4 consider it crucial to build
5 until we (had) finished our project were
6 kill two birds with one stone

USE OF ENGLISH

Multiple-choice cloze

TASK 1
1 B	4 A	7 A	10 A
2 C	5 B	8 C	11 B
3 D	6 D	9 C	12 D

TASK 2
1 B	4 B	7 B	10 A
2 C	5 A	8 D	11 C
3 D	6 C	9 C	12 D

TASK 3
1 C	4 A	7 A	10 B
2 B	5 B	8 D	11 D
3 D	6 C	9 C	12 B

TASK 4
1 D	5 C	9 B	
2 B	6 D	10 D	
3 A	7 A	11 C	
4 B	8 C	12 A	

Open cloze

TASK 1
1 of
2 will
3 for
4 have
5 by/before*
6 that/which
7 one
8 the
9 in
10 as
11 At/During
12 what
13 to
14 being
15 but

* *by* is more natural because it's a collocation, but *before* is not incorrect

TASK 2
1 us/you
2 well
3 Depending
4 be
5 of
6 from
7 A
8 in
9 even/far/much
10 what/about
11 more
12 never
13 will
14 in
15 why

TASK 3
1 on
2 This
3 up
4 a
5 from
6 some
7 At
8 are
9 of
10 the
11 have/need
12 Unless
13 to
14 even/also
15 such

TASK 4
1 them
2 the
3 Without
4 have
5 what
6 to
7 though
8 on
9 as
10 so
11 there
12 to
13 a
14 that
15 more

TASK 5
1 between
2 by
3 after/when/while
4 on
5 it
6 but
7 being
8 of
9 how
10 as
11 were
12 so/all
13 that
14 of
15 on

TASK 6
1 more
2 what
3 of
4 nor
5 why
6 be
7 can/might/may
8 that
9 where
10 by
11 that/which
12 for
13 from
14 these/the/such
15 in

Word building

TASK 1
1 antiquity
2 emotional
3 projection
4 moving
5 typically
6 musicians
7 suitable
8 accompaniment
9 specially
10 performers

TASK 2
1 outstanding
2 unspoilt
3 devastation
4 interference
5 threatened
6 rapidity
7 severely
8 substantial
9 destruction
10 deforestation

TASK 3
1 justifications
2 thematic
3 awareness
4 judgement(s)
5 dissimilar
6 instinctive
7 emerging
8 observation
9 logical
10 appreciation

TASK 4
1 imprisonment
2 unrepeatable
3 preference
4 spontaneity
5 nourishing
6 dramatic
7 inconsiderate
8 irrationally
9 unself-consciously/ subconsciously
10 restful
11 confidence
12 courageous
13 increasingly
14 downloadable
15 disillusioned
16 speechless
17 tenderness
18 insecure
19 energetic
20 unremarkable
21 undeterred
22 organisational
23 soothing
24 reduction
25 equally
26 inventive
27 prestigious
28 admission/admittance
29 tutorial
30 perceptive
31 melodic
32 misleading
33 predictable
34 prosperous
35 affectionately
36 trustworthy
37 affordable
38 appreciation
39 unappetising
40 catastrophe
41 conspirators
42 eccentricity
43 undemanding
44 intimidating
45 inconsistencies
46 frantically
47 harmless
48 industrial
49 overpriced
50 renewable
51 repeatedly
52 stylish
53 mountainous
54 resentfully
55 sensationalist
56 generation
57 beneficial
58 Affluence
59 creativity
60 unimaginative

Key word transformation
1 year I (had just) started
2 can only be bought
3 to make up for
4 known each other since they
5 is thought that walking briskly
6 looked up to
7 scientists did was to experiment
8 are being offered to
9 had we started eating than
10 've/have fallen out with
11 has been named
12 at which point I
13 didn't realise was that
14 get rid of
15 better if you hadn't
16 even though she saw him
17 to take responsibility for/to take charge of
18 had to be supplied
19 by which time it was
20 led to more teachers being
21 put up with
22 had seen snow before
23 wish you had told me
24 's/has come up with
25 wasn't until later that
26 who bought the Picasso painting
27 having allowed enough time
28 's/is playing down
29 realised he would never be
30 there are slightly fewer
31 to strengthen ties/cooperation between
32 regretted not having made/not making
33 is the person who
34 getting out of
35 shouldn't have gone
36 none of which
37 even if I earned/even though they earn
38 are thought to have known
39 will mean starting
40 not contemplate sleeping
41 to make a decision/make up their minds
42 should you tell anyone
43 what/which method my grandmother used
44 catch up with/on
45 will be given
46 when she saw Oliver did
47 if he'd/he had known (that)
48 won't forget making
49 instructed the jury members to
50 was believed that

Culture notes

Unit 1 The ties that bind

1.1

Jane Austen (1775–1817) was a British novelist, well-known for her romantic fiction. She achieved recognition for the accurate and humorous portrayal of the English middle classes of her time and her works belong in the English literary canon. Her most popular novels are *Pride and Prejudice*, *Sense and Sensibility*, *Mansfield Park* and *Emma*. Two of her books, namely *Northanger Abbey* and *Persuasion,* were published after her death. Interestingly, ***Northanger Abbey***, a parody of Gothic fiction, was Austen's first novel ready for publication, but the bookseller who the author had sold the novel to decided not to publish it.

1.2

Mark Twain is the pen name of Samuel Langhorne Clemens (1835–1910), an American writer and humorist, famous for his wit and use of satire. Before embarking on a literary career, he had done stints as a typesetter, a river boat pilot, a miner and a journalist, from which he often drew inspiration for his writing. He is best known as the author of ***The Adventures of Tom Sawyer*** (1876) and its sequel, *Adventures of Huckleberry Finn*. Both of the books are renowned for the authentic depiction of the culture and the language of mid-nineteenth century America, and as such are considered to be outstanding works of American literature.

Sheila Heti (b. 1976) is a contemporary Canadian writer. She is the author of a collection of short stories, *The Middle Stories,* the novella *Ticknor* and the book based on her interviews with friends ***How Should a Person Be?*** (2010), which was included on the *New York Times 100 Notable Books of 2012* list. She is also known for creating Trampoline Hall, a lecture series, held monthly in Toronto and New York, at which people may speak on any subjects except for those that they are professionally expert at.

Khaled Hosseini (b. 1965) is an American novelist and a medical doctor of Afghan origin. After the enormous success of his debut book ***The Kite Runner*** (2003) he gave up his career in medicine to pursue full-time writing. The other books by Hosseini, *A Thousand Splendid Suns* and *And the Mountains Echoed* also became bestsellers.

Louisa May Alcott (1832–1888) was an American novelist and a poet, a feminist and a supporter of the abolition of slavery. Her debut novel, *Hospital Sketches,* was well received, but it was ***Little Women*** (1868) that won her fame. This semi-autobiographical novel based on Alcott's childhood experiences was followed by *Good Wives* and two other books, *Little Men* and *Jo's Boys,* which together make up the 'March Family Saga'. Many of her books have been adapted for film and television.

William Shakespeare (1564–1616) was an English playwright and poet, one of the greatest writers in English ever, often called the 'Bard'. His best known plays include: *The Taming of the Shrew, Romeo and Juliet, A Midsummer Night's Dream, Much Ado About Nothing, Hamlet, King Lear* and *Macbeth*. ***Hamlet*** (1603) is one of his four famous tragedies. Set in the Kingdom of Denmark, it tells the story of Prince Hamlet's revenge on his uncle Claudius.

Meg Wolitzer (b. 1959) is an American writer. As of 2020, she has published fourteen books, the best known of which are *The Wife*, *The Ten-Year Nap*, *The Uncoupling* and ***The Interestings*** (2013). She has also taught creative writing at various American universities.

1.7

A **Member of Parliament** (MP) is a person elected to a parliament as the representative of the voters from a particular area, called a constituency in the UK. In English, the term is mainly used in reference to the 650 members of the House of Commons, the lower house of the British Parliament. In order to stand as an MP in an election, a candidate must be over eighteen years old, a British citizen or citizen of a Commonwealth country or the Republic of Ireland. MPs are elected by the first-past-the-post system, which means that it is the person with the highest number of votes that wins the election.

Unit 2 Learning for life

2.1

Google Docs is a free-access web-based word processor provided by Google as part of its Google Drive applications. The software allows users to create and edit documents online as well as to store them in a format compatible with most word processors. Files can be accessed from any computer with an Internet connection, which enables multiple users all over the world to collaborate in real time.

2.2

Wikipedia® is the largest Internet encyclopedia, run by the non-profit Wikimedia Foundation. It was launched in English in 2001 by Jimmy Wales and Larry Sanger. As of 2020, it had 310 language versions, with English Wikipedia still being the most comprehensive. Taken together, all the Wikipedia versions contain more than forty million articles and are by far the most popular reference source.

Bonn is a German city, located on the River Rhine in the German state of North Rhine-Westphalia. It has a population of over 310,000 people. Bonn was founded by the Romans in the first century BCE and as such is one of the oldest German cities. Between 1949 and 1990 it was the capital of the Federal Republic of Germany and the seat of the German government. After the reunified city of Berlin was made the capital of all Germany in 1990, Bonn became the second official seat of the German government. It is also known as the birthplace of Ludwig van Beethoven.

The Erasmus programme is a European Union student exchange programme launched by the European Commission in 1987. Named after the Dutch philosopher Erasmus of Rotterdam, it is also a backronym that stands for *European Community action scheme for the mobility of university students*. The programme allows students to study at a chosen Erasmus university across the thirty-three European countries participating in the project. The universities do not charge any tuition fees and students

may be offered special grants to cover their living costs. An Erasmus period of study abroad, which lasts between three months and a whole academic year, is recognised by students' home universities and counts directly towards their studies. In 2014 the Erasmus programme was replaced by Erasmus+, which combines all the EU's schemes for education, training, youth and sport.

Adelaide is a city in Australia and the capital of the state of South Australia. It is located on the south coast of the continent, about 600 kilometres north-west of Melbourne. Founded in 1836, the city was named after the wife of King William IV, Adelaide of Saxe-Meiningen. With an estimated population of over 1.3 million people, Adelaide is the fifth largest Australian city, but surprisingly it has a reputation for being quiet and ranks among the world's best cities to live in. It is also known for its cultural events.

2.5

Salsa is a Latin-American social dance, with roots in Cuban dances, especially the son, the cha-cha-cha and mambo. The blend of influences is reflected in the name 'salsa', which translates into 'mixture'. Salsa developed in the mid-1970s in New York City together with the music it is danced to, also called salsa. The dance became popular in some Caribbean and Latin American countries too, mainly Cuba, Colombia and Puerto Rico, where it evolved into several distinct forms.

2.7

The BBC, or the British Broadcasting Corporation, is the national British radio and television company, the oldest and one of the largest broadcasters in the world. It operates under the Royal Charter and Agreement, which define its mission as informing, educating and entertaining the public. The BBC is mainly funded by a television licence fee paid by all British households and institutions receiving television programmes. It provides a wide range of radio, television and online services not only in the UK but also worldwide. Outside the UK it is well-known for the BBC World Service, which broadcasts radio and TV news in twenty-eight languages, as well as its commercial subsidiary BBC Worldwide Ltd, responsible for several international channels such as BBC World, BBC Knowledge and BBC Entertainment.

Focus Review 2

Bremen is a city in the north-west of Germany, with over half a million inhabitants. It is the capital of Free Hanseatic City of Bremen, the smallest of the German states. Bremen lies on the River Weser, sixty kilometres from Bremerhaven, where the river flows into the North Sea. The two cities form the Ports of Bremen, one of the world's busiest commercial ports. Bremen is a strong economic centre and it is considered a working-class city.

John Lennon (1940–1980) was an English musician, singer and songwriter, one of the founder members of The Beatles, arguably the most famous English band in the history of pop music. After the band separated in 1970, he pursued a solo career, during which he released two highly-acclaimed albums, viz. *John Lennon/Plastic Ono Band* and *Imagine*. *Give Peace a Chance* from the first record and the title song from the second became not only big hits but also anthems of anti-war movements. Lennon's last album *Double Fantasy*, which he recorded with his wife Yoko Ono, was brought out in 1980.

The Grand Canyon is an immense steep-sided valley carved by the Colorado River in the arid land of the Colorado Plateau. Located in north-western Arizona, in the US, the canyon stretches for 446 kilometres, with its width varying from 160 metres at its narrowest to twenty-nine kilometres at its widest. Its walls are up to 1,800 metres high and display nearly forty layers of rock, providing valuable insight into Earth's geologic past. The canyon is the central feature of the stunning Grand Canyon National Park and one of the most popular natural attractions in the world, visited by five million people every year.

The Amazon River is the largest river in South America, and the second longest river in the world, after the Nile. The Amazon basin is also the world's largest drainage basin. The Amazon contains nearly 1,100 tributaries and covers a vast area of Brazil and Peru, parts of Colombia, Ecuador and Bolivia as well as some small parts of Venezuela. During the wet season, it can be forty-eight kilometres wide. Its Atlantic estuary is 240 kilometres across and it is sometimes called the 'River Sea'.

NGO is an acronym for **non-governmental organisation**, i.e. an organisation that is not run by the government. NGOs are often grassroots movements and are involved in all sorts of activities, ranging from humanitarian help, through environmental protection, to political issues. NGOs operate on a non-profit basis and can be founded by the state, businesses or private people.

Botswana is a landlocked African country, neighbouring the Republic of South Africa, Namibia and Zimbabwe. With approximately two million inhabitants, it has one of the lowest population densities in the world. One in ten people lives in the capital city, Gaborone. As much as seventy percent of Botswana's territory lies within the Kalahari Desert. The country is a former British protectorate which gained independence in 1966. It is one of the fifty-two member states of the Commonwealth of Nations, an organisation of former British Empire territories. Botswana is praised for its fast economic development and the improvement in the standard of living. Its economy relies mainly on diamond mining and tourism.

The Kalahari Desert is a large semi-desert in southern Africa. It covers an area of 900,000 square kilometres, stretching mostly across Botswana as well as Namibia and the Republic of South Africa. It is part of the Kalahari Basin, which also includes the Okavango River Delta. The Kalahari Desert receives too much rain to be considered a real desert and it owes its name to its expansive sand dunes. It is inhabited by a number of endemic animals that have adapted to the extreme conditions, but it is also home to many migratory species which find their grazing grounds there after adequate rainfall.

The Okavango Delta is an inland delta located in Botswana, formed by the seasonal flooding of the River Okavango. Almost half of the area is covered with permanent swamps. Between June and August the delta increases in size threefold, which attracts large-scale migrations of animals, turning it into one of Africa's richest wildlife areas. Thanks to its spectacular nature, it has been chosen as one of the Seven Natural Wonders of Africa and included on the UNESCO World Heritage List.

Unit 3 Let's eat

3.1

Virginia Woolf (1882–1941) was a British writer and one of the leading modernists of the twentieth century. Her most highly-acclaimed books include *Mrs Dalloway, To the Lighthouse* and *Orlando*. She is also renowned for her extended essay from 1929, entitled ***A Room of One's Own***, which was based on her lectures given at Cambridge University. It is considered a manifestation of feminist views as it discusses the position of women writers in literature, traditionally dominated by men. The title of the essay comes from the author's belief that 'a woman must have money and a room of her own if she is to write fiction'.

Michael Wignall (b. 1967) is a well-known British chef. He made his name by running the Latymer Restaurant at Pennyhill Park, near London, which gained two Michelin stars under his charge. In September 2018, Wignall became the owner of The Angel at Hetton, a fourteenth-century inn which earned a Michelin star in October 2019.

Michel Roux Jr (b. 1960) is a British chef, the son of French-born restaurateur and chef Albert Roux. As of 2016, he has been running the established London restaurant *Le Gavroche,* founded by his father and his uncle in 1967. Since 1993, the restaurant has had two Michelin stars. Michel Roux Jr is also known for his numerous appearances on television shows, such as Gordon Ramsay's *Hell's Kitchen* and the BBC's *MasterChef: The Professionals*.

Tom Kerridge (b. 1973) is a British chef at the gastropub *The Hand & Flowers* in Marlow, UK – the first pub to be awarded two Michelin stars, which now also offers catering services. He opened the gastropub in 2005 and immediately achieved recognition for his cuisine, which won him the first Michelin star in 2006. In 2012 he received the second one. Kerridge is also a TV celebrity and has appeared on several cookery programmes.

Pollen Street Social is a London restaurant run by chef Jason Atherton. It was opened in 2011 and soon gained the reputation of being the best new UK restaurant. Within one year of opening it was awarded its first Michelin star. According to its official website, the restaurant is 'a modern urban meeting point, a place to eat, drink and socialise, both for special occasions, and for informal everyday affairs.' The food served is described by the chef as casual fine dining.

Michelin stars are a system of assessment used in the Red Guide, a highly prestigious guide to restaurants and hotels in Europe and selected countries in the world. The guide has been published annually by the French tyre manufacturer Michelin since 1900. Originally meant as an incentive to buy a car, it soon gained considerable prestige. Now both acquiring and losing a Michelin star have a huge impact on the popularity and profitability of the assessed restaurants. Michelin stars are given by anonymous reviewers, called inspectors. The descriptions of the ratings still refer to driving: one star is awarded to 'a very good restaurant in its category', two stars for 'excellent cooking, worth a detour' and three stars for 'exceptional cuisine, worth a special journey'.

3.2

Marcel Proust (1871–1922) was a French writer, best known for his novel ***The Remembrance of Things Past.*** This highly-acclaimed book is one of the longest novels ever written, comprising around 3,200 pages in seven volumes. Proust worked on the book from 1909 and had only had the first four volumes published before he died. After his death the publication of the remaining three volumes was overseen by his brother. The book is widely known for the motif of involuntary memory, which manifests itself in memories naturally evoked by ordinary everyday situations. A case in point is the famous episode of the madeleine, a type of small French cake, which triggers fond childhood memories when the narrator soaks it in tea.

Hackney refers to the London Borough of Hackney, a district of London located in the north-east of the city. It lies within Inner London, the central area of Greater London.

3.5

Tex-Mex is a blend word of Texan and Mexican, which refers to the fusion food combining Mexican and American cuisines. It is especially widespread in Texas. What distinguishes Tex-Mex from traditional Mexican food is the heavy use of grated cheese, beef, black beans and wheat flour. The best-known example of a Tex-Mex dish is *chili con carne*, a spicy stew of chilli peppers, beef, tomatoes and beans.

Salsa is a type of sauce mainly served as a dip. Although the original Spanish term means any kind of sauce, in English it is primarily used in reference to the spicy dips typical of Mexican cuisine. Depending on the variety of salsa, the ingredients may include tomatoes, onions, chillies, beans as well as a range of spices and fresh herbs.

3.6

Rugby is a type of outdoor football played by two teams with a distinctive oval ball. Colloquially, rugby football may mean any variety of this sport, the two main ones being rugby league (with thirteen players in a team) and rugby union (with fifteen players in a team). The aim of the game is to score more points than the opponents. The common rules of rugby state that players are allowed to kick or run with the ball, but they must not throw it forward. As it is a contact sport, tackling an opponent is allowed as long as the players abide by the rules. The name of the sport as well as the first rules have their origins in the football game developed in the first half of the nineteenth century at Rugby School, in the English town of Rugby.

American football is a sport played by two teams of eleven players. The aim of the game is to score points by carrying, throwing, or kicking an oval ball into a specially marked area at either end of the field called an end zone. American football is derived from rugby and it is the most popular sport in the USA. Since the game involves a lot of physical aggression, players must wear protective gear such as helmets and shoulder pads. American football is a British English term, as opposed to regular football. In American English the sport is simply referred to as football, whereas regular football is called soccer.

The Royal Academy of Dramatic Art (RADA) is a drama school in London, arguably the most prestigious British institution offering courses in acting and other theatre-related subjects. RADA was established in 1904 as an Academy of Dramatic Art and in 1920 it was granted

its Royal Charter, allowing it to use the term 'royal' in its name. RADA is affiliated with the Conservatoire for Dance and Drama and its degrees are awarded by King's College London. Every year only twenty-six students are admitted into the RADA three-year acting course.

Focus Review 3

Pierogi is the name for a common Polish dish. This plural word refers to many types of stuffed dumplings resembling half-moon shaped Italian ravioli. Pierogi come with both savoury and sweet fillings, with the basic dough made of wheat flour and water. Traditionally, they are stuffed with minced meat, sauerkraut and dried wild mushrooms. Another classic type, called *ruskie* (Russian) *pierogi*, has a filling of curd cheese and potatoes. The sweet varieties are usually stuffed with sweet curd cheese or seasonal fruit such as strawberries, bilberries or cherries.

The London Marathon is one of the most popular marathons in the world. It was started by John Disley and Chris Brasher after they had run in the New York marathon and realised what an exciting event such a race could be. In 1981, 7,747 runners took part in the first London Marathon and in 2019 42,549 runners finished the race. It is an important charity event and has raised over £1 billion since it began. It holds the Guinness World Record as the world's biggest annual fundraising event.

Unit 4 The new thing

4.1

Thomas Edison (1847–1931) was a prolific American inventor and a successful businessman. He patented over 1,000 inventions, the most famous of which are the phonograph, the electric light bulb, the motion picture camera and various telegraph devices. In 1882 he launched the first central power station and distribution system in New York City. He also produced motion pictures. His inventions in the realms of electricity, sound recording and motion pictures greatly contributed to the establishment of the respective new industries in the whole world.

Columbia Records is an American recording label. It was established in 1887, which makes it the oldest brand name in the recording industry. Currently Columbia Records is owned by Sony Music Entertainment. The artists signed to the label represent all music genres. Among the many world-famous ones are Adele, Beyoncé, Céline Dion and One Direction.

MP3 is an abbreviation for MPEG Audio Layer 3. It is a standard format for audio compression, which enables music files to be stored and streamed more easily and efficiently. The term is also commonly used to describe files containing music or audio data, encoded by means of the MP3 standard. Most digital audio players use the MP3 format as the standard for the playback of music.

Spotify® is a commercial digital music service allowing its registered users to stream music, podcasts and videos on demand. It offers both free and paid premium services. Founded in 2008, Spotify is the brainchild of a Swedish startup company. In 2020, it had 286 million users worldwide.

4.2

Suzanne Lenglen (1899–1938) was a legendary French tennis player and the holder of 241 sports titles and numerous records. Between 1914 and 1926 she won thirty-one Championship titles and dominated women's tennis. Her unique temperamental style on the court generated an unprecedented level of interest in female tennis and drew crowds of fans to her matches. She is also considered the first woman to become a tennis celebrity. Suzanne Lenglen died prematurely a month after being diagnosed with leukaemia.

Serena Williams (b. 1981) is an American tennis player who revolutionised women's tennis. She is very athletic and has a very powerful style of play. By 2020 she had won a record twenty-three Grand Slam singles titles. She has an older sister, Venus Williams, who is also a former number one female tennis player. Serena has also been a great role model for teenage girls, promoting a healthy, sporty lifestyle and positive body image.

4.4

Google Maps is a useful web mapping tool provided by Google. It offers maps and route planners and is one of the world's most popular applications for smartphones. The images used on Google Maps are regularly updated and are rarely more than three years old.

Microsoft is the commonly used name for Microsoft Corporation, an American multinational company with its headquarters in Redmond, Washington, USA. Founded in 1975 by Bill Gates and Paul Allen, it grew to become one of the biggest and most valuable technology companies in the world. Microsoft develops and produces software, consumer electronics and personal services. Ranked as one of the world's best multinational workplaces, the corporation is a sought-after employer. It is also famous for its unorthodox, innovative corporate culture.

Bill Gates (b. 1955) is a successful American entrepreneur, philanthropist and inventor. He is best known for being the co-founder of Microsoft. According to the Forbes list, since 1995 he has been one of the richest people in the world. In 2020 his fortune was estimated at 111 billion dollars. In 2000 Gates established the Bill & Melinda Gates Foundation, through which he has donated substantial funds to charitable organisations and various research programs. He is also the author of two books: *The Road Ahead* and *Business @ the Speed of Thought*.

E-readers are portable electronic devices designed for reading digital e-books and the press. A similar function can also be performed by other devices, such as tablets. However, modern e-readers use e-ink technology, which considerably reduces eye strain in comparison to devices with LCD screens.

Unit 5 All in a day's work

5.1

Jerome K. Jerome (1859–1927) was a British writer and humorist, best known for his novel ***Three Men in a Boat (To Say Nothing of the Dog)***. Published in 1889, the book enjoyed notable success. As the title suggests, it tells a story of a two-week boat trip taken at leisure by three friends on the River Thames. The intention of the author was to write a serious and informative travelogue, but this aspect of the novel was clearly overshadowed by the comic elements. The humour of the book has hardly dated and still appeals to the modern reader.

Twitter is a social networking service which was created by Jack Dorsey, Evan Williams, Biz Stone and Noah Glass in 2006. Users can send short messages of up to 280 characters. These messages are called 'tweets'. Once you have signed up to the site, you can read and post tweets, but if you are not a member, you can only read them.

Unit 6 Journeys

6.1

Robert Louis Stevenson (1850–1894) was a Scottish writer, whose best-known works are *Treasure Island*, *The Strange Case of Dr Jekyll and Mr Hyde* and *The Black Arrow: A Tale of the Two Roses.* His books enjoyed great popularity among his contemporaries and he himself achieved celebrity status. Today he still is one of the most translated authors in the world. He was an avid traveller and travelled extensively in the USA and the Pacific region. In 1890 he settled on a Samoan island, where he died.

Ecuador is a South American country, located on the Pacific coast, between Peru and Colombia. The Galápagos archipelago also forms part of its territory. Ecuador lies on the equator, hence its name. Its capital city is Quito, the highest official capital city in the world, which prides itself on having one of the largest and best-preserved historic centres in both Americas. The population of Ecuador is estimated at over sixteen million people.

Laos is a landlocked country in South-East Asia, surrounded by Myanmar, China, Vietnam, Cambodia and Thailand. As it is a mountainous and densely forested country, the Mekong River and its tributaries serve as major transportation routes. Laos has a population of almost seven million people. Its largest city and its capital is Vientiane. It is visited by increasing numbers of tourists, drawn by the rich Buddhist culture and pristine nature.

6.2

Anthony Bourdain (1956–2018) was an American celebrity chef who worked at Brasserie Les Halles, a French restaurant in New York. He rose to fame as the author of *Kitchen Confidential: Adventures in the Culinary Underbelly*, published in 2000. He was mostly known, however, for hosting culinary travel TV programmes such as *A Cook's Tour*, *Anthony Bourdain: No Reservations* and *The Layover*, in which he explored food from all over the world.

Namibia is an African country, located in the south of the continent on the Atlantic coast. It is bordered by South Africa, Botswana, Angola and Zambia. With a population of just over two million people and a territory three and a half times the size of the UK, Namibia is one of the least densely populated countries in the world. Its largest city and its capital is Windhoek. Most of Namibia's territory became a German colony in 1884. After World War I, it remained under the administration of South Africa until it gained independence in 1990. The Namibian economy is based on agriculture, tourism and mining.

The Namib Desert is a desert in Africa, stretching for 2,000 kilometres along the Atlantic coast through South Africa, Namibia and Angola. It is the only true desert in southern Africa and arguably the oldest desert in the world. Its name comes from the Nama language and means 'vast place'. The most prominent features of the Namib Desert are the large sand dunes near the coast and gravel plains found further inland. The coastal regions often experience thick fogs caused by the Benguela Current. Considering its extremely arid climate, the desert is home to relatively many endemic animal species. It is, however, almost completely uninhabited by humans.

The San people, sometimes called Bushmen, is an umbrella term for different indigenous hunter-gatherer tribes native to Southern Africa. Their territories include Botswana, Namibia, Angola, Zambia, Zimbabwe, South Africa and Lesotho. Although the word 'San' seems favoured over 'Bushman', both are sometimes considered pejorative. Members of different San peoples prefer to be called by the names of their individual nations rather than by the collective name.

Springbok, **kudu** and **wildebeest** (also called gnu) are three antelope species which can be found in various regions of Africa.

The Nama people are an African ethnic group, indigenous to South Africa, Namibia and Botswana. Traditionally, they led a nomadic life around the Orange River in southern Namibia and northern South Africa, the area known as Namaqualand. Today, however, only few of the Nama maintain their traditional lifestyle as most of them settled in villages under the former South African apartheid administration.

The Skeleton Coast is part of the Atlantic coast of northern Namibia and southern Angola. The name comes from the title of a book by John Henry Marsh (published in 1944), which tells the story of the shipwrecked cargo liner *Dunedin Star.* Marsh came up with the term as the shore was once littered with the skeletons of whales and seals – the remains of the whaling industry. Today, instead of skeletons, there are over 1,000 shipwrecks scattered along the coast. The area is infamous for difficult sailing conditions due to dense fogs and offshore rocks.

The Benguela Current is a cold ocean current in the South Atlantic. It flows northward along the east coast of Africa from Cape Point in South Africa towards Angola. It is 200 kilometres to 300 kilometres wide and brings cold water drawn up from great depths. The collision of the current and hot air causes dense ocean fogs on the Skeleton Coast, which can occur for as many as 180 days a year.

Schutztruppe is the name of colonial military units formed in the German colonies in Africa, namely German South Africa (present-day Burundi, Rwanda, and a part of Tanzania), German Cameroon and German South-West Africa (which is now part of Namibia). The troops were recruited from both European and local volunteers from the late nineteenth century to 1918.

The Copper Canyon is a canyon system in north-western Mexico, in the state of Chihuahua. It is comprised of six canyons formed by the six rivers that are the headwaters of the Fuerte River. The name of the canyon is derived from the copper colour of its walls. It surpasses the world-famous Grand Canyon in size and partly in depth.

Baja California is a state in northern Mexico, bordered to the north by the US state of California. It covers the northern half of the Lower California Peninsula, which separates the Pacific from the Gulf of California. Its capital is Mexicali, situated on the Mexican–US border.

The Maya people are diverse ethnic groups from Central America who speak the Mayan languages. They are indigenous inhabitants of southern Mexico, Guatemala, Belize and Honduras. Their ancestors created the Maya civilisation, one of the finest pre-Columbian cultures of city-states, which flourished in the Yucatán Peninsula in the first millennium of the modern era. There were eight million Maya people living in the region before the arrival of Europeans in the fifteenth century. These days their population is estimated at seven million.

6.3

The Pyramid of Djoser is an ancient step pyramid, located thirty kilometres south of Cairo, Egypt. It was constructed during the twenty-seventh century BCE as a burial place for Pharaoh Djoser. It is a landmark in Saqqara – an extensive cemetery which served Memphis, the capital city of Ancient Egypt. When the pyramid was built, it was sixty-two metres tall, which made it the tallest building of its time.

Moray is an archaeological site of Inca ruins, situated on a high plateau north-west of Cusco in Peru. The ruins mostly comprise large circular terraces resembling amphitheatres. The terraces are thought to have been used as an agricultural experiment station. Their unique design might have enabled the Incas to observe the impact of different weather conditions on crop growth.

Giza is the third largest city in Egypt, one of the five administrative units comprising Greater Cairo. It lies on the west bank of the Nile, south of the centre of Cairo. It is famous for the Giza pyramid complex – an archaeological site on the edge of the Libyan desert including the Great Pyramid of Giza (also called the Pyramid of Cheops) and the Great Sphinx.

Machu Picchu is an ancient Inca site, located about eighty kilometres from Cusco in Peru. It was built around 1450 on a mountain ridge 2,430 metres above sea level, presumably as an estate for the Inca emperor Pachacuti. The city was only inhabited for about a hundred years to be abandoned in 1572, when the Inca Empire had fallen. Interestingly, Machu Picchu was never found by the Spanish conquistadors. It was rediscovered in 1911 by the American historian Hiram Bingham. Partly reconstructed, the ruins are now one of the world's greatest tourist attractions.

Cairo is the capital city of Egypt, part of the metropolitan area called Greater Cairo. It is located on the Nile in the north of the country. Cairo per se is the largest Egyptian city with an estimated population of around ten million people. It is an important economic, cultural and religious centre in the region, often called 'the city of a thousand minarets'.

The Inca civilisation was an Andean civilisation that in the thirteenth century created the Inca Empire, which was the largest and the last sovereign political entity in pre-Columbian America. The cradle of the Incan Empire was the city-state Kingdom of Cusco in present-day Peru. Cusco remained the capital of the whole Incan Empire, which in its heyday covered a large part of modern Peru and Ecuador as well as areas in present-day Colombia, Bolivia, Chile and Argentina. The Inca civilisation collapsed as a result of the Spanish conquest, with its last stronghold falling in 1572.

6.4

Alexandra Stoddard (b. 1941) is an American author and an interior designer. On her official blog she also refers to herself as 'a philosopher of contemporary living'. She has published numerous books on lifestyle and design, the best-known of which are *Living a Beautiful Life: 500 Ways to Add Elegance, Order, Beauty and Joy to Every Day of Your Life*; *Choosing Happiness: Keys to a Joyful Life* and *Things I Want My Daughters to Know: A Small Book About the Big Issues in Life*.

6.5

Patagonia is a geographical region on the southern tip of South America encompassing a large area of Argentina and Chile. It borders both the Atlantic and the Pacific Ocean. It has a low population density and is known for its rugged nature. The varied landscape of Patagonia includes the southern Andes, deserts, steppes and grasslands.

6.6

InterRail is a method of travelling by train. It is a pass which allows unlimited travel on trains in certain areas of Europe. It was originally introduced in 1972 to give young travellers access to cheaper transport around Europe. In 1998 it became available to all ages with different rates applied to different age groups. It is now called the Interrail Global Pass.

6.7

Shanghai is a city in eastern China, located at the mouth of the Yangtze River. It has a population of over twenty-four million people and as such ranks as the world's largest city proper (i.e. without its suburbs). The city is a global financial and business centre as well as the busiest container port in the world.

Rio de Janeiro is a city in southern Brazil, located on the Atlantic coast. With about 6.5 million inhabitants, it is the second most populous Brazilian city. Since it was founded by the Portuguese in 1565, it has played a key role in the history of the country. Until 1960 it was the capital of Brazil. Rio is a popular tourist destination, drawing visitors with its beautiful natural setting, beaches, carnival and its most recognisable landmark – the statue of Christ the Redeemer on top of Corcovado mountain.

The Taebaek Mountains are the main mountain range of the Korean Peninsula, stretching along its east coast for 500 kilometres. They span South Korea and North Korea. The highest mountain is Seoraksan on the South Korean side, reaching 1708 metres.

Focus Review 6

Belgrade is the capital city of Serbia and was the capital of Yugoslavia. It is located in the north of the country where the Sava River flows into the Danube. With a population of around 1.2 million people, Belgrade is Serbia's biggest city. It is also one of the oldest European cities and many of the sights are reminiscent of its long and turbulent history.

World Heritage Sites are places designated by UNESCO as having outstanding value to humanity and as such being in need of preservation. They can represent cultural and natural heritage and include such diverse places as buildings, monuments, cities, lakes, mountains or forests. Since the programme started in 1972, more than 1,000 places have been listed as World Heritage Sites. They are eligible to receive funding from the World Heritage Fund.

The Levant is a historical term referring to the geographical region at the eastern end of the Mediterranean Sea. In its broadest sense, the Levant includes Lebanon, Israel, Palestine, Jordan, Syria, Cyprus and Turkey but it may also refer to Egypt, Iraq and Greece.

The Black Death was a pandemic of bubonic plague that swept through Europe in the mid-fourteenth century. Carried by infected rats, the plague is believed to have started in Central Asia and spread along the Silk Road. The estimated death toll was from thirty to sixty percent of the total population of Europe.

Mongolia is a landlocked country in east-central Asia between Russia and China. It has a population of over three million people, almost forty percent of whom live in the capital city of Ulaanbaatar. Around a third of its citizens still lead nomadic or semi-nomadic lives. The enormous area of Mongolia makes it the least densely populated independent country in the world. Its territory is mainly covered by vast steppes, apart from its southern part occupied by the Gobi Desert.

Azerbaijan is a country in the eastern Caucasus on the Caspian Sea, at the crossroads of the Silk Road and south–north corridor. It is bordered by Russia, Georgia, Armenia, and Iran. It has a population of more than nine and a half million people, over a third of whom live in the metropolitan area of the capital city Baku. Azerbaijan was a Soviet republic from 1920 to 1991, at which point it declared independence. Its economy is largely based on oil and natural gas.

The Caucasus is an area between the Black Sea and the Caspian Sea, constituting the conventional border between Europe and Asia. The most prominent geographical feature is the range of the Caucasus Mountains, dividing the region into two politically distinct parts. The northern Caucasus belongs to Russia, whereas the southern part is comprised of the independent states of Georgia, Armenia and Azerbaijan. Still, the ethnic, linguistic and cultural diversity of the Caucasus constructs a far more complex picture than the political map.

Lada is a popular make of cars produced by the Russian automobile manufacturer AvtoVAZ. The production of Ladas began in the former Soviet Union. At that time the cars were mostly exported to Eastern Europe and other countries economically dependent on the USSR, including Mongolia. Today Ladas are mainly sold in Russia and former Soviet Republics, but they are also available in some EU countries and Egypt.

Munich is a city in southern Germany and the capital of the federal state of Bavaria. With over one and a half million inhabitants, it is the third largest German city after Berlin and Hamburg. Munich is a major financial and commercial centre, which makes it one of the most affluent cities in Germany. It boasts many excellent cultural institutions, historic architecture and museums. After Frankfurt, Munich has the second biggest airport in Germany and is one of the biggest hubs for the German flag carrier Lufthansa.

Unit 7 Express yourself

7.1

Paul Gauguin (1848–1903) was a French painter. He is famous for his innovative use of colours and characteristic post-Impressionist style, which is said to have influenced many modern artists including Pablo Picasso and Henri Matisse. He spent several years in French Polynesia in the Pacific Ocean, mostly in Tahiti, which is reflected in many of his paintings.

The *Harry Potter* series is comprised of eight British-American fantasy films, based on the seven Harry Potter novels by the British author J.K. Rowling. Released between 2001 and 2011, each film corresponds to one book except for the last two, which are a two-part adaptation of *Harry Potter and the Deathly Hallows*. All the films were released under the same titles and in the same order as the Rowling novels. The title character is a young wizard and a student at Hogwarts School of Witchcraft and Wizardry, who tries to conquer the villain, the Dark wizard Lord Voldemort. The series stars Rupert Grint, Emma Watson and Daniel Radcliffe.

The Phantom of the Opera is a musical composed by Andrew Lloyd Webber, with lyrics by Charles Hart and Richard Stilgoe. It is based on the French novel with the same title written in 1910 by Gaston Leroux. The musical had its premiere at Her Majesty's Theatre in London's West End in 1986, and on New York's Broadway in 1988. As of 2016, there were over thirty-five international productions worldwide. This award-winning musical holds the records of the longest running show in Broadway history, the second longest-running West End musical, after *Les Misérables*, and the second highest-grossing stage show after *The Lion King*.

The Lion King is an American animated epic film, released by Walt Disney Pictures in 1994. It was directed by Roger Allers and Rob Minkoff and featured original songs composed by Elton John. Set in an African kingdom of lions, the film tells the story of the lion cub Simba on his way to becoming king. In 2011 the film was re-released in 3D. *The Lion King* won widespread critical praise and became a huge commercial success as one of the highest-grossing animated films in history.

Zulu is the language of the Zulu people, one of the official languages of the Republic of South Africa. It has over ten million native speakers, mostly in the east of South Africa, although it is also spoken in Mozambique, Swaziland and Lesotho. Zulu belongs to Bantu language group, a branch of the Niger-Congo languages, one of the world's main language families. Like some other southern African languages, it uses several click sounds.

7.2

Homer was a Greek poet, traditionally regarded as the author of the oldest works of Western literature – the two epic poems, the *Iliad* and the *Odyssey*. The *Iliad* tells a story of the Greek war against Troy, whereas the ***Odyssey*** describes Odysseus's journey home to Ithaca after the fall of Troy. As there is no record of Homer's life, it is speculated that he might have lived before 850 BCE.

He had an enormous impact both on the culture of the ancient Greeks, who considered him as the first and greatest epic poet, and on European literature, which has its roots in Homer's works.

Allen Ginsberg (1926–1997) was an American poet and one of the leaders of the **Beat Generation**, a literary nonconformist movement that rejected existing literary and social norms. It influenced American culture in the 1950s and largely shaped the hippie movement of the 1960s. His best-known poem is *Howl*, acknowledged as one of the great works of American literature.

Kae Tempest (b. 1985, until August 2020 named Kate Tempest) is an English poet, spoken word performer, rapper and playwright. Tempest's work resulted in a number of awards for poetry, spoken word performance and writing, including the Next Generation Award given to a promising poet once in a decade.

Brockley is a district in the London Borough of Lewisham, located in south-east London, UK. It lies within Inner London, the central area of Greater London.

Roots Manuva (b. 1972) is the stage name of Rodney Hylton Smith. He is an English rapper from London. As of 2020, he had brought out nine albums, the first of which, *Brand New Second Hand*, was released in 1999. Roots Manuva is said to have had a big impact on the British rap scene and his song *Witness (1 Hope)* is regarded as a UK rap anthem.

The Wu-Tang Clan is an American hip-hop group from New York City. They started their career in the early 1990s and released their first album *Enter the Wu-Tang (36 Chambers)* in 1993. As of 2020, they had recorded eight highly-acclaimed albums and sold over forty million copies worldwide. The Wu-Tang Clan is considered to be one of the best and most influential hip-hop groups in history.

Damon Albarn (b. 1968) is an English musician and songwriter. He is best known as the lead singer of the alternative rock band Blur. Blur's second album *Modern Life Is Rubbish* along with their next two records, *Parklife* and *The Great Escape,* gained the band international fame. Albarn also co-founded Gorillaz, a highly successful virtual band made up of four animated members. In 2014 Albarn released his first solo album *Everyday Robots.*

FKA twigs is the stage name of Tahliah Debrett Barnett (b. 1988), an English singer, songwriter and dancer. She debuted in 2012 with the extended play *EP1* and in 2014 released her debut album *LP1*, which was highly praised by the critics. Her music is often compared to alternative R&B, although FKA twigs herself objects to this label.

7.3

Crowdfunding is a method of financing a project or a new business by raising funds from a large number of donors, usually through special Internet platforms. Since its emergence in the early 2000s, crowdfunding has become a common way to fund start-ups. Crowdfunding platforms differ considerably in the services they provide and who they cater for. Among the best-known are Kickstarter, GoFundMe or Indiegogo.

7.7

The Hobbit films are a series of three fantasy adventure films released between 2012 and 2013, based on the novel *The Hobbit* by J. R. R. Tolkien. The films were directed by Peter Jackson, best known for directing and producing *The Lord of the Rings* trilogy. The cast of *The Hobbit* includes Martin Freeman, Ken Stott and Evangeline Lilly. In order to maintain the connection between the two trilogies, the characters appearing in *The Hobbit* and *The Lord of the Rings* series are played by the same actors, for example Cate Blanchett, Orlando Bloom and Christopher Lee.

The Twilight Saga is a series of five fantasy romance films for young adults based on the novels by Stephenie Meyer. The films are about the life of a teenage girl called Bella Swan (played by Kristen Stewart) who falls in love with a vampire called Edward Cullen (played by Robert Pattinson).

The Perks of Being a Wallflower is an American comedy-drama film, released in 2012. It was directed by Stephen Chbosky, the author of the book the film is based on. The film focuses on coming-of-age experiences recounted by Charlie, an intelligent introverted boy, who describes his life through relationships with school friends and family. The film features Emma Watson, Ezra Miller and Logan Lerman as Charlie.

Beautiful Creatures is a 2013 film adaptation of a romantic fantasy novel by Kami Garcia and Margaret Stohl. The film was directed by Richard LaGravenese**.** Set in a small American town, it tells the story of a teenage boy Ethan (Alden Ehrenreich), who falls in love with Lena (Alice Englert), a teenage witch.

The Fault in Our Stars is an American romantic drama, directed by Josh Boone and released in 2014. Based on John Green's book of the same title, the film tells the story of two teenagers fighting cancer who fall in love with each other while attending a support group. The main characters are played by Shailene Woodley and Ansel Elgort.

The Hunger Games is a popular series of science-fiction films based on *The Hunger Games* books by Suzanne Collins. The series comprises four parts: *The Hunger Games* (2012), *The Hunger Games: Catching Fire* (2013), *The Hunger Games: Mockingjay – Part 1* (2014) and *The Hunger Games: Mockingjay – Part 2* (2015). The films star Jennifer Lawrence, Josh Hutcherson and Liam Hemsworth as the three leading characters.

The Karate Kid is a 2010 Chinese-American martial arts film. Directed by Harald Zwart, the film features Jackie Chan and Jaden Smith. It is a remake of the 1984 drama film of the same name but it differs from the original in that it contains comedic elements.

Interstellar is an American science fiction film, released in 2014. Directed by Christopher Nolan, it stars Matthew McConaughey, Anne Hathaway and Michael Caine. *Interstellar* is about a group of astronauts travelling through a wormhole, a shortcut connecting two distant points in spacetime, to find a new home for humanity.

Weightless is the first book written by the American author Sarah Bannan. Published in 2015, this novel for young adults focuses on the topics of cyberbullying and peer pressure. It tells the story of a new girl student in a local high school who, despite an initial positive reception, slowly but surely falls victim to bullying.

The Dream Thieves is an urban fantasy novel by Maggie Stiefvater, an American writer of young adult fiction. Published in 2013, the book is the second in the four-part *Raven Cycle* series.

Focus Review 7

Arthur Miller (1915–2005) was an American playwright and essayist. He wrote over thirty stage plays as well as a number of screenplays and radio plays. His notable works include *All My Sons*, *The Crucible*, *A View from the Bridge* and his best drama, *Death of a Salesman,* for which he received a Pulitzer Prize in 1949. For five years Miller was married to Marilyn Monroe.

The West End is an area in the western part of central London, with Piccadilly Circus at its heart. It is known for popular tourist attractions, large shops, luxury hotels and a range of top-class theatres. West End theatres, along with New York's Broadway theatres, are usually associated with the highest level of commercial theatre in the English-speaking world.

The Mousetrap is a two-act murder mystery play by Agatha Christie. It is far and away the longest-running show in the world. It has been on at the Ambassadors Theatre in the West End since it opened in 1952. The 27,500th performance was given on 18 September 2018. Traditionally, at the end of each performance, the audience are reminded not to reveal the solution to the mystery to anyone, so as not to spoil the end of the play for future audiences.

Jim Morrison (1943–1971) was an American singer, songwriter and the vocalist of the rock group The Doors. He was an eccentric person as well as a charismatic performer and is considered to be one of the icons of rock music.

James Joyce (1882–1941) was an Irish novelist, best known as the author of *Ulysses*. His other prominent works include *Dubliners*, *A Portrait of the Artist as a Young Man* and *Finnegans Wake*. Joyce was famous for his erudition and his innovative style of writing called 'stream of consciousness'. His works had a profound effect on modernist literature.

Unit 8 Text me!

8.1

Sigmund Freud (1856–1939) was an Austrian neurologist, best known as the founder of psychoanalysis. It was an innovative method of treating mental problems in which interviewing the patient was the primary means of understanding the causes of the illness. Freud's most influential works are *The Interpretation of Dreams* and *The Ego and the Id*. His theories have had a significant impact on the development of modern psychology and psychiatry.

8.4

Vlogging is creating a blog with video content. You only need a camera and an Internet connection to create one. Some vlogs have been turned into businesses and vloggers can earn thousands of dollars through advertising. The most popular vloggers can have millions of followers, so businesses use their sites to advertise their products.

8.5

Ebola is a viral infection that causes high fever and bleeding, both external and internal. Other symptoms include a sore throat, muscular pain, headaches, vomiting, diarrhoea and a rash. On average, Ebola has a fifty percent fatality rate. However, it is not highly contagious as the virus is only spread by direct contact with bodily fluids. Since Ebola was first identified in 1976, there have been numerous outbreaks, mainly in central and western Africa. A major Ebola epidemic swept across West Africa between December 2013 and January 2016, with the death toll reaching over 11,000 people.

Unit 9 Future generations

9.1

Jane Goodall (b. 1934) is a British primatologist and conservationist. Having carried out pioneering studies on wild chimpanzees in Tanzania for fifty-five years, she became the world's leading authority on these apes. She is renowned as a passionate advocate of animal welfare and wildlife conservation. In 1977 she founded the Jane Goodall Institute, whose aim is to protect great apes and their habitat. In 2002 she was designated UN Messenger of Peace, and in 2004 she was honoured with the title of Dame Commander of the Order of the British Empire (DBE) for her lifetime work.

9.2

The United Nations (UN) is an international organisation established by fifty-one countries after World War II to help maintain peace, safety and security in the world. Today it has 193 member states and its work reaches around the world. It tries to help countries have friendly relationships and to respect human rights. It also promotes the improvement of life for people in poor countries. Its headquarters are in New York.

Shakira (b. 1977) is a Colombian singer and songwriter. She made a name for herself in Latin America with the records *Pies Descalzos* and *¿Dónde Están los Ladrones?*. In 2001 she released *Laundry Service*, her first album recorded in English, which won her fame worldwide. She is also known for the official song for the 2010 FIFA World Cup, *Waka Waka (This Time for Africa),* the biggest-selling World Cup song of all time. Shakira is the founder of the Pies Descalzos Foundation, which runs special schools for underprivileged children in Colombia. She has been a UNICEF Goodwill Ambassador since 2003.

David Beckham (b. 1975) is a British former football player, a model and a humanitarian. His sports career began in Manchester United in 1992 and lasted twenty years, during which he played for Preston North End, Real Madrid, A.C. Milan, LA Galaxy and Paris Saint-Germain. He was one of the highest-paid football players in history and achieved unprecedented celebrity status. Beckham is deeply involved in charitable work. In 2015, ten years after he became a UNICEF Goodwill Ambassador, together with UNICEF he launched 7: The Beckham UNICEF Fund, which aims to help protect children from danger.

Danny Kaye (1911–1987) was an American actor, singer, dancer and a television host, known for his roles in such popular musical films as *Hans Christian Andersen* and *White Christmas*. In 1954 he became the first UNICEF Goodwill Ambassador. In recognition of his tireless efforts to promote the work of UNICEF, Kaye was invited to attended the Nobel Prize ceremony when the organisation received the Nobel Peace Prize in 1965.

The United Nations Children's Fund, mostly known by the acronym **UNICEF**, is a United Nations humanitarian agency which aims to improve the lives of children and their families worldwide. It was founded in 1946 by the United Nations General Assembly. UNICEF is administrated through its headquarters in New York and some regional offices around the world. Most of its posts, however, are situated directly in the 192 countries where its work is carried out through country programmes and National Committees in fields such as nutrition, health care and education. UNICEF is funded by governments and private donors. It is also is supported by world-famous celebrities acting as its Goodwill Ambassadors, whose role is to help raise awareness about its causes. In 1965 UNICEF was awarded the Nobel Peace Prize.

Gisele Bündchen (b. 1980) is a Brazilian model and actress, one of the highest-paid fashion models in the world. She is also known for her charitable activities and dedication to environmental issues. In 2009, Bündchen was appointed Goodwill Ambassador for the United Nations Environment Programme (UNEP).

Leonardo DiCaprio (b. 1974) is an American actor and film producer, one of the best-known Hollywood stars. DiCaprio's roles in the dramas *What's Eating Gilbert Grape* and *Romeo + Juliet* established him as a promising star, but his career accelerated quickly after his leading role in the blockbuster *Titanic*. DiCaprio starred in many prominent films including *Gangs of New York, The Aviator, The Wolf of Wall Street* and *The Revenant*, the last of which won him the Oscar for Best Actor in 2016. As a committed environmentalist, DiCaprio often uses his public speeches to raise awareness of global warming. He is also a generous donor who supports different charitable activities.

Titanic is an American disaster film, directed by James Cameron. It tells the fictional story of a young couple, played by Leonardo DiCaprio and Kate Winslet, who fall in love during the doomed maiden voyage of the Titanic. Released in 1997, *Titanic* became one of the highest-grossing films in history and the first production to earn over a billion dollars. It won eleven Academy Awards.

The Wolf of Wall Street is a 2013 American comedy, directed by Martin Scorsese. It stars Leonardo DiCaprio as a New York stockbroker, Jordan Belfort, whose memoir was adapted into the film's screenplay. The film depicts Belfort's controversial career and his downfall. *The Wolf of Wall Street* was a huge commercial success and it received several Oscar nominations.

Angelina Jolie (b. 1975) is an American actress and director, one of the most recognisable and highest-paid Hollywood names. She rose to fame after her role in the drama *Girl, Interrupted*, which won her an Oscar in 1999. She starred in such blockbusters as *Lara Croft: Tomb Raider*, *Mr. & Mrs. Smith* and *Changeling*. Jolie is known for her humanitarian engagement. In 2001 she was appointed as a Goodwill Ambassador for the Office of the UN High Commissioner for Refugees (UNHCR) and eleven years later became a UNHCR Special Envoy.

Lara Croft: Tomb Raider is a 2001 American action film, directed by Simon West. It is based on a video game series and features Angelina Jolie as the adventure heroine Lara Croft, who is on a mission to recover some antique artefacts. Part of the film was shot on location at the ancient temple complex of Angkor Wat in Cambodia, where the atrocities of the country's long civil conflict were still painfully visible. That is believed to have strongly influenced Jolie's decision to get involved in humanitarian work.

9.4

The Tube is a nickname for the London underground railway system inspired by the circular shape of its tunnels. It was built to relieve traffic congestion in Victorian London. The first three-mile line was opened in 1863 and became an instant success. Since then the railway has gradually expanded to the entire London metropolitan area, contributing to the expansion of the city's suburbs and the development of its economy. Today, with eleven lines, 400 kilometres of track, 270 stations and over one billion journeys made on it every year, the Tube is one of the largest, most complex and busiest underground systems in the world.

Instructions for class debates

Time: 25–30 minutes

Preparation

Write the topic of the debate on the blackboard. Ask students to work in pairs or groups of three and to discuss it for two–three minutes. They should think of some arguments for or against the statement and decide which side of the argument they want to take. Alternatively, you can assign this task as homework and allow students to research the issue and think of the arguments at home.

Make groups of no more than six students. If you teach a small class, there should be one group 'for' and one 'against'. In bigger classes there may be two or three teams with each opinion but make sure there are as many groups 'for' as 'against'. If most students hold similar views, you may assign them to teams randomly. For variety or an extra challenge you may also ask them to argue for the view opposite to their own.

Give students five minutes to prepare. They should make a list of arguments in support of their view. They may also try to anticipate the counterarguments the opposing team may present and think of how to refute them. Finally, they should plan a strategy for their team, i.e. decide who is going to present which argument and in which order. Tell them that during the debate each member of the team needs to speak at least once.

Explain to students that they are going to take turns to argue their case: first to present their arguments, second to rebut their opponents' arguments, and third to provide a summary of their position. Ask them to remain silent while their opponents are speaking and take notes of the points they make.

The debate

If you have more than two teams, tell students which teams are going to argue against each other. Then start the debate. It should have these stages:

(1) Turn 1: Each team present their arguments for two minutes.

(2) Both teams have two minutes to prepare the rebuttal of their opponents' arguments.

(3) Turn 2: Each team present their rebuttal for two minutes.

(4) Both teams have two minutes to prepare the summary of their view.

(5) Turn 3: Each team summarise their view and make final comments for one minute.

For the sake of fairness, you may want to alternate the order in which the teams make their presentations, with the team arguing for the statement speaking first in Turn 1 and second in Turn 2.

If pressed for time, you may combine Turn 2 with Turn 3 so that students present both the rebuttal and summary in one stage.

After the debate

Ask students whether they have been convinced by the opposing team's arguments and who in their opinion won the debate and why. Also provide feedback on how well the teams argued their case and suggest things they could improve in the future.

Students' Book audioscript

Unit 1 The ties that bind

1.4 Use of English

1.7 Exercises 2 and 3, page 9

P = Presenter

P: And now to our final story … You know how they say that sometimes meeting the right person can change your life? Well, Jordan Axani thought he had met that person. Her name was Elizabeth, Elizabeth Gallagher. They fell in love and were on the verge of taking a romantic trip together. They were going to travel around the world. They would spend Christmas Day in Vienna and then they were visiting eight countries in three weeks. It was going to be the trip of a lifetime. But shortly before the trip was due to take place, the couple split up. Although Jordan had lost the love of his life, he wasn't planning on missing out on the trip as well. So he decided to go with someone else. The only problem was that he couldn't change the name on the tickets. So he started a search on social media for another Elizabeth Gallagher. But that wasn't the only requirement. He also wanted to share the ticket with someone who would not otherwise be able to afford the trip, and in the end, he found the perfect partner, Elizabeth Quinn Gallagher, a twenty-three-year-old student. As they were on the point of starting their trip, a hotel chain got in touch and offered them two free hotel rooms at each of their destinations. It really was a dream come true!

1.5 Listening

1.8 Exercises 2 and 3, page 10

J = Jen

J: Last week, I took part in an interesting experiment and thought that maybe you'd like to hear about it. I got involved through one of my psychology lecturers. She explained that her team was looking at the factors involved in forming first impressions and was looking for volunteers. Well, I was intrigued as that's the topic of my major assignment this semester. And I had some free time as I'd just finished an essay so I signed up.
The experiment was simple. Basically we had to sit in front of a computer and watch a slideshow. The slides showed photos of people's faces accompanied by information about the person, for example, that they'd been convicted of a minor crime, or that they frequently did charity work. We had to study the photos for a couple of minutes and then try to recall them. I found this easy, as I'm good at remembering faces. We were then told to come back three days later. I chatted about the experiment with a friend and we both wondered what the next step would be. I figured it would include some kind of memory test. My friend thought that maybe we'd get to meet the people. So, three days later, back we went and sat at the same computers and we were asked to look at the same faces – I'd been right after all! This time we were told to tick a box each time, stating whether we thought the person looked trustworthy or not. It was actually very challenging and I felt quite stressed as the participants in my group only saw each photo for less than a second. I was exhausted by the end and not at all confident that I'd given the right answers. Meanwhile my friend, who had been put in a different group, had also been doing the test. But her experience had differed from mine. Even though the collection of photos was the same, the participants in her group had been given much longer to look at the faces, remember the facts about them and use that information to make decisions. And of course, we understood, as we talked about it later, that that was the crux of the experiment: the length of time the different groups of participants had to form their impressions – not actually the impressions themselves.
Once the experiment was over, the team explained the background to the test. They described how originally they'd asked an earlier group of volunteers to look at the photos and rate the people as trustworthy or untrustworthy based on their faces and expressions. The team had then added made-up personal information to each photo. Sometimes the information coincided with the physical impression described by the original group of volunteers – for example, a person with a trustworthy face might be described as being an upstanding citizen – but sometimes it didn't, and a trustworthy face was labelled as having a criminal record. This really surprised me as I had assumed the personal information was genuine when asked to read it. The team conducting the experiment then explained that the volunteers in my friend's group, who'd been given longer the second time they viewed the photos, had generally matched the faces to the categories based on the facts they could recall and not the people's appearance. Those of us who had only had a split second for our second viewing judged according to appearances, even if the information we'd managed to remember in that short time contradicted our judgments. I found that pretty worrying actually. I mean, the experiment seems to confirm that when we see someone for the first time, in that first split second, our minds are already judging them, not on facts, but on a simple gut reaction. That bothers me, being judged in that way. Doesn't it bother you?

1.6 Speaking

1.11 Exercises 3 and 4, page 11

J = Jess C = Chris

J: What is that? A quiz?

C: Yeah, kind of. In class, we were talking about first impressions and how sometimes they can be right and how much you can tell just from looking at a picture … Would you like to have a go? It's kind of fun.

J: I don't know. I mean, it's hard, isn't it, judging from appearances … And first impressions can often be wrong … But OK, why not? So what do I need to do?
C: First, you need to look at this photo and say what you think about the person in it.
J: Well, she looks 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 glance, I thought she looked a bit pensive and melancholic or even as if she might be angry or upset. But, on closer inspection, I'd say although she looks introspective and thoughtful at the same time she seems happy … or maybe content is the right word. Judging 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 something 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 then again, I could be wrong about all of that. I mean, it isn't a very natural shot. It's hard to say but it almost seems a bit staged. I mean she's posing, isn't she? And there's something about the angle, as if the photographer wanted to get the lighting just right …
C: OK, now you have to read the three profiles and see if you can guess which one she is …

Focus Review 1

1.12 Exercise 9, page 15

S = Speaker

S: Sometimes we try to stop ourselves but we just can't control the urge. We get ourselves involved in a verbal conflict that is often met with an immediate sense of regret. But arguing? Is it really such a bad thing?
Philosopher Daniel H. Cohen says that there are three kinds of argument: there's the argument-as-proof, the argument-as-presentation and there's the argument-as-war. Now, the first of these are scientific arguments designed to prove a theory is either correct or incorrect. They involve experimentation, investigation and the formation of hypothesis: the search for the objective truth.
The second of these are those types of argument that are purely for the sake of it, performed in front of a captive audience like a kind of spectator sport. They often involve playing devil's advocate in order to force debate and there's often very little outcome other than the thrill of being involved in the act and entertaining onlookers with witty comebacks.
But it is the last of these which is the most prevalent. The argument-as-war: the adversarial taking on of an opponent who has a different opinion.
Now, the fact that we have so many different terms to describe the phenomenon gives us a clue as to how much a part of our lives it actually is.
Whether it be a quarrel, a squabble, a wrangle or a dispute, plenty of the people we interact with on a daily basis are gonna think differently to ourselves and it is, therefore, an inevitable fact that with some of these people conflict will ensue.
Interestingly, however, scientists have proven that people who argue with those close to them are more likely to be more considerate to others confronted during the day. That means they're less likely to be the instigators of road rage, push people out of the way in the street or fight for that last seat on the train.
Another positive knock-on effect of arguments is that people who regularly get involved in them are known to have a longer life expectancy than those that tend to bite their lip and bottle their true feelings up. These latter types are much more likely to explode at some point in the future – rather like a time bomb ticking inexorably towards an explosion of epic proportions.
And there's more good news. Arguing is actually good for your relationship. How so? Arguing equals communication – the exchange of information and views that are considered important enough to share when one feels safe enough to share them. They are an expression of honesty, of trust, of respect. If you really care about a relationship, you want to express such truths rather than simply brush them under the carpet.
So, as long as you keep your arguments to the point and remember to actually listen to what your partner is saying, feel free to go ahead and get it all out in the open. Whatever you do though, make sure that you don't get involved in personal attacks. Then a good argument needn't be an act of war as much as one that will create a stronger bond and a healthier, longer life.

Unit 2 Learning for life

2.1 Vocabulary

1.15 Exercise 10, page 17

B = Ben S = Sarah

B: Hello.
S: Hi, Ben. Where are you?
B: I'm at home.
S: What are you doing later? I thought you might like to come out.
B: Oh. I can't. I've got to catch up on my work. It's starting to pile up.
S: What work?
B: I need to brush up on my French – we've got a test, remember?
S: But that's not till next week! You need to cook up a better excuse than that!
B: It's not an excuse – I've also got to read up on the Second World War for history.
S: Oh lighten up! It's Friday night. Do your reading now and then you can come out when you've finished. It won't take long.
B: Hahaha, I'm not like you. It's easy for you, you love history – you lap it up.
S: Well, I do like history. But listen, I've summoned up the courage to ask you out – the least you can do is say yes.
B: Oh. Well, OK, then. Give me half an hour.

1.17 Exercises 12 and 13, page 17

I = Interviewer A = Amy M = Matt R = Rob S = Sally

I: How do you cope with exams, Amy?
A: Not very well. I try to keep things in perspective – I tell myself it's just an exam and what's the worst that could happen? But unfortunately, it doesn't calm me down. I'm a bundle of nerves on the day of the exam, and by the time the exam starts, my heart is pounding and my mind goes blank. I force myself to get a grip but I'm sure I don't perform as well as I could because of the nerves.
I: How about you, Matt?
M: I get butterflies in my stomach before an exam. But once the exam starts, it's as if a weight has been lifted and a calm comes over me and I just get on with it. I suppose it's because I know there's nothing more I can do – the period leading up to the exam is when I'm a nervous wreck!
I: And you, Rob?
R: It depends on how confident and prepared I feel. If I know I've done the work, I'll take exams in my stride. But if I feel unprepared or out of my depth, I'll get nervous and probably make a mess of the exam.
I: Sally, how do you cope with exams?
S: It might sound weird but I actually like exams. I think I perform well under stress. I'm not the kind of student who does all their coursework and gets consistently good marks. I tend to cram for a couple of weeks and sail through the exams. Of course, I forget everything two weeks later!

2.3 Grammar

1.19 Exercises 2 and 3, page 20

A = Interviewer B = Interviewee

A: Hi, we're here today, taking a closer look at the idea of communities of practice – groups of people who come together to share their experiences and their expertise and learn from each other. Here in front of us, on the beach, are a group of young people, mostly male, aged between about fifteen and twenty-five, and they're all practising some tricking moves. Ali, can you quickly tell us what tricking is?
B: Yes, it's a kind of combination of acrobatics and martial arts. The kids here do it on the beach all year round. They use these big lorry tyres, buried in the sand, as a trampoline and they spend hours and hours jumping off the tyres and doing tricks off them. They watch each other and discuss the moves and practise over and over. That's how they learn.
A: So how long would you say these young people have been tricking?
B: There's no way of telling really … The original group members may have been doing it for years while the younger ones might have been taught more recently. Some of these really young ones could just have joined the group. See the guy in the white T-shirt – he must have been doing it for a couple of years, I'd say.
A: Yes, he's really good! He can do some amazing things!
B: The younger kids very often film the acrobatics on their mobiles.
A: Yes, I saw them recording one trick on their smartphones the other day. Why do they do that? I thought it must be so they could learn from the more experienced members of the group …
B: Well, yes, they could well be doing it so they can watch the clips afterwards and talk about the techniques. But the guy in the white T-shirt may watch the film later too. If he does, it will certainly be to help him improve his technique.
A: And how do you think he learnt that move to start with? I mean, he can't have learnt it by himself …
B: Who knows? He could have been part of another group and moved on to form his own tricking gang or he may have learnt the first tricks online …
A: So there's a whole online community also?
B: Yes, that's right. The clips they're filming on their phones … most likely they post them straight to a YouTube channel – there's a huge global community out there sharing and learning together. That's an important part of the community of practice too, sharing online as well as face-to-face. A lot of trickers learn their moves online.
A: Wow – that must be so inspiring!
B: Yeah, I think it is … but the most motivating thing is just getting it right. Look! Watch him.
A: Wow, he can't be doing that! That's amazing!

2.5 Listening

1.20 Exercises 2 and 3, page 22

M1 = Man 1 W1 = Woman 2 M2 = Man 2 W2 = Woman 2

Dialogue 1

M1: I bought a desk for my study from this online retailer – you know, it was pretty reasonable – not super-cheap but not that bad. And they delivered it and it was flat pack, um – so I had to put it together myself.
W1: Flat pack furniture is beyond me. I don't buy it any more because I'm just useless at putting it together.
M1: Yeah, well, I was pretty useless that day too … So I got the instructions out and it was like this list of letters and numbers, which were supposed to correspond to the pieces but I found the whole thing very vague and actually more confusing than helpful. The physical pieces seemed to bear almost no resemblance to what was on the paper. Anyway, I tried to keep my composure and I kind of managed to work out what it was they meant. I just used plain common sense!
W1: Well done you. I find it impossible to get to grips with those kind of manuals – they're always confusing or there's not enough information or they're missing a page … I mean I've been there!
M1: Yeah, and then I tried to improvise … I managed to find an Allen key which they didn't provide so I had to use my initiative there. Anyway, I finally started to build this thing, got halfway through it, and got to the point where putting the whole thing together proved impossible without an extra pair of hands.
W1: What a nightmare! I would have given up there and then.
M1: Anyway, I was going to throw in the towel, then I thought I'm not going to let this defeat me. So, I went for a quick walk round the block to clear my head, you know. And I happened to meet a neighbour and asked him for help.

Dialogue 2

W2: Have you ever consulted an online video for help with fixing something? You know, one of these 'how-to' videos? I'm a bit wary of them – I'm not sure I trust the advice fully.

M2: Yeah, I have used them. When I've had issues with software, anything like that, I go on these specialist sites or forums. They've got detailed advice and videos there. Like the other day I had a problem installing an update for my computer and I went online immediately, and this guy sorted out the whole problem for me in no time!

W2: So it's professionals sponsored by tech companies? Otherwise, it seems odd to me.

M2: Not always. It's often ordinary people who've had similar problems … or people who are technical geniuses and want to share their expertise. First you type in your problem, and then loads of videos pop up with people who are a lot more technical than you or me. What they say is really easy to follow because they're like tutorials that show you how to fix problems step by step. You'd think that the videos posted by experts might be too complicated or too difficult for the average person to follow, but they're not.

W2: Right. And I guess it doesn't really matter if the videos are a bit amateurish – I mean they're free – and you can always re-watch them if you don't get it the first time. When real experts choose to share their knowledge with everyone for free it's really helpful.

M2: Absolutely – it's good to know help is just a few clicks away.

Dialogue 3

M3: We're having some people over on Thursday evening if you want to join us. Nothing fancy, but you'd be welcome.

W3: Can't do Thursday I'm afraid. Dog training classes.

M3: Dog training? I thought you were an expert?

W3: Well, I've had dogs for most of my life … and I always thought that I could train them myself, that I didn't need any help …

M3: Yes, I mean … you've had loads of experience.

W3: Well right, but Booster is proving to be a right handful; more than I can handle. I mean I've had problematic dogs before that would try to run away or whatever but I was never worried they would try and attack someone. To be frank, Booster is so aggressive it scares me, especially when he meets people he doesn't know … It's a nightmare just going for a walk with him – he's totally unpredictable.

M3: And if you can't pull him into line, that's saying something.

W3: Well, I've tried everything, but to no avail. I've had to swallow my pride and start with a dog trainer. Not individual lessons, mind you. I was advised to enrol in a class with other dogs and their owners and actually it's proved very reassuring to be with others who share the same concerns as you. They all have problem dogs so we're all in the same boat if you know what I mean.

M3: Well, I do, yes. And I guess if you had individual lessons … I mean, he might be obedient in class but when you get down the park, he might start misbehaving again. This way he gets acclimatised to other people and other dogs.

W3: Exactly. The whole experience has been very positive so far. As I said, it's good to feel part of a group who are going through the same experiences as you, to feel an affinity with them … together you can learn better I think.

M3: Well, I'm sure Booster would agree.

W3: Ha! Yes, he probably would.

2.6 Speaking

1.22 **Exercises 2 and 3, page 23**

P = Presenter D = Dawn S = Scott

P: There's no doubt that homeschooling is a growing trend and there are a lot of strong opinions about it. We talked to several people to get their views on the topic.
First, we spoke to Dawn, a secondary school teacher, who has studied the phenomenon in her area. So, Dawn, what do you think?

D: Well, first of all, I really don't think it's a practical solution for a lot of families. Take a family where both parents are working and can't afford to pay for expensive private tutors. They don't have time to dedicate to schooling their children – so for them school is the only option. And you know, there are a lot of things that schools offer that homeschooling can't. A case in point is the question of socialisation, you know, kids getting to spend time with other kids. It's a really important aspect of school and it often gets undervalued.

P: Thank you, Dawn.

D: My pleasure.

P: We also asked a homeschooler, sixteen-year-old Scott, what he thought about people who said that homeschooled kids don't learn how to socialise as much as other kids.

S: I'm sorry but I think they're wrong. In my case, I spend a lot of time with other homeschooled kids doing projects together at each other's houses. Kids who go to school, OK, they're together in class for hours every day but are they socialising? No! Look at my cousin, Rob. He's at school from 8:30 till 4. When he gets home, he has to do his homework, that takes another couple of hours and so he's hardly got any time to see his friends – or to dedicate to the things he's really interested in.

P: And what are the things you're interested in? Can you give us an example?

S: Sure. One of the most notable examples I can think of was when I was twelve. I wanted to build my own computer. I became completely obsessed with it and spent all day, every day, just finding out stuff, for instance, getting the right parts and the best prices and learning to put it all together. I was very proud of the final product, and I think it's a prime example of the kind of thing you have time to do when you're homeschooled. If I'd been going to school, well, I guess I'd have given up, you know, there just wouldn't have been enough time to pursue the project.

P: Thanks for speaking to us Scott. Well, that's been our report on homeschooling. On our next edition, we'll be talking about …

Focus Review 2

1.23 Exercise 9, page 27

M1 = Man 1 W1 = Woman 1 G1 = Girl 1 B = Boy G2 = Girl 2

Dialogue 1

M1: Ann! Haven't seen you for ages!
W1: I've been on back-to-back business trips for the last few months. Just drawing breath now!
M1: Well, you've got my sympathies. I suppose it all just merges into one huge airport and you only know where you are by looking at the name of the airport when you get off the plane. Just dull! Rather you than me!
W1: Well, you know, I find it really exhilarating! I'm in international education so I work with schools in different countries. It arouses all my do-gooding instincts – I feel I really am making a difference to people's lives and helping them achieve to the very best of their abilities.
M1: That must be rewarding.
W1: It's incredibly rewarding and I'd never get that from an office job at home! And over the years I've established very close relationships with people from all walks of life, all over the world; not to mention the huge variety of places I've seen. No, travelling as I do is amazing! When I think how all these people and places have enriched my life, I feel very fortunate.
M1: Yes, I can see that it suits you, but I think I'll keep travel for my holidays!

Dialogue 2

G1: Have you thought about your gap year?
B: Yes. I'm seriously considering going to North and South America and travelling. These places will be so different culturally to what I can experience here. And I think I can learn from their problems.
G1: That's a huge area you're talking about! It's like saying you can learn from Europe's problems, when Europe is actually made up of a multitude of individual countries each with their own distinct problems!
B: Well, actually, a number of the issues you can see in Europe have their equivalents there. Look at migration and ethnic population mix, for example. I don't think the roots of these problems can be essentially too different. And it doesn't hurt to expose oneself to different cultures and just to admire some of the most amazing natural phenomena in the world. When else am I going to see the Grand Canyon or go up the Amazon into the rainforest?
G1: Aha, that's what's really behind it. You just want to be a tourist! Don't you think that if all these issues exist here on your own doorstep, it's more worthwhile to stay and work for a local NGO? After all, you're not going to get that chance again either!

Dialogue 3

M2: So I hear that your family will be moving on again soon. How do you feel about that? You must find it disruptive.
G2: Well, it's not unexpected. My mum's company relocates her every three or four years. The company guidelines actually recommend that children go to boarding school for exactly that reason – not to disrupt their lives. I count myself lucky, though, that my parents have kept me with them.
M2: I bet. Surely modern education systems can cope well enough nowadays with pupils changing schools every now and again.
G2: What annoys me most is that people who don't move around the world as we do always make a big thing about moving schools being detrimental to one's education and interfering with the ability to form lasting relationships. But, well, there's more than one way of being educated and I've yet to hear any hard evidence of travel affecting one's connection with other people!
M2: Yeah, I'm not sure. But like I say, in this day and age I don't see why it should be such a big deal. Plenty would probably argue that it's even a good thing getting to meet new people and seeing new things. Anyway, I'm more interested to know which of the places you've been to has impressed you the most?
G2: Oh, everywhere has been pretty good. The place before this was Botswana, which was really interesting – I had a great time at school there. I love the outdoors too so that was good: from the Kalahari desert to the Okavango swamps! Awesome!

Unit 3 Let's eat

3.4 Use of English

1.29 Exercises 2 and 3, page 33

A = Announcer

A: I'm sure a lot of you love eating all those unusual dishes that form part of any trip to an exotic location. For example, you can try snake in China or you can gobble up insects like fried beetles in Thailand or grasshoppers in Mexico. But did you know that some of these strange foods can actually be dangerous for you? For example, Jamaica's national fruit, the ackee, has to be fully ripe before you eat it and its black seeds are toxic and bad for the blood, so are perhaps best avoided altogether. Likewise, in Brazil, many people like cassava, also known as tapioca, but when you eat this root vegetable make sure to peel and cook it thoroughly – raw it is poisonous! You can die! And one of the creepiest dangerous foods is sannakji from Korea, in case you're wondering – this is raw baby octopus. The thing is alive even when you chop off its tentacles, they carry on moving and can even stick to your mouth and throat so that you choke. So, if you must eat this – make sure to chew before swallowing! But did you know that you don't need to travel to encounter potentially dangerous foods? For example, you might not think twice about reaching for a few nuts when someone hands out a bowl of cashews. But did you know that raw cashews (the ones you buy in the shops are not raw but have been steamed to have a poisonous chemical taken out) are really bad for your stomach? So, don't eat cashews unless you're absolutely sure of the source. Yes, that innocent-looking nut can be fatal. You have been warned!

3.5 Listening

1.30 Exercises 3 and 4, page 34

S1 = Speaker 1 S2 = Speaker 2 S3 = Speaker 3
S4 = Speaker 4 S5 = Speaker 5

S1: I'd never tried oysters before but I was on vacation on the East Coast of the US and they're everywhere. You can even pick them up at street stalls. Anyway, I plucked up the courage and took my first taste and actually I quite liked it – well, to tell the truth, it was a bit bland – so I tried another, but this time with Tabasco sauce to give it a bit more kick. It certainly worked – but within minutes, I started feeling really awful … I mean really ill. My mouth felt as if it was on fire, but it wasn't just the hot sauce; I think those oysters were probably off or old. Anyway, it was enough to put me off oysters forever, and I'll certainly think twice before eating street food again.

S2: I'm Mexican, so you know I was brought up on tacos. Now I'm living in the UK and it's hard to find them, at least decent ones. But the other day a friend recommended this takeaway place. I had a feeling ahead of time that it wouldn't be any good, but they still managed to disappoint! The tacos were downright unpleasant – the corn tortillas weren't fresh, and the salsa was all sweet and sticky like tomato ketchup and worst of all it wasn't spicy at all. Plus the meat seemed to be old – it was all stringy and tasted weird. I picked at them for a while but they were so bad I couldn't finish them. It made me realise how difficult it is to recreate the true flavours of our cuisine abroad. It's down to the scarcity of authentic ingredients, I guess. This was more like Tex-Mex cuisine really. Ah … It was pretty painful when the bill came and I had to pay up. I should have known better.

S3: I have rather conventional tastes, I suppose – I'm not ashamed to admit that burgers are my favourite takeaway food, and I'm not fussy about where I go either – I'll eat any kind of burger. But you know, it costs a fortune to dine out all the time so I thought I'd have a go at preparing some burgers for me and my mates at home. Well, it was an absolute disaster. You'd think it'd be a fairly simple thing but I managed to mess it up completely – the burgers were tough, the onions burnt and the bread rolls were stale so we ended up having to throw the whole lot out. I was really disappointed. I think I'll go back to eating out in future!

S4: They say it's going out of fashion but I still love fish and chips – it's a uniquely British dining experience. There's nothing like it when you can't be bothered to cook and you want something quick. Trouble is some places are good, the fish is tasty and the chips are crispy, but in other places everything is really greasy and soggy. The other day, I went to my local chippy to get a takeaway and I found that the place had changed hands. I ordered my usual anyway but it just wasn't the same. I think they must have used old oil or something, because everything was really stodgy and tasted horrible. It's disappointing when you're imagining one taste and you get another one, which is nowhere near as nice, but I guess even the best places end up going downhill sometimes.

S5: There's this really nice stall where we go to get crepes but it's so popular you usually have to line up right round the corner. Even so, people carry on going; I regularly go there with my friends. We really like the sweet ones with cream, melted chocolate, banana and so on. Anyway, trouble is I'm on this diet now so I'm cutting back on sugar and I wanted a savoury one with just low-fat cheese and fresh spinach … and I asked for mine to be made without butter and the guy who makes them went nuts and was really rude about it. He said that he couldn't do it with that number of people waiting. I was shocked – it wasn't so much to ask, especially as we're always there!

Focus Review 3

1.33 Exercise 9, page 39

S1 = Speaker 1 S2 = Speaker 2 S3 = Speaker 3
S4 = Speaker 4 S5 = Speaker 5

S1: When I left college, I got an office job and now I'm pretty much sitting at a desk all day. So I joined a local gym and began to feel much fitter but I started to get bored of the routine. Then I heard about the Free Swimming Society that encourages people to 'get back to the joy of swimming under an open sky', as they say. Well, I grew up in a village and as kids we used to swim in the local river so I decided to join. And now I'm a regular 'wild swimmer'. Swimming is fantastic exercise but the best thing is connecting with nature again. It makes you feel so energised and joyful.

S2: I've always been a sporty person and I'm quite attracted to extreme sports. I'd done traditional parachute jumping. But I felt I wanted to push myself and try something that was potentially more risky. So I decided to move on to sky diving – that's when you go into free fall before opening the parachute. The first time was probably the most nerve-wracking experience I've ever had. We went up to 10,000 feet before the instructor opened the plane door. But then it felt so good in free fall. I enjoyed it so much I started training for my licence. It's expensive but it's worth every penny for the sheer exhilaration. It's the ultimate high. Everyone should try it.

S3: When I was growing up, girls weren't expected to play football. But I used to kick a ball around with my brothers and I fell in love with the game. They inspired me to join the school team. Being a young female footballer was tough and I got lots of sarcastic comments from the boys. It was the 2012 Olympic Games in London that really altered people's preconceptions about women's football. Before, I never told people I was a footballer. Now I love saying it! Playing football professionally involves sacrifice but you can't imagine how great you feel when you've played really well and you win! I'd encourage more girls to believe football is something for them to enjoy.

S4: I decided to take up running to get fit, and I enjoyed it, but if you're just running for the sake of it, it's easy to get discouraged and give up. I felt having a goal to work towards would help so I decided I would run the London Marathon and fundraise for charity. I got a charity place for a children's organisation and that encouraged me to continue my training even when the weather was awful! On race day, you're part of

a team and there's a great sense of comradeship. What's truly rewarding when you run for charity is knowing you're helping real people and changing lives. Now I'm training for my fourth marathon!

S5: When I was sixteen, I developed back problems, which meant I couldn't take part in sports or physical activities at school, and I started to feel quite depressed. The physiotherapist recommended taking up yoga classes to help strengthen my back muscles. With a good teacher, yoga is a safe way to increase physical activity and doing it regularly helps you get in tune with your body and develop your physical strength. But it doesn't just boost your physical well-being. When I started, I just wanted to get stronger but actually it's helped me to learn more about myself and my feelings and as a result I've achieved a much more positive outlook on life. It changed my life.

Unit 4 The new thing

4.5 Listening

2.6 Exercises 2 and 3, page 46

M1 = Man 1 W1 = Woman 1 W2 = Woman 2
M2 = Man 2 W3 = Woman 3 M3 = Man 3

Dialogue 1

M1: So the other day I got my new bank card through the mail and it's one of those contactless ones – you just place it on the handset; you don't have to input your pin number or anything. The only thing is the maximum transaction is twenty pounds, which is a bit of a hassle.

W1: Well, for little stuff, like if you're in a rush and just grabbing a coffee or whatever, it's great, and people want that nowadays. But what happens if somebody nicks your card? That'd bother me.

M1: It's bizarre how things have changed over time. Like, you know, you used to swipe your card and then sign to pay for something, and then we had chip and pin, and now we've got to the point where we just tap our cards. It feels like I barely have time to get used to one technology before the next one is introduced.

W1: Even chip and pin worried me because I thought if somebody was looking over my shoulder, they could see my number. I think it's getting less safe, and wanting everything so fast means we're getting lazy – just like with the cards.

M1: We're certainly living in a world where we want everything instantly. It's like those travel cards that you can top up on the go. That's what these cards are about – being quick and convenient.

W1: But that means compromising sometimes – and that's not always a good trade-off.

Dialogue 2

W2: You know, I'm probably the only person I know who's not into social media. I miss real conversations face to face, don't you? We seem to have lost the habit.

M2: I agree, but then when you are face to face, it's sometimes no better … It drives me potty the way you see some people flick through Facebook on their phones while other people are trying to engage them in conversation. It seems downright rude to me.

W2: I guess it's OK for people who live far away from each other so they can keep in touch. But when you're right there, well, I just don't get it. And 'liking' something is so easy – people 'like' things they haven't even read. It requires so little attention and commitment and the words have no depth. I think it cheapens human contact, honestly … and just don't get me started on texting!

M2: Personally, I want to erase myself from all this social media, but that's actually a real pain in the neck to do. I mean it's surprisingly difficult to disappear completely from a social network once you're registered.

W2: I hear there's an app that permanently deletes you from all that stuff and leaves no trace. As if your Facebook profile had never existed …

M2: Oh, really? Sounds like just what I need!

Dialogue 3

W3: Books are unique, aren't they? Unwinding with a good book always cheers me up. There's no finer feeling, you know? Really savouring a book and not caring about anything else. I really think they're objects of desire …

M3: And, you don't think the same joy can be got from an e-reader? I mean, the act of reading is the same. Maybe they are not as romantic but they are much more practical. Can you imagine going on holiday with all those piles of books again when you can have them all on one device?

W3: I'm not fussed about the weight to be honest, and when you're finished, you can give them to your friends. It enriches the whole experience to be able to share.

M3: Well, I'm sorry but I don't go anywhere without my e-reader now. It's positively addictive and I can read it anywhere. And when I want a new book, I can download it right there and then and start reading it immediately, which means I am actually reading more now. It's amazing. You should try it for yourself.

W3: Oh … They just don't appeal to me. Just compare reading the printed page with that screen glaring at you all the time … We have too many screens, anyway. We don't need another one.

M3: Now, you're just being old-fashioned!

4.6 Speaking

2.8 Exercises 2 and 3, page 47

ST = Stef SA = Sarah L = Lyndon

ST: Hello again. This week on *Tech Report*, Sarah and Lyndon are going to be talking about two relatively new tech solutions. Sarah, let's start with you.

SA: Hi, Stef. Well, last weekend, me and some friends went to a new Asian restaurant that had these great touch screen menus.

ST: There's nothing new in that, is there? I mean I've seen plenty of menus on tablets in lots of restaurants in town.

SA: Well, yes, you're right of course but this was different. They were actually part of the table. We used them to choose and order our meal and they

told us how long it'd be before we had the dishes on the table.

ST: Hmm … I worry about the touch screens being in contact with food. That doesn't sound like a good idea to me!

SA: You've got a point, though they seemed pretty well protected to me. And they made the whole ordering process so much quicker. I mean that can't be bad, can it? I hate having to wait in restaurants! Don't you?

ST: Absolutely! I'm totally with you on that – I hate waiting too! Maybe they're not such a bad idea after all!
Lyndon, what about you? What tech wonders have you seen this week?

L: Well, again, the basic concept is nothing new – virtual mirrors have been part of online clothes shopping for some time now but this was the first time I'd seen one in a real life shop.

ST: So what's the difference?

L: Well, the screen is much bigger, just like a normal mirror. You stand in front of it and you see the whole length of your body. Then you choose the clothes you want from a menu on the screen and the 'mirror' automatically shows you what they'd look like on you.

ST: I can see the point if you're shopping online, but when you're actually in the shop, you can just use the changing rooms, can't you?

L: I'm sorry, I really don't agree with you here. I think they can be really useful. You can look through the fashions much more quickly than if you were looking through the rails, and you can combine them with shoes and accessories that you might have at home. It gives you a much better idea.

ST: Do you think we're going to see virtual mirrors in high street fashion stores any time soon? I can't see it happening myself.

L: I agree it's unlikely to work in busy chain stores but in smaller, more exclusive boutiques, I think it'll be a hit.

ST: Hmm, I'm afraid I'm not so sure. I definitely prefer the menus!

SA: I've got to agree with you. They're more fun!

ST: That's all we have time for this week but we'll be back next week with a whole new episode of *Tech Report*. And if you like the show, why not consider liking us on Facebook or telling a friend. Bye for now!

Focus Review 4

2.9 Exercise 9, page 51

W1 = Woman 1 M1 = Man 1 M2 = Man 2
W2 = Woman 2 M3 = Man 3 W3 = Woman 3

Dialogue 1

W1: Don't let me forget to do my online check-in before I leave tomorrow.

M1: Well, leave plenty of time. I always find those web pages a nightmare to navigate and it takes me ages. Click here, fill here, read this regulation, tick the box down there … I get so worried as well about getting something wrong.

W1: It's not easy, is it? They tend to put way too much information on any one page. And there's all this other stuff being offered too – pages and pages of car hire, hotels for rent, travel insurance. It's just an attempt at ripping you off.

M1: Oh, I'm not so sure. While it is probably another form of income for the airline, personally I never travel without insurance. It's best to be safe than sorry I always say and it can be a hassle to try and sort it out with another company on another website. I reckon plenty of people find the car hire and accommodation services pretty handy too.

W1: Well, I think it's just a scam. And it just adds to the pain of the whole experience.

Dialogue 2

M2: Have you tried that music website yet I was talking about? It's awesome. They've got so much stuff on there and you can listen to a new album within seconds.

W2: No, I must admit I haven't. I don't see the big deal to be honest.

M2: That's cos you haven't tried it. Really. I'm discovering new bands all the time. You can read their bios, access their whole discographies. But what's got me hooked is this feature which points you in the direction of lots of bands similar to those that you like.

W2: Call me a technophobe if you like but I prefer something physical when I buy something – like a CD or a record. In fact, vinyl's making a big comeback. It has more soul and 'warmth' than digital music. Plus, for me it's more ritualistic – going to the shop, choosing carefully, then going home and listening to it while studying the album art. It's all part of the music buying experience. Besides, you hear those stories about the bands never seeing any of the money, which really should be against the law …

Dialogue 3

M3: Remember I told you about that online course I'm doing? Well, it's not going well.

W3: Really? Why? You were so looking forward to it a few weeks back. You wouldn't recommend it then?

M3: No. I would. Don't get me wrong – I'm learning loads. I know the administration have their roles to fulfill and everybody else seems to be happy but I've never done a course like this before and the way things work just leave me all a bit confused. Even the homepage is like a maze to me. I probably should have done a bit more research before I started.

W3: It'll be fine. I'm sure it'll get easier. You've only just started after all. And besides, what other options do you have? You could write to administration for assistance or contact one of the other students and ask them for some help I suppose. I suspect they'll only give you the same advice as me though. Dropping out's not a good option as I'm sure you won't get your money back. I say just keep your head down and do the best you can.

Unit 5 All in a day's work

5.5 Listening

2.15 Exercises 3 and 4, page 58

H = Host J = Jonathan C = Carole

H: Hello and welcome to *Talking Business*. Today, as part of our series on helping people get work, we're discussing job interviews with psychologist Jonathan

Henson and company director Carole Jonson. Jonathan – you've made a study of interview techniques and what makes some people successful and others not. What would you say is the most important thing people should do to prepare for a job interview?

J: Well, thinking through your answers and doing plenty of research about the business and the position you're applying for go without saying – ultimately there's nothing more you can do about the direction the interview itself might take. I think cultivating self-assurance plays a very big role – this will help you act as if you're confident when answering questions, though clearly without going overboard or pretending you can do things you can't!

H: Carole, you must have interviewed countless potential employees. What is the first thing you look for when a prospective employee walks into the room?

C: Well, many things can affect one's perception of a person. Of course, you shouldn't be rude – I think that is pretty obvious. I know that some people say looking attractive is crucial because it gives you confidence, and I used to think appearance and how you dressed were all-important. But I've come to think that attitude is the key. I'd say be enthusiastic … If you show keenness, an interviewer is more likely to take you on.

H: People often commit errors in job interviews through nerves. How do you both regard that?

J: It's important not to dwell on your mistakes, but learn from them. And the odd slip is not the end of the world. We're all human after all. That said, willingness to admit your missteps is very important and will be appreciated by the interviewer. And while confidence is important, avoid being self-aggrandising or boastful.

C: I'm not so sure … I think mistakes are generally to be avoided, especially as even small mistakes can reveal a lack of seriousness. But it's also good to be aware of your limitations, and weaknesses, and I'd have to agree that a lack of humility is a very negative characteristic.

H: Jonathan, you've helped many interviewees deal with the psychological challenges of an interview. How important do you think this is?

J: Well, I think it's important to keep things in proportion. Every interview is important and it's natural to be nervous – indeed I think for most people having no nerves is unrealistic and striving to do so could even be potentially detrimental. On the other hand, if you tell yourself that this job is the most important thing in the world and that it will be a tragedy if you don't get it, then that's only going to increase your stress and make things worse.

H: Carole, you must have some stories to tell about people you've interviewed. Are there any you can share with us and how did you feel about them?

C: Well, once, I was interviewing a young woman for an important promotion. She was a good candidate and she showed great resourcefulness in her work. But she did this really off-putting thing – she mimicked my body language. You know, every time I crossed my legs, she crossed hers, when I raised my voice, she raised hers. It became so distracting that I had to pause the interview and tell her. Of course she was quite embarrassed but she managed to explain that she'd read that it was a good strategy for success in an interview. Part of me wanted to laugh but I also appreciated her sincerity. After that, she was more natural and she landed the job! It shows that you can over-prepare.

H: Finally, what's the one piece of advice you both feel is vital for success in the interview situation?

J: Well, adaptability is certainly important. If you can't react and evolve to the questions and environment, that can make interviews very tricky. And this is actually related in some ways to authenticity, which I think is crucial. Of course you need to be prepared, but don't go in having learnt your lines and try to fit them into every answer. You know, there's nothing wrong with saying what comes into your head – that's your voice after all.

C: Well, I think persistence is helpful. Halfway through the interview, some people become discouraged and think 'Oh, I'm doing really badly here. I've failed this …' and your perception can be totally wrong … But, yes, being yourself is vital. Say what you think, not what you've been told to say. An interviewer will always appreciate that honesty.

5.6 Speaking

2.17 Exercises 2 and 3, page 59

C = Counsellor M = Monica

C: Come in, come in. Was the journey OK? Make yourself at home.

M: Yes, it was good, thanks. I'm Monica Wilson.

C: Nice to meet you. My name is Janet, Janet Short. I'm just gonna start by asking you a few questions about the kinds of jobs you're interested in doing, now and in the future …

M: OK, sounds good. And thanks for letting me come and talk to you today.

C: No problem, that's what we're here for. So, what initial ideas do you have?

M: Well, let me see … I've studied Biology and I like animals a lot, so I might perhaps be interested in some work experience as a vet.

C: Do you see yourself as a vet? I mean is that a career you'd like to follow?

M: I've never really thought about it before, not quite like that anyway … but maybe yes. Why do you ask?

C: Well if you like animals, it might be a good choice. But I should warn you that you have to study a lot. You need to be really committed.

M: Erm, to tell you the truth, I'm not quite sure yet. I just thought that if I got some holiday work in a local vet, I could see what it's like for myself.

C: Yes, well, then that could be an option if there is a vet nearby who would be interested in taking you on. Are there any other jobs that appeal to you?

M: Actually, it's kind of a tough one …

C: Why's that?

M: Well, all I know is that I'm only seventeen and I'm not quite sure which path I want to take but my sister has kind of been an inspiration for me in this way.

C: In what way?

M: She kind of showed me that you don't necessarily have to do a lot of school work to get a good job. She started out as a chef's apprentice and is now quite

a well-known chef. I guess it's the opposite to the vet option, because there's hardly any studying involved.

C: But you don't want to do exactly the same thing as her, do you?

M: Well, I don't necessarily see why not … Or at least something similar to what she's done – where you don't have to study too much – that appeals to me as well.

C: So, something like …?

M: Erm … that's an interesting question … Perhaps become a hairdresser or something like that.

C: OK … but there's not much room for promotion there.

M: Well, it depends on what you mean by promotion. I mean, what about if I opened my own salon …?

C: Yes, good point …

Focus Review 5

2.18 Exercise 9, page 63

M = Marcia R = Rob

M: So, Rob? Do we make a good team?

R: Well Marcia, according to this test I'm what they call a *doer* while you're a *thinker*. Looking at these different attributes, I agree with the result to some extent. What do you think?

M: I definitely prefer to sit and listen rather than say much in meetings – that's there. And I don't like being the centre of attention so that's correct. I did think that was more to do with being introverted rather than my being a *thinker* – but hey, I'm no expert. And do I tend to reflect on ideas rather than take action? I guess so.

R: I'd agree. When we work together you're prone to being rather quiet but you always have something valuable to say once everybody has put their ideas forward.

M: Maybe. I'm not so sure. Anyway, according to the next category I'm a *details* person – the same as you. That means, let me see, ah yes: we both think realistically and prefer practical solutions to problems rather than thinking outside the box. And we both tend to focus on details rather than take a more holistic approach. That's not good – we need someone more resourceful to compensate for our lack of originality – an *ideas* person!

R: OK. But on the other hand there's less likely to be conflict if we think along the same lines. Surely that's important in any team. The idea that we shouldn't get bogged down in details is an interesting one though. Remember that Higgins account we had? We spent days and days persevering with solutions to those little issues that we completely failed to think about the bigger concerns. We fell well behind schedule and failed to meet the deadline, remember?

M: I remember. But I'm more inclined to take these types of test with a pinch of salt. For example, do you think with your *heart* or your *mind*? You chose options a), b) and d), which puts you very clearly in the *mind* category. That makes you a real tough cookie, willing to sell your own grandmother to seal a deal, ha.

R: Yeah, that's me, Marcia. Ruthless to the core, ha, ha. In truth though it's probably not far off the mark. I certainly think if someone isn't pulling their weight, something should be done about it. I believe in giving people time to adapt and as you know, I'm a pretty patient kind of guy, but I was more than happy to see the back of Rodgers when they decided not to renew his contract. I know he was a nice enough guy and all but he didn't contribute much, did he? He was on a good salary too by all accounts. Somebody upstairs made the right call there.

M: I had more of a problem with the fact that not only was he given so much time to adapt but he was also sent on training courses to improve his performance which, quite frankly, was both time and money wasted on him. Having said that, unlike some I could mention, he did have some interesting ideas. He's probably an *ideas* man but in all honesty he wasn't really suited to this type of work and I agree that the decision to let him go was a valid one.

R: Let's look at the final category. *Planners* versus *Improvisers*. Hmmm. We've come out different again here. You're a *planner* – which fits in with the rest of your profile. You're meticulous, you don't like surprises and you're dependable and very punctual. You have to agree with that!

M: I do. And I hate time-wasting in meetings. But I also think too much time can be spent over-preparing and I need deadlines to get me going so the weighting of answers here seems to be leaning more towards the *planner*. I really don't think we can learn much from this final category given that.

R: Yeah, and despite agreeing with you on some of the choices here I'm an *improviser* apparently. I'm at a loss to explain that. I'm incredibly punctual and also like to be well-prepared. Oh well, it does seem though that overall we make a pretty good team. So, a pretty accurate test despite a few unconvincing answers here and there. I did one last month on management styles which was spot on and really helped me think about the decisions I make.

M: Maybe it's just me, Rob, but I have trouble accepting the results. Whether they are accurate or not they generalise too much. I mean, how much can you really find out based on the answers to such a limited number of closed questions? Still, companies like to waste their money on them and if they think they're useful then who am I to say otherwise.

Unit 6 Journeys

6.3 Grammar

2.24 Exercises 2 and 3, page 68

PR = Presenter PA = Patrick

PR: … We're all familiar with the great pyramids of Giza and the ruins of Machu Picchu but Patrick Marks decided to go off the beaten track to visit lesser known sites …

PA: … The thirty-kilometre taxi ride from Cairo to Djoser pyramid was not as uncomfortable a journey as I thought it would be. And, unlike the great pyramid of Giza, which seemed to get less and less awe-inspiring the closer I got – indeed I admit to being more disappointed than impressed by the time we reached the base – the smaller and lesser known

pyramid of Djoser was such a magnificent sight that the feeling was one of being awestruck rather than merely impressed. The relative absence of tourists a stark reminder that the more remote the place, the greater the impression.
Next on my list was a trip to Moray, Peru, which, unlike Machu Picchu, is an ancient Inca site more agricultural than residential – serving basically as a giant farming laboratory. Unfortunately, it was such a dark night when we arrived that we had to wait until the next day before we could see anything – meaning I was not so much excited as impatient to view our intended destination. Still, as we looked down into the giant pit as the sun rose at dawn …

6.4 Use of English

2.25 Exercise 2, page 69

JT = Janet B = Ben JS = James M = Marta
S = Sandy P = Paula
Dialogue 1
JT: OK, here we are, 16A and 16B. Which seat do you want, the window or the aisle?
B: Whichever, I don't mind, you choose.
JT: OK, thanks. I'll take the window … but first I'm going to the dining carriage to get a coffee. Can I get you something?
B: Yes, a coffee would be great, thanks.

Dialogue 2
JS: However did you manage to park in there?! That space is tiny!
M: I don't really know! I just did it. It's pretty impressive, isn't it?
JS: It sure is! But are you going to be able to get out?
M: I can only try!

Dialogue 3
S: It's such a long journey. Is it really worth it, do you think? I mean whatever form of transport we choose, it's gonna to take us at least ten hours. And it's so expensive!
P: 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!
S: OK, whatever – book the flights then!

6.5 Listening

2.26 Exercises 2 and 3, page 70

S1 = Speaker 1 S2 = Speaker 2 S3 = Speaker 3
S4 = Speaker 4 S5 = Speaker 5
S1: My friends talked about taking a cruise – that it was great for seeing places without taking risks – and I'd actually wanted to give it a go for a while. I could imagine the excitement of waking up somewhere new every morning! I opted to cruise around South America, which took me to incredible locations I could only have reached after hours of planning. Actually getting to them all would have taken ages, too! I guess that was the bottom line for me – my job is demanding and I value my leisure time so I need to use what time I have wisely. I admit to a certain nervousness before leaving because the sea can get rough but I soon got over that.
S2: I hate being told what to do and where to go on holiday because my working life is so organised. I love surfing and last summer my mate and I planned a trip where we played it by ear, just rolling up at beaches as we chose. I bought a camper van to make this easy, although it was pricey. As we had no particular destination in mind, we kept our eye on social media to check where the good surf was. I was looking forward to it but there was a surprising amount of hassle trying to find inexpensive places to camp overnight – that spoiled it really. That's the problem of travelling on a shoestring. I plan to sell the van and do something different next year.
S3: My friend and I are quite different in what we want from a vacation. Though we both love seeing new places, he likes to do active stuff while I'm happy to lie on a beach reading. To satisfy both of us, we decided to fly to Los Angeles and hire a car so we could get off the beaten track, especially into the mountains. The only thing was some of the roads we ended up driving on had very big drop-offs. I was too frightened to drive along them so my friend had to do it all. We did do sightseeing stuff in the cities, which predictably we both enjoyed.
S4: I went on an all-inclusive holiday last summer at this amazing spa. There were pampering treatments of course but also loads of different things I could do for fitness – take a dip, do yoga, go mountain biking, stuff like that. I wasn't sure I wanted to go at first. What swung it for me was not that friends who'd done something similar said how good an experience it was but that I was able to pay for everything in advance. I'm hopeless at budgeting! My spa resort happened to be way up in the mountains – isolated and stunningly beautiful – so I could disconnect from everything that normally gets me down. It was great for unwinding and reducing tension! By chance, I met lovely people, too, and I've kept in touch with them ever since.
S5: Last year, I needed to do something different, even if it was challenging. And that was certainly how it turned out but I have no regrets! My friend and I settled on a trek in Iceland, where the volcanic landscapes were so incredible we had to pinch ourselves to believe they were real. Although we expected a feeling of getting away from it all, the fact that hardly any of our friends had been there was what really motivated us. Trekking was certainly hard going with the backpacks. Luckily by staying in shelters each night, we were able to travel fairly light. As we'd booked each shelter in advance, we were told we always had to reach the next one or lose the money so we had to walk every day. But at least this meant we came across lots of other trekkers with colourful stories to tell!

6.6 Speaking

2.29 Exercises 2 and 3, page 71

T1 = Teen 1 T2 = Teen 2
T1: So, let's have a look at these photos of holidays, then … What do they have in common? Well, I can see a number of similarities in Photos B and C. They're both holidays you can do quite cheaply – sightseeing and camping. The tourists

in the city, the sightseers, in Photo B are obviously backpackers. They're probably staying in hostels, that kind of place, and they're probably on a pretty tight budget. These two photos are also alike because these are holidays that young people with limited funds might like.
On the other hand, Photo A differs from the others in some key ways. First of all, it's a very specialised holiday for physically fit people. Scaling a peak as high as the one in the photograph requires a certain set of skills if it is going to be done properly and safely. There are other notable differences too … You can imagine how much all that equipment costs, meaning this is definitely a holiday for someone who doesn't have to worry too much about money. It also takes place largely in a single location, as compared to a sightseeing holiday, for example, during which you're probably moving around a lot from city to city, or country to country, you know like doing a tour on InterRail … That's much more dynamic because it lets you see lots of things quite quickly. The mountaineering holiday is also dissimilar in that it probably requires a great deal of preparation and a predetermined schedule. In contrast, on the sightseeing holiday you're much freer to do what you want when you want. You can decide to go somewhere else whenever you like – it's for spontaneous people who want to choose for themselves.

T2: I agree with you, but talking about freedom, there are differences between holidays B and C as well. On the sightseeing holiday, you'd be surrounded by people, whereas on the camping holiday, the people obviously want to be on their own. You know that the people want to be alone because they could have gone to a campsite and been with others but instead they chose to go to a very wild location. Unlike the sightseers, these people want real peace and tranquillity, just walking in the country and relaxing. Another crucial difference is that, unlike Photo B, this is a holiday about being out in the wilderness, at one with nature, leaving the city behind and enjoying the silence.

Focus Review 6

2.30 Exercise 9, page 75

S1 = Speaker 1 S2 = Speaker 2 S3 = Speaker 3
S4 = Speaker 4 S5 = Speaker 5

S1: It was the first time I'd been back to Paris since my university days when I'd visited an old friend, Lauren. We've lost touch now and I'm not sure she's still there – besides, what with having to organise the meetings, refreshments and all the accommodation arrangements I probably wouldn't have had time to socialise anyway. The conference room being double-booked didn't help either, let me tell you. That meant quite a lot of extra running about that left little time to be bored. Hopefully though next time I go back I'll be able to get out and about more and see some sights. I do think I'll try and establish contact with Lauren again, though.

S2: I'd considered it a great opportunity to catch up with an old buddy. I had a few days off work and we hadn't seen each other for years. We both work in sales and are quite busy in general but at this time of year business can be a little slow. It was all quite last minute if truth be told and the tickets were cheap but there was no predicting such a freak storm at my end. What with the delays and all, by the time I landed in Munich my next flight was already in the air. Of course it was too late to cancel everything so I decided to make the most of being in a new city and turned it into a little sightseeing trip.

S3: I've always had an amateur interest in robotics so when I heard about the exhibition I decided I had to go. It's really big business nowadays and all the experts in Europe would be there so it was a great opportunity to learn something new. I looked into flying initially but that was beyond my means and I was thinking of cancelling. But then a friend put me onto car sharing where you find someone going to your destination and share costs. A great deal I thought. But when I saw the state of the vehicle I must admit I can't say I was optimistic. In actual fact we barely made it to the border before the trouble started.

S4: Since moving abroad I haven't been able to see friends or family so often. So when my sister decided to tie the knot I thought I'd better book a flight and catch up with everyone. The fact that my passport had expired caused an initial panic as obviously without that I'd never get through customs or out of the airport. Fortunately, the embassy were really helpful and issued me with an emergency travel document in no time. The time difference was a right pain for a few days and it took some time to adjust but by the day of the ceremony I was back to normal, had a wonderful day and I even bumped into some old friends I hadn't seen in ages.

S5: Me and my friends have been meaning to go for ages. So when we saw that this year the festival was taking place just over the border we thought we'd make a trip out of it. One of my friends even knows somebody who lives in Berlin who offered us his floor to crash on so costs were minimal. So we were on the train and about halfway there when we got the message that he had to leave town for a funeral. He was very apologetic and all but of course, with such a big event in town everything was fully booked. It's not the first time I've slept in a train station but hopefully the last.

Unit 7 Express yourself

7.2 Reading

3.5 Exercise 2, page 78

P = Presenter S = Speaker

P: Now on *Art Attack* it's time for our regular feature 'Two-minute Histories'. Today's subject? Performance Poetry.

S: Spoken poetry has its roots in pre-literate societies. In ancient Greece, epic poems like Homer's *Odyssey* were recited to music by a poet-singer. Their poetry spoke of subjects of love, war and peace, relationships with the gods and grief and loss. The advent of printing in the fifteenth century changed the role of the poet from entertainer to

provider of written texts and transformed many listeners into solitary readers.
The Beat movement was an American literary movement originating in the 1950s. Beat poets like Allen Ginsberg brought poetry 'back to the streets' with spoken-word performances.
'Open mic' nights, introduced in the 1980s, allowed unknown poets to perform their own work on stage and led to the development of 'poetry slams', where competitors were given a time limit to present their work to a set of judges.
Arising from urban unrest in the US in the 1970s and 80s, rap and hip-hop led to new ways for non-traditional poets to showcase their skills.
Performance poetry is one of the most popular forms of poetry today. Contemporary performance poets are achieving new levels of prominence thanks to YouTube and other online media outlets.

7.3 Grammar

3.7 Exercises 2 and 3, page 80

P = Presenter S = Sarah

P: I'd like to welcome to the studio Sarah Mills who took a gap year to go travelling and share her thoughts and feelings on a blog so that friends, family – and anyone else for that matter – could follow the ups and downs of her exploits. Welcome to the studio Sarah.
S: Thank you.
P: Tell me first. What initially prompted you to go globe-trotting and record your thoughts on a blog?
S: Well, I'd always enjoyed travelling and found it a very emotional experience. But whereas traditional travel blogs and programmes seem to focus on what you see and do and not how it makes you feel, I decided to focus on the latter and use the blog as a means to share the full gamut of different feelings you can experience on the road. To be honest, I thought to myself nobody'll read it whether I recommend sites or not. Which basically meant that I was free to express my true feelings as well as any doubts I had when I found myself in let's say somewhat difficult circumstances.
P: But the blog did become popular and eventually came in handy for another purpose.
S: That's right. I decided to try to raise some money via a crowdfunding site – you know, where I could appeal for funds to finance my venture. Unfortunately I got very little response. A few travel companies told me that had I contacted them beforehand, or had I agreed to wear a sponsor's shirt, they could have helped me out but I was more than a little wary about turning my trip into a marketing campaign. The next thing you know they'd be saying 'well, we'll give you some money on condition that you visit this or that site' or 'as long as you take a picture here …' So what I ended up doing was appealing directly through the blog and – somewhat to my surprise – I had gained quite a few readers and they were more than happy to help finance me and keen for me to continue expressing my feelings without compromise. But for their support I wouldn't have been able to keep going.
P: And grateful we are to those contributors. Should you wish to follow the adventures of Sarah, she's going back on the road in a few weeks and you can find her blog on www …

7.5 Listening

3.8 Exercises 3 and 4, page 82

M1 = Man 1 W1 = Woman 1 W2 = Woman 2
M2 = Man 2 W3 = Woman 3 M3 = Man 3

Dialogue 1

M1: The skateboard park is such a cool place! Why would anyone want to get rid of it?
W1: Well, there are major redevelopment plans for this whole area, and to be honest, it does need to be cleaned up a bit – it's been around a long time! There's not much else for us skateboarders at the moment so at least the developers are offering to create a new site under the bridge even though it'll cost them a lot.
M1: The park perhaps does look a bit old and a bit of modernising wouldn't hurt. But people have been skateboarding here for forty years so it's like a museum to the sport – a new park wouldn't be the same. The property developers claim they need to build shops and restaurants on it to bring in more money to the area and support local residents, though I'm not convinced. I went to this public consultation where they set out the nuts and bolts of the redevelopment and described the purpose-built skatepark. They didn't accept any questions from skateboarders like us and they made it seem like a done deal. Well, they'll soon find they've got a legal battle on their hands!
W1: I bet you'll get a lot of backing from the whole skateboarding community!

Dialogue 2

W2: Have you seen the development plans on the town website?
M2: Yes – and I won't miss the skateboarding park if they do get rid of it. There are all these important cultural institutions around here – concert halls, theatres – and then there's that eyesore! I have no idea why people like rushing around on concrete bumps on a bit of wood with wheels – they're so noisy! It'll be great to be able to walk past here and have a normal conversation on the way back to the office without shouting.
W2: What do you think'll happen with the legal battle? It seems to be hotting up – there were lots of articles on both sides in the paper last week.
M2: The skateboarders have a persuasive argument, plus the park's pretty well-known and people come from other towns to use it – that means money for local businesses like ours. The overall look of the projected buildings is certainly appealing, though.
W2: The developer's plans seem reasonable to me. OK, they're doing it for their own financial gain but there are local benefits too – and the area isn't exactly pretty right now. It's not just greedy rich people against everyone, that's an oversimplification.
M2: Let's see how it pans out – it's too close to call.

Dialogue 3

W3: So it looks like the decision was to keep the skateboarding park and not do the development. That was quick!

M3: I could see it coming. The skateboarders generated lots of publicity – they used social media to whip up a real wave of support. They made a big thing about their own rights and what a historical place the skateboarding park was but they didn't consider the benefits of the redevelopment for musicians like us who play in the concert halls – or anyone else for that matter. I guess they were too focused on their own feelings.

W3: Most people didn't understand the complexity of the projects that were included in the plans – the new rehearsal studios that would have attracted new audiences for us, the pop-up shops that might have been run by young entrepreneurs – it could offer genuine local regeneration on all fronts, like a real creative hub. But that was downplayed by the people involved, which meant it became a real missed opportunity.

M3: The studios would have been good for us and offered local kids a dedicated space where they could develop an interest in culture. The developers just didn't highlight that enough.

W3: It's definitely a case of people not getting the message.

7.6 Speaking

3.10 Exercises 2 and 3, page 83

J = Joe JE = Jessica P = Patricia

J: Have you decided what to vote for, then? What do you think the school should invest the European grant money in?

JE: Well, I haven't exactly decided, but I've already discounted the climbing wall because it's a sports facility and not a cultural one …

J: Oh, I didn't know it had to be something cultural … Anyway, I bet that'll still be the most popular choice among the students.

JE: Maybe, but I'm not going down that road … Out of the other four, what do you think?

P: Well, I quite like the idea of the auditorium. One of the main pluses would be that it could be used for all kinds of things – and so a larger proportion of students would benefit, don't you think? We could do karaoke there, for example, and of course more serious stuff as well …

JE: Yes but couldn't we just keep using the gym like we've always done? It's quite adequate.

P: True, I guess we could. You know, I see that as a drawback of the art studio as well … We already have a space in which we can paint and sculpt, and although it's hardly state-of-the-art, it still serves its purpose.

J: You're right, the art studio wouldn't really be anything new, as such … I actually think, there are points in favour of the cinema, you know? The nearest commercial cinema is miles away. Most of the time, I can't be bothered to go all that way.

P: But what kinds of films could the school afford to screen? They'd probably be really old and dated. I'd say that was a bit of a negative aspect.

JE: Would it matter that they were old? It would be a great education for us, I think. We don't always have to watch contemporary films …

J: I'm not so sure … Most people want to watch films on their computers these days anyway instead of going to a cinema …

JE: Ah – that could be an argument in favour of the updated computer lab then!

J: But there's a strong argument against that idea, namely students have access to computers at home. Plus, I think we have enough computers at school already.

P: Yes, but the computers here are quite old. I'm sure most students would really like an up-to-date computer lab with the latest computers and software. Access to the very latest technology is a strong selling point …

J: … But don't you think we spend too much time looking at screens? I know you won't agree, but taking everybody's needs into account, I actually still think we should invest in the climbing wall!

JE: You must be joking – that's not cultural! For me, bearing everything in mind, I'd say the computer lab is the best option because that can be cultural and you can use it for a lot of different things. For example, you could use it to watch, or even edit movies, and it can also serve as a studio for digital design.

J: Well, I've made up my mind already. You vote for the computer lab if you want, but I'm going for the climbing wall and we'll have to agree to disagree.

JE: OK, OK. Vote for what you want. At least I'll have the satisfaction of proving you wrong.

J: Hmmm. We'll see about that.

Focus Review 7

3.11 Exercise 9, page 87

W1 = Woman 1 M1 = Man 1 W2 = Woman 2
M2 = Man 2 W3 = Woman 3 M3 = Man 3
Dialogue 1

W1: Ah. Here it is. I've been wanting to see this painting 'in the flesh' so-to-speak for ages. What do you think? Magnificent, eh? Mesmerising. It must have taken forever to paint …

M1: Really? I'm not saying it's easy and there's undeniably great talent needed to produce something like this but surely once you have the general concept a gifted artist would put it on to canvas in no time at all.

W1: You think so? I'm not so sure. Look at the stroke of the brush. The balance and the perspective. It's captivating – a modern masterpiece and original in so many ways …

M1: Well, be that as it may, it's hard to justify the price tag. Worth over a million they say. Some think modern art has become so hyped up by the press and art critics that it's impossible to put any objective value on a piece nowadays. While I'm not of that opinion, and I can't deny that there is some outstanding work being produced, it still requires the discerning eye of the art buyers and gallery owners to recognise real greatness when they see it.

Dialogue 2

W2: I finally finished the book you lent me. Hardly what I'd call reading for pleasure.

M2: Ha. I'd have to agree. A pretty unique plot though and despite the rather far-fetched characters and

the cheesy dialogue there's something about it to make you want to keep going.

W2: Oh, the characters, the dialogues, the settings. And what about the way some sentences just finish in the middle? And the poems? Who does he think he is? Shakespeare? Joyce?

M2: The most unbearable thing for me is the way it jumps about. There's no logic between one chapter and the next so you have to go back and reread it at times. Forcing you to reread those dreadful dialogues all over again, ha ha.

W2: Yeah. Definitely a case of trying to be too clever. I mean, the actual language used was pretty straightforward and it's not really that tricky to follow – but if you ask me it just doesn't work. One thing's for sure – it won't be a modern classic like I think the novelist hopes it will be.

Dialogue 3

W3: That play I saw last night was frankly quite shocking!

M3: That bad, was it?

W3: I don't mean shocking 'bad', I mean shocking 'shocking'. I really didn't think something so controversial would be allowed on the stage. Not only was it violent and full of bad language but some of the opinions the characters expressed were frankly disturbing.

M3: Pretty powerful stuff, eh?

W3: You can say that again. Don't get me wrong. I'm as much against censorship as you are and those misguided people calling for it to be closed should see it for themselves before they go ranting and raving about it. It definitely does get you thinking though.

M3: I think all too often controversy for controversy's sake is a waste of time. I'll happily sit through it if you can genuinely recommend it but if there's no discernible message and it's just designed to shock you'll have a tough time convincing me it's worth the time or the effort.

Unit 8 Text me!

8.3 Grammar

3.16 Exercise 2, page 92

J = Janet M = Michael

J: Michael? Good to see you! It's been ages. How are you?

M: Hi, Janet. Great thanks. And you?

J: Good, good. Are those beautiful flowers for me, by any chance?

M: Ha. Had I known I was going to bump into you for sure I would have bought you some, ha ha. They're actually for my mum. It's her birthday today. And you're the second person I've just explained myself to. I just bumped into Paul who asked me if I was going on a date!

J: Ha. Well, lucky mum. I love flowers but Jack stopped buying me flowers ages ago.

M: Ah, you're still together then?

J: Yeah, yeah. Two years now. Everything's good I have to say. Except for the flowers, ha ha.

M: Listen, I'm meeting my brother in half an hour at the cinema. He's there watching a film and then we're going to go to my mum's for tea. You wanna grab a quick coffee?

J: Sure, why not? Which cinema is it? I'm meeting Jack at the Orion at five.

M: That's where and when I'm meeting my brother. Awesome. Let's grab a coffee at Mario's then. It's a five minute walk from the cinema. Then we can go there together for five.

J: Super! It's a plan. Let's go. … ouch! These silly shoes. I can't walk in these at all.

M: Here. Take my arm.

J: Thanks. Oh look, there's Robert.

Both: Hi Robert.

J: So tell me. Are you still into all that mystical mumbo jumbo? Meditation, astral projection, hypnotism and what not?

M: Hey! Easy! And yes, I am. Look deep into my eyes. Ha ha!

J: Ha ha. No chance! Here we are, let's sit outside, OK?

M: Fine. Here we are madam.
Actually, I've been reading a bit about palm reading recently. Give me your hand and let me tell you your future …

J: Ha. Go on then. Here you are.

M: Aaah. I see you will meet a tall dark man, in a dark crowded place. It's crowded but very quiet …

J: Yeah, that'll be Jack in the cinema. You're a fraud – nice try Mr Guru.

M: OK, OK. You got me. But please don't tell anyone. It could ruin my reputation. Oh, here's the waitress. What are you having?

J: Hmmm. I'm not really sure …

8.4 Use of English

3.17 Exercises 2 and 3, page 93

P = Presenter

P: The idea that you can become rich and famous by hosting a video blog on YouTube, Facebook or other social media platforms was once thought to be a total fantasy. But the ever-increasing number of successful Internet video stars has proved that online success is very real indeed. How do these self-made celebrities attract so many views? And how do they make so much money?
Music videos are considered to be generating the biggest audiences on YouTube, Vimeo and other streaming channels. Some big stars have become famous after posting self-produced music online, but the most popular music videos are produced by professionals in support of stars who already have millions of followers. Of course these can be watched for free, but big money is made both through selling downloads of the music itself and through linked advertising.
Self-made video bloggers are a more interesting phenomenon. These are people who make their own videos of themselves sharing, for example, make-up and fashion tips, or gaming demonstrations. The number of vloggers is reported to have been growing rapidly. The ones that have an outstanding personality and a unique approach can become hugely popular … and rich as well. It is widely known that some vloggers have made millions of dollars by allowing companies to advertise on their site, and

also by selling products related to their subject. This kind of fame can even become a gateway to other forms of success, such as creating a product brand with your own name on it, or even guest-starring on TV shows.

Naturally, anything that attracts a lot of public interest is going to appeal to large companies. Some people reckon that vlogging is the new form of mass advertising. Companies make money indirectly by providing a free service which attracts new customers. Of course the number of commercial video blogs produced by medical clinics, investment companies and food producers have given vlogging a less personal face. But in the end, it's actually personality and a unique message that turn humble home-made videos into the road to wealth and fame.

8.5 Listening

3.18 Exercises 2 and 3, page 94

I = Interviewer M = Mark P = Paula

I: On this episode of *Media Today* I'm talking to Mark Adams, a newspaper journalist, and Paula Robertson, a university lecturer who runs a blog on citizen journalism, where ordinary people can post articles and reports.

Mark, set the scene for us. How would you describe the responsibilities of a professional newspaper journalist?

M: I'd say we inform the public about events and issues and assess their potential impact. We comb through public records and seek out other sources of information, such as interviewing people or visiting locations where noteworthy incidents have taken place. The bottom line is we strive to present a truthful, well-balanced account of things that have happened. Clearly, we stay within the law and we're careful about things like the privacy of people we write about … And, of course, it goes without saying that we're good writers.

I: So Paula, in that case, what are citizen journalists and what do they do?

P: Well, let's clarify the terminology – when ordinary people post their own accounts of an event on a blog or specialised website like mine, it's known as citizen journalism. Nowadays the prevalence of social media means that news gets out quickly and often people post or tweet things without checking the facts. And if their tweet goes viral, it may cause trouble if it's speculative rather than fact-based. But true citizen journalists may want to tell their side of a story and set up a discussion or they may just have happened to witness something and want to share their experience. Of course, they're unpaid and their views are their own.

I: Mark, what's the print journalist's perspective on amateurs writing about the news in blogs?

M: On the one hand, I think it is a common misconception that just by posting online someone can become a journalist. From the opposing angle though, bloggers and other citizen journalists can contribute helpfully by engaging people with issues that might otherwise get missed or ignored by the mainstream media – especially local issues or ones related to very specific topics. Of course, there is always the question of whether they're acting responsibly, and are backed up by solid data. Nevertheless, citizen journalism is regarded positively by many because amateurs provide an ordinary person's view and often a fresh angle. Regrettably, there isn't always total transparency in the mainstream media, and of course, there can also be bias – newspapers must make money, and that can influence what gets published.

I: I see, so how would you describe the current situation in the media? Paula?

P: There are signs that the mainstream media is beginning to take citizen journalists more seriously. For example, recently there have been agreements between some newspapers and citizen journalists, where the paper asks readers to contribute information and amateur footage for stories and also to provide ideas for new coverage. One paper I know even provides tutorials for shooting video and so on to encourage more ordinary people to contribute. For the newspapers, it's clearly a move towards a better, more open form of journalism.

M: Well that's debatable – citizen journalists' lack of impartiality might actually be seen as a weakness, however brave it might be. Their reporting may show a biased attitude or be written from a certain ideological viewpoint. Professionals present issues objectively, or at least strive to. And don't forget that most citizen journalists have had no formal training in reporting or dealing with sensitive issues, so they can be unreliable.

I: Is there an example of a website you've found particularly effective, Paula?

P: One that comes to mind is ebolawatch.com. They reported on the Ebola outbreak from the perspective of people living in the most affected African countries. It was actually set up as a collaboration between medical experts and citizens reporting from the ground and it quickly became the most reliable source of information about Ebola worldwide, challenging perceptions about the handling of the crisis in Africa and the commonly held notion that the Ebola crisis affected the whole continent rather than just a small corner of it. It was really this, plus the fact it was very well-written, that made it so successful and influential.

I: How do you both see citizen journalism evolving in the next few years?

M: I predict a blurring of the divide between professionals and amateurs. People like me will certainly use more social media tools to get the public's opinion about a story or help with research. If the general public is involved in reporting news, that's good, although maybe there should be some kind of remuneration for everyone. I wonder whether this will lead to an increased trust in the media among the general population.

P: I think it's likely that citizen journalists will help professionals in terms of getting information from inside a community. Journalists often find getting witnesses hard. Hopefully, however, this blurring of the lines between professionals and amateurs won't cause confusion. So the approach must be formalised if it's to be reliable – and the danger is that it undermines the strength of the citizen

journalist's impartiality and independence. I'd hate to see that happen.

I: Thank you both.
And thank you for listening. If you like *Media Today*, you might also like our sister podcast *Reshoots*, which discusses all things movies …

8.6 Speaking

3.20 Exercises 2 and 4, page 95

P = Presenter F = Frank L = Laura J = John M = Maria

P: There's no doubt that we all access an enormous amount of information online these days but are we better informed as a result? Today on *Town Square* we talk to several people to get their views of the subject …
First, we spoke to Frank, a parent, who says his two teens are glued to social media and the Internet. So, what's your take on this, Frank?

F: Well, like most people these days, when my kids want information, they quickly go to the Internet to find it – they want the answer right away and they're impatient to get it. Fair enough, but the one thing that really bothers me about this is that they don't always check the source of the material – they tend to believe that if it's online, it must be true. It's clear that we need to teach people how to filter this information, to find out what's reliable. The key thing is that the entries on sites like Wikipedia® are written collaboratively and they aren't always dependable. Sometimes it's just somebody's point of view, not objective fact, but many kids don't realise that …

P: Next we asked a teenager, eighteen-year-old Laura, what she thought about that argument.

L: Well, I accept the point that a lot of our general knowledge comes from Wikipedia® and that it can be subjective or inaccurate. But what about in the old days when we only received the news via newspapers or the TV? They used to make mistakes and manipulate the news, as well … And it was harder to correct errors or bias in those days because everything took so long. To me, what's crucial today is that we make sure we receive news through a variety of channels. For instance, a lot of news coming through social media we associate with fun and leisure and sometimes it's hard to take it seriously. Also, when somebody tweets a news story and that goes viral, how do you know it's to be trusted? If we can cross-check and find the same story on reliable news websites, in the newspapers, or on TV, then it's easier to be sure it's genuine.
I guess the crux of the issue is that we can't rely on one source for all our information.

P: Next up we spoke to John, a university student, to get his views.

J: When people ask me about the Internet, I am absolutely adamant in my view that it has been beneficial overall. I am especially appreciative of how it lets us share information in exciting ways. Take for example crowdsourcing, in which many people contribute information to a story or project. There is a lot of expertise out there and the Internet makes it much easier for people to come together and exchange it. When I am working on an assignment, I can get help from students all over the world … Of course, I'm not convinced it is all unbiased or accurate so I am always very careful who I speak to and how I use the information.

P: Finally, we spoke to Maria who used to work in a social media company and now writes a blog about Internet-related issues.

M: Well, I wonder if your listeners have considered how digitally mediated our information is … and how quick we are to trust in all our computer programs. We need to be aware of the algorithms that filter our results so we only see what the program thinks we *want* to see … And don't overlook the fact that it's not only personalised advertising we get these days but it also happens with news – once we read one kind of story our search engines and social media platforms start showing us similar stories and filtering out others. In some ways, it's good because we get what we want, but the downside is that we don't get exposed to ideas that we might disagree with. And anyway … browsers and social media sites suggest products, adverts, information – everything – but do they always get it right, do we really want these products? In many cases, absolutely not!

P: Thank you to everyone we spoke to. Next week we will be talking about environmental issues …

Focus Review 8

3.21 Exercise 9, page 99

I = Interviewer J = Jenny C = Charles

I: Hello to all of you out there and welcome to *Tech Talk*. Today we will be talking about teenagers and technology with our guests Jenny and Charles. Thank you both for being available to talk to us today.
Jenny, let's start with you. Can you give us some background about yourself?

J: Well, I'm a mother of two teenagers myself so it's an issue which concerns me. We hear a lot about teenagers bent over their computers every day and doing nothing else and this worries many parents who hark back to their own childhood of playing sports or running round the streets with their friends. In other words, they think of face-to-face rather than screen-to-screen communication.

C: It is a common concern, I think, that teens might be losing the desire to contact each other in the real world, so to speak, and are increasingly shutting themselves off from social interaction in which the physical presence of another person is relevant. But, then again I grew up with easy access to computers and social media and I don't regard myself as especially prone to locking myself away in my room and communicating only through instant messaging or some other form of social media. I wonder if this isn't an exaggerated view encouraged by the media.

I: I see. Jenny, do you see this as an example of media hype?

J: Not precisely. I see it more as issues raised which need serious investigation before we can come to any conclusions. Interestingly enough, I've just been reading a book by Danah Boyd, a digital anthropologist. She has spent the past decade analysing how teenagers use social media by

watching the subtle cultural signals, rituals and group dynamics. And after conducting extensive research in eighteen states across the US, she argues that some of the received wisdom about social media is wrong. Teenagers are not being harmed by social media, as adults often fear. Instead, they are developing adaptive skills for this new digital age.

I: Interesting. Charles how do you feel about this?

C: Well, what she's saying is that, though their behaviour is baffling to adults, teens are fine. I think my own experience supports that though I realise it might be a hard message for many parents to swallow. The key point is that social behaviour is adaptive, and people in power – that is parents in this case – rarely understand the coping strategies being used by others.

I: Jenny, do you think this demonstrates a fundamental change in the way teenagers in our society are behaving?

J: Well, we're still human beings and our basic social impulses haven't changed! Boyd argues that teenagers have two basic impulses: they want to explore the world and they want to socialise with their friends. In previous generations, children could do this by wandering around their neighbourhoods or congregating in places such as shopping centres and parks. But these days they often cannot – partly due to their parents' fears about danger and partly due to less free time generally. So instead, children rush to cyberspace. Adults have always been wary of teenager behaviour and have often regarded play as a waste of time. In much the same way they are worried about their gathering in cyberspace. But actually this is just symptomatic of a desire to socialise.

I: So how do you see social media use evolving over the next few years?

C: I don't see any major change, teenagers are leading the way here and in my view we'll soon see adults using social media in a similar way to teens. The only difference would be that most adults have jobs and this necessarily limits the time they can spend on social media and the use they put social media to.

J: I'd go along with that, Charles. What we have now is just the tip of the iceberg. I'd like to see more of a balance though. We should have the courage to give kids more freedom physically to roam in the 'real' world – alongside their travels in cyberspace.

I: Thanks to both of you. Send us your comments on today's discussion at hashtag …

Unit 9 Future generations

9.5 Listening

3.27 Exercises 3 and 4, page 106

K = Kathy

K: Hi everyone – I'm Kathy Thomas and I'm here to tell you about my participation last year in an on-going project monitoring wolves in a US national park. The project involves volunteers: researchers, conservationists, environmentalists and university students of subjects like Anthropology, Biology or Ecology, like me, all working together to monitor the numbers and behaviour of the wolves. What attracted me was the impact of the work for the future of the environment in the park. Some volunteers describe the work as fascinating, others call it useful, but for me, it is vital, even though some people feel climate monitoring should be factored in too.

First I'll give you some background. Years ago, wolves living in the park were simply seen as predators and a decision was made to eradicate them. I wish scientists had understood then how this would upset the natural balance of the area. What happened was that by removing the wolves there was an increase in the numbers of elk, which then fed on young cottonwood trees growing near rivers, causing the trees to die. Before I started on the project, I'd also read a lot about how beavers depended on the roots and branches of the same cottonwood trees to build lodges. They also use the trees to build dams in the water and I was staggered to discover that these actually irrigated the wetlands. Without these structures, the land quickly became drier.

But lessons were learned, and in the mid-1990s, wolves were reintroduced into the park. As a result, the elk left the valleys and the trees flourished again. The beavers returned, encouraging new ecosystems – predictably these included fish, otters and ducks in the rivers, and mice and rabbits on the land, which provided food for foxes. I hadn't expected there would be such a large variety of birds, though.

So it's clear why the wolves need to be monitored, and that's where we volunteers come in. While research takes place in all weather, people might assume it's in summer that most work is done. But we were told it's easiest to study wolves in winter because that's when they move in daylight at lower elevations and also leave tracks so that's when I went. We were all assigned a particular group of wolves to follow, and when we spotted them, we had to write down the time, the place, the number of individuals in the pack, including cubs, and their prey. It sounds easy but the wolves were hard to find! Apart from that, and the patience we needed, I couldn't believe the freezing temperatures we had to cope with!

Not everyone can be as lucky as I am and see wolves in the wild but anyone can get involved by becoming a sponsor, which is really worthwhile. There's information on the park website and there are different levels of involvement, depending on how much you want to give – the highest donation gets you special gifts including an in-depth report on the project and stunning photographs. Even the smallest gift gets you a colourful poster and fascinating snapshots of the work.

Why not get involved? I'm glad I did!

9.6 Speaking

3.29 Exercises 2 and 3, page 107

E = Examiner O = Olga P = Pierre

E: Olga, it's your turn first. Here are your pictures. They show people doing things in the natural world. I'd like you to compare the pictures, and say what the

relationship might be between the people and the landscape and how the presence of people might affect the environment.

O: Well, they show very different activities and relationships. The first shows people skiing, so involved in a leisure activity, and therefore I assume that their relationship with the landscape is one of enjoyment and appreciation. I mean they must be having fun skiing and snowboarding, but they are also almost certainly enjoying the fresh air and the beauty of the spot too. We can't rule out the possibility that it's during a school break, or the weekend at least, as it looks pretty busy and I can imagine that a lot of them are on holiday. Presumably most of these people have travelled out here to spend a few days in the snow. I mean, I very much doubt that it's near where they usually live, and so they may have come out here by car or bus. In the second photo, the situation is completely different. Here the people are working in the fields … they are almost part of the landscape. I assume that they must live here too and that the landscape allows them to make a living. I can envisage that it's the main way of making money in that area. And their families may have been doing the same thing, living the same lives, for generations and generations. I don't really think they've had much impact on the environment, though I suppose that they would have to have built the terraces in the hillsides, which has had an effect on their surroundings. But I don't think it is as substantial as the effect we see in the photo of the ski resort. In that picture, the effect on the environment is much greater. All the machinery needed to run the ski lifts, and all those people almost certainly got there by car with all the pollution that comes with that.

E: Thank you Olga. Pierre, in which situation do you think the people are most in harmony with their surroundings?

P: Well, you know I agree with Olga. I think the ski resort definitely pollutes more. So, I think people are more in harmony with the landscape in the photo with the terraces – I think they're actually rice fields, right? Here it looks like the people are making good use of their surroundings. They don't seem to be causing too much damage, though, admittedly, we can't rule out the possibly that they're using pesticides or fertilizers – this could cause problems. But I guess they are using them to make a living, and they've left a lot of the surrounding forests intact. Yes, definitely this one.

Focus Review 9

3.30 Exercise 9, page 111

S = Speaker

S: Good afternoon. Firstly I'd like to thank you all for coming. The aim of today's talk is to update you on the current situation regarding renewable energy use and to convince you that there's a real possibility of becoming one hundred percent dependent on renewable sources of energy within our lifetimes. It is possible. For example, did you know that Costa Rica introduced petrol-electric hybrid cars in 2004, the fully electric car in 2009 and has already achieved between ninety-five and ninety-nine percent carbon neutrality with a target to be completely carbon free by 2021. How have they done this? Well let's look at the types of energy they've been converting to and some facts and figures to show how much progress we are making worldwide in terms of creating a cleaner, greener planet.

Let's begin by looking at hydroelectric power. Now we all know that the planet is covered in water. And unlike other sources of energy, this source is constantly available. Not only is fast-running water able to generate lots of power by driving turbines but via the use of purpose-built dams, power output can be regulated to meet demand. And thanks to constant evaporation and precipitation it really is the ultimate renewable source. It currently constitutes sixteen percent of global electricity produced and is forecast to rise by a further 3.1 percent each year.

Solar power is also growing in popularity with more and more countries offering subsidies to incentivise both companies and the general public to invest in solar panels. We can harness this natural source not only to create electricity, but it can also be captured efficiently to heat water and our homes. Unlike hydropower, however, this source is not constant and is heavily reliant on such factors as location, time of day and weather conditions. Transference of power can be costly but it offers huge benefits such as increasing a country's energy security through a reliance on an inexhaustible and import-independent resource.

Geothermal energy is provided by harvesting the heat of the earth's core. Said to be over 6,000 degrees Celsius – which is actually hotter than the surface of the sun – it is estimated that it can produce 50,000 times more power than fossil fuels can provide. Clearly something we can expect to be utilised more in the future. In fact, since 2005, there has been a twenty percent increase in global geothermal energy production – accounting for a total of twenty-seven percent and thirty percent of all energy produced in the Philippines and Iceland, respectively.

Finally, let us consider wind energy. Already we can see wind turbines gracefully capturing the breeze and being turned into clean electricity by powerful generators. These can be situated in almost any location, anywhere in the world with both on-land and offshore turbines already generating over sixty times more gigawatts of energy than just ten years ago. It is also the added benefit of boosting rural growth as power plants and transmission lines are created to bring the energy into more populated areas. At present, as much as forty percent of Denmark's energy comes from wind power and it now accounts for four percent of worldwide energy usage …

Videoscript

Unit 1 Remarkable relationships

1 Documentary: Remarkable relationships, page 112

N = Narrator G = Gaby M = Professor John Merzloff

N: We're in Seattle, a seaport city on the West Coast of the United States, where eight-year-old Gaby Mann lives with her family. In most respects, Gaby is a typical girl of her age. One of her hobbies is collecting things, and as an avid collector she's always on the lookout for new treasures.

G: Metal, plastic, buttons, screws, rocks, more glass, bones. A lot of things.

N: And it's not the content of her collection that's a bit out of the ordinary, but who gave it to her.

G: They are my friends and some of them are like family. They're really nice, at least most of them I think.

N: Gaby's not referring to her classmates. She's talking about the crows in her back yard. These generous garden visitors have been regularly bringing her gifts. Over the two and a half years that they've been visiting her, she's amassed a collection of over a hundred different objects, some dropped right at her feet. And her collection is still growing.

G: Can I show you one right now? I have one right in my hand, a rubber squid that I got a week ago.

N: The million-dollar question is: are the crows, the corvids as they may be referred to, really leaving gifts specifically for Gaby? Or is this gift-giving behaviour just a figment of her imagination?

M: I'd heard about gifting before, but this was the most extensive collection by far I'd ever seen. A lot of animals use gifts of one sort or the other to convey either their status or their interest in another partner but as far as we know, corvids are the only birds that do this with people. Crows give gifts to people really to help cement a bond, an important relationship that they have with this person.

N: So how common are crow companionships like Gaby's?

M: There's probably twenty or thirty instances of this happening around the world, and they all have some consistency in terms of a person that's been engaging quite actively with the birds, feeding them a lot, consistently, maybe even rescuing them. We've had cases where a crow was stuck in a fence and a woman took the crow out of the fence and then started getting gifts.

N: So the gifts seem to be a thank-you for the food that Gaby leaves out for them. Pretty good manners. But is there a motive behind their kindness? Crows are undoubtedly some of the smartest animals on our planet. They have an extremely large brain for their body size and have long been known to be capable of developing cunning ways to find food. Studies have shown that crows are capable of using a sequence of tools to find a tasty reward, something that previously only humans and chimpanzees were thought to have the brain power to do. And that's not all. Over the years, Gaby has noticed that the gifts appear to be getting more human. Almost as if the crows have been observing her in order to bring her more personalised and heartfelt offerings. We know crows are super-smart, but are they capable of this kind of intelligence?

M: I would not put it past these birds to make the association between these strange objects in their environment and humans having produced those. It may simply be that we notice human things more also. As humans ourselves, we don't pay attention to little bits of bark and rock as much as we would a rubber squid. You would notice that.

N: Whatever the motive, Gaby certainly has a very special bond with the crows in her back garden. Can you imagine fostering a relationship with a crow?

Unit 2 The cost of a good education

2 Documentary: The cost of a good education, page 113

N = Narrator S1 = Student 1 S2 = Student 2
B = Ben L = Lecturer J = Journalist

N: Welcome to the first week of the rest of your life. Yet despite all the exciting things happening at Freshers' Week, students in Stoke in the UK are only thinking about one thing.

S1: Money is going to really always be a problem because I get like the lowest amount of maintenance loan.

S2: I mean, it's been difficult so yeah, so I've got to save up and everything.

N: With tuition fees, accommodation and living costs, students in Stoke need to find an average of about £17,500 a year before they can even start lectures.

B: I left school with no qualifications, ended up getting kicked out and then after that, I got made homeless.

N: Ben is not your typical student.

B: I know it's going to be a struggle. I know with student loans and stuff, I know I'm just going to have to, what spare time I have got, I'm going to have to work and stuff and just get that extra money.

N: Stoke takes more than a quarter of its students from deprived areas, many from the local area, which creates a particular set of problems. Basically, every year a number of students have to stop studying because of money issues. They simply can't afford it. Ben is about to move into his student accommodation. He's been at Stokes' YMCA for five years since he came off the streets, but now he's at university, someone else needs his room.

B: My standard charge is £15 a week to live here. The house that I'm going to be staying in costs £75 a week to live in. I haven't really been thinking about it as of yet.

N: It's a hard three years ahead, but Ben won't let his past shape his future.

B: This is kind of make or break for me and that's how I look at it. It's not an option. I'm not going to drop out. That's it.

N: Ben is likely to be making use of the UKs student loan programme, which is available to all students. They can borrow money while studying and only pay it

back once they graduate and start earning above an agreed threshold. Reducing tuition fees would surely help the UK's struggling students, but some worry that without support from the government, universities may not be able to afford essential resources and equipment.

L: If you want your graduates to go out there, be able to operate the leading technology in the workspace, it's no good giving them training on a computer that's six years old or a piece of equipment that's six years old.

N: But not all students are entitled to a loan.

J: Why is it we spend so much supporting people who study for a degree and so little on people studying for the technical and vocational qualifications that employers are crying out for?

N: Tuni is studying engineering at a vocational college, and although employers are desperate for people with her skills, she can't get a loan to cover her living costs. By extending financial assistance to all students, more people would be able to access education, whatever their situation in life. What's clear is that being a student is not easy. Even with financial support UK students are struggling. Perhaps it's time to look at how other countries support their students as they qualify for the world of work.

Unit 3 The future of food

3 Documentary: The future of food, page 114

N = Narrator A = Angela Hartnett J = Jarrard Goldin K = Karen

N: Angela Hartnett, a Michelin-starred chef from the UK, is on a mission to explore the future of our food. She's in Canada to try a protein-packed superfood that might make some people run a mile.

A: It may not look it, but this place is one of the biggest farms in the world, at least by population. Behind here, there are hundreds of millions of livestock, but they're a little smaller than your average farm animal. This is North America's largest edible insect farm.

J: Come on in.

A: Aye aye aye! I can feel my itching already, jeepers. This one barn alone is home to more than thirty million crickets, all living in cardboard boxes. The farm is managed by Jarrard Goldin.

J: These are called cricket condos.

A: Cricket condos, ooh nice!

J: Yes, where they live. This is nice and dark for them. They like a dark environment to kind of hide from their predators.

A: And how many sort of crickets are on one of those things?

J: There's hundreds. Let me show you.

A: Ooh la la! I know I'm itching. I don't know whether it's because there's one inside me or whether I'm just slightly freaking out. It might not look like your typical lunch, but crickets are packed with protein, more than twice the amount gram for gram than beef. They're rich in vitamins and have nearly two and a half times more iron than spinach, and they're even good for the planet. So how efficient from a farming point of view are crickets as opposed to you know the traditional method of farming cows and chickens, etc?

J: Their water needs are much, much lower and their land needs are much, much lower. If a family of four one day a week got their protein from insects, over a year period they would save the planet about a million litres of water.

A: Seriously, a million litres of water?

J: Yeah.

A: That's quite incredible, that is.
The crickets take six weeks to grow to full size before being humanely killed by freezing, and then roasted. Most are ground up to make cricket flour which is used in other products, though some are also sold whole as a tasty snack. What flavours do you have?

J: We have honey mustard, salt and pepper, Moroccan. We have six different flavours.

A: Sorry, I was actually joking. You do actually flavour the crickets?

J: We do.

A: So when I think of farming, this is not necessarily what I had in mind, but it's probably because I'm not used to it. Years ago we never ate lobsters, because we thought they were bottom-feeding scavengers and now we think they're delicious, so it is probably a matter of preconception. To find out, I'm going to eat some. I'm joining Jarrard's family for lunch and everything on the menu contains crickets. Sister-in-law and chef Karen has cooked up her own insect recipes, everything from soup to summer rolls, even cheesecake.
Is it the pepper I'm crunching or is it the cricket I'm crunching? To me they sort of … it's earthy.

K: Mushroomy?

A: Yeah, mushroomy, yeah. I've got to try cheesecake. They look really good. So has that been caramelised, that little cricket?

K: It's been candied with some granulated honey.

A: Right.

J: Those are my favourite.

A: You know, I don't like this. You know the reason why? You've put coconut in here, haven't you?

K: Yes.

A: I cannot stand coconut. Give me crickets any day to go with that, seriously. Coconut aside, actually the food was really good. I literally thought you were just going to give me like a bowl of crickets and say eat them, but the fact that it's incorporated into diet, you've got its flour or a little sprinkling and seasoning, you know it's delicious.

K: Thank you.

A: You've got a convert. Well done.

Unit 4 Helpful hackers

4 Documentary: Helpful hackers, page 115

N = Narrator MM = Mark Miodownik MA = Mitch Altman AF = Dr Aldo Faisel

N: Science is not limited to the laboratory anymore. There's a growing movement of DIY scientists who describe themselves as hackers. They're not hacking computers, though. Instead they are using creativity and imagination to liberate technology, which often produces world-changing results. Professor Mark Miodownik investigates.

MA: We've been using tools for thousands of years, but recently those tools have become a lot more

sophisticated and our relationship with them has changed. Back in the day we understood how the gadgets in our lives worked. We could take them apart, we could fix them, but these days modern gadgets, well they're altogether much more complex. We don't really understand how they work. They could be powered by magic and that makes us afraid to take them apart and to try and repair them, but it doesn't have to be that way. Mitch Altman is a virtual reality pioneer and inventor from California and as a hacker, he's part of a new movement that's all about unlocking the potential of technology for yourself.

MI: Well, hacking is more than just about computers. It's about pretty much anything because hacking is taking what exists, anything, and improving upon it and sharing it.

MA: And the lure of getting creative with technology is bringing people together.

MI: Hacker spaces are physical places with supportive community for people to explore and do what they love. They're everywhere. There were about fifty about five years ago and now there's almost fourteen hundred.

MA: That's a huge explosion.
Hacker spaces may be multiplying fast, but what does all this playfulness really achieve? It's easy to write this off as just a bit of fun, but there's something much more important going on. The urge to make things is fundamentally human and the hacker community are reclaiming the right to make stuff from whatever you can lay your hands on. It's a chance for everybody to unleash their inner geek. I am going to have a crack myself by transforming a piece of off-the-shelf technology into something completely different. It's not designed to be taken apart. … That's more like it. That in the middle is what we're looking for. That is a CCD chip. Instead of looking outwards, we're going to look inwards. OK, I've got a bit of an unfair advantage. In our workshop, I can speed up the hacking process with a laser cutter. Hey! Finally, after a couple of hours, I've managed to turn a £5 webcam into a high powered electronic microscope. Oh! Tell me that's not a worm. Oh my goodness. So this is … this is a microscopic worm in some pond water which we're seeing via an electronic microscope that we made by just hacking a webcam and I think that's just incredible because it's not just about having a microscope. We can all have microscopes. We've got loads of high powered microscopes in the university, but it's the act of turning one object into another, that you learn so much. It's magical and it empowers you, and that is the beauty of hacking. But let's face it. This is still just mucking about. The true power of hacking is that the same ideas can be applied in a way they can actually make a difference to someone's life. At Imperial College, Dr Aldo Faisal wants to bring cutting edge medical technology to the masses. Incredibly, this robot arm is being controlled by my eye movement alone. Oh, that is a weird feeling. It's like being a cyborg slightly.
I mean it's a place I've never felt, being a cyborg.
For someone unable to use their arms, something like this could be life-changing, but commercial eye tracking systems are intrusive and cost £20,000 to £25,000 so Aldo started hacking to make this high-end system user friendly and much cheaper.

AF: The whole system as you see mounted here costs £9.95.

MM: That's incredible. That's really impressive and the software can run on a normal computer?

AF: Yeah. These are two standard cameras that you can plug into your USB board and basically any PC can operate this system that we have developed.

MM: Aldo customised high speed cameras from a popular games console, originally designed for tracking your tennis shots or dance moves. He's transformed a recreational toy into something that can transform lives and the value of hacking doesn't stop there.
What about for research people? I mean you're doing this with kind of cheap kit. Is there an advantage for you to use ubiquitous technology?

AF: I think it just spawns creativity because once it's so cheap, you just start thinking of all sorts of applications because you sort of don't have to take it so seriously anymore and that's where real innovation and creativity is unlocked.

MM: Not only is hacking empowering for the masses, but it can produce sophisticated new technology with real world value at an astonishingly low cost.

Unit 5 Big idea, big business

5 **Documentary: Big idea, big business, page 116**

N = Narrator T = Timothy P = Pippa

T: You'll never be ready and this is one of the big things that I've come to realise running a business. You would never be ready to become a CEO, you would never be ready to take that leap, you would never be ready to do anything if you have to force yourself into doing that.

P: Asking the stupid questions and reaching out for advice is probably one of the biggest lessons that I've learnt since starting up the business, so kind of knowing when to reach out and ask for advice when you're not necessarily certain of the answer is a great skill and asset to have.

N: Timothy Armoo and Pippa Murray have one important thing in common. They both dreamt big and came up with ideas that slowly became big businesses. Timothy Armoo is the founder and CEO of Fanbytes, a modern kind of advertising agency that helps big brands reach an audience of young, tech savvy and creative people, otherwise known as Generation Z. Pippa Murray is the founder of Pip & Nut, a brand specialising in healthy nut butters and now one of the UK's leading nut butter brands. Today, they both share their stories of how they made it big.

P: Veganism and plant-based is a booming trend in the UK. More and more people are choosing to remove things like meat and dairy from their diets and, I guess as a result, they're also looking for protein sources that can supplement their diet and naturally nut butter and peanut butter are great sources of protein, and Pip & Nut has benefited from the fact that you know more and more people are choosing this lifestyle and picking up products like ours that can help.

T: Personally, there was never a time where I felt ready to like lead a business with thirty-plus people at twenty-four. There was never a time when I thought that I could go to investors and raise over a million for my business. We're never ready for it but what I did was I forced myself to really become that person by learning how other people who had got what I was trying to achieve, how they had got it and just ruthlessly and almost taking that emotion out of it, just attacking that.

P: It's very easy to create a product in your kitchen, but working out how you then scale it up and make it commercially viable, and also find a manufacturing partner that would like to work with you, and can do all the things that you require of them, is a big challenge, and it took me about eight months to find the right manufacturing partner.

T: The key to this is thinking about it almost just like a scientific process, treating it as a very logical thing. If A was able to get B, then technically if I do what A has done, then I'll be able to get B, and I think this dates back from my love of Maths and Computer Science, having done Computer Science at university and also my first business started by teaching people Maths. I think just that appreciation of logic has really helped me in also being able to grow the business.

P: One of the tips that I'd give to people starting up is to make sure as you're growing your business and looking at how you're going to sort of diversify and expand your offering, is to make sure to first focus on your core business before moving into other areas, so become an expert and become known for your core business before you start to expand anywhere else.

N: As the nut butters fly off the shelves and influencers rule online, do you have any big ideas to make it big in business?

Unit 6 Ziferblat – a café with a difference

6 Documentary: Ziferblat – a café with a difference, page 117

N = Narrator An = Anita Ar = Ari

N: Vibrant, bursting with life, overcrowded, haphazard … However you want to describe them, the mega cities of the 21st century are jam packed with people, but does that make it easy to stay connected? Anita Rani is in Moscow, a city home to nearly 13 million people, to experience a new take on the traditional café.

An: Hi! Hi, how do you do? It looks like a café but feels like someone's apartment. There's no prices on food or drink and people are reading, playing cards and happily chatting, even sleeping. What is this place, Ari?

Ar: This is Ziferblat. This is your first time?

An: First time in Ziferblat. Hopefully you'll tell me all about it. What is it?

Ar: It's very difficult to explain to a person like in five minutes what it is because like the idea, the whole idea of the place is kind of big and deep.

N: Evolving out of the city's lack of communal space, Ziferblat, meaning clockface, is an anti-café. You pay for time and everything else is free. You become the tenant of the space.

Ar: So this is library.

An: It's beautiful.

Ar: This is beautiful, yeah.

An: It looks very cosy.

Ar: The people of Moscow still long for community and want strangers to become friends.

N: At Ziferblat you can relax, read, work, chat, dance … anything you want as long as it's together. So as Muscovites try to find an escape within this crowded city, Anita decides to embrace this communal living room. She even has a dance.

An: Oh you've got a plate of biscuits, look at that. I was going to bring you a biscuit as well. I feel like I could live here. It's kind of like I'm being a waitress except at some point I'm going to sit down and just have a coffee which is quite nice. I love it, I'm into it. Yeah, it makes total sense to me. I really like the idea. It's like being in someone's living room.

Ar: I'm so glad that you love this. It's like when it's a foreigner, it's important for us to show the part of Russian Moscow which is kind of closed from the beginning so I'm so glad that you felt it.

An: Thank you, I feel like I've been allowed in and I've experienced something very touching. And for two and a half hours of making new friends, with free coffee and cakes, my time cost £4.50. What an amazing place! Sometimes you've got to get off the beaten track in a city to find the real gems. I'm totally blown away by that, it's not what I was expecting. I might have walked in with a bit of a cynical London attitude thinking they're a bunch of hippies, but actually, I'm really into what they're doing. She's the new generation of Muscovites, she's looking to the future, she has a very global outlook. Quite liked it!

Unit 7 Painting a better world

7 Documentary: Painting a better world, page 118

J = Journalist B = Brian S = Stevie K = Kim

J: So what are you expecting the portrait to look like?

S: I don't know, because I see a lot of pictures of myself and oftentimes I go I look like that? You know I don't know what I thought I looked like, but most of the time I think I don't look as good as I think I do.

B: We first go out and befriend and meet the homeless men and women on our streets. We paint their portraits and then we sell the portraits and use the money to help them, and the heart of it is really about relationship.

I heard these screams coming from outside of my window in downtown Santa Ana from a man experiencing homelessness, found out his name was Matt and we had a conversation and I never planned on starting an organisation or anything like that. I just wanted to paint Matt's portrait. Matt said yes.

I painted his portrait and people started asking was it for sale.

It is daunting to approach someone the first time cold. There was all kind of fear, I had sweaty palms, I had butterflies in my stomach, all those feelings and I've quickly realised that there's breakthrough on the other side of fear. Connecting with a human

being on a level that's just way deeper than just having a conversation and so in a lot of ways, I feel like when I'm painting, my life is changing as well. I truly believe that.

K: When I first saw my portrait that Brian did, all I could say was wow, beautiful. It's a feeling I'll never forget. I can still play it back and it still feels, the goosebumps, it's amazing, amazing. Hi Riley! … Good, and you?

B: What do you say about the old Kim?

K: That person's dead. I'm a new one. It's a struggle every day not to come back out here, but one thing I've realised now, I have a choice.

S: What do you think, I heart haters? Pretty clean, huh? You could eat off of it. I never really thought about having a portrait of myself or anything, anything like that you know. I can hardly wait to see my picture, what it's like, because the card that he gave me, I mean it looks like Michelangelo. It's so, I mean it's … what a gift he has.

B: Stevie Boy is probably one of the … he's one of the characters and so we're really excited to kind of reveal this painting and have Stevie Boy maybe look at himself with new eyes. Stevie, you ready, man?

S: I'm ready! Oh my goodness. I love it. I never dreamed of anything like this ever happening and so there it is. I couldn't be happier. Right here, right now, there's no other place I'd rather be. Thank you.

B: It makes me feel really great inside knowing that a simple painting can impact someone way beyond just framing and hanging it on a wall, that a painting, a piece of art has the ability to transform a life, it's kind of magical.

Unit 8 The Big Data revolution

8 Documentary: The Big Data revolution, page 118

N = Narrator M = Maggie Philbin
Ni = Nigel Shadbolt

N: Like it or not, our world is driven by computers. The details of our lives and the world we live in are being recorded and kept in vast stores as digital information and now a new generation of technology is analysing our data in ways that are already changing our lives. This proliferation of information, known as 'big data', is currently being used in flood alerts, transport and natural disaster response systems. Maggie Philbin is here to investigate how big data features in all our lives and whether or not it's to our benefit.

M: Many believe that if we could make more data freely and openly available, then we could crack problems in ways that were previously unimaginable.

Ni: If you make this data available, it can be used to show more transparently what's going on. It can make people accountable for the performance of, for example, public services like health, education.

M: So give us a few examples of the difference that can be made.

Ni: The data that was held by the Department of Transport on bicycle accidents, within three days that data had been taken, turned from one form into another and somebody had written an application that basically avoided the bicycle accident black spots around London, just a very obvious thing that never occurred to the people who had the data in the first place to do.

N: Sharing data clearly has some advantages, but when it comes to personal information, it can be controversial. One idea is to share patient's medical records via a digital database and make this available for research. This could lead to medical breakthroughs, but some people worry about releasing sensitive information like this.

Ni: If I'm undergoing a medical crisis, I'd really like that my medical records could be shared between the appropriate services in an appropriate way, but blanket data publication – I think you have to be very cautious about it in this area, when it's relating to individual data, and I think that both corporations and governments have to be extremely careful to respect and maintain the privacy of an individual.

N: In a scheme like this, all details that might identify individuals would be removed before making the information available. But medical records aren't the only sensitive data we have to be conscious of. Today, it seems everyone wants to know what you're doing.

M: Take a train or a bus and your journey is tracked. Use a points card when you're out shopping, they keep track of what you're spending and use that information to market yet more stuff to you. And your bank account and spending patterns are monitored by financial services. Now that's for your protection to prevent fraud, but it's also for future credit checks.

N: It doesn't stop, even when we think we're having some time to ourselves. We now spend nearly half our waking hours in front of some screen or other, but it's not always just between you and the computer.

M: Take email for example. Now, if you use a free service like Yahoo or Gmail, you'll be very familiar with those targeted ads that appear on the page so have a look at this. This account belongs to a member of the production team, and you'll see that the ad that's appeared is one offering flights to Australia. No surprise because he uses this email address to book most of his travel.

N: Some free services automatically scan your search queries, social networks and even emails to get a sense of who you are so they can target their adverts better.

M: Sometimes when a service is offered for free, we are what's being sold, in this case, as a potential customer for a targeted ad.

N: This is the price we pay for free communication, map services and a world of knowledge at our fingertips, but is it worth the cost? That's for you to decide.

Unit 9 The real fashion victim

9 Documentary: The real fashion victim, page 120

N = Narrator S = Stacey Dooley L = Lucy Seagal
C1 = Customer 1 C2 = Customer 2 C3 = Customer 3
C4 = Customer 4 C5 = Customer 5 C6 = Customer 6

N: Fashion is a booming industry with billions of items bought every year, but do we know the full story? Journalist Stacey Dooley wants to learn more about the impact of fashion on the environment, so, today she's meeting journalist Lucy Seagal who's been investigating fashion's growing environmental footprint for years.

S: Lucy, I've heard this claim that fashion, the garment industry, is the second worst polluter. Do you think there's any truth behind that?
L: I think there is credible evidence that says that garment apparel production is one of the top five polluters globally. It's not sustainable, it's on borrowed time because what we're doing is we are producing over a hundred billion new garments from new fibres every single year, and the planet cannot sustain that.
S: Lucy, I almost don't want to ask …
L: Yes?
S: Talk me through my outfit today.
L: The thing that really, really stands out are your jeans because they're made of cotton. Cotton is incredibly impactful.
S: I think people will be really shocked and surprised to hear that.
L: So cotton uses more water than any other fibre, but it also has a lot of pesticides and fertilisers which also damage the land, the soil where it's grown. How many pairs of jeans do you have?
S: Probably about six or eight.
L: Six or eight? You know to put it frankly, cotton is responsible for one of the biggest environmental catastrophes that we've seen to date on Planet Earth.
N: Stacey and Lucy are hitting the high street to look at the problem from another perspective, the phenomenon of fast fashion which lures us into buying more clothes than we need.
L: It's quite seductive in there. It's a miracle that anyone comes out of here without buying anything. Everything in there is like consumer catnip.
N: Fast fashion is a production system that brings us clothes at intense volume. Where we used to have autumn, winter, spring, summer collections, we now have up to fifty-two collections a year. That's one collection a week!
L: Within us now is this desire that we have to consume it now. It's all about getting it right now while it's on trend, while it's in store.
S: I don't think that the general public realise that we are also part of the problem. I want to see how they react when I show them.
N: It's Saturday morning in Glasgow. Stacey is on one of Britain's busiest shopping streets to set up a demonstration. She wants to show the public how much water it can take to grow cotton. It's so shocking that she's had to get 22,000 litres-worth of industrial sized water containers to visualise it.
S: I didn't realise how much water went into growing the cotton before anything else has been done to the garment so I want to have that conversation with shoppers today. I'm going to show them how much water it could take to grow the cotton in their shopping bags.
How much water do you think is required to make those jeans?
C1: 500?
S: 500 litres? So half of this?
C1: Yes.
S: It could have taken up to 1000, 2000, 3000, 4000, 5000, 15,523!
C1: No way, no.
S: Here there's just like a regular shirt and a pair of jeans, right? It's likely that it could have taken up to 19, 20 – 20,500 litres.
C2: What? Sorry, that's actually blown my mind.
S: And a little shopping trip can quickly add up. You've had a productive morning, I see.
C3: Sort of, yes.
S: Let's have a nose. And actually in this instance I've run out of containers. 35,618 litres. That's about forty-nine years' worth of drinking water for one person.
C3: That's mad.
C4: Crazy.
C5: There's such an ease of access to clothes. 90 percent of the time you're just buying it for the sake of buying it. I've got probably like half a wardrobe full of clothes that I've not touched, but it's just so hidden under the carpet. It's not in plain sight at all, so I'm glad that I've been stopped.
C6: I'm sorry to get upset but – yeah.
S: Tell me why you're so emotional about that fact.
C6: Because, yeah because I know people, they are struggling to get water for, for drink or wash or to cook, and to be using for making this!
S: Perfect, I've ruined everyone's Saturday. And do you know what? It's true, and it's exactly what I imagined. It's not that people don't care. It's that we don't know. We're not informed.

Intelligent key

An extended answer key for Listening Exam Focus, Reading Exam Focus and Focus Review: Listening exercises

Unit 1 The ties that bind

1.2 Reading

3

1 C: lines 41–42 (*Amir returns … to redress past wrongs done to his truest companion.*)
2 D: lines 49–50 (*… Jo, doesn't condone the idea of any of them ever getting married …*)
3 B: lines 30–32 (*… her easy-going attitude to life infects her circle of friends.*)
4 E: lines 54 and 60–61 (*Best friends stand by you through thick and thin … Horatio … is the only person that can be trusted with his morally controversial plans.*)
5 D: lines 43–44 (*… your blood relations … can establish an unbreakable tie with you …*)
6 C: lines 35–37 (*Amir comes from a wealthy, privileged background … Hassan is poverty-stricken …*)
7 E: lines 64–65 (*Horatio is the only survivor to recount the protagonist's story.*)
8 F: lines 75–76 and 80 (*Love and resentment, equanimity and jealousy are all involved … their friendship adapts to the ever-changing conditions …*)
9 A: lines 10–12 (*… detested by their parents. Bad influence or not, Huck strikes up a friendship with Tom …*)
10 C: lines 33–34 (*… the friends we make when we're very young stay with us forever.*)

1.5 Listening

3

1 *… as that's the topic of my major assignment this semester.*
2 *… or that they frequently did charity work.*
3 *I figured it would include some kind of memory test.*
4 *It was actually very challenging …*
5 *But her experience had differed from mine.*
6 *The participants in her group had been given much longer to look at the faces …*
7 *This really surprised me …*
8 *I found that pretty worrying actually.*

Focus Review 1

9

1 *The first of these are scientific arguments designed to prove a theory is either correct or incorrect.*
2 *The second of these are those types of argument that are … performed in front of a captive audience …*
3 *It is, therefore, an inevitable fact that with some of these people conflict will ensue.*
4 *People who argue with those close to them are more likely to be more considerate to others …*
5 *People who regularly get involved in them are known to have a longer life expectancy than those that tend to bite their lip …*
6 *These latter types are much more likely to explode at some point in the future – rather like a time bomb ticking inexorably towards an explosion of epic proportions.*
7 *Arguing equals communication …*
8 *Whatever you do though, make sure that you don't get involved in personal attacks. Then a good argument needn't be an act of war as much as one that will create a stronger bond and a healthier, longer life.*

Unit 2 Learning for life

2.2 Reading

3

1 C: routine in student life mentioned in lines 5–6 (*University … has become familiar with repetition.*) and in paragraph C (*In the face of all this familiarity …*); not knowing German mentioned at the end of paragraph C (*… despite absolutely no knowledge of the language.*) and the topic of languages further developed in lines 13–16 (*My modules are taught in English and many Germans speak it well … I will be unable to communicate with around thirty-six percent of the population.)*
2 G: reasons for deciding to study abroad described in lines 18–24 (*I have many justifications for this leap into the unknown. … my reasons include …*) and the topic further developed in paragraph G (*… many students weigh up studying up abroad as a series of pros and cons …*); in paragraph G it is suggested that students should view studying abroad as an unparalleled opportunity to step outside their comfort zone and in lines 25–26 it is explained why many students do not take up this opportunity (*… many students … let themselves get put off during the application stage.*)
3 F: applying for studying abroad mentioned in lines 26 and 29 (*… the application stage …; … committed to the process …*) and the topic further developed in paragraph F (*… it's very different to previous application processes …*); students' role in the application process mentioned in paragraph F (*… it requires a lot of independent effort …*) and the topic further developed in lines 32–34 (*Arranging visas, sorting out accommodation, … registering for modules and meeting all the deadlines for paperwork is solely up to you.*)
4 E: the ERASMUS programme mentioned in paragraph E referred to in lines 39–40 (*many of those … outside this programme …*)
5 A: learning from other students' experience mentioned in lines 39–43 (*Many … can provide some valuable lessons for those preparing to go. … provide invaluable information …*) and the topic continued in paragraph A (*Mairi Wightman … is a … student spending a year abroad in Singapore. She stresses that it should not be underestimated how much climate can affect day-to-day life and that … admin … should be taken care of before getting on the plane.*) and in lines 44–52 (*Marcus Baird … adds to this advice …*)
6 B: the need for being prepared mentioned in lines 49–50 (*Also important it is to come prepared …*) and in paragraph B (*However prepared you are …*)

2.5 Listening

3

1 C: *I found the whole thing very vague and actually more confusing than helpful.*
2 B: *I mean, I've been there! … What a nightmare! I would have given up there and then.*
3 B: *… they are like tutorials that show you how to fix problems step by step.*
4 A: *When real experts choose to share their knowledge with everyone for free it's really helpful.*
5 B: *I've had dogs for most of my life … and I always thought that I could train them myself, that I didn't need any help.*
6 C: *This way he gets acclimatised to other people and other dogs.*

Focus Review 2

9

1 Man: *I suppose it all just merges into one huge airport and you only know where you are by looking at the name of the airport when you get off the plane. Just dull! …*
Woman: *Well, you know, I find it really exhilarating! …*
2 B: *… I'm making a difference in people's lives and helping them to achieve to the very best of their abilities.*
3 C: *… a number of the issues you can see in Europe have their equivalents there.*
4 A: *Don't you think that if all these issues exist here on your own doorstep, it's more worthwhile to stay and work for a local NGO?*
5 C: *I count myself lucky, though, that my parents have kept me with them.*
6 B: *Surely modern education systems can cope with pupils changing schools every now and then.*

Unit 3 Let's eat

3.2 Reading

3

1 B: lines 14–16 (*These are all burning questions for those of us … able to choose what we eat …)*
2 D: lines 23–29 (*… flavour is a powerful conductor of memories … In Proust's Remembrance of Things Past, for example …)*
3 A: lines 58–61 (*This is why eating forms the basis of much scientific experimentation into the mechanics behind that elusive, warm, fuzzy sense of well-being.*)
4 C: lines 72–76 (*You may also feel guilty. … cause us to feel low after consuming them.)*
5 D: lines 97–101 (*The preparing, sharing and consuming of food is so precious … 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.*)
6 B: lines 117–119 (*If you go one step further and grow some food of your own, then you do even better.*)

3.5 Listening

4

Part 1
Speaker 1 E: *I think those oysters were probably off or old.*
Speaker 2 B: I had a feeling ahead of time it wouldn't be any good …
Speaker 3 H: *I thought I'd have a go at preparing some burgers for myself and my mates. It was a disaster. … I was really disappointed.*
Speaker 4 G: *I ordered my usual anyway but it just wasn't the same.*
Speaker 5 D: *… the guy who makes them went nuts and was really rude. … I was shocked …*
Part 2
Speaker 1 F: *… I'll certainly think twice before eating street food again.*
Speaker 2 D: *It made me realise how difficult it is to recreate the true flavours of our cuisine abroad.*
Speaker 3 C: *I think I'll go back to eating out in future!*
Speaker 4 G: *I guess even the best places end up going downhill sometimes.*
Speaker 5 A: *… it wasn't so much to ask, especially that we're always there.*

Focus Review 3

9

Speaker 1 D: … I started to get bored with the routine.
Speaker 2 F: But I felt I wanted to push myself and try something potentially more risky.
Speaker 3 B: … my brothers … They inspired me to join the school team.
Speaker 4 A: … if you're just running for the sake of it, it's easy to get discouraged and give up. I felt having a goal to work towards would help …
Speaker 5 H: I developed back problems … The physiotherapist recommended taking up yoga classes to help strengthen my back muscles.
Part 2
Speaker 1 G: … swimming under the open sky … the best thing is connecting with nature again.
Speaker 2 B: … it's worth every penny for the sheer exhilaration. It's the ultimate high.
Speaker 3 H: … how great you feel when you've played really well and you win!
Speaker 4 E: What's truly rewarding when you run for charity is knowing you are helping real people and changing lives.
Speaker 5 C: … it's helped me to learn more about myself and my feelings and as a result achieve a much more positive outlook on life.

Unit 4 The new thing

Reading 4.2

4

1 C
Text C: lines 41–44 *(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.)*
Text D: lines 48–52 (*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.)*
2 C
Text B: lines 19–21 (*It can be argued that these advances have helped to justify the expense of time and money that we invest in sport.)*
Text C: lines 38–40 (*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.)*
3 B
Text B: lines 25–27 (*In extreme cases, however, some players fear that introducing new technology might actually alter the ideal body type for a sport.)*
4 A
Text A: lines 13–14 (*…it is certain that athletes will continue to utilize advances in sports technology to enhance and better their performance.)*
Text D: lines 60–62 *(Technology will no doubt continue to fuel improvements that help push the limits of athletic ability still further.)*

Listening 4.5

3

1 B: *But what happens if somebody nicks your card? That'd bother me.*
2 C: Woman: *… wanting everything so fast …* Man: *We're certainly living in a world where we want everything instantly.*
3 A: *I think it cheapens human contact …*
4 B: *I want to erase myself from all this social media, but that's actually a real pain in the neck to do.*
5 A: It's only the man's opinion: *… they are much more practical … And when I want a new book, I can download it right there and then and start reading it immediately …*
6 C: *Books are unique, aren't they? … There's no finer feeling, you know? …* About e-readers: *They just don't appeal to me. Just compare reading the printed page with that screen glaring at you all the time …*

Focus Review 4

9

1 B: Man: *I always find those web pages a nightmare to navigate and it takes me ages.* Woman: *It's not easy, is it? They tend to put way too much information on any one page. And there's all this other stuff being offered too …*
2 B: *Personally I never travel without insurance … I reckon plenty of people find the car hire and accommodation services pretty handy too.*
3 C: *But what's got me hooked is this feature which points you in the direction of lots of bands similar to those that you like.*
4 B: *I prefer something physical when I buy something … for me it's more ritualistic – going to the shop, choosing carefully, then going home and listening to it while studying the album art.*
5 A: *I've never done a course like this before and the way things work just leave me all a bit confused.*
6 C: *It'll be fine. I'm sure it'll get easier … I say just keep your head down and do the best you can.*

Unit 5 All in a day's work

5.2 Reading

3

1 A: lines 17–20 (*However I would urge entrepreneurs to hold on to their day jobs as long as possible … this is the best scenario.)*
2 C: lines 60–61 (*Trying to bring in experienced individuals who are maybe a decade older than I was at the time has been quite a tricky task.*)
3 B: lines 50–52 (*You must be … prepared for fluctuations in revenue you receive.*)
4 B: lines 53–54 (*… you will eventually see a return, though.)*
5 A: lines 15–16 (*I try to look for positives in everything, even when things are really tough.*)
6 B: lines 33–34 (*My intention wasn't to … become prosperous as we have.*)
7 A: lines 6–8 (*My biggest mistakes always came when I tried to do everything myself. … other people can do bits better than me!*)
8 C: lines 65–67 (*And it's about getting not just the right professional match but the right personal match, so linking them with your culture is sometimes more important than their competence.*)

5.5 Listening

4

1 B: *I think cultivating self-assurance plays a very big role …*
2 A: *But I've come to think that attitude is the key. I'd say be enthusiastic … If you show keenness, an interviewer is more likely to take you on.*
3 C: Jonathan: *That said, willingness to admit your missteps is very important and will be appreciated by the interviewer. … avoid being self-aggrandising or boastful.* Carole: *… I'd have to agree that a lack of humility is a very negative characteristic.*
4 C: *… I think it's important to keep things in proportion. … if you tell yourself that this job is the most important thing in the world and that it will be a tragedy if you don't get it, then that's only going to increase your stress and make things worse.*
5 A: *Part of me wanted to laugh … It shows that you can over-prepare.*
6 D: Jonathan: *… this is actually related in some ways to authenticity, which I think is crucial.* Carole: *… yes, being yourself is vital.*

Focus Review 5

9

1 A: *I did think that was more to do with being introverted rather than my being a thinker …*
2 C: *… we both think realistically and prefer practical solutions to problems …*
3 D: Marcia: *… according to the next category I'm a details person – the same as you. …* Rob: *Remember that Higgins account we had? We spent days and days persevering with solutions to those little issues that we completely failed to think about the bigger concerns.*
4 B: Rob: *Somebody upstairs made the right call there.* Marcia: *I agree that the decision to let him go was a valid one.*
5 B: *I also think too much time can be spent over-preparing …*
6 D: *… I have trouble accepting the results.*

Unit 6 Journeys

6.2 Reading

4

1 D: question asked at the end of the introductory paragraph, lines 5–6 (*Is it an illusion, a trick of heat and dust or the spirit of a long-dead San Bushman returned to his hunting grounds?*) answered at the beginning of paragraph D (*Neither: it's Cedric …*); train's name mentioned at the end of paragraph D (*… train's widely inaccurate name …*) and the topic continued in lines 7–8 (*… it is not actually an express service.*)
2 C: German soldiers and settlers mentioned in lines 18–20 (*… German soldiers and settlers … decided … it would be a good idea to lay a railway …*) and at the beginning of paragraph C (*In fact, they had little choice. At the time, there were no roads worthy of the name …*); the beginning of the journey described in the 2nd half of paragraph C (*There is a bell that clangs to announce our departure, and soon, we are out of Windhoek and chugging through low green hills.*) and its continuation in lines 21–22 (*An hour into the journey, we spot …*)
3 F: animals mentioned in lines 28–29 (*But we're hoping to get a closer look at the animals soon.*) and the prospect of seeing them at the beginning of paragraph 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 …*)
4 G: a change in landscape described in lines 36–37 (*The hills, the savannah, the camel thorns are gone.*) and at the beginning of paragraph G (*In their place is an endless flat nothingness of sand and rock …*); the topic continued in lines 38–39 (*This is the land the Nama people call Namib, meaning 'plain without end'.*)
5 E: waking mentioned in lines 47–48 (*It is a strangely disturbing landscape to wake up to.*) and at the beginning of paragraph E (*Still half awake, I look out at the dunes.)*; train staff guiding to the top of the dune mentioned at the end of paragraph E (*… the dune sprinter appears, ready to guide us to the top.*) and in line 50 (*Led by the train staff, we climb a massive dune.*)
6 A: looking from the top of the dune at the desert mentioned in lines 58–59 (*… we look back from the top of the dune over the Namib Desert.*) and at the beginning of 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.*); running down the dune described at the end of paragraph A (*Running down a dune is easier than trekking up it, especially when you bound in great leaps and fly through the air.*) and in lines 60–61 (*The excitement of running down a vast mountain of sand over …*)

6.5 Listening

3

Part 1
Speaker 1 A: *I opted to cruise around South America, which took me to incredible locations I could only have reached after hours of planning. I guess that was the bottom line for me – my job is demanding and I value my leisure time so I need to use what time I have wisely.*
Speaker 2 G: *I planned a trip where we played it by ear, just rolling up at beaches as we chose.*
Speaker 3 E: *My friend and I are quite different in what we want from a vacation. … To satisfy both of us, we decided to …*
Speaker 4 C: *What swung it for me was … that I was able to pay for everything in advance.*
Speaker 5 H: *I needed to do something different … We expected a feeling of getting away from it all …*
Part 2
Speaker 1 C: *I could imagine the excitement of waking up somewhere new every morning!*
Speaker 2 A: *There was a surprising amount of hassle trying to find inexpensive places to camp overnight – that spoiled it really.*
Speaker 3 D: *Some of the roads we ended up driving on had very big drop-offs. I was too frightened to drive along them …*
Speaker 4 F: *I could disconnect from everything that normally gets me down.*
Speaker 5 G: *This meant we came across lots of other trekkers with colourful stories to tell!*

Focus Review 6

9

Part 1
Speaker 1 A: *… what with having to organise the meetings, refreshments and all the accommodation arrangements I probably*

wouldn't have had time to socialise anyway.
Speaker 2 E: *… a great opportunity to catch up with an old buddy …*
Speaker 3 B: *I've always had an amateur interest in robotics …*
Speaker 4 D: *So when my sister decided to tie the knot I thought I'd better book a flight and catch up with everyone.*
Speaker 5 F: *So when we saw that this year the festival was taking place just over the border we thought we'd make a trip out of it.*
Part 2
Speaker 1 A: *The conference room being double-booked didn't help either, let me tell you.*
Speaker 2 C: *What with the delays and all, by the time I landed in Munich my next flight was already in the air.*
Speaker 3 F: *But when I saw the state of the vehicle I must admit I can't say I was optimistic. In actual fact we barely made it to the border before the trouble started.*
Speaker 4 D: *The time difference was a right pain for a few days and it took some time to adjust …*
Speaker 5 G: *So we were on the train and about halfway there when we got the message that he had to leave town for a funeral.*

Unit 7 Express yourself

7.2 Reading

4

1 C: lines 8–22 (*… she's the soul of modernity … She had a 'wayward youth', living in squats and getting tattoos, and her voice is hardly upper class … 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.)*
2 A: lines 43–45 (*And people love to say "performance" poets aren't proper. Yes, mate.)*
3 B: Tempest is successful in many areas – she is a rap artist, novelist, playwright and spoken word poet.
4 C: lines 76–80 (*But Tempest's poems aren't simply routine retellings of time-worn tales; rather, she picks up the … characters … and hauls them into the present.*) and 89–91 (*Kate holds up a mirror to contemporary life …)*
5 B: lines 102–103 (*Audiences are captivated by her spell …)*
6 A: lines 130–134 (Her ability to defy categorisation … *A good writer can do different things … Whither now for Kate Tempest? I can't wait to find out.)*

7.5 Listening

4

1 A: *I went to this public consultation … They didn't accept any questions from skateboarders like us and they made it seem like a done deal.*
2 C: Woman: *… it does need to be cleaned up a bit …* Man: *The park … does look a bit old and a bit of modernising wouldn't hurt.*
3 B: *There are all these important cultural institutions around here … and then there's that eyesore! … they're so noisy! It'll be great to be able to walk past here and have a normal conversation … without shouting.*
4 C: Man: *The overall look of the projected buildings is certainly appealing, though.* Woman: *… there are local benefits too – and the area isn't exactly pretty right now.*
5 B: *… it became a real missed opportunity.*
6 A: Woman: *Most people did not understand the complexity of the projects …* Man: *The developers just didn't highlight that enough.*

Focus Review 7

9

1 B: Woman: *It must have taken forever to paint …* Man: *… a gifted artist would put it on to canvas in no time at all.*
2 C: *… it's impossible to put any objective value on a piece nowadays.*
3 C: *The most unbearable thing for me is the way it jumps about. There's no logic between one chapter and the next …*
4 A: *And what about the way some sentences just finish in the middle? And the poems? Who does he think he is? Shakespeare? Joyce?*
5 C: *I really didn't think something so controversial would be allowed on the stage.*
6 C: *… if … it's just designed to shock you'll have a tough time convincing me it's worth the time or the effort.*

Unit 8 Text me!

8.2 Reading

3

1 C: lines 9–11 *(… a fitness app for imaginative people who want a less intense workout than hitting the gym, but who still want to get active.)*
2 D: lines 17–18 *(The premise behind The Walk is that, through a case of mistaken identity, you are given a vital package …)*
3 B: lines 33–36 *(By lowering the requirement to walking … it is hoped that almost everyone can reap the benefits this time.)*
4 B: lines 49–51 (*There appears also to be the subsidiary goal of encouraging jobs and economic growth.*)

8.5 Listening

3

1 D: *The bottom line is we strive to present a truthful, well-balanced account of things that have happened.*
2 A: *… true citizen journalists may want to tell their side of a story and set up a discussion or they may just have happened to witness something and want to share their experience.*
3 D: *… bloggers and other citizen journalists can contribute helpfully by engaging people with issues that might otherwise get missed or ignored by the mainstream media …*
4 B: Paula: *For the newspapers, it's clearly a move towards a better, more open form of journalism.* Mark: *Well that's debatable …*
5 A: *It was actually set up as a collaboration between medical experts and citizens reporting from the ground …*
6 C: Mark: *People like me will certainly use more social media tools to get the public's opinion about a story or help with research.* Paula: *I think it's likely that citizen journalists will help professionals in terms of getting information from inside a community.*

Focus Review 8

9

1 C: Jenny: *We hear a lot about teenagers bent over their computers every day … and this worries many parents … they think of face-to-face rather than screen-to-screen communication.* Charles: *It is a common concern, I think, that teens might be losing the desire to contact each other in the real world.*
2 A: *The key point is that social behaviour is adaptive, and people in power – that is parents in this case – rarely understand the coping strategies being used by others.*
3 B: *But these days they often cannot … So instead, children rush to cyberspace.*
4 B: Charles: *… we'll soon see adults using social media in a similar way to teens.* Jenny: *I'd go along with that, Charles.*

Unit 9 Future generations

9.2 Reading

3

1 E: the fact that people aren't always aware of the ways the UN affects their lives mentioned in lines 5–8 (*Most of us have heard about UN peacekeeping missions … But the many other ways the UN affects all our lives are not always so well known.)* and the topic further developed in paragraph E (*… the UN and its affiliated agencies work to promote respect for human rights, protect the environment, fight disease and reduce poverty.*)
2 G: the way celebrities help the world notice the UN's work mentioned in lines 10–13 (*Today an army of royalty, actors, artists … are lending a hand to shine a spotlight on the UN operations.*) and the topic developed in paragraph G (*Celebrities attract attention … They can use their influence and fame to help spread awareness and raise funds for its campaigns.*)
3 A: the problem of celebrities' selfish motives for backing UN projects described in lines 17–20 (*… they are merely acting to their own advantage, hiding the emptiness of stardom behind the altruistic personas they present to the public.)* and the topic further developed in paragraph A (*… celebrities getting involved in good causes … may seem calculated and publicity-hungry.*)
4 D: the importance of celebrities' involvement mentioned in lines 29–30 (*Without them it would be much harder to gain public attention.*) and the topic continued in paragraph D (*Few global celebrities have done more to help raise the profile of a UN agency than Angelina Jolie.*)
5 F: the UN Environment Programme mentioned in lines 35–37 (*With her help the UN Environment Programme hopes to make environmental action 'a lifestyle choice'* .) and in paragraph F (*… the programme achieved spectacular success …*)
6 B: the large number of Leonardo DiCaprio's followers on Tweeter mentioned in lines 43–44 (*… while his tweets and retweets … reached his 11.3 million followers.*) referred to in paragraph B (*That's considerably more than the UN can claim.*)

9.5 Listening

4

1 The project involves volunteers: researchers, conservationists, environmentalists and university students of subjects like Anthropology, Biology or Ecology, like me, all working together ...
2 Some volunteers describe the work as fascinating, others call it useful …
3 I wish scientists had understood then how this would upset the natural balance of the area.
4 They also use the trees to build dams in the water and I was staggered to discover that these actually irrigated the wetlands.
5 I hadn't expected there would be such a large variety of birds, though.
6 But we were told it's easiest to study wolves in winter …
7 I couldn't believe the freezing temperatures we had to cope with!
8 … the highest donation gets you special gifts including … stunning photographs.

Focus Review 9

9

1 For example, did you know that Costa Rica introduced … the fully electric car in 2009 …
2 … via the use of purpose built dams power output can be regulated to meet demand.
3 Solar power … can also be captured efficiently to heat water and our homes.
4 … this source … is heavily reliant on such factors as location, time of day and weather conditions.
5 Geothermal energy … can produce 50,000 times more power than fossil fuels can provide.
6 … accounting for a total of twenty-seven percent and thirty percent of all energy produced in the Philippines and Iceland, respectively.
7 … wind turbines … can be situated in almost any location, anywhere in the world with both on-land and offshore turbines …
8 It is also the added benefit of boosting rural growth as power plants and transmission lines are created …

Photocopiable resources – Contents

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Instructions

Unit 1 The ties that bind

1 Family legend has it my great-grandma was a daredevil
(1.1 Vocabulary)

Aim: to practise words related to personality
Interaction: groups of 6
Type of activity: mingling and information exchange
Time: 15 minutes
Materials: 1 set of 6 cards (Worksheet A) per group of 6, 1 Worksheet B per student

In class: (1) Divide students into groups of six. **(2)** Give each student a work card from Worksheet A and ask them to read stories about their imaginary great-grandmothers. **(3)** Tell students they are going to tell their stories to each other. They will also have to remember what each great-grandmother was like, character-wise. Remind them that they must not show their work cards to each other or read out the answers placed upside-down on the cards. **(4)** Students mingle in their groups and tell their stories to each individual student. Encourage them to refrain from reading out the whole text – they should try to speak from memory as much as possible. **(5)** When everyone has finished, give students the questions from Worksheet B and get them to write the answers. **(6)** Ask one person in each group to read their answers out and the other students to correct any mistakes.

Optional follow-up: Ask students if they have ever met any of their great-grandparents and how much they know about them.

Answers:
See the worksheet.

2 Would you have done the same?
(1.4 Use of English)

Aim: to practise future in the past
Interaction: pairs
Type of activity: choosing the correct option, information and opinion exchange
Time: 15 minutes
Materials: 1 worksheet per student (A or B)

In class: (1) Divide students into pairs, Student A and Student B. **(2)** Give Students A and Students B their respective worksheets. **(3)** Tell students that at first they are going to work individually. Ask them to read the stories and circle the best options. Set a time limit of three minutes. **(4)** Check the answers with the whole class. **(5)** Tell students to work in pairs. Explain that they should not look at each other's worksheets. **(6)** Ask students to take turns to retell the stories one at a time. Encourage them to embellish their stories with extra details. The student who has just heard a story has to say what they would have done in the situation presented.

Optional follow-up: You may want to ask students in which of the situations it would have been most difficult to make the decision.

Answers for Students A and Students B:
1 on **2** would, supposed **3** about **4** on

3 Dear Editor
(Focus Review 1, Writing)

Aim: to practise the use of formal language
Interaction: individual/pairs
Type of activity: matching and gap-filling
Time: 10 minutes
Materials: 1 worksheet per student

In class: (1) Tell students to work individually. **(2)** Hand out the worksheet and tell students to match the expressions from the list with the correct categories. **(3)** Check the answers with the whole class. **(4)** Ask students to work in pairs and identify informal words or expressions used in sentences 1–9. Tell them to pay attention to the categories in the table and point out that the number of informal words or expressions in each sentence is indicated in brackets. **(5)** Check the answers with the whole class. **(6)** Ask students to work in pairs and replace the informal words or expressions with the ones from the table to make the sentences sound more formal. Explain that they will sometimes need to change the form of some words, e.g. make them plural. **(7)** Check the answers with the whole class.

Answers:
full forms: do not, it is
formal quantifiers and qualifiers: on numerous occasions, a significant number
indirect forms of addressing the reader: Should you require any further information
single verbs: to develop, to contact, to support, to evolve
formal words and expressions: a dispute, dispirited, it should be emphasised, to share your dilemmas with, powerful, a conversation
spoken discourse markers: anyway, actually
question tags: will you?

1 ~~actually~~, ~~big~~ powerful **2** ~~It's~~ It is **3** ~~Anyway~~, ~~stand by~~ support, ~~down-in-the-mouth~~ dispirited **4** ~~loads~~ a significant number, ~~chats~~ conversations **5** ~~don't~~ do not, ~~pour our hearts out to~~ share our dilemmas with **6** ~~rows~~ disputes **7** ~~will you?~~ **8** ~~I must stress~~ It should be emphasised, ~~really often~~ on numerous occasions **9** ~~If you need any more info~~ Should you require any further information, ~~get in touch with~~ contact

Unit 2 Learning for life

4 A couple of whingers
(2.1 Vocabulary)

Aim: to practise exaggerated language and vocabulary related to exams
Interaction: pairs
Type of activity: memory game and drilling
Time: 15 minutes
Materials: 2 sets of 12 cards (A and B) per pair

In class: (1) Divide students into pairs. **(2)** Give each pair two sets of cut up cards: Set A and Set B. Ask students to put the cards face down in two columns, with cards from Set A placed on the left. **(3)** Students take turns to turn over one card from each column at a time in order to find pairs of sentences with similar meanings. The sentences are taken from a dialogue between two 'whingers'. When they find a matching pair, they remove it from the game as a trick. When the sentences do not match, they put the cards back in exactly the same place they took them from. The student with the most tricks is the winner.

Optional follow-up: Ask students who seems to be the 'bigger whinger': the girl or the boy. Get students to tell each other if they have a tendency to complain about tests and exams.

Answers:
See the worksheet.

5 Third time lucky
(2.3 Grammar)

Aim: to practise modal verbs for speculating
Interaction: pairs
Type of activity: guessing game
Time: 15 minutes
Materials: 1 set of 10 cards per pair

In class: (1) Write *Third time lucky* on the board and ask students if they know what the phrase means. If necessary, explain that it is used when someone has failed to do something twice and hopes to be successful the third time. **(2)** Divide students into pairs. **(3)** Give each pair one set of cut up cards and tell them to place them face down in a draw pile. **(4)** Ask students to imagine they are revising for different end-of-school exams using past exam questions. (You may want to point out that some of the questions are open questions that draw on their general knowledge, whereas others contain a few options to choose from.) **(5)** Students take turns to pick up one card at a time, say what subject the question involves and read it out to their partners. They mustn't show their cards to each other. Their partners are allowed to make three attempts at the correct answer. The answers are only accepted when they are spoken in full sentences so that students use language for speculating. Before the last attempt, students can use the phrase *Third time lucky*. They collect the questions they answered correctly as tricks and the student with the most tricks is the winner. **(6)** Ask students about the results.

Optional follow-up: Ask students which of the questions might have been used in real end-of-school exams.

Answers:
See the worksheet.

6 Live and learn
(Focus Review 2, Speaking)

Part 1

Aim: to extend vocabulary related to education
Interaction: individual/pairs
Type of activity: matching
Time: 10 minutes
Materials: 1 worksheet per student

In class: (1) Tell students to work individually and complete the table with the words and phrases from the box. **(2)** Ask students to check the answers in pairs before checking with the whole class. **(3)** Tell students to work in pairs and write three–four questions about exams using the vocabulary from the table. **(4)** Re-pair students to ask and answer the questions.

Answers:
1 take, sit **2** revise for, cram for **3** flunk, fail **4** sail through, pass **5** end of year, mock, entrance, placement, written, practical

Part 2

Aim: to practise speaking
Interaction: individual/groups of 3–4
Type of activity: multiple choice and discussion
Time: 10 minutes
Materials: 1 worksheet per student

In class: (1) Tell students to select the correct word for each sentence. Do the first example together. **(2)** Check the answers with the whole class. **(3)** Tell students to decide individually if the statements are true or false. **(4)** Put students into groups of three or four to discuss their answers.

Answers:
1 command **2** articulate **3** qualification, fulfilment **4** grounding **5** literate, tertiary **6** tuition, crash

Unit 3 Let's eat

7 Win a dinner for two
(3.1 Vocabulary)

Aim: to practise words related to food
Interaction: pairs
Type of activity: guessing game and information exchange
Time: 15 minutes
Materials: 1 worksheet per student (A or B)

In class: (1) Divide students into pairs, Student A and Student B. **(2)** Give Students A and Students B their worksheets and tell them to fill in the gaps with the words

provided. There is one extra word. Set a time limit of two minutes. Remind students not to show their worksheets to each other. **(3)** Give the answers briefly to the whole class. **(4)** Tell students they have a chance to win a dinner for two in a restaurant if they choose the correct answer to the quiz question asked by this particular restaurant. The correct answers are marked with a chilli symbol. **(5)** Students read their quiz questions and options A, B and C to each other and guess the answers. They should remember which questions they got right. **(6)** When everyone has finished, tell them that there is an extra condition for getting the prize – to win a free dinner in a given restaurant, both of the questions (i.e. for Student A and Student B) must be answered correctly. Ask each pair whether they have managed to qualify for the free dinner in any of the restaurants.

Optional follow-up: You may ask students which of the restaurants they would fancy going to and why, or if they have found out anything new from the quiz. You may also want to elaborate on the following points: **1** Eggplant is the American word for aubergine. Star fruit is a tropical fruit, native to south-east Asia. It is also known as carambola. **2** A traditional Greek salad consists of cucumbers, tomatoes, onion, feta cheese and olives. It's seasoned with olive oil and dried oregano. **3** The Baltic Sea has very low salinity, mainly because of the huge amount of fresh water flowing into it from numerous rivers. As a result, various fish and shellfish species living in it are much smaller than their counterparts living in the neighbouring North Sea. Baltic mussels, clams, cockles and prawns are so small that they cannot even be used as seafood. **4** Sticky rice with mango is the most popular summer dessert in Thailand. It is made of a special kind of glutinous rice cooked with coconut milk, sugar and salt. It is served cold with sliced ripe mango. As to dairy products such as fresh milk, yoghurt or butter, they are not used in traditional Thai cooking.

Answers:
1 dietary **2** starched **3** smoked **4** sizzling **5** dining

Quiz answers: See the worksheet.

8 A dozen tips on how to get bigger tips
(3.4 Use of English)

Aim: to practise phrasal verbs
Interaction: individual/pairs
Type of activity: matching and discussing
Time: 10 minutes
Materials: 1 set of cards per pair

In class: (1) Tell students that they are going to work in pairs. Give each pair one copy of sentence beginnings and one set of cut up cards. **(2)** Ask students to complete each sentence beginning with two cards. Set a time limit of five minutes. **(3)** Get students to compare their answers with other pairs. **(4)** Check the answers with the whole class. **(5)** Ask students to evaluate the usefulness of the tips for waiting staff. Get them to decide which of the tips might be handy for getting more generous tips.

Optional follow-up: Ask students what they expect from the person who is waiting on them in a restaurant.

Answers:
See the worksheet.

9 Let's eat out
(Focus Review 3, Speaking)

Part 1

Aim: to extend vocabulary related to social situations and food
Interaction: individual/pairs
Type of activity: gap-filling and listing
Time: 10 minutes
Materials: 1 worksheet per student

In class: (1) Tell students to work individually and complete the sentences in section A with the words from the box. Explain that the form of some words needs to be changed. **(2)** Ask students to check the answers in pairs before checking with the whole class. **(3)** Tell students to look at section B and in pairs to think up example food items for each of the adjectives. **(4)** Check the answers with the whole class, allowing any appropriate responses.

Answers:
1 talk, breaking **2** awkward, grab **3** conversation, laugh **4** recluse, strike **5** company, chatting **6** hanging, together

Part 2

Aim: to practise speaking
Interaction: groups of 3–4
Type of activity: discussion
Time: 10 minutes
Materials: 1 worksheet per student

In class: (1) Tell students to work in groups and decide which of the places presented in the photos they would choose for the events in the calendar. Ask them to justify their choices by stating the advantages and disadvantages of each option. **(2)** Discuss their choices with the whole class.

Unit 4 The new thing

10 Top 30 Album Chart
(4.1 Vocabulary)

Aim: to practise word formation
Interaction: pairs
Type of activity: board game
Time: 15 minutes
Materials: 1 Worksheet A and Worksheet B, some dice and 2 coloured counters per pair

In class: (1) Divide students into pairs. **(2)** Give each pair the worksheets and a dice. **(3)** Each student places a different coloured counter (or a small object, e.g. a rubber, paper clip, pen top, etc.) on the starting point, marked START on Worksheet A. **(4)** Students take turns to throw the dice. The one with the highest score starts – throws again and moves the counter forward the number of places shown on the dice. When they land on a given vinyl record, they must complete its title on Worksheet B with a noun formed from the root word in capitals.

If the answer is not correct, the student moves back to their previous position. If the other student lands on the same record after the first player gave the correct answer, they have to think up another album title with the same noun formed from the word given in capitals. If the first player agrees that the answer is correct and the title is acceptable, the student stays on the record. There are three penalty positions called *total flops* and two bonus positions called *smash hits*. When a player lands on a *total flop*, they move back to their previous position. When they land on a *smash hit*, they move forward the number of places shown on the dice. The first player to reach the finish space is the winner. **(4)** Monitor the game and help to clear up any doubts concerning the correctness of the answers.

Optional follow-up: Ask students how easy it would be to guess the music genre of the album from its title. (For example 'spitting bars' in 6 is a colloquial expression for rapping.) You may also ask them which titles they find intriguing, predictable, banal or tacky.

Answers:
1 piracy **2** affluence **3** resurgence **4** wayside
6 consistency **7** abundance **8** authenticity
9 reluctance **11** arrival **12** awareness **13** brainchild
14 mainstream **16** prominence **17** popularity
18 soundproof **19** ascendancy **21** diligence
22 carelessness **23** backlash **24** downturn
26 simplicity **27** attachment **28** predominance
29 Effectiveness **30** portability

11 Keyboard shortcuts for my desktop pet dragon
(4.3 Grammar)

Aim: to practise infinitives
Interaction: individual/pairs
Type of activity: ordering and information exchange
Time: 15 minutes
Materials: 1 worksheet per student (A or B)

In class: (1) Divide students into pairs, Student A and Student B. **(2)** Give Students A and Students B their respective worksheets and tell them that they should not show them to each other. **(3)** Explain that the aim of the exercise is to find shortcuts for managing a desktop pet dragon. **(4)** Ask students to work individually and put the jumbled sentences on their worksheets in the correct order. Set a time limit of five minutes. **(5)** When everyone has finished, students take turns to read their arranged sentences to each other. If the order of the arranged sentence is correct, the student who checks the answer can read out the shortcut. If it is incorrect, the first student has two more attempts to correct it.

Optional follow-up: Ask students how many shortcuts they have completed. You may also get them to comment on the idea of having a virtual desktop pet.

Answers:
See the worksheet.

12 Tech talk
(Focus Review 4, Speaking)

Aim: to extend vocabulary related to modern technology and to practise speaking
Interaction: pairs/groups of 4
Type of activity: categorising, brainstorming and discussion
Time: 15 minutes
Materials: 1 worksheet per pair

In class: (1) Tell students to work in pairs to complete the spidergrams with the ideas from the box. **(2)** Check the answers with the whole class. **(3)** Ask students to think of some more ideas to add to each spidergram. **(4)** Discuss students' ideas with the whole class. **(5)** Tell students to work in groups of four and decide which three pros and three cons of using modern technology they consider to be most important. **(6)** Ask students to briefly report back to the class and give reasons for their decisions. Discuss any interesting ideas with the whole class.

Answers:
Negative aspects: security breach, identity theft, electronic footprint, cyberbullying, information overload, phishing, being tracked, cyberstalking

Positive aspects: a mine of information, rapid access to data, cost efficiency, up-to-date news, social networking, civic engagement

Unit 5 All in a day's work

13 Honey is money
(5.1 Vocabulary)

Aim: to practise collocations about work and money
Interaction: pairs
Type of activity: board game
Time: 10 minutes
Materials: 1 Worksheet A and Worksheet B per pair

In class: (1) Tell students they are going to play a board game in pairs. Ask them to imagine that they are applying for a job at a honey producer's and that the game is a language test used in the recruiting process. Explain that they will only get the job if all their answers are correct. **(2)** Each player has to start on one of the outermost shaded hexagons, either on the left or on the right, and move to the opposite side of the honeycomb. Players can only move one cell at a time, but any direction is allowed. They must avoid the cell with a bee in it and they must not take cells that have already been occupied. **(3)** Students take turns to move across the board. When they choose a cell with a given number they must look at the corresponding sentence on Worksheet B, choose the correct word from two italicised options, and note it down on the board. (They will find out if their answers are correct once they have finished the game, i.e. when one of them has reached the other side of the board.) **(4)** When a pair has finished, give them the answer key so that they can check their answers. **(5)** Ask students if they were able to get the job.

Optional follow-up: Draw students' attention to the double meaning of the word *drone* in Hexagon 17, which can mean both a male bee that doesn't work and a remotely-operated flying machine. Ask students if they have heard about any uses of drones in business.

Answers:
See the worksheet.

14 Copywriters wanted
(5.3 Grammar)

Aim: to practise gerunds
Interaction: individual/pairs
Type of activity: gap-filling and guessing
Time: 15 minutes
Materials: 1 worksheet per student (A or B)

In class: (1) Divide students into pairs, Student A and Student B. **(2)** Tell students they are going to work individually at first. Give Students A and Students B their respective worksheets and tell them to complete the advertising slogans with one word. Set a time limit of three minutes. Remind them not to show their worksheets to each other. **(3)** When everyone has finished, give the answers briefly to the whole class. **(4)** Get students to work in pairs. They should take turns to read their slogans to each other and guess what kind of product or service provider is being advertised. They have three attempts to get the answer right. They award each other two points for a correct guess and one point for a descriptive answer (e.g. a definition). **(5)** When they have finished, ask students about their scores.

Optional follow-up: Ask students if they would be interested in working for an advertising company as a copywriter.

Answers for Students A and Students B:
1 spending **2** in **3** making **4** being **5** Having **6** on **7** making

15 Cohesion
(Focus Review 5, Writing)

Aim: to practise writing a cohesive text
Interaction: individual/pairs
Type of activity: gap-filling and matching
Time: 10 minutes
Materials: 1 worksheet per student

In class: (1) Tell students to work individually. **(2)** Hand out the worksheet and tell them to complete the gaps with the correct words. (NOTE: the first letters have been given.) **(3)** Check the answers with the whole class. **(4)** Ask students to work in pairs and complete the sentences with the correct words or phrases from the box. Tell them to write the numbers of the tips used in particular sentences. **(5)** Check the answers with the whole class.

Answers:
Tip 1: synonyms **Tip 2:** Substitute **Tip 3:** Refer
Tip 4: Link

1 As a result (Tip 4) **2** They (Tip 3) **3** pupils (Tip 1) **4** vital (Tip 1) **5** Since (Tip 4) **6** it (Tip 3) **7** labour (Tip 1) **8** ones (TIP 2)

Unit 6 Journeys

16 Travel battleships
(6.1 Vocabulary)

Aim: to practise forming adjectives
Interaction: pairs
Type of activity: game of battleships
Time: 10 minutes
Materials: 1 worksheet per student (A or B)

In class: (1) Divide students into pairs, Student A and Student B. **(2)** Give Students A and Students B their worksheets and ask them not to show them to each other. **(3)** Tell students that they are going to play a game of battleships. Each player has two grids: one with eight adjectives (ships) and one which is empty. The empty one is to be used for recording the player's shots at their opponent's ships. Students take turns to shoot at one of the squares in the opponent's grid. The opponent must say whether the shot is a 'miss' or a 'hit'. If a word-ship has been hit, they say what letter is hidden in the square and whether the word is placed vertically or horizontally. The player can then guess the adjective. If they guess correctly, the word-ship is sunk immediately. If they do not, they will have to wait for their next turn to try to uncover another letter and to make another guess. **(4)** Set a time limit of ten minutes and stop the students when the time is up, whether they have finished or not. **(5)** Ask them how many word-ships they sank. Tell them to compare their grids to find the remaining ones.

Optional follow-up: You may want to ask students when they last played battleships and if they would play it to kill time on a long journey. Encourage students to prepare their own battleships grids to play another round.

17 Nothing compares to a train ride
(6.3 Grammar)

Aim: to practise advanced comparative structures
Interaction: individual/pairs
Type of activity: gap-filling and discussing
Time: 15 minutes
Materials: 1 worksheet per student

In class: (1) Tell students that they are going to work individually and hand out the worksheet. **(2)** Ask students to read the sentences and fill in each gap with one word. Set a time limit of three minutes. **(3)** Check the answers with the whole class. **(4)** Ask students to decide if they agree with the sentences or not and to mark 'yes' or 'no' on the railway signals. **(5)** Tell students to work in pairs and present their views.

Answers:
1 and, less **2** The, the **3** such, a **4** the, more **5** rather, than **6** much, as **7** such, as **8** more, than **9** as, an **10** a, as

Optional follow-up: Ask students which of the sentences they both disagree with and why. You may also want

to ask them what they like about travelling by train and whether they think the rail services have improved lately. You can elaborate on a few points related to some of the sentences:
2 It is a general rule that the further we travel, the lower the fare per kilometre is. That's why the fare for a given distance is not necessarily twice as high as the fare for half of the distance.
3 The average travel time on the Eurostar between London and Brussels is two hours and five minutes plus a minimum of thirty minutes for check-in. In terms of door-to-door times, flying is probably going to take a bit longer. Although the actual flight on this route only takes slightly more than one hour, if we take into consideration the distance between the city centres and the airports as well as the time needed for checking in, passing through security and collecting the luggage, the whole journey is likely to take a good three hours.
10 It is estimated that a high-speed train produces twice as much CO_2 per passenger kilometre as a non-high-speed train. Also, high-speed railway systems don't necessarily reduce domestic aviation. A case in point is Germany, with one of the largest high-speed railway systems in the world and fast-growing air traffic on domestic routes.

18 Where to go
(Focus Review 6, Speaking)

Part 1

Aim: to extend vocabulary related to travel
Interaction: pairs
Type of activity: categorising
Time: 7–8 minutes
Materials: 1 worksheet per student

In class: (1) Ask students to look at the phrases and decide whether they should be associated with road travel (R), air travel (A) or both (B). **(2)** Do a few examples with the whole class, then ask students to do the remaining ones in pairs. **(3)** Check the answers together when students have finished.

Suggested answers:

Road: bonnet up, congestion, crawling traffic, dead battery, gridlock, queue of vehicles, steaming radiator, stuck in a traffic jam, tollbooth

Air: cancellation, grounded, jet lag, red-eye, security control, stopover, unattended luggage

Both: breakdown, delays, detour, diversion, flat tyre, hold-up, overheated engine

Part 2

Aim: to practise speaking
Interaction: pairs
Type of activity: discussion
Time: 6–7 minutes
Materials: 1 worksheet per student

In class: (1) Ask students to work individually and rank the types of holiday from 1 to 12. Number 1 is the one they would most like to go on. **(2)** Get students to compare their ideas with a partner, justifying their choice. They should try to agree on a top three. **(3)** Tell students to discuss which of the problems from Part 1 they might encounter on their top three holidays. Encourage them to think of other possible problems as well. **(4)** Ask students to briefly report back to the class. Discuss any interesting ideas.

Unit 7 Express yourself

19 Double-Oh-Seven
(7.1 Vocabulary)

Aim: to practise compound adjectives and collocations
Interaction: pairs
Type of activity: matching game and discussion
Time: 15 minutes
Materials: 1 set of 16 cards per pair

In class: (1) Tell students that they are going to play dominoes in pairs. They will have to find matching sentence fragments. (All the sentences refer to James Bond films.) **(2)** Give each pair one set of cards and tell them to place them face down except for one, which will serve as the beginning of the sequence. **(3)** Students pick up three dominoes each from the pile. They take turns to put down a domino which completes the sentence or its fragment. If a student does not have a suitable domino, they pick up one card from the pile, or miss a turn when there are none left. The first student to put down all the dominoes is the winner, provided the draw pile has run out. **(4)** When everyone has finished, get the pairs to discuss the opinions about James Bond expressed in the sentences and decide to what extent they agree with them. (Pairs who have not seen any of the James Bond films can discuss some other films that might match the opinions.)

Optional follow-up: You may elaborate on the following point: *Skyfall* from 2012, featuring Daniel Craig as James Bond, is the highest-grossing film in the series, having earned over $1 billion worldwide. You may also want to ask students what they like or dislike about James Bond movies and which film they like most.

Answers:
See the worksheet.

20 Were I to express my opinion …
(7.3 Grammar)

Aim: to practise advanced conditionals
Interaction: individual/pairs
Type of activities: error-correction and discussion
Time: 15 minutes
Materials: 1 worksheet per student (A or B)

In class: (1) Divide students into pairs, Student A and Student B. **(2)** Tell students they are going to work individually at first. Give Students A and Students B their respective worksheets and tell them to find one or two language mistakes in each sentence. Set a time limit of three minutes. Remind them not to show their worksheets to each other. **(3)** When everyone has finished, give the

answers briefly to the whole class. **(4)** Get students to work in pairs. They should take turns to read their sentences to each other. The student who has heard the sentence has to say to what extent he/she agrees or disagrees with the presented opinion and justify his/her views.

Answers for Students A and Students B:
1 ~~Has~~ Had, ~~had~~ have **2** ~~Without~~ But for, ~~will~~ would
3 ~~don't~~ not **4** ~~Would~~ Should
5 ~~under the condition~~ on the condition
6 ~~so long that~~ as/so long as, ~~will be~~ are

21 What a gig!
(Focus Review 7, Writing)

Part 1

Aim: to practise the use of adverb + adjective collocations
Interaction: individual
Type of activity: matching
Time: 5 minutes
Materials: 1 worksheet per student

In class: (1) Tell students to work individually. **(2)** Hand out the worksheet and tell them to complete the collocations with the adverbs from the box. **(3)** Check the answers with the whole class.

Answers:
bitterly: disappointed
completely: full, obvious
entirely: beneficial, reasonable, unconvincing
perfectly: arranged, genuine, reasonable
absolutely: essential, gorgeous, necessary, spectacular
deeply: concerned, disturbing, involved, moving, offensive, upset
highly: critical, enjoyable, popular, profitable, successful, unusual

Part 2

Aim: to practise the use of adverb + adjective collocations
Interaction: pairs
Type of activity: gap-filling
Time: 5 minutes
Materials: 1 worksheet per student

(1) Tell students to work in pairs and complete the sentences with the correct collocations. **(2)** Check the answers with the whole class.

Answers:
1 absolutely gorgeous/spectacular **2** completely full **3** deeply moving **4** perfectly arranged **5** entirely beneficial **6** bitterly disappointed/deeply upset **7** highly successful

Unit 8 Text me!

22 I've had a brainwave!
(8.1 Vocabulary)

Aim: to practise phrases with *mind* and collocations
Interaction: pairs
Type of activity: board game
Time: 15 minutes
Materials: 1 Worksheet A, 1 set of 20 cards (Worksheet B), a dice and 2 coloured counters per pair

In class: (1) Divide students into pairs. **(2)** Give each pair a board (Worksheet A), a cut up set of question cards (Worksheet B) and a dice. Ask each student to place a different coloured counter (or a small object, e.g. a rubber, paper clip, pen top, etc.) on the START cell. The question cards should be placed face down in a pile next to the board. **(3)** Students take turns to throw the dice and move one cell at a time across the board as directed by the arrows. Their dice scores determine the paths they take. On the first turn, they have six options to choose from. On the subsequent turns they take one of two paths marked with symbols O or E. The symbols stand for odd numbers and even numbers respectively. (If their dice score is an odd number they follow the path marked with an O, if it is an even number they follow the path marked with an E.) **(4)** When a player lands on a cell, they pick up a question from the pile and answer it in no less than thirty seconds. If the answer is not accepted by the other player (e.g. because it is off-topic or too short), the student moves back to their previous position. **(5)** The first student to reach the *You've had a brainwave!* cell is the winner. (The game involves an element of luck as players may end up on the losing cell, called *You've lost your mind,* despite correctly answering all the questions.) If students use up all the questions before they reach the *You've had a brainwave!* or *You've lost your mind* cells, they should place the cards face up and pick up the questions they have not answered before. **(6)** Monitor the game and help to clear up any doubts concerning the correctness of the answers. **(7)** When everyone has finished, ask students who 'came up with a brainwave' and who 'lost their mind'.

23 Rumour has it I'm a gossip
(8.4 Use of English)

Aim: to practise passive reporting structures
Interaction: individual/pairs
Type of activity: sentence formation, guessing and information exchange
Time: 20 minutes
Materials: 1 worksheet per student

In class: (1) Tell students that at first they are going to work individually and hand out the worksheets. **(2)** Ask students to look at the list of queries in the search box and make sentences using passive reporting structures as in the example provided. **(3)** Check the answers briefly with the whole class. **(4)** Tell students to look at the sentences again and to think of five real people that they could describe. Tell them to write the people's names

under the avatar icons in random order. Explain that each description can only be used once. Set a time limit of three minutes. **(5)** Ask students to fold the worksheets along the dotted lines. **(6)** Divide students into pairs and tell them to swap their worksheets. **(7)** Students take turns to guess which sentences might describe the people in the avatar icons. They should use the queries in the search box to say the sentences, e.g. *I'd hazard a guess that ... is said to buy second-hand clothes*. The other student, however, may look at the sentences and give a prompt. **(8)** Ask students how easy/difficult it was for them to match the people with the descriptions.

Optional follow-up: You may want to ask students if they visit celebrity gossip websites and what they think of them.

Answers:

1 Someone famous who is considered to be a role model. **2** An actor or a singer who is known to have their own fashion line. **3** A public figure who is reported to be suffering from a chronic disease. **4** A film star who is said to have an exceptionally high IQ. **5** An actor who is estimated to have earned millions from advertising. **6** A celebrity who is reckoned to be living with their parents. **7** Someone famous who is known to have participated in a talent show. **8** A celebrity who is known to have changed their name. **9** A well-known person who is believed to have been struggling with low self-esteem. **10** A celebrity who is rumoured to be considering retirement from show business.

24 Let's talk about communication
(Focus Review 8, Speaking)

Part 1

Aim: to extend vocabulary connected with the Internet
Interaction: pairs/individual
Type of activity: word snake and gap-filling
Time: 10 minutes
Materials: 1 worksheet per student

In class: (1) Tell students to work in pairs to find as many Internet-related words and phrases in the word snake as they can. **(2)** Check the answers with the whole class. **(3)** Ask students to work individually and to complete the sentences using some of the words from the word snake. **(4)** Tell them to check their answers in pairs before checking together as a whole class.

Answers:
Word snake: e-commerce, search engine, newsletter, followers, file sharing, unsolicited email, blogging, vlogging, crowdfunding, buddy, bookmarking, chatroom, cookie, go viral, instant messaging, newsfeed, flash mob, flaming

Gap-fill: **1** file sharing **2** go viral **3** crowdfunding **4** flash mob **5** unsolicited email **6** followers **7** flaming

Part 2

Aim: to practise speaking
Interaction: groups of 3–4
Type of activity: discussion
Time: 10 minutes
Materials: 1 worksheet per student

In class: (1) Tell students to work in groups to discuss the questions. **(2)** Ask for a summary report from each group once finished.

Unit 9 Future generations

25 Animal soap opera
(9.1 Vocabulary)

Aim: to practise animal idioms
Interaction: individual/pairs
Type of activity: gap-filling and storytelling
Time: 15 minutes
Materials: 1 Worksheet A and Worksheet B per student

In class: (1) Tell students that they are going to work individually and hand out Worksheet A and Worksheet B. **(2)** Ask them to read a scene from a soap opera on Worksheet A and fill in each gap with one name of an animal. Set a time limit of three minutes. **(3)** Check the answers with the whole class. **(4)** Ask students to identify additional animal idioms and expressions in the story and explain their meanings. **(5)** Tell students to read the text again in silence to remember the sequence of events with the help of the pictures on Worksheet B. Set a time limit of three to five minutes. **(6)** Ask students to put Worksheet A face down on their desks. **(7)** Get students to work in pairs and retell the story from the point of view of Dolly, looking only at the illustrated story line. They should take turns to retell it one 'frame' at a time, not necessarily word for word, but using all the animal idioms. **(8)** Once everyone has finished, ask them if they think the characters' names reflect their role in the story.

Optional follow-up: You may ask students to write a new version of the story from the point of view of one of the other characters: Freddie, Matilda or Hubert.

Answers:
Words completing the gaps: **1** donkey, birds **2** goose **3** pigs **4** sheep **5** bull, dogs **6** duck **7** horses **11** cat **12** horse

Animal idioms and expressions:
a sheepish grin – a smile that shows you feel slightly uncomfortable or embarrassed because you think you have done something wrong
Cat got your tongue? – used to say to someone who is not responding
like a lamb – quietly and peacefully
a snake in the grass – a person who cannot be trusted

26 Inversion effects
(9.3 Grammar)

Aim: to practise inversion after adverbials
Interaction: individual/pairs
Type of activity: gap-filling and discussion
Time: 15 minutes
Materials: 1 worksheet per student (A or B)

In class: (1) Divide students into pairs, Student A and Student B. **(2)** Fold worksheets A and B along the dotted line and give them to Students A and Students B respectively, with the sentence side up. Ask students not to unfold the worksheets or look at the other side. **(3)** Get students to fill in each gap with one word. Set a time limit of two minutes. **(4)** Check the answers briefly with the whole class. **(5)** Ask students to turn over and swap the worksheets. Tell them to write in the names of any animals they want. The symbols of an eagle and of a flock of geese indicate whether the words need to be singular or plural. Set a time limit of one minute. **(6)** Once everyone has finished, students unfold the worksheets and take turns to read the full sentences to each other. They discuss how probable the completed sentences are. They should also think of more suitable words to make the sentences likely or true.

Answers:
Missing words**:**
Student A: 1 would/will **2** no **3** when **4** Only **5** did **6** Not

Student B: 1 would/will **2** no **3** when **4** Only **5** do **6** Not

Possible sentence completions:
Student A: **1** (student's personal choice)
2 bear/tiger (or another big cat) **3** seals/reindeer/whales **4** tiger/hippopotamus etc. **5** giant squid (It wasn't until 2004 that the first images of a live giant squid were taken in its natural habitat.) **6** chimpanzees/other primates

Student B: 1 (student's personal choice)
2 snake (Sucking out the venom can do more harm than the actual snake bite. The current medical advice is to get to an emergency room as soon as possible.)
3 turtle/stingray/shark (or other big marine species)
4 polar bear/shark **5** very large animals/crocodiles (Lions rarely attack very large prey such as fully grown male giraffes, elephants, rhinos and such due to the danger of injury. They occasionally kill and eat crocodiles venturing onto land. They may also kill other predators such as hyenas or leopards, but they don't usually eat them.)
6 dogs/cats etc.

27 Impact
(Focus Review 9, Speaking)

Part 1

Aim: to extend vocabulary related to expressing opinions and the environment
Interaction: individual/pairs
Type of activity: gap-filling and matching collocations
Time: 10 minutes
Materials: 1 worksheet per student

In class: (1) Ask students to work individually and complete the sentences in section A with the words from the box. **(2)** Tell students to check the answers in pairs before checking with the whole group. **(3)** Ask students to look at section B where collocations need to be completed with the words from the box. Do one or two examples with the whole class first. **(4)** Let students complete the remaining collocations in pairs. **(5)** Check the answers with the whole class.

Answers:
A: 1 rule out **2** assume **3** appear **4** doubt **5** envisage **6** eradicate **7** regard **8** occur

B: 1 subject to **2** agriculture **3** land **4** crop **5** climate **6** weather **7** region **8** forests **9** water **10** rain **11** wave **12** environmental

Part 2

Aim: to practise speaking
Interaction: groups of 3–4
Type of activity: discussion
Time: 10 minutes
Materials: 1 worksheet per student

In class: (1) Tell students to work in groups of three or four and discuss the questions. Encourage them to use the vocabulary from Part 1, both sections A and B. **(2)** Ask students to report back to the class. Discuss any interesting ideas with the whole class.

Worksheet A

I've been told that one of my great-grandmas was a family doctor. Family legend has it that she was very tolerant and would always see the best in people, no matter what nationality they were or what background they came from. Apparently, she helped ex-prisoners find jobs and places to live, which was quite unusual in those days. She always challenged stereotypes and she remained faithful to her principles until her death at the ripe age of ninety-five.

unprejudiced

I've been told that one of my great-grandmas ran a small shop. Family legend has it that she was a kind, unassuming person who always put others first. She was also well-known for her great tact. Not only did she do her best to make her customers happy, but she also cared for those suffering hardships. Apparently, every week she would give away food to needy families. In those days even an apple or fresh bread was a real treat.

considerate

I've been told that one of my great-grandmas was a pilot. Family legend has it that she was brave and always talked about her dreams in a forthright manner. Apparently, her parents strongly disapproved of her plans to learn to fly but she put her foot down and fulfilled her ambition. You definitely need an iron will and a bit of stubbornness to reach your goals when everyone else thinks you're a bit unreasonable.

obstinate

I've been told that one of my great-grandmas was an actress. Family legend has it that she was eccentric and rebellious, and she didn't care much about rules. When she was seventeen, she ran away from home. Apparently, the owner of some kind of touring theatre had offered her a role in his show and she took the offer without batting an eyelid. It goes without saying that her parents didn't nod in approval. I reckon these days we'd say she was simply independent.

irreverent

I've been told that one of my great-grandmas was a lawyer. Family legend has it that she was a quick learner and a real high-flier. Apparently, she was known for her sharp responses in the courtroom and quickly made a name for herself. In those days reaching the dizzy heights of a lawyer was an enormous achievement for a country girl.

quick-witted

I've been told that one of my great-grandmas was a dressmaker. Family legend has it that she was very sensible and pragmatic. Apparently, she worked her fingers to the bone and managed to build quite a profitable business from scratch. I know for sure that she was widowed young and she raised her three children all by herself. She would never complain. She just put on a brave face and got on with it.

down-to-earth

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Worksheet B

Whose great-grandma was **unprejudiced**? .....

Whose great-grandma was **obstinate**? .....

Whose great-grandma was **quick-witted**? .....

Whose great-grandma was **considerate**? .....

Whose great-grandma was **irreverent**? .....

Whose great-grandma was **down-to-earth**? .....

Whose great-grandma was **unprejudiced**? .....

Whose great-grandma was **obstinate**? .....

Whose great-grandma was **quick-witted**? .....

Whose great-grandma was **considerate**? .....

Whose great-grandma was **irreverent**? .....

Whose great-grandma was **down-to-earth**? .....

Whose great-grandma was **unprejudiced**? .....

Whose great-grandma was **obstinate**? .....

Whose great-grandma was **quick-witted**? .....

Whose great-grandma was **considerate**? .....

Whose great-grandma was **irreverent**? .....

Whose great-grandma was **down-to-earth**? .....

Whose great-grandma was **unprejudiced**? .....

Whose great-grandma was **obstinate**? .....

Whose great-grandma was **quick-witted**? .....

Whose great-grandma was **considerate**? .....

Whose great-grandma was **irreverent**? .....

Whose great-grandma was **down-to-earth**? .....

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Would you have done the same?

1.4 Use of English (future in the past)

Student A

1 Last year I went hiking in the mountains with my friends. We were ***on / at*** the point of reaching a mountain top, when the sky became overcast. We knew there was heavy rain coming but we were so close to the summit that we decided to continue the climb. We thought we'd done the right thing because when it eventually began to rain, we were already about halfway down the mountain.

Would you have done the same?

2 Last month I had a multiple-choice history test. I hadn't prepared well for it because I thought it ***will / would*** be easy. It was only ***supposed / supposing*** to cover the material from the previous lessons. As it turned out, it covered everything we'd learnt. I didn't know the answers to most of the questions and I didn't want to take wild guesses so I handed a blank test back to the teacher.

Would you have done the same?

3 Last week a friend of mine was throwing a big party. I was really looking forward to it. When I was ***about / due*** to get ready to go out, another friend called me and said that some people I really, really don't like were going to be at the party. So I decided to give it a miss and stay home.

Would you have done the same?

4 When I was in the first class of secondary school, I wasn't actually planning ***on / of*** taking a part-time job. But when my parents' friends asked me to babysit for them three times a week, I said yes. All I had to do was keep an eye on their two children, aged five and seven. I was paid 10 pounds an hour, which wasn't bad, I think.

Would you have done the same?

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Would you have done the same?

1.4 Use of English (future in the past)

Student B

1 Last year I entered a radio competition and, much to my surprise, I won the main prize – two plane tickets to New York. The catch was that I couldn't get the tickets unless I did a bungee jump at a charity event organised by the radio station. I was a bit frightened about the prospect and I was ***at / on*** the verge of pulling out when my mum said I should give it a go. So in the end I took part in the event and I did the jump.

Would you have done the same?

2 A couple of weeks ago I signed up for spinning classes. I'd never tried spinning before. I thought it ***will / would*** be quite easy, though. It was ***supposed / supposing*** to be a class for complete beginners but I actually found it pretty advanced and difficult. I felt self-conscious as everyone in my group was way better than me. After that class I simply gave up and I haven't been to another one since.

Would you have done the same?

3 Yesterday I was going to give a presentation in my first lesson. I left home for the bus stop at the last minute as usual. And I was ***about / due*** to get on the bus when I realised I'd left my wallet and bus ticket at home. I've already paid two fines for travelling without a ticket this month and my parents are still angry with me. I didn't want to take the risk of being caught again so I went back home to pick up the wallet. Sadly, I missed the next bus and the first class and got a grade one for absence.

Would you have done the same?

4 Just the other day a friend of mine asked me to go with her to a shopping centre. I'm completely broke so I wasn't actually planning ***on / of*** buying anything. But then I saw a pair of trainers I'd always wanted and I just couldn't resist buying them. I thought it was a real bargain because they were reduced by 20 percent. So I borrowed the money from my friend and bought them.

Would you have done the same?

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to develop | powerful | actually | a conversation | it is | to contact

do not | will you? | dispirited | to support | to share your dilemmas with

anyway | a significant number | a dispute | Should you require any further information

it should be emphasised | on numerous occasions | to evolve

IN FORMAL STYLE USE:

full forms	• •
formal quantifiers and qualifiers	• •
indirect forms of addressing the reader	•
single verbs	• • • •
other formal words and expressions	• • • • • •

AVOID:

spoken discourse markers	• •
question tags	•

1 Actually, friends have a big influence on us, because they determine the sense of direction in our lives. (2)
2 It's obvious that friends can inspire us to pursue our interests and hobbies. (1)
3 Anyway, close friends stand by us both when we are successful and when we are feeling down-in-the-mouth. (3)
4 We need to cultivate our relationships by having loads of chats and spending time in each other's company. (2)
5 Although in times of trouble friends don't always have all the solutions or answers to our problems, we can pour our hearts out to them without hesitation and they will always listen to us. (2)
6 It is natural for people to differ in their opinions, which may sometimes result in rows, but a good friend knows how to forgive, so arguments do not harm the friendship in any way. (1)
7 Tell your friends how much you appreciate their time and their efforts to make you happy, will you? (1)
8 I must stress that friends need to show an interest in each other's lives really often. (2)
9 If you need any more info, please get in touch with me. (2)

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A couple of whingers

2.1 Vocabulary (exaggerated language and vocabulary related to exams)

Set A	Set B
Our exams are **coming soon**.	Right! They're **looming** on the horizon.
Finding reliable notes is quite **problematic**.	Absolutely! It's **a minefield**, isn't it?
I'm so **stressed out**.	I'm **a bundle of nerves** too.
How many times have we heard that exams are for our own good?	Right! **It's been hammered into us**, hasn't it?
We just **repeat all the information parrot fashion**, don't we?	Absolutely! We **regurgitate** it all.
There are **more and more books** on my desk.	They're **piling up** on mine too.
Some people **pass their exams so easily**.	Right! They just **sail through them**, don't they?
I find this material really **difficult**.	So do I. **I'm** completely **out of my depth**.
It's unfair that we're supposed to learn **everything**.	Right, every single thing **under the sun**.
I know that I **won't remember anything** during the exam.	Right! **My mind** always **goes blank** too.
I'm kind of **tired and anxious**.	I'm feeling completely **frazzled** too.
I wish I knew how to approach exam revision **feeling calm**.	So do I. If only I could **take it in my stride**.

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Third time lucky

2.3 Grammar (modal verbs for speculating)

ENGLISH

QUESTION

You have to form one adjective from the word *taste*, but you don't know the context. What **might be** the answer? You need to give all the three possibilities.

ANSWER

It might be: tasty, tasteless or tasteful.

ASTRONOMY

QUESTION

Which planet of the solar system, apart from Mars and Earth, **might have been able** to support life in the past?

ANSWER

Venus. It is believed that up to around 4 billion years ago there must have been liquid water on the surface of Venus and its atmosphere was similar to the Earth's.

MATHS

QUESTION

I'm thinking of a number. It's an odd number greater than 7 but less than 20 and it can be evenly divided by three. What number **may I be thinking** about? You need to give all the possible answers.

ANSWER

I may be thinking of 9 or 15.

LOGIC

QUESTION

Two fathers and two sons went fishing. Each of them caught one fish, but they only brought home three fish. Do you think one of them **must have lost** his fish on the way or is there another logical explanation?

ANSWER

One of the men might have gone fishing with his father and his son, so there were only three of them.

ZOOLOGY

QUESTION

A tourist has been to New Zealand and claims that he was bitten by a snake when he was trekking in a fern forest in the North Island. Do you think he **might have made** the story **up**?

ANSWER

He must have made it all up. He can't have been bitten by a snake as there are no snakes native to New Zealand.

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Third time lucky

2.3 Grammar (modal verbs for speculating)

GEOGRAPHY

QUESTION

A Frenchwoman from Lyon has been to a European country where French is spoken too. Where do you think she **might have been**? You need to name at least three countries.

ANSWER

She might have been to Belgium, Switzerland, Monaco or Luxembourg.

ENGLISH LITERATURE

QUESTION

Which of these statements is an actual subject of academic speculation?

Ⓐ Some of Shakespeare's plays **might have been written** by someone else.
Ⓑ Charles Dickens **might have written** some books that he decided not to have published.
Ⓒ Agatha Christie **may have written** a few children's stories under a different name.

ANSWER

Some scholars think that Shakespeare might not have written all the works that are attributed to him.

GEOLOGY

QUESTION

Imagine exploring an old cave. You can see a beautiful limestone stalactite hanging from the cave ceiling. It's half a metre long. How long do you think it **must have been growing**?

Ⓐ for at least 5,000 years
Ⓑ for 1,000 years at most
Ⓒ for about 100 years

ANSWER

Limestone stalactites form extremely slowly – usually less than 10 centimetres every thousand years – so it must have been growing for at least 5,000 years.

HISTORY

QUESTION

When do scientists suppose the first people **must have arrived** in Australia?

Ⓐ by at least 55,000 years ago
Ⓑ exactly 25,000 years ago
Ⓒ around 10,000 years ago

ANSWER

Australia's oldest site of human occupation is considered to be around 55,000 years old, so the first people must have arrived by at least 55,000 years ago.

PALEONTOLOGY

QUESTION

How long do you think mammoths **may have survived** on Earth?

Ⓐ until 10,000 years ago
Ⓑ until 3,500 years ago
Ⓒ until 1,500 years ago

ANSWER

The last isolated population of mammoths may have survived on Wrangel Island off the coast of Siberia until 3,500 years ago.

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PART 1

end of year	**take**	**flunk**	**pass**	**revise for**
mock	**entrance**	**fail**	**sail through**	**sit**
placement	**written**	**cram for**	**practical**	

1 do, _____, _____
2 study for, _____, _____
3 do badly in, _____, _____
4 do well in, _____, _____

} an exam

5 external, _____, _____, _____, _____, _____, _____

} exam

Have you ever flunked an exam really badly?

Do you prefer oral exams or written exams? Why?

PART 2

1 You need an **excellent command / tuition / retention** of at least two foreign languages to get a good job nowadays.
2 You must be **highly literate / articulate / sophisticated** to get good grades in oral exams.
3 Many people want a **recognised education / qualification / training** such as an international exam for no other reason than for **intellectual fulfilment / grounding / training**.
4 In some fields of work, vocational training is more important than having a good **academic command / fulfilment / grounding**.
5 Becoming **technologically literate / knowledgeable / instructed** is a must before entering **tertiary / compulsory / primary education**.
6 Regular **one-to-one tuition / guidance / scholarship** is a much more effective way of learning languages than doing a(n) **secondary / crash / induction course**.

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Win a dinner for two

3.1 Vocabulary (words related to food)

Student A

THE GIANT MANGO

Vegetarian and vegan dishes

We can satisfy most unusual (1) _____ requirements!

It takes two to mango!

To win a dinner for two, choose the correct answer.

Nutmeg is the seed of a fruit that grows

A on a tree.

B on the ground like cucumbers.

C on a climbing vine like grapes.

THE OLIVE TREE

A traditional Greek tavern

No hushed tones, no (2) _____ tablecloths.

Two olives are better than one!

To win a dinner for two, choose the correct answer.

Which of these ingredients is NOT found in a traditional Greek salad?

A olives

B a clove of garlic

C cucumbers

dining

chewy

sizzling

dietary

smoked

starched

THE BLUE LOBSTER

Top quality seafood from clams to (3) _____ mackerel. You name it, we cook it.

A lobster with an extra pair of claws

To win a dinner for two, choose the correct answer.

Why is the shellfish from the Baltic Sea too small to be used as seafood?

A because the water is not salty enough

B because the water is too cold

C because the water is too polluted

MY THAI STIR-FRY

Generous genuine Thai stir-fries served (4) _____ straight from the wok.

Extra chilli for double trouble!

To win a dinner for two, choose the correct answer.

What do you call the most popular Thai dessert made from glutinous rice?

A banana risotto

B rice pudding with cinnamon

C sticky rice with mango

THE GENTLE CARNIVORE

Meat classics from around the world. Fine (5) _____ at its best.

Here you can *have it both ways.*

To win a dinner for two, choose the correct answer.

What kind of meat is used to make the traditional Austrian cutlet called Wiener Schnitzel?

A beef

B liver

C veal

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Win a dinner for two

3.1 Vocabulary (words related to food)

Student B

THE GIANT MANGO

Vegetarian and vegan dishes

We can satisfy most unusual (1) _____ requirements!

It takes two to mango!

To win a dinner for two, choose the correct answer.

What is another name for okra?

A eggplant
B star fruit
C ladies' fingers

THE OLIVE TREE

A traditional Greek tavern

No hushed tones, no (2) _____ tablecloths.

Two olives are better than one!

To win a dinner for two, choose the correct answer.

Which of these is used for seasoning a traditional Greek salad?

A dried oregano
B chopped coriander
C a sprig of fresh mint

dining

chewy

sizzling

dietary

smoked

starched

THE BLUE LOBSTER

Top quality seafood from clams to (3) _____ mackerel. You name it, we cook it.

A lobster with an extra pair of claws

To win a dinner for two, choose the correct answer.

How are fresh oysters usually eaten?

A raw with a few drops of lemon juice
B raw with a pinch of salt
C fried with fresh basil

MY THAI STIR-FRY

Generous genuine Thai stir-fries served (4) _____ straight from the wok.

Extra chilli for double trouble!

To win a dinner for two, choose the correct answer.

Which of these WOULDN'T be found in a traditional Thai recipe?

A coconut milk
B a lump of butter
C a spoonful of fish sauce

THE GENTLE CARNIVORE

Meat classics from around the world. Fine (5) _____ at its best.

Here you can *have it both ways.*

To win a dinner for two, choose the correct answer.

For our original steak sauce we use capers. What are capers?

A the fruit of a bay leaf tree preserved in salt
B small flower buds dried and pickled in brine or vinegar
C a kind of green pepper

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A dozen tips on how to get bigger tips

3.4 Use of English (phrasal verbs)

1	Be ready to help. Even	if a guest asks you to **cut**	**off** the pizza crust for them, do it.
2	Offer some help with the **washing-**	**up** at the end of the day as	a nice gesture towards the kitchen staff.
3	**Hand**	**out** the menus to everyone at the	table apart from children.
4	When serving bottled drinks,	never **pour**	**out** the whole bottle.
5	If you happen to break or	spill something, **carry**	**on** working with a smile.
6	Remember to **speak**	**up** when the restaurant	is full.
7	You don't have to **come**	**up to** guests who	snap their fingers at you.
8	When you are serving a family with children	offer to **spread**	**out napkins** on the children's laps.
9	Don't inform the customers about	any prices that have **gone**	**up** recently.
10	Keep your cool if a guest	refuses to **pay**	**up** when you're closing.
11	If a dispute with a guest **drags**	**on** for too long, call	the manager.
12	Remind guests to **drink**	**up** and leave if they're	lingering on after finishing their meal.

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Let's eat out

Focus Review 3, Speaking

Part 1

A

awkward	conversation	recluse	grab	company	chat	break	laugh	together	strike	talk	hang

1 I always think a little small _____ is very important for _____ the ice and making people feel more comfortable.

2 When John announced he was quitting at the office party there was a/an _____ silence until he left to _____ something to eat at the buffet bar.

3 I really enjoyed the end-of-year lunch. I fell into _____ with Janet from accounts who I'd never spoken to before. She's actually a great _____. Lots of fun!

4 I hope I don't have to sit next to Adam. He's a real _____ and I find it incredibly hard to _____ up a conversation with him about anything.

5 I won't be going to the restaurant. I think I'd just prefer my own _____ today, to be honest, and can't face _____ away aimlessly pretending to be in a good mood.

6 I hear you've been _____ out with Chloe. How often do you guys get _____?

B

OFF	STODGY	STAPLE
GOURMET	SAVOURY	HIGH-CALORIE
WHOLESOME	CONVENIENT	RABBIT

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Let's eat out

Focus Review 3, Speaking

Part 2

June

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1	2	3 Grandfather's 70th birthday	4	5
6	7	8 My 18th birthday	9	10	11	12
13	14	15	16	17	18	19 Family anniversary
20	21	22	23	24	25 End-of-year school party	26
27 Old friend visiting the country	28	29	30	31 Office party		

Think about:

- diet and health
- cleanliness
- type and quality of food
- atmosphere

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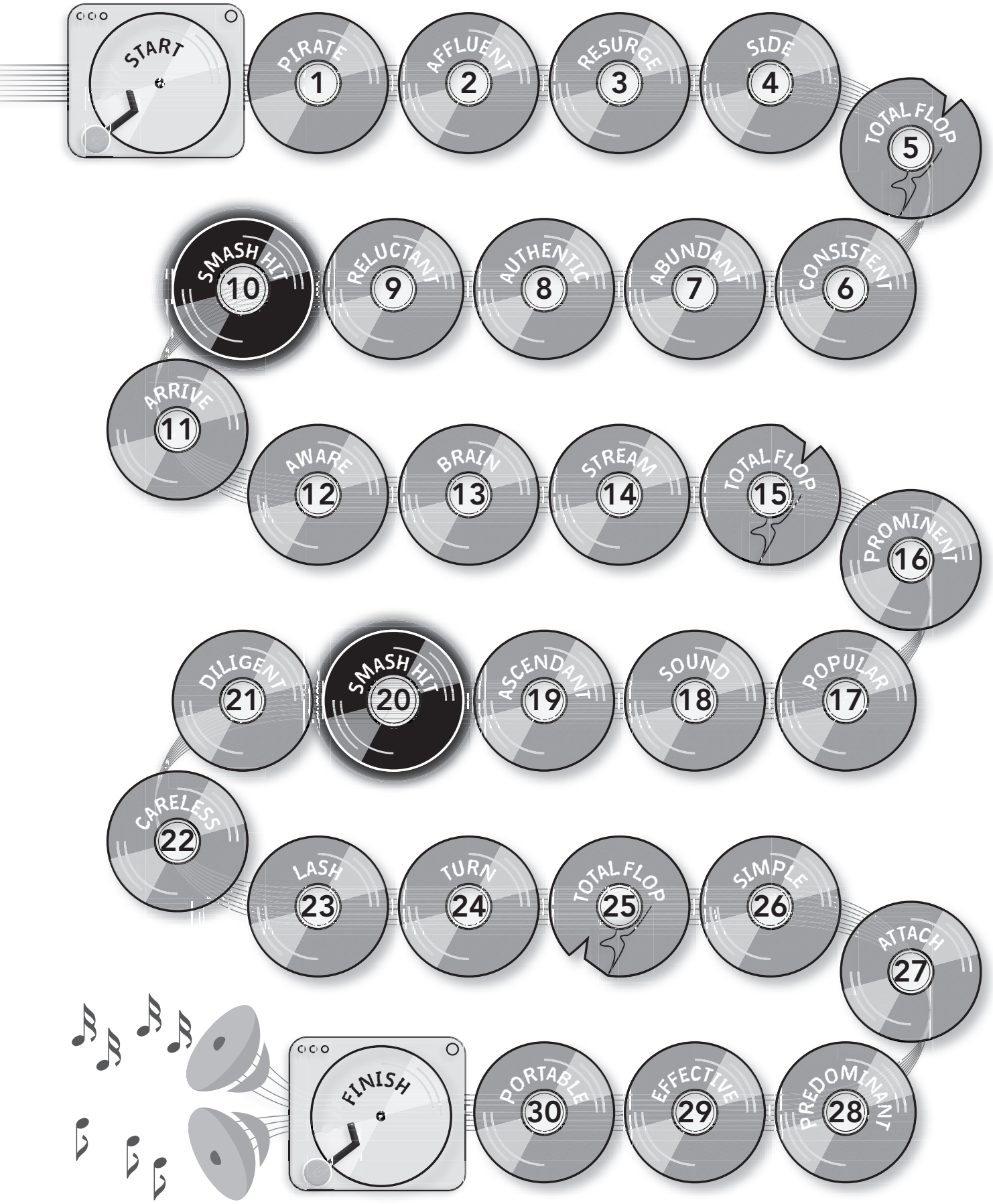
Top 30 Album Chart

4.1 Vocabulary (word formation)

Worksheet A



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Worksheet B

1	PIRATE	*Charged with Love …….*
2	AFFLUENT	*Dreams About …….*
3	RESURGE	*The ……. of Long-Lost Love*
4	SIDE	*Have we Fallen by the ……. Yet?*
5	**TOTAL FLOP**	
6	CONSISTENT	*Remarkable ……. in Spitting Bars*
7	ABUNDANT	*Kisses in …….*
8	AUTHENTIC	*The ……. of Your Smile*
9	RELUCTANT	*About Your ……. to Accept Love*
10	**★★ SMASH HIT ★★**	
11	ARRIVE	*You Heralded the ……. of Good Fortune*
12	AWARE	*Without Much …….*
13	BRAIN	*This Music is My Mischievous …….*
14	STREAM	*I Am the Queen of the …….*
15	**TOTAL FLOP**	
16	PROMINENT	*Give This Music Its …….*
17	POPULAR	*Life Is Losing Its …….*
18	SOUND	*Living in a ……. World*
19	ASCENDANT	*Hope Love Remains in the …….*
20	**★★ SMASH HIT ★★**	
21	DILIGENT	*The ……. of the Dark Mind*
22	CARELESS	*If It Hadn't Been for My …….*
23	LASH	*Fearing a ……. from All My Exes*
24	TURN	*Ranting and Raving (About This Economic ……. and Stuff)*
25	**TOTAL FLOP**	
26	SIMPLE	*Her Childlike …….*
27	ATTACH	*You Can Find Me in the ……., Honey.*
28	PREDOMINANT	*To the ……. of Rhyming*
29	EFFECTIVE	*……. and Efficiency*
30	PORTABLE	*The Amazing ……. of My Aching Heart*

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Keyboard shortcuts for my desktop pet dragon

4.3 Grammar (infinitives)

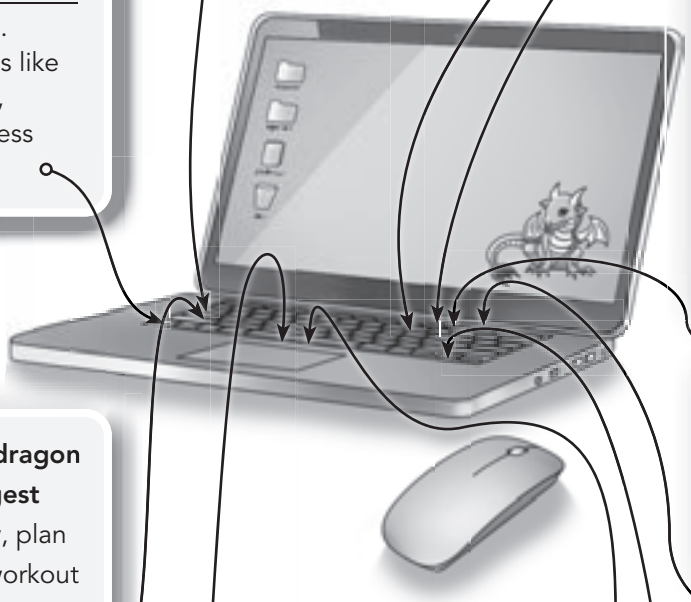
Student A

2 If you know that **you may fail to feed your dragon at a set time**, change the meal times by pressing Ctrl and **M** simultaneously.

3 To **(refusing / the reason / is / your dragon / to / play / why / you / with / see)** _____ _____ _____ hold down Ctrl and press _____.

4 To **check why your dragon tends to sleep all day instead of being** active and playful, hold down Alt and press **V**.

1 If **(*grow / to / you' re / faster / make / determined / your dragon*)** _____ _____ _____ indulge its every whim. To find out what it feels like having at the moment, hold down Ctrl and press _____.



5 If **(to / to / the last / you're / person / the computer / , / remember / use / program)** _____ _____ _____ _____ your dragon's dreams. Hold down Alt and press _____ to choose a dream from the drop-down menu.

6 In order not **to miss the opportunity to play with your dragon**, set a special reminder by pressing Shift and **A** at the same time.

10 If **you want your dragon to become the youngest dragon to learn to fly**, plan its training. For daily workout tips, hold down Alt and press **F**.

8 If **your dragon is to be temporarily looked after by someone else**, give it ample time to adapt. To enter the new carer's identity into the database, hold down Ctrl and press **L**.

7 If **(medicine / be / happens / your dragon / given / to / and / be / needs / to / ill)** _____ _____ _____ _____, make an appointment with a dragon doctor by pressing Shift and _____ at the same time.

9 To **(be / doesn't / find out / your dragon / to / seem / thrilled / to / why / play)** _____ _____ _____ with other dragons, hold down Alt and press _____.

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Keyboard shortcuts for my desktop pet dragon

4.3 Grammar (infinitives)

Student B

1 If **you're determined to make your dragon grow faster**, indulge its every whim. To find out what it feels like having at the moment, hold down Ctrl and press **G**.

2 If you know that **(your dragon / set time / may / to / you / feed / fail / at / a)**

_____

_____

_____

change the meal times by pressing Ctrl and _____ simultaneously.

3 To **see the reason why your dragon is refusing to play with you**, hold down Ctrl and press **R**.

4 To **(why / tends / being / instead / your dragon / to / all day / check / of / sleep)**

_____

_____

_____

active and playful, hold down Alt and press _____ .

5 If **you're the last person to use the computer, remember to program** your dragon's dreams. Hold down Alt and press **D** to choose a dream from the drop-down menu.

6 In order not **(play / to / with / the opportunity / miss / your dragon / to)**

_____

_____

_____

set a special reminder by pressing Shift and _____ at the same time.

7 If **your dragon happens to be ill and needs to be given medicine**, make an appointment with a dragon doctor by pressing Shift and **N** at the same time.

8 If your dragon **(after / someone / to / temporarily / looked / by / else / is / be)**

_____.

_____.

_____ ,

give it ample time to adapt. To enter the new carer's identity into the database, hold down Ctrl and press _____ .

9 To **find out why your dragon doesn't seem to be thrilled to play** with other dragons, hold down Alt and press **X**.

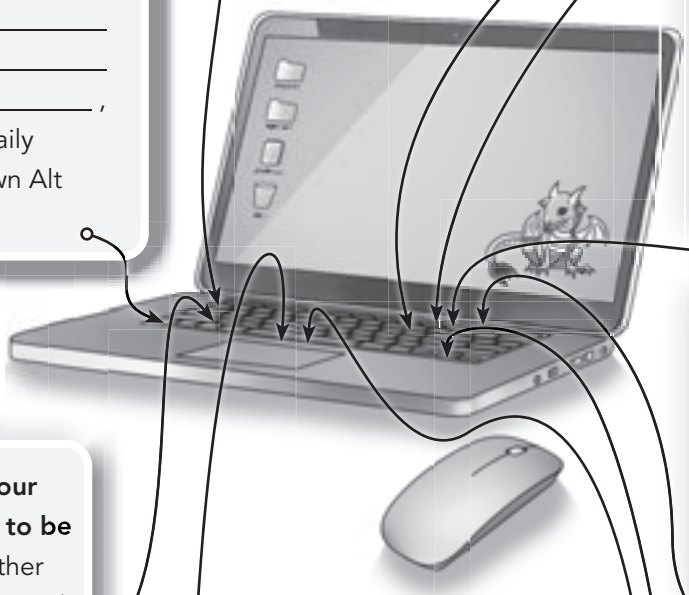
10 If **(the youngest dragon / fly / you / to / want / to / your dragon / become / learn / to)**

_____

_____

_____ ,

plan its training. For daily workout tips, hold down Alt and press _____ .



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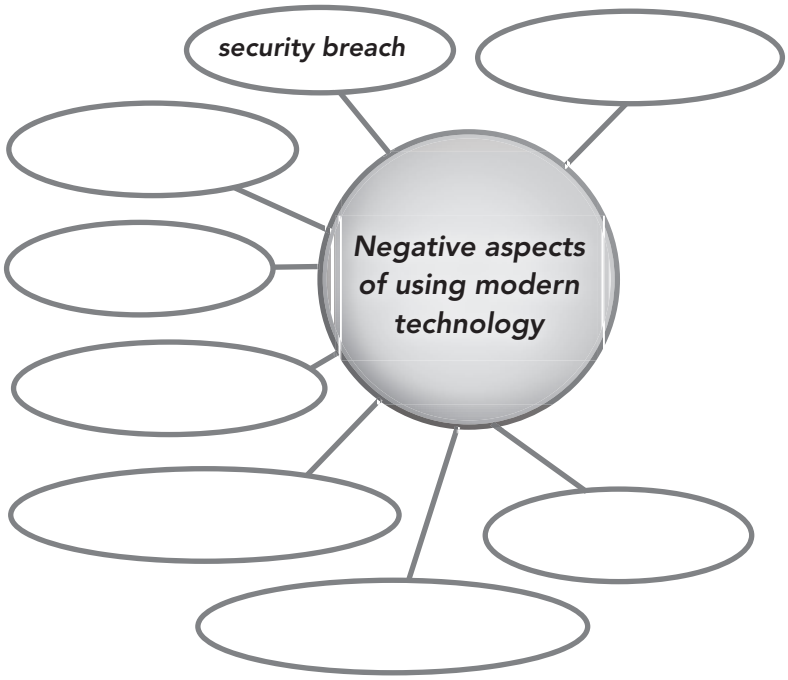
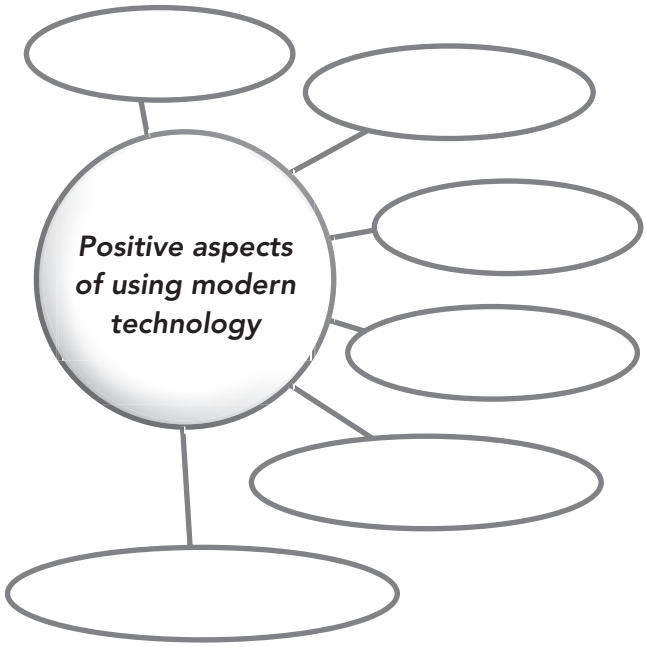
Tech talk

Focus Review 4, Speaking

~~security breach~~ a mine of information rapid access to data identity theft electronic footprint cost efficiency up-to-date news cyberbullying social networking information overload civic engagement phishing being tracked cyberstalking





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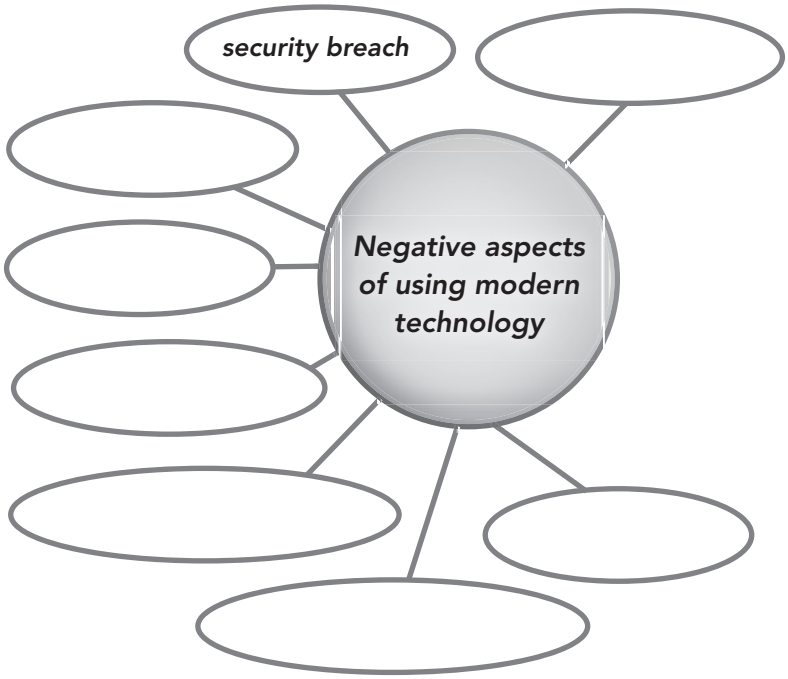

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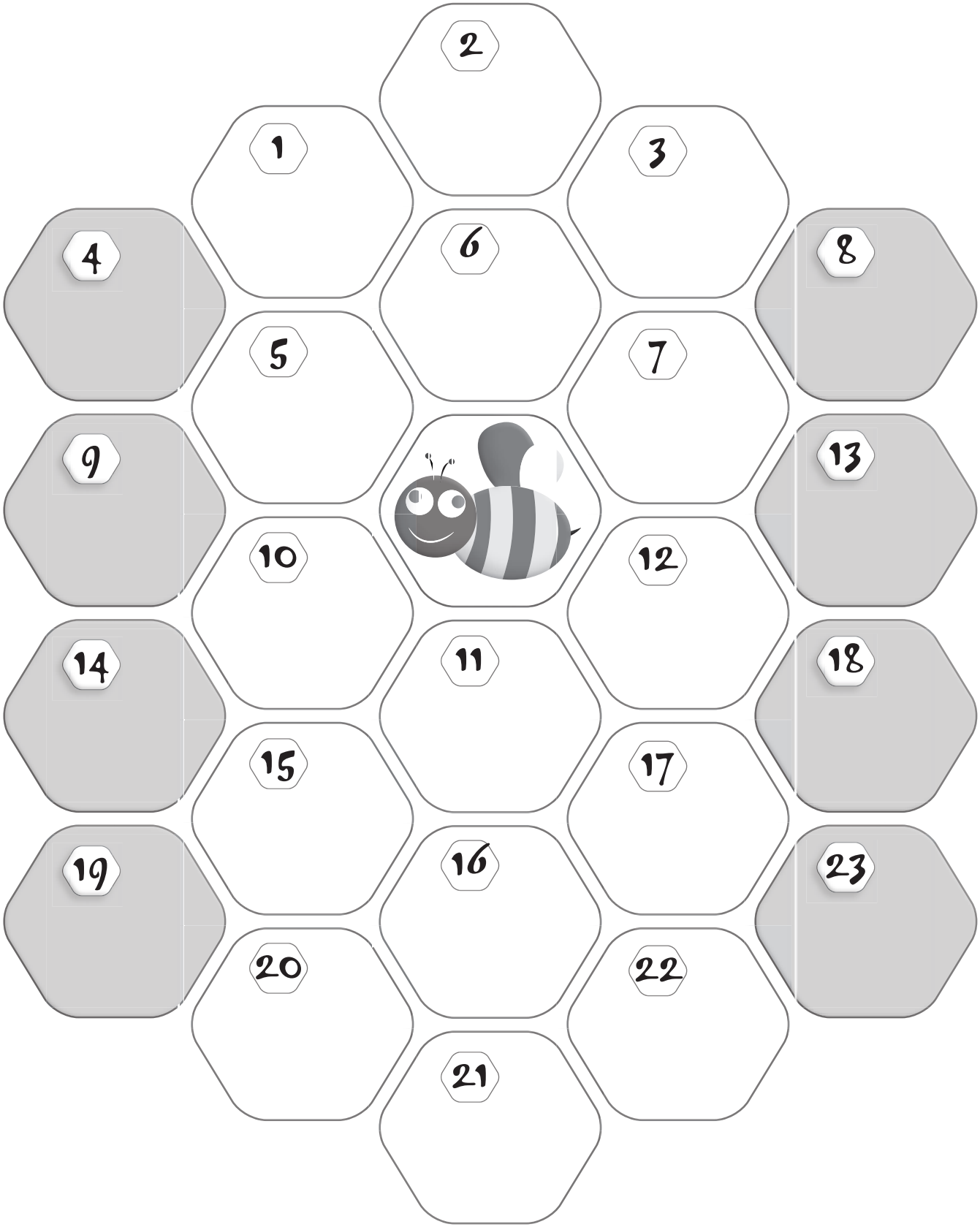
Honey is money

5.1 Vocabulary (collocations about work and money)

Worksheet A



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Honey is money

5.1 Vocabulary (collocations about work and money)

Worksheet B

1 We're a cooperative. We don't slave ***away / on*** for beekeepers.

2 We're the biggest local employer. Every summer we ***take / appoint*** on a thousand new workers.

3 Unlike our competition from New Zealand, we're never ***snowed / showered*** under in late December.

4 Every worker is offered a ***permanent / constant*** contract.

5 Among numerous lavish ***perks / tips***, you get free flights and a jar of mint honey.

6 You will work on ***provision / commission***. The more you gather, the more you earn.

7 Expect to be asked to ***make / do*** overtime but no night shifts.

8 We only offer ***paid / payable*** internships. Everyone deserves fair pay.

9 Gain experience to ***break / launch*** into the highly competitive honey market.

10 Even such seemingly ***enviable / menial*** tasks as cleaning cells are fun with us.

11 Why not attend a free honey-tasting course to ***leap- / jump-***start your career?

12 We're the first company to produce mint honey. And we made a ***mint / mine*** out of it.

13 Last year alone we ***made / raised*** a profit of one million euros.

14 You make good honey so you make good money. No one works for a ***peanut / pittance***.

15 We promise a monthly bonus and other financial ***incentives / supplements***.

16 We ***spare / cover*** all travel expenses (within reason, of course).

17 We trust our workers. We don't need drones to ***hold / keep*** tabs on you.

18 In our company no one ***orders / demands*** anyone around.

19 We pride ourselves on making every worker feel ***indispensable / inevitable***.

20 Join us if you have the ***guts / gut*** to fly into the unknown and explore new fields.

21 You're bound to gain a lot of ***hands-off / hands-on*** experience.

22 Don't ***scupper / sink*** your chances. Apply now.

23 Every high-flyer is sure to ***land / hold*** a dream job with our firm.

Answers:

1 away **2** take **3** snowed **4** permanent **5** perks **6** commission **7** do **8** paid **9** break
10 menial **11** jump- **12** mint **13** made **14** pittance **15** incentives **16** cover **17** keep
18 orders **19** indispensable **20** guts **21** hands-on **22** scupper **23** land

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Copywriters wanted

5.3 Grammar (gerunds)

Student A

1

Turn back time without _____ a fortune.

FACE CREAM

2

We never doubt you'll succeed _____ turning off-white into snow-white.

WASHING POWDER

3

For those who prefer having their coffee made to _____ it themselves.

COFFEE SHOP

4

Let's pay without _____ tested on numbers!

CONTACTLESS CREDIT CARD

5

_____ taken their seats, everyone wishes we could take them to the Moon.

AIRLINE

6

How often have you been complimented _____ having the cutest dog in the world?

DOG FOOD

8

We do know a few places that are well worth _____ your way to.

TRAVEL AGENCY

Student B

1

Tired of _____ hours waiting in queues? Real bargains are just a mouse click away!

ONLINE SHOP

2

There's no point _____ moaning and groaning. Get rid of it now!

PAINKILLER

3

For those who are used to _____ a profit every day.

BANK ACCOUNT

4

Yes, you can whiten them without _____ accused of witchcraft.

TOOTHPASTE

5

_____ opened the box, you won't resist leaving it empty.

CHOCOLATES

6

This might give you a shock but we're planning _____ lowering your bills!

ELECTRICITY SUPPLIER

8

It's not worth _____ an effort to see an eagle in the sky. It's better to be eagle-eyed.

OPTICIAN

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To write a cohesive text and connect the ideas effectively, use the following tips:

TIP 1: Use **s**_____ or words from the same word family.

TIP 2: **S**_____ words already mentioned with *one/ones*.

TIP 3: **R**_____ to phrases or sections by using the words *this/that/it/they*.

TIP 4: **L**_____ fragments of a text with adverbs and conjunctions.

ones	**pupils**	**as a result**	**vital**	**since**	**it**	**labour**	**they**

A

A good careers adviser should be a member of the school staff. **1** _____ , they will have ample opportunity to become well acquainted with students' strengths and weaknesses. **2** _____ also get familiar with **3** _____ ' preferences, hobbies and ambitions for the future.

TIP _____ , TIP _____ , TIP _____

B

For young people about to leave school it is crucial to make a good decision about the future, so it is **4** _____ that they get independent suggestions from a careers adviser.

TIP _____

C

5 _____ careers advisers usually have an excellent knowledge of the current job market, they can help young people understand the forces driving **6** _____ .

TIP _____ , TIP _____

D

Being up-to-date with **7** _____ market information, careers advisers are also able to advise young people on how to source relevant training courses and qualifications and which **8** _____ should be regarded as most important.

TIP _____ , TIP _____

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Travel battleships

6.1 Vocabulary (forming adjectives)

Student A

	1	2	3	4	5	6	7	8	9	10
A	S	D	W	I	N	D	L	I	N	G
B	T									F
C	O									O
D	N		S	W	E	A	T	Y		R
E	Y									C
F		B	E	A	R	A	B	L	E	E
G										F
H	D	A	U	N	T	I	N	G		U
I										L
J	O	F	F	E	N	S	I	V	E	

	1	2	3	4	5	6	7	8	9	10
A										
B										
C										
D										
E										
F										
G										
H										
I										
J										

Student B

	1	2	3	4	5	6	7	8	9	10
A	R	E	S	P	E	C	T	F	U	L
B		H								
C		A		M	I	N	D	F	U	L
D		N								
E		D	F	L	A	P	P	Y		G
F		Y								R
G										A
H	V	A	R	I	A	B	L	E		S
I										S
J	D	E	C	I	S	I	V	E		Y

	1	2	3	4	5	6	7	8	9	10
A										
B										
C										
D										
E										
F										
G										
H										
I										
J										

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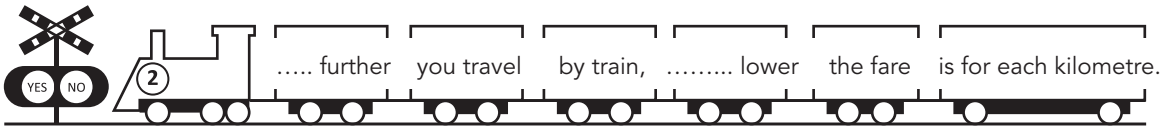
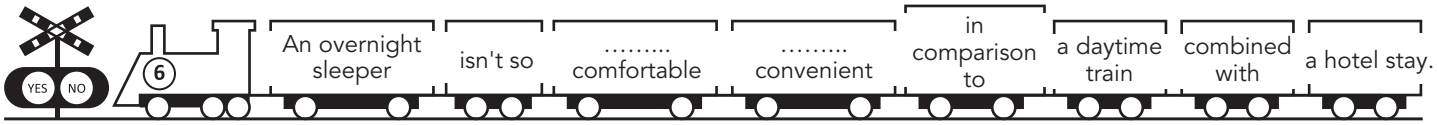
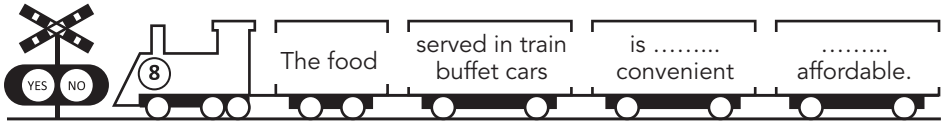
Nothing compares to a train ride

6.3 Grammar (advanced comparative structures)







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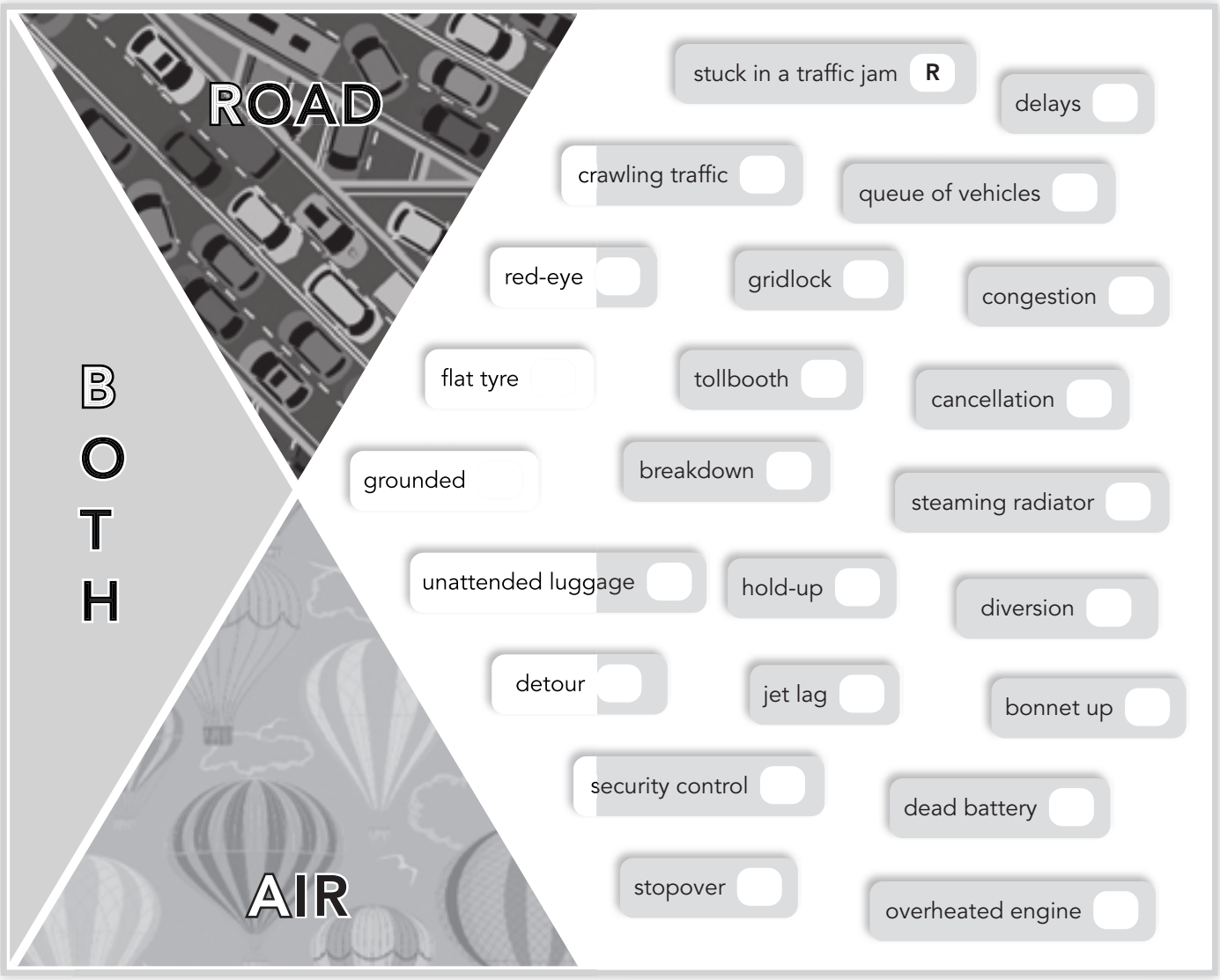
Part 1



Part 2

- A stay in a haunted castle in Transylvania
- A Harley Davidson ride along Route 66
- A caravan trip across the Sahara
- A trip to the Norwegian Fjords
- A whale-watching trip to Iceland
- A ride on the Trans-Siberian Railway
- A helicopter ride over the Grand Canyon
- An air-balloon trip across South Africa
- A two-week stay in the Australian outback
- Wreck diving in Honduras
- Big Foot hunting in Canada
- A hiking trip to Machu Picchu

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Double-Oh-Seven

7.1 Vocabulary (compound adjectives and collocations)

-running dispute about its artistic value.	The film has a **far-**
-packed movie.	It has **quick-**
-fisted, are they?	The props leave everyone **slack-**
-grossing films ever.	It's famous for **heart-**
gape.	The leading actor gives a **mind-**
-minded and he	never makes **ill-**
-meaning but somewhat naive about fighting evil.	The theme song has a **far-**
excitement, whereas critics	usually talk about their **sheer**

-fetched plot.	It's a typical **action-**
-witted dialogues.	The producers are not exactly **tight-**
-jawed, don't they?	It's one of the **highest-**
-stopping stunts that	make **the audience**
-blowing performance.	The main character is **tough-**
-judged decisions.	He's also **well-**
-reaching impact on the film.	Each movie fills die-hard fans with **visceral**
sense of disappointment.	It's bound to cause a **long-**

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Were I to express my opinion …

7.3 Grammar (advanced conditionals)

Student A

1 Has One Direction not won The X Factor, they wouldn't had become famous.

2 Without her provocative images and statements, Madonna will never have built such a great career.

3 Music and films should not be available on the Internet for free whether we like it or don't.

4 Would you need people's opinion about your writing talent, launch a blog.

5 I'd have my poems published under the condition that they were brought out under a different name.

6 Musicians will play a concert anywhere for anyone so long that they will be well-paid.

Student B

1 Has *Star Wars: The Force Awakens* not had a compelling plot, it wouldn't had become a huge commercial success.

2 Without the early interest in rap music, Kate Tempest will not be still popular in rap circuits.

3 A truly innovative artist will always keep doing what they think is right whether critics like it or don't.

4 Would you wish to be in the public eye, upload something provocative to the Internet.

5 I'd go on a talent show under the condition that no one knew about it.

6 Anything can be called art so long that people will be willing to pay for it.

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What a gig!

Focus Review 7, Writing

Part 1

absolutely bitterly completely deeply entirely highly perfectly

ADVERB	ADJECTIVE
	disappointed
	full, obvious
	beneficial, reasonable, unconvincing
	arranged, genuine, reasonable
	essential, gorgeous, necessary, spectacular
	concerned, disturbing, involved, moving, offensive, upset
	critical, enjoyable, popular, profitable, successful, unusual

Part 2

LIVE CONCERT

1 The lead singer looked _____ in her national costume, which she wore with pride.

CONCERT HALL 09/07/22 Seat Section Row 01113323222

LIVE CONCERT

2 The venue was _____ which is not surprising as such events draw people in their hundreds and thousands.

CONCERT HALL 09/07/22 Seat Section Row 01113323222

LIVE CONCERT

3 Most songs performed by artists from Africa were _____ as they described the harsh living conditions of famine victims. As a result, a lot of people found themselves in tears.

CONCERT HALL 09/07/22 Seat Section Row 01113323222

LIVE CONCERT

4 The stage was _____ _____ as the musicians had plenty of room to move around but there was also enough space to display some objects from their countries.

CONCERT HALL 09/07/22 Seat Section Row 01113323222

LIVE CONCERT

5 As far as I am concerned, organising such events is _____ to local communities as it gives them a chance to learn about other cultures.

CONCERT HALL 09/07/22 Seat Section Row 01113323222

LIVE CONCERT

6 Although, the concert turned out to be a great success, some people felt _____ that they were not allowed to see the musicians afterwards.

CONCERT HALL 09/07/22 Seat Section Row 01113323222

LIVE CONCERT

7 On the whole, the event turned out to be _____ as a large number of artists came from other countries and everybody had a great time.

CONCERT HALL 09/07/22 Seat Section Row 01113323222

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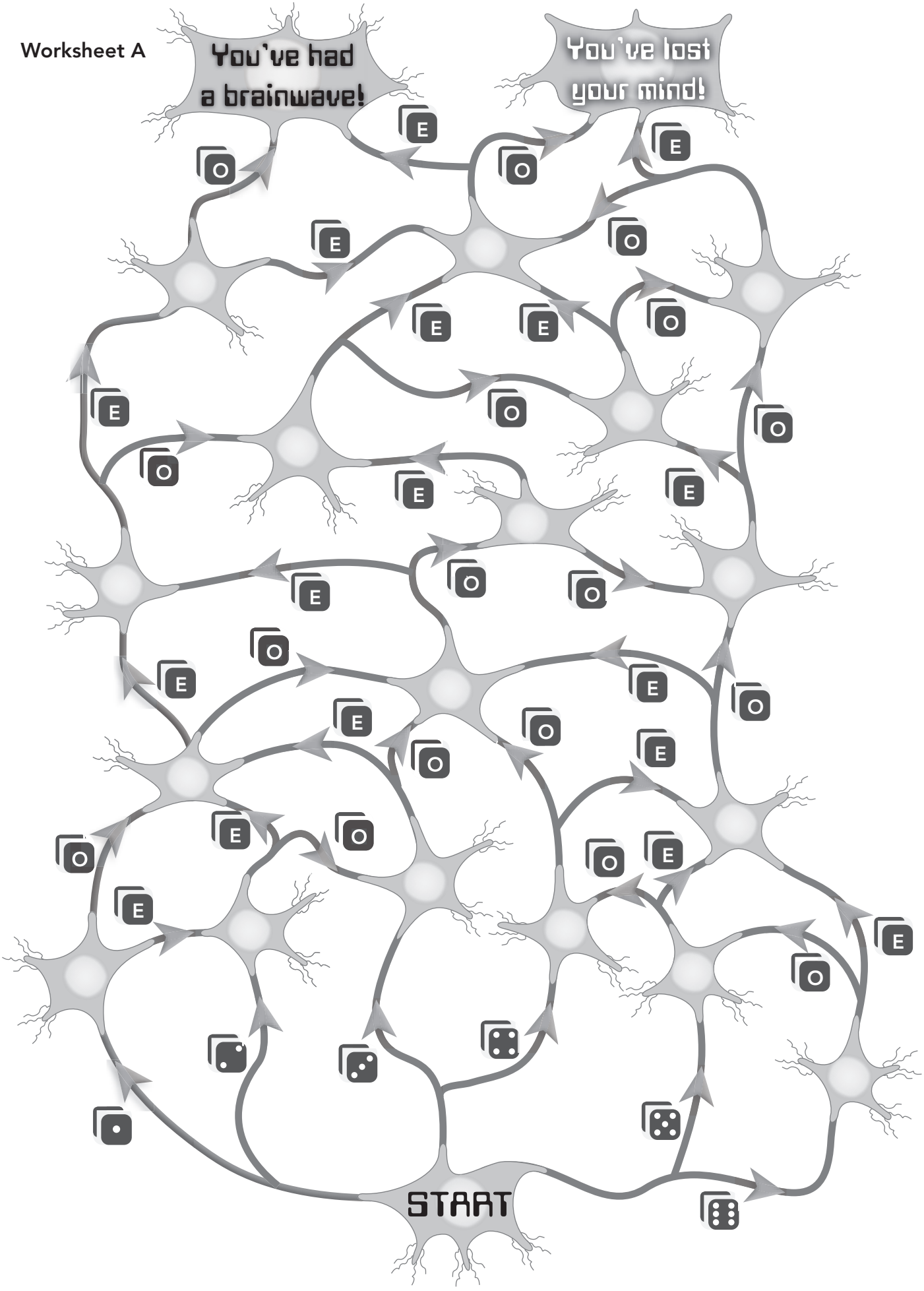
I've had a brainwave!

8.1 Vocabulary (phrases with *mind* and collocations)

Worksheet A



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Worksheet B

1 What film has **blown your mind** recently?	**11** What issues are **weighing on teenagers' minds** these days?
2 Has it ever **crossed your mind** to move abroad?	**12** Do you consider yourself **broad-minded**?
3 Do you agree that people sharing personal information online must **be out of their minds**?	**13** Do you **devote enough attention** to English pronunciation?
4 Are you **in two minds** about whether to go to university?	**14** Do you try to **prioritise** tasks?
5 Do you agree that teachers should **mind their own business**?	**15** What kind of daily tasks tend to **clutter your thoughts**?
6 Are you often reminded to **mind your manners**?	**16** What aspects of modern life are **taking their toll** on your life?
7 Do you think everyone can learn English if they **put their mind to it**?	**17** Do we **overestimate** the power of the mind?
8 Who in your family has a reputation for being **absent-minded**?	**18** Do you have any **self-imposed rules**?
9 Should politicians be **tough-minded**?	**19** What kind of **multidisciplinary degree** would you be interested in doing?
10 How do you try to **clear your mind**?	**20** How good are you at **multitasking**?

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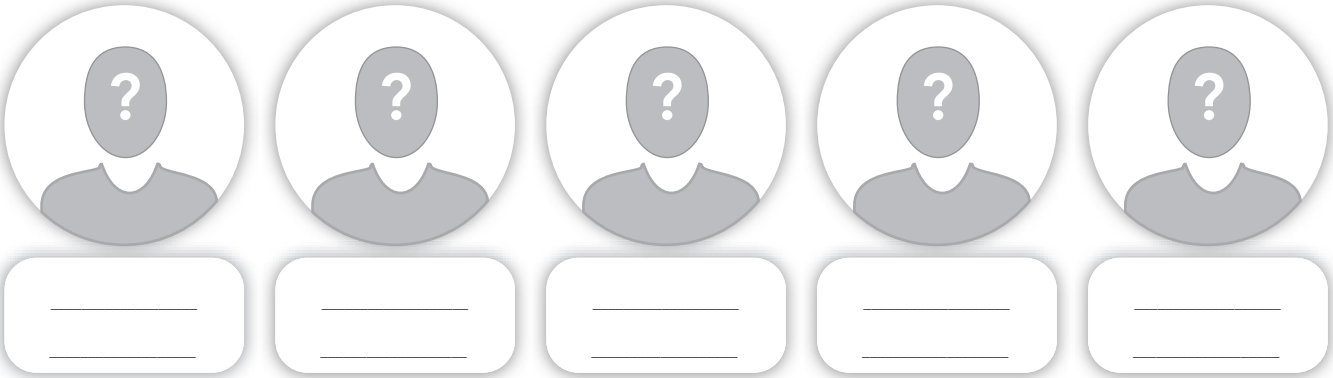
Resource 23

Rumour has it I'm a gossip

8.4 Use of English (passive reporting structures)



celebrity buys second-hand clothes + **say**

1 someone famous is a role model + **consider**
2 actor or singer has own fashion line + **know**
3 public figure is suffering from a chronic disease + **report**
4 film star has exceptionally high IQ + **say**
5 actor has earned millions from advertising + **estimate**
6 celebrity is living with parents + **reckon**
7 someone famous has participated in a talent show + **know**
8 celebrity has changed their name + **know**
9 well-known person has been struggling with low self-esteem + **believe**
10 celebrity is considering retirement from show business + **rumour**

FOLD

A celebrity who is said to buy second-hand clothes.

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

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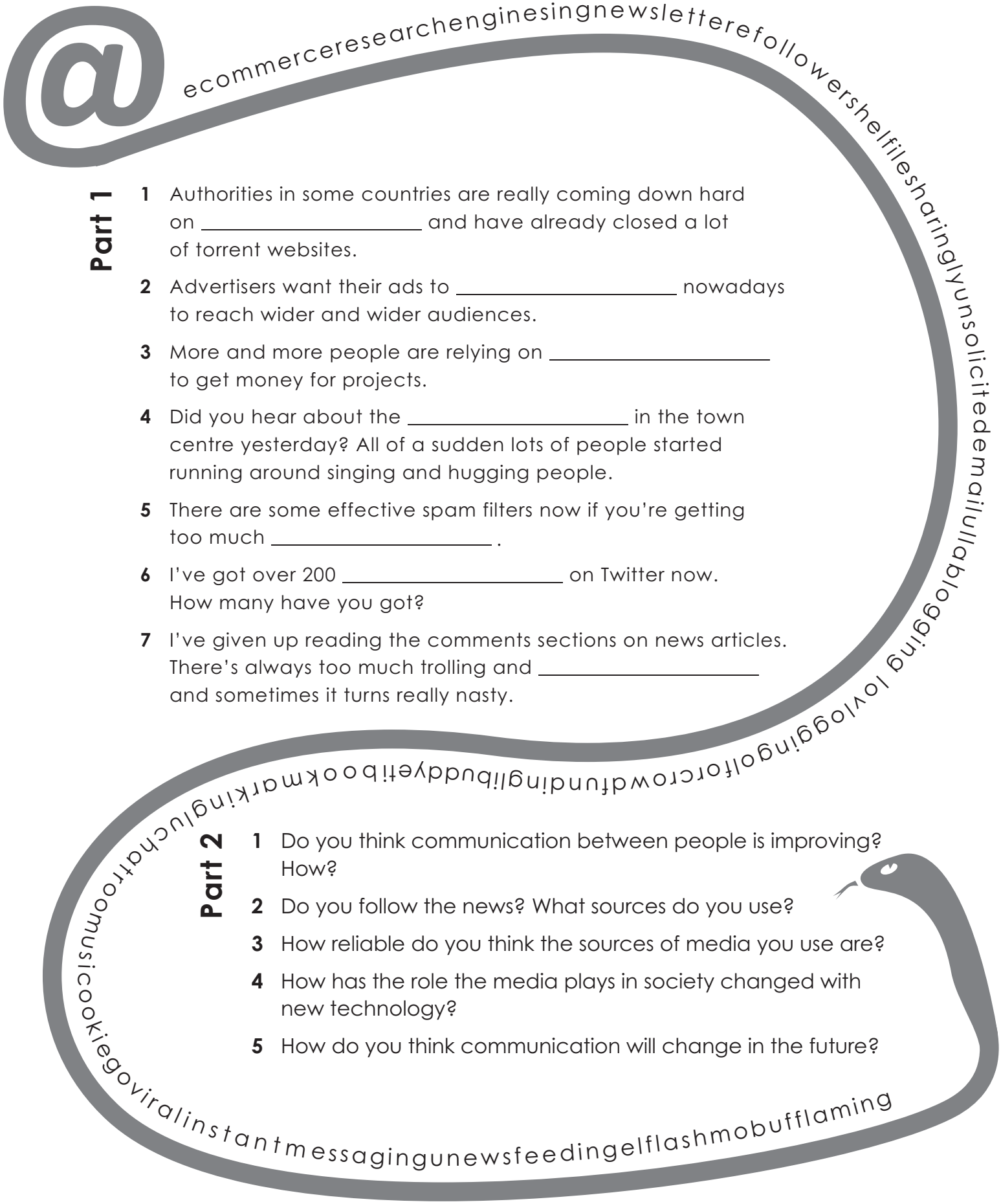
Let's talk about communication

Focus Review 8, Speaking



Part 1

1 Authorities in some countries are really coming down hard on _____ and have already closed a lot of torrent websites.

2 Advertisers want their ads to _____ nowadays to reach wider and wider audiences.

3 More and more people are relying on _____ to get money for projects.

4 Did you hear about the _____ in the town centre yesterday? All of a sudden lots of people started running around singing and hugging people.

5 There are some effective spam filters now if you're getting too much _____ .

6 I've got over 200 _____ on Twitter now. How many have you got?

7 I've given up reading the comments sections on news articles. There's always too much trolling and _____ and sometimes it turns really nasty.

Part 2

1 Do you think communication between people is improving? How?

2 Do you follow the news? What sources do you use?

3 How reliable do you think the sources of media you use are?

4 How has the role the media plays in society changed with new technology?

5 How do you think communication will change in the future?

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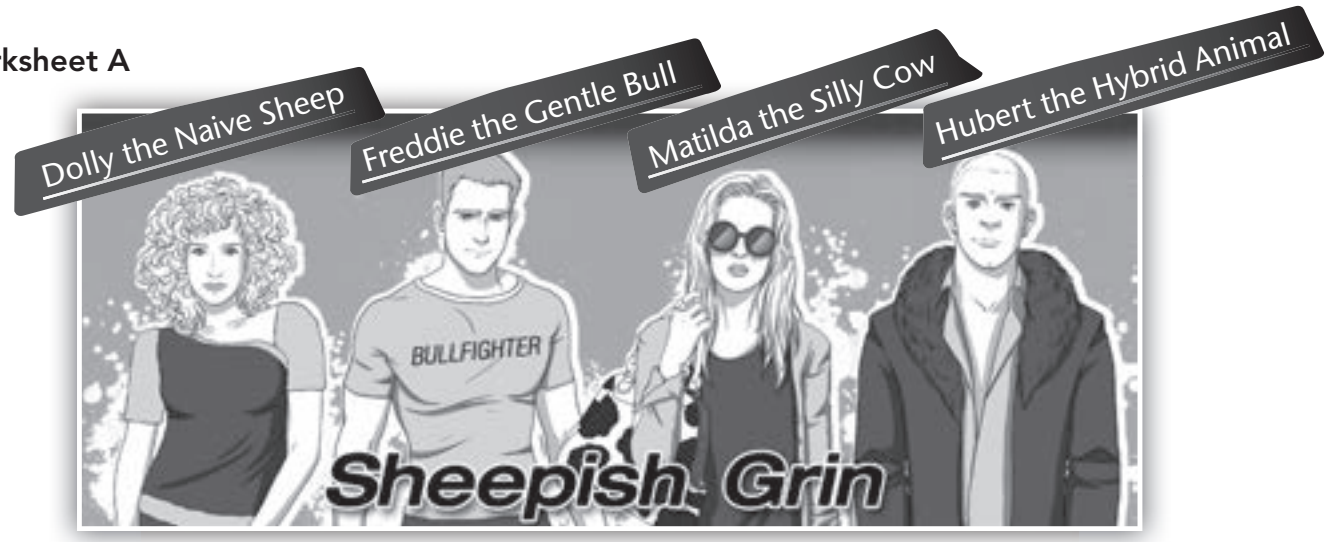
Animal soap opera

9.1 Vocabulary (animal idioms)

Worksheet A



1 I was on my way to meet up with my friend Matilda, who I hadn't seen for _____'s years, when I thought to myself, why not kill two _____ with one stone and get some food for dinner.

2 So I popped into that new supermarket, called Animal Farm. I thought it should take me a split second but you know what it's like in a new shop – even looking for your favourite sheep's cheese seems like a wild _____ chase.

3 Besides, they're seriously understaffed – not a living soul to help you. I thought that if I found something in this mess, _____ might fly.

4 Anyway, I'm weighing some veg when someone pats me on the shoulder. So I turn back, and who do I see? Matilda's ex-fiancé, Freddie. To be honest, I wasn't exactly thrilled to see him, this charming Mr Wolf-In-_____'s-Clothing.

5 Anyhow, he starts this meaningless small talk and it's like a hundred thoughts rolling in my mind. Should I take the _____ by the horns and tell him how much he hurt Matilda, breaking up with her, or is it better to let sleeping _____ lie?

6 And even if I told him a few home truths, wouldn't it be like water off a _____'s back? He doesn't seem serious about his relationships, does he?

7 So I keep saying to myself, hold your _____ , girl. But you know me and my big mouth – I couldn't help myself and I sort of fired a dozen questions at him.

8 And he's standing quietly in front of me, like a lamb. So I say, 'What's the matter with you? Cat got your tongue?'

9 Guess what! He looks me in the eye and says, 'It wasn't me, Dolly, it was Matilda who left me for someone else. For Hubert, actually'.

10 I was completely taken aback. 'Hubert? Hubert Oldfox? That snake in the grass?'

11 And then he goes, 'I didn't mean to let the _____ out of the bag. I thought you knew.'

12 But believe me, when he said that he'd always considered me a fair-minded person and that he wished I'd talked to him and heard things straight from the _____ 's mouth, I know I must have looked a bit sheepish.

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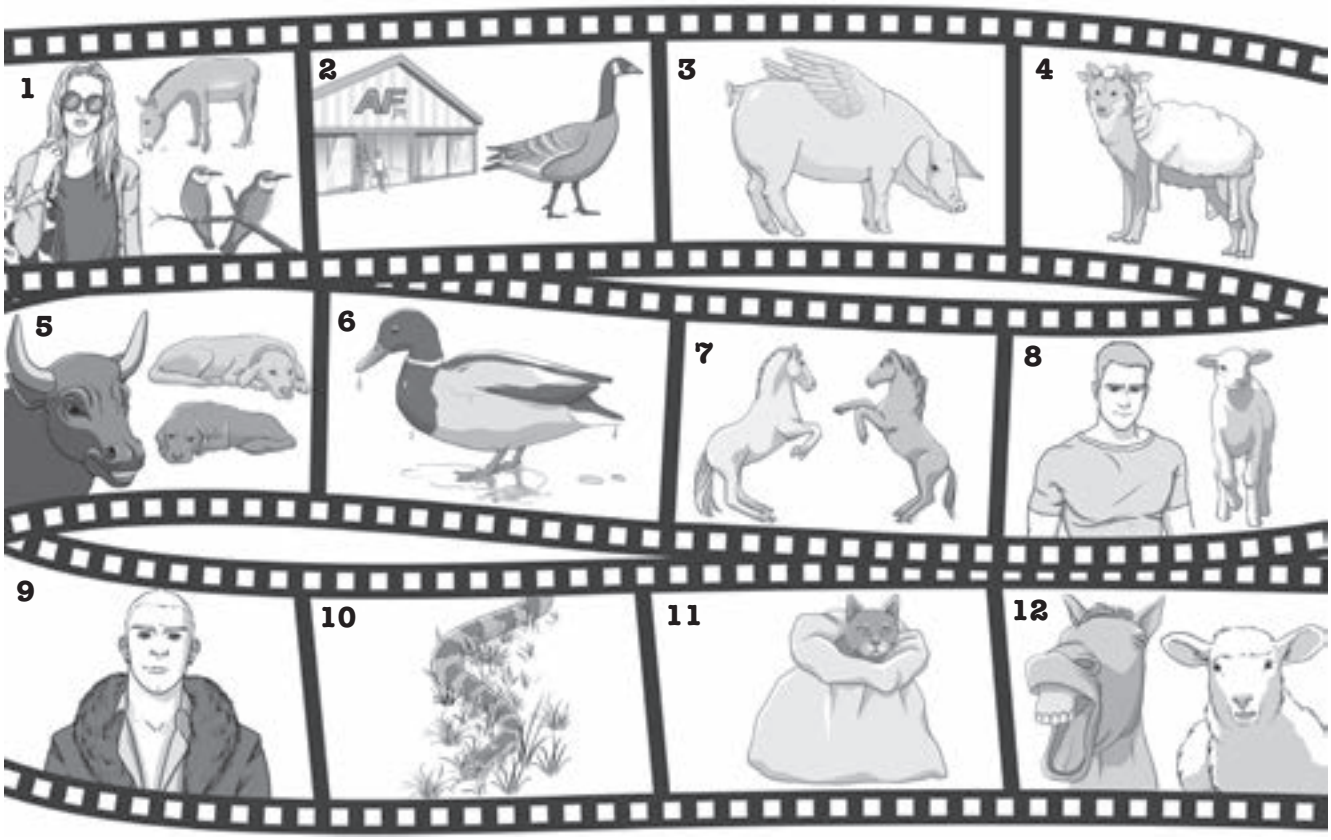
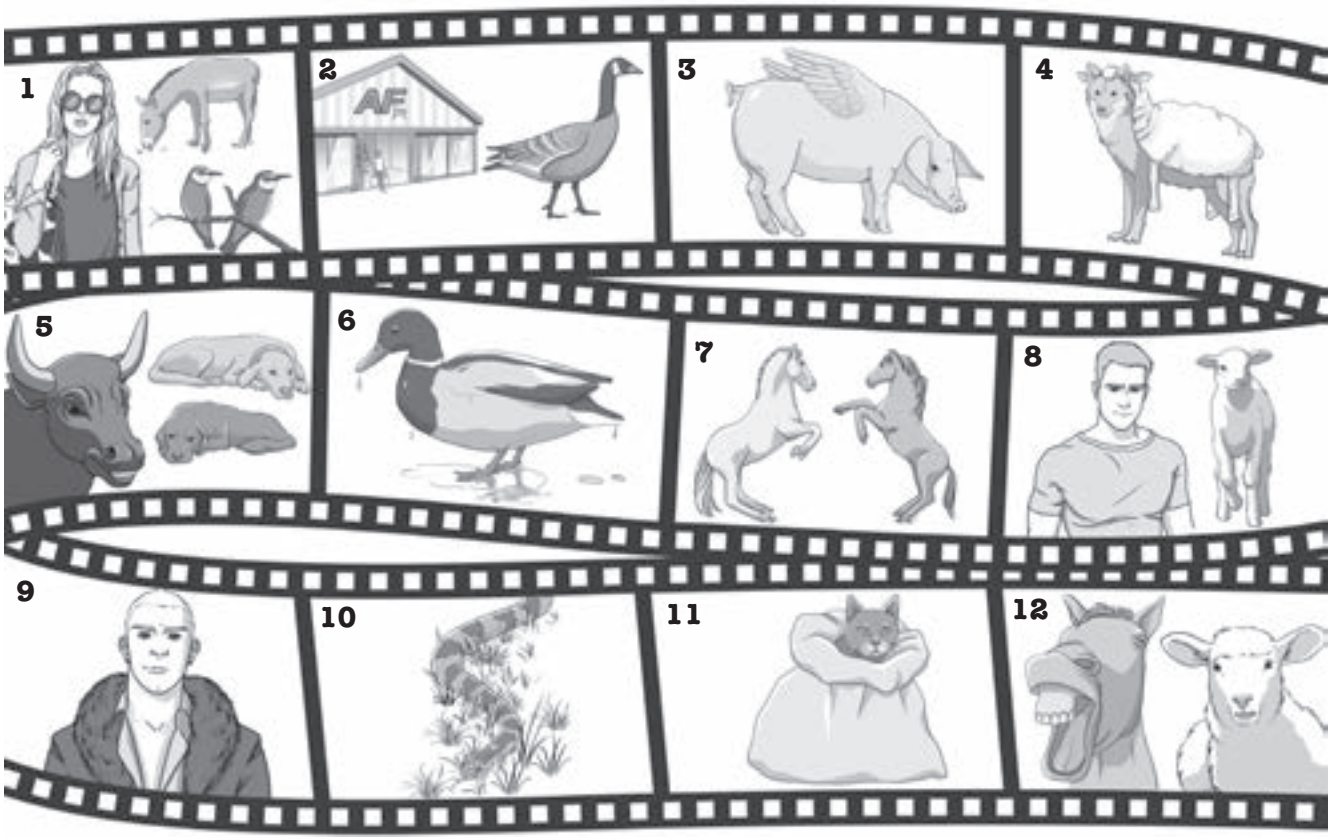
Animal soap opera

9.1 Vocabulary (animal idioms)

Worksheet B





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Inversion effects

9.3 Grammar (inversion after adverbials)

Student A

FOLD

1 Not in a million years _____ I eat meat from a(n)	_____.	
2 On _____ account should you attempt to feed a wild	_____.	
3 Hardly had we arrived in Greenland _____ we spotted some	_____.	
4 _____ after a close encounter with this giant do you fully realise how dangerous a(n)	_____ can be.	
5 Little _____ we know that we would see such an elusive animal as a(n)	_____.	
6 _____ only are dolphins intelligent, they are also curious and playful like	_____.	

Student B

FOLD

1 Not in a million years _____ I touch a live	_____.	
2 Under _____ circumstances must you suck out the venom if you get bitten by a(n)	_____.	
3 Barely had we dived into the sea _____ we spotted an enormous	_____.	
4 _____ by chance did they survive a close encounter with a(n)	_____.	
5 Seldom _____ lions prey on	_____.	
6 _____ until you visit an animal shelter do you realise how cruel people can be to	_____.	

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Part 1

A

appear	assume	doubt	envisage	eradicate
regard	occur	rule out		

1 We really can't _____ the possibility that things will only get worse in the future.
2 I _____ that countries could do a lot more to tackle climate change if they didn't spend so much on the military.
3 It would _____ that more and more species will die out unless we act quickly.
4 I very much _____ that we can do much to prevent earthquakes.
5 I'm afraid I can't _____ famine disappearing any time soon.
6 It would doubtless cost billions to _____ third world drought.
7 Experts are now in agreement and _____ the production of methane gases as one of the major causes of damage to the ozone layer.
8 When will it finally _____ to governments that we need to do more to save our planet?

B

region	subject to	forests	water	crop	climate	environmental
weather	wave	rain	land	agriculture		

1 _____ earthquakes/typhoons/floods
2 traditional/intensive/sustainable _____
3 fertile/barren/farming/uncultivated/grazing _____
4 _____ yield/failure/damage/production
5 severe/equatorial/temperate _____
6 humid/changeable/extreme/appalling/fine _____
7 urbanised/rural/underdeveloped/densely populated _____
8 primeval/coniferous/dense/tropical _____
9 fresh/salt/tap/flowing/bottled _____
10 torrential/driving/light/heavy _____
11 tidal/giant/huge/seismic _____
12 _____ hazard/issues/policies/damage

Part 2

1 Which of the problems mentioned in Part 1 are man-made?
2 Which do you consider the most serious environmental problems?
3 Which are the easiest ones to deal with/solve?
4 Which countries suffer from the above?
5 How do you think future generations will be affected by climate change?

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Extra listening lessons

Introduction

This section includes eight complete lessons providing students with additional listening practice. They are based on authentic audio materials, which are spontaneous, interactive and packed with features characteristic of natural speech such as:

- a relatively high pace,
- overlapping turns and interruptions,
- self-corrections,
- repetitions and rephrasing,
- discourse markers which:
  - make messages less precise or direct (e.g. *sort of, kind of, and stuff*),
  - fill pauses and buy time for the speaker to think about what to say (e.g. *like, you know*),
  - organise speech (e.g. *anyway, now, so, well*),
  - are responses to what the other speaker is saying (e.g. *exactly, lovely, okay, really, right, wow*),
- informal/spoken phrases.

The presence of these features gives the materials a real-world feel and adds an extra challenge that students at this level will surely enjoy. Some of the features, such as spoken phrases or discourse markers, are brought directly to students' attention to expand their vocabularies and to ultimately improve their communication skills.

The lessons are not directly connected with the units in the Student's Book or with each other, so they can be used separately at any point in the course. Each includes a worksheet with pre-, while- and post-listening activities and an audioscript, which students can follow while listening or where they can check the answers to exercises.

The audio materials for the lessons can be found on the Pearson English Portal.

Contents

Lesson	Language point	When to use	Time (minutes)
1 All things are difficult before they are easy	Listening, speaking, characteristics of spoken language	Any time	40
2 No pain, no gain	Listening, speaking, informal expressions used to talk about quantity, frequency and degree	Any time	40
3 Eat to your heart's content	Listening, speaking, vocabulary connected with food and eating	Any time	40
4 What's on the menu?	Listening, speaking, vocabulary describing the taste and texture of food	Any time	40
5 What's cooking?	Listening, speaking, vocabulary	Any time	40
6 Home tech	Listening, speaking, vocabulary connected with technology, spoken expressions for introducing ideas	Any time	40
7 Working – home and away	Listening, speaking, characteristics of spoken language	Any time	40
8 How to get away from it all?	Listening, speaking, vocabulary connected with going on holiday, spoken phrases	Any time	40

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1 All things are difficult before they are easy

Aim: to practise listening and speaking, to raise awareness of the characteristics of spoken language
Interaction: individual/pairs
Type of activity: matching, free speaking, answering questions, classifying, identifying
Time: 40 minutes
Materials: 1 worksheet per student, Track 1

In class: For instructions, see the worksheet.

Answers:
Exercise 1: **1** b **2** f **3** a **4** g **5** c **6** j **7** e **8** d **9** c/h **10** i
Exercise 3:
Dialogue 1: rather positive (playing the piano a good thing to be able to do, fond memories), but some negative aspects mentioned as well (no natural talent, sense of competition with others, felt forced to learn, hard work)
Dialogue 2: rather negative (intimidating, very hot, ninety minutes was too long, frustrating because a friend was so much better, strict teacher), but some positive aspects mentioned as well (starts easy, felt cleansed afterwards)
Exercise 4:
Playing the piano: having natural abilities for something, getting better at something, being made to do something
Doing hot yoga: finding something intimidating, a teacher being strict about something, pushing yourself to your limit
Both: being in competition with somebody
Exercise 5: **1** c **2** c **3** a **4** b **5** a
Exercise 6: or anything – b and stuff (like that) – b kind of – a and things like that – b

2 No pain, no gain

Aim: to practise listening and speaking, to practise informal expressions used to talk about quantity, frequency and degree
Interaction: individual/pairs
Type of activity: free speaking, answering questions, note-taking, identifying, gap-filling
Time: 40 minutes
Materials: 1 worksheet per student, Track 2

In class: For instructions, see the worksheet.

Optional follow-up: Ask students to work in pairs to talk about a sport or hobby they do or have done in the past. Tell them to describe: (a) how they got into the sport or hobby, (b) what it was like at the beginning, (c) what it was like later, (d) how they developed their skills and (e) what influence it has had on their lives.

Answers:
Exercise 2: **1** He has done gymnastics and freerunning. He's also a good runner. **2** He's had several injuries. For example, he twisted his knee and tore the meniscus.
Exercise 3:
How the man got involved in freerunning: He used to be a gymnast. He used to go to a circus space to do gymnastics but wanted to be able to do something outdoors. A friend told him about freerunning. He went to training sessions in a gym for a few months, where he did drills on the scaffolding and gymnastic horses to build his strength up.
The first move he did outside: a kong, which involves putting both hands on a solid object such as railings and jumping over it.
How he got the injuries: He got injured while doing simple things which take some precision. He hurt his knee while doing an underbar, which involves going under the railings and twisting your body.
Exercise 4: **1** loads of **2** an hour's worth of **3** a couple of times a week, a little while **4** pretty
Exercise 5: **1** an awful lot of **2** heaps of **3** much of/ an awful lot of **4** not much of an **5** precious little **6** the most of

3 Eat to your heart's content

Aim: to practise listening and speaking, to extend vocabulary connected with food and eating
Interaction: individual/pairs
Type of activity: brainstorming, answering questions, gap-filling, retelling
Time: 40 minutes
Materials: 1 worksheet per student, Track 3

In class: For instructions, see the worksheet.

Optional follow-up: Ask students whether they have seen either of the films from the recording and, if they have, what they thought of them. You may also ask them if they know any other films with a memorable scene involving food.

Answers:
Exercise 1: biscuits bubble gum cakes candyfloss chocolate crumpets flapjacks fudge ice cream ice lollies jelly beans (lemon) drops lollipops/lollies marshmallows meringues mints muffins pancakes pralines scones etc.
Exercise 3: They are greedy/gluttonous.
Exercise 4: **1** the Lost Boys **2** his imagination **3** (steaming) custards **4** mint sweets **5** floating in the air **6** the chocolate
Exercise 5: **1** digging, tucking **2** rubbing **3** stuffing **4** having **5** name **6** pluck **7** playing **8** carried **9** ends **10** suck

4 What's on the menu?

Aim: to practise listening and speaking, to extend vocabulary describing the taste and texture of food
Interaction: individual/pairs/groups of 3
Type of activity: predicting, note-taking, classifying, free speaking
Time: 40 minutes
Materials: 1 worksheet per student, Track 4

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In class: For instructions, see the worksheet.

Answers:
Exercise 1:
Dialogue 1: The speaker wanted to order a tuna pâté but the restaurant did not have it on the menu any more. She ordered a plain omelette with chips. She was upset and disappointed.

Dialogue 2: The speaker does not normally choose unusual dishes but ordered a snake steak out of curiosity. The meat turned out to be chewy, a bit like calamari. He found the experience interesting but would not order a snake steak again.
Exercise 3:
Taste: acidic, delectable, fiery, piquant, tangy, tart, zingy
Texture: doughy, fleshy, lean, leathery, spongy, succulent (can also refer to taste), tender

5 What's cooking?

Aim: to practise listening and speaking, to expand vocabulary
Interaction: individual/pairs
Type of activity: discussing, comparing, answering questions, gap-filling, free speaking
Time: 40 minutes
Materials: 1 worksheet per student, Track 5

In class: For instructions, see the worksheet.

Answers:
Exercise 2:
Dialogue 1: The speaker is very enthusiastic about cooking a roast dinner. It is a family tradition of which he is quite proud. He prepares roast dinner every two weeks and is very good at it (e.g. knows in what order to put the ingredients into the oven, how to make sure that the sweet potatoes are crisp etc.).
Dialogue 2: The speaker does not seem to be particularly fond of cooking. She did not have much experience of it when starting university. The spaghetti she tried to cook got burnt and had to be thrown away.
Exercise 3: 1 His love of cooking roast dinners. **2** He doesn't stuff it. **3** Roast potatoes, sweet potatoes, parsnips. **4** So that they are crispy but soft inside. **5** Rosemary, garlic, broccoli, carrots, cauliflower. **6** Pasta is easy to cook and is popular with students. **7** The spaghetti was sticking out over the side of the pan, on a gas heater. **8** She uses 'normal' or smaller pasta.
Exercise 4: 1 full **2** go, gross **3** forgo **4** timing **5** say **6** safe

Note: Roast meat is part of the traditional British Sunday lunch, also called Sunday roast or Sunday joint. It is a family meal typically eaten at one o'clock on Sunday afternoon. Many British pubs also have roast meat on their Sunday menu. The meat, most often beef, chicken or lamb, is typically served with Yorkshire pudding, a food made from flour, eggs, and milk. The side dishes also include gravy, roast potatoes and other vegetables.

6 Home tech

Aim: to practise listening and speaking, to extend vocabulary connected with technology, to practise spoken expressions for introducing ideas
Interaction: individual/pairs
Type of activity: free speaking, classifying, true or false, matching, writing a dialogue
Time: 40 minutes
Materials: 1 worksheet per student, Track 6

In class: For instructions, see the worksheet.

Answers:
Exercise 2:
1 TVs: aerial, box set, channel, delete, fast-forward, receiver, reception, rewind, signal
2 Phones: aerial, delete, get cut off, landline, receiver, reception, signal
3 Coffee machines: capsule, dregs, filter, granules, mesh, pot
Exercise 3:
Dialogue 1: mobile phones and landlines
Dialogue 2: filter coffee machines and capsule coffee machines
Exercise 4: 1 T **2** T **3** NM **4** F **5** T **6** F **7** F **8** NM **9** F **10** T
Exercise 5: 1 c **2** a **3** f **4** b **5** d **6** e

Note: Smart TVs (also called connected or hybrid TVs) provide access to the Internet, allowing viewers to watch Internet TV or use video streaming apps such as YouTube, among other things.

7 Working – home and away

Aim: to practise listening and speaking, to raise awareness of the characteristics of spoken language
Interaction: individual/pairs
Type of activity: gap-filling, answering questions, multiple choice, matching, guided speaking
Time: 40 minutes
Materials: 1 worksheet per student, Track 7

In class: For instructions, see the worksheet.

Optional follow-up: (1) Tell students that they are going to talk about a travel experience they have had. Ask them to take a few minutes to plan their talk. It should include information about something particularly impressive, beautiful, exciting etc. which they saw or did and something about a problem they encountered but managed to overcome. **(2)** Get students to work in pairs and share their experiences. While listening to their partners they should try to use as many phrases from Exercises 4 and 5 as possible.

Answers:
Exercise 1: miss out on work/a job be an entertainer get (much) time off get/be paid to do sth have every other day off be self-employed
Exercise 2:
Dialogue 1: The speaker wanted to travel but he did not want to be out of the UK for too long so that he could work. He combined travel and work by taking a job on a cruise ship.
Dialogue 2: The speaker is self-employed and is afraid of missing out on important jobs while being on holiday. She now takes last minute trips in her own country.
Exercise 3: 1 A **2** C **3** B **4** C
Exercise 4: 1 Wow **2** yeah **3** Oh, nice **4** exactly
Exercise 5: Oh no = What a shame **1** amazing **2** right **3** great, lovely, sweet **4** I agree

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8 How to get away from it all?

Aim: to practise listening and speaking, to extend vocabulary connected with going on holiday, to practise spoken phrases

Interaction: individual/pairs/groups of 3

Type of activity: discussing, matching, gap-filling, writing dialogues

Time: 40 minutes

Materials: 1 worksheet per student, Track 8

In class: For instructions, see the worksheet.

Optional follow-up: (1) Tell students to work in pairs and write three short dialogues about the three types of holiday listed in Exercise 1. They should use the expressions from Exercise 4. **(2)** Ask students to read their dialogues to another pair, who should then try to guess what type of holiday each dialogue describes.

Answers:
Exercise 2: Dialogue 1 – b Dialogue 2 – c Dialogue 3 – a
Exercise 3: **1** (friend's) sofas **2** financially **3** body, mind **4** petrol money **5** water sports **6** paid in advance **7** had a holiday **8** another/different planet **9** unreal
Exercise 4:
1 No way **2** literally **3** Sounds great **4** Like I say **5** you name it

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All things are difficult before they are easy

Listening, speaking and spoken language

1 Match beginnings 1–10 with endings a–j to make expressions used to talk about learning.

1 to have (piano)	**a** at something
2 to have natural	**b** lessons
3 to get better	**c** with somebody
4 to be made to	**d** yourself
5 to be in competition	**e** intimidating, frustrating etc.
6 to pick something	**f** ability/abilities
7 to find something	**g** do something
8 to push	**h** about something
9 to be strict	**i** by rote
10 to learn something	**j** up easily

2 Think of a learning experience you have had. Which of the expressions from Exercise 1 could you use to describe it? Plan what you are going to say and share with a partner.

3 Track 1 Listen to two dialogues and decide whether the speakers' learning experiences were positive or negative. Compare your ideas with a partner.

4 Track 1 Which of the following were mentioned by the speaker learning to play the piano, which by the speaker doing hot yoga, and which by both? Tick the right columns.

	Playing the piano	Doing hot yoga
having natural abilities for something		
finding something intimidating		
being in competition with somebody		
a teacher being strict about something		
getting better at something		
being made to do something		
pushing yourself to your limit		

5 Look at extracts 1–5 from Dialogue 1 in which some informal phrases have been highlighted. Match the extracts with purposes a–c for which these phrases are used. Then go to page 262 to check.

1 She trained at Royal Academy and she's, um, **you know**, really, really talented and good. ☐

2 She's got, **like**, a, a purpose built music room … ☐

3 Um, well, I was all right. I **sort of** played until grade seven, eight … ☐

4 I had to practise a lot because of my grandma **and all that kind of thing** … ☐

5 I would have chosen to do it myself **a bit** more rather than sort of felt **a little bit** like I was made to do it. ☐

a making the message less direct or precise
b stressing the fact that you are mentioning just one example from a much larger category
c filling pauses and gaining time to think about what to say

6 Look at Dialogue 2 in the script on page 262. Underline examples of other phrases similar to the ones from Exercise 5. Which category a–c do they belong in?

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All things are difficult before they are easy

Listening, speaking and spoken language

Dialogue 1

W1 = Woman 1 W2 = Woman 2

W1: And I've always played the piano since I was about four years old because my grandma is a piano teacher.
W2: Oh really?
W1: She trained at Royal Academy and she's, um, you know, really, really talented and good.
W2: Wow, she must be amazing.
W1: Yeah, she's really good. She's ninety-seven now and she still teaches the piano.
W2: Wow!
W1: She has one pupil. But still, you know, I think it's quite an achievement. [**W2:** Yeah.] But … So, when I was younger, um, I used to have piano lessons and for a short time my grandma used to teach me, but as you can imagine, you know, when you … Like, for example, when your mum or dad teaches you to drive, it's never a good, um, particularly good experience [**W2:** Yeah.] learning with, um, a relative.
W2: Too familiar.
W1: Yeah, exactly. So I think, um, I think she wasn't particularly impressed by my, um, natural abilities, 'cos I wasn't as good as her. So we, we tried but … She had in her garden, she's got, like, a, a purpose built music room [**W2:** Wow.] with an amazing grand piano in it that she inherited from her friend, and another normal piano that we used to play on.
W2: That's amazing.
W1: Um, yeah, so it was really, really good, but she had other pupils as well. Particularly I remember she had one called Daniel, who was amazing. And I always used to be, like, in competition with him 'cos he was the same age as me and, and, ah, he, um, he was much better than me.
W2: Was, was he her favourite?
W1: He was her favourite more than me. I wasn't ver- I wasn't ever a natural really. I think she is a bit disappointed …
W2: Did you get better at it, though?
W1: Um, well, I was all right. I sort of played until grade seven, eight, [**W2:** Oh, that's good.] so I … But, you know, I did it since I was four so, um, you know, it was more that I did hard work [**W2:** Yeah.] because I had to practise a lot because [**W2:** Because of grandma ...] of my grandma and all that kind of thing, yeah. I wonder if I would have enjoyed it more maybe if, if she hadn't been a piano teacher [**W2:** Maybe …] 'cos perhaps I would have chosen to do it myself a bit more rather than sort of felt a little bit like I was made to do it. Um, but no, I'm glad I learnt. [**W2:** Yeah.] It's a good thing to be able to do, definitely.
W2: And it's a nice memory.
W1: Yeah, exactly. And, um, yeah, we had lots of fun times playing together. My dad and I once made her a tape of me playing with my dad playing the violin for Christmas. We made it for my grandma. So I think she liked that.
W2: She loved that.
W1: Yeah, she liked that.

Dialogue 2

W1 = Woman 1 W2 = Woman 2

W1: My, ah, friend said to me, did I want to do, um, li- a hot yoga with her.
W2: Oh yeah.
W1: And I'd done normal yoga but not for, like, not very well and, I don't know, you know, I'm not an expert or anything. And, um, so I said, 'Yeah, okay', so we went along. And, um, I found it quite intimidating. It was, um, it's really, really hot for a start, and it's ninety minutes, and, um, you …
W2: That's a long time.
W1: Yeah, you have to do, like, start off, um, it started off quite easy because it's just sort of breathing and fairly easy moves and stuff.
W2: Okay.
W1: And my friend was really good, um …
W2: Had she been before?
W1: She had been before, yeah. And then, um, and then you just sort of carry, it carries on. Obviously you're getting hotter and hotter, and the moves are getting a little bit harder, um, and you only push yourself to your limit, but I found it quite frustrating 'cos my friend was doing really well, [**W2:** Yeah.] and I was thinking, 'Why aren't I, um, doing so', you know, 'doing as well as her?'
W2: Yeah.
W1: Um …
W2: I suppose she'd done it before, so …
W1: Yeah, she had done if before, but I just, I don't know … And it shouldn't be competitive, it isn't like that, but maybe because it's so hot, you're sort of almost frustrated as well. [**W2:** Yeah.] And I don't know, and the teacher was a bit, um, strict about when we could drink water [**W2:** Oh.] and stuff like that, which I thought was a bit weird. But, um, I kind of felt, ah, good afterwards, in a way that sort of cleansed and things like that, but I don't think I'd go back. My friend's gonna go back, [**W2:** Oh.] but I, I didn't really like it very much. I think I'll just do normal yoga.

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No pain, no gain

Listening, speaking and expressions for quantity, frequency and degree

1 Which of the following have you done? Tell your partner.

- do fitness training
- do freerunning
- do gymnastics
- rollerblade
- go to an outdoor gym
- do weightlifting
- break a bone
- tear cartilage
- pull a muscle
- twist your knee
- sprain your ankle
- dislocate your shoulder

2 Track 2 Listen to the dialogue and answer the questions.

1 What sports has the man done?
2 Has he had any injuries?

3 Track 2 Listen to the dialogue again and take notes on the topics below. Use the words provided to help you. Then compare your notes with a partner.

How the man first got involved in freerunning

The first move he did outside

How he got the injuries

gymnast
circus space
gymnastic horse
scaffolding
drills
railings

4 Look at extracts 1–4 and underline the expressions used to talk about quantity, frequency and degree. The numbers in brackets tell you how many expressions there are in each extract. Then go to page 264 to check.

1 I used to go to a circus space where we did loads of gymnastics … **(1)**
2 And, yeah, and then you do kind of an hour's worth of fitness training to get your strength up. **(1)**
3 I could only manage it kind of a couple of times a week, so it took a little while to build up. **(2)**
4 So, ah, yeah, that was pretty painful. **(1)**

5 Use the expressions in the box to complete the sentences. Some expressions might fit more than one sentence.

precious little	the most of	heaps of	much of	not much of a/an	an awful lot of

1 I must admit I don't have _____ experience.
2 I've broken a bone _____ times.
3 As an injury-prone professional footballer I've spent _____ my time in the fitness room.
4 I'm _____ athlete to be honest.
5 I've had _____ time to get fit so it's inadvisable to put me in the team.
6 When you're frequently injured, you need to make _____ any opportunity you get.

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No pain, no gain

Listening, speaking and expressions for quantity, frequency and degree

W = Woman M = Man

W: So do you, do you say you do freerunning?
M: Yeah, yeah, yeah, it's sometimes called parkour. That's, like, the French, [**W:** Oh right.] the French name for it, but, yeah, over here we kind of call it freerunning or parkour or …
W: Is it the same thing?
M: Yeah. Basically, basically.
W: All right, okay. So, like, how did you get into that?
M: Well, it was, I used to be a gymnast, [**W:** Oh.] so it kind of came from, from doing that as a kid.
W: Oh wow.
M: Um, I learnt gymnastics at school, and I used to go to a circus space [**W:** Oh yeah.] where we did loads of gymnastics [**W:** I know.] and that sort of stuff. Um, but then one day I kind of thought, 'Actually I want to be able to do something that I can do anywhere, [**W:** Yeah, yeah.] that I can just kind of do where I live, or in the centre of London, or, yeah, just anywhere really.' So I, I, I was chatting with a mate and he said, 'Oh, I'm doing this parkour thing'.
W: Yeah.
M: And at the time I didn't know what it was. So, um, so I went along …
W: So did he teach you?
M: No, you kind of go to a training session, [**W:** Oh right.] so it's in a big … You can do it indoor- you start indoors [**W:** Yeah.] and it's in, like a gym, like you, like you would have at school.
W: Okay, yeah.
M: And there's lots of kind of big mats and, ah, and horses, you know, like, gymnastic horses.
W: Oh yeah, yeah, yeah.
M: And boxes and all sorts of things. Scaffolding, they erect scaffolding so you can use that. And yeah, and then you do kind of an hour's worth of fitness training [**W:** Yeah.] to get your strength up 'cos obviously you need quite a lot of strength to do it.
W: Yeah.
M: Um, and then once you've done, you do various drills on the scaffolding and on the horses and …
W: So when did you first go outside and do it properly?
M: I think I trained indoor for probably about, ah, probably a couple of months, maybe …
W: Okay, every day or …
M: No, no, no, I could only manage it kind of a couple of times a week so it took a little while to build up.
W: Yeah.
M: Um, but then, once you've got the basic skills, [**W:** Yeah.] you literally can just take it anywhere, and it's just brilliant.
W: So when you first went outside, what did you do? What was the first thing that you did outside?
M: Um, probably what's known as a kong, which is …
W: What's that?
M: … which is basically if, if you're approaching like a horse or something like that, [**W:** Yeah.] that's got a solid, has got a solid mass, and you put both hands, um, onto the object that you're about to jump over [**W:** Yeah.] and your legs go through your hands.
W: Oh okay.
M: So, yeah, if you can picture that.
W: So would you do that on a real horse?
M: No, no, like a gymnastic horse, yeah.
W: Oh right.
M: No, when I've been saying horse, it's a gymnastics horse.
W: Oh okay.
M: Yeah, it's more on kind of solid objects so, like, you could do it over, like a, um, you know, like a railing or something. [**W:** Yeah.] You could do it over that.
W: Oh yeah. So have you ever hurt yourself?
M: Yes, unfortunately I have, I've had a couple of injuries, but stu- funnily enough though, the injuries have come from doing really simple things that have taken sort of precision …
W: Oh right.
M: … as opposed to big leaps, you know.
W: So what have you done?
M: Well I hurt my knee once, but it was doing what's known as an underbar, which is basically when you've, when you've got … Again if you've got railings, and instead of going over it, you go under it, [**W:** Yeah.] but it involves twist- a lot of twisting [**W:** Oh okay.] and I twisted my knee and actually tore my meniscus, which is a bit of cartilage in your knee.
W: Oh no.
M: So, ah, yeah, that was pretty painful.
W: So did that mean you couldn't do freerunning for a while?
M: Yeah, I was out for a while. And I've actually since had …

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Lesson 3

Eat to your heart's content

Listening, speaking and vocabulary connected with food and eating

1 In pairs, brainstorm as many sweet things as you can to add to the list below.

custard doughnuts gobstoppers jelly pies

2 In pairs, answer the questions below.

- Which of the things do you like to eat?
- Would you say you have a sweet tooth?

3 Track 3 **Listen to two speakers describe clips involving food from the films *Hook* and *Charlie and the Chocolate Factory*. Decide what the characters' attitude to food is.**

4 Track 3 **Listen again and complete each gap with a short phrase.**

Speaker 1

1 Peter is having his meal with _____.

2 One of the boys advises Peter to use _____ if he wants to eat.

3 Peter thinks of pies, jelly, doughnuts, chicken and _____.

Speaker 2

4 In Willy Wonka's factory, the grass is actually _____.

5 In the factory, you can help yourself to sweets which are _____.

6 Augustus Gloop gets taken away by a pipe which takes _____ to the factory.

5 Complete extracts 1–10 with the correct forms of the verbs in the box. Then go to page 266 to check.

carry dig end have name play pluck rub stuff suck tuck

1 … they're, like, proper, like, _____ **in** and _____ **into** their food …

2 These guys are like _____ **their lips** …

3 … it all appears in front of him, and he's _____ **his face** …

4 They end up _____ this amazing **food fight** …

5 … doughnuts and chicken and sort of steaming, ah, custards and **you** _____ **it**.

6 … gobstoppers and floating, um, sweets that you can _____ **out** of the air …

7 So they all go to this room and, um, are enjoying it and _____ **around** …

8 But then there's a fat boy called Augustus Gloop and he **gets a bit** _____ **away** …

9 … he tries to drink all the chocolate from the, um, chocolate river from the waterfall, and he _____ **up** falling in.

10 There's these, um, sort of, um, flute things that _____ the chocolate **up** …

6 Work with a partner. Use the extracts from Exercise 5 to help you retell the two scenes.

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Eat to your heart's content

Listening, speaking and vocabulary connected with food and eating

Speaker 1

W1 = Woman 1 [W2 = Woman 2]

W1: I love the scene in the film *Hook* where, um, Peter Pan, obviously, like, old Peter Pan, who hasn't been to Neverland for ages, um, he's with the Lost Boys and they're all eating. They're like around the table and they're all meant to be having this amazing meal. And all the Lost Boys are sitting there and they're, like, proper, like, digging in and tucking into their food, absolutely loving it.

And Peter sat there going, 'What's going on? There's nothing on the table.' And he's, like, got his plate there and he's just thinking, 'These guys are, like, rubbing their lips and, "Oh this is so lovely"', and then one of them turns to him and he's like, 'You've gotta use your imagination Peter.' And, um, so he's like, 'What?'

And so he obviously remembers or something, and he sits there and he remem- he, like, thinks of, of pies, and jelly and, um, doughnuts, and chicken, and sort of steaming, ah, custards, and you name it. He thinks of it all, crazy colours and everything. And then once he's imagined it, it, it all appears in front of him, [**W2:** Oh.] and he's stuffing his face and absolutely loving … They end up having this amazing food fight. It is such a good bit of the film. It's, like, it's almost my favourite bit, really love it.

Speaker 2

W1 = Woman 1 [W2 = Woman 2]

W1: So there's a scene in *Charlie and the Chocolate Factory* which, um, is just after they've all got their golden tickets and they've got to the factory. And, um, they've gone in, they've met Willy Wonka, they're all really excited. And the first room they go into is this amazing room, and I wish you could have it in real life, where the grass is made of, like, mint sweets, the wallpaper is all … You can lick it and it all tastes of, um, you know … If they have, like, a fruit on the wallpaper, it will taste of the fruit that the picture's of.

And they've got a, um, a river which is made of chocolate, [**W2:** Oh wow!] um, with waterfalls all made of chocolate. And they have flowers which are, um, like sort of, ah, gobstoppers and floating, um, sweets that you can pluck out of the air, so it's amazing.

So they all go to this room and, um, are enjoying it and playing around. But then there's a fat boy called Augustus Gloop and he gets a bit carried away, and he tries to drink all the chocolate from the, um, chocolate river from the waterfall, and he ends up falling in. And, um, the- there's these, um, sort of, um, flute things that suck the chocolate up to take it to the factory bit, and he gets sucked up to one of them and stuck in the tube. [**W2:** Oh no.] So, um, yeah, so then he, ah, has to finish the competition for being too greedy.

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Lesson 4

What's on the menu?

Listening, speaking and vocabulary describing the taste and texture of food

1 Track 4 **You will hear two speakers talking about their restaurant experiences. In pairs, look at the table and the list of words in Exercise 2. Try to predict:**

- what expectations each speaker had,
- what happened in the restaurant and what they ordered,
- how they felt about the experience.

Then listen and check.

2 Track 4 **Listen again and take notes. Then work with a partner. Use your notes to retell each story.**

1 A vegetarian, a posh French restaurant	**2** A European tourist, a restaurant in the Dominican Republic

calamari
capers
chewy
ciabatta
omelette
plain
rubbery
snake
steak
tuna pâté

3 Look at the list of adjectives which describe the taste or the texture of food and put them into the right categories. If necessary, use a dictionary to help you.

acidic	delectable	doughy	fiery	fleshy	lean	leathery
piquant	spongy	succulent	tangy	tart	tender	zingy

TASTE		TEXTURE	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____		_____	

4 Prepare to talk about an interesting eating experience you have had. Spend 3–4 minutes planning your talk. Try to use some of the adjectives from Exercise 3. Then work in groups of three and tell your stories. Decide whose experience was the most interesting and report back to the class.

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What's on the menu?

Listening, speaking and vocabulary describing the taste and texture of food

Speaker 1

W1 = Woman 1 [W2 = Woman 2]

W1: Um, I went to a restaurant the other day, um, because I had a day off, and I'd had it planned for ages but I wanted to go to this restaurant and have … They have this like tuna pâté thing. It's really, really nice. So it's tuna with mayonnaise and, like, um, sort of capers and stuff like that, and then that you get with, like, a ciabatta bread.
And so I went to this restaurant to have it, and I got there, and they didn't have it on the menu any more. [**W2:** Oh no.] And I was so upset. Because I'm a vegetarian, there's not very many options I can have. So anyway, so I thought, 'Oh I won't make', you know, 'I won't make a fuss about it', 'cos we could have gone somewhere else, but I thought it's a bit weird if we've sat down and stuff. So I had a look at the menu and there wasn't anything I really liked because it's a French restaurant, so they mainly only have, um, meat really. **[W2:** Yeah.] So, um, in the end I ended up having this, like, omelette thing, which was just, um … So everybody else was having this really nice, like, steak and things like that, and I ended up having this omelette. Just a plain omelette with some, um, chips. And because it's, ah, quite a posh restaurant, they didn't even have ketchup [**W2:** Oh.] or anything like that, so I ended up having a dry omelette and some chips. And I was so disappointed [**W2:** Oh no.] 'cos I'd been looking forward to it for all week 'cos it's my only night off and I thought, 'Ah, have a nice meal', but never mind.
So, um, hopefully next time I go back they'll have it back on the menu.

Speaker 2

M = Man [W = Woman]

M: So I was on holiday in the Dominican Republic, and we went to get some food, and normally I'm a bit of a fussy eater, so I won't go for the, you know, something too outrageous. And then, this one day there was a special on in the restaurant I was at, and it was a snake steak. And it was more of a intriguing thing than it was, 'Oh I definitely really wanna eat a snake', ah … And there was me and my friend, so I ordered the snake steak, and it came, and it didn't look like a snake. And it wasn't a whole snake, but it was, like, a piece of snake, and it had been cooked and it, it had, like, the same, like, chewy texture as, like … [**W:** Calamari?] It was like squid, cal- yeah, calamari, like, a rubbery kind of, like, chewy …
I wouldn't have it again, but it was a, it was something really interesting just to say I've eaten a snake.
[**W:** Yeah.]

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Lesson 5

What's cooking?

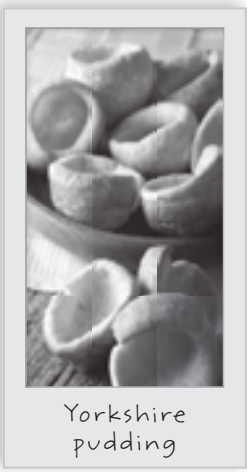
Listening, speaking and vocabulary connected with cooking

1 In pairs, look at the photos below and discuss the questions.

- Have you cooked or eaten any of these dishes?
- Which do you think would be easy/difficult to prepare?
- For which type of occasion would they be suitable, e.g. having friends over?

Roast parsnips with rosemary

Gravy



Yorkshire pudding

Sausage stuffing

Classic tomato spaghetti

2 Track 5 **Listen to two people talking about preparing meals. How do the two accounts differ? Think about:**

- each person's attitude towards cooking,
- their cooking experience,
- the outcome of their efforts.

3 Track 5 **Listen again and answer the questions.**

Dialogue 1

1 What does the man say he inherited from his father?
2 What doesn't he do with the chicken?
3 In what order does he put the following into the oven: sweet potatoes, roast potatoes, parsnips?
4 Why, according to the man, do they need to be parboiled first?
5 As well as potatoes and parsnips, what other ingredients does he mention?

Dialogue 2

6 Why did the woman decide to cook pasta?
7 Why did the pasta catch fire?
8 What type of pasta does she prefer to use now?

4 Complete extracts 1–6 with the words in the box. Then go to page 270 to check.

forgo	full	go	gross	safe	say	timing

1 … just create this kind of stuffing delight, which is just _____ **of flavour** …
2 … if you cook sweet potatoes for too long they just _____ **black** and they crisp really quickly and they're _____.
3 … I would probably _____ the potatoes **for** parsnips …
4 … 'cos the thing with roast is **it's all about the** _____.
5 … it was completely black and ruined and so, **needless to** _____, I, I couldn't eat it.
6 I just cook the normal pasta, you know, the, the smaller ones, **just to be on the** _____ **side**.

5 Think about your favourite meal. How do you prepare it? Tell your partner.

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What's cooking?

Listening, speaking and vocabulary connected with cooking

Dialogue 1

M1 = Man 1 M2 = Man 2

M1: So something I look forward to on a weekly basis, well, on a fortnightly basis, is a roast dinner.
M2: Mm, me too.
M1: I absolutely love cooking a roast dinner. And it's something I've inherited I think from my father, actually. He was always the cook in my family. And there's something about the smell of a roast dinner cooking, all those different flavours. Um, and I kind of go to town a bit with a roast. So, um, I'll have a roast meat – it will normally be chicken. Um, but then I'll also do things like stuffing, so I'll mix sausage meat with lots of herbs, fresh herbs, and just roll it all in, and just create this kind of stuffing delight, [**M2:** Nice.] which is just full of flavour. Um, I tend to cook it separately as well, I don't actually stuff the chicken. So I'll cook it in a separate dish. So you've got your chicken, you've got your stuffing. Then I'll do quite a big selection of vegetables – some roasted, some fresh. Generally I'll have roasted potatoes obviously. Then I'll also do roasted sweet potatoes, which are quite tricky because they take a lot less time than roasted potatoes …
M2: To cook.
M1: To cook, yeah. If you cook sweet potatoes for too long, they just go black and they crisp really quickly and they're gross. So you have to put the, um, roast potatoes in first, then the sweet potatoes, and then, finally, my favourite, roasted parsnips. Amazing. Now, all of these have to be parboiled before you start, so you have to boil them up 'cos then you get the crispiness and the soft inside.
M2: I love a parsnip.
M1: There you go, yeah. Fav- I would probably forgo the potatoes for parsnips …
M2: Yeah, me too.
M1: … which I know is controversial, but that's me. So yeah, so we've got the chicken in the oven, that goes in first. 'Cos the thing with roast is, it's all about the timing. So the chicken or the meat, whatever it is, goes in first, then the stuffing, 'cos that takes a similar amount of time, then the roast potatoes …
M2: Then the sweet potatoes.
M1: … then come the sweet potatoes, then come the parsnips. Okay, so all that's cooking in the oven … Often, as well with the roast potatoes, I'll often put fresh rosemary and bits of garlic just to give it a real flavour. Um, then while all that's cooking, then you concentrate on the, ah, fresh vegetables, which I'll often have – broccoli, carrots, cauliflower, all the things like that. And then the final thing is the gravy.
M2: What about the Yorkshire pudding?
M1: Well, Yorkshire pudding … But only not with chicken necessarily.
M2: Oh come on.
M1: It's all about the gravy.

Dialogue 2

W1 = Woman 1 W2 = Woman 2

W1: So, when I first moved to university, I hadn't really had much experience of cooking. So I decided I was gonna cook some pasta 'cos, you know, that's an easy thing to cook [**W2:** Yeah.] and all students know how to use, cook pasta a lot. [**W2:** Yeah.] So okay, fine, so I'm gonna cook some pasta. So I got some spaghetti, but my problem was that I'd put it in a pan that was quite small, and obviously spaghetti's quite long, and before it's gone into the water, it's obviously hard.
W2: Yeah.
W1: So the spaghetti is, like, sticking out over the side of the pan, on a gas heater. Anyway, put it on, left it. When I came back, um, I started to smell, like, burning and things and, ah, and I realised that the pasta had caught on fire on the, [**W2:** Oh no.] um, flames from below the hob, the sticking out pasta. So anyway, um, it was alright, I just, like, pushed it down into the pan and it went out, ah, but then it was completely black and ruined and so, needless to say, I, I couldn't eat it.
So I … Since then I've always been worried about cooking spaghetti, um, so I either make sure I use a very, very big pan or I just cook the normal pasta, you know, the, the smaller ones, [**W2:** Yeah.] just to be on the safe side.

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Lesson 6

Home tech

Listening, speaking, technology vocabulary and introducing ideas

1 Think of a new gadget that you bought recently. What did it replace? In what ways is it better or worse than what you had before?

2 In pairs, sort the words and phrases in the box into three categories. Some may go into more than one category. Then decide which everyday item each group of words refers to.

aerial	box set	capsule	channel	delete	dregs	fast-forward	filter	get cut off
granules	landline	mesh	pot	receiver	reception	rewind	signal	

Everyday items	Words and phrases
1	
2	
3	

3 Track 6 **Listen to two dialogues and decide which everyday items from Exercise 2 are discussed.**

4 Track 6 **Listen again. Are the statements true (T), false (F) or do they refer to information not mentioned (NM)?**

Dialogue 1

1 People used landline phones more in the past because they were cheaper for making calls. **T / F / NM**
2 The woman's landline phone bills were usually paid by somebody else. **T / F / NM**
3 Landline phones are becoming more popular again in the UK due to better signal reliability. **T / F / NM**
4 Only close friends and family tend to make calls via landline phones. **T / F / NM**
5 Both speakers are concerned about the health aspects of using mobiles. **T / F / NM**

Dialogue 2

6 Both speakers say they prefer coffee from filter coffee machines rather than capsules. **T / F / NM**
7 Both speakers regard having a special type of coffee as a kind of treat. **T / F / NM**
8 The speakers agree that going to coffee shops is a good social activity. **T / F / NM**
9 Both speakers agree that filter machine coffee tastes just as good as capsule machine coffee. **T / F / NM**
10 The woman who owns a filter coffee machine fails to be persuaded into buying a capsule one. **T / F / NM**

5 The dialogues contain a lot of informal language used for introducing ideas. Look at the extracts and match sentence beginnings 1–6 with endings a–f. Then go to page 272 to check.

1 But I'll tell you **what's interesting now** …	**a** … **how** it's kind of flipped back to the old faithful of landlines?
2 So **isn't it weird** …	**b** … **thing is**, I often end up drinking too much coffee …
3 Yeah, **well**, it's …	**c** … **is that** my mobile phone signal at home is so bad that people call me and I say, 'Oh, ring the landline.'
4 **The only** …	**d** … **wouldn't want is** one of those …
5 But you know, **what I** …	**e** … **what else**, though. I find my, my ear gets so hot talking on the mobile …
6 **I'll tell you** …	**f** … like a mesh, so you put the coffee in …

6 In pairs, write a short dialogue comparing smart TVs to traditional TVs. Use the words from Exercise 1 and the expressions from Exercise 5. Then practise your dialogue and act it out.

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Home tech

Listening, speaking, technology vocabulary and introducing ideas

Dialogue 1

M = Man W = Woman

M: So obviously you own a mobile, yeah?
W: Yeah, of course.
M: But do you have a landline as well, though?
W: Yeah, I do actually, but I never …
M: Do you? Do you ever use it?
W: No, never.
M: It's weird, isn't it?
W: Yeah.
M: Like, I remember when I was younger, you'd never phone a mobile [**W:** No.] 'cos it was so expensive. [**W:** Yeah.] So you'd always phone the landline [**W:** Yeah.] and then you'd end up calling the mobile.
W: I remember, um, when I first got my mobile, [**M:** Yeah.] you'd just, you'd use it for texts, you know. [**M:** Yeah, totally.] That was it, never a call. [**M:** Yeah, yeah, yeah.] If you were gonna call someone, it'd be the landline.
M: But your folks probably paid for it then, didn't they, so …
W: Yeah, that's probably why. Yeah, that's true.
M: But I'll tell you what's interesting now is that my mobile phone signal at home is so bad [**W:** Oh really?] that people call me and I say, 'Oh, ring the landline.'
W: Oh right, that is …
M: So isn't it weird how it's kind of flipped back to the old faithful of landlines?
W: Yeah, I, I think it's good to have one because, you know, [**M:** Yeah, definitely.] if the phone signal did go down [**M:** Yeah, yeah, yeah.] or whatever, if your phone broke [**M:** Yeah.] or something, it's good to have it. But I just … Mine just annoys me because people just call … The only people that call my landline is, like, salesmen and, [**M:** Oh really?] and things like that, so I never answer it, ever.
M: Yeah, it's true. I think it's only my parents that have got my la- … [**W:** Yeah.] I don't think any of my mates have got my landline.
W: Yeah, you can know, if it's in the evening, it might be your parents, [**M:** Yeah.] but if it's during the day, don't answer.
M: I'll tell you what else, though. I find my, my ear gets so hot talking on the mobile, yeah.
W: On your mobile phone. Yeah, me too.
M: Whereas it never happens on a landline …
W: Mm, that scares me.
M: … so that, there must be something going on there …
W: Radiation, that worries me …
M: Yeah, it is weird.
W: … that there might be radiation in your phone.
M: Anyway, good to see you.
W: Yeah, yeah, you too …

Dialogue 2

W1 = Woman 1 W2 = Woman 2

W1: Do you have a coffee machine?
W2: Um, yeah, I have a filter coffee machine, which I absolutely love. It's, um, it just makes simple filter coffees …
W1: Is it the ones with the, like, piece of pa- paper in it that filters …
W2: Yeah, well, it's like a mesh, so you put the coffee in … Well, you can buy really nice coffees from wherever, just put a few spoonfuls in, put some water in, and it makes a whole pot. It's amazing. The only thing is, I often end up drinking too much coffee [**W1:** Yeah, it's easy.] 'cos I have a whole pot. But you know, um, what I wouldn't want is, um, one of those ones that you use capsules …
W1: Oh, I love those.
W2: Do you? Oh, I see, I …
W1: Why wouldn't you want it?
W2: I wouldn't want one because for me, I like having a sort of black coffee or a coffee with a bit of milk in the morning, [**W1:** Yeah.] but if I was gonna go for a speciality coffee, a latte or a cappuccino, whatever, um, I'd, I wouldn't want to have that at home all the time. I think that's like a treat that I'd like to go out for to a coffee shop.
W1: Yeah, but when you've got it at home it's … You don't have to make the trek to go to the coffee shop, [**W2:** Yeah.] you don't have to pay all the money, [**W2:** But …] 'cos you can get all the capsules, and they cost as much as a c- as one coffee.
W2: Well, actually, they're quite expensive.
W1: They're expensive but I promise you they … It all, it adds up.
W2: Yeah, that's true I suppose, but by the time you've bought the machine, the capsules, I, I … For me, I don't think they taste as nice either.
W1: Oh, I do.
W2: So I think …
W1: I think they're amazing. But what about with the filter, um, coffee machine? Isn't it really messy?
W2: Um, no, not at all. You just, you put the granules in the, um, mesh bit, [**W1:** Yeah.] and then the water in, and then at the end you've got sort of like soggy coffee granules, [**W1:** Yeah.] which you just throw in the bin.
W1: But isn't there more cleaning of the whole [**W2:** Um.] machine and stuff?
W2: Not really.
W1: Because with the pods you, there's just the pod and there's no, there's no granules, there's no mess, there's no [**W2:** Yeah.] kind of … I just think for ease and, and variety and stuff, it just, they're just so good.
W2: Um hm, I don't, I don't think I'd want one, but you should get one.
W1: Well, everyone's different.
W2: Exactly.

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Working – home and away

Listening, speaking and spoken language

1 In pairs, complete the following expressions with *be*, *get*, *have* or *miss*. Then discuss how each of them might be used in relation to someone who (a) works on a cruise ship and (b) works freelance.

_____ out on work/a job
_____ (much) time off
_____ every other day off
_____ an entertainer
_____ paid to do sth
_____ self-employed

2 Track 7 Listen to two dialogues in which people talk about working and travelling. What problem does each of them mention? How have they managed to solve it?

3 Track 7 Listen again. For questions 1–4 choose the correct answer A–C.

Dialogue 1

1 Which of the following does the man mention as being a negative aspect of the entertainer job?
A coping with rough weather
B working one day on, one day off
C working evenings

2 Which of the places has the man NOT visited yet?
A Dubrovnik in Croatia
B Havana in Cuba
C Corfu in Greece

Dialogue 2

3 The woman says she finds last-minute holidays less stressful because:
A she does not need to feel guilty about not going on a diet.
B they are significantly easier to plan for.
C she can easily take her work with her.

4 Which of the following does the woman mention as a benefit of travelling in your own country?
A It's more convenient when choosing a camping holiday.
B It's a good opportunity to catch up with family and friends.
C It's good to explore your own country.

4 Read the information below and complete the responses in extracts 1–5 with the expressions from the dialogues. Then go to page 274 to check.

While listening to somebody we can use certain expressions to show we are interested, surprised, sympathetic etc. For example:
W1: So I'm self-employed and, um, about two years ago I nearly missed out on a really big job because I was on holiday for a week.
W2: **Oh no**! (*to show sympathy*)

1 **M1:** So I put the two together, and I got myself a job working on a cruise ship.
M2: **W**_____ ! (*to show surprise or amazement*)
2 **M1:** So my first one, um, was going around the Red Sea. So I saw Egypt …
M2: Egypt, **y**_____. (*to show you are listening*)
3 **M1:** Um, I then did another one that went around the Caribbean …
M2: **O**_____ , **n**_____ ! (*to show approval*)
4 **W2:** … and there's not the stress of the travel.
W1: Well, **e**_____ . (*to show agreement*)

5 Look at the expressions in the box. Which can replace the ones in Exercise 4?

amazing	great	I agree	lovely	right	sweet	what a shame

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Working – home and away

Listening, speaking and spoken language

Dialogue 1

M1 = Man 1 M2 = Man 2

M1: A few years ago I really wanted to go travelling with my friends around Thailand, that kind of area, 'cos I know a lot of my friends have done it before.
M2: Nice.
M1: But I didn't want to be out of the UK too long to miss out on work. So I put the two together and I got myself a job working on a cruise ship.
M2: Wow!
M1: Um, and I've done it for, like, the last three years now, and it's enabled me to see some of the most incredible places in the world. So my first one, um, was going around the Red Sea. So I saw Egypt, [**M2:** Egypt, yeah.] um, Jordan, Safaga, Sokhna. So I went to, um, I saw some amazing, like, 'wonders of the world'. I went to the pyramids, [**M2:** Wow!] I went to Petra, I went to the [**M2:** Mm, Jordan?] the Dead Sea [**M2:** Yeah?]. Yeah. Um, so, like, it gave me a chance to travel and everyone thinks, 'Oh but you don't really get much time off', but I, I had like every other day off. [**M2:** Amazing.] So I work one day, [**M2:** Yeah, yeah, yeah.] then have a day off. Um, I then did another one that went around the Caribbean, [**M2:** Oh, nice.] and it was always, like, a dream of mine to. I didn't know how I'd be on sea, [**M2:** Yeah, yeah.] you know, like, in the evenings and things, like, it gets, it can get rocky being on the sea, [**M2:** Yeah.] but it's just, like a floating resort, and there's nothing more exciting than waking up in [**M2:** In a new place …] a new place every day.
M2: Wow!
M1: So I did the Caribbean one, the one with crossing over. I did like Croatia, Dubrovnik, and an overnight in Cuba, in Havana, [**M2:** Wow!] and Bermuda. And then I was in the Caribbean then for four months. [**M2:** Amazing.] And then I was in Barbados, Antigua, Saint Lucia, Saint Martin.
M2: Wow! And when do you actually work?
M1: So, you work in the evenings. We do, like, two shows a night. But for me my job as … I was an entertainer on board the ship, so I was just, you know, getting paid to see the world and do what I love to do. [**M2:** Great.] Ah, I've just got a new, another cruise as well.
M2: Oh, well done!
M1: So I start soon and I'll, I'll be going to, ah, I've an overnight in Venice every week, [**M2:** Lovely.] um, Saint-Tropez, Monte Carlo, ah, Corfu in Greece, so I start that soon. But it's just the best way to …
M2: See the world.
M1: Yeah, 'cos I wanted to go travelling and I've managed to do it more than I thought I ever could.
M2: Getting paid to do it.
M1: Yeah, without spending a lot of money and waking up in a new place every single day.
M2: Good man.

Dialogue 2

W1 = Woman 1 W2 = Woman 2

W1: So, I'm self-employed and, um, about two years ago I nearly missed out on a really big job because I was on holiday for a week.
W2: Oh no!
W1: So ever since then I've been really, um, worried about going on holiday because I don't want to get myself into the same situation again.
W2: Yeah.
W1: So, um, I haven't been on holiday for, um, a couple of years now, um, abroad. But what I've done instead is sort of last minute breaks away in the UK. In fact, I did go to France but it was, like, booked it the day before, you know, last minute, um, booked on the Eurostar* and really easy to go.
W2: Yeah.
W1: And I've found that it's taken so much of the stress out of going away, because often when you go on holiday you spend weeks and weeks planning it [**W2:** Yeah.] and, you know, dieting and getting so stressed out about …
W2: If you're staying at home, do you, um, feel that you should be working?
W1: Um, not … If I were to stay at home home, I would, but if I go … [**W2:** So you have a holiday …] I've been going away sort of, like, maybe to, um, somebody who lives in the countryside to visit them or, you know, to, um, to, like, Cornwall or …
W2: What kind of stuff do you do when you're there?
W1: Um, so I've been, um, camping. I went to this really amazing place where we went camping in and it was, like, teepees, [**W2:** Wow!] and they had, like, a lake you could swim in and things like that, and that was really, really nice. I went to Wales for three days and stayed with my friend's grandparents there, and her of course.
W2: Does it make you appreciate, like, the UK more?
W1: Um, yeah, I think so because I think that there's so much of the UK that you haven't seen, you know. Like, I've never been to Ireland and that's ridiculous because … And yet I've been, you know, half way across the world to all these places. And actually there's loads of the UK that, that you haven't seen, so it's quite good to give yourself an opportunity to do that [**W2:** Yeah.] first maybe. [**W2:** Yeah.] Um, but also I just think it's quite nice 'cos it takes the … It makes you feel a bit more spontaneous, it takes the stress out of planning, like, you know, two week holiday every summer.
W2: And there's not the stress of the travel.
W1: Well, exactly. Yeah. Yeah.

* the railway service between London and France or Belgium, using the tunnel under the English Channel

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Lesson 8

How to get away from it all?

Listening, speaking, holiday vocabulary and spoken phrases

1 Work in groups of three. Look at the phrases in the box below and use them to talk about:

- an untypical holiday you have had,
- your typical holiday,
- your dream holiday.

to have a barbie	**to trek through the jungle**	**to lie on the beach**
to drive a camper van	**to hook up with other people**	**to get treatments**
to go to a spa	**to take a gap year**	**to rock up at places**
to do the Inca trail	**to do mountain treks**	**to go all-inclusive**
to go surfing	**to stay with mates/family**	**to do fitness**
	to travel around	

2 Track 8 Listen to three dialogues and match them with the type of holiday the speakers describe.

Dialogue 1	**a** a specific holiday the speaker has had
Dialogue 2	**b** the speaker's typical holiday
Dialogue 3	**c** the speaker's dream holiday

3 Track 8 Listen again and complete sentences 1–9 with a word or a short phrase.

Dialogue 1

1 The surfer tends to sleep on _____ or in his camper van.
2 He likes this type of life because he feels free as a person as well as free _____.
3 He says the best feeling is one of complete freedom of _____ and _____.
4 The surfer prefers staying in the UK because the only cost is _____.

Dialogue 2

5 At the spa, the speaker says you can do activities such as yoga and a range of _____.
6 You can do as many activities as you like because everything is _____.
7 When you get home, you tend to really feel like you've _____.

Dialogue 3

8 The gap-year student describes Peru as being like _____.
9 Being up a snowy mountain one day and in a tropical jungle the next is described as being _____.

4 Complete extracts 1–5 with the expressions in the box. Use the clues in brackets to help you. Then go to page 276 to check.

literally	**sounds great**	**like I say**	**you name it**	**no way**

1 **M1:** And I basically kind of surf and sofa surf so …
M2: _____! (*expressing surprise*)
2 You know, you can _____ just go wherever you want … (*emphasising a verb or noun phrase which is about to be mentioned*)
3 **M1:** … and it's just the idea of kind of being completely free, you know.
M2: _____. (*agreeing with an idea or statement*)
4 _____, I'll often rock up and stay at friends' houses … (*repeating what has just been said*)
5 You can do, um, sort of body pump, all the, like, _____, you can do it. (*emphasising that there are many things to choose from*)

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How to get away from it all?

Listening, speaking, holiday vocabulary and spoken phrases

Dialogue 1

M1 = Man 1 M2 = Man 2

M1: So, what I like to do, um, I've done it for a few years now actually over, like, the summer when it's just beautiful weather, fingers crossed, in this country, [**M2:** Yeah.] is I just head down to, like, sort of Devon and Cornwall, where I've got some family, actually.
M2: Oh, right.
M1: And I basically kind of surf and sofa surf so …
M2: No way!
M1: Yeah, it's really cool. I just, um, I stay with mates, I stay with family, I've also got, like, a camper van, so I just rock up at places, go surfing during the day, [**M2:** Great.] you know, meet up with people, and just live a life that's kind of, it's kind of free. It's really weird, you're, like, free financially, but you're also free as a person, because, you're in your van and you can just drive off and …
M2: You're the van man.
M1: Yeah, kind of, yeah. And, you know, and if you hear the surf is good, then you can rock up to that beach, and then you, you know, you can find various places where you can stay overnight, um, often for free, you know, you don't have to pay places. So, um, it's just a really nice type of holiday because it takes away all the financial constraints, and it just, you just go where you want instead of kind of paying money to go to fly to somewhere, or even to stay somewhere where you're then there for, like, a week or two weeks.
M2: Yeah.
M1: You know, you can literally just go wherever you want, and it's just a complete freedom of body and mind, and it's just the best feeling.
M2: That's great.
M1: And it just, you know, and you hook up with other people and I've met so many good mates that do it. Um …
M2: Do you stay in the UK, like, when you travel around?
M1: Generally in the UK, yeah, yeah, because then it's literally just, like, the petrol money, you know. [**M2:** Yeah.] 'Cos I've got the van, um. Like I say, I'll often rock up and stay at friends' houses, and maybe I'll take some food, and we'll have a barbie or something. And it's just the idea of kind of being completely free, you know.
M2: Sounds great.
M1: Yeah, it's really good fun.

Dialogue 2

W1 = Woman 1 W2 = Woman 2

W1: A holiday I really, really would love to go on is an all-inclusive holiday that's like a spa, and where you get treatments, but also you, um, get to do fitness and … My fr- my friend basically went to one I think in Saint Lucia and another friend, um, did one in Ibiza.
W2: Yeah.
W1: And, you can do yoga, you can do, um, sort of body pump, all the, like, you name it, you can do it. You can also do all the water sports. [**W2:** Oh cool.] But you have paid for everything, all your food, all your drink, all the activities, [**W2:** Wow!] so once you land and you, like, get into the hotel, you don't need to worry about anything.
W2: Oh wow, that's amazing!
W1: I just want to do that so much. And just, you can lie on the beach as much as you want, or you can be as active and … It's all about sort of feeling healthy and actually when you come back from a holiday feeling like you've had one.
W2: Oh wow!
W1: 'Cos quite often you go on holiday and you're just sort of running around doing all sorts of stuff that's not relaxing really, and not rejuvenating [**W2:** Yeah.] and that's … And I just love it. And also the idea of not having to worry about, um, the money side of things would be so good, [**W2:** Yeah.] knowing you've paid it all, and then, yeah, you just go off and have an amazing holiday. [**W2:** Yeah.] I just, I really want to.
W2: Me too.

Dialogue 3

W1 = Woman 1 W2 = Woman 2

W1: So I've just got back from my gap year. Um, I was travelling around South America. [**W2:** Wow!] It's absolutely amazing. Have you ever been?
W2: No.
W1: Um, so I went to Peru, [**W2:** Wow!] and to Argentina and, but Peru was the most amazing place I've ever been in my life. So in Peru, it's so different to anywhere else you would have been, you know, it's so magical and completely different, like, feels like a different planet almost. And there's so many amazing things you can do there. You can go to Machu Picchu, which is, um, you know, where the Inca, do the Inca trail and see that, which is amazing. And you can go to the Amazon. I went to the Amazon, swam in the Amazon River, um, and saw monkeys and leopards in the jungle. And then, and then also you can, um, do sort of mountain treks. I did a mountain trek instead of doing the Inca trail. I, um, sort of did a longer version and went up in the mountains. And one day I'd be up in a snowy mountain and the next day down in the jungle, like, in the heat. It was just [**W2:** Wow!] unreal, yeah, amazing. Um, so yeah, you should go if you, if you can. It's really, really good.

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Life skills – teacher's notes

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The Life skills audio recordings can be found in the Resources section on the Pearson English Portal.

Life skills 1

Culture notes

The Atacama Desert – a desert in South America covering a 1,600 km strip of land on the Pacific coast, west of the Andes Mountains. The remote interior of the Atacama Desert is essentially the driest desert in the world. The significant majority of the desert plateau is made up of stony terrain, salt lakes and sand.

Santiago – or Santiago de Chile, is the capital of Chile as well as its largest city. It is entirely located in the country's central valley. It was founded in 1541 by the Spanish conquistador Pedro de Valdivia and named after the biblical figure St James.

Valle Nevado – (Snowy Valley) is a ski resort founded in 1988 by French entrepreneurs, located 46 km east of Santiago and on the foothills in the Andes. Valle Nevado consists of about 900 hectares of skiing stretch as well as accommodation for tourists. In 2013 the resort made the first mountain cable car in Chile available to the public.

Valparaíso – is a major city, seaport, naval base and educational centre in Chile. It is located about 120 kilometres northwest of Santiago by road. In the second half of the 19th century the city served as a major stopover for ships travelling between the Atlantic and Pacific oceans. The second half of the twentieth century was unfavourable to Valparaíso, as the opening of the Panama Canal and reduction in ship traffic was a serious blow to Valparaíso's port-based economy.

Answer key

Exercise 1

2

1 Chile
2 She visited Santiago, Valle Nevado to go skiing, Moon Valley and Mars Valley, and Valparaiso.
3 No, she didn't. They wanted to do different things. They didn't agree on where to go and Amy didn't approve of how her friend behaved in certain places.
4 Daisy wanted to go skiing and Amy didn't. She went with her though. Amy didn't like that Daisy was taking photos of local people and then posting them online to make fun of the locals.

Exercise 3

Tourist destinations are overcrowded, which may have impact on the environment and local communities; visiting countries with questionable human rights records.

Exercise 5

1 some research
2 possible outcomes
3 values and beliefs
4 perspectives
5 you can learn

Audioscript

J = Jane Boden P = Presenter

P: Hello and welcome to the *Travel Bug*, our weekly podcast on all things related to travel. Today, we are delighted to welcome Jane Boden, an ethics specialist. Jane is going to be talking about some ethical travel dilemmas, and giving us advice about making good decisions when we need to. Jane, welcome.
JB: Thank you for inviting me.
P: Travelling certainly involves making a lot of decisions. Obviously, there are the day to day decisions, such as where to go, and how to get there …
JB: Well, even those can involve ethical considerations. For example, with the huge growth in travel and tourism, a lot of places are now really overcrowded with tourists, and it can impact on the natural environment, or the quality of life for local residents.
P: So, how would you go about making that kind of decision?
JB: Well, I think the first step in making any decision is almost always to do some research. So, in this case, you could find out more about what impact tourism is having, and if there are any ways of visiting that could minimise it. You could then make a list of options – perhaps going out of season, or with a local guide, and then reflect on the pros and cons and the possible outcomes of each of those.
P: These kinds of decisions aren't always easy though, are they? I mean, if you decide not to go, won't that be hurting the local economy?
JB: Yes, that brings me to my next point … when you're weighing up your options, you really do need to think about what's most important to you, what your values and beliefs are. I mean, for example, one dilemma a lot of travellers have is whether to visit countries with questionable human rights records.

It isn't an easy decision in many ways. If you go, are you supporting the regime? But, if you don't go, are you denying locals the chance to make some perhaps badly needed money? As well as doing some research, another tip I would give here is to get some different perspectives on the trip. Talk to people who have been there, or read their blogs. If possible, get a perspective from someone who actually lives there.

P: Good advice. You don't want to get there and realise you've made the wrong decision, do you?

JB: No, obviously, but, you know, however carefully you make a decision you can't know for sure that it's always going to be the right one. It often takes experience to make a good choice so, when you've made a decision like that, make sure you look back on what you can learn from the outcome – good or bad.

P: Thanks, Jane.

Life skills 2

Answer key

Exercise 2

Chocolate bar – a slab of dark chocolate is likely to have much less sugar and other additives than a so-called healthy cereal bar.

Regular peanut butter – reduced-fat is not healthier if the fat has been replaced by sugar or corn syrup.

Popcorn – Veggie crisps may be made of vegetables, but if they're deep fried and greasy, with high levels of sodium, plain popcorn would be a much healthier choice.

Exercise 3

1 reduced
2 artificial favours
3 weight order
4 sodium/salt
5 portion
6 list of ingredients
7 additives
8 junk food
9 ravenous

Exercise 4

1 Not thinking critically. She didn't follow points 2 or 6.
2 Not thinking critically. He didn't follow point 5 (and was also influenced by an advert).
3 Thinking critically. She followed points 2 and 4.
4 Not thinking critically. He didn't follow point 2.

Audioscript

D = Derek E = Emily I = Interviewer
J = Joe Jo = Josie W = Woman

I: So, we're here today in Johnson's supermarket, and I'm going to be asking a few clients about their shopping. Excuse me, sorry, could I just ask you what prompted your purchase today?

Jo: Oh, oops, you caught me! I just popped in to get a sandwich, but I ended up getting a drink and a packet of crisps as well because it was on a meal deal, and to be honest, I'm so hungry I could eat a horse!

I: How did you choose the sandwich you bought? Did you look at the ingredients?

Jo: Huh? No, but it's pretty healthy I think. I got a cheese and ham salad sandwich … oh I guess with the mayonnaise there is quite a lot of fat in there. Oh well, as I said, I'm pretty ravenous.

I: Enjoy your lunch! Excuse me, sorry, could I just ask you what you bought today, and why?

D: Oh, well, I suppose so. I've just been buying some biscuits to have with my cup of tea in the afternoon.

I: How did you choose which biscuits to buy, if you don't mind me asking?

D: Well, you know, usually I get the same ones, I'm quite partial to a rich tea biscuit as it happens, but I saw these chocolatey ones advertised on TV and they really did look good. Quite expensive, mind you, but there was a special offer on and I got two packs for the price of one, so it's all good.

I: They certainly do look chocolatey …

D: OK, so I'd better get off home then …

I: Thank you … Oh, er. Excuse me, can I just ask you a couple of questions about your purchase today?

W: No, you can't.

I: Oh, er, sorry. Oh dear … Erm, excuse me, can I just ask you a couple of questions about your purchase today?

E: Er, yes, OK then. How can I help?

I: Could you perhaps just tell me what you bought today?

E: I was buying a few nibbles for a little gathering we're having tonight. You know nuts, crisps, that kind of thing.

I: Oh, that's nice. And how did you choose what to buy?

E: Well, actually I was quite careful about looking at the packets and so on because I didn't want to overload people with salt and fat. So, I got some unsalted nuts – they're really quite healthy you know, and no added ingredients – and some olives as well as a few crisps.

I: Thank you. Enjoy your evening then.

E: Thank you.

I: Excuse me, I wonder if you'd be able to spare me a couple of minutes to answer some questions about your purchase today?

J: Sure.

I: So, what did you buy if you don't mind me asking?

J: No, that's fine. I was getting some yogurt. It's my favourite breakfast and I've run out.

I: Can I ask, did you look at different brands and compare the ingredients?

J: Goodness, no. I know what I like. I always get this one, it's really nice, my mum used to get it for me.

I: Thank you. I won't take up any more of your time.

J: Oh that's OK. Bye.

I: Bye, and thanks again. Just be careful what you post, and don't rely on something you post privately staying private. Someone may screenshot it and then share it widely, or the app you use may be hacked into. You should also check your privacy settings as terms and conditions on websites can change, and what was private six months ago might now be more public.

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Life skills 3

Culture notes

Michelle Obama (b. 1964) is an American lawyer and a former First Lady of the United States. She graduated from Princeton University and Harvard Law School. She has supported numerous charitable causes for education, physical activity, healthy eating and poverty awareness. She's married to Barack Obama who was the 44th President of the United States (2009–2017).

Greta Thunberg – (b. 2003) is a Swedish environmental activist who at the age of fifteen gained international recognition for promoting the view that humanity is facing an existential crisis resulting from climate change. Using her straightforward speaking manner, she criticises world leaders for their failure to take sufficient action to address the ongoing climate problems.

Steve Jobs – (1955–2011) was an American businessman, IT visionary, co-founder of Apple Inc. and the chairman of Pixar. He was born in San Francisco, California and raised by adoptive parents in the San Francisco Bay area. Together with Apple co-founder Steve Wozniak, Jobs is recognised as a pioneer of the personal computer era.

Winston Churchill (1874–1965) was a British politician and an artist. He was the UK Prime Minister during the last five years of World War II, playing a crucial role in the wartime world politics. He became prime minister again in 1951 and retired in April 1955 because of ill health. As well as being an influential politician, Winston Churchill was also a painter and a writer.

Answer key

Exercise 2

Both options have both positive and negative connotations. A follower could be someone who is good at doing whatever is necessary to help the team, or they could be someone who never wants to take responsibility, and can't think for themselves. A leader could be someone who brings out the best in others, or they could be someone that can't take orders and always wants to be in the limelight.

The best answer, depending on the job, would be to explain how you can take both roles as needed.

Exercise 3

Josie was horrified at first, but it built her confidence and now she's thinking about a career as a translator.

Nick didn't think he was cut out to be a leader, but the experience he had led to a career in management.

Exercise 4

Josie: 1, 3, 5

Nick: 4

Exercise 6

1 D **2** D **3** A **4** D **5** A **6** D

Exercise 7

1 calling **2** envision **3** attributes **4** win **5** styles **6** step **7** shy

Extra word: failures

Audioscript

A = Anna P = Presenter

P: Hello and welcome to the Education Today podcast. We're going to be talking to Anna Cooke, an educational consultant, about the importance of leadership skills in education these days. Anna, it seems that increasingly we are seeing a move towards teaching students not just about maths or science or whatever, but teaching them skills they may need in life and in their careers?

A: Yes, very much so. Employers don't just want employees with good grades, they want them to be able to work independently, take the initiative and be able to make good decisions and so on. And leadership skills are very much part of this.

P: But why are leadership skills so important? Surely students won't really need these until they've worked their way up and become managers later on in their career? And some people aren't really cut out to be leaders anyway, are they?

A: Well, certainly some people are more naturally confident leaders, but in my book, everyone can be a good leader – they just might do it in different ways. It's perfectly possible to be an excellent leader and still be quite shy or introverted. Those kinds of leaders lead from behind, and really get the best out of their teams. Rather than being vocal or opinionated, they're approachable and encouraging.
And, these days, most companies have a much flatter structure, rather than a very rigid hierarchy. There's a lot more working in teams, and teams need leaders. So, I'd say that these are skills which employers are looking for right from the off.

P: Interesting … yes, I can see what you mean. So, how can students go about developing their leadership skills?

A: Well, probably the first thing is for them to be able to envision themselves in that role. Reluctant leaders often turn out to be some of the best leaders because they don't put people's backs up by being bossy or always wanting to do things their way. However, they do need to stop making excuses and shying away from responsibility. They need to be willing to step up. What often helps with this is if they can become more aware of different styles of leadership. For example, some leaders are more visionary, and inspire others to follow them, whereas others have a more democratic style. Some people may have a very fixed idea in their head of what a leader is like, and feel that this just isn't them. So, I'd suggest learning about some successful leaders of all types and choosing some that resonate with their style or feel they could follow in their footsteps to a degree. Obviously, they may not be destined to become famous themselves, but we can learn a lot from these kinds of role models.

P: Yes, absolutely. And what about role models a little closer to home?

A: You mean like people they know – teachers and peers? Yes, definitely it's worth observing the people around them who are successful leaders, and thinking about how and why they are able to influence others positively. Being a good follower can also be part of learning to be a great leader.

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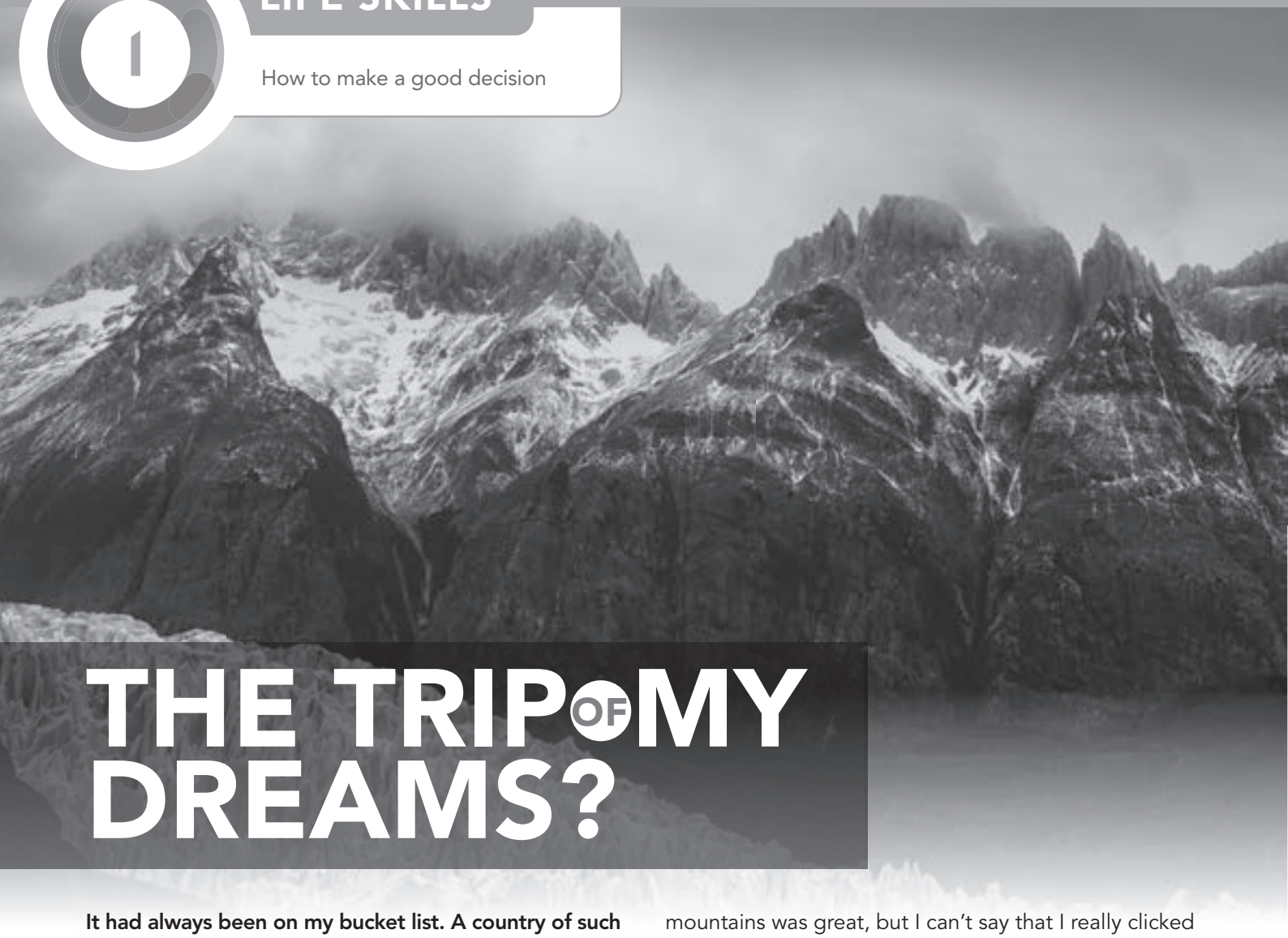

THE TRIP OF MY DREAMS?

It had always been on my bucket list. A country of such amazing contrasts, the Atacama Desert at one end of the country, and the edge of Antarctica at the other. Old colonial towns, and the modern skyscrapers of Santiago. Where am I talking about? Chile of course!

I was going with my new best friend, Daisy. We hadn't known each other that long, but we'd really hit it off right from the start. I'm quite reserved, whereas she is a real live wire, but we seemed to complement each other well. And when I mentioned my fascination with Chile, she became the driving force in actually making my dream happen.

Before I knew it, we were arriving in Santiago. What an incredible city! I loved spending the days walking around the different neighbourhoods, trying some typical dishes such as caldillo de congrio (eel soup – don't knock it 'til you've tried it) and soaking up the atmosphere. But, after a few days, things started to go downhill. Daisy was bored. She wanted to go skiing in the Valle Nevado. The problem was, not only had I never been skiing, but that it was also likely to completely blow my budget. When I explained this to her, she sulked. I wasn't sure what to do. I couldn't really afford the trip, but, then again, I didn't want to fall out with her, especially so early on in our holiday. So, we went.

Daisy loved it and being the social butterfly she is, she soon made a whole load of new friends. Being in the mountains was great, but I can't say that I really clicked with the new crowd. And I was also itching to get on with our tour and visit the Atacama desert. Eventually, I managed to drag her away, and we set off north.

Wow. What a landscape! We visited Moon Valley and Mars Valley, and it really did feel as if we were on another planet. But it wasn't long before another problem reared its head. I had noticed that Daisy kept taking photos of the local people. Some of them did look pretty incredible, wearing bright colours and big wide hats, but it never seemed to occur to her to ask them for permission first. It drove me up the wall! And then, to make matters even worse, I saw that she was posting them online with stupid comments laughing at them. I wanted to say something to her, but our friendship was already getting pretty frayed around the edges so I just bit my tongue.

Then something happened which pushed me over the edge. We had travelled back down to Valparaiso, which is a really beautiful old city just north of Santiago, on the Pacific coast. It's gorgeous, but there's also quite a lot of poverty. To my surprise, Daisy announced that she had booked us onto a 'slums tour', visiting the poorest parts of the city to take photos. I was outraged, but she just couldn't grasp why I found it problematic.

After this, the trip went from bad to worse. By the end, I couldn't wait to get home. Needless to say, we haven't seen much of each other since we returned.

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1 **In pairs, look at the photos and discuss the questions.**

1 Which country do you think all the photos were taken in?
2 Does it look like somewhere you would like to go? Say why.
3 Who would you like to go with? What makes a good travelling companion?

2 **Read the blog post about Amy's trip to the country in the photos and answer the questions.**

1 Which country did she visit?
2 What did she do there?
3 Did Amy choose her travelling companion well? Say why.
4 What dilemmas did travelling with Daisy cause Amy? Do you think Amy always made the right decisions? Say why.

3 **Listen to Jane Boden, an ethics specialist, talking about ethical travel dilemmas. Which two issues does she mention?**

4 **Some cities are becoming very overcrowded with tourists. Do you think tourist numbers should be limited, or that accommodation should be restricted? Say why.**

5 **Complete the advice in the Life Skills box with 1–3 words in each gap. Then listen again and check.**

LIFE SKILLS How to make a good decision

1 Gather relevant information – do _____.
2 Make a list of possible options, and consider the pros and cons and _____ of each.
3 Consider how these options relate to your _____.
4 Get some different _____ – ask others for their views or experience.
5 Make the decision and later consider what _____ from this experience.

6 **In pairs, talk about some decisions you made connected with a trip, e.g. where to go, who to travel with, or perhaps a more complicated ethical decision. How did you make that decision?**

7 **Do the task below.**

LIFE SKILLS Project

Work in pairs or small groups.

- Choose one of the ethical travel dilemmas:
  1 You are visiting South Africa and are given the opportunity to go diving (in a cage) and come face to face with the great white shark. Would you go?
  2 You are visiting a country with a great deal of poverty; the local children ask you for sweets. Should you give them?
  3 You are mountain trekking in a poor country. Your equipment is extremely heavy. Should you use porters who suffer appalling working conditions to carry your luggage?
- Using the tips in the Life Skills box, analyse the dilemma and come to a conclusion.
- Join up with a pair who chose a different dilemma and explain the decision-making process you went through, as well as what you finally decided.

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TRICKS THAT THE FOOD INDUSTRY FEEDS US

These days manufacturers know that quite a lot of people want to feel that they are eating more healthily. Yet there is generally a bigger profit margin on junk food and it's more likely to be purchased as an impulse buy. So, they reason, rather than actually producing healthier food, why not just make it *seem* healthier?

You might notice breakfast cereal with a big splash of colour on the packet, announcing, 'no artificial flavours or colouring'. Fair enough, but if you concluded that made it healthy, you'd be gravely mistaken. What about the nine teaspoons of sugar in every serving?
Or how about reduced-fat peanut butter? Surely this must be better for you than the regular kind? Not if the fat has been replaced by sugar or corn syrup.

If we want to eat healthily, we need to take some responsibility for casting a more critical eye over some of the manufacturer's claims. Look at the label. The ingredients are listed in weight order, from biggest to smallest. So, if sugar is in the top three ingredients, as it is in most cereals, you can be sure that there's a lot. Also, when comparing products, look at the amount per 100 grams, not per portion (the manufacturers might be giving an unrealistically tiny portion to make it look better).

Generally speaking, you can assume that the longer the list of ingredients, the worse it is likely to be for you. That's why a slab of dark chocolate is likely to have much less sugar and other additives than a so-called healthy cereal bar. Research by the consumer group, *Which?*, found that more than half the cereal bars they analysed contained over thirty percent sugar. Veggie crisps may be made of vegetables, but if they're deep fried and greasy, with high levels of sodium, plain popcorn would be a much healthier choice.

And watch out for other clever tricks from the junk food industry aimed at getting you to eat more, such as biscuit packets that won't seal until you have devoured six or seven of them, extra large 'grab bags' of crisps, or ploys used by supermarkets to get you to buy more unhealthy food, such as tempting BOGOF deals ('buy one, get one free'). As a final tip, you'll probably buy healthier food if you plan ahead what to get, and remember – don't go shopping when you're ravenous.

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PHOTOCOPIABLE

1 **Look at photos 1–4. Which is the healthier option? Say why.**

- Cereal bar or dark chocolate bar?
- Regular peanut butter or reduced-fat peanut butter?
- Veggie crisps or popcorn?

2 **Read the article and check your answers to Exercise 1. Then look at the illustrations showing two packets of snacks and compare the nutritional information. Which one is healthier or less healthy? Say why.**

3 **Complete the advice in the Life Skills box with 1–3 words in each gap. Then read the article again and check.**

LIFE SKILLS How to think critically about food choices

1 Don't assume that [1]_____ fat, or no [2]_____ or colouring means that food is healthy.
2 Look at the labels. The ingredients are printed in [3]_____, with the first few items being the most important. It is vital to check how much saturated fat, sugar and [4]_____ the product contains.
3 When making comparisons between different foods, don't look at the amount of saturated fat and other ingredients per [5]_____, but per 100 grams, so you can be sure you're comparing like-for-like.
4 As a general rule, the lengthier the [6]_____, the less healthy a food item is likely to be, as there are likely to be a lot of [7]_____.
5 Don't let the [8]_____ industry entice you into eating more than you had planned.
6 If you're feeling [9]_____, it probably isn't a great time to do your weekly food shopping.

4 **Listen to four interviews with shoppers buying food in a supermarket and decide if the speakers are thinking critically about their food purchases. Say why.**

5 DEBATE **In groups, discuss the question. Use the arguments below to help you.**

What are the pros and cons of introducing a tax on junk food?

FOR

- Would encourage people to eat less sugar, salt and fat.
- Could encourage manufacturers to make food healthier.
- Tax could be spent on healthcare.

AGAINST

- Difficulty in deciding which foods to tax.
- Poorer people are likely to be taxed more as junk food is cheaper.
- Exercise is as important as healthy eating.

6 **Do the task below.**

LIFE SKILLS Project

Work in pairs or small groups.

- Choose one of the following types of food: breakfast cereals, biscuits, confectionery, ready meals. Carry out an investigation into your chosen food (at home and perhaps in a shop).
- Look at some different examples and compare the nutritional information. Which ones are healthier or less healthy? Say why.
- Look at the suggested portions and compare them with what you would usually eat. Do any of these portion sizes surprise you?
- Do any of the products set out to appear healthier than they really are? How? Think about what aspects are emphasised, or maybe hidden away in small print.
- Report back to your class.

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LIFE SKILLS

3

How to develop leadership skills

MICHELLE OBAMA

GRETA THUNBERG

An accidental leader

I've always been quite shy and retiring, or as my granny would say, backwards in coming forwards! But last year I found myself accidentally becoming a leader, and after my initial shock, I actually enjoyed the experience.

How do you accidentally become a leader? Well, my history class went on a school trip to Berlin. Because the trip had been organised by the history department, the teachers who went didn't speak any German … and guess who did?

My father is German, so we grew up speaking both languages at home. Once the teachers realised I was fluent in German, they delegated all the tasks of speaking to the tour guides and people in the ticket offices, or asking for directions or ordering food to me.

To begin with I was horrified. I've never seen myself as very assertive, and now I was having to juggle unremitting demands from different people on the trip, negotiate with strangers and generally take a lot of responsibility for everything going smoothly (or not). I would have suggested someone else, but no one else spoke decent German.

I worked my socks off on that trip, but in terms of building my confidence it paid dividends, and now I'm even thinking about training to become a translator!

Josie

Out of the back seat

There were plenty of people at school who saw themselves as 'destined to lead'. In all too many cases, what this meant was that they made a virtue out of being bossy and domineering, or perhaps even worse, patronising and overly helpful. So, I didn't really think that I was cut out to be a leader, and that was, to be honest, just fine with me – I wasn't exactly itching to take on all the extra work involved in leadership either. But little did I know that life had other plans for me.

It all started in my first job straight out of school. I was working for a charity, and they had a 'suggestions box' in reception. One day, I had a cool idea for an app that could pair up people with a bit of time on their hands with lonely old people needing a chat, so I slipped it into the box. My boss loved the idea so much that she put me in charge of implementing it. I just wanted the charity to be able to raise more money, but I found that I actually enjoyed not taking a back seat for once.

The rest, as they say, is history. I'm now local area manager for the charity and I absolutely love it!

Nick

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PHOTOCOPIABLE

STEVE JOBS

WINSTON CHURCHILL

1 **In pairs, make a list of the typical characteristics of a leader and of a follower. Which list do you think describes you better? Say why.**

2 **'Are you a leader or a follower?' is a classic interview question. What do you think would be the best way to answer this question? Say why.**

3 **Read two blog posts written by people who became leaders. How did they feel at first, and what did the experience give them?**

4 **Read the online quiz below. Which of these signs did Josie and Nick show?**

FIVE SIGNS YOU'RE A RELUCTANT LEADER

1 ☐ You find it a bit embarrassing to be in the limelight.
2 ☐ People often come to you for advice, but it always surprises you when they do.
3 ☐ You can think of a lot of people who'd be better at being a leader than you would.
4 ☐ People who like leading others aren't the kind of people you tend to get on with.
5 ☐ You are really good at thinking of excuses as to why you can't take a leadership role.

5 **Do you recognise yourself in any of the signs listed in Exercise 4? What could be the benefit of questioning these beliefs or behaviours if you have them?**

6 **Listen to Anna, an educational consultant, talking about leadership skills. Decide if she would agree (A) or disagree (D) with the statements.**

1 ☐ Leadership skills are only important when you reach management-level positions at work.
2 ☐ Some people aren't really cut out to be leaders.
3 ☐ Teamwork is important in companies these days.
4 ☐ People who are reluctant to lead are generally not very effective in that role.
5 ☐ A lot of people have a fairly stereotypical idea of what makes a good manager.
6 ☐ If you are a good follower, you're unlikely to make a good leader.

7 **Complete the advice in the Life Skills box with one word in each gap. There is one extra word.**

attributes calling envision failures
shy step styles win

LIFE SKILLS How to develop leadership skills

- Even if you don't think you have a [1]_____ to be a leader, or you can't [2]_____ yourself in that role, give it a go – you may surprise yourself. Learn about well-known leaders and study which of their [3]_____ made them good leaders.
- Think about people around you who are leaders – observe them and analyse how they are able to [4]_____ people over and why people listen to them.
- Learn about different leadership [5]_____ and try to identify your own.
- If there is an opportunity to [6]_____ up and lead, don't [7]_____ away from it, but try to take it on with enthusiasm and think about how much you can learn from this experience.

8 **Work in pairs. Choose someone you know personally who is a good leader and make some notes on what makes them effective.**

9 **Do the task below.**

LIFE SKILLS Project

Prepare a short presentation about a well-known leader.

- Choose someone you personally admire.
- Use at least two different sources to find out information about them:
  – In what ways is/was this person an effective leader?
  – What do/did they (or others led by them) achieve?
  – How would you describe this person's leadership style?
  – How do/did other people feel about them?
  – Are there any ways in which this person could perhaps have been a better leader? Say why.
- Finish by explaining why you chose this person and how you think they might influence your own leadership style in the future.

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FOCUS SECOND EDITION

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Pearson

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Word building

1 Complete the text with the correct form of the words in capitals.

The burden of being the favourite child

A new study suggests those who are considered the 'favourite' child in the family pay a high price for their preferred status. Researchers from Purdue University in Indiana found that feeling a heightened obligation to please parents and being the target of sibling rivalry both take their toll: an increased risk of depression. The [0] *weight* of expectation that comes with being the favoured child can feel like conditional attention – the child believes it's necessary to keep achieving [1] impossibly high standards in order to avoid falling out of favour. Growing up as the star of the family often leaves these children with a [2] lifelong need to be the centre of attention and an expectation of unconditional love. In addition, when their [3] disrespectful siblings fail the family, they feel they have to compensate their parents for that by being even more responsible and mature. Psychologists recognise this behaviour as the Hero Child syndrome. The Hero Child works hard to help the family [4] succeed through being a conscientious student and hard worker.

WEIGH

POSSIBLE

LIFE

RESPECT

SUCCESS

Key word transformation

2 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. Do not change the word given.

0 We didn't expect people to envy us our success. **BE**
We didn't think *people would be envious/jealous* of our success.

1 The plane was on the verge of taking off when one of the engines caught fire. **ABOUT**
The plane was about to take off when one of the engines caught fire.

2 By the end of the year, it will be ten years since we first met. **EACH**
By the end of the year, we will have known each other for ten years.

3 The aim of the campaign was to make people more aware of the problem of poverty. **RAISE**
The campaign was (supposed/meant) to raise (public) awareness about the problem of poverty.

4 Katherine first went abroad when she was sixteen. **NEVER**
By the time she turned sixteen, Katherine had never been abroad .

WORD STORE 1A | Personality adjectives

1 tolerant = *unprejudiced*
2 stubborn = obstinate
3 quick-witted = sharp
4 disrespectful = irreverent
5 thoughtful = considerate
6 practical = down-to-earth
7 loyal = faithful

WORD STORE 1B | Collocations

1 top position = *dizzy heights*
2 experience difficulties = suffer hardships
3 modest presence = unassuming manner
4 homemade goodies = home-baked treats
5 bring back images = conjure up memories
6 strength and determination = iron will
7 lack of height = diminutive stature
8 show their acceptance = nod in approval

WORD STORE 1C | EXTRA Collocations

approval hardships heights manner memories stature ~~treat~~ will

1 birthday *treat*
2 blot out memories
3 face hardships
4 forthright manner
5 free will
6 imposing stature
7 lofty heights
8 require approval

WORD STORE 1D | Common phrases

1 remain calm/not show any shock = *not bat an eyelid*
2 finds the good things about sb = sees the best in sb
3 a disproportionate amount = more than her fair share
4 asserts sth strongly = puts her foot down
5 carried on as normal = got on with it
6 behaved as if sth did not worry her = put on a brave face
7 a very old age = the ripe old age

WORD STORE 1E | Word pairs

accurate ~~captivating~~ compelling condone offer poverty- privileged sing spoiler

1 *captivating* narrative
2 accurate portrayal
3 offer insight
4 compelling story
5 condone an idea
6 sing sb's praises
7 privileged background
8 spoiler alert
9 poverty- stricken

WORD STORE 1F | Collocations

citizen crime reaction record second ~~work~~

1 charity *work*
2 criminal record
3 gut reaction
4 minor crime
5 split second
6 upstanding citizen

Open cloze

1 Complete the text with one word in each gap.

Choosing the right A levels

Choosing which A levels to take is a big decision and it needs to be given a lot of thought. [0] *Although/While* the majority of study programmes have no specific subject requirements, an academically rigorous selection will be a must for top universities.

If you [1] consider/contemplate studying law at university, a good A level set might include History, English Literature, a foreign language and Economics. History and English Literature are essay-based subjects. They will help develop your ability to form arguments, as [2] well as a broad knowledge base. Taking a foreign language will keep the options of a year abroad or joint study open, and Economics provides some financial background.

[3] Another option is the law A level, but there is some debate over its worth, so ensure the universities you take into consideration don't have it listed as a non-preferred subject.

This choice, however, is only intended as a guide and by no means [4] do you have to take these A levels to do a law degree.

Gapped sentences

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

0 **a** Cardiovascular disease is still the most *common* cause of death in many developed countries.
b It's quite *common* for students to stay up late revising the night before an exam.
c No special knowledge is necessary to complete the task, just use *common* sense.

1 **a** This fish casserole tastes none the worse for being served cold .
b I was planning to go on a mountain expedition but I got cold feet and pulled out.
c Jack had a peculiar sense of humour and his jokes usually left everyone cold .

2 **a** How about sharing a taxi? Actually, for the three of us it might be cheaper than going by bus.
b Undoubtedly, sharing the same concerns about the future of the school helped the teachers make a unanimous decision about what action to take.
c I've heard him sharing his travel experiences on several occasions. He's a brilliant speaker.

3 **a** Even a young IT specialist can easily find a well-paid job – my brother is a case in point.
b Their lawyers were confident we would win the case and be awarded compensation.
c Can you put the DVD back in its case , please?

4 **a** The quaint little town worked its magic and it felt as if time had stood still.
b Wearing a flamboyant yellow coat, she clearly stood out from the crowd.
c Even if we'd studied more, we wouldn't have stood a chance of passing that exam.

WORD STORE 2A | Exaggerated synonyms

1 situation full of problems = *minefield*
2 overwhelmed by = swimming in
3 repeat = regurgitate
4 moving = flitting
5 very busy = manic
6 a lot of advice = all the advice under the sun
7 reminding = hammering
8 exhausted = frazzled
9 covered = plastered
10 upcoming = looming

WORD STORE 2B | Phrasal verbs

1 find sth = *come by sth*
2 having a problem to deal with = faced with
3 achieve sth = notch sth up
4 happening before sth = leading up to sth
5 take effect = kick in
6 arrange sth in a clear way = set sth out
7 adding sth to get it to the level you want = topping sth up

WORD STORE 2C | EXTRA Phrasal verbs with *up*

1 try to have enough of sth = *summon sth up*
2 invent sth = cook sth up
3 collect or accumulate sth = pile sth up
4 enjoy experiencing sth = lap sth up
5 become less serious or upset = lighten up
6 practise and improve a skill = brush up on

WORD STORE 2D | Relaxed/stressed

Relaxed	Stressed
1 keep things in perspective	7 a bundle of nerves
2 get a grip	8 my heart is pounding
3 a weight has been lifted	9 my mind goes blank
4 a calm comes over me	10 butterflies in my stomach
5 take exams in my stride	11 a nervous wreck
6 sail through exams	12 out of my depth

WORD STORE 2E | Collocations

from the crowd **it serious thought** **reservations** **the deadlines** **the idea** ~~**the monotony**~~

1 break *the monotony*
2 dismiss the idea
3 give it serious thought
4 have reservations
5 meet the deadlines
6 stand out from the crowd

WORD STORE 2F | Phrases

affinity ~~**boat**~~ **composure** **concerns** **head** **initiative** **sense** **expertise**

1 be in the same *boat*
2 share their expertise
3 clear my head
4 use your initiative
5 keep your composure
6 feel a(n) affinity with
7 use common sense
8 share the same concerns

Multiple-choice cloze

1 Read the text and and choose the correct answer A, B, C or D.

The UK's first waste food wedding

With an estimated fifteen million tonnes of food discarded yearly in the UK, every single action aimed at reducing food waste seems praiseworthy. A shining example of how to take a stand against this problem has [0] *been set* by one couple from London, who decided to serve only waste food at their wedding. There is a popular misconception that waste food is unsafe to eat, whereas much of what gets thrown away from the markets and shops is actually perfectly edible. In fact, the food is only waste because it is declared waste, mostly [1] _____ of fussy shoppers being obsessed with freshness and perfection. It is hardly surprising that the organisers of arguably the UK's first waste food wedding succeeded [2] _____ a real feast where the food both looked amazing and tasted absolutely delicious. Even though the whole point was to have an entirely ethical wedding, it also [3] _____ out to be a money-saving idea. The newlyweds said it was great value compared to what [4] _____ cost them for a caterer with non-waste food.

0	A been giving	B been set	C followed	D taken
1	(A) as a result	B in spite	C on behalf	D regardless
2	A about creating	(B) in creating	C on creating	D to create
3	A brought	B came	C found	(D) turned
4	A could it have	B it had	(C) it would have	D would it

Key word transformation

2 Complete the second sentence so that it has a similar meaning to the first. Use between two and six words including the word in capitals. Do not change the word given.

0 The research has shown that food significantly affects our mood. **IMPACT**
The research has shown that food *has a significant impact on* our mood.

1 Everyone promised to help, but eventually I had to clean up after dinner all by myself. **ENDED**
Although everyone promised to help, I ended up having to clean up after dinner all by myself.

2 We really appreciated the invitation to their summer house. **GENEROUS**
It was generous of them to invite us to their summer house.

3 People say the government should introduce cookery lessons in schools. **URGED**
The government is (being) urged to introduce cookery lessons in schools.

4 Obesity is often caused by eating too much and not taking exercise. **RESULT**
Overeating and a lack of exercise often result in obesity.

WORD STORE 3A | Food

1 **Fruit and vegetables:** apricots, beetroots, leeks, *capers*, okra
2 **Herbs and spices:** basil, paprika, parsley, saffron, nutmeg, coriander
3 **Fish and seafood:** clams, cod, mackerel, shellfish, lobsters, oysters
4 **Meat:** goose, veal, venison, kidneys, liver
5 **Smells, flavours and textures:** slimy, glutinous, perfumed, smoked, chewy

WORD STORE 3B | Kitchen/dining sounds

buzzy ~~**chinking**~~ **clinking** **crunchy** **hum** **popping** **sizzling**

1 the *chinking* noise when I stack glasses in the dishwasher
2 cafés that are really buzzy
3 the crunchy sound that crisps and biscuits make
4 the constant hum of traffic in the street
5 the sound of a balloon popping when pricked with a pin
6 the sound of sausages sizzling in a pan
7 knives and forks clinking in the school canteen

WORD STORE 3C | Collocations

1 top quality food and service = *fine dining*
2 become furious = have a fit
3 stiff material = starched tablecloth
4 thing that you dislike intensely = pet hate
5 things you can't eat = dietary requirements
6 a soft quiet way = hushed tones

WORD STORE 3D | EXTRA Collocations

a pinch of **a stick of** ~~**a knob of**~~ **a lump of** **a sip of** **a clove of** **a spoonful of** **a drop of** **a sprig of**

1 *a knob of* butter
2 a drop of lemon juice
3 a clove of garlic
4 a lump of cheese
5 a pinch of salt
6 a sip of water
7 a spoonful of honey
8 a sprig of parsley
9 a stick of celery

WORD STORE 3E | Collocations

binges **cravings** **difficulties** ~~**food**~~ **pleasures** **questions** **sense** **treat**

1 delectable/processed/toothsome *food*
2 festive/rare/special treat
3 eating/spending/uncontrollable binges
4 desperate/sugar/uncontrollable cravings
5 cognitive/emotional/learning difficulties
6 elusive/fuzzy/keen sense of sth
7 aesthetic/fleeting/simple pleasures
8 burning/key/sensitive questions

WORD STORE 3F | Adjectives

bland **crispy** ~~**greasy**~~ **off** **savoury** **soggy** **stodgy** **stringy**

1 prepared with a lot of oil = *greasy*
2 containing tough fibres (esp. meat) = stringy
3 unpleasantly heavy = stodgy
4 wet and soft = soggy
5 tasting of salt, not sweet = savoury
6 tasteless = bland
7 hard and dry on the outside = crispy
8 bad or not fresh = off

Cloze

1 Complete the text with the correct forms of the words in the box. There are two extra words.

appropriate **cover** **~~fly~~** **measure** **rectangle** **rough** **teach**

Ask Spencer the way

Soon passengers at Amsterdam's Schiphol airport will be greeted by Spencer, a robot to help them find their way around the busy international terminals. The project was initiated by Dutch airline KLM to decrease the number of missed [0] *flights* due to passengers getting lost. Built by university and corporate researchers, Spencer is taller than a human and has a face set atop a [1] rectangular body with an interactive screen. The robot was [2] taught to navigate its surroundings by scientists at Örebro University in Sweden. Not only is it equipped with maps that show fixed obstacles including walls or baggage carousels, it can also survey its surroundings by [3] measuring the distance to temporary objects around it. Spencer won't be just a walking-talking map though. It will be socially aware, which means it can perceive and learn human behaviour, and respond [4] appropriately. Consequently, Spencer will be able to guide groups of people through crowded pedestrian environments while behaving in a socially 'normal' way – for instance, it won't cross in between families or couples.

Sentence formation

2 Complete the sentences using the correct forms of the words in brackets. Do not change the order of the words given. Use between three and six words in each gap.

0 With his successful app being downloaded 200 times a day a ten-year old schoolboy genius from Boston may (*become/young/person*) *have become the youngest person to* develop a mobile application.

1 I don't approve of our growing reliance on technology; neither (*Rob/who/tend/think*) does Rob, who tends to think that it makes us lazy and socially awkward.

2 Robert Peterson, a disabled athlete, says that his personal qualities rather than technological innovations seem (*enable/he/win*) to have enabled him to win the last championship.

3 You can choose a paid premium email account (*as/not/send*) so as not to be sent any junk mail.

4 How do you think your teacher would have reacted if you (*refuse/stop/use*) had refused to stop using your tablet in class?

WORD STORE 4A | Compounds

1 idea or notion = *brainchild*
2 faithful followers = fan base
3 built to prevent noise getting in = soundproof
4 designed and made specially = purpose-built
5 popular or common = mainstream
6 negative response = backlash

WORD STORE 4B | Success and failure

Success

come into prominence
herald the arrival of sth
remain in the ascendancy
the predominant choice
enjoy a resurgence

Failure

a commercial flop
fall by the wayside
start to decline
give way to sth
the downturn in sth

WORD STORE 4C | Nouns from adjectives

~~ascendant~~ aware popular portable predominant prominent resurgent

-ance / -ence	-cy	-ity	-ness
predominance	*ascendancy*	popularity	awareness
prominence		portability	
resurgence			

WORD STORE 4D | EXTRA Nouns from adjectives

~~abundant~~ affluent authentic careless consistent diligent effective private reluctant simple

-ance / -ence	-cy	-ity	-ness
abundance	consistency	authenticity	carelessness
affluence	privacy	simplicity	effectiveness
diligence			
reluctance			

WORD STORE 4E | Collocations

improvements ~~performance~~ records the limits the line

1 enhance *performance*
2 draw the line
3 push the limits
4 set records
5 fuel improvements

WORD STORE 4F | Verbs

cheapen compromise enrich flick through glare nick savour ~~swipe~~

1 pass (a card) through an electronic reader = *swipe*
2 accept sth undesirable because it's easy = compromise
3 make less valuable or meaningful = cheapen
4 read quickly = flick through
5 enjoy in a relaxed way = savour
6 steal = nick
7 shine brightly = glare
8 improve the quality = enrich

Open cloze

1 Complete the text with one word in each gap.

What to wear for a job interview?

What to wear to an interview is one of the most frequently asked questions, even by senior people. [0] *Whether* you like it or not, your personal appearance will be judged as an expression of who you are and your approach to your work. Although interviews aren't a beauty parade, your clothes, hair or shoes will be viewed as indicators of your status, self-confidence and self-care. Interestingly [1] enough, if you get the image right, it is likely to be noticed but not necessarily remarked upon. The recruiter will just feel that you 'look right'. However, if you get it wrong, then it can be difficult or even [2] impossible to overcome the employer's negative preconceptions about you. Contrary to what many people think, wearing a suit for a job interview isn't always the best idea. If you're looking to work in a young, savvy start-up company, turning [3] up suited and booted may put the interviewer off. The right image is going to be one that [4] helps/lets the employer easily visualise you as a member of their staff and reassures them you could represent the company appropriately.

Key word transformation

2 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. Do not change the word given.

0 Good managers can admit to their mistakes. **CAPABLE**

Good managers *are capable of admitting (that) they* have made a mistake.

1 It's a pity you didn't defend me. **STOOD**

I wish you had stood up for me.

2 They would like me to establish an online shop. **INTERESTED**

They are interested in me/my setting up an online shop.

3 They lost one million euros last year so they are trying to invest more cautiously. **MADE**

Having made a loss of one million euros last year, they are trying to invest more cautiously.

4 If she wasn't persistent, she wouldn't have managed to get promoted. **SUCCEEDED**

Thanks to her persistence she succeeded in getting promoted.

WORD STORE 5A | Phrasal verbs – work

1 compensated for sth = *made up for sth*
2 persevered = pressed on
3 defend sb/sth = stand up for sb/sth
4 employed = taken on
5 worked very hard = slaved away
6 successfully become involved in sth = break into sth
7 having too much work = being snowed under
8 telling sb what to do = ordering sb around

WORD STORE 5B | Colloquial phrases

1 start at the bottom (of a company) = *get on the first rung of the ladder*
2 ruin an opportunity I have = scupper my chances
3 pretend you are happy = put on a brave face
4 make a fast and eager start in your career = jump-start your career
5 be brave enough to do sth = have the guts to do sth
6 monitor sb/sth = keep tabs on sb/sth
7 get my first opportunity to work somewhere = get my foot in the door
8 start doing sth successfully and without delay = hit the ground running

WORD STORE 5C | Collocations – work

1 It's impossible to m*ake* yourself i*ndispensable* . Everybody is replaceable.
2 Nobody should have to work too much overtime . It's counterproductive!
3 If you don't have a permanent contract , you can't feel secure.
4 Good qualifications are better than hands-on experience when you're young.
5 You should expect to do menial tasks when you're new to a job.
6 Hardly anybody manages to land a permanent job just after graduation these days.
7 All young people should do an unpaid internship as an entry-level job. It helps gain useful experience.
8 Good employers always cover the employees' expenses when they travel on business.
9 If you do a short-term placement , it's common to be paid the minimum wage .

WORD STORE 5D | EXTRA Collocations – money

get **make** **work**

1 make
- a profit
- a loss
- a mint
- your target
- ends meet

2 get
- a rise
- a pension
- perks
- a financial incentive

3 work
- for a pittance
- for peanuts
- on commission
- for nothing

WORD STORE 5E | Collocations

~~**build**~~ **follow** **found** **gain** **recruit** **sustain**

1 *build* a brand/a business/a customer base
2 found a business/a charity/a company
3 follow your dream/your gut instinct/your heart
4 sustain a business plan/economic growth/ financial losses
5 recruit a new manager/students/talent
6 gain feedback/insight/recognition

WORD STORE 5F | Word building

ADJECTIVE	NOUN
1 willing	*willingness*
2 adaptable	adaptability
3 keen	keenness
4 resourceful	resourcefulness
5 self-assured	self-assurance
6 persistent	persistence
7 authentic	authenticity
8 sincere	sincerity
9 humble	humility

Word building

1 Complete the text with the correct form of the words in capitals.

Moscow to Beijing by train

The ultimate goal of avid travellers with a penchant for trains is the Trans-Siberian Railway. Its appeal lies in the [0] *length* of the journey – the longest of the Trans-Siberian routes, between Moscow and Vladivostok, covers 9,258 km and takes seven days. Most tourists, however, opt for the slightly shorter journey between Moscow and Beijing via Mongolia, considered to be by far the most interesting of all the available options. The journey can be broken into sections with [1] overnight stays in hotels, turning it into a real holiday. Kazan, Irkutsk and the Mongolian capital are the cities en route that are most worthy of exploration. The principal attraction of the journey is, of course, the Russian landscape – the mesmerising [2] wilderness of the taiga and the sense of immensity. On the Mongolian route, the empty [3] grassy steppes of the Gobi Desert are the highlight, occasionally enlivened by herds of Mongolian horses and clusters of yurts. There's also an alternative route to Beijing, which doesn't cross Mongolia. Its main attraction is passing through the Great Wall of China at Shanhaiguan, where the Wall has been carefully [4] rebuilt to show its original beauty.

LONG
NIGHT
WILD
GRASS
BUILD

Gapped sentences

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

0 a Venus shines brightly and is visible to the naked ___eye___ .
b You might have asked fellow passengers to keep an ___eye___ on your luggage.
c If I lied to you, I wouldn't dare look you in the ___eye___ .

1 a Isn't ___soaking___ in a bubble bath your favourite way to relax after a long flight?
b Small split peas don't need ___soaking___ before cooking.
c We sat in a small pavement café, ___soaking___ up the atmosphere of this quaint little town.

2 a The hotel will have ___conducted___ a customer satisfaction survey within a week.
b Do you know the name of the man who ___conducted___ the choir last Sunday?
c As we all know, heat is ___conducted___ from the hot end of the aluminium bar to the cold end.

3 a When you go trekking, take a ___spare___ pair of shoes in case the ones on your feet get wet through.
b Tourists are often pestered for ___spare___ change by groups of local children.
c I'm not particularly well-travelled, but I really like reading travelogues in my ___spare___ time.

4 a Due to a fallen tree blocking the ___track___ , all the northbound trains were delayed.
b This song is the catchiest and most danceable ___track___ on their new album.
c When we travel, we prefer places off the beaten ___track___ .

WORD STORE 6A | Phrasal verbs

1 rely on sth/sb = *bank on sth/sb*
2 destroyed by fire = burned down
3 investigate sth/sb = check on sth/sb
4 is accepted, often wrongly, as sth/sb = passes for sth/sb
5 adapt to sth/sb = fit in with sth/sb
6 leave = head off
7 communicate = pass on
8 charged too much money = ripped off

WORD STORE 6B | Suffixes – forming adjectives

~~bear~~ daunt flap hand mind relate respect sweat

-able	-ful	-ing	-ive	-y
bearable	mindful	daunting	relative	flappy
respectable	respectful			handy
				sweaty

WORD STORE 6C | EXTRA Suffixes – forming adjectives

~~compete~~ decide delight divide dwindle force grass neighbour offend stone vary

-able/-ible	-ful	-ing	-ive	-y
divisible	delightful	dwindling	*competitive*	grassy
variable	forceful	neighbouring	decisive	stony
		varying	divisive	
			offensive	

WORD STORE 6D | Colloquial phrases

1 accept a situation and not try to change it = *go with the flow*
2 good advice = words of wisdom
3 it's loud and busy there = it's a jungle out there
4 be useful = stand you in good stead
5 sth you do just to say you have done it = tick-box exercise
6 enjoy a place by watching it = soak up the local atmosphere

WORD STORE 6E | Descriptive verbs/ adjectives

1 very tall = *towering*
2 disappear = recede
3 covered = shrouded
4 shining = twinkling
5 reduces = slackens
6 rings = clangs

WORD STORE 6F | Phrases

1 play it by ear [b]
2 take a dip [g]
3 get away from it all [h]
4 get off the beaten track [c]
5 travel on a shoestring [d]
6 pinch yourself [e]
7 roll up [a]
8 use your time wisely [f]

a arrive
b improvise
c go where few people go
d not spend much money on a trip
e convince yourself sth is real
f not waste time
g have a swim
h escape your normal routine

Cloze

1 Complete the text with the correct forms of the words in the box. There are two extra words.

evoke lack ~~origin~~ poor provoke religion suspect

Cypriot poetry battles

Every year during the last week of September, the city of Ayia Napa in Cyprus hosts a festival celebrating the island's traditional arts: dance, music and poetry. What is interesting is that one of the traditions draws direct comparisons with hip-hop culture and 'rap battles' that [0] *originated* in the US in the late 1970s. 'Tsiattista', as the tradition is called, is a form of song competition performed between two opposing poet-singers who have to improvise their lyrics in a rhythm, trying to impress their judges and audiences with their quick wit and [1] provocative/thought-provoking responses on a certain theme. A tsiattisto can be on any subject, as long as it is based on two fifteen-syllable rhyming verses. The favourites are about heroism, love and hatred, wealth or [2] poverty , the moon, the sun, the stars, and anything that will make a good impression. Traditionally, this kind of singing is performed during social events such as [3] religious festivals or wedding receptions. Curiously, although those taking part in Cyprus's poetry battles are elderly, classic battles are often [4] lacking in politeness and involve trades of insults.

Key word transformation

2 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. Do not change the word given.

0 You argued for the play so we managed to raise enough funds to put it on. **ARGUMENT**
But *for your argument in favour/support of* the play, we wouldn't have raised enough funds to put it on.

1 The festival organisers distrusted us because they'd never seen us perform live. **TREATED**
If the festival organisers had ever seen us perform live, they wouldn't have treated us with suspicion.

2 The singer gave the impression of being paralysed with stage fright. **THOUGH**
The singer looked as though she/he was/were paralysed with stage fright.

3 It's best to avoid the press no matter what if you're not certain what to say to them. **COSTS**
You should avoid the press at all costs if in doubt as to what to say to them.

4 I missed out on the concert because I thought the tickets were sold out. **AVAILABLE**
Had I known/thought (that) the tickets were available , I wouldn't have missed out on the concert.

WORD STORE 7A | Exaggerated synonyms

1 pure feeling = *sheer sense*
2 surrounding sth = swirling around sth
3 watching with open mouths = gaping
4 many things happening at the same time = a flurry of sth
5 strongly emotional = visceral
6 filling sth = packing sth out
7 extreme = radical
8 reproduce sth = replicate sth
9 stopping themselves from breathing = holding their breath
10 updated version = reboot

WORD STORE 7B | Theatre words

Adjectives to describe music

percussive
rhythmic
melodic
choral

Places/objects

aisles
stage
props
stilts

WORD STORE 7C | Compound adjectives

1 misguided = *ill-judged*
2 very exciting or frightening = heart-stopping
3 having continued for a long time = long-running
4 having a great influence or effect = far-reaching
5 having your mouth open because you are amazed = slack-jawed
6 earning the largest amount of money = highest-grossing

WORD STORE 7D | EXTRA Compound adjectives

blowing fetched fisted ~~meaning~~ packed witted

noun/adjective/adverb + present participle

1 having good intentions = well-*meaning*
2 very exciting, shocking or strange = mind-blowing

noun/adjective/adverb + past participle

3 unlikely or difficult to believe = far-fetched
4 full of exciting events = action-packed

adjective + noun + *-ed*

5 clever = quick-witted
6 not liking to spend money = tight-fisted

WORD STORE 7E | Collocations

epic full-length immortal raw ~~time-worn~~ warring

1 *time-worn* prejudices/steps/tales
2 immortal soul/truths/words
3 full-length dress/play/poetry collection
4 warring factions/families/tribes
5 raw emotions/materials/passion
6 epic journey/proportions/story

WORD STORE 7F | Collocations

1 *local* regeneration (of a particular area)
2 legal battles (happening in court)
3 cultural institutions (pertaining to art, music or literature)
4 property developers (dealing with buildings or land)
5 creative hub (for imaginative people)
6 pop-up shops (that appear suddenly)
7 public consultation (with ordinary people)
8 redevelopment plans (to modernise sth)
9 done deal (finished)

Multiple-choice cloze

1 Read the text and and choose the correct answer A, B, C or D.

Data overload

It's never been easier to get information – it's quite literally at our fingertips and it's become normal to know more about strangers on the Internet than you do about your family. We seem to be [0] *eager* to plug into the overwhelming information the digital age has to offer us too. But it's also one of the biggest irritations of modern life. We're clearly experiencing a 'data overload', feeling stressed by the reams of information we're [1] _____ with. The eternal battle of the inbox, the constant connection to social media, have taken their [2] _____ . The majority of us say that the need to keep track of information from too many sources is a major concern in our daily lives. This digital culture is also [3] _____ our sleep and relationships, leading to restlessness, anxiety or an inability to relax. For some the only answer is to switch off their devices to avoid checking them. [4] _____ that, there's a different solution: less text, more pictures. Research has proven that by visually presenting information, data processing demands on the brain can be reduced. Then long text-based emails and documents may soon become a thing of the past.

0	**A** eager	**B** needy	**C** reluctant	**D** voluntary
1	**A** coped	**B** dealt	**C** faced	**D** struggled
2	**A** burden	**B** charge	**C** toll	**D** weight
3	**A** assuming an influence	**B** thought to be affecting	**C** having an impact	**D** reported affecting
4	**A** Given	**B** Having said	**C** Provided	**D** Supposing

Sentence formation

2 Complete the sentences using the correct forms of the words in brackets. Do not change the order of the words given. Use between three and six words in each gap.

0 Cyberbullying is (*believe/cause/he*) *believed to have caused him* to quit college.

1 Why (*she/insist/call*) does she insist on being called Kaya if her name is Catherine?

2 Actually, (*what/he/regret/not/check*) what he regrets not checking/what he regrets not having checked is the accuracy of the data presented in the article.

3 You don't need to (*remind/apologise/they*) be reminded to apologise to them for your offensive comments, do you?

4 Hackers are said (*threaten/launch*) to be threatening to launch/to have threatened to launch more attacks on the government's website since the new law went into force last week.

WORD STORE 8A | Prefixes

1 co- (= with) coexist
2 multi- (= many) multitasking
3 under- (= not enough) underestimate
4 pseudo- (= pretend) pseudo-facts
5 mis- (= badly) misinformation
6 self- (= by itself) self-imposed
7 over- (= too much) overload

WORD STORE 8B | Verb–noun collocations

1 take notice of sth = devote attention to sth
2 having a bad effect over time = taking its toll
3 intentionally not see sth = blinker ourselves
4 confusing or complicating your thinking = cluttering your thoughts
5 doing activities in order of importance = prioritising tasks
6 notice prejudice or preference = detect bias

WORD STORE 8C | Phrases with *mind*

absent ~~**blows**~~ **business** **crosses** **in** **manners** **out** **tough**

a verb + pronoun + *mind*

1 If sth blows **your mind**, it really impresses you.
2 If sth crosses **your mind**, you think about it.

b verb + preposition + phrase with *mind*

3 If you **are** in **two minds**, you are uncertain.
4 If you **are** out **of your mind**, you are mad or very foolish.

c *mind* as a verb

5 If you say **mind your own** business, you are telling sb not to ask about sth private.
6 If you say **mind your** manners, you are telling sb to behave correctly.

d *-minded* as a suffix

7 Sb who is absent**-minded** forgets things.
8 Sb who is tough**-minded** is determined and unsentimental.

WORD STORE 8D | EXTRA Phrases with *mind*

1 Once I **put my mind to it**, I'll succeed in whatever I do.

2 I'm **broad-minded** and so I can understand any kind of behaviour.

3 The upcoming school-leaving exams are beginning to **weigh on my mind**. I'm rather worried.

4 Whenever I worry too much, I try to step back and **clear my mind**.

WORD STORE 8E | Phrases

come **gain** ~~**put**~~ **reap** **ring** **take**

1 If sb puts one foot in front of the other, they walk deliberately or carefully.
2 If an idea or a product, etc. gains traction, it begins to become more popular, widespread or better-known.
3 If sth comes easy (or easily) to someone, they are good at it with little effort or have a natural talent for it.
4 If a bite is taken out of sth (e.g. an amount of money), it is reduced by a significant amount.
5 If sb reaps the benefit(s), they get sth good as a result of their efforts.
6 If sth rings true, it seems likely or accurate.

WORD STORE 8F | Collocations

amateur footage **citizen report** **common misconception** **fresh angle** **ideological viewpoint** **increased trust** **mainstream media** **potential impact** ~~**well-balanced account**~~

1 It's not easy to find a fair and impartial report on the current political situation.
It's not easy to find a well-balanced account of the current political situation.
2 Conventional news sources didn't report on the story. Mainstream media
3 Some passers-by took a video of the crime on their smartphones. amateur footage
4 Politicians usually have a particular point of view based on a series of beliefs. an ideological viewpoint
5 A new slant on a topic is what a lot of people are looking for. fresh angle
6 If people can participate more in journalism, they will have more faith in it. increased trust
7 The story didn't come from a professional source. was a citizen report
8 It is a mistaken idea that only the mainstream media can report the news. common misconception
9 The possible effect this article could have on Internet privacy is huge. potential impact

Open cloze

1 Complete the text with one word in each gap.

Are we bound to run out of seafood?

A four-year study of 7,800 marine species around the world's ecosystems has concluded that the long-term trend is clear and predictable. If the present rate of destruction by fishing continues, as it [0] *has* for the last fifty years, the world's currently fished seafoods will have reached what is defined as collapse by 2048. The study, by an international group of ecologists and economists, says the loss of biodiversity impairs the ability of oceans to feed the world's growing human population, which is expected to [1] rise/grow/increase/climb by 50 percent to nine billion in 2050. Over-fishing also sabotages the stability of marine environments. Not only [2] does it profoundly reduce the ocean's ability to produce food, resist diseases and filter pollutants, it also impedes its resilience to climate change. The animals and plants that inhabit the sea are essential to the health of the oceans and every single species matters. A case in [3] point is the decline of cod on the Scotian shelf, off Canada, which led to significant changes throughout the ecosystem. But the study reveals some good news too. There is evidence that wherever protective measures were [4] taken , species recovered rapidly and could cope better with problems such as global warming.

Key word transformation

2 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. Do not change the word given.

0 The search and rescue mission was resumed as soon as the weather improved. **SOONER**
No *sooner had the weather improved than* the search and rescue mission was resumed.

1 They'd be grateful for some extra time to think the offer over. **APPRECIATE**
They would appreciate it if they were given some extra time to think the offer over.

2 We don't often hear of shark attacks on swimmers at this beach. **HEAR**
Rarely do we hear of swimmers being attacked by sharks at this beach.

3 I would prefer you to eradicate the problem as soon as possible. **RID**
I'd rather you got rid of the problem as soon as possible.

4 It was only when I got there that it struck me how much damage the earthquake had caused. **REALISE**
Not until I got there did I realise the full extent of the damage caused by the earthquake.

WORD STORE 9A | Synonyms

1 essential = *critical*
2 the most important = paramount
3 extreme = radical
4 increase sth = boost
5 never ending or getting better = remorseless
6 dealing with sth = tackling
7 make up sth = constitute
8 very harmful = catastrophic
9 considerable = substantial

WORD STORE 9B | Environmental problems

1 the use of a resource = *consumption*
2 the variety of kinds of life in an ecosystem = biodiversity
3 gases sent into the air = emissions
4 the use of machinery to make farming more productive = agricultural industrialisation
5 the permanent destruction of forests = deforestation
6 the industry of farming = agribusiness
7 the part of the farming industry devoted to raising animals = livestock sector
8 being able to be maintained = sustainable

WORD STORE 9C | Animal idioms

bird ~~**bull**~~ **dog** **duck** **goose** **horse**

1 take the *bull* by the horns = face up to a challenge
2 let sleeping dogs lie = leave sth alone if it might cause trouble
3 be like water off a duck's back = used to say that sb is unconcerned by criticism
4 a wild goose chase = a search for sth that is unattainable or non-existent
5 kill two birds with one stone = achieve two things with one action
6 straight from the horse's mouth = directly from the source

WORD STORE 9D | EXTRA Animal idioms

1 let the cat out of the bag = _____ c
2 donkey's years = _____ d
3 a wolf in sheep's clothing = _____ e
4 hold your horses = _____ b
5 pigs might fly = _____ a

a it's highly unlikely that sth will happen
b be patient, wait before doing sth
c tell sth that is supposed to be a secret
d an extremely long time
e sb who seems kind but is hostile

WORD STORE 9E | Collocations

~~**aid**~~ **damage** **force** **individual** **relations**

1 humanitarian cause / *aid*
2 intergovernmental organisation / relations
3 environmental action / damage
4 peacekeeping mission / force
5 philanthropic foundation / individual

WORD STORE 9F | Verbs

astonished **brought back** ~~**disturb**~~ **get rid of** **grew successfully** **observed** **taken into account**

1 upset = *disturb*
2 factored in = taken into account
3 eradicate = get rid of
4 reintroduced = brought back
5 staggered = astonished
6 flourished = grew successfully
7 monitored = observed

PREPOSITIONS IN PHRASES

AT

at a disadvantage: *You're at a disadvantage without a degree.*
at a loss: *When were you last at a loss for words?*
at a rapid/a slow/one's own pace: *She'll learn best at her own pace.*
at a/that point: *At that point I began to get seriously worried.*
at all costs/at any cost: *They will try to win the next election at any cost.*
at all: *The place hasn't changed at all.*
at dawn: *The train set out at dawn.*
at ease: *Nurses do try to make patients feel at ease.*
at fault: *It was the other driver who was at fault.*
at first: *At first he seemed very strict, but now I really like him.*
at first glance/sight: *At first glance, the island seemed to be deserted.*
at hand: *Don't get distracted – try to focus on the task/job at hand.*
at least: *At least 150 people were killed in the earthquake.*
at once: *We're all required to do several things at once.*
at one's disposal: *My car and driver are at your disposal.*
at sea: *I'm all at sea when it comes to working the new washing machine.*
at the bottom of: *Print your name at the bottom of the letter.*
at the end of: *Rob's moving to Maine at the end of September.*
at the end of the day: *At the end of the day, it's up to me to decide.*
at the heart of: *Loyalty is at the heart of friendship.*
at the last minute: *The concert was cancelled at the last minute.*
at the same time: *How can you type and talk at the same time?*
at the summit: *The treaty was signed at the summit in 2014.*
at the time: *At the time, the only way of travelling was by ox wagon.*
at times: *She can be cruel at times.*

BY

by accident: *I discovered by accident that he'd lied to me.*
by all means: *By all means, come over and use my computer.*
by chance: *We met by chance at a friend's party.*
by/in contrast: *By contrast, the second exam was very difficult.*
by means of: *The oil is transported by means of a pipeline.*
by nature: *He's such a quiet boy by nature.*
by virtue of: *In this company people get promoted by virtue of their age.*
by way of: *I'd like to say a few words by way of apology.*

FOR

for a good cause: *Let's collect some money for a good cause.*
for ages/centuries/decades: *Nomads have wandered through the desert for centuries.*
for convenience: *Subtitles are given at the bottom of the screen for convenience.*
for example/instance: *She's totally unreliable – for instance, she often leaves the children alone in the house.*
for free: *If you had a radio, you could listen to music for free.*
for life: *We soon became friends for life.*
for nothing: *I did all that work for nothing.*

FROM

from scratch: *I deleted the file from the computer by mistake so I had to start again from scratch.*
from the start: *I was absolutely hooked from the start.*
from the summit: *We could view the ocean from the summit.*

IN

in a competitive/professional environment: *This institution enables students to learn how to work in a professional environment.*
in a hurry/rush: *Take your time, I'm not in any hurry.*
in a logical/the same order: *Put the sentences in a logical order.*
in a non-linear/strange fashion: *We often read in a non-linear fashion.*
in a reserve: *We saw giraffes in a game reserve in Kenya.*
in a while: *I haven't done any voluntary work in a while.*
in a/no position: *I'm afraid I'm not in a position to advise you.*
in addition to: *In addition to the regular student loan, students get a grant.*
in advance: *This delicious dish can be prepared in advance.*
in an age of: *We are living in an age of information overload.*
in an exam: *How did you do in the exam?*
in an interview: *She said in an interview that she wasn't prepared to work on Sundays.*
in an itinerary: *You won't find this place in the itinerary.*
in anger: *You should never discuss such things in anger.*
in any case: *Of course we'll take you home – we're going that way in any case.*
in authority: *You should write and complain to someone in authority.*
in case: *Governments fear discussing climate change in case they upset the business community.*
in charge (of): *Rodriguez is in charge of the LA office.*
in class: *No talking in class!*
in collaboration (with): *The two companies worked in close collaboration on the project.*
in common: *They found they had very little in common.*
in conclusion: *In conclusion, I'd like to underline the importance of our project for wildlife.*
in conversation: *The group of students were deep in conversation.*
in (more) detail: *Homeschooling allows children to explore topics in more detail.*
in doubt: *Sonia was in doubt about what to do.*
in fact: *I know her really well, in fact I had dinner with her last week.*
in full: *Timothy remains confident he will pay off his loans in full.*
in general: *We want to raise awareness of the environment in general.*
in her eighties/nineties, etc.: *Even though my grandmother is in her eighties, mentally she's still very sharp.*
in midair: *A vessel hovers in the gloom like a ghost ship suspended in midair.*
in modern society: *This attitude is common in modern society.*
in my day: *I was quite the actress in my day.*
in my view: *In my view, the quality of food is currently unsatisfactory.*
in nature: *This material cannot be found in nature.*
in need (of): *If you're in need of extra encouragement, this is the perfect choice for you.*
in one's (best) interest: *It's in everyone's interest to try to resolve this dispute as soon as possible.*
in order to: *Plants need light in order to live.*
in other words: *Stop living a lie – in other words tell her the truth at last!*
in part: *The accident was due in part to the bad weather.*
in particular: *Old people in particular are often ill in winter.*
in public: *I don't have the guts to sing in public.*
in question: *On the afternoon in question, Myers was seen leaving the building at 3:30.*
in real time: *Runners can track important data in real time.*
in response to: *I am writing in response to your advertisement.*
in short: *In short, I don't think we can do it.*
in stages: *The instructions are given in clear stages.*

in support/favour of: *In town we passed a demonstration in support of animal rights.*
in the direction of: *We walked off in the direction of the hotel.*
in the distance: *I glimpsed George's red shirt in the distance.*
in the end: *In the end, we decided to go to Florida.*
in the face of: *Marie was very brave, even in the face of great suffering.*
in the field (of): *Professor Kramer is an expert in the field of radio astronomy.*
in the first place: *She should have asked you for permission in the first place.*
in the gloom: *We got lost in the gloom.*
in the ground: *The best solution would be to keep fossil fuels in the ground.*
in the heat: *A lone figure was shimmering in the heat.*
in the height of: *I'm not going to go there in the height of the tourist season.*
in (the) light of: *In light of the low profits, we will have to make budget cuts.*
in the long/short run: *Wood is more expensive, but in the long run it's better value.*
in the media: *The floods were widely reported in the media.*
in the middle of: *Can I call you back later? I'm in the middle of cooking dinner.*
in the negative: *He answered my question in the negative.*
in the news: *The election campaign has been in the news for the last two months.*
in a phase: *This device is now in the experimentation phase.*
in the wrong: *Which driver was in the wrong?*
in this day and age: *No one should suffer hardships in this day and age.*
in town: *Guess who's in town!*
in unison: *Several choirs performed in unison.*
in vain: *Doctors tried in vain to save his life.*
in writing: *Can you put what you've just said in writing?*

ON

on a daily/weekly basis: *We are in touch on a daily basis.*
on a/the day: *You'll be our guest of honour on the day.*
on a/one's list: *We have over 300 people on our waiting list.*
on a/one's smartphone: *A passer-by took a video of the crime on his smartphone.*
on a/one's trail: *He soon realised the police were already on his trail.*
on a/the topic: *I'm going to speak on the topic of global warming.*
on average: *We spend, on average, around £40 a week on food.*
on balance: *I think on balance I prefer the new system.*
on behalf of/on one's behalf: *He agreed to speak on my behalf.*
on business/on holiday: *I hate being told what to do and where to go on holiday.*
on closer inspection: *On closer inspection, the material looked like natural stone.*
on commission: *She sells perfume on commission.*
on condition that: *I'll lend you some money on condition that you pay it back tomorrow.*
on Earth: *Every person on Earth should be aware of the problem.*
on foot: *We set out on foot to explore the city.*
on one's own: *Rick lives on his own.*
on paper: *Do we read more efficiently on screen or on paper?*
on public transport: *You often have to stand on public transport.*
on purpose: *I'm sorry I hurt you. I didn't do it on purpose.*
on screen: *He hates watching himself on screen.*
on social media: *Many people spend a lot of time chatting on social media.*
on stage: *I get very nervous before I go on stage.*
on the circuit: *She is still vastly popular on the rap circuit.*
on the edge of: *The film will keep the majority of its viewers on the edge of their seats.*
on the face of it: *On the face of it, this seems like a perfectly good idea.*
on the horizon: *There was a line of yellow lights twinkling on the horizon.*
on the increase: *Crime in the city is on the increase.*
on the market: *That house has been on the market for a year now.*
on the other side (of): *There was a man waiting for somebody on the other side of the road.*
on the outside: *The cake is crunchy on the outside.*
on the point of: *I was just on the point of leaving for work when the phone rang.*
on the road: *She's going back on the road in a few weeks.*
on the subject (of): *She's written several books on the subject.*
on the verge of: *Helen was on the verge of tears.*
on the way out: *Do you think that Madonna is on the way out?*
on the whole: *On the whole, life was much quieter after John left.*
on time: *In Japan the trains are always on time.*
on track: *Meat consumption is on track to rise dramatically by 2050.*

OVER

over the course of: *They were given crisps and chocolate over the course of ten days.*
over the years: *She staged three plays over the years.*
over time: *Sports, like all human enterprise, evolve over time.*

TO

to a (certain) degree: *To a certain degree he's right.*
to date: *This is the best research on the subject to date.*
to/in my mind: *To my mind, gaining experience is the most important thing.*
to no avail: *They searched everywhere, but to no avail.*
to some/a certain extent: *To some extent, it was my fault.*
to the top: *He guided us to the top of the mountain.*

UNDER

under no circumstances: *Under no circumstances should you leave this house!*

WITH

with the aim of: *We visited the disaster area with the aim of helping the people in need.*

WITHOUT

without delay: *We set out without delay.*

PREPOSITIONS AFTER NOUNS

access to: *Students should have access to healthy food during the school day.*
address to: *The president delivered an address to his nation.*
advances in: *We are happy to take advantage of advances in medicine.*
advantage over: *Her computer training gave her an advantage over the other students.*
advice about/on: *This book is full of advice on baby care.*
affinity for/with: *She felt a natural affinity with these people.*
alternative to: *What alternatives to university are there?*
angle to: *There's another angle to this issue.*
approach to: *He'd like to change people's approach to social media.*
association with: *She's known for her close association with various charities.*
attention to: *The school needs to pay more attention to this issue.*

attitude to/towards: *What is their general attitude towards refugees?*
award for: *Many institutions offer awards for innovation in business.*
belief in: *To sell the product, you need to have a strong belief in it.*
benefit for/to: *There are obvious benefits for computer users.*
bond between/with: *You make a lifelong bond with a friend.*
cause for: *The results of the research are a cause for concern.*
commitment to: *We have a commitment to providing quality service.*
concern about: *There is growing concern about the pollution in our cities.*
contribution to: *The UN has made an important contribution to world peace.*
contributor to: *The transport sector is one of the main contributors to global warming.*
damage to: *Flood waters cause structural damage to roads.*
debate about: *There has been heated debate about the referendum.*
decrease in: *Teachers reported a decrease in school bullying.*
dedication to: *I admire your dedication to your family.*
dependence on: *The problem is our dependence on fossil fuels.*
difference between: *There are certain differences between state schools and private schools.*
difference in: *The two jackets might look the same, but there's a huge difference in price.*
discussion about/on: *In class that day they had a discussion about the political parties.*
divide between: The Tempest *bridges the divide between poetry and theatre.*
downturn in: *Artists blame them for the downturn in their royalties.*
effect on: *Memories can have a positive effect on your well-being.*
empathy for: *She feels deep empathy for the marginalised.*
factor behind: *I wonder what the factors behind our dietary choices are.*
faith in: *I have great faith in her ability.*
fluctuations in: *You must be prepared for the fluctuations in the revenue.*
focus on: *The company intends to provide a sharper focus on human resources.*
funds for: *We're trying to raise funds for a new swimming pool.*
idea for: *Where did you get the idea for the book?*
impact on: *He had a big impact on my life.*
improvement in: *There's certainly been an improvement in Danny's schoolwork.*
increase in: *The situation has been blamed on recent increases in course fees.*
insight into: *The article gives us a real insight into Chinese culture.*
interview with: *The magazine features an exclusive interview with the prime minister.*
introduction to: *The course is intended to provide a basic introduction to Art History.*
involvement with: *She denies any involvement with the robbery.*
isolation from: *These events cannot be examined in isolation from one another.*
paper on: *My paper on global warming is due on Friday.*
participation in: *Her school encourages participation in decision-making.*
perspective on: *Working abroad gives you a whole new perspective on life.*
plan for: *Are there any plans for a merger of the two companies?*
positives to: *There are many positives to running your own business.*
post about: *Have you read the post about the importance of healthy eating habits?*
pressure on: *There is now a great deal of pressure on governments to take concrete action.*
problem with: *I've been having problems with my Internet connection.*
proposal for: *I don't like the government's proposal for the improvement of health care.*
punishment for: *What is the punishment for treason?*
reason for: *Did he give any reason for leaving?*
recognition for: *The winners enjoy recognition for their talent and achievements.*
relationship between: *There is a special relationship between these two countries.*
relationship with: *The police have a good relationship with the community.*
report on: *Send us a report on your city or any other city that you know.*
research into: *Scientists are carrying out in-depth research into the causes of this disease.*
resistance to: *There is strong public resistance to the new taxes.*
respect for: *Good teachers promote respect for others.*
right to: *Top athletes have earned the right to any prize money they gain.*
rise in: *There's been a sudden rise in the price of petrol.*
room for: *Is there room for my camera in your bag?*
route to: *Getting lots of money is not necessarily the route to happiness.*
search for: *Hundreds of local people are helping in the search for the missing girl.*
strain on: *The new taxation system has put a huge strain on small businesses.*
suggestion for: *Make at least three suggestions for improvement.*
therapy for: *Scientists have discovered a new therapy for cancer treatment.*

PREPOSITIONS AFTER VERBS

accept into: *It was a long time before the other kids accepted him into their community.*
accuse of: *Are you accusing me of stealing?*
adapt to: *Old people find it hard to adapt to life in a foreign country.*
agree about: *My brother and I never agreed about anything.*
agree to: *The boss would never agree to such a plan.*
alert to: *Before we went to Africa we were alerted to the dangers of tropical diseases.*
apologise for: *He apologised for being so late.*
apply to: *The 20 percent discount only applies to club members.*
arrest for: *The police arrested Eric for shoplifting.*
ask about: *It's always a good idea to ask the waiter about specific ingredients.*
assign to: *Specific tasks will be assigned to each member of the team.*
attach to: *Please attach a photograph to your application form.*
award for: *Einstein was awarded the Nobel Prize for his work in Physics.*
balance with: *It's vital to balance the costs with the potential benefits.*
begin with: *Let's begin with Exercise 5.*
blame on: *Don't try to blame this on me!*
change to: *She managed to change the subject of the conversation to his new job.*
collaborate with: *There are rumours that he collaborated with the secret police.*
combine with: *She manages to combine family life with a career.*
communicate with: *They communicated with each other using sign language.*

compare to/with: *The report compares pollution levels in London with those in other cities.*
compensate for: *Her intelligence more than compensates for her lack of experience.*
compete against/with: *We've had to cut our prices in order to compete with the big supermarkets.*
compete for: *She and her sister are always competing for attention.*
complain about: *The neighbours have been complaining about the noise.*
confide to: *Men usually don't confide their problems to their friends.*
congratulate on: *I want to congratulate you on your exam results.*
cope with: *How do you cope with all this work?*
deter from: *What would deter you from visiting them?*
differ from: *The new system differs from the old one in several important ways.*
disagree about/on: *Those two disagree about everything.*
disagree with: *Roth doesn't like anybody who disagrees with him.*
discourage from: *They're trying to discourage staff from texting at work.*
distinguish between: *Young children often can't distinguish between TV programmes and advertisements.*
donate to: *Our school donated £500 to the Red Cross.*
eliminate from: *Why were the wolves originally eliminated from the park?*
emerge from: *He emerged from his hiding place.*
engage with: *Why don't you engage more with your colleagues?*
expect from: *The officer expects absolute obedience from his men.*
expose to: *When a wound is exposed to the air, it heals more quickly.*
feel about: *What does Michael feel about the idea?*
gain from: *Will we gain anything from this reform?*
get from: *How much money did you get from grandma?*
impale on: *He impaled the fish on a fork and grilled it over the open fire.*
interact with: *It's interesting how members of the group interact with each other.*
intern for: *During the summer of my first year at university, I interned for a magazine.*
introduce to: *Alice, may I introduce you to Megan?*
invite to: *Are you invited to Tim's party?*
leak in: *Polluted water kept leaking in from a fractured pipe.*
learn from: *She learnt a lot from her older brother.*
lend to: *I've lent my bike to Tom.*
live without: *I couldn't live without my phone.*
match to/with: *Match the words on the left with the meanings on the right.*
nominate for: *I'd like to nominate Margaret for the award.*
participate in: *Would you like to participate in a study like this?*
pass through: *We passed through Texas on our way to Mexico.*
plan for: *We think you should plan for more accidents.*
play with: *He wasn't considered the best influence and the children in town were not allowed to play with him.*
plead with: *She pleads with the audience to be more empathetic towards their fellow human beings.*
prepare for: *Carol was upstairs preparing a room for the guests.*
prevent from: *A knee injury prevented him from playing in Saturday's game.*
provide with: *I was provided with a car and a guide.*
recover from: *Anna wasn't able to recover all her data from the faulty hard drive.*
register for: *Is there still time to register for the Spanish class?*
replace with: *They later replaced the coach with a younger man.*
report on: *Conventional news sources didn't report on the story.*
respond to: *How did he respond to your question?*
result from: *A lot of changes in society have resulted from the use of computers.*
retail at: *The computer retails at around $600.*
return to: *They can't imagine the conditions they'll find when they return to their homes.*
revise for: *They're revising for the English test.*
scroll through: *You can scroll through this user-friendly menu.*
share with: *I shared a room with her when I was at college.*
shortlist for: *She's been shortlisted for the award of best young poet.*
speak of: *There are no rivers because there is no rain to speak of.*
speak with: *We need to speak with you before you leave.*
stagger off: *Having eaten all the delicious food, we staggered off to our beds.*
stare at: *Stop staring at me!*
start with: *The reception started with the host's speech.*
stay with: *We've got some friends staying with us.*
stop from: *She can't stop me from leaving!*
stretch for: *The desert stretches for more than 800 kilometres from north to south.*
supply with: *Drivers are supplied with a uniform.*
support with: *Support your point with examples.*
swirl around: *Controversy swirled around the new initiative.*
sympathise with: *I sympathise with her husband.*
talk about: *Grandpa never talks much about the war.*
talk to: *Who's he talking to on the phone?*
test on: *We're being tested on grammar tomorrow.*
thank for: *We'd like to thank everyone for all the wedding presents.*
think about: *Have you thought about which subjects you want to study at university?*
transform into: *Printing transformed many listeners into solitary readers.*
transport to: *This song always transports me back to my teenage years.*
volunteer for: *He often volunteers for various kinds of charity work.*

PREPOSITIONS AFTER ADJECTIVES

annoyed about/at: *She was really annoyed at the way he just ignored her.*
anxious about: *June is anxious about going such a long way on her own.*
appreciative of: *She is appreciative of the production quality of their films.*
apprehensive about: *I was apprehensive about the wildlife in the Amazon rainforest.*
associated with: *For all of us, feelings become associated with certain smells.*
attached to: *We had become very attached to each other over the years.*
available to: *She is pleased that their help is available to everyone.*
aware of: *They may not be aware of the risks.*
bad at: *Brian is really bad at sports.*
bad for: *Too many sweets are bad for your teeth.*
based on: *The play was loosely based on Amelia Earhart's life.*
careful about: *You should be careful about what you post online.*
central to: *Cooking is central to human social relations.*
close to: *Are you close to your sister?*
committed to: *They were fully committed to the process of recruiting new staff.*
compared to/with: *You're sporty compared to her!*
concerned about: *I am concerned about his eyesight.*
confined to: *The woman was confined to her flat for years.*
confronted with: *Confronted with the video evidence, she had to admit she had been involved.*

content with: *I'd say she's fairly content with her life at the moment.*
covered in/with: *Your boots are covered in mud!*
cynical about: *The media can be cynical about celebrities getting involved in good causes.*
dependent on: *We are too dependent on the Internet.*
devoted to: *She's devoted to her cats.*
different from/to (Br.E.)**/than** (Am.E.)**:** *New York and Chicago are very different from each other.*
disengaged from: *Some students become disengaged from school.*
disillusioned with: *After the elections, he became disillusioned with politics.*
dotted with: *We are in vast grasslands dotted with termite mounds.*
embedded in: *Small stones had become embedded in the ice.*
envious of: *Tom was deeply envious of his brother's success.*
equivalent to: *The workers received a bonus equivalent to two months' pay.*
essential for/to: *A balanced diet is essential for good health.*
faced with: *Faced with difficulties, they pressed on and managed to meet the deadline.*
famous for: *What are these celebrities famous for?*
far from: *Wherever you travel nowadays, you are never far from shops.*
fatigued by: *He was fatigued by the long journey.*
followed by: *There was a shout from the garage followed by a loud crash.*
good for: *'I'm going to theatre school.' 'Good for you!'*
happy for: *A true friend will always be happy for you.*
honest with: *To be honest with you, I don't feel like going to the cinema tonight.*
important for: *Healthy eating habits are important for young people's growth.*
incapable of: *She is incapable of admitting she is wrong.*
involved in: *How many people are involved in the decision-making process?*
jealous of: *You're just jealous of me because I got better grades.*
lost in (oneself): *She seems to be lost in herself.*
low in: *Shops should only sell snacks that are low in sugar.*
obsessed with: *I became obsessed with seeing everything recommended in my guidebook.*
opposed to: *Most people are opposed to the fur trade.*
plastered in/with: *An entire wall of my room is plastered in scribbled notes.*
popular with: *What places are popular with families in your city?*
prone to: *What parts of your country are prone to serious flooding?*
proud of: *I was so proud of her when she learnt to use the Internet.*
related to: *Are you related to Paula?*
responsible for: *She's responsible for the day-to-day running of the department.*
responsive to: *We try to be responsive to the needs of the customer.*
saddled with: *Many students leave university saddled with debt.*
shocked at: *He was shocked at the price of food.*
shrouded in: *The mountains were shrouded in clouds.*
similar to: *Your shoes are similar to mine.*
stressed (out) about: *What is Daniel so stressed about?*
stressed out: *When I'm stressed out, I sometimes use breathing exercises.*
successful in: *To be successful in life you need to work hard.*
suitable for: *The film isn't suitable for young children.*
suited for/to: *The trips we offer are best suited to couples with small children.*
surrounded by: *The lake was surrounded by trees.*
sympathetic to: *He was quite sympathetic to my plan.*
teeming with: *The lake was teeming with fish.*
thankful for: *I was thankful for the chance to sit down at last.*
touched by: *I've always been touched by the fantastic presents she buys me.*
uncomfortable with: *Are you uncomfortable with risk?*
undecided about: *Many people are still undecided about how they will vote.*
unhappy about: *Pauline seemed deeply unhappy about something.*
unsure about: *At first, he was unsure about accepting the job.*
upset by: *She was upset by the food smell.*
wrong about: *I could be completely wrong about all of that.*

OTHER

a case in point: *The question of socialisation is a case in point.*
according to: *According to a BBC report, nearly three-quarters of graduates from English universities will never clear their debt.*
all in all: *All in all, it's been a long but eventful day.*
apart from: *Apart from a couple of spelling mistakes, your essay is excellent.*
day-to-day: *A different climate can affect day-to-day life.*
deep/lost in thought: *She was staring out of the window, lost in thought.*
due to: *Our bus was late due to heavy traffic.*
I for one: *I for one took advantage of the opportunity for greater self-development.*
in order to: *I would recommend taking basic language classes before travelling to a foreign country in order to more fully appreciate the country's culture and people.*
judging by: *Judging by his subdued manner he must have been anxious about the result of the conversation.*
keep in touch: *My grandmother learnt to use the Internet so that she could keep in touch with me when I was travelling abroad.*
keep out of sb's way: *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.*
keep sb up to date on sth: *It's imperative you keep us up to date on any news.*
keep things in perspective: *Before an exam I try to keep things in perspective – I tell myself it wouldn't be the end of the world if I failed.*
later on: *Let's go shopping first, and later on we could find somewhere to have a meal.*
out of the ordinary: *Despite our high expectations the exhibition was nothing out of the ordinary.*
play a role in: *Professional athletes now have access to far better equipment and this has undoubtedly played a role in their achievements.*
put in place: *The new educational system will be put in place next year.*
take account of: *The scientist's report doesn't take account of the latest research.*
take care of: *When applying for a visa, make sure you take care of the necessary paperwork in advance.*
take into account: *Sometimes even at public consultations, the opinions of local residents aren't taken into account.*
take into consideration: *What do you think the judges take into consideration when choosing a winner?*
take part in: *A team of Swedish athletes were taking part in an adventure race in Ecuador when they came across a homeless dog looking for food.*
take sth in one's stride: *If I'm well prepared, I always take exams in my stride.*
there's no point in: *There is no point in protesting once governments or big businesses have made decisions.*

PREFIXES

Frequently used prefixes

Prefix	Examples
anti- (=against)	anti-capitalist
bi- (=two)	bilingual
co- (=with/together)	coexist, cooperative
cross- (=across)	cross-country, cross-cultural
de- (=sth is removed)	deforestation
ex- (=former/before)	ex-prime minister
inter- (=between)	intergovernmental
macro- (=large)	macroeconomics
mega- (=very big)	megastore
micro- (= extremely small)	microorganism
mini- (=very small)	miniflashcards
mis- (=badly/wrongly)	mishap, mistrust
mono- (=one)	monolingual
multi- (=many/several)	multidisciplinary
out- (=beyond)	outdated
out- (=further/better)	outdo
over- (=too much)	overload, overpopulation
post- (=after)	post-industrial
pre- (=before)	pre-existing
pro- (=in favour)	pro-democracy
pseudo- (=false)	pseudo-facts
re- (=again)	refreshingly, retelling
self- (=by yourself)	self-belief, self-imposed
semi- (=half/partly)	semi-formal
sub- (=under, below)	subcommittee
super- (=more/larger/greater)	superstar
under- (=below/beneath)	undergraduate
under- (=not enough)	underestimate, understatement

Negative prefixes

Prefix	Examples
dis-	disarm, disrespectful
il-	illegal
im-	immortal, impractical
in-	inseparable
ir-	irreplaceable, irreverent
non-	non-existant
un-	unfold, unwillingness

SUFFIXES

Suffixes that form nouns

Suffix	Examples
-age	advantage, package
-al	approval, portrayal
-ance/ence	presence, resistance
-ancy	ascendancy
-ant/-ent	applicant, element
-dom	superstardom, wisdom
-ee	employee, interviewee
-er/or	conductor, usher
-ess	actress
-ful	spoonful
-hood	likelihood
-ian	comedian
-ics	politics
-ing	rambling, shortcoming
-ise	expertise, premise
-ism	plagiarism
-ist	novelist, soloist
-ive	incentive, narrative
-ment	ailment, resentment
-ness	awareness, effectiveness
-our	favour, honour
-ship	friendship, hardship
-sion/tion	collaboration, passion
-sis	basis
-th	depth, health
-ty/ity	objectivity, property
-ure	pleasure, stature
-y	policy, summary

Suffixes that form adjectives

Suffix	Examples
-able/ible	charitable, tangible
-al	coincidental, facial
-ant/ent	ascendant, prominent
-ary	dietary, voluntary
-ate	considerate, obstinate
-ed	cluttered, devoted
-ful	thankful, thoughtful
-ic	manic, melancholic
-ing	imposing, upstanding
-ish	childish
-ive	diminutive, pensive
-less	tasteless, careless
-like	childlike
-ly	daily
-ous	impetuous, glutinous
-some	toothsome
-y	chatty, grassy

Suffixes that form adverbs

Suffix	Examples
-ly	persuasively, repeatedly
-ward(s)	backwards

Suffixes that form verbs

Suffix	Examples
-ate	appreciate, compensate
-en	lengthen, lighten
-ify	amplify, identify
-ise/ize (Am.E.)	acclimatise, utilise

act sth out (5.6) – to perform: *Act your dialogue out for the class.*

add to sth (6.2) – make a feeling or a quality stronger or more noticeable: *This performance will undoubtedly add to his growing reputation.*

amount to sth (5.2) – to become a particular amount: *Our initial investment amounted to £200.*

appeal to sb (5.7) – seem attractive or interesting to sb: *None of the jobs offered appealed to me.*

ask for sth (4.7) – say you would like sth: *Let's call the waiter and ask for the bill.*

associate with sb (1.2) – spend time with sb (disapproved of by others): *Her parents didn't want her to associate with children from the estate.*

bank on sb/sth (6.1) – rely on sb or sth: *You know you can always bank on my support.*

belong to sth (4.7) – be connected with a particular time, place or style: *This sentence obviously belongs to the introductory paragraph.*

blot sth out (1.1) – stop thinking about sth (unpleasant): *Many people blot out sad memories.*

blow sth up (8.2) – destroy using a bomb: *The general decided to blow up all the bridges on the river.*

break into sth (5.1) – become involved in a new type of activity: *He's always wanted to break into politics.*

break (sth) off (3.4) – get separated or separate sth from the rest: *It was my favourite mug but unfortunately the handle broke off.*

break sth up (2.2) – make sth less boring by doing sth different in the middle of it: *I decided to study abroad to break up my routine.*

breeze through sth (2.2) – achieve sth very easily: *She breezed through the final tests.*

bring sth back (1.1) – make sb remember sth from the past: *Certain smells can bring back images of childhood holidays.*

bring sb in (5.2) – to ask/hire sb to do a job: *Bringing in experienced professionals in a hyper-competitive space has been quite a tricky task.*

bring sth out (4.1) – to produce sth for sale: *Soon after the first LP was brought out in 1948 it was quickly adopted as the new industry standard.*

brush up on sth (2.1) – practise and improve your skills or your knowledge: *I need to brush up on my German before I start the job.*

build sth up (4.7) – make sth increase in amount, size or strength: *It's hard to build up your fitness without following a fixed training programme.*

be built into sth (4.6) – be a permanent part of sth: *Cash machines are usually built into the wall.*

burn (sth) down (6.1) – be destroyed or destroy sth by fire: *I'm scared of kids burning the house down if they are left unattended.*

call out sth (7.2) – say sth loudly: *I called out his name but he didn't react.*

cancel sth out (8.2) – stop sth from having an effect: *Her salary rise was cancelled out by her husband losing his job.*

capitalise on sth (4.2) – use sth that you have to get an advantage: *This country can capitalise on its attractions and develop tourism.*

care for sb (3.2) – look after sb who needs help or protection: *It's the children who care for the pets in our home.*

carry on (1.1) – do the usual things despite being in a difficult situation: *The death of her husband was a terrible blow but she carried on as usual.*

carry sth out (1.5) – do sth you have organised or intended: *They have carried out several experiments to prove their theory.*

catch up on sth (2.1) – do sth that you did not have time to do earlier: *I catch up on my reading when I commute to work.*

chat away (3.2) – talk in a friendly way: *We chatted away the whole night.*

check on sb/sth (6.1) – get more information about sb/sth: *I guess we should check on the prices of cameras in different shops before we purchase one.*

cheer sb on (1.3) – shout encouragement at a person or team: *All my friends were at the court and cheered me on.*

chill out (6.1) – relax: *No more work tonight, I'm going to chill out.*

chop sth off (3.4) – remove sth using a sharp tool: *We need to chop off this branch.*

clean (sth) up (3.4) – make (sth or sb) clean and tidy again: *We spent several hours cleaning up after the party.*

close (sth) down (3.3) – stop (an organisation) operating: *The restaurant closes down for the siesta at 12:30.*

come about (9.2) – happen: *Quite a few scientific discoveries came about by chance.*

come across sb/sth (1.3) – find sth or meet sb by chance: *She came across some old letters in her desk.*

come across as sth (5.5) – make an impression: *He comes across as arrogant.*

come around (4.2) – if a time or an event comes around, it arrives or happens as usual or expected: *The World Championships will be coming around again soon.*

come back (6.1) – return: *We'd be delighted if you came back and stayed with us again next year.*

come by sth (2.1) – manage to get sth rare or difficult: *I came by these vintage photographs in a flea market.*

come down (9.3) – fall: *Hardly had we escaped through the back door when the ceiling came down.*

come down to sth (8.7) – can be explained simply in a certain way: *It all comes down to deciding whether to accept a less interesting offer now or wait for a better one.*

come from sth (1.3) – be born somewhere or have your home there: *My best friend comes from Sweden.*

come on (6.4) – used to encourage sb to do sth: *Come on, it's a great idea, let's do it!*

come over sb (2.1) – be affected: *A wave of panic came over me.*

come round (3.1) – visit sb's house: *Why don't you come round for dinner tomorrow?*

come up to sb/sth (3.4) – move towards sb or sth until you are near them: *A woman came up to me and asked what time it was.*

come up with sth (5.4) – think of an idea: *It's not easy to come up with an idea for a marketing campaign.*

confide in sb (1.2) – tell sb a secret or discuss a private problem: *Females are more likely than males to confide in their friends.*

conjure sth up (1.1) – bring a feeling or a memory to your mind: *My grandma's birthday was the perfect day to conjure up memories of my time spent with her.*

consist of sth (2.1) – be made of sth: *What stages does your revision scheme consist of?*

contend with sth (1.7) – deal with sth: *Anyone who has kids has a lot of problems to contend with.*

contribute to sth (2.7) – be one of the causes of sth: *University contributes enormously to your personal development.*

cook sth up (2.1) – invent an excuse: *What excuse will you cook up to get out of the meeting?*

count on sb (1.2) – depend on sb in a difficult situation: *I can always count on my parents.*

cut back on sth (3.3) – reduce the amount of sth that you use: *I've been trying to cut back on snacks recently.*

cut down on sth (8.2) – reduce: *I need to cut down on the amount of time I spend surfing the net.*

cut sb off (3.4) – if you are cut off on the phone, you lose connection: *We got cut off in the middle of the call.*

cut sth off (3.4) – separate sth from the rest by cutting it with a knife or scissors: *She got all of her hair cut off.*

deal with sth (1.7) – take action in order to solve a problem: *Teachers have to be able to deal with disruptive students.*

depend on sb (1.1) – trust sb and feel confident that they will help you: *I can always depend on my brother – he's always ready to help.*

deprive sb/sth of sth (4.3) – take sth away from sb or sth: *Not to have a pet of any kind is to deprive a child of early emotional development.*

devote sth to sth (9.2) – use time and energy for a particular purpose: *Some celebrities devote their time and energy to helping good causes.*

die down (9.3) – gradually decrease: *They couldn't estimate the costs of repairs until the floods had died down.*

dine out (3.3) – have dinner in a restaurant: *We always dine out on our wedding anniversary.*

dish sth out (3.4) – serve food: *She was dishing out chicken curry.*

do without sb/sth (3.3) – deal with a situation without sb or sth that you want or need: *When I visit my grandparents, I have to do without the Internet.*

drag on (3.4) – continue for too long: *I hate it when the winter drags on.*

drink (sth) up (3.4) – drink all (of sth): *Drink up, we need to be going.*

dust sth down (7.2) – get sth ready to be used after a long time: *I've dusted down my old toys and now my children are enjoying them.*

eat out (3.1) – have a meal in a restaurant: *I don't like cooking so I often eat out.*

eat (sth) up (3.4) – eat all (of sth): *Eat up or you'll get no pudding!*

embark on sth (6.1) – start sth new and challenging: *At the age of forty-five she decided to embark on a career in journalism.*

end up (1.5) – be in a situation that you did not intend or want to be in: *He got into trouble with the police and ended up with a criminal record.*

engage in sth (3.7) – take part in sth: *Schoolchildren should regularly engage in physical activity.*

expect sth of sb/sth (2.2) – think that sth should happen: *Prof. Eagle expects regular attendance and punctuality from all his students.*

be faced with sth (2.1) – have a difficult situation to deal with: *Before exams students are faced with lots of revision.*

factor sth in (9.5) – take sth into account when discussing a larger issue: *Some people feel climate monitoring should be factored in when discussing government spending proposals.*

fall into sth (2.2) – start doing sth often without intending to: *Life has fallen into a comfortable set of routines.*

fall out with sb (1.1) – have an argument with sb and stop being friendly with them: *Josh was angry because he'd fallen out with his best friend.*

be falling over yourself to do sth (7.4) – be very eager to do sth: *Casting agents are falling over themselves to sign a contract with him for regular shows.*

fill sb up (3.3) – if food fills sb up, it makes sb feel full: *A bowl of soup for lunch won't fill me up.*

find sth out (1.5) – get information about sth: *I'll find out how much it's going to cost.*

fit in with sb/sth (6.1) – match sb/sth: *When on holiday in an exotic place, try to relax and fit in with the local environment.*

flick through sth (3.2) – quickly look at the pages of sth: *I flicked through a travel magazine as I waited for my dentist appointment.*

fly out (2.2) – go somewhere by plane: *Next week we're flying out to the USA.*

get around sth (6.7) – travel around sth: *Use a bike if you want to get around Stockholm easily.*

get away (9.3) – manage to leave, escape: *Only by climbing onto our roof were we able to get away.*

get back (6.4) – return: *Sometimes it's easier to climb a tree than to get back down.*

get into sth (1.5) – become involved in an unpleasant or difficult situation: *He got into trouble with the police and ended up with a criminal record.*

get into sth (5.3) – be accepted as a student: *My parents dream of my getting into Harvard.*

get off (sth) (2.2) – leave: *Many people need encouragement in order to get off the couch.*

get on (sth) (2.2) – go onto a means of transport: *He got on the train without saying goodbye.*

get on (with sb) (1.1) – have a friendly relationship (with sb): *The kids in our neighbourhood get on well.*

get on with sth (1.1) – carry on as normal: *Get on with your work.*

get sth out of sth (8.1) – take sth out of a place: *Brain extenders help to get information out of our heads.*

get round to sth (3.3) – finally do sth you have planned: *I meant to phone him but never got round to it.*

get through sth (2.2) – come successfully to the end of an unpleasant experience or period of time: *Her love and support helped me get through this difficult time.*

give (sth) up (3.3) – stop doing sth because it is bad or unhealthy: *It's high time you gave up chocolate.*

go back (7.3) – return: *He left Japan when he was twenty-one and never went back.*

go for sth (2.7) – try to get, win or achieve sth: *It sounds like a great opportunity, go for it!*

go for sth (3.3) – choose: *I never go for seafood when I'm eating out.*

go on (3.4) – continue: *The meeting went on for five hours.*

go through sth (1.4) – experience a period when a lot of changes happen: *When I was about fifteen, I went through a rebellious phase.*

go up (3.4) – increase: *House prices have gone up again.*

gobble sth up (3.4) – eat all of sth quickly: *They were so hungry that they gobbled up all the food from the fridge.*

grow up (1.1) – change from a child into an adult: *My son wants to be a doctor when he grows up.*

hammer sth into sb (2.1) – keep saying sth until people understand and remember it: *We need to hammer this message into them.*

hand sth out (3.4) – give sth to people: *There are students handing out anti-war leaflets in front of the conference centre.*

hang on (3.3) – wait: *Hang on, the kettle is boiling!*

hang out with sb (1.2) – spend a lot of time with sb: *I don't let my children hang out with John.*

head into sth (2.2) – start a new period of time: *As we head into winter, it's a good idea to change the tyres on your car.*

head off (6.1) – leave in order to go somewhere: *We packed the suitcases and headed off to the seaside.*

hold on to sth (5.2) – to keep something that is important: *I would advise you to hold on to your present job while looking for a new one.*

hold sth up (7.2) – raise sth: *The demonstrators held up banners and posters demanding freedom of speech.*

insist on sth (8.3) – say that sth must happen: *He insisted on leaving the party early.*

interfere with sth (3.2) – prevent sth from happening or developing correctly: *We're worried that the terrorist attacks may interfere with signing the peace treaty.*

invest sth in sb/sth (1.2) – spend a lot of time, effort or money trying to make sb or sth successful: *Females tend to take friendships seriously and invest a lot in them.*

join in (sth) (8.7) – become involved (in sth): *There's a risk that the majority of employees will join in the strike.*

keep on (doing sth) (3.4) – continue (to do sth): *Despite great tiredness, we kept on walking.*

keep sth up (8.7) – make sth continue at its present level: *Most people use social media sites to keep up friendships.*

kick in (2.1) – start to have an effect or work: *It takes about half an hour before the painkiller kicks in.*

lap sth up (2.1) – enjoy sth very much: *She's lapping up all the attention she's getting from her fans.*

laugh at sth (2.2) – think sth is silly and not consider it serious: *Scientists used to laugh at many theories which have now been confirmed and are widely accepted.*

lay sth out (5.7) – arrange or plan sth: *I'd rather choose how to develop my own career than follow a path laid out by a company.*

lead into sth (5.7) – be followed by sth: *Watching the video will lead into a discussion of the topic.*

lead to sth (7.7) – cause sth to happen: *Good quality books can lead to highly enjoyable film adaptations.*

lead up to sth (2.1) – come before a series of events: *Teachers organise revision sessions leading up to the exam.*

leave sb/sth behind (6.2) – make sb or sth stay when you go somewhere: *We encourage everyone to leave their cars behind and use public transport.*

be left over (5.2) – still have some of sth after having used as much as needed: *There was no food left over after the party.*

lighten up (2.1) – be relaxed and not very serious: *I wish you'd lighten up a bit tonight.*

live by sth (5.2) – to live by using something: *I try to live by simple rules.*

live up to sth (1.1) – be as good as people expect: *Julie lived up to her parents' expectations and graduated with distinction in medicine.*

log on to sth (4.1) – start using the computer system: *I always find dozens of emails when I log on to my computer after a holiday.*

look after sb (1.1) – take care of sb: *Who's going to look after the kids at the weekend?*

look for sb/sth (1.3) – try to find sb or sth: *I've been looking for my car keys for half an hour now!*

look forward to sth (1.3) – be excited and happy about sth that is going to happen: *I'm so tired! I'm looking forward to a good night's sleep.*

look in on sb (7.1) – visit sb for a short time: *I looked in on my grandpa on my way home.*

look up to sb (1.1) – admire and respect sb very much: *As a child, I always looked up to my big brother.*

make up sth (9.1) – combine together to form sth: *Beef and dairy alone make up 65 percent of all livestock emissions.*

make up for sth (5.1) – compensate for sth: *I work with fantastic people, which makes up for the low pay.*

miss out (on sth) (1.4) – not have the chance to do sth that you enjoy and that would be good for you: *There was a school trip last week but I was sick and missed out.*

move on to sth (2.3) – start doing sth new: *Once you've learnt how to knit a scarf, you can move on to making hats.*

narrow sth down (2.1) – reduce the number of things included in a range: *The HR department have narrowed down the list of candidates.*

notch sth up (2.1) – achieve or win sth: *How many goals do you think they'll notch up next season?*

open sth up (2.7) – make sth available or possible: *A university degree opens up job opportunities abroad.*

order sb around (5.1) – keep telling sb what to do: *I can't stand the way he orders me around.*

pack sth out (7.1) – make a place full: *I can imagine this play still packing out theatres fifteen years from now.*

pass for sth (6.1) – be wrongly considered to be sth: *She's nearly thirty but she could pass for a teenager.*

pass sth on (6.1) – communicate sth: *I left a message for him but no one passed it on.*

pay sb/sth back (7.3) – give sb money that you owe them: *I'll lend you some cash provided you pay it back with interest.*

pay sth off (2.7) – pay all the money you owe sb: *She's doing extra jobs in the evening to pay off all her debts.*

pay up (3.4) – pay what you owe, esp. unwillingly: *When do you think he'll pay up?*

pick at sth (3.3) – eat very little of sth, without interest: *Ruth was so worried that she only picked at her pasta.*

pile in (6.2) – enter a place or a vehicle: *Brandon pulled up for a moment and we all piled in.*

pile up (2.1) – increase in number or amount, in a way that is difficult to manage: *Emails tend to pile up during the holidays.*

plan ahead (3.3) – make decisions and plans about the future: *If you want to be successful, you need to plan ahead.*

plan on sth (1.4) – intend to do sth or expect sth to happen: *I'm not planning on dining out this weekend.*

point to sth (1.2) – show the importance of sth: *Each of the stories on the list points to a different facet of friendship.*

point sth out (2.7) – mention sth that may not have been obvious to others: *Joan pointed out that our plan had several serious flaws.*

pop up (7.4) – appear suddenly and unexpectedly: *This model pops up in every lifestyle magazine I've looked at recently.*

pour sth out (3.4) – fill a glass or a cup with sth: *The waiter poured out some more water for us.*

press on (5.1) – continue doing sth difficult: *Despite tough working conditions, I chose to press on.*

prey on sth (6.2) – kill sth for food: *Owls prey on insects and mice.*

print sth out (4.4) – produce a printed copy of sth: *In order to save paper, I print out as few documents as possible.*

push sb/sth out (4.1) – make sb or sth lose their position: *New technology keeps pushing out the old solutions.*

put sth away (3.1) – put sth in a place where it is usually kept: *Before you turn on the TV, put away all the toys.*

put sth forward (8.7) – suggest sth: *They put forward several ideas but I didn't like any of them.*

put sb off sth/sb (2.2) – stop sb from being interested in sth or sb: *The price of a plane ticket puts me off going to Australia.*

put sth off (3.3) – delay or postpone sth: *You shouldn't put off the visit to the doctor any longer.*

put sth together (1.7) – produce or organise sth: *A group of local artists put together an exhibition to draw attention to the problem.*

put up with sb/sth (1.1) – accept an unpleasant situation or person: *I can't understand how she's put up with him that long.*

read sth out (3.4) – read sth aloud: *I can't find my glasses. Could you read this phone number out for me?*

refer to sb/sth (4.3) – speak about sb or sth: *At the beginning of his talk he referred to some events from his childhood.*

remind sb of sb/sth (1.1) – think sb or sth is similar to sb or sth else: *She is short and fair and reminds me of my sister.*

result in sth (3.7) – cause sth to happen: *Eating junk food results in poorer concentration in class.*

ride on sth (4.2) – be determined by the result of sth else: *I hate to think that my future rides on this one exam.*

rip sb off (6.1) – charge sb too much: *Taxi drivers tend to rip tourists off.*

roll up (6.5) – arrive: *Thousands of football fans rolled up to watch the match.*

rule sth out (9.6) – decide sth is not possible or suitable: *The police have ruled out murder.*

sail through sth (2.1) – deal with sth easily: *My daughter sailed through her final exams.*

send sth in (6.7) – send sth to an organisation: *Send in your applications by 31 January.*

set sth off (8.2) – make sth operate: *If you smoke in here, you'll set off the smoke detector.*

set sth out (2.1) – explain ideas, facts, or opinions in a clear way: *When I study for exams, I try to set out all the important information in clear notes.*

set sth up (5.2) – start a business or organisation: *They set up a foundation that offers awards to innovative entrepreneurs.*

shoot up (3.4) – increase: *Prices have really shot up recently.*

sign off (sth) (8.7) – end a letter: *How do you sign off a letter in German?*

sign sb up (7.4) – to arrange for sb to sign a contract: *They've signed her up to manage the development and production of a new coursebook series.*

sign up for sth (6.1) – join a course or an activity: *I've decided to sign up for an evening class in ceramics.*

slave away (5.1) – work very hard without much rest: *We'll have to slave away to pay off the mortgage.*

slice sth off (3.4) – cut a piece of sth with one movement: *She accidentally sliced off the top of her finger.*

slip by (1.4) – if time slips by, it passes quickly: *The time was slipping by but we made no progress.*

smell of sth (1.1) – have a particular smell: *The place is new and still smells of fresh paint.*

snack on sth (3.3) – eat small amounts of sth between meals: *She usually snacks on fruit during the working day.*

be snowed under (5.1) – have too much work to deal with: *I'm sorry I didn't call back earlier but I've been absolutely snowed under recently.*

soak up the atmosphere (6.1) – enjoy experiencing or watching sth: *Walk along the river bank to soak up the atmosphere of the town.*

sort sth out (2.2) – succeed in making arrangements for sth: *You need to sort out accommodation before you move to study abroad.*

speak up (3.4) – start to speak more loudly: *Sorry, can you speak up? I can't hear you.*

spice sth up (4.7) – make sth more interesting or exciting: *Newspapers usually spice up the stories they cover.*

split up (1.1) – end a marriage or a romantic relationship: *Emily chose to live with her father after her parents split up.*

spread sth out (3.4) – open sth folded and lay it flat: *Can you spread the map out on the table so that everybody can see it?*

squeeze sb/sth into sth (4.1) – manage to do sth despite being busy: *I'd like to be able to squeeze some workouts into my schedule.*

stand by sb (1.2) – to support sb in a difficult situation: *Faced with difficulties, friends should be willing to stand by each other.*

stand out (from sb/sth) (2.2) – be better (than sb or sth similar): *Julie's experience and achievements stood out from the other candidates'.*

stand up for sb/sth (5.1) – defend sb or sth: *All my colleagues stood up for me when the boss questioned my methods.*

stay out of sth (8.7) – not be involved in sth: *I think it's a good idea to stay out of debt and never borrow any money.*

stock up on sth (3.3) – buy a lot of sth to keep it for later: *I'll stock up on cheese when I'm in France next time.*

stress sb out (2.4) – make sb worried or nervous: *Exams always stress me out.*

struggle on (3.4) – continue despite difficulties: *When her husband died, she struggled on alone with the kids.*

succeed in (doing) sth (5.3) – do sth you have been trying to do: *My daughter succeeded in saving all her hard-earned cash and went on a fabulous holiday.*

sum (sth) up (8.7) – state the most important points (of sth) again: *English coursebooks usually have a grammar reference at the end that sums up the most important points.*

summon up sth (2.1) – find enough courage, energy or strength to do sth: *I need to summon up my courage and tell him the truth.*

take after sb (1.1) – to be similar to an older person in one's family: *She takes after her mother in her inclination for excessive talking.*

take over (sth) (3.1) – to become dominant: *His job sometimes takes over his life – at least his wife says so.*

take sb on (5.1) – to hire sb: *I was taken on as an intern for a start-up.*

take up with sb (1.1) – to become friends with sb: *She's taken up with some people from the neighbourhood.*

talk sb through sth (4.7) – to explain an idea to sb: *It's fantastic to have an encouraging voice talk you through all the functions of the app.*

talk sth through (5.2) – to discuss sth in detail: *I talk through decisions with lots of different people to gauge their opinions.*

teem with sb/sth (6.2) – be full of sth: *Mexican reefs teem with marine life.*

tidy (sth) up (3.4) – put things in their proper places: *We need to tidy up before the guests arrive.*

top sth up (2.1) – increase the amount of sth so that it reaches the level that is wanted: *He took a job at the weekends to top up his income.*

trust sb with sth (1.2) – tell or give sb sth important or valuable: *I'd never trust him with any secret.*

try sth out (4.7) – use sth to see how it works: *Would you like to try out my new scooter?*

tuck into sth (6.2) – start eating sth with enjoyment: *I was so hungry that I tucked into a large pizza followed by tiramisu.*

turn out (2.2) – happen in a particular way or to have a particular result: *I didn't want to go out but it turned out to be a great evening.*

type sth up (2.1) – type a copy of sth written by hand, in note form or recorded: *I did overtime to type up the report.*

use sth up (3.4) – use all of sth: *I used up all the money in the first few days of the holiday.*

wait around (2.2) – do nothing while you are waiting for sth to happen: *I can't stand waiting around like this any more.*

wake up (6.2) – stop sleeping: *I normally wake up at six but today I slept until eight thirty.*

wash up (3.4) – wash the dishes after a meal: *You made lunch so I'll wash up.*

water sth down (7.7) – change sth so that it is less effective or powerful but more acceptable: *The editor watered down the most violent sections of the story.*

weigh sth up (2.2) – consider sth carefully so that you can make a decision about it: *We're currently weighing up all the pros and cons of moving to the country.*

wolf sth down (3.3) – eat sth quickly because you are hungry: *When the meal came in, they wolfed it down in a couple of minutes.*

write sth off (2.7) – officially say that a debt no longer has to be paid: *The Browns went bankrupt and the bank agreed to write off their debt of £9,000.*

write sth up (2.1) – write sth in its final form: *You need to write up the report immediately after the meeting.*

zone out (3.2) – stop thinking about anything: *He usually zones out in front of the TV after work.*

zoom in (4.4) – if the camera zooms in, the object in the picture seems bigger and closer: *The camera zoomed in to get a close-up of her face.*

zoom out (4.4) – if the camera zooms out, the object in the picture seems smaller and further away: *The camera zoomed out to show the whole skyline of the city.*

Use a dictionary to translate the idioms into your language.

all the … /everything under the sun (2.1): *I now need to read all the books under the sun in time for the exam.* –

be at one with (6.6): *A mountaineering holiday is about being out in the wilderness, at one with nature, leaving the city behind and enjoying the silence.* –

be in the same boat (2.5): *It's easier to study for exams with my friends. After all, we are all in the same boat.* –

be in two minds (8.1): *I was in two minds whether or not to accept the job offer.* –

be like water off a duck's back (9.1): *I am not sensitive. To me, insults are like water off a duck's back.* –

be out of one's mind (8.1): *He must be out of his mind to be buying that expensive phone.* –

bend over backwards (to do sth for sb) (3.1): *We bend over backwards for customers but it can be a bit tiresome.* –

blow one's mind (8.1): *The first time I listened to this CD, the music just blew my mind, and now I can't stop playing it over and over again.* –

bury one's head in the sand (8.7): *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.* –

clear one's head (2.5): *When I have a problem, I go outside to clear my head.* –

cross one's mind (8.1): *It never once crossed my mind that you might need help. You are so self-sufficient.* –

day in, day out (9.2): *Day in, day out, the UN work to promote respect for human rights, protect the environment, fight disease and reduce poverty.* –

donkey's years (9.1): *I haven't seen my American family for donkey's years.* –

(keep/have one's) fingers crossed (1.7): *We've got our fingers crossed that the money raised will be used to help families in need.* –

(get on) the first rung of the ladder (5.1): *Personal Assistant was the first rung on the corporate ladder for her.* –

get off the beaten track (6.5): *Patrick decided to go off the beaten track to visit lesser known sites.* –

get one's foot in the door (5.1): *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.* –

go through the roof (2.7): *With the cost of higher education going through the roof, many young people are wondering if going to university is still worth their while.* –

go with the flow (6.1): *I decided to follow Xavier's recommendation, rather than going with the flow and seeing all the usual sights people go to in Paris.* –

have the guts to do sth (5.1): *I didn't have the guts to stand up for myself because I didn't want to scupper my chances of permanent employment.* –

have/get butterflies in one's stomach (2.1): *I get butterflies in my stomach before an exam.* –

hit the ground running (5.1): *When I got the job I was so thrilled that I hit the ground running and worked nonstop until the evening.* –

hold your horses (9.1): *Hold your horses, Vic. Let's give the project a bit more thought first.* –

keep an eye on (6.5): *Have you ever kept an eye on anyone's pet while they were away on holiday?* –

keep tabs on (5.1): *My parents like to keep tabs on me. They know where I am at all times.* –

kill two birds with one stone (9.1): *I thought I'd kill two birds with one stone and visit my uncle on the way to your house.* –

let sleeping dogs lie (9.1): *He hesitated whether to ask her if she didn't mind him coming to her party with his new friend, but in the end he decided to let sleeping dogs lie.* –

let the cat out of the bag (9.1): *She blushed and that's how she let the cat out of the bag. Everybody knew it was her.* –

my mind goes blank (5.6): *My mind has gone blank. Can you give me a second?* –

not bat an eyelid (1.1): *If I decided to leave school and get a job, my parents wouldn't bat an eyelid.* –

(travel) on a shoestring (6.5): *Hitchhiking is a good way of travelling on a shoestring.* –

open a door to sth (1.4): *He introduced me to coding and opened a door to my future as a software developer.* –

pigs might fly (9.1): *'I'll never be late to school again.' 'And pigs might fly.'* –

play it by ear (6.5): *I don't like to play it by ear. I like to have a plan.* –

put one foot in front of the other (8.2): *The rocks were steep and slippery but we kept putting one foot in front of the other.* –

put one's foot down (1.1): *If she doesn't want to do something, she simply puts her foot down and refuses.* –

put one's mind to sth (8.1): *Once I put my mind to it, I'll succeed in whatever I do.* –

ring true (8.2): *The film rang true because it reflected the director's personal experience.* –

scare the daylights out of sb (6.2): *The door opened with a loud bang and scared the daylights out of me.* –

sing sb's praises (1.2): *A true friend will always be loyal. You just know you can count on them to sing your praises!* –

stand sb in good stead (6.1): *Learning at least how to count to ten in the local language stands you in good stead for haggling.* –

straight from the horse's mouth (9.1): *Trust me, I have it from the horse's mouth.* –

take the bull by the horns (9.1): *One day I'll take the bull by the horns and find a new job.* –

teeter on the edge (2.2): *The situation between the two countries is teetering on the edge of armed conflict.* –

the grass is greener (2.2): *'I wish I had a cottage in the country instead of the flat in the centre of town.' 'Well, the grass is always greener.'* –

the world's your oyster (2.7): *A degree opens up job opportunities abroad as well – as a graduate, the world's your oyster!* –

there's more to sb/sth than meets the eye (7.2): *Her appearance always makes a great impression but there is definitely more to her than meets the eye.* –

weigh on one's mind (8.1): *The upcoming school-leaving exams are beginning to weigh on my mind. I'm rather worried.* –

wild goose chase (9.1): *I went on a wild goose chase looking for that book in all the bookshops only to find out on the Internet that it was out of print.* –

(pass sth) with flying colours (7.4): *I never fail exams. On the contrary, I always pass with flying colours.* –

wolf in a sheep's clothing (9.1): *Jo was a wolf in sheep's clothing, pretending to be a sympathetic listener only to disclose what she heard to my enemy later.* –