



STUDENTS' BOOK

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1 The ties that bind	pp. 4–5 Personality and relationships; adjectives; collocations; phrases Reading: A blog post about a grandmother	pp. 6–7 An article about friendships in literature Reading focus: Multiple matching Vocabulary: Collocations; word pairs; prepositions
2 Learning for life	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 Reading focus: Gapped text Vocabulary: Adjectives and adverbs; phrases; collocations
3 Let's eat	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 Reading focus: Multiple choice Vocabulary: Collocations; word formation
4 The new thing	pp. 40–41 Music industry; compounds; phrases – success and failure; noun formation Reading: An infographic of the history of recorded music	pp. 42–43 Four short articles about technology in sport Reading focus: Cross text matching Vocabulary: Words and phrases; word formation; collocations
5 All in a day's work	pp. 52–53 Employment and career; phrasal verbs – work; colloquial phrases; collocations – work and money Reading: An article about interns' experiences	pp. 54–55 An article about young entrepreneurs Reading focus: Multiple matching Vocabulary: Collocations; word formation
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THE TIES THAT BIND

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

JANE AUSTEN, NORTHANGER ABBEY

UNIT LANGUAGE AND SKILLS

Vocabulary:

- Show what you know phrasal verbs
- personality and relationships
- adjectives
- collocations
- common phrases

Reading:

- an article about friendships in literature
- multiple matching

Grammar:

• perfect and continuous aspect

Language in Focus:

• future in the past

Listening:

- a talk about first impressions
- sentence completion

Speaking:

• speculating about appearance

Writing:

• a formal email/letter

FOCUS EXTRA

- Grammar and Language in Focus Reference and Practice pp. 112–115
- WORD STORE booklet pp. 2–3
- Workbook pp. 4–15 or MyEnglishLab

1.1 Vocabulary

Personality and relationships • adjectives • collocations • phrases

I can talk about relationships and personality.

SHOW WHAT YOU KNOW

- 1 In pairs, 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).
 - 1 look / put / take after
- 4 depend / live / look up to
- 2 put / take / fall up with
- 5 depend/get/find on
- 3 grow/miss/split up
- 6 put/go/fall out with
- Write two true sentences and one false about yourself using the phrasal verbs in Exercise 1. Can your partner guess which one 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 <u>diminutive stature!</u> She's tiny and getting smaller. Apparently she once reached the <u>dizzy heights</u> 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 <u>iron will</u>. If she doesn't want to do something, she simply <u>puts her foot down</u> and refuses. I'm sure this is where I get my <u>obstinate</u> 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.

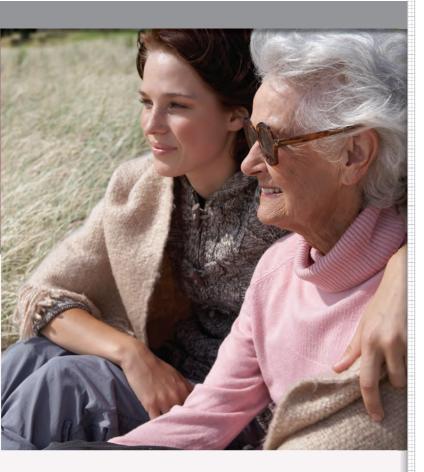
She's <u>suffered</u> many <u>hardships</u> over the years, <u>more than her fair share</u> – a lost baby, the death of a brother in the war, Grandad's long illness.

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

3 Read the blog entry below and answer the questions.

Why does Ruth's grandmother make Ruth feel:

- 1 flattered?
- 2 proud?
- 3 touched?
- 4 thankful?
- 4 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 <u>home-baked treats</u>. 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 <u>unassuming manner</u> 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

- 5 ((a) 1.2 (a)) Complete WORD STORE 1A with the adjectives in red from the blog entry. Then listen and check.
- 6 Complete the sentences with the adjectives you have added in WORD STORE 1A.

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

WORD STORE 1B

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

7 He is ______, especially towards people in authority.

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

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

WORD STORE 1C

9 ((() 1.4 (1))) Complete WORD STORE 1C. Match words from boxes A and B to make collocations. Then listen and check. Write example sentences.

WORD STORE 1D

- 10 ((c) 1.5 (n)) Complete WORD STORE 1D with the phrases highlighted in the blog entry. Then listen and check.
- 11 Complete the sentences with the correct forms of the phrases you have added in WORD STORE 1D.

	J .	,		<i>y</i> 1
not bat an ey	<u>elid</u> .			
2 I've had	of bad luck recently	′ .		
3 Nobody in my fa	mily has ever lived to _			_ of a hundred.
4 I can't talk right	now – I have to		m	y homework.

1 If I decided to leave school and get a job, my parents would

- 5 Last Saturday, my mum _____ and wouldn't let me go out.6 My best friend is a kind person and always _____ others.
- 7 If my pet died, I'd find it hard to ______ I'd be too upset.
- 12 Are the sentences in Exercise 11 true for you? Why?/Why not? Discuss in pairs.

1.2 Reading

Multiple matching

I can understand specific details in an article.

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



- 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.



- 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 Look quickly through the article on friendships in literature. In pairs, discuss which of the stories you would most like to read.

READING FOCUS Multiple matching

3 Read the article again. For questions 1–10, choose from sections A–F. The sections may be chosen more than once.

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 opposition?
- 10 the writer's view on the type of friendships that last longest?

((1.6 ())

Being Friends

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

A Huck and Tom

in The Adventures of Tom Sawyer by Mark Twain

It is only in chapter six of *The Adventures of Tom Sawyer* that we are introduced to Huckleberry Finn. Homeless and carefree, his father a vagabond and a drunk, 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,

- 20 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 <u>sustains</u> 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
- 30 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 35 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 40 and the boys are inseparable. When he's needed,

Amir returns to his homeland to redress past wrongs done to his truest companion.



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 <u>unbreakable</u> 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 <u>devoted</u> friends and <u>back</u> one another <u>unconditionally</u> 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.

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 COLLOCATIONS Complete the text with the correct forms of the words underlined in the article.

ng ¹ <u>bowd</u> with a friend. It's a tie
Of course, as you get older,
levelops and it ³ and
hat doesn't happen, then you
_ the friendship and you stop
friend will always
⁸ you no matter what
are. They will accept you
s true that friendships are
that makes them difficult to
pelieve a good friend ever feels
s ¹³ of what you have.
lways be happy for you.

WORD STORE 1E

- 5 WORD PAIRS Go to WORD STORE 1E on page 3 of the booklet. Match the words from boxes A and B to make word pairs. Refer to the article for help if necessary. Then write example sentences.
- 6 PREPOSITIONS Complete the text with one word in the box in each gap.

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 of friendship. The article gives a ³_____ of the relationship and of the between different kinds of people. It shows how people sometimes ⁵_ people from different backgrounds and how friendship is often a mixture of good and bad feelings: 6_____ with difficulties friends can of each other as well as willing to _____by and support each other. In the end, though, friends 9_____ each other with all their secrets because they know a true friend will always be loyal. You just know you can on them to sing your praises!

- 7 In pairs, discuss one of the topics below using words from Exercises 4, 5 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 Look at the photo in Exercise 2. In pairs, 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

were taking part in a gruelling adventure race in Ecuador, when they came 5 across Arthur (as he is now known). This homeless dog had been wandering around their camp, looking for food. No one knew where 10 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 15 cold water and, 430 miles

A team of Swedish athletes



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.
 - 1 Present Continuous

3 Future Continuous

- 2 Past Continuous
- You use the perfect aspect to show a link between two time periods (e.g. two actions)
- 4 Present Perfect

6 Future Perfect

- 5 Past 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.
- **7** Present Perfect Continuous
- 9 Future Perfect Continuous
- 8 Past Perfect Continuous

4 Choose the correct verb forms.

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, ²was 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 ³were bullying / had bullied him, Tiger would run to Noble. Since then, the friendship between the animals 4has 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 ⁵was becoming / has become Noble's guide. Tiger 6has opened / was opening new doors for him, literally and figuratively. At the end of this month, Tiger ⁷will 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 forms of the verbs in brackets.

l¹had l	oeen wa	nting (wan	t) a dog and I was
happy v	when Dac	d brought ho	me a puppy. Dad
2	_ (discov	er) him on th	e street on his way
home fi	rom work	. As of yester	rday, our dog
3	_ (live) wi	ith us for ove	r twelve years. He
4	_ (have) a	a very happy	life but now he's
very old	d. He 5	(find) it	difficult to walk and
he's alm	nost deaf	. By this time	next week, he
6	_ (have) a	an operation	on his hip. If the
operati	on goes v	well, he ⁷	(play) in the
garden	in a few v	weeks.	

- 6 In pairs, think of a story to go with the photo. 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 Change pairs and tell each other your version of the story. Use as many verb forms as possible. Are your versions very different?

Grammar & Language in Focus pages 112–113

1.4 Language in Focus Future in the past

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

1 Look at the post. In pairs, 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 ((a) 1.7 (a)) Listen to a short news story about the post in Exercise 1. Discuss the questions in pairs.
 - 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 ((a) 1.7 (a)) 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.
 - 1 Past Continuous

They were visiting eight countries.

2 was/were going to

They were going to travel around the world.

3 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 wa	as about f	ifteen, I v	vent thr	ough a rel	pellious	
phase. I'd	decided	that scho	ol wasn	i't for me a	and I was	
1 about to	leave. I 2	i	ntendin	g to take a	any exams	,
and I didr	ı't have ar	ny clear ic	deas ab	out what I	3	ob
once I left	:. Then, ju	st as I wa	s on the	e ⁴	of leaving	,
a new Ma	ths teache	er took o	ver our	classes. Lit	ttle did	
I know tha	at he 5	goin	ig to be	the perso	n who	
changed (everything	g for me.	He was	funny and	l clever an	d
					out a clea	
			_	nd opene	d a door t	0
my future	as a softw	vare deve	loper.			

- 6 USE OF ENGLISH Rewrite the sentences using the words in capitals.
 - 1 He was about to start a new course that week. **BEGINNING**He was beginning a new course that week.
 - 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.
 - **b** But I was wrong! I went on to do a completely different job.
 - c But it was cancelled at the last minute.
 - **d** However, my grandmother persuaded me not to.
 - e But time slipped by and it was three a.m. when we eventually got home!
- 8 Think of a time when you had to change your plans. In pairs, discuss what happened. Use as many of the forms from the LANGUAGE FOCUS as possible.

Grammar & Language in Focus pages 114–115

4

1.5 Listenino

Sentence completion

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

1 Read the sayings. In pairs, discuss what they tell us about first impressions. Which one best reflects your experience? Why?

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



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



a first impression.

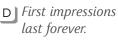


1









LISTENING FOCUS Sentence completion

- ((a) 1.8 (b)) Listen again. For questions 1–8, complete the sentences with a word or short phrase.
 - 1 Jen was interested in the experiment because she was writing an _____ about the same topic that semester.
 - 2 During the experiment, Jen learnt that some of the people often did
 - 3 Jen thought that a might be part of the next step in the experiment.
 - 4 Jen found the second part of the experiment very as she had so little time to make judgments.
 - 5 Her friend had a different _____ in the second part. 6 Jen's friend was given a _____ time to get her
 - impression. 7 Jen felt when she found out that some of the information was false.
 - 8 Jen thought the fact that our first impressions are based on physical appearance alone was quite
- In pairs, put the stages of the experiment in order.
 - a The volunteers were divided into two groups.
 - b They looked at the faces again and categorised them as trustworthy or untrustworthy.
 - c The researchers chose some photos of various people and added some info about each person.
 - d They had volunteers study the faces and the descriptions and try to remember as much as possible.
 - e The team explained the background to the test.
- 5 Discuss the questions in pairs.
 - 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

- ((c) 1.9 (s)) COLLOCATIONS Go to WORD STORE 1F on page 3 of the booklet. Match the words from boxes A and B to make collocations. Then listen and check.
- 7 Complete the sentences with the collocations from 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) __
 - 3 Her life changed in a(n) when she met him: it was love at first sight!
 - 4 I thought of her as a(n) _____ and was shocked when she was arrested.
 - **5** She was arrested for the _____ of shoplifting.
 - 6 I had no reason to distrust him but I just did. It was a(n)
- Think of characters or real people who match the descriptions in Exercise 7. Tell your partner.
- ((c) 1.10 (s)) WORD FORMATION Complete the table with the missing forms of the words from the recording. Then listen and check.

NOUN	VERB	ADJECTIVE
1 coincidence	coincide	
2	contradict	
3 impression		
4		long
5 volunteer		

- 10 Think of the last new person you met and discuss the questions in pairs.
 - 1 Where did you meet?
 - 2 What was your first impression? Why did you think this?
 - 3 Has your opinion of this person changed since you met? Why?/Why not?

1.6 Speaking

Speculating about appearance

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

In pairs, 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 thoughtfulhas got all the time in the world

• uptight and anxious

• fun-loving and content



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

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 2_____, I thought she looked a bit pensive and melancholic or even as if she might be angry or upset. But, on closer ____, I'd say, although she looks introspective and thoughtful at the same time she seems happy ... or maybe content is the right word. 4 by the sunset, I'd say she's at the end of a long, relaxing walk on the beach. It's not really her facial expression that makes me think she's content, it's 5_____ to do with the setting and the way she seems to be lost in herself, like she's got all the time in the world and is deep in thought ... But 6_____ again, I could be wrong about all of that. I mean, it isn't a very natural shot. It's ⁷ to say but it almost seems a bit staged. I mean she's posing, isn't she? And there's 8_____ about the angle, as if the photographer wanted to get the lighting just right ...

SPEAKING FOCUS

Offering initial thoughts

When I first saw the photo, ...

At first glance, ...

В

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

С

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 \dots

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

- 5 In pairs, look again at Photo A and choose the options that you think best describe the person. Justify your speculations with details from the photo.
 - 1 She is an actor / 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 In pairs, talk about the person in Photo B. Use phrases from the SPEAKING FOCUS and the questions 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?

1.7 Writing

A formal email/letter

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

- 1 Look at the photos on the poster and discuss the questions in pairs.
 - 1 What are the families 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 Look at the poster again and read the information. Discuss the questions in pairs.

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 In pairs, discuss how the underlined sections could be changed to make the email sound more formal.
 - 1 The writer should use full forms rather than contractions.

Brownswood Secondary School Family Day **Saturday 21st May** 10 a.m. - 4 p.m. Family entertainment: waterslide, races and competitions, DJ, face-painting Food and drinks stalls Summer market Concert and special guests Educational exhibitions **Entry** £2 per ad Kids under free

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.

⁸<u>Anyway</u>, 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<u>Do you want to help us?</u> We would appreciate it if you could give a short talk during our opening ceremony. ¹⁰<u>Actually</u>, 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

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.

Join us for 'Family Day' and have fun while supporting

5 Read the WRITING FOCUS and compare the rules in it 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 Write the second sentence so that it has a similar meaning to the first but is more formal. Use the word in capitals and the WRITING FOCUS to help you.
 - 1 There are lots of charitable ventures which have become major annual events. **NUMBER**There is a significant number of charitable ventures which have become major annual events.
 - 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 words and phrases in purple from Julia's email.

LANGUAGE FOCUS

Formal vocabulary I

- 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.
- 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 fourteen–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.

Write a letter of 220–260 words.

FOCUS REVIEW 1

VOCABULARY

Replace the underlined words with synonymous phrases including the words in brackets.

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 3 showing 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 ⁵<u>reminds me</u> (**conjures**) of the fun we had together. I do miss him. He lived to the 'advanced (ripe) age of ninety and when I think back to my grandfather I'm reminded that old people should be ⁷honoured and respected (looked)

They say I ¹bear a resemblance to (take) my grandfather

2 Choose the correct options.

wisdom than us.

1 The police have decided to get tougher on minor citizens / crimes / records in the future.

because they have gained a lot more experience and

- 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 Mat. 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.

Complete the sentences with the prepositions in the box. You can use the prepositions more than once.

	i	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 verb forms.

Sam and I have known / have been knowing each other since we were at primary school. We ²met / were meeting at a friend's birthday party and immediately ³had discovered / discovered we had a lot in common. In fact, we 4were 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 ⁷will 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 forms 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.

LANGUAGE IN FOCUS

6

	//////////////////////////////////////				
	Complete the words in the sentences. The first letter of each word is given.				
1	They said they were $\mathbf{g}_{\underline{}}$ 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.				

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

_		ich. We attended the same primavy scho What can I tell you about him? He com
		, his manner is gentle and ²
and h	e always sees the best in	n people. He's very open-minded and is
one of	the most 3p	people I know when it comes to dealing
witho	thers.	
Knot	her reason why we get o	on with each other so well is that we have
a lot i	n common. He often con	mes over to my house and we spend hour
just 4	out and talki	ng.
There	s definitely a strong ⁵ _	between us and I know
I can a	lepend on him. If I'm ha	uing a hard time, I usually try to 6
on a b	rave face and pretend i	nothing is wrong. But he knows when
l'm hi	ding something and enc	courages me to talk about it.
Even	if we go our separate w	ays 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 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.

1	The plan was t	hat we should be at the station at four but we c	didn't
	get there in tin	ne.	
	We	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	((() 1.12 (1))) Listen to a talk about arguing For questions 1–8, complete the sentences with a word or short phrase.
	1 Arguments-as-proof are meant to prove or
	disprove a

2 Arguments-as-presentation need a/an ______
3 The speaker considers arguing to be a/an ______ 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 a reply email of 220–260 words in an appropriate style.

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.



LEARNING FOR LIFE

I have never let my schooling interfere with my education.

MARK TWAIN

UNIT LANGUAGE AND SKILLS

Vocabulary:

- Show what you know verbs ending in -ise
- studying and exams
- exaggerated synonyms
- phrasal verbs
- phrases relaxed/stressed

Reading:

- an article about studying abroad
- gapped text

Grammar:

speculating

Language in Focus:

accuracy with articles

Listening:

- dialogues about different kinds of informal learning
- multiple choice

Speaking:

• giving supporting examples

Writing:

• an article

FOCUS EXTRA

- Grammar and Language in Focus Reference and Practice pp. 115–117
- WORD STORE booklet pp. 4–5
- Workbook pp. 16–27 or MyEnglishLab

2.1 Vocabulary

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

I can talk about studying and exams.

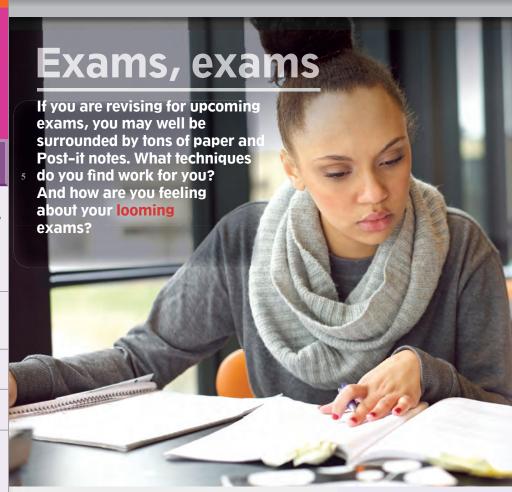
SHOW WHAT YOU KNOW

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

familiar general memory organisation personal plagiarism rational recognition revision summary visual

familiarise

2 Use the verbs you wrote in Exercise 1 to talk about useful skills when studying or taking exams.



Secondary School – Daniel

I sit at my desk, <u>faced with</u> 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.

15 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.

- 3 Read 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 upper school exams more challenging compared with lower 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 What are your revision techniques? Discuss in pairs.

Upper School – Jacob

Revising for end of upper school exams is a different kind of minefield. There's more

- 20 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
- 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 <u>notch</u> <u>up</u> a certain amount of marks. More than ever before, the pressure is on.

University – 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
- 40 everything I read, and to <u>set</u> it <u>out</u> 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
- 45 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
- 50 just have to find some method in the madness and get on with it.

Go to **WORD STORE 2** page 5.

WORD STORE 2A

- 6 Complete WORD STORE 2A with the correct forms of the words in red in the text to match them with their literal meanings.
- 7 ((() 1.13 (1))) Complete Sarah's email with the correct forms of the words from WORD STORE 2A to match them with their figurative meanings. Then listen and check.

_/×
Dear Kim,
Choosing which university to attend is a ¹ minefield (situation full of
problems). I'm ² (overwhelmed by) course descriptions and
application information and I could 3 (repeat) the advantages
and disadvantages of each university in my sleep. I am constantly
4 (moving) between different options and I am having a terrible
time trying to narrow them down. My teachers are ⁵ (very busy)
with end-of-year exams so they haven't been able to offer any guidance.
I've read ⁶ (a lot of advice) but apart from ⁷ (reminding)
in how crucial it is to choose the right one, it hasn't really helped. I'm
getting so 8 (exhausted) that my face is 9 (covered) in
spots and the application deadlines are ¹⁰ (upcoming). Help!
Sarah

WORD STORE 2B

- 8 ((a) 1.14 (a)) Complete WORD STORE 2B with the the phrasal verbs underlined in the text. Then listen and check.
- 9 In pairs, add the correct form of a phrasal verb from Exercise 8 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	a win / an exam / a score
3	help / tough decisions / bankruptcy
4	the war / graduation / the notes
5	an agenda / my diary / your conditions
6	easy to / opposed to / impossible to
7	contentment / panic / the medication

WORD STORE 2C

10 ((a) 1.15 (b)) Listen to the conversation between Sarah and Ben and complete the sentences with the correct forms of the words in the box.

brush o	cook	lap	pile	lighten	summon	
1 I've got	to cato	ch up	on my	work – it'	s starting to	<u>píle</u> up.
2 I need to	o		up on	my French	٦.	
3 You need	d to _		up	a better e	xcuse than t	that.
4 Oh	ι	ıp! lt′	s Frida	y night.		
5 You love	histor	y – yo	ou	it u	٥.	
6 I've		up the	e cour	age to ask	you out.	
(6) 1 16	1/// Co	mnle	to WC	ORD STOR	RF 2C with	the phra

from Exercise 10. Then listen and check.

WORD STORE 2D

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

2.2 Reading

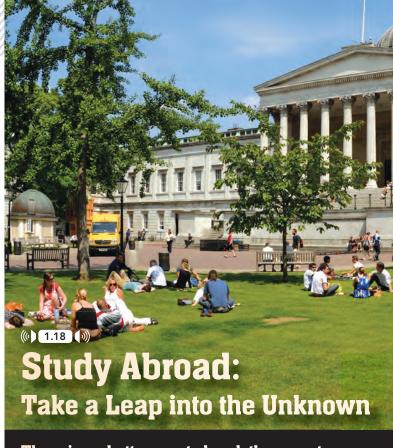
Gapped text

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

- 1 In groups, think of at least three reasons why somebody would want to study abroad.
- 2 Look quickly through the main part of the article and find out why James wants to study abroad. Are his reasons similar to yours?

READING FOCUS Gapped text

- 3 Read the whole article. Choose from paragraphs A–G the one which fits each gap (1–6). 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 <u>made the slightly</u> <u>impulsive decision</u> 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.

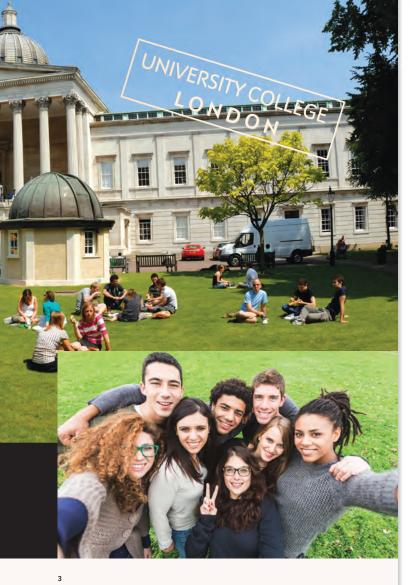


There is no better way to break the monotony of everyday university life than choosing to study overseas; a little bit of impulse can go a long way, says James Connington.

- 5 University so far has been a bit of a challenge but one that has become familiar with repetition. Heading into my third year, I am used to life in London, used to what is expected of me by University College London (I think) and used to justifying my exorbitant rent to my friends in different parts of the
- 10 country. Life has fallen into a comfortable series of routines; I go to lectures, work part time, write a lot of essays and muster the energy to go out when possible.

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 thirty-six percent of the population. I'm currently in the preparation phase of this adventure, with roughly six weeks to go until I fly out to the former German capital, Bonn. I have many justifications for this leap into the unknown. Like the thousands of other students
- 20 heading abroad from the UK this coming year, my reasons include life experience, a desire to travel and something to stand out from the crowd on a CV. The main one, however, is simply to break up what has become routine and to experience the excitement of a new city and a new university all over again.
- 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
- 30 prospect of living abroad becomes **substantially** easier and you **actively** look for the positives rather than any downsides.



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.

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

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.

So all things considered, I would encourage those <u>teetering</u> on the edge to give it serious thought before dismissing the idea altogether.

- 4 ADJECTIVES & ADVERBS Replace the words underlined below with stronger adjectives or adverbs in blue in the article. Which sentences are true for you? Why?
 - 1 I am <u>very</u> involved in school programmes.

 I am actively involved in school programmes.
 - **2** I usually research a new place <u>well</u> before I travel there.
 - 3 Part-time work experience will prove very useful in future.
 - 4 My <u>dependable</u> friends always meet me on time.
 - 5 I am going to need a <u>much</u> increased allowance!
 - **6** I think that entry tickets to the clubs round here are much too high.
- 5 PHRASES Complete the sentences with one word in each gap. Then look at the phrases underlined in the article to check. Use the phrases to describe an experience of your own.

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

WORD STORE 2E

- 6 COLLOCATIONS Go to WORD STORE 2E on page 5 of the booklet. Match the verbs from box A with the words from box B. Refer to the article for help if necessary. Then write example sentences.
- 7 What advice would you give a foreign student thinking of studying in your country? Think about the points and add one more of your own. Explain your advice to a partner using the words and phrases from Exercises 4, 5 and 6.
 - choosing a university
 - finding accommodation
 - learning the language
 - understanding the culture
 - preparing for the climate

2.3 Grammar

Speculating

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

1 Look at the photo and the definition. In pairs, discuss what the people are doing and how this might relate to 'communities of practice'.



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

Extract 1

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

Extract 2

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

- 4 Read the GRAMMAR FOCUS and find examples in Exercise 3 where the speaker is:
 - a guessing about an action that's in progress.
 - **b** certain about a reason for doing sth in the present.
 - **c** certain about sth that started in the past and continues in the present.
 - **d** guessing about sth that happened in the past.
 - e certain that sth didn't happen in the past.
 - f guessing about sth in the future.
 - g certain about sth in the future.
 - **h** guessing about sth that happened in the past using the Passive Voice.
 - i guessing about an action continuing in the present.

GRAMMAR FOCUS

Speculating

- You can use the modals must/may/might/could/can't to speculate about the present and past:
 - 1 a modal + infinitive (present states)
 They may not be aware of the risks.
- 2 a modal + be + -ing form (events now in progress)
 They may be filming their tricks.
- 3 a modal + have + past participle (finished events in the past)
 Others could have joined their community.
- 4 a modal + have been + past participle (finished events
- in the Passive Voice in the past)

 The tyres could have been brought by someone's father.
- 5 a modal + 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 modals 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 verb forms.

If you're in Brazil, you might 'want' have wanted to join a samba school. But when you get there, you could 2be / have been surprised by what you see. I certainly was! In fact, the surprise must 3show / have shown very obviously on my face! If you have ever attended a dancing school in the UK, you will almost certainly 4have 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 5be 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 6be learning / have been learning very long. They must 7notice / have noticed me, because they invited me to join them. Now, I'm one of the people helping newcomers who might 8look / be looking for a way in.

- 6 Discuss the questions in pairs.
 - 1 Have you ever taught anyone to do anything?
 - 2 How do you think they may have felt about the experience?

Grammar & Language in Focus pages 115–116

2.4 Language in Focus

Accuracy with articles

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

- When you need advice or help who do you ask? Do you ever look on online forums? Why?/Why not? Discuss in pairs.
- Read the three forum exchanges. In pairs, decide what the logical order is in each of them.
- a Thanks you were a great help it all makes sense now.
- **b** I need **help** with my Maths. I don't have a hope of getting it done on my own. Anybody out there have a moment to spare?
- c Yeah, call me. I'm doing it too.
- В
- a Oh no! Sleep is so important. When I'm stressed out, I sometimes use breathing exercises to help me relax and I usually get a good night's sleep after that.
- **b** Thanks. I'll try that. My granddad, who has a good understanding of human behaviour, always says 'A good laugh and a good sleep are the two best cures.'
- c Help! All of a sudden, I'm very stressed about my exams and I can't sleep.
- C
- a Why don't you write about a holiday? You can say what you learnt and how you couldn't have learnt that in a class.
- **b** Great idea! I think I'll write about our trip to Paris that was **an** amazing experience and an excellent education. I learnt more French in two days than I had in two years. LOL
- c I have to write an essay about the importance of experience and education - I haven't got a clue where to start. Any ideas?
- Read the LANGUAGE FOCUS and complete the example sentences with the words and phrases in blue from Exercise 2.

LANGUAGE FOCUS

Abstract nouns with and without a/an

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

General concept

I need help. ²_____ is so important. The importance of 3 and 4

Specific situation/example

You were ⁵		
A good laugh	and ⁶	_ are the
best cures.		
That was 7	and 8	

Note: Some abstract nouns have a plural form (love/loves, hope/ hopes, pleasure/pleasures) while others do not (knowledge). Eating at that café is always a pleasure.

Eating is one of life's great pleasures.

He has a good knowledge of many things.

NOT He has many knowledges.

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

charity experience education help (x2) hope love pleasure

			*	0
Ø C	all		Jen	Online
!		nks again. You night. I wouldr rithout you.	-	
is or ask	ne of my great you a favour a	us 3 Yo t 4	And I need to to interview	
1	time was ab	n't done any <u>in</u> out a year ago at works with ar ough – it left me	when I worke nimals. It was	ed for
	knowledge o	of cats. ;)	, with <u>a mot o</u>	<u> </u>
	sure you learn	of cats. ;) It a lot.	you <u>in a hurry</u>	

- 5 Complete the sentences with the correct forms 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 _____, he likes to read computer advice in forums.
 - 3 I ______ I always know how my friends will react.
 - 4 I haven't studied French _____ so I __ how to do the assignment.
 - 5 I wanted to help her with her exam preparation but I was _____ to get home.
 - **6** He has German. He is practically fluent.
 - 7 He _____ finishing his exam before the time was up.
 - 8 _____, she felt totally relaxed and knew she would be fine.
- 6 In pairs, 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 & Language in Focus page 117

2.5 Listening

Multiple choice

I can understand specific details in informal conversations.

- 1 Look at the photos and discuss the questions in pairs.
 - 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 ((a) 1.20 (b)) Listen to three short dialogues about people who had to solve the problems in Exercise 1. Were your guesses correct?

LISTENING FOCUS Multiple choice

3 ((1.20 (1)) Listen again to the dialogues. For questions 1–6, choose the correct answer (A, B or C).

Dialogue 1

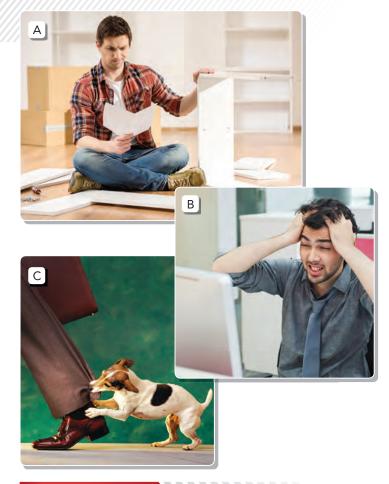
- 1 What was the problem of the instructions that came with the furniture?
 - A There wasn't enough information.
 - B They were incomplete.
 - C They were not clear enough.
- 2 How does the woman respond to the man's problem?
 - **A** She agrees it was a bad idea to buy flat-pack furniture in the first 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?
 - 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

- 4 ((1.21 (1))) PHRASES Go to WORD STORE 2F on page 5 of the booklet. Complete the phrases with the words in the box. Then listen and check.
- 5 Complete the sentences with the phrases from 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	l have a	problem,	l go outside t	0.
---	------	----------	----------	----------------	----

3	It is good to talk	issues through – you will find that
	others	as vou

4 You often get the best results when you don't wait for others to do something for you but _____ instead.

5 If you ______, 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 _____ 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 _____ and answer your questions.

8 If you _____ someone or have something in common, it helps a lot.

6 In pairs, discuss which method (1–3) you would choose for learning the things from the box. Why?

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

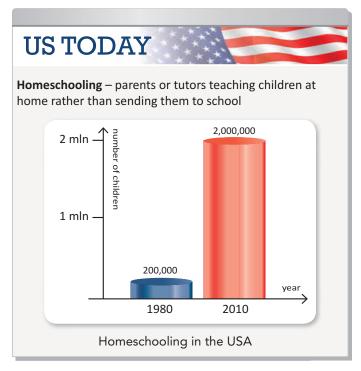
- 1 following written guidance
- 2 following a video tutorial (e.g. how-to videos)
- 3 learning in a group

2.6 Speaking

Giving supporting examples

I can develop an argument with supporting examples.

- 1 Read US TODAY and discuss the questions in pairs.
 - 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?



- 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 ((a) 1.22 (a)) Match arguments 1–4 from the podcast with their supporting examples (a–g). Then listen again and check.
 - Homeschoolers have more time to socialise.
 Homeschooling allows children to explore topics in more detail.
 Not everyone can afford the luxury of homeschooling.
 - 4 Schools offer things that homeschooling can't.
 - 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
 - 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 from Exercise 3.

SPEAKING FOCUS

Phrases with example:

A typical/classic/obvious example is ...

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

¹One of the most notable examples is ...

Alternative words for example:

A useful illustration is ...

3_____

5

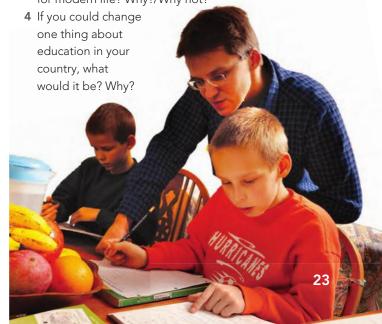
Imperative verbs:

Consider ...

Think about ...

7

- 5 Give supporting examples for points 1–4 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**
 - 2 A lot of schools don't offer enough time for sport. **CASE**
 - 3 I spend much of my free time doing homework. TAKE
 - **4** Some of my friends spend a lot of time at evening classes. **LOOK**
 - **5** I think ... of the advantages of homeschooling. **STRIKING**
 - **6** ... of the advantages of formal schooling is ... **ILLUSTRATION**
- 6 Discuss the questions in pairs. 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?



2.7 Writing

An article

I can write a linguistically complex article giving arguments for and against and ending with a clear conclusion.

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 of 300–350 words for a student website giving reasons for and against and stating your view.

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

www.studentmatters.eu

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

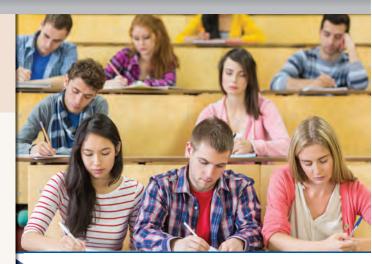
⁵ for you. Let's take a look at the arguments.

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 there were eighty-three applicants for every graduate job in the UK in 2011? 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.

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?
- 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 other 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 differentiate yourself from other candidates.
 - **3** Graduates leave university <u>owing a considerable</u> <u>amount of money</u>.
 - **4** With a degree, <u>you can find a job anywhere in the</u> world.
 - **5** The likelihood of finding a good job after graduating is uncertain.
 - **6** Many employers <u>believe that work experience is more valuable than a degree</u>.
 - 7 University <u>contributes enormously to your personal</u> <u>development</u>.
 - 8 Many young people wonder if spending a lot on university is a valuable thing to do.
- 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 of 300–350 words for a student website giving arguments for and against and stating your view.

STUDENT LOAN CRISIS

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



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

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

FOCUS REVIEW 2

VOCABULARY

compared with 3_

political science.

2

3

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

_____ up on nineteenth-century

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______ the energy to revise for exams.

And the occasional need to simply 2_____ facts is hardly encouraging, is it? No wonder the urge to watch an episode of your favourite TV series is so tempting

And then comes the day of the exam. Despite the

perspective and tell yourself 'it's only an exam, I know this stuff' you often find your mind goes 5 and you end up staring at the ceiling looking for inspiration. Unfortunately, your eye catches sight of the nervous 6 sitting to your left with panic written all over his face. The next thing you know you're a bundle of 7 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 the exams, life is better again as a big ⁹ has been lifted.
Complete the words in the sentences. The first letter of each word is given.
1 I don't think I can s up the courage to tell my teacher what happened!
2 When you are f with so many assignments to complete, it's hard to stay calm.
3 Student accommodation is expensive here; it's hard to c by a good, cheap flat.
4 I need to finish these reports. The work is beginning to p up.
5 I'm really thinking of quitting. I feel like I'm t on the edge of sanity.
6 Josh loves s out from the crowd. That's the only reason he dresses so outrageously.
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?
2 I've just failed that test too. Looks like we're in the same head.
When you're a kid it's constantly hit into you to work hard.
4 I've been studying around the clock for this exam. I'm absolutely <u>plastered</u> .
5 Marek never gets stressed, does he? He takes everything in his <u>step</u> .
6 I'm not sure I can make this speech now. I'm afraid I'm getting wet feet.

GRAMMAR

4	C	ho	ose two correct options in each point.
	Α	da	m: Where's Ellie? She's not usually late.
			en: Give her a few more minutes. She ¹ may / might /
			can be on her way.
	Α	da	m: It's rush hour. I guess she ² might / will / could be
	C	hri	sitting in traffic. S: Oh no! Do you think she ³ will / could / may have
			had an accident?
	K	are	en: I doubt it. I suppose she just forgot the meeting was today. It ⁴ may / can / could have slipped her mind.
	Α	da	m: That's not like her. She's so organised. She ⁵ mustn't / can't / won't have forgotten.
	K	are	en: 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			plete the sentences with the correct forms of words in brackets. Use the negative form where
			essary.
	1		s late. She (may/able) come at such short
	2		otice.
			our wallet? You (could/leave) it in the car. is latest test result was surprisingly good, wasn't it?
	3		, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
	1		e (might/study) at the weekends. nat's impossible! Such a big decision
	4		ould/make) without consulting me first.
	5		nat can't be true. He (must/tell) lies.
			here's James? Oh, of course. He (will/do)
	O		s workout at this time.
		111	s workout at tills tillle.
LA	١N	G	UAGE IN FOCUS
6	C	- 12	uplete the sentences with a/an or \emptyset (no article).
O			
	1		I believe education is a right, not a privilege.
		b	Our parents did all they could to give us
			good education.
		С	Getting to know another culture while studying
	_		abroad can be education!
	2	а	Six months after graduating, my brother is still looking
			for work.
			Revising for exams is hard work.
		С	This painting is accomplished work of the
			artist's late period.
	3	a	Many job advertisements ask for previous
			experience.
		b	A job interview can be enjoyable
			experience.
		С	All animals have the ability to learn from
			experience.

7 Complete the text with one word in each gap.

A Musical Partnership

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

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

but now they are over-subscribed.

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

any _____ of it at all. Is it even English?

c Don't touch that! It's boiling hot. Use your common

____ , will you?

LISTENING

9 ((a) 1.23 (b)) Listen to three dialogues. For questions 1–6, choose the correct answer (A, B or C).

Dialogue 1

- 1 What do the speakers disagree about in relation to business travel?
 - A It's monotonous.
 - B It's uncomfortable.
 - C It's time-consuming.
- 2 In the woman's view, business travel allows her to
 - A visit places inaccessible for tourists.
 - B help people reach their goals.
 - C escape from the office.

Dialogue 2

- 3 What point does the boy 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 girl 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 Supporting the company's advice.
 - **B** Explaining why education is important.
 - C Justifying her parents' decision.
- 6 The man seems to suggest that
 - A the current education system needs to be more flexible.
 - **B** there shouldn't be any problem with changing schools.
 - C changing schools helps develop relationships.

SPEAKING

10 Look at the photos and discuss the questions in pairs.

- 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?





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

UNIT LANGUAGE AND SKILLS

Vocabulary:

- Show what you know foods
- cooking and eating
- food
- kitchen/dining sounds
- collocations

Reading:

- an article about food and happiness
- multiple choice

Grammar:

• transitive and intransitive phrasal verbs

Language in Focus:

• particles in phrasal verbs

Listening:

- monologues about different food experiences
- multiple matching

Speaking:

• responding appropriately in conversation

Writing:

• a proposal

FOCUS EXTRA

- Grammar and Language in Focus Reference and Practice pp. 118–120
- WORD STORE booklet pp. 6–7
- Workbook pp. 28–39 or MyEnglishLab

3.1 Vocabulary

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

I can talk about food and cooking.

SHOW WHAT YOU KNOW

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



It might be a bit controversial but my pet hate is made-up customer ailments. Over the past five years, the number of ridiculous <u>dietary requirements</u> 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
- 10 claim they're allergic when they just don't like something.



2 MICHEL ROUX JR

My <u>pet hate</u> 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 <u>have a fit</u>. 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.

Read the list of foods that some top chefs refuse to eat. Which do you agree with? What foods do you refuse to eat? Discuss in pairs.



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 In pairs, discuss why famous chefs might dislike the following things. Then read and check your ideas.

untidiness fussy eaters hushed dining rooms

3 Tom Kerridge

25 I hate hushed dining rooms. It's that term 'fine dining'. The idea of sitting in a country-house hotel, where 30 all you hear is the clink of cutlery and chinking of glasses and everyone — including the overbearing waiters

35 – speaking in <u>hushed</u> 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

45 dining room's own ego.

Go to WORD STORE 3 page 7.

WORD STORE 3A

- 5 ((a) 1.24 (a)) Complete WORD STORE 3A with the words in red from the texts. Then listen and check.
- 6 In pairs, follow the instructions.
 - Prepare one shopping list each in your own language with eight items from WORD STORE 3A.
 - Dictate your lists to each other and translate your partner's words into English.
 - Check your lists.

WORD STORE 3B

- 7 ((a) 1.25 (a)) Complete WORD STORE 3B with the words in the box. Then listen and check.
- 8 In pairs, discuss how you feel about each sound from WORD STORE 3B. Use the verbs below and your own ideas.

I adore / don't mind / cringe at / detest \dots

I cringe at the constant hum of traffic.

WORD STORE 3C

- 9 ((a) 1.26 (1)) Complete WORD STORE 3C with the collocations underlined in the texts. Then listen and check.
- 10 Complete the questions with the collocations from WORD STORE 3C. Then ask and answer the questions in pairs.

1	Where	would	you	go to	enjoy :	fine	dining

2	Do you have any particular	 ? Why can't you eat
	these things?	

	2.00						_
3 \	Where	miaht vou	tind	neonle	talking	in	?

4	What r	might your	siblings	or	parents	do	that	would	make
	VOL	?							

5	Do you have a	? What is	it	and	why	don'	t you
	like it?						

6	Have you ever eaten off a table covered in a	_ ′
	Where?	

WORD STORE 3D

- 11 ((a) 1.27 (a)) Complete WORD STORE 3D. Match the partitives from box A with the food words from box B. Then listen and check.
- 12 Michel Roux Jr says that he takes tidiness very seriously. What things do you take seriously? In pairs, discuss your own attitudes towards the things below.
 - cleanliness
 - clothing
 - diet
 - health
 - good manners
 - freshness of food
 - tidiness

3.2 Reading

Multiple choice

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

- Some people say the food we eat can influence our mood. Do you agree? In pairs, 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 Look quickly through the article on the psychological effect of food on humans. Choose the most appropriate topic (a–f) for each paragraph (1–6).

a The effect of food that tastes good	3
b A focus on food in all its aspects	
c The health benefits of homegrown food	
d The importance of cooking for yourself and others	
e The connection between smell, taste and memory	
f A psychological consequence of eating junk food	

READING 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 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** forms a basic element of happiness.
 - C warm food improves our general health.
 - **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

- 4 COLLOCATIONS Go to WORD STORE 3E on page 7 of the booklet. Complete the collocations with the nouns from the box. Refer to the article for help if necessary.
- Write example sentences using one adjectivenoun collocation from each set in WORD STORE 3E.
- 6 Complete the glossary of psychological terms with translations into your own language. Use a dictionary if necessary.

GLOSSARY
cognitive difficulties –
emotional response –
neuroscience –
occupational therapy –
reward system –

7 WORD FORMATION Complete the table to make word families using the adjectives underlined in the article.

ADJECTIVE	NOUN
influential	influence

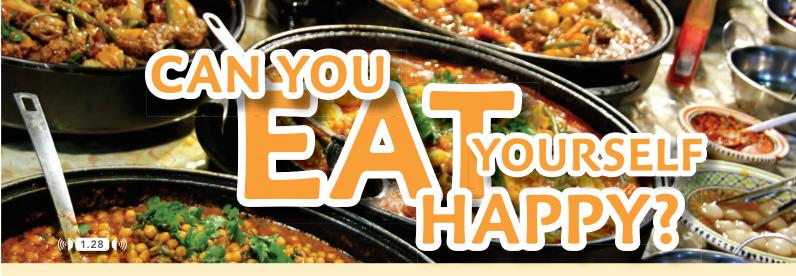
8 Complete the sentences with the adjective or noun forms from the table in Exercise 7. Do you agree with the statements? Why?/Why not?

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

9 In pairs, discuss traditional dishes from the cuisine of your country and answer the questions.

happy.

- 1 How healthy are the dishes as food choices?
- 2 What associations do they have for you?



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 ⁵ 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 15 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 lifethreatening, 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 25 emotions. Strawberries may 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 30 '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 35 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 40 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 45 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

50 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,' 55 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 60 into the mechanics behind that elusive, warm, fuzzy sense of wellbeing. Pleasure is widely viewed as an essential component of happiness. Food excites the reward system in the brain, stimulating 65 desire and anticipation, and when we eat something we enjoy, it releases hormones which produce the sensation of pleasure.

4 However, such pleasures fleeting, and overconsumption of tasty 70 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 75 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 80 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 85 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 wellbeing 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—
100 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 <u>elemental</u>, caring
for yourself and others.' When choosing
ingredients, combining flavours and
105 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 110 make us happy with the tendency for home-cooked food to be healthier, and you have a <u>nutritional</u> and <u>psychological</u> 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 20 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 25 freshly harvested produce, the happy-making potential of eating is enormous.



3.3 Grammar

Transitive and intransitive phrasal verbs

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

1 Look at the pictures from an online advice column that specialises in food issues. In pairs, discuss what the problem is in each case.



- 2 In pairs, match extracts a-c with pictures 1-3. Were your guesses in Exercise 1 right? Decide what advice you would give each person.
- 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**.
- 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!
- 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 back 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 dowithout?)
- 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** 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.
 - **4** My dentist said I was eating too many sweets so I'm trying to cut back on.
 - 5 I hate it when she plays with her food and picks at instead of eating it normally!
 - **6** A few biscuits used to be enough for me but they don't fill 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 & Language in Focus pages 118–119

3.4 Language in Focus Particles in phrasal verbs I can identify the meaning of common particles in phrasal verbs. beetles cashews ackee Choose the appropriate particles. grasshopper 1 In my family, one person cooks dinner and the cassava other washes out /up. 2 I struggled off / on for many kilometres but Look at the photos and discuss the I couldn't finish the race. questions in pairs. 3 When I poured up / out the juice, I realised 1 Have you ever eaten any of these foods? baby octopus there wasn't enough for everybody. 2 Where do you think they might be eaten? 4 I didn't need all the string so I only cut off / 3 Which ones do you think might be on the part I needed. dangerous to eat? Complete the sentences with the correct forms of the phrasal verbs from the LANGUAGE 2 ((1.29 (1)) Listen to a podcast about dangerous food and check FOCUS. The meaning must match the phrase your answers in Exercise 1. Then answer the questions below. in brackets. 1 Which of the dangerous foods surprised you? Why? 1 The meeting <u>dragged on</u>. It was midnight 2 Do you know of any other foods that can make people ill? when it finished. (continued for a long time) ((c) 1.29 (v)) Complete the extracts with the correct forms of **2** Can you the map on the table? the phrasal verbs in the box. There is one extra verb. Then listen I can't see it otherwise. (open fully) again and check. 3 We got _____ in the middle of the call it was so annoying. (lost connection) carry on chop off gobble up hand out take out 4 If you the crust, the baby will be 1 You can <u>gobble up</u> insects like fried beetles in Thailand. able to eat the bread. (remove) 2 The thing is alive even when you _____ its tentacles ... 5 To celebrate, they ____ cake to all the 3 ... they _____ moving and can even stick to your mouth. quests. (served) **4** ... when someone a bowl of cashews. 6 He _____ talking for so long that people started falling asleep. (continued) 4 Match the phrasal verbs from Exercise 3 with their definitions. _ your coffee! We have to get back a give to many people d divide from to work. (finish) **b** eat quickly e remove or extract c continue to do something 8 Read the sentences. What is the meaning of up in each case? Discuss in pairs. 5 Complete the LANGUAGE FOCUS with the appropriate particles a complete using the phrasal verbs from Exercise 3. **b** increase **LANGUAGE FOCUS** c move towards Particles in phrasal verbs 1 You need to pay up. We're closing. а Certain particles maintain their meanings when used in phrasal verbs. 2 He came up to me and asked me for • The particle ¹ on can combine with carry, drag, go, keep and directions to the station. struggle to talk about actions continuing or going forward. 3 Sorry, can you speak up? I can't hear you!

can combine with break, chop, cut, take and

can combine clean, drink, eat/gobble, tidy,

slice to talk about dividing or separating something into parts.

use and wash to talk about completing an action.

Note: Some particles have multiple meanings.

2 'moving towards' (Come up to my desk.)

For example, up can also mean:

1 'increasing' (Prices have gone up.)

• The particle ³_____ can combine with dish, hand, pour and spread

to talk about giving something to people or extending something.

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

The particle ²

The particle ⁴

4 Prices have really shot up recently.9 In pairs, follow the instructions below.

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

Grammar & Language in Focus pages 119–120

3.5 Listening

Multiple 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	crepes	fish and chips	oyster	tacos
	o. o p o o		ejete.	

2 Discuss the questions in pairs.

Which food in the photos can be:

- veggie, turkey or bison?
- served raw and alive?
- wrapped in newspaper?
- made from buckwheat flour?
- garnished with guacamole?
- 3 ((() 1.30 (1))) 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	
Speaker 3	
Speaker 4	
Speaker 5	

LISTENING FOCUS Multiple matching

4 (((1.30 (1))) Listen again. For questions 1–5, choose from the list (A–H) how each speaker felt about the problem they had.

•	,		
1	Speaker 1	3 Speaker 3	5 Speaker 5
2	Speaker 2	4 Speaker 4	

- A shocked at the price of the food
- B unsurprised 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 the freshness of the food
- 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. For questions 6–10, choose from the list (A–H) which conclusion each speaker draws from the experience.

ЭX	perience.		
6	Speaker 1	8 Speaker 3	10 Speaker 5
7	Speaker 2	9 Speaker 4	

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



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

WORD STORE 3F

- 6 ((a) 1.31 (a)) ADJECTIVES Go to WORD STORE 3F on page 7 of the booklet. Match the adjectives in the box with their definitions. Then listen and check.
- 7 Look at the list of foods. Describe them using the adjectives from WORD STORE 3F and any others you can think of.

broccoli croissants cake curry French fries lettuce pizza rice steak sardines squid

I like French fries when they are nice and crispy but not when they are greasy.

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

3.6 Speaking

Responding appropriately in conversation

I can use language flexibly and effectively for social purposes.

- 1 Look at the cartoon and discuss the questions in pairs.
 - 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 (1))) Listen to some extracts from the dinner conversation in the cartoon. Were your guesses in Exercise 1 correct?
- 3 ((1.32 (1))) 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______ you also play

rugby.

Todd: Er, well that's not quite ³______ I'm afraid. It's

actually American football.

Father: American football?

Sarah: Yes, and last weekend they beat a visiting

American team, didn't you Todd?

Father: You don't 4 ! Well, I always like to see the

Americans get beaten, especially at one of their

own silly sports.

Extract 2

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

Todd: Er, thank you for the ⁵_____, Mrs Cooper, but

I'm already full.

Mother: Oh go on, just a little.

Todd: That's very 6_____ of you but I couldn't 7_

eat another bite. It was absolutely delicious though. We hardly ever sit down together to a roast beef

dinner, and certainly not as good as this.

Mother: Well, I'm very glad you've enjoyed it, Todd,

although to be completely 8_____ this is

actually roast pork.

Extract 3

Mother: Sarah ⁹ that you're starting university

next year.

Todd: Well, yes, 10 of, though not exactly

university ...

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

school.

Mother: Oh, really? Theatre school?

Todd: Erm, yes, RADA actually ... the Royal Academy of

Dramatic Art, you know, in London.

Mother: Wow! I'm 12_____. Good for you! You know,

I was quite the actress in my day.

Father: Don't believe a word she says, Todd. She was in

one school production and she fell off the stage!



SPEAKING FOCUS

Introducing a new subject

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

(Sarah) tells/informs me ...

(Sarah/you) mentioned that ...

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

Correcting someone politely

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

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

To be completely accurate ...

Emphasising a piece of information

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

Yes, in fact ...

Refusing an offer politely

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

I couldn't possibly ...

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

Showing interest

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

I'm impressed.

That sounds interesting/intriguing/fascinating.

- 4 Look at the prompts. In pairs, 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.
 - I appreciate the offer but I'm afraid that I'm busy that night.
 - **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 In pairs, write a short dialogue using one of the situations below and phrases from the SPEAKING FOCUS.
 - starting a new class
- babysitting for the first time
- joining a new team
- staying with a host family
- meeting a friend's family
- 6 Act out your conversation for the class. Can they guess the situation?

3.7 Writing

A proposal

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

- 1 What is a health-promoting school? Read the leaflet to find out. Then discuss the questions in pairs.
 - 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. In pairs, find the information it asks you to include.

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

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



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

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

Proposal to promote healthy eating at school

INTRODUCTION

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

CURRENT SITUATION

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

RECOMMENDATIONS

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

CONCLUSION

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

4 Read the WRITING FOCUS and make a list of phrases in purple from 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 (1–3) replacing the underlined words. Use the WRITING FOCUS to help you and make any other 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 <u>I suggest</u> that a fitness week for new students should be organised. <u>In this way</u>, teachers could assess their fitness.
- 2 Another suggestion would be to buy recreational equipment for students to use during breaks. This would ensure that they could engage in physical activity more regularly.
- 3 <u>It would be a good idea to</u> invite local sport associations to provide training after school. <u>This would provide opportunities for</u> students to develop the skills of teamwork.

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

LANGUAGE FOCUS

Expressing cause and effect

• Linking phrases

Students feel they have no say in school affairs. **As a result,/ The result of this is that** they lose interest in school. →
Students feel they have no say in school affairs, **with the result that/so that** they lose interest in school.

A comment clause

Some students become disengaged from school. This has a negative effect on their behaviour. → Some students become disengaged from school, which has a negative effect on their behaviour.

A participle clause to express a result
 Healthy schools promote the well-being of students.
 This results in/leads to improved learning outcomes.
 → Healthy schools promote the well-being of students,
 resulting in/leading to improved learning outcomes.

- 7 USE OF ENGLISH Combine each pair of sentences using the words in capitals and 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 decisionmaking. This leads to increased student engagement. LEADING
- 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 of 220–260 words setting out the main problems your class identified and proposing actions the school should undertake.



FOCUS REVIEW 3

VOCABULARY

1 Rewrite the sentences so that the meaning is the same. Use the words in capitals to replace the underlined phrases and make any other changes necessary.

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

2 Match sentence beginnings 1–7 with endings a–g.

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

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

c of lemon juice.

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

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

GRAMMAR

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

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

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

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

LANGUAGE IN FOCUS

6 Match the particles in 1-5 with their meanings in a-e.

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



7 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 bacon 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

- Write 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.
 - 1 There are so many things Karol won't eat that it's hard to prepare anything for him. FUSSY It's hard to prepare anything for Karol because he is such

	·
2	My nose is very sensitive to smells and I can tell what somebody is
	cooking a mile off. SENSE
	I have an incredibly strong and I can tell what
	somebody is cooking a mile off.
3	Children's health is put at risk if poor quality food is served in
	schools. RESULTS
	Serving poor quality food in schools being put at risk.

4	It is better to be outsic	e and active instead	of staying ir	nside all	day
	at your desk. COOPEI)			
	Rather than	inside all day at you	r desk, it is b	netter to	be

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

LISTENING

9

	((*) 1.33 (*)) Listen to fir about a sporting or fitne questions 1–5, choose fr reason each speaker giv activity.	ess activity. For om the list (A–H) the
	1 Speaker 1 2 Speaker 2 3 Speaker 3	4 Speaker 4 5 Speaker 5 5
	A needing purpose and r B being encouraged by f C wishing to become par D wanting something mo E looking for a change of F seeking a new challeng G fulfilling a personal amb H being affected by a hear	amily members t of a team re interesting direction le oition
	Listen again. For questic the list (A-H) what each inspiring about their act 6 Speaker 1 7 Speaker 2 8 Speaker 3	speaker finds most
	A the support of like-mine B the intense excitement C the benefits of increase D the hope of future succ E the feeling of making a F the change in people's G being in an outdoor en H the sense of achievement	ed self-knowledge ess difference attitude vironment
/	RITING	
כ	Read the writing task. W 220–260 words in an ap	
	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.

THE NEW THING

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

THOMAS EDISON

UNIT LANGUAGE AND SKILLS

Vocabulary:

- Show what you know technology collocations
- music industry
- compounds
- phrases success and failure
- forming nouns from adjectives

Reading:

- four short articles about technology in sport
- cross text matching

Grammar:

infinitives

Language in Focus:

• sentence modifiers

Listening:

- dialogues about technology
- multiple choice

Speaking:

• agreeing and disagreeing

Writing:

• a review of a product

FOCUS EXTRA

- Grammar and Language in Focus Reference and Practice pp. 121–123
- WORD STORE booklet pp. 8–9
- Workbook pp. 40-51 or MyEnglishLab

4.1 Vocabulary

Music industry \cdot compounds \cdot phrases to describe success and failure \cdot 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

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?

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. The first personal device for listening to music, the Sony Walkman, was launched in 1979.

1980s and 90s

Music videos <u>came into</u> <u>prominence</u> 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 <u>fallen by the wayside</u> and the CD was king.

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

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



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.

Go to WORD STORE 4 page 9.

WORD STORE 4A

- 4 ((a) 2.1 (b)) Complete WORD STORE 4A with the compounds in red from the infographic. Then listen and check.
- 5 Complete the sentences with the compounds from WORD STORE 4A. Which of them are true?

1	The phor	nograph was the <u>brainchild</u> of Thomas Edison.
2	The first _	recording studios were developed
	in 1980.	

- 3 The first studios weren't ______ . A lot of noise leaked in.
- **4** There was a _____ against cassettes in the 1980s and their sales declined.
- **5** Downloads became a _____ way of buying music in the 2000s.
- **6** Vinyl records will continue to have a devoted _____ among younger generations.

WORD STORE 4B

- 6 ((a) 2.2 (a)) Complete WORD STORE 4B with the phrases underlined in the infographic. Then listen and check.
- 7 Choose the appropriate phrases. Then ask and answer the questions in pairs.
 - 1 Have any of your favourite bands split up and come into prominance /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

- 8 ((a) 2.3 (a)) Complete WORD STORE 4C with the noun forms of the adjectives in the box. Then listen and check.
- 9 Complete the sentences with the appropriate nouns or adjectives from WORD STORE 4C. Do you agree with the statements? Why?/Why not?

1	Streaming will become the <u>predominant</u> music format
	within five years.

2 Most teenagers show no	of the importance of
music copyright.	

3	t's unlikely	that there will be a	in cassette s	ales
---	--------------	----------------------	---------------	------

- 4 These days, musicians don't need record companies to become ______.
 5 ______ artists who work with charities are just interested
- in self-promotion.

 6 The increased _____ of music means that people don't
- listen together any more.

WORD STORE 4D

10 ((() 2.4 (1))) Complete WORD STORE 4D with the noun forms of the adjectives in the box. Then listen and check. Write example sentences.

4.2 Reading

Cross text matching

I can understand specific details in an article.

- 1 In pairs, look at the photos of two tennis players on page 43. Discuss how sports gear has evolved over the last century.
- 2 In pairs, follow the instructions below.
 - Look at the photos below and describe the sports gear using the words from 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.
- Think of other examples of technological innovation in sport.



READING FOCUS Cross text matching

3 Read the four texts again. For questions 1–4, choose from texts A–D. The texts may be chosen more than once.

Which writer:

- 1 agrees with A about what problem technology causes in sport?
- 2 disagrees with B about the financial impact of technology on sport?
- 3 presents a different view from the others about how athletes regard technology?
- **4** agrees with D about the future of technology in sport?

- 4 WORDS & PHRASES Rewrite the sentences replacing the underlined words and phrases with the words and phrases in blue from the texts. Make any other changes necessary.
 - 1 <u>Great progress has been achieved</u> in terms of increasing participant safety so athletes can have longer careers.

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

NOUN	VERB	ADJECTIVE
accomplishment	accomplish	accomplished
	1	I

WORD STORE 4E

- 6 COLLOCATIONS Go to WORD STORE 4E on page 9 of the booklet. Match the verbs in box A with the nouns in box B. Refer to the texts for help if necessary.
- 7 Complete the questions with the correct forms of the collocations from WORD STORE 4E. Then ask and answer the questions in pairs.
 - 1 Is sports technology limited to <u>enhancing performance</u>? If not, does it also extend into injury prevention or rehabilitation?
 - 2 Are we likely to reach the point where athletes will no longer be able to ______ because technology can't improve their performance any further?
 - 3 How will nutrition and training change? Will they continue to _____ in sport? Why?/Why not?
 - **4** When it comes to using technology in sport, where do we ______between what is fair and unfair?
 - **5** How much longer can sports science _____ to find how far it can go?

((c) 2.5 (v))



THE ROLE OF TECHNOLOGY IN SPORT

Suzanne Lenglen, French tennis player, 1920s

Text A

If you've ever seen old images of a sporting event, for example a tennis match from the 1920s, you've probably noticed how different the game is from its **modern counterpart**: the gear and outfits look impossibly old-fashioned. Over the past century, technology has changed the entire face of sport, providing **ever-better** gear made with superior materials. As in other fields, the use of advanced technology in sport can be justified if it leads to improved performance. But it is important to distinguish between <u>legitimate</u> 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 <u>manifestation</u> 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

15 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

20 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

25 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 <u>ignore</u> 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.

Agnieszka Radwańska, Polish tennis player, 2015

Text D

Technological advances in sporting equipment and better information about nutrition, training and psychology have added signi

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 50 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 <u>alternatives</u> 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 60 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.

Infinitives

I can use various infinitive structures.

Read the beginning of an article about the Tamagotchi Effect. In pairs, 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.

he 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 seventysix million worldwide. To be emotionally attached to gadgets is perhaps not as uncommon as it would at first seem.

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

GRAMMAR FOCUS

Infinitives

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

- 1 after some verbs
 - in some phrases after verbs, e.g. to be to do sth used to talk about a rule or arrangements for the future
- 2 after certain adjectives
- 3 after certain nouns
- 4 after a superlative or an ordinal number
- 5 to indicate purpose to avoid monotony in writing you can put the infinitive of purpose:
- directly after it before the subject
- 6 as the subject of a sentence

Note: Each of the infinitive structures can be:

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



Complete the sentences with the correct positive or negative infinitives (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, (leave out), are also keen
	on developing the idea of virtual friends.
3	He simply refused (interrupt) while playing
	with his new friend.
4	I was surprised (find out) that I couldn't stop
	playing.
5	A cute baby dinosaur is probably the best creature
	(look after) by a novice carer.
6	(have) a pet of any kind is to deprive a child of
	early emotional development.

- **USE OF ENGLISH** 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 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 my own virtual friend.
3	Humans often become attached to things which do not
	have any emotions. TEND
	Humans attached to things which do not have
	any emotions.
4	I always get the latest gadgets before everybody else.
	QUICKEST
	I'm always the latest gadgets.
5	Companies will surely develop more emotionally
	sophisticated robots in the future. SURE

Companies _____ more emotionally sophisticated

6 Look at the sentences in Exercise 5. In pairs, discuss to what extent you agree or disagree with each statement.

Grammar & Language in Focus pages 121–122

robots in the future.

4.4 Language in Focus

Sentence modifiers

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

1 Discuss the questions in pairs.

- 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?

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.

- 3 Do you agree with the article? Why?/Why not?
- 4 Look at the modifiers in blue in the article. Do they modify words or whole phrases?

5 Read the LANGUAGE FOCUS and complete the gaps with the modifiers in blue from the article.

LANGUAGE FOCUS

Sentence modifiers

Indicating attitude

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

Softening a message

probably, likely, ⁵ , ⁶ , ⁷ , ⁸

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

Adding emphasis

surely, clearly, 9______, 10____

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

6 Choose the most likely modifiers 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 In pairs, 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 one hundred percent sure, presumably e-readers will continue to get cheaper as competition between manufacturers increases.



4.5 Listening

Multiple choice

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

- 1 Look at the photos. In pairs, discuss how these devices and services make our lives easier.
- 2 ((a) 2.6 (b)) 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?



LISTENING FOCUS Multiple choice

3 ((c) 2.6 (v)) 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 his own experience of social media
 - **C** explaining the difficulty of using 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 ugly and impersonal machines.
 - **B** They're heavy and impractical.
 - C They're not as special as books.

WORD STORE 4F

smart watch

4 ((() 2.7 (v)) VERBS Go to WORD STORE 4F on page 9 of the booklet. Match the verbs in the box with their definitions. Then listen and check.

e-reader

- 5 Complete the sentences with the correct forms of the verbs from WORD STORE 4F.
 - 1 I think we should have to <u>swipe</u> our ID passes to get into school. It's much safer.
 - 2 I spend a lot of time with books. I _____ every page.
 - 3 I don't like reading on screens because they ______ with a harsh light.
 - **4** I think social media really _____ communication everything is so superficial.
 - **5** I don't like shopping online it ______ security for convenience.
 - **6** I am always worried that someone might _____ my phone.
 - 7 I like books because you can _____ them before you buy.
 - 8 Social media has _____ my life. It helps me to easily keep in touch with my friends.
- 6 In pairs, discuss whether you agree with the statements in Exercise 5 and why.

4.6 Speaking

Agreeing and disagreeing

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

- 1 Look at the photos on the radio website and answer the questions.
 - 1 How is technology being used in each image?
 - 2 Have you ever seen these uses of technology? If yes, where?
- 2 ((a) 2.8 (a)) 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 ((a) 2.8 (b)) 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)
 I'm sorry, I really don't agree with you here. They enable
 instant ordering and the quick payment of bills.
 - 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)

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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 In pairs, 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 In the same pairs, 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.



LIST€N LIV€ ◄)))

ON AIR NOW: **TechReport** 12.00–12.10





4.7 Writing

A review of a product

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

1 Look at the photos of fitness aids and discuss the questions in pairs.

- 1 What does each fitness aid do? Match the aids with the descriptions.
 - a Tells you your heart rate and helps you to train at the right level. It'll keep you training hard but safely.
 - **b** Tells you your average speed and how many calories you lost, among many other things.
 - c Tracks your runs and walks using the GPS.
- 2 Which of them do you use/would you be interested in trying out?
- **3** Can fitness gadgets or apps really motivate you to get active or improve your training regime? Why?/Why not?

2 Read the task and answer the questions.

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

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

3 Read the review and answer the questions.

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



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

WRITING FOCUS A review of a product Introduction • Arouse the reader's interest in the product. Interested in ...?/1want to ...? 2_____you're ... or ... Main paragraphs Say what the product does and what it offers. It is ³ ... It enables/4 (you) to ... It has/offers/boasts excellent features such as/like ... Explain any special benefits or features. An outstanding feature is ... This option is particularly useful ... It's the (instructions) that really stand out/⁵ • Use positive adjectives to describe features and benefits. It's 6______/user-friendly. The 7_____ (instructions) ... Use listing phrases to connect the information. It 8______ ..., but also ... 9_____ (enabling) you to ... Another advantage is ... • Include a comparison with other similar products if appropriate. It's 10 ____/most popular ... available Some may find ... but ... Mention any drawbacks or areas for improvement. The only real downside is ... It would be a real ¹¹____ Conclusion • Summarise the benefits of the product. This is a great product to ... ¹²_____/might not ..., This is ¹³ ____ for (novices)/the best value ... Complete the sentences with the words and phrases from the WRITING FOCUS. Then put the sentences in a logical order. Which paragraphs do they belong to? a The online platform offers built-in rewards, such as trophies

for reaching certain milestones.

using the phone's GPS.

community.

b One of the latest is Xtra Mile, a GPS running aid that ___

d An ______ feature for serious runners is the heat map.
e ______ you're out for a casual jog or training for a race, you can take advantage of one of many running apps available.
f The app is ______ to motivate serious runners who are

g This map _____ tracks the route but also plots how fast

i Xtra Mile has many other _____ such as motivation

j A final note to developers: it would be a real _____ if

social networking sites as well as to the Xtra Mile online

h For serious joggers, Xtra Mile is the ______ to help train for

an upcoming race and provide motivation at the same time.

the next version of the app allowed users to post to popular

c It _____ users to track time, distance and calories burned

runners to track important data in real time.

looking to improve their performance.

the user is running using a colour scale.

through music and an online community.

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

LANGUAGE FOCUS

Clauses of purpose

- to + infinitive + noun phrase
 Want something to spice up your run? Use this app to log your activity.
- in order to/so as to + infinitive clause
 Many people need encouragement (in order) to
 get off the couch. (in order is usually omitted in
 informal writing)

This app offers built-in rewards **so as to** increase your motivation.

Note: Use *in order not to/so as not to* + infinitive clause to express purpose in the negative.

Keep your pedometer in a waist bag in order not to/so as not to lose it.

- so (that) + clause (usually with a modal verb can, will or may)
 Get Running offers routines to follow so (that) you can achieve a 5k run.
- for + noun/verb with -ing
 We went for a run.
 This app works best for walking.
- 7 Complete the text with the words and phrases in the box. Use each of them once only.

for in order not to so so as to so as not to so that to

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

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. Write your review in 220–260 words in an appropriate style.

FOCUS REVIEW 4

VOCABULARY

1 Complete the sentences with the correct forms of the words in the box.

		compromise counterpart downturn herald optimise savour
		This new racquet is specially designed to the
		strength of your shots.
	2	Because of Internet technology, there's been a huge
		in newspaper sales.
	3	The agreement between the sports tech companies
		a new era in sport technology development.
	4	We wouldn't want to do anything to the
	_	results of the experiment.
	5	I like to go slowly and what I read. I can't
	,	stand all this instant communication.
	0	In software development, I find it useful to talk regularly
		to my in other parts of the world.
2	С	noose 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 computer games magazines now and again.
		a flick b swipe c glare
	3	Approximately five 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		omplete the sentences with words from the unit. ne first letter of each word is given.
	1	I have an a of ideas – and no money to do
		anything with them. (large amount of sth)
	2	Although there are clear signs of poverty, the a
		in this city is equally visible. (lots of money; wealth)
	3	He destroyed his laptop through his own c
		(not giving enough attention to sth)
	4	My old smartphone was easier to use because of the
		s of the operating system. (not being
		complicated)
	5	The service guy wouldn't repair my computer because
		he doubted the a of the software I use. (the
		state of being real or legal)
	6	Her d is admirable – she does great work and
		never misses a deadline. (working hard and carefully)

GRAMMAR

- Write sentences from the prompts. Use the correct forms 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 forms of the verbs in the box. You may need to use passive forms.

buy complain convince find out ignore log out refund shop speak
Last week I forgot ¹ from my favourite online
shopping site and I was shocked ² later that day
that my credit had been reduced to zero. I was convinced
the website was safe. In fact, I had chosen ³ on
that site precisely because of their security record. I mean,
for anybody wanting 4 anything online nowadays
you need ⁵ that it's safe, right? Well, I contacted
the company, and I was determined not ⁶
Of course, 7 to anyone I had to go through
a number of automated phone messages. Eventually I got
through to find out I wasn't the first ⁸ as there'd
been an issue with the company's banking services. All the
missing money, they promised, was 9 within the hour.

LANGUAGE IN FOCUS

6 Choose the correct modifiers.

E-reading and the Developing World

One of the prime factors in ensuring a country's growth and cultural development is



education. ¹Sadly / 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 ²interestingly / potentially open up new pathways to reading for kids who might otherwise lack basic textbooks. ³Interestingly / 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 ⁴sadly / 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 $^5personally\/$ probably, I couldn't live without my e-reader. $^6In\ fact\/$ Arguably, it's so essential that it goes with me everywhere.

LISTENING

7 Complete the text with the correct forms of the words in capitals.

How the MP3 revolutionised music

The humble MP3 is one of the most significant inventions of modern history and heralded the ¹ (ARRIVE) of both listening to and purchasing songs and albums over the Internet. This, in turn, made it possible to download music ² _ (**LEGAL**) and effectively brought the global music industry to its knees in the mid 2000s. It took government-funded German engineers a decade of research to figure out that much of the information in recorded music is inaudible to the human ear and therefore does very little to (RICH) the sound. Ultimately then, it was their 4 (INGENIOUS) which facilitated the (**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 (CAPITAL) on the new medium but rather an organised criminal conspiracy to steal music. Today, however, legal streaming services are in the (ASCEND) for digital music and the (POPULAR) of listening to digital music looks set to continue.

- 8 Complete the second sentence so that it has a similar meaning to the first using the word in capitals. Do not change the word given.
 - 1 Driverless cars will eventually replace traditional cars.

 Traditional cars will eventually _____ driverless cars.

 WAY
 - **2** MP3 will probably remain the most popular audio format for years to come.

MP3 will probably continue _____ 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 ______ despite the investment being made in them. FLOP
- **4** They have tested the new drug in trials, I presume. The new drug ______ 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 _____ its engine. **PUSH**

((c) 2.9 (a)) Listen to three dialogues. For questions 1–6, choose the correct answer (A, B or C).

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 that the site makes.
- 4 What is the woman's opinion of buying music online?
 - A Online purchases cannot compete with sales of vinyl.
 - 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 thinks 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 discuss the questions in pairs.
 - 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?



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

UNIT LANGUAGE AND SKILLS

Vocabulary:

- Show what you know forming nouns from verbs
- employment and career
- phrasal verbs work
- colloquial phrases
- collocations work
- collocations money

Reading:

- an article about young entrepreneurs
- multiple matching

Grammar:

• gerunds

Language in Focus:

• prepositional phrases

Listening:

- a radio programme about job interviews
- multiple choice

Speaking:

• buying time

Writing:

an essay

FOCUS EXTRA

- Grammar and Language in Focus Reference and Practice pp. 124–125
- WORD STORE booklet pp. 10-11, 20-24
- Workbook pp. 52–63 or MyEnglishLab

5.1 Vocabulary

Employment and career • phrasal verbs • 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 forms of the verbs in the box.

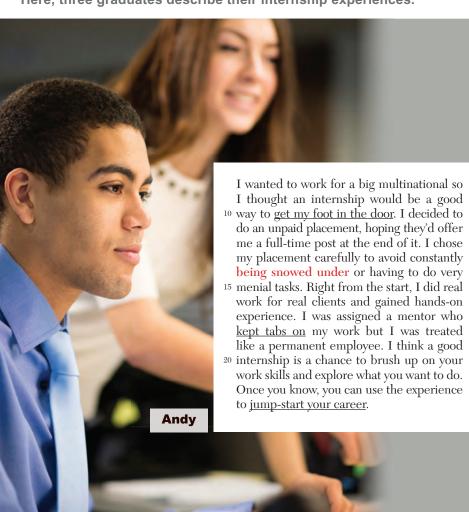
apply compete employ interview manage promote recruit train

Verb	Noun (thing/concept)	Noun (person)
apply	application	applicant

2 In pairs, think of an example sentence with one of the words from each group in Exercise 1.

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.



3 Read the article and answer the questions.

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

During the summer of my first 25 year at university, I interned for a magazine. It was unpaid but I was promised a bonus if I got more than ten Twitter followers a week. I increased Twitter 30 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 me 40 <mark>around</mark>. I didn't <u>have the guts</u> to stand up for myself because I didn't want to scupper my chances. Jan

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



Go to WORD STORE 5 page 11.

WORD STORE 5A

- 4 ((() 2.10 (1))) 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 forms of the phrasal verbs from WORD STORE 5A. Then finish the sentences so that they are true for you and tell your partner.
 - 1 A company where I'd like to be <u>employed</u> is ...

 A company where I'd like to be taken on is a charitable organisation.
 - 2 I'd never dare tell my ... what to do.
 - 3 The last school project I really worked hard on was ...
 - 4 A belief I'd always <u>defend</u> is that ...
 - 5 When I have too much work, I feel ...
 - **6** A mistake I'd like to <u>compensate for</u> is ...

WORD STORE 5B

- 6 ((a) 2.11 (a)) Complete WORD STORE 5B with the phrases underlined in the article. Then listen and check.
- 7 In pairs, find the incorrect word in each sentence and correct it. Discuss which sentences are true for you.
 - 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.
 - 3 I've got a good voice but I don't own the guts to sing in public.
 - **4** I would like to do an internship so I can jump on the first rung of the ladder.
 - 5 I think appearance is very important in a job interview the wrong one can scupper your luck.

WORD STORE 5C

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

WORD STORE 5D

- 10 ((a) 2.13 (a)) Complete WORD STORE 5D with the correct forms of the verbs in the box. Then listen and check.
- 11 Would you consider doing an internship? Why?/Why not? Discuss in pairs.

5.2 Reading

Multiple matching

I can understand specific details in an article.

1 Read UK TODAY and answer the questions.

UK TODAY

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

- 1 Who are the Enterprise Awards aimed at?
- 2 What are the benefits for winners?
- **3** What do you think the judges take into consideration when choosing a winner?
- **4** Do you think such award schemes are a good idea? Why?/Why not?
- 2 In groups of three, read one section each of the article about the recent winners of the Enterprise Awards. Make notes under the headings below and report back to your group.
 - Beginnings of business
 - Challenges & milestones
 - Advice to potential entrepreneurs

READING FOCUS Multiple matching

Read the article again. For questions 1–8, choose from the entrepreneurs (A–C). They can be chosen more than once

Which young entrepreneur mentions:

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

WORD STORE 5E

- 4 COLLOCATIONS Go to WORD STORE 5E on page 11 of the booklet. Complete the collocations with the verbs in the box. Refer to the article for help if necessary.
- Write five questions you would like to ask one of the Enterprise Awards winners using the collocations from WORD STORE 5E.

When it comes to building a business, do you think it is better to follow your gut instinct or to take advice from others?

- 6 In pairs, discuss how you think your chosen winner(s) might answer the questions you wrote in Exercise 5.
- 7 COLLOCATIONS Complete the sentences with the correct forms of the collocations in blue in the article.

1. Defens levels a servicio de la la la la la la level de la caracia la carac

- 1	before fauriching our product globally we used social
	media to gauge consumer opinion here in the UK.
2	I didn't of Twitter as a marketing tool until
	I read an article in a business magazine.
3	Most investors expect to on their money
	within a couple of years of buying shares.
4	Although there are seasonal generated by
	the hotel, the business remains profitable.
5	Simon still has a lot to learn as a salesman but he
	certainly customers.
6	Joanne is not a very experienced businesswoman.
	She college.
7	The course was extremely practical and what I learnt
	on it gave me to my career.

WORD FORMATION Complete the table with word families using the words underlined in the article.

ADJECTIVE	NOUN
restless	restlessness

List the qualities from Exercise 8 that you possess. In pairs, 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.

STARTING

((2.14))

Meet some of the recent 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



В

20 the best scenario!

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 <u>curious</u>

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

Having **realised the potential** of homemade items, my boyfriend and I set out to establish an online store. My intention wasn't to build a brand, nor was

store. My intention wasn't to build a brand, nor was it to become as <u>prosperous</u> as we have. In fact, it ³⁵ was simply a passion I had for creating things, which

ended up giving me a flying start to a career as an entrepreneur.

Our initial investment amounted to £200, which went on purchasing fifteen different products to sell on our

- 40 website. The other jewellery we offered was all my handiwork. I remember receiving our first order for £21 from a customer in Spain shortly after our opening promotion, which made the whole thing thrilling. All of a sudden, I realised how straightforward it was to
- 45 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 <u>restless</u>
- 50 nights and pressured days. You must be eager to develop your products and prepared for fluctuations in the revenue you receive. With a lot of effort and perseverance and a dose of good luck, you will eventually see a return, though.

<u>C</u>

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 <u>competence</u>. 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,
- ⁷⁰ in the long term, rapport and fitting in with the culture are more important.



5.3 Grammar

Gerunds

I can use various gerund structures.

1 Look at the jobs in the box. In pairs, discuss which of them you would like to apply for and why.

barista landscaper pet groomer shelf stacker usher

2 In pairs, discuss the pros and cons of having a part-time job. Then read the text below and check your ideas.

IS WORKING PART-TIME BAD FOR YOUR GRADES?

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.

10 **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 15 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 gerund structure in the text in Exercise 2.

GRAMMAR FOCUS

Gerunds

You use gerunds for a number of different reasons:

- 1 as the subject of a sentence
- 2 after certain verbs
- 3 after all prepositions
 - e.g. after on at the beginning of a sentence to mean as soon as
- 4 in complex sentences where the subject is the same in both clauses:
 - e.g. to express cause and effect
 - e.g. to express the sequence of events
- 5 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 gerund 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 forms of the verbs in brackets. Add any other words necessary.

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

- 5 USE OF ENGLISH 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 and a gerund structure.
 - earn your own money. **DEVELOPS**<u>Earning your own money develops</u> a better sense of responsibility.

1 You develop a better sense of responsibility when you

2 I really don't like to be told what to do. **DESPISE**I what to do.

3 The concern my parents have is that I work too hard.ABOUT

My parents _____ working too hard.

4 To be successful in life you are required to work hard. **BEING**

_____ you to work hard.

- 5 I tell my parents as soon as I receive any exam results. **ON**_____ exam results, I immediately tell my parents.
- 6 The job market has got increasingly competitive so it's essential to have good qualifications. WITH ______ increasingly competitive, good qualifications are essential.
- 6 Choose three of the sentences from Exercise 5 that you agree with. Share your thoughts in pairs.
- 7 Make a short list of part-time jobs you would refuse to do. Compare your lists in pairs.

Grammar & Language in Focus pages 124–125

5.4 Language in Focus

Prepositional phrases

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

- 1 Read the cartoon captions. In pairs, 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	ΑT	a loss
	all means		fault
	chance		sea
	means of		sb's disposal
	virtue of		the end of the day
то	a certain degree	IN	advance
	date		any case
	my mind		the long run
	no avail		the wrong
	some extent		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 appropriate prepositional phrases.
 - 1 A: You've been trying ¹(n vain) in the long run / by all means to find a better job for ages.
 - **B:** Yes, I know. And it's all ²at 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 ³by accident / at fault / by all means I promise.
 - **B:** I'm ⁴in 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 ⁵by means of / by accident / to some extent working overtime.
 - **B:** Well, '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. ⁷In 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!



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



To my mind, you should change your hairstyle.

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

Well, I agree with my boss to ¹ <u>a certain degree</u> but
I can't say she's one hundred percent right. I mean,
at ² it's her decision and I have to do what she
tells me to do – and I'm in no position to tell her that
she's in ³ I will admit, however, that she's been
very helpful to ⁴ and she's always been at ⁵
whenever I've needed some help. For example, when I
was trying in 6 to come up with an idea for the
new marketing campaign and not getting anywhere. She
could clearly see that I was at ⁷ for inspiration and
gave me a few ideas to work with. To 8 that's more
important than agreeing with everything she says – after
all, I am here to learn by 9 gaining experience.

- 6 Discuss the questions in pairs.
 - 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?

WORD STORE pages 20–24

5.5 Listening

Multiple choice

I can understand specific details in a radio programme.

- 1 Look at the photo of two people waiting for a job interview. In pairs, discuss how they feel and what is going through their minds.
- 2 Discuss the questions in pairs.
 - 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 ((1) 2.15 (1)) 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 from Exercise 2? Why?/Why not?

LISTENING FOCUS Multiple choice

- 4 ((() 2.15 ())) Listen again. For questions 1–6, choose the correct answer (A, B, C or 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

- 5 ((c) 2.16 (n)) WORD FORMATION Go to WORD STORE 5F on page 11 of the booklet. Complete the table with the noun forms. Then listen and check.
- 6 Complete the sentences with the nouns from WORD STORE 5F.

1	He didn't give up when he failed and
	expressed a <u>willingness</u> to take the test
	again.

2	He showed great	$_$ and found out
	almost everything about t	he job.

3	Everyone appreciated her	. She
	never came across as fake or phony.	

4	Her boss liked her	- how she could
	work in many different fields	

5	She showed real _	and after
	seemingly endless	s interviews, finally got the
	job she wanted.	

6	Having	and believing that you c	an
	succeed is impor	tant in work.	

/	she is incapable of admitting she is wrong -
	she has a complete lack of

8	It's always better to say what you feel –
	is the greatest of virtues.
9	My teacher told me he liked the enthusiasm

9	My teac	her tol	d me	he l	iked	the	enth	nusia	asm
	and		to lea	rn.					

- 7 Discuss the questions in pairs.
 - 1 Which qualities from Exercise 5 do you think would help you most in an interview?
 - **2** How about in a career you would like to have? Why?

5.6 Speaking

Buying time

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

- 1 Look at the photo of a student in an interview with a job counsellor. Discuss the questions in pairs.
 - 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 ((a) 2.17 (a)) 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 (1))) Complete the SPEAKING FOCUS with the words in the box. Then listen again and check.

depe	nds	inte	resting	know
see	thou	ıght	tough	truth

SPEAKING FOCUS

Buying time

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

(Hmm,) let me 1 <u>see</u>/think about it ...

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

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

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

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

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

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

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

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



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 1tough one. Let me see. Tragic; I thought it was really tragic and so unexpected, sir.
- **T:** I see. And how do you think the story will unfold now the main character is dead?
- **D:** Wow. That ² a moment's thought.
- **T:** Take your time.
- **D:** Actually, sir, my mind has gone ³______. Can you give me a second?
- T: Of course.
- **D:** Well, to be ⁴_____ with you, I'm not really sure.
- **T:** Dylan, the main character doesn't die in Chapter 3. There are still another twenty-seven chapters to go. You didn't do your homework, did you?
- **D:** Er, to tell you the ⁵______, sir, I meant to but then it was suddenly really late and I must've fallen asleep.
- T: And what song are you going to sing for the class, Dylan?
- D: Song, sir?
- **T:** You know the rules, Dylan. Those who arrive late or 'forget' to do their homework have to sing a song for the class. Whenever you're ready ...
- 5 In pairs, 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 girlfriend's/boyfriend'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?

5.7 Writing

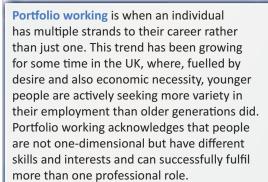
An essay

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

1 Discuss the questions in pairs.

- 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



- 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?

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.

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 from Exercise 3?

Portfolio







Working

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

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

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

WRITING FOCUS

An essay

Introduction

- Give a general introduction to the topic.
 This is a controversial topic ...
 It is generally maintained that ...
- Lead into the discussion.
 However, there are different views ...
 What can be done?

Main paragraphs

- Introduce each main point in a new paragraph beginning with a topic sentence.
 In the first place, ...
 - The main thing to remember is that ...
- Follow this with examples to support and/or clarify your point.

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

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

Despite this, ...

A possible criticism is that ...

Conclusion

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

In conclusion, ...

On the whole, ...

Taking everything into account, ...

Give your point of view.

In my view ...

It is clear that ...

ACCOUNT

There is no doubt that ...

- 6 Complete the sentences with appropriate phrases from the WRITING FOCUS including the word in capitals.
 - 1 It is generally maintained that an internship offers students valuable experience. MAINTAIN
 2 ______ it provides a chance to interact with experienced professionals. REMEMBER
 3 ______ it enables students to learn how to work in a professional environment. OTHER
 4 _____ it is argued that internships frequently exploit free labour. DESPITE
 5 internships are beneficial as they

expose students to the working world.

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 investment one however this

tarting your own business is not easy. What is
required most of all is money. And that is where
finding someone to $^{1}\underline{\text{back}}$ you comes in. Whoever it is,
perhaps a family member or friend, a 2 will
supply you with the necessary cash to begin. Remember,
3, that any serious investor will want a return
on his/her 4 5 may be a share of your
⁶ or interest on the original ⁷ given to you.
⁶ or interest on the original ⁷ given to you.

- 9 In pairs, find examples of synonyms, word families, substitution, reference and linkers in the completed text in Exercise 8.
- 10 In your notebook, 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 of 300–350 words in which you present your opinion on the topic. In your essay discuss the following aspects:

- initial investment,
- competition,
- personality.

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

2 Choose the correct prepositions.

It can be hard at first to stand $^1up / down / out$ for yourself when you're the newest member of staff – and if you are fresh $^2through / out$ 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 $^3out / off / around$, you really have little choice other than to put $^4by / out / on$ 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 $^5in / under / out$ with work. Once again, you just need to press $^6on / out / through$ 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 7out of / off with / up for it.

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

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

GRAMMAR

4 Write sentences from the prompts. Add any other words 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 gerund forms of the verbs in the box. Where necessary, add the correct forms of the words in brackets.

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

LANGUAGE IN FOCUS

a management post.

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

1	I know she's right some extent but I still think	(
	her decision to sack him was harsh.	
2	Just ask if you need any help. I'm completely	
	your disposal.	
3	Older workers are, virtue of their life situation	n,
	considerably more reliable.	
4	I'm a loss to explain where the money is.	
5	Barbara's been trying to contact him all day – and	
	absolutely no avail.	
5	Personally, I'd say she's one of the best managers we've	,
	had here date.	
7	all means, take the rest of the day off.	
3	He's a good worker but the end of the day	
	it has to be last in, first out.	
9	I hear Rob's been trying vain for years to get	t

LISTENING

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 an internship. One young entrepreneur has decided that the risk of humiliation one faces while trying to make people laugh is far better preparation for ² the dream of running your own company than studying for three years. The resulting self-confidence it builds will also help you 3 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 bankruptcy. So, despite the need to make ⁵ meet, for the time being put off the idea of 6_ your own company and get practising your comedy routine!



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

W	or	d in each gap.				
1	а	Water levels were rising and beginning to				
		the fields.				
	b	I was really surprised by parts of the exam. I'm sure we				
		didn't some of the topics.				
	С	I'm being sent to Prague for the week and the				
		company is going to all my expenses.				
2	а	Most new businesses don't see a decent				
		for a couple of years.				
	b	I can't wait for Matthew's I haven't seen				
		him since 2007.				
	С	Train travel is much cheaper if you buy a day				
3	а	I know it might rain but let's take a on it. It's				
		been ages since we've had a picnic.				
	b	You stand little of gaining employment				
		with no experience.				
	С	I met her completely by I never even				
		knew she was back in the country.				
4	а	I'm completely at a to explain how it				
		happened. I've no idea at all.				
	b	After the of his father, he became head of				

c Many new ventures make a _____ in the first year.

the company.

9 ((a) 2.18 (a)) Listen to two colleagues discussing the results of a personality test. For questions 1–6, choose the correct answer (A, B, C or D).

- 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. Write an essay of 300–350 words in an appropriate style.

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.

JOURNEYS

To travel hopefully is better than to have arrived.

ROBERT LOUIS STEVENSON

UNIT LANGUAGE AND SKILLS

Vocabulary:

- Show what you know transport
- travel and sightseeing
- phrasal verbs
- suffixes forming adjectives
- colloquial phrases

Reading:

- an article about a train journey in the Namib Desert
- gapped text

Grammar:

• advanced comparative structures

Language in Focus:

• words and phrases with ever

Listening:

- monologues about different travel experiences
- multiple matching

Speaking:

• comparing photos

Writing:

• a report

FOCUS EXTRA

- Grammar and Language in Focus Reference and Practice pp. 125–127
- WORD STORE booklet pp. 12-13
- Workbook pp. 64–75 or MyEnglishLab

6.1 Vocabulary

Travel and sightseeing • phrasal verbs • suffixes • colloquial phrases

I can talk about various ways and aspects of travelling.

SHOW WHAT YOU KNOW

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

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

1 boat/ship 3 plane aisle

2 car 4 train/underground

In pairs, take turns to tell each other about the last long journey you or someone you know went on. Use as many words from Exercise 1 as possible.



Travelling for the first time

by Eleanor Aldridge

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

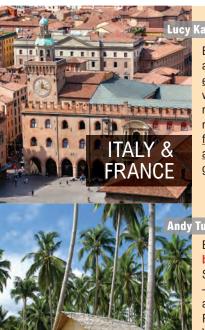
Here's the advice we at Rough Guides wish we'd been given back when we embarked on our first big trip.



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

1	take earplugs.
2	 spend too much time online.
3	 relax and fit in with the local environment.
4	plan lots of activities.
5	 check on the climate conditions.
6	bank on being able to buy daily necessities

4 Read the text. Check your ideas in Exercise 3 and find at least four more pieces of advice.



AROUND THE

WORLD

y 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.

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



Not to go to the north of India in May/June as it was ferociously hot. I basically spent five weeks in a sauna. To chill out more, worry less about being ripped off and engage more with local culture. Looking back through the pictures, what passes for backpacking fashion is far from respectable, even when across the other side of the world.

SOUTH AMERICA

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!

Rawes, Editorial Assistant

Go to WORD STORE 6 page 13.

WORD STORE 6A

- 5 ((c) 2.19 (v)) Complete WORD STORE 6A with the phrasal verbs in red from Exercise 3 and the text. Then listen and check.
- 6 Complete the questions with the correct forms of the phrasal verbs from WORD STORE 6A. Then ask and answer the questions in pairs.

1	Can you be banked o	<u>on</u> to help your fellow tra	avellers?
2	Do your prefer to	other people's pla	ns or do you
	own thing?		
3	If you could	one piece of advice to y	our younger
	self, what would it be?		
4	Have you ever been _	when shopping	? What did
	you do?		
5	If you could	and never come back, w	here would
	you go?		
6	Are you the kind of pers	son who likes to	all the detai
	before you go somewh	ere?	

WORD STORE 6B

- 7 (() 2.20 ()) Complete WORD STORE 6B with the adjectives formed from the words in the box using the suffixes. Then listen and check.
- 8 Complete the text with the adjectives from WORD STORE 6B.

The thought of travelling alone w	vas a ¹ daunting prospect,
so I signed up for an organised to	our of the Amazon rai <mark>nforest</mark>
I was apprehensive about the wil	dlife, but I assumed that the
climate would be ² Wh	nat I wasn't prepared for,
however, was the ³ hum	nidity. The entire time I was
there it was well over eighty perc	ent and I was constantly
uncomfortable and 4 It	would have been ⁵
to check on the humidity before	nand.

WORD STORE 6C

9 ((() 2.21 (1))) Complete WORD STORE 6C with the adjectives formed from the words in the box using the suffixes. Then listen and check.

WORD STORE 6D

- 10 ((a) 2.22 (a)) Complete WORD STORE 6D with the phrases underlined in the text. Then listen and check.
- 11 Complete the sentences with the phrases from WORD STORE 6D. Do you agree with the statements?

	-	-	
1	It's best to have	no plans and just <u>go with</u>	the flow.
2	Travelling shoul	dn't just be a	
3	It's more import	tant to experience the local	culture and
	simply	_ than see all the sights.	
4	Be prepared for	r the unexpected –	_!
5	Travelling when	you're young will	for later life
6	'It is better to tr	avel well than to arrive' are	
	everyone should	d agree with.	

6.2 Reading

Gapped text

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

- Read the quotation about travel and discuss the questions in pairs.
 - 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. In pairs, put the events in order.
 - a Gavin admires a view.
 - **b** German soldiers build a railway across the desert.
 - c Gavin gets a good night's sleep.
 - d San hunter-gatherers travel through the desert.
 - e The train approaches Swakopmund.
 - **f** Animals are visible from the train.
 - g Gavin catches the overnight express.
- 3 Read the first two paragraphs of the main article and paragraph D in the READING FOCUS. Then answer the questions.
 - 1 Where is the author?
 - 2 What time of day might it be?
 - 3 Who is Cedric?
 - 4 What is Cedric doing?
- 5 Where did the train journey start?
- 6 What does the train make stops for?

Namibia's Desert Express

Gavin Bell crosses Namibia on the Desert Express

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 5 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?

4



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.

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.

30 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.

This is the land the Nama people call Namib, meaning 'plain without end'. It stretches for 40 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 45 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.

This strange place is now a tourist playground. 50 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

55 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.

60 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 65 who trotted through its streets are long gone but happily the railway they left behind survives in the land God made in anger.

READING FOCUS Gapped text

- 4 Read the whole article. Choose from paragraphs A–G the one which fits each gap (1–6). 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 <u>primeval</u> 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 <u>weather-beaten</u> 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 <u>tinge</u>. The sense of an extraterrestrial experience is heightened by a line of yellow lights <u>twinkling</u> on the horizon, like a lone settlement on a hostile planet.

- VERBS OF MOVEMENT Replace the words underlined below with the correct forms of the verbs in blue in the READING FOCUS and the main article. How many of these verbs could describe how you move? When?
 - 1 The moths <u>flew quickly and lightly</u> around the lights. <u>fluttered</u>
 - 2 The wheels turned and the old train <u>moved</u> <u>slowly and heavily</u> out of the station. (x2)
 - 3 I watched the birds <u>flying round and round</u> in the sky.
 - **4** I had eaten too much and I <u>walked unsteadily</u> out of the restaurant.
 - **5** The horses <u>moved with quick, short steps</u> through the streets.
 - **6** Nomads have <u>wandered</u> through the desert for centuries.
 - 7 I took a running jump from the top of the dune and landed in the sand.
- 6 WORDS & PHRASES Complete the text with the correct forms of the words and phrases underlined in the READING FOCUS and the main article.

Beautiful Mexico

Mexico's aptly named landscapes (the Copper Canyon really has a copper 1tinge) are incredibly diverse, from the 2 of the coastline of Baja California with its picturesque ³ and the bone-dry and 4 desert towns of the north, to the ancient and gorgeous, cosmopolitan tourist playgrounds of the south. You can walk through rainforests, climb volcanoes, watch whales in a ocean, scuba dive on teeming with marine life or visit nature reserves to view protected animal species.

WORD STORE 6E

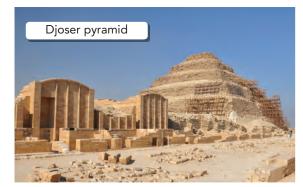
- 7 DESCRIPTIVE VERBS/ADJECTIVES Go to WORD STORE 6E on page 13 of the booklet. Match the words highlighted in the READING FOCUS and the main article with their definitions.
- 8 In pairs, discuss what your country has to offer to the following types of visitors.
 - Those on a tight budget.
 - Those looking for a bit of luxury.
 - Those hungry for adventure.

6.3 Grammar

Advanced comparative structures

I can use various structures to make complex comparisons.

- 1 Look at the two photos and discuss the questions in pairs.
 - 1 Where do you think the places are?
 - 2 Why might somebody choose to go there?





- 2 ((()) 2.24 (v)) Listen to an extract from a radio programme and check if your ideas are mentioned.
- 3 ((a) 2.24 (b)) Listen again. Match the extracts from the recording with the things they
 - 1 not as uncomfortable a journey as I thought f
 - **2** less and less awe-inspiring the closer I got
 - 3 more disappointed than impressed
 - 4 such a magnificent sight
 - 5 awe-struck rather than merely impressed
 - **6 the** more remote the place, **the** greater the impression
 - 7 more agricultural than residential
 - 8 such a dark night
 - 9 not so much excited as impatient
 - 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 ...

Progressive comparison:

• comparative adjective + and + comparative adjective

as and such:

- as + adjective + a + noun + as ...
- such a + adjective + noun + as/that clause

Contrasting two connected qualities:

- more + adjective + than + adjective
- not so much + adjective + as + adjective
- adjective + rather than + adjective
- 5 **USE OF ENGLISH** Complete the sentences with the words in brackets. Do not change the order of the words given but add any other words necessary.

I I wasn't so much <u>disappointed in Paris as</u> underwhelmed.
(disappointed / Paris)
Personally, I'd say Rome is (bohemian / rather /
conservative)
Truly unspoilt land is common. (become / less / less)
It was I couldn't get any sleep. (such / noisy / hostel)
5 Prague wasn't as I was expecting. (romantic / place)
6 Poland is still urban. (more / agricultural)
7 The more you travel, become. (more / cultured)
Berlin wasn't I thought it would be. (such / expensive / city

- 6 USE OF ENGLISH Complete the second sentence so that it has a similar meaning to the first. Use between three and six words including the word in capitals.
 - 1 Vienna is the most delightful city I've ever visited. **AS**I've never visited as <u>delightful a city as</u> Vienna.
 - 2 It's getting increasingly hard to find a cheap B & B. AND It's getting ______ 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, _____ you get.

4 She described the landscape as being more surreal than picturesque. **RATHER**

She described the landscape as being _____ picturesque.

5 We decided not to stay in the hotel because it was so expensive. **SUCH**It was ______ we decided not to stay there.

6 The itingraph was loss downting than it legiced at first NOT.

6 The itinerary was less daunting than it looked at first. **NOT**It itinerary as it looked at first.

7 The water was so cold it was unbearable. THAT It was it was unbearable.

8 If you ask me, I'd say the sea is green not blue. In my opinion, the sea ______ . **THAN**

- 7 In pairs, compare the following. Which do you prefer? Why?
 - going on organised trips and backpacking
 - self-catering and all-inclusive

Grammar & Language in Focus pages 125–126

6.4 Language in Focus

Words and phrases with ever I can use compound adverbials and phrases with 'ever'.

Read the quote. In pairs, discuss what it means to you.

'When you leave a beautiful place, you carry it with you wherever you go.'

Alexandra Stoddard, Author

2 ((a) 2.25 (b)) Listen and complete the dialogues with the words in the box.

however whatever (x 2) whichever





Dialogue 3

Sandy: It's such a long journey. Is it really worth it, do you think?

I mean ³______ form of transport we choose, it's gonna take us at least ten hours. And it's so expensive!

Paula: No, it isn't actually, not at the moment. Look, there's a great offer for this weekend! Come on, you know it's worth it!

Sandy: OK, 4______ – book the flights then!

3 Read LANGUAGE FOCUS I. In pairs, match the uses of -ever with items 1–4 from Exercise 2.

LANGUAGE FOCUS I

Words with -ever

You can form words by adding **-ever** to who, what, which, how, where and when. These can be used in a number of different ways:

- in questions to give emphasis,
- to emphasise that the specific time, person, etc. doesn't matter,
- in short answers,
- as an informal and often disrespectful response to say you won't try to change someone's mind (only *whatever*).
- 4 Replace the underlined words with words with *-ever*. Then match them with the uses in LANGUAGE FOCUS I.
 - 1 A: What film would you like to see?
 - B: I don't care which, I am good with anything. Whichever
 - 2 In what kind of shop did you find that bike?!
 - 3 A: You're not going out tonight. B: I don't care!
 - 4 The person who did this is going to have to pay for the damage.
- 5 Read the sentences. In pairs, 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. The word *ever* has been removed from each of them. In pairs, decide where to put it.
 - 1 There are increasing opportunities to travel. And this is set to continue in the future.
 - **2** The world is getting smaller. This has many positives and negatives.
 - 3 Speaking even a little of the local language is so useful.
 - 4 Travelling is the best experience.
 - **5** There are more opportunities than to learn from other cultures.
 - **6** As, travelling to some parts of the world will always be restricted.
 - 7 Exploring your own country is such an educational experience.

LANGUAGE FOCUS II

Phrases with ever

- ever meaning all the time in compound expressions: ever-increasing, ever-present, ever-larger, etc.
- ever so, ever such meaning very in informal English: She's ever so nice. She's ever such a nice girl.
- as ever meaning as always happens: As ever, Jack was late.
- **ever** used for emphasis in comparisons: the best ever, wider than ever, etc.
- 7 In groups, discuss the statements from Exercise 6.

Grammar & Language in Focus pages 126-127

6.5 Listening

Multiple matching

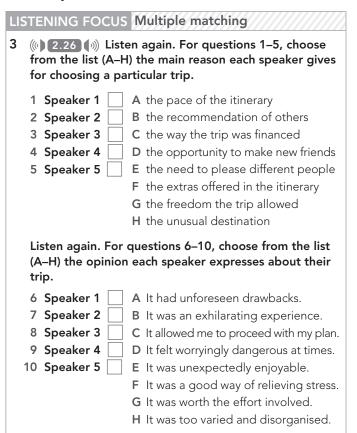
I can recognise speakers' feelings, points of view and opinions in monologues.

- 1 Look at the photos and discuss the questions in pairs.
 - 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?



2 ((() 2.26 ())) Listen to five people talking about holidays. In your opinion, which speaker enjoyed their holiday the least?



4 Has your opinion changed about which holiday would suit you most/least ? Why?/Why not?

WORD STORE 6F

5 ((a) 2.27 (b)) PHRASES Go to WORD STORE 6F on page 13 of the booklet. Match the phrases from the recording with their definitions. Then listen and check.





- 6 Complete the sentences with the correct forms of the phrases from 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 _____ and forget about life at home.
 - 3 When I'm on holiday, I love _____ first thing in the morning.
 - **4** I saw some wonderful things on my trip. I had to _____ to make sure they were true.
 - **5** I don't like visiting tourist attractions. I like to ____ and discover new things.
 - **6** I am very bad at ______. I never leave the hotel before noon.
 - 7 I never have a real summer vacation I just _____ at my friends' houses.
 - 8 I don't have a lot of money so I always have to ___
- 7 ((a) 2.28 (b)) PHRASES Replace the underlined words with the correct forms 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? Would you like to give it a go?
- 2 Have you ever <u>looked after</u> anyone's pet while they were away on holiday?
- 3 Last time you were shopping and had to choose between two brands, what was it that <u>persuaded</u> you?
- **4** If you were choosing holiday accommodation for your family, what would be the <u>priority</u> for you?
- 5 Would you find trekking difficult?
- 8 In pairs, discuss the questions in Exercise 7.

6.6 Speaking

Comparing photos

I can compare photos highlighting similarities and differences.

1 In pairs, 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 ((1) 2.29 (1)) Read the SPEAKING FOCUS and complete the sentences. Then listen again and check.
 - 1 I can see a number of <u>símilarities</u> in Photos B and C. They're _____ holidays you can do quite cheaply.
 - 2 These two photos are also ______ because these are holidays that young people with limited funds might like.
 - **3** On the other _____, Photo A _____ from the others in some key ways.

 - **5** On the sightseeing holiday, you'd be surrounded by people, _____ on the camping holiday ...
 - **6** Another _____ difference is that this is a holiday about being at one with nature.

SPEAKING FOCUS

Highlighting similarities

These photos have various things in common, like/such as ...

I can see a number of similarities between Photos A and B.

They're both .../They each have ...

The photos are also alike because ...

These photos resemble each other in that ...

The images are related/are not dissimilar in that \dots

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 In pairs, 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**Staying in hostels and camping resemble each other in that they are both cheap to do.
 - 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 In pairs, follow the instructions below. Use phrases from 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.



6.7 Writing

A report

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

- 1 Look at the photos and discuss the questions in pairs.
 - 1 What would attract you about each of the places? Why?
 - **2** What would deter you from visiting them? Why?
- Read the task. In pairs, find 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 Read the report. Does it contain the information asked for in the task? Discuss in pairs.







Visiting South Korea: A Student's View

Introduction

The aim of this report is to provide an overview of the visit I paid to South Korea with a student group during our gap year, and to identify factors which may make it a suitable student destination, as well as to point out potentially problematic areas. In the final section, there are recommendations for the prospective student visitor.

Visit overview

We spent three months in South Korea, visiting the main cities and some rural areas. We did not travel to the more remote places.

Suitability as a student destination

All of us visited the capital, Seoul, which we found to be a cosmopolitan city with a wide variety of entertainment options. The majority of us also ventured further afield into the countryside, where we were very impressed by the hospitality of the local people. In addition, the spectacular scenery was another feature that made the trip worthwhile.

Potential problems

Since our visit took place during the winter, the cold weather conditions presented problems we had not fully prepared for. Furthermore, having no knowledge of the language made communication difficult outside the major cities.

Recommendations

It is clear that visitors need to be aware of the climatic conditions they may encounter and be appropriately equipped. I would also recommend taking some basic language classes before leaving in order to more fully appreciate the country's culture and people.

Conclusion

Given these preconditions, I would have no hesitation in suggesting that students visit this fascinating country.

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

WRITING FOCUS

A report

Introduction

• Summarise the aim of the report in your own words.
This report sets out to/presents ...

First heading

Give any information needed to set the context.
 I was assigned ...
 During this project, I took part in ...

Second heading

 Introduce the first information you wish to present. (Add supporting details if necessary.)

All of those interviewed ...

Only some of those taking part ...

Third heading

 State and support your second point. (You might present some negative aspects here.)
 As few people were able to ...
 However, according to ...

Recommendations

Give one or two recommendations (based on the evidence you have presented).
 I would suggest that ...
 I would definitely advocate ... because ...

Conclusion

Use an appropriate concluding sentence.
 In the light of ..., I ...
 In short, I ...

5	In pairs, put the notes from a report on Shanghai into
	a logical order. Then expand them into full sentences.
	Use the WRITING FOCUS to help you.

а	I was assigned to / canvass opinions / students who /
	visit / the city
b	However, according to / some / those interviewed /
	number of people / can make / difficult / to get around
С	This report sets out to / give information / Shanghai / as
	part / Cities of the World Project 1

This report sets out to give information about Shanghai as part of the Cities of the World Project.

d	I would suggest / prospective visitors / research / best
	time of year / to visit / avoid crowds

- e The majority of these / spent time / city / during / gap year travels / although / some / there / part / exchange programme
- g Given the above, / this fascinating city / high on list of cities to visit / both / because / history / and / current position / centre for international trade
- h Some cited / combination / old and new / major draws

6 Read the LANGUAGE FOCUS. Then find more examples of sentences with some of the nouns, verbs and adjectives in the report on page 72.

LANGUAGE FOCUS

Vocabulary used in reports

Noun

aim/purpose - The aim/purpose of the report ...

division - There was a division between ...

factor - One of the factors ...

the former ... the latter – The former were in favour of ..., while the latter were not.

overview - An overview of ...

Verbs

address - One issue that should be addressed ...

assign – I was assigned to ...

cite ... as – One person cited the cost as an issue ...

conduct - The survey was conducted ...

deter - This deters people from ...

identify - Two problems were identified ...

outline – The report will outline ...

Adjectives

clear/obvious - It was clear/obvious that ...

current – The current situation ...

major – A major issue was ...

positive - A positive step would be ...

principal – The principal purpose of ...

7 Rewrite the sentences replacing the underlined words with words from the LANGUAGE FOCUS and making any other changes necessary.

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

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.

Write your review in 220–260 words in an appropriate style.

FOCUS REVIEW 6

VOCABULARY

1 Choose the correct options.

- 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.

of the local culture

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

1 A good tourist is always

		9 ,
		and customs. MIND
	2	There's nothing more than a good
		guidebook when you're on a city trip. HAND
	3	I never travel with a backpack. I hate getting all
		on the back. SWEAT
	4	This heat is Can't we please find a café or
		something with some air conditioning? BEAR
	5	The next group ready for the tour is not by
		five. So I'll take a bigger group. DIVIDE
	6	As eco-tourism becomes more popular, prices are
		getting more COMPETE
3	С	omplete the sentences with appropriate prepositions.
	- 1	I just need to check something at work
	2	before we set off, okay?
	_	You'd better take some more colourful clothes if you
	2	want to fit with the locals.
	3	That's a real shame! I was banking her
		coming to help with the language.
	4	Keep an eye my things for me while I take
	_	a quick dip in the sea.
	5	The history of Reszel Castle is shrouded
	_	mystery.
	6	Oksana's timing is perfect again! Just as we're about to
		leave she rolls and insists on joining us.
	7	The Czechs and the Poles have a lot common
		despite greatly differing views on religion.

GRAMMAR

4 Identify a grammar error in each sentence and correct it.

- 1 The longer the journey, the most satisfying your arrival.
- **2** The trip was as wonderful an experience I could have imagined.
- 3 The train ride was more tiring that dull.
- **4** It was so an exciting adventure that I couldn't calm down for days.
- 5 I'd say the water was fresh rather as cold.
- 6 The hotel was not so much posh than extravagant.
- 5 Complete the text with the correct forms of the adjectives in brackets. Add any other words necessary.

IS IT REALLY THE NEW BERLIN?

pelgrade really is just 1 (amazing) city as Berlin.
There is ² (good) vibe on the streets that it's hard to
believe the levels of poverty and unemployment which still blight
much of Serbia. In fact, it's not so 3 (surprising) as
astonishing given how war tore the area just over fifteen years ago.
The budget-end accommodation may best be described as
basic rather 4 (comfortable) but what you get for your
money is not to be questioned. With more bars, cafés, restaurants
and clubs than you could possibly visit in a week, my advice is:
⁵ (early) you start, the more you'll get to see and do.
So, if you fancy seeing a city which, for the moment at least,
is 6 (fresh) than clichéd, do yourself a favour and visit
Belgrade before everyone finds out what they're missing.

LANGUAGE IN FOCUS

6 Replace the underlined words with words containing -ever. Make any other changes necessary.

Why I love Sri Lanka

Sri Lanka has become my favourite holiday destination and I go there ¹every time I can. The country offers great value for money ²even if your budget is limited and you can count on good weather ³any time of year – summer or winter. ⁴Any place you go in Sri Lanka the people are friendly and welcoming. ⁵It doesn't matter what your interests are, you will find there is something for everyone; and ⁶it doesn't matter who thinks Sri Lanka lacks cultural depth – they are wrong: it actually has as many as eight World Heritage Sites. There's more to do here than in Thailand or Cambodia or ⁷any other place. Once you get there, you will ask yourself why on earth you didn't go before.

LISTENING

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

THE SILK ROAD

The term Silk Road evokes an era with caravans of heavilyladen 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 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 ____ along the road and surviving Lenin 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 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_ 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	${\bf A}$ 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
0	A stay	B put	C stand	D get

- 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.
 - 1 The facilities are better in a more expensive hotel. the facilities. **BETTER** The more
 - 2 In some countries certain behaviour is mistaken for bad

Certain behaviour may mistakenly _____ in some countries. PASS

3 Nowadays I'm always travelling to new places and I like to buy souvenirs there.

I buy souvenirs ____ places – which is quite often nowadays. WHENEVER

4 Although we often felt exhausted at the end of the day, we always had a cooked family meal.

We always had a cooked family meal _____ at the end of the day. HOWEVER

5 Only a few cl The _____

hildren decided not to take the boat trip
decided to take the boat trip. OF

((c) 2.30 (b)) Listen to five extracts in which people are talking about a journey. For questions 1-5, choose from the list (A-H) the reason each speaker gives for taking the journey.

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

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. For questions 6-10, choose from the list (A-H) the problem each speaker mentions.

6 Speaker 1	9 Speaker 4
7 Speaker 2	10 Speaker 5
8 Speaker 3	

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 mechanical problem with the means of transport.

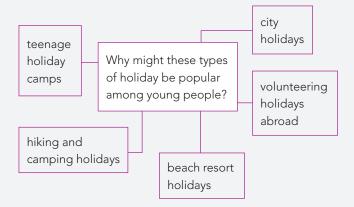
G There was a late change in accommodation plans.

H There was a lack of business.

SPEAKING

10 In pairs, follow the instructions below.

- Look at the different types of holiday.
- 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.

EXPRESS YOURSELF

I shut my eyes in order to see.

PAUL GAUGUIN

UNIT LANGUAGE AND SKILLS

Vocabulary:

- Show what you know art and culture
- theatre and musicals
- exaggerated synonyms
- theatre words
- compound adjectives

Reading:

- an article about the poet Kate Tempest
- multiple choice

Grammar:

• advanced conditionals

Language in Focus:

• phrases with if

Listening:

- dialogues about the redevelopment of a skatepark
- multiple choice

Speaking:

discussing advantages and disadvantages

Writing:

a review of a book/film

FOCUS EXTRA

- Grammar and Language in Focus Reference and Practice pp. 128–130
- WORD STORE booklet pp. 14-15
- Workbook pp. 76–87 or MyEnglishLab

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
	biographer		

2 Choose three of the jobs from Exercise 1 and describe what they involve. See if your partner can guess which one you are describing.

How The Lion King Came to Reign

by David Gritten, October 2014

The long-running *The Lion King* celebrates its fifteenth anniversary at London's Lyceum Theatre with a flurry of remarkable statistics swirling around it. This is the highest-grossing stage show in history, having already made some £3.8 billion globally – more than the previous record-holder *The Phantom of the Opera*. Or, to place it in a broader context, more than the combined global revenues of the six most popular *Harry Potter* films. At the weekend, I took my seat, just like the other twelve million people so far since its opening in 1999.

I was keeping my expectations in check. Musicals do not always date well. I looked in on *The Phantom of the Opera* a second time for professional reasons in 2004, when the ill-judged film version was released. It was eighteen years after its original London opening, and a dispiriting evening; it felt clapped-out and past its sell-by date. I also wondered if anything could **replicate** the **sheer sense** of **slack-jawed** awe at seeing the astonishing opening of *The Lion King* for the first time.



- 3 Read the review below. What does it say about the differences between:
 - 1 The Lion King show and the Harry Potter films?
 - **2** The Lion King and The Phantom of the Opera shows?
 - 3 The Lion King show and The Lion King film?
- In pairs, discuss whether you would like to see the show after reading the review. Why?/Why not?

Set to <u>percussive</u> African rhythms, it features gigantic elephants tramping down the <u>aisles</u>, joining other animals on <u>stage</u>. These inventively designed creatures are propelled by the cast using unusual <u>props</u> like <u>stilts</u> to play giraffes. When the huge shimmering <u>saffron</u> sun rises over an unmistakably African plain, you feel the remarkable <u>visceral</u> power of the scene. All around you, everyone else is <u>gaping</u> and <u>holding their breath</u>, 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.



Go to WORD STORE 7 page 15.

WORD STORE 7A

Stomping On

- 5 ((() 3.1 (v)) Complete WORD STORE 7A with the exaggerated synonyms in red from the review. Then listen and check.
- 6 Complete the text with the correct forms of the synonyms from WORD STORE 7A.

It's not difficult to see why <code>Stomp</code> has lasted so long. It's a show that's still <code>¹packing out</code> theatres twenty-two years after it burst onto the scene in Brighton and <code>Stomp</code> has lost none of its <code>²_____</code> power and raw energy. I first saw <code>Stomp</code> at the age of ten and I remember <code>³____</code> at the attractive young performers with big dustbin lids transforming brooms, oil cans and vacuum

cleaner tubes into musical instruments. In all these years, *Stomp* has never undergone any ⁴_____ changes – there is no need for a major ⁵____ when the original format works so well.

Other theatre troupes have tried to ⁶ the *Stomp* formula

but none have stolen the crown from the original.

WORD STORE 7B

- 7 ((a) 3.2 (b)) Complete WORD STORE 7B with the words underlined in the review. Then listen and check.
- 8 Complete the sentences with the correct forms of the words from WORD STORE 7B. Are the statements true for you? Discuss in pairs.
 - 1 I really enjoy <u>percussive</u> music. The more rhythm the better.
 - 2 I hate it when the stage is crammed with
 - 3 I feel uneasy when an actor suddenly walks down the _____ and starts interacting with the audience.
 - **4** As a child I was frightened of clowns on ______. They looked gigantic to me!
 - 5 I'm enthralled by the _____ singing of big groups of vocalists performing in unison.

WORD STORE 7C

- 9 ((a) 3.3 (b)) Complete WORD STORE 7C with the adjectives highlighted in the review. Listen and check.
- 10 In pairs, 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

- 11 ((a) 3.4 (a)) Complete WORD STORE 7D with the words in the box to make more compound adjectives. Then listen and check. Write example sentences.
- 12 Look back at the compound adjectives in the text. Which groups in WORD STORE 7D do they belong to?

7.2 Reading

Multiple choice

I can understand specific details in an article.

- 1 Discuss the questions in pairs.
 - 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 ((a) 3.5 (a)) Listen to an extract from a radio programme about the history of performance poetry and make notes under the headings below.
 - Poetry in ancient times
- Open mic nights and poetry slams
- The advent of printing
- The origins of hip-hop and rap
- The Beat movement
- Spoken/Performance poetry
- 3 Look quickly through the article about a contemporary performance poet. Find three aspects of her work that were mentioned in the radio show.

READING 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 spokenword 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 equivalents in your country?
- 6 WORD FORMATION Complete the table with word families consisting of two or three parts of speech using the words in blue in the article.

NOUN	VERB	ADJECTIVE
captivation	captivate	captivated
		
		

7 Complete the text with the correct form of one word from the table in Exercise 6 in each gap.

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
the award but she also uses forms, such as rap
of which the literary ³ has long been
⁴ Her captivating and mesmerising
delivery combined with her ability to use street
poetry, rap and 5 to address themes
of marginalisation and 6 has inspired
a whole, new generation.

WORD STORE 7E

- 8 COLLOCATIONS Go to WORD STORE 7E on page 15 of the booklet. Complete the collocations with the adjectives in the box. Refer to the article for help if necessary.
- 9 Write an example sentence with one adjective-noun collocation from each set in WORD STORE 7E.
- 10 In pairs, discuss which artist from your country you would nominate for one of the awards described in UK TODAY. Justify your choice. Then have a class vote for the best poet or album.



1 Kate Tempest is a poet from Brockley, south London, and the youngest ever recipient of prestigious Ted Hughes Award for New ⁵ 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 10 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 15 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 20 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 ²⁵ 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 30 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 35 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 40 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 ⁴⁵ 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 50 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 55 herself named as one of 2014's Next Generation Poets by the Poetry Society for Brand New Ancients, joining a oncea-decade list of the brightest talents in the UK and Ireland. Then there is her 60 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 65 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 70 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 75 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 80 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 85 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 90 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, 95 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 100 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 105 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 110 beings.

6 Tempest has helped to popularise spoken word poetry, reaching a whole new audience. According to Poetry Society director Judith Palmer, it's 115 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 120 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 125 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 130 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.

7.3 Grammar

Advanced conditionals

I can use advanced conditional structures.

1 Look at the three ways of raising money. In pairs, discuss the pros and cons of each method and decide which would be most effective if you needed funds to travel.

1 crowdfunding
SUPPORT OUR CROWD!

If you're not
happy with the sponsorship deal,
young lady, you can always pay for
your own clothes.





- 2 ((() 3.7 (1))) Listen to Sarah Mills and find out which method she tried. Was it successful?
- 3 ((() 3.7 (v)) In pairs, try to match the sentence halves. Then listen again to check.
 - 1 Nobody'll read it whether
 2 Had I agreed to wear a sponsor's shirt,
 3 We'll give you some money on condition
 - 4 We'll give you some money
 - 5 But for their support,
 - **6 Should you wish** to follow the adventures of Sarah,
 - a as long as you take a picture.
 - **b** they could have helped me out.
 - c she's going back on the road in a few weeks.
 - d I recommend sites or not.
 - e that you visit this or that site.
 - f I wouldn't have been able to keep going.

4 Read the GRAMMAR FOCUS and find an example sentence in Exercise 3 for each point below.

GRAMMAR FOCUS

Advanced conditionals

- You can use other words besides if, e.g. on condition that, as long as, providing/provided that, unless, etc.
- If you use inversion in past conditionals and those with *should* and were to, you can omit if.
- If you should wish to start a crowdfunding scheme/Should you wish to start a crowdfunding scheme, you need to do your homework first.
- You can sometimes replace past conditionals with but for.
 If they had not supported me/But for their support, I would never have succeeded.
- You use whether ... or not/whether or not ... (NOT if) to express alternative conditions.

5	USE OF ENGLISH Complete the second sentence so that it
	has a similar meaning to the first sentence or pair of sentences
	combined. Use between three and six words including the word
	in capitals.

in	in capitals.			
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.	NO
	They'll give very little whether you tell them		

3	She didn't advise me beforehand. That's why I lost my investment. HAD
	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						

COMPINION	
I'll lend you some cash	it hack with interes

	,		
5	I never would have	met the target without your contribution. E	3U1
	I would r	never have met the target	

6	Just ask if you need to speak to the web designer. SHOULD
	to the web decigner just ask

7	I'll come to the fundraiser.	But you'll have to	o introduce	me to	the
	organiser. LONG				

me to the organiser, I'll come to the fundraiser.
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 –	for a good
cause.	

9	If you hadn't recommended my website, it wouldn't be	as
	successful as it is now. FOR	

5	Complete the sentences so that they are true for you. Compar
	your ideas in pairs.

- 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 Discuss the questions in pairs.

- 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 & Language in Focus pages 128–129

7.4 Language in Focus

Phrases with if

I can use various phrases with 'if'.

- 1 Read the definition of 'photobombing' and look at the photos. Then discuss the questions in pairs.
 - 1 Which occurred by accident and which was staged? What makes you think this?
 - 2 Why do you think photobombing has become so common?
- 2 Read the text about a 'professional' photobomber. What, according to the author, makes somebody want to photobomb?

An anonymous man in London has so far managed to photobomb eighteen separate live TV news events. Appearing in shot behind journalists, the mystery man pops up each

5 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
- ¹⁵ 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

²⁰ 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.

GLOSSARY

Z-list celebrity – 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

- 1 You use as if/as though:
 - with the present tense to talk about situations which we think can be true.
 - with the past tense to talk about situations which we know are not true.
- 2 You use **even if** in unexpected conditions.
- 3 You sometimes leave out subject + be after if in fixed expressions: if necessary, if any, if anything, if ever, if in doubt.

www.thememedictionary.com





Photobombing: the act of appearing in a photo you shouldn't be in, accidentally or on purpose. The word first appeared in a print dictionary in 2012 and was voted Word of the Year with the Queen's approval in 2014.

4 Choose the appropriate phrases.

- 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 Put the words in brackets in the correct places in the sentences.

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

6 For each statement below rate from 1–10 how true or untrue it is for you (1 = very true, 10 = not true at all). Then compare your ideas in pairs.

- 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.

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7.5 Listening

Multiple choice

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

- 1 Look at the poster showing a skatepark and a proposal for its redevelopment. Then discuss the questions in pairs.
 - 1 What changes are being proposed?
 - 2 Is the poster for or against the development? Why do you think so?
- 2 Discuss the questions in pairs.
 - 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 ((1) 3.8 (1)) 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?

LISTENING FOCUS Multiple choice

4 ((a) 3.8 (b)) 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.



WORD STORE 7F

- 5 ((c) 3.9 (n)) COLLOCATIONS Go to WORD STORE 7F on page 15 of the booklet.
 Complete the collocations from the recording. Then listen and check.
- 6 Complete the sentences with the appropriate collocations from WORD STORE 7F.

1	Local regeneration Local regeneration
	is beneficial because it brings money into
	poorer neighbourhoods.

2 I don't feel that maj	or	are al،	ways the
best way forward. So	ometimes i	t is god	od to
preserve the past.			

3	Building	_ like concert	halls	İS	good
	for both the arts	and business.			

4	usually make a lot of money when
	the economy is doing well.

5	often occur when people can't agree
	about the best way for the city to grow.

6	There is no point in protesting once	
	governments or big businesses have	made
	decisions and something is a	

7	Sometimes even at	the opinions	of
	local residents aren'	t taken into account.	

- 8 There are all these _____ in my town every month the businesses change.
- **9** It would be good to have a _____ near where I live so that artists could meet.
- 7 In pairs, discuss which statements from Exercise 6 you agree with and why.

7.6 Speaking

Discussing advantages and disadvantages

I can compare and discuss the advantages and disadvantages of possible approaches and solutions to an issue or a problem.

art studio climbing wall



- 1 In pairs, look at the list of facilities above and discuss which would be the most/least useful for your school.
- 2 ((a) 3.10 (b)) 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?

If you consider all the negative and positive aspects, ...

On balance, ...

All things considered, ...

3 ((a) 3.10 (a)) Read the SPEAKING FOCUS. Then listen again and tick the phrases in the SPEAKING FOCUS 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 somewhat negative aspect ... Reaching a decision Taking everybody's needs into account, ... Bearing everything in mind, ... Weighing up the pros and cons, ...

- 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 living in the city is that you can experience as much culture as you like.
 - 2 If you think about the good points and bad points, I think that the town should invest in a new arts complex.
 - **3** Something <u>I reckon is a disadvantage</u> is that the cultural centre is so far away.
 - **4** <u>A real problem</u> of living in the country is that there are often not many cultural activities.
 - 5 <u>Something positive about</u> the new concert hall is that live music is popular right now.
 - **6** <u>Taken as a whole</u>, I think the new art gallery is the best way forward.
- 5 In pairs, compare your answers in Exercise 4. Can you think of other ways to express the same opinions?
- 6 In pairs, discuss the advantages and disadvantages of each place as a destination for a culture-focused school trip.
 - a modern art gallery
- a fashion show
- a zoo
- a national museum
- a classical music concert
- 7 Compare your ideas with another pair. Do you agree on the best destination?

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 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 Look at the list of book-to-film adaptations. In pairs, discuss which ones you have seen and what star-rating you would give them.

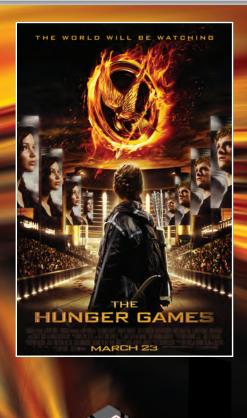


- 3 Would you match any of the statements with the films in Exercise 2? If not, how would you describe them?
 - It's admirably true to the book(s).
 - The special effects are eye-poppingly spectacular.
 - The acting is Oscar-worthy.
 - Though sentimental at times, I found it genuinely moving.
 - It's awesomely entertaining action movie fun.
 - I was absolutely gripped by the drama.
- 4 Read the task and the review. In pairs, 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?



84

Why The Hunger Games Works

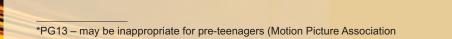
Good quality books can lead to highly enjoyable film adaptations. Equally though, on-screen versions of successful novels sometimes leave fans bitterly disappointed (case in point *The Twilight Saga* – avoid at all costs!). While they have their weaknesses, *The Hunger Games* films

5 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.
- 15 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.
- 20 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.



of America's film rating system)

5 Read the WRITING FOCUS. In pairs, find examples for the points below in the review on page 84.

WRITING FOCUS

A review of a film and/or book

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 film/book).
- 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 In pairs, put the following paragraphs from a book review in a logical order. Use the WRITING FOCUS to help you.
- a The first book in Veronica Roth's bestselling trilogy, the novel is set in a post-apocalyptic world where society is divided into five factions each based on one core value. Teenager Beatrice (Tris) does not fit into any group and so is labelled as 'Divergent'. Tris learns what it means to live a life of solitude.
- b In short, this was a heart-pounding and dramatic debut. Divergent is a haunting young-adult novel that will leave you craving more. I couldn't stop reading. You shouldn't stop either!
- 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.
- Roth maintains a gripping pace throughout the book, with plot twists around every corner. Tris is a genuinely convincing heroine. However, be warned as there is a lot of bloodshed, which is rather shocking. The book has been labelled 'the next *Hunger Games*' and while there are similarities, the overall storyline is different and completely original.

7 Read the LANGUAGE FOCUS and answer the questions.

LANGUAGE FOCUS

Intensifying adverbs

You can make your review more interesting by using adverbs to intensify adjectives. However, not all adverbs and adjectives collocate.

- very cannot usually collocate with strong adjectives to make them stronger: absolutely/truly spectacular NOT very spectacular
- really/extremely can collocate with both strong and weak adjectives:
 really good/fantastic, extremely bad/wicked
- deeply/profoundly usually collocate with adjectives describing emotions: profoundly moving, deeply disturbing
- hugely/vastly intensify the extent or amount of something:

hugely successful, vastly overrated

 quite means a bit/a little when used with a weak adjective:

The film was quite interesting.

but it means extremely when used with a strong adjective:

The film was quite compelling.

- rather/pretty mean 'to a certain or significant degree': The film was rather good. He's a pretty good actor.
- negative adverbs collocate with negative adjectives: painfully slow, tediously repetitive
 - 1 Which of the adverbs can be replaced by very?

absolutely amazing highly entertaining really terrifying refreshingly different totally dull utterly spine-chilling

- 2 What does quite mean in each of the pairs?
 - a quite frightening/quite terrifying
 - **b** quite surprising/quite shocking
- 8 Look through the reviews in Exercises 4 and 6. Find more adverb-adjective combinations.
- 9 Choose the appropriate adverbs.
 - 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.
- 10 Complete the writing task in Exercise 4. Write 220–260 words. Use the WRITING FOCUS and LANGUAGE FOCUS to help you.

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	development 1 for my part of town. I can't believe				
they're thinking of tearing	down the old Metro o	inema – and			
without public 2	_ I might add – and b	uild yet			
another shopping mall full of pop-up ³ I don't					
think the establishment appreciate just how much of a cultural					
4 the Metro is.	l mean, not only do th	ney show			
classic films that you can't see anywhere else but it's also					
a creative ⁵ for	many young artists i	n other fields.			
The press seem to think it's a done 6 but I'm going					
to present a petition to the authorities and launch a legal					
7 to try and gel	t it stopped. Let the p	roperty			
go and earn t	heir millions elsewhe	re, I say!			

2 Complete the sentences with compound adjectives using the words in capitals.

1	This innovative film will have effects on
	filmmaking techniques. FAR
2	Jack would never spend that amount on tickets to a
	concert. He's much too ! TIGHT
3	We were on the edge of our seats all through the film. It
	was ! HEART
4	Having the music festival on a mountain in the middle o
	winter was a bit ! ILL
5	The actors' performances were good but the plot was
	so that it spoiled the film for me. FAR
6	The reviewer was but I think he didn't give
	enough encouragement. WELL
7	A stand-up comedian needs to be enough to
	respond quickly to the audience's remarks. QUICK

3 Change the forms of the words in bold to correct the lexical errors in the sentences.

- 1 The book's about these warring **facts** who are on the verge of wiping each other out.
- **2** Many of the greatest artists and musicians were **margin** by critics before they became popular.
- 3 Modern reboots often try on purpose not to **replica** the original film or concept.
- **4** The budget is going to reach epic **portions** if they fly the whole crew out to Myanmar.
- **5** The director told me to look the audience in the eye and deliver my line like it was a(n) **mortal** truth.
- **6** There is **suspect** amongst scholars that Shakespeare didn't write all his own plays.
- **7** Arthur Miller wrote many famous dramas and was a very well-respected **player**.

GRAMMAR

4 Choose the correct options.

- 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 on 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 forms of the verbs (and pronouns) in brackets.

1	Provided we still(l	ive) in the city, we
	(have) access to more cultura	
	country.	
2	(we/not move) to	the country, it
	(be) much easier to go to the	theatre more regularly.
3	Unless Lisa's next novel	(promote), there's
	almost no chance it	_ (enjoy) much success.
4	As long as the film	(go) international, there's
	a good chance we	(make) a small profit.
5	Should (you/invite) to take part in the quiz
	next month, (you/	accept)?
6	Whether or not reality shows	(exist), people
	(find) other ways to	o get their five minutes of
	fame.	

LANGUAGE IN FOCUS

6 Rewrite the sentences so that their meaning is similar using the phrases in the box.

as if	if any	if anything	if ever
if in d	oubt	if necessary	

- 1 When you're not sure about your lines, just improvise.
- 2 She behaved like she was already famous.
- 3 I don't think she's got a big ego, in fact, I'd say she's quite shy.
- **4** There's little chance, possibly none, of my record being broken
- **5** You can go on stage with a broken leg when there's no other choice.
- 6 James seldom, or never, criticises his actors.

7 Complete the text with the correct forms of the words in capitals.

milita Cilculta and a stack as 1
This film is going to be a 1
(PHENOMENON)
success! In my view,
it deserves to be the
² (RECEIVE) of
many major awards. Not because it ticks any of the usual
boxes for popular film making – it doesn't. Cataloguing the
adventures of the charmingly child-like Theo as he makes
his way around the world, it presents us with a series of
characters ranging from the influential at the top of the
³ (ESTABLISH) to the ⁴ (POWER) at
the bottom. Some are wealthy landowners and others
rank among the poor and 5(POSSESS). The
film interweaves their stories as they are first related in
one voice and then ⁶ (TELL) in different contexts
and other voices. It's undoubtedly ⁷ [PROVOKE]
and may raise your hackles but it is strangely 8
(ARM) at the same time. Go and see it!
and a second sec
- Innahambanaham

- 8 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.
 - 1 I was greatly entertained by the film last night.

I thought the film _____ . **VASTLY**

2 The look on her face was like she was completely surprised by the jury's decision.

She _____ the jury's decision was a complete surprise.

THOUGH

3 When the news about the reboot broke, people were greatly excited.

There was a _____ 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 _______. REFRESHINGLY

5 The person who won the award for Best Young Actor was

5 The person who won the award for Best Young Actor was speechless on hearing the news.

When he heard the news, the ______ Best Young Actor award was speechless. **RECIPIENT**

6 The West End play *The Mousetrap*, which opened in 1952, still plays to completely full theatres.

The Mousetrap _____ in the West End since it opened back in 1952. **PACKING**

7 Jim Morrison was famous for captivating his audience with his hypnotic performances.

Audiences _____ Jim Morrison's famously hypnotic performances. **CAPTIVATED**

9 ((a) 3.11 (a)) Listen to three dialogues. For questions 1–6, choose the correct answer (A, B or C)

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. Write a review of 220–260 words in an appropriate style.

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?



The mind is like an iceberg, it floats with one-seventh of its bulk above water.

SIGMUND FREUD

UNIT LANGUAGE AND SKILLS

Vocabulary:

- Show what you know information and attention
- information and the mind
- prefixes
- verb-noun collocations
- phrases with mind

Reading:

- an article about a fitness mobile game
- multiple choice

Grammar:

• reporting verb patterns

Language in Focus:

• passive reporting structures

Listening:

- a podcast about amateur journalists
- multiple choice

Speaking:

• adding emphasis

Writing:

• a formal email/letter

FOCUS EXTRA

- Grammar and Language in Focus Reference and Practice pp. 131–133
- WORD STORE booklet pp. 16–17
- Workbook pp. 88–99 or MyEnglishLab

8.1 Vocabulary

Information and the mind • prefixes • verb-noun collocations • phrases with mind I can talk about coping with information overload.

SHOW WHAT YOU KNOW

1 Match each of the nouns from box A with three words from box B to make collocations. The nouns from box A don't always come first.

A information attention

+

B withhold factual undivided processing pay span

2 In pairs, discuss where you look for information about the following.

current affairs directions entertainment news facts for school sports results transport schedules

Why the Modern World Is Bad for Your Brain

In an era of email, text messages and Facebook, we're all required to do several things at once. But this constant multitasking is taking its toll. Daniel J. Levitin, the author of *The Organized Mind*, explains how naps, calendars and periods away from the Internet can all help focus our mind.



- 3 Read the questions from an interview with the author of *The Organized Mind*. What do you think the book is about?
 - 1 How can afternoon naps help our brains to work more efficiently?
 - 2 How can we educate our children to deal with information overload?
 - **3** What are 'brain extenders' and how can they increase our ability to concentrate?
 - **4** What is the solution to information overload and the attention problems it causes?
 - 5 How do you quantify 'information overload'?
- 4 Read the interview below. In pairs, choose the appropriate question from Exercise 3 for each gap.

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. 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. 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. 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

Although it is easier to find information these days, it is easier than ever before to find misinformation, pseudofacts, 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.

compete for neural resources in your brain, cluttering

your thoughts, making it more difficult to devote

attention to what is at hand.

Go to WORD STORE 8 page 17.

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WORD STORE 8A

- 5 ((c) 3.12 (n)) Complete WORD STORE 8A with examples of words from the interview beginning with prefixes 2–7. Then listen and check.
- 6 Complete the sentences with the words in the box and the prefixes from 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
3	I things I read on the Internet unless I know it's a
	reputable source.
4	I want to do a degree. I don't want to specialise i
	one area.
5	I tend to the memory capacity of my smartphone
	In fact it's a lot less than I'd like it to be.
6	To say I don't like technology is an I absolutely
	loatho itl

WORD STORE 8B

- 7 ((a) 3.13 (b)) Complete WORD STORE 8B with the collocations in red from the interview. Then listen and check.
- 8 Complete the questions with the correct forms of the words from WORD STORE 8B. Then discuss the questions in pairs.

Do you think most students:

1 devote enough attention to their work before they submit it?

		,
2	2 are mature enough to in news stories the	nat they read
3	3 tend to with silly images from the Int	ernet?
4	4 are good at and doing the most imp	ortant things
	first?	
5	5 to problems they don't want to deal	with?
6	6 realise that too much screen time will on	their health?

WORD STORE 8C

- 9 ((a) 3.14 (a)) Complete WORD STORE 8C with the words in the box. Then listen and check. 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

11 Complete WORD STORE 8D with your own definitions of the phrases in bold. Are the sentences true for you?

8.2 Reading

Multiple choice

I can understand specific details in an article and its structure.

1 In pairs, do the survey. Who is the keener walker?

Walking is probably the easiest form of exercise out there. How keen a walker are you? The more yeses, the keener you are.

- Do you walk to school or work?
- Do you often carry a backpack when walking?
- Do you walk a dog regularly?
- Do you walk at a fast pace?
- Do you consciously choose the stairs rather than a lift?
- Do you own a pair of hiking boots?
- Have you ever been trekking?
- Have you ever used a pedometer or fitness app to keep track of your daily step-count?
- 2 Read the article quickly. Which section of a news website would it be least likely to appear in?

Lifestyle Technology Sport Education Health

READING 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 not use any form of transport in order to avoid the terrorists
 - **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





(6) 3.15 (9)

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

- ⁵ 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.

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. 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 currently encourages over
750,000 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.

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, 40 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 In pairs, discuss whether you would be interested in trying one of the fitness apps mentioned in the article.

WORD STORE 8E

- 5 PHRASES Go to WORD STORE 8E on page 17 of the booklet. Complete the sentences with the correct forms of the words in the box. Refer to the article for help if necessary.
- 6 WORDS In your notebook, rewrite the questions replacing the words underlined below with the correct forms of the words in blue in the text. Make any other changes necessary. In pairs, discuss the questions and explain your answers.
 - 1 Which <u>basic plot</u> do you think is better; the one for The Walk or the one for Zombies, Run!?

Which premise do you think is better: the one behind The Walk or the one behind Zombies, Run!?

- 2 To what extent do you think mobile phone apps and games can really help people achieve their fitness goals?
- **3** Do you prefer light exercise or something more <u>physically demanding</u>?
- **4** What is the best <u>motivator</u> for you personally to do more exercise?
- **5** How far does a healthy diet <u>cancel out</u> the need to exercise?
- **6** Would you describe keeping fit as an <u>uncomplicated</u> process?
- 7 How important do you think it is to <u>chase</u> your dreams and ambitions in life? What if they seem unrealistic?
- **8** Have you ever <u>revealed</u> a secret to someone then regretted it?
- 9 If the main benefit of going to university is a qualification, what <u>secondary</u> benefits are there?
- 10 Do you think universities should focus on producing broadly educated citizens or <u>developing</u> the unique talents of individuals?

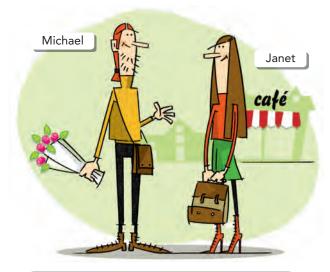
7 Discuss the questions in pairs.

- 1 Which of the following types of video games and apps do/would you play or use?
 - Role-playing/strategy
 - Shooter
 - Action/adventure
 - Sports
 - Other (explain)
- 2 Which particular games or apps do you find the most useful or fun?
- 3 Have you been disappointed by any games or apps you've tried? Which ones? What was wrong with them?

8.3 Grammar

Reporting verb patterns

I can use various reporting verbs.



Michael suggested that they grab a coffee.

- Look at the cartoon. People saw Michael and Janet together. In pairs, 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 ((a) 3.16 (a)) 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 options. More than one 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 there is more than one possible answer.

	ask	advise	congratulate	deny	regret	threaten	urge
1	I wis	h you had	d told me. He <u>re</u>	gretted	not hav	ing been	told.
2	Did	you recei	ve my email? He	·			
3	lt's in	mperative	you keep us up	to date	on any ne	ws. They	
4	· If yo	u don't te	ell her, I certainly	will! He			
5	Isw	ear it was	n't me that misle	ed her! S	he		
6	You	really ou	ght to send him	an SMS.	She		
7	Wel	done! Y	ou've all been ac	cepted	on the pr	ogramme.	
	The	/	_·				

- 6 Discuss the questions in groups.
 - 1 What things do you most often complain about?
 - **2** When was the last time you persuaded somebody to do (or not to do) something?
 - 3 Who last congratulated you on something? What was it for?
 - 4 Who did you last apologise to? What was it for?

GRAMMAR FOCUS		
Reporting verb patterns		
1 verb + (that) + reported sentence	admit, ¹claím , demand, deny, explain, insist, regret, report, threaten	
2 verb + object + (that) + reported sentence	advise, convince, ² , persuade, remind	
3 verb + if/wh-word + reported sentence	ask, explain, report, ³	
4 verb + (that) + personal pronoun + (should) + infinitive without to	beg, demand, insist, propose, 4	
5 verb + infinitive	ask, claim, demand, threaten	
6 verb + object + infinitive	advise, ask, ⁵ , convince, persuade, remind, urge	
7 verb + gerund	admit, deny, propose, regret, 6, suggest	
8 verb + (object) + preposition + gerund	⁷ , apologise for, complain about, congratulate on, insist on	
Note: Some of the verbs can be followed by more than one pattern.		

8.4 Language in Focus

Passive reporting structures

I can use various passive reporting structures.

- 1 Look at the photos of YouTube stars and discuss the questions in pairs.
 - 1 Do you know these or any other YouTubers? What do they talk about?
 - 2 How many views do the biggest YouTube stars get?
 - 3 How do they make money and how much do they make?
- 2 ((a) 3.17 (a)) Listen to a news programme about the YouTube stars and complete the table.

YouTuber	Nationality	Content
1 Bethany Mota	American	
2 PewDiePie		
3 ThatcherJoe		

- 3 (() 3.17 ()) Listen again. Which structure (a or b) do you hear in each pair?
 - 1 a It <u>is considered</u> that music videos are generating the biggest audiences.
 - **b** Music videos <u>are considered</u> **to be generating** the biggest audiences.
 - 2 a Some people reckon that Instagram is the new Facebook.
 - **b** Instagram is reckoned **to be** the new Facebook.
 - 3 a Kjellberg's income is reported to have been growing rapidly.
 - **b** They <u>report</u> that Kjellberg's income **has been growing** rapidly.
 - **4 a** It <u>is</u> widely <u>known</u> that Suggs **has become** a member of the YouTube Boyband.
 - **b** Suggs <u>is</u> widely <u>known</u> **to have become** a member of the YouTube Boyband.
- 4 Look at the pairs of sentences in Exercise 3 and match them with the points below.
 - an action in progress
 - an action completed in the past
 - a single action or state
 - an action in progress in the past
- 5 Read the LANGUAGE FOCUS. Match the types of infinitives with four of the sentences in Exercise 3.

LANGUAGE FOCUS

Passive reporting structures

You can 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 can 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 in the past.
- **perfect continuous** (to have + been + -ing) an action in progress in the past.



- 6 Complete the sentences with the appropriate infinitives of the verbs in brackets.
 - 1 Spending too much time watching a screen is generally thought to be (be) bad for you.
 - **2** Facebook is believed _____ (pass) its peak and teens are turning to other social media.
 - 3 More and more YouTube stars are said (make) millions with their channels.
 - 4 Bethany Mota is estimated _____ (earn) a fortune in the last five years.
 - 5 YouTube is reported _____ (have) more than one billion users.
 - **6** The number of people watching her channel was reported _____ (rise) for years.
- 7 Write sentences from the prompts using passive reporting structures.
 - 1 last year / number of viewers / say / decrease / by ten percent
 - 2 the website / report / expand / exponentially / for years
 - 3 it / be / understand / the station / grow / quickly / since its launch
 - 4 they / presume / take / three million dollars / in 2015
 - 5 the show / widely / acknowledge / be / funniest / YouTube comedy
 - 6 it / now / commonly / believe / YouTube stars / be / multitalented
- 8 Look again at sentences 1 and 2 in Exercise 6. Do you agree with them? Why?/Why not? Discuss in pairs.

Grammar & Language in Focus pages 132-133

8.5 Listening

Multiple choice

I can understand specific details and speakers' attitudes in an extended discussion.

- 1 Look at the photos and discuss the questions in pairs.
 - 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 ((4) 3.18 (4)) 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.

LISTENING FOCUS Multiple choice

- 3 ((a) 3.18 (a)) Listen again to the interview. For questions 1–6, choose the correct answer, A, B, C or 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

- 4 ((() 3.19 (s)) COLLOCATIONS Go to WORD STORE 8F on page 17 of the booklet. Rewrite the sentences replacing the underlined phrases with the collocations in the box. Make any other changes necessary. Then listen and check.
- 5 Does the idea of becoming a citizen journalist appeal to you? Why?/Why not? Discuss in pairs.

8.6 Speaking

Adding emphasis

I can emphasise a point in a conversation using various structures and expressions.

1 In pairs, compare the reliability of the different sources of information below. Use the words in the box to help you.

accurate biased dull enjoyable inaccurate quick reliable trivial trustworthy unreliable useful out-of-date

a tabloid
newspapers
b broadsheet
newspapers
f books

2 ((a) 3.20 (a)) Listen to four people talking about how we access information in the digital age. Match the speakers with the arguments (a–d).

Frank
 John
 Laura
 Maria

- **a** feels crowdsourced information can be useful if used carefully.
- **b** points out that while social media can be misleading or frivolous, traditional media were also often incorrect or biased.
- **c** is concerned about how algorithms select what information and products we see.
- **d** worries about the objectivity and reliability of Wikipedia.
- 3 In pairs, discuss which of the arguments you agree with and why.

4 ((()) 3.20 (v)) Complete the SPEAKING FOCUS with the words in the box. Then listen again and check.

adamant aware bothers convinced crucial crux doubt key overlook

	A 1/15		\sim 1 1	T -
	$N \times IN$	<i>_</i>	<i>(</i>	
SPE		U		,

And don't forget/9

Adding emphasis
There's no question/1 <mark>doubt</mark> that
The one thing that really disturbs/2 me is
The ³ thing/issue is
What's critical/4 is
The ⁵ of the issue is/The main point is
I'm absolutely certain/6 in my view that
I'm not sure/ ⁷ (that)
We need to be 8 /cognizant of the fact that

5 USE OF ENGLISH Complete the second sentence so that it has a similar meaning to the first. Begin with the words given.

the fact that ...

- 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 ...
- 3 It's true that almost everybody has an Instagram or Twitter account these days.
 And don't ...
- **4** We undoubtedly receive more news than ever before. There's no ...
- **5** I don't think so much information is good for us. I'm not ...
- 6 In pairs, discuss whether you agree or disagree with each sentence in Exercise 5 and why.
- In pairs, 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?



8.7 Writing

A formal email/letter

I can write a formal email/letter in response to a particular situation.

1 Look at the titles of newspaper articles about the Internet. In pairs, discuss what main points each writer might make.

MOBILE DEVICES AND YOU –
TAKE THEM OR LEAVE THEM?
NOT ANY MORE SAYS CAREY
JONES





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 *Onlinel 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

5 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
- 20 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.

²⁵ Hacking is a risk and data protection is a headache. But these are not insoluble problems and we all have a **vested interest** in finding the answers. It comes down to deciding whether to bury your head in the sand and refuse to participate, or to **embrace** what the Internet has to offer. My head is staying out of the sand!

Yours faithfully, Matt Oakley Forest Gate Sixth Form College

3 Read Part 1 of the WRITING FOCUS. For each point, find examples in the email.

4 Read Part 2 of the WRITING FOCUS. Find five sentences/questions in the email where the writer tries to persuade the reader to agree with his point of view.

WRITING FOCUS

A formal letter

1 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)

2 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 box on page 13.

- 5 Rewrite the sentences replacing the underlined words with phrases from the WRITING FOCUS. Use the words in capitals.
 - 1 <u>It is unnecessary for me to tell you</u> that we have to do this. **GOES**
 - It goes without saying that we have to do this.
 - 2 <u>I think we'd all agree</u> that these attitudes need to change. **CASE**
 - 3 <u>It would be hard to say</u> 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 <u>If the cost were</u> lower, would usage not be higher? **WERE**

6 Complete the LANGUAGE FOCUS with the more formal words in purple from the email on page 96.

LANGUAGE FOCUS

Formal vocabulary II

1	untold - too many/much to count	7	– a lot
2	– in this way	8	– every day
3	– suggestion	9	– parts
4	– accept enthusiastically	10	– more and more
5	– relevant	11	– disagree with
6	– personal reason	12	– cheaply

7 Complete the text with the words in the box. Use the email, 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 remark. I take ³ with his ⁴ that
⁵ numbers of young people live in a virtual world and
cannot maintain real relationships. 6 could argue that
there is only one way of creating a relationship. There are
⁷ ways. Social media sites provide one way of
contacting friends for 8 or no cost, on a daily
9, but that does not mean that we do not meet when
we can. 10 it not for the Internet, we would have far
less contact with friends. No 11 how much your writer
dislikes it, social media is here to stay. Refusal to join in and
12 it simply means being out of touch.

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.

Write your letter in 300–350 words in an appropriate style.

OCUS REVIEW 8

VOCABULARY

Complete the sentences combining 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 amounts of information. TOLD 2 I'm dreadful at all strategy games because I'm just not good at I always end up getting in a right
	old mess. TASKING
	3 I wouldn't say that I completely social
	networking sites – I just don't want to publish all my
	personal information on the net. TRUST
	4 I've put a limit on the amount of time I spen
	surfing the web. Otherwise I have no time for anything
	else. IMPOSED
	5 Saying that smartphones are important is a gross
	6 It is very easy for unscrupulous individuals to replace facts with on the Internet. INFORMATION
	7 The impact that the Internet has had on accessing information should not be LOOKED
2	Complete the phrases with <i>mind</i> with one word in each gap.
	1 You must be 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 your mind to it.
	3 You look very worried. What's on your mind?
	4 I'm going to take a break for a few minutes tomy mind.
	5 I told him to mind his own and not interfere with mine.
	6 It's very important to mind your and be polite. You don't want to make a bad impression.
	7 Check out the specs on this new phone. It'll your mind!
3	Choose the correct options.
	1 From an ideological account / crux / viewpoint artificial

3

- 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 / toughminded / 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 Identify a grammar error in each sentence and correct it.
 - 1 We chose Ann representing us at the meeting.
 - 2 The lecturer advised us reading as much as possible before the test.
 - 3 I never persuade anyone to doing something they don't want to do.
 - **4** She admitted to see the documentary before.
 - 5 The whole class insisted to watch the experiment live.

5	Choose the correct answer (a, b or c). Sometimes mor
	than one is correct.

The teacher demanded who had broken the
projector.
a to know b knowing c that she be told
Paul threatened the tutor I had skipped class
a to tell b telling c that he would tell
She claimed who had taken the book.
a to know b knowing c she knew
The school directors proposed this year's
annual school trip.
a cancelling b to cancel c that we cancel
All the students denied the city centre after
lights-out.
a visiting b that they had visited c having visited

LANGUAGE IN FOCUS

teens

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

٦s.

	Facebook is reported popularity among teer			
2	Investors fear that usage among teens has declined			
	significantly.			
	Usage among teens is feared significantly.			
3	Researchers think that teens have been switching to			
	newer, more visual experiences.			
	Teens are thought to newer, more visual			
	experiences.			
4	They believe that Facebook's aging user base is one o			
	the reasons for the switch.			
	Facebook's aging user base is believed 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 the new Facebook.

growing more rapidly than Twitter's

6 Analysts estimate that Instagram's user base has been

growing more rapidly than twitters.	
Instagram's user base is estimated	more
rapidly than Twitter's.	

USE OF ENGLISH

7 Complete the text with the correct forms 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 (RELY) source of information. The idea that mobile phones caused brain cancer, for example, was an early ² despite plenty of media fearmongering, never really gained much (TRACT) with either the avid phone-buying public or experts in the medical world. Another common 4 (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 (STRAIGHT) with the introduction of new technology and our understanding of it? The media are regularly the first to (CLOSE) such information in their role of reporting dangers in feigned public interest. Newspapers, however, have long been regarded as a(n) 7 (TRUST) source of actual fact. Unfortunately with the Internet spreading hearsay much more (EXTEND) and with greater speed, it has become even harder to tell 9 (TRIVIA) word of mouth from valuable knowledge of the increasingly hi-tech world around us. One thing's for sure - don't 10 (ESTIMATE) our ability to contrive untruths.



8 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.

1	I'm not sure w	hether I should buy a new laptop or
	os .	
	1/	

I'm _____ 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 .

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

A great many people are _____ confidence in Internet privacy.

4 They say that increasing numbers of politicians are using blogs to gather support. **TO**Increasing numbers of politicians _____ 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 ______ or my health.

6 The markets report that music streaming sites are doubling in value. BE
 Music streaming sites ______ in value.

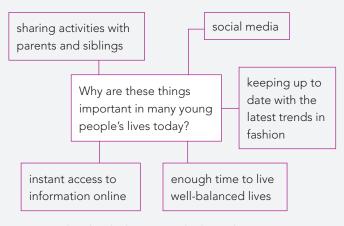
LISTENING

- 9 ((a) 3.21 (a)) Listen to an interview about teenagers and social media. For questions 1–4, choose the correct answer (A, B, C or D).
 - 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 Parents find it difficult to accept their children's 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 In pairs, follow the instructions below.

- Look at the things that are important in many people's lives.
- 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.

FUTURE GENERATIONS

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 Discuss the questions in pairs.
 - 1 What animals do these words refer to?

beef mutton pork poultry veal venison

2 Which words describe substances that make the soil richer and which describe substances for killing unwanted animals or plants?

fertilizer herbicide insecticide manure pesticide

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

UNIT LANGUAGE AND SKILLS

Vocabulary:

- Show what you know farming
- global warming
- synonyms
- environmental problems
- animal idioms

Reading:

- an article about UN celebrity ambassadors
- gapped text

Grammar:

• inversion after adverbials

Language in Focus:

• extra it

Listening:

- a talk about an environmental project
- sentence completion

Speaking:

• speculating about photos

Writing:

essay introductions

FOCUS EXTRA

- Grammar and Language in Focus Reference and Practice pp. 133–135
- WORD STORE booklet pp. 18–19
- Workbook pp. 100–111 or MyEnglishLab

The facts about meat <u>consumption</u> 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 fifteen percent of global emissions. Beef and dairy alone make up sixty-five 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.

2 Read the statements below. Are they true (T) or false (F)? Discuss in pairs. Then read the text and check.

- 1 Farming is a bigger contributor to global warming than transport.
- 2 Poultry production is responsible for the highest level of farming-related greenhouse gas emissions.
- 3 We produce four times as much meat as we did fifty years ago.
- 4 You need nine times more water to produce a kilo of meat than of wheat.
- **5** Cutting global meat consumption by fifteen percent would be equivalent to taking twenty-four million cars off the road.
- 3 Read the readers' comments. In pairs, discuss who you agree with and why.
- Meat consumption is on track to rise seventy-five percent by 2050. To meet demand, the world's <u>agribusiness</u> firms will attempt to <u>boost</u> 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 oxides.
- Nearly half of all water used in the US goes to raising animals for food. It takes more than 20,000 litres of water to produce one kilogram of meat. To produce one kilogram of wheat takes 220 litres.
- If the world ate fifteen 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

4 ((a) 3.22 (a)) Complete WORD STORE 9A with the words in red from the text. Then listen and check.

WORD STORE 9B

- 5 ((a) 3.23 (a)) Complete WORD STORE 9B with the words underlined in the text. Then listen and check.
- 6 In pairs, discuss what the following parties could do to help fight global warming. Use vocabulary from WORD STORE 9B.
 - 1 you as an individual
 - 2 your family
 - 3 your school
 - 4 your government

WORD STORE 9C

- 7 ((c) 3.24 (v)) Complete WORD STORE 9C with the words in the box to make animal idioms. Then listen and check.
- 8 Complete the sentences with the idioms from WORD STORE 9C. Which of the sentences are true for you? Discuss in pairs.
 - 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

	·
3	If a friend doesn't want to talk about a problem,
	that's fine. I'd rather
4	I am not sensitive. To me, insults

- 5 I'm always combining tasks. Nothing gives me more satisfaction than when I ______.
 6 I think the search for a perfect partner is ______. After a
- **6** I think the search for a perfect partner is ______. After all, nobody is perfect, are they?

WORD STORE 9D

- 9 ((() 3.25 (1))) Complete WORD STORE 9D. Match the animal idioms with their definitions. Listen and check. Then translate the idioms.
- 10 Complete the questions with four of the idioms in WORD STORE 9D. Then discuss the questions in pairs.

1	Do you remember a time when something took
	so that you thought it might never end? What was it?

2 Have you ever met somebody who turned out to be _____? Who was that?

3 Can you recall a moment when you were impatient to do something but had to _____? What did you want to do then?

4 Have you ever _____ even though you were supposed to keep quiet? What was it about?

9.2 Reading

Gapped text

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

- 1 Look at the photos and discuss the questions in pairs.
 - 1 What are these celebrities famous for?
 - 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?
- 2 What concern is raised about the strategy of enlisting celebrity support?
- 3 How does the UN deal with that concern?

((1) 3.26 (1)

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.

But getting the world to notice its activities requires more than unwavering commitment. Today, an army of royalty, actors, artists, authors, models, musicians, photographers and sports stars are lending a hand to shine a spotlight on the UN operations. Danny Kaye, an actor and comedian popular in the 1950s, showed how to raise the organisation's status by accepting the honorary title of Goodwill Ambassador awarded to him by the Children's Emergency Fund (UNICEF) in 1954.

Opponents of projects backed by celebrities claim that they are merely acting to their own advantage, hiding the emptiness of stardom behind the altruistic personas they present to the public. That is why the UN's priority has been to find superstars who have a track record of involvement in charitable causes and can represent the organisation in a way that wouldn't cheapen the brand.

The UN's current roster of celebrities have a wide range of talents and achievements but they do indeed all share a willingness to devote time and energy to the cause they represent. And in each case, a celebrity's association with the organisation comes about because they have already demonstrated their dedication. Without them, it would be a much harder job to gain public attention.

A more recent high-profile recruit is Brazil-born supermodel Gisele Bündchen. A committed environmentalist, Gisele donates a percentage of profits from her line of fashion sandals to protect Amazon rainforest water sources and supports a variety of environmental causes. With her help, the UN Environment Programme hopes to make environmental action 'a lifestyle choice'.



Shakira speaks to Israeli and Palestinian school children in Jerusalem, Israel on June 21, 2011



David Beckham interacts with young survivors of a typhoon in central Philippines on February 13, 2014

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.

45 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?

READING FOCUS Gapped text

- 3 Read the article again. Choose from the paragraphs A–G the one which fits each gap (1–6). 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

- 4 COLLOCATIONS Go to WORD STORE 9E on page 19 of the booklet. Complete the collocations with one word from the article and the READING FOCUS in the first gap and one word in the box in the second gap.
- 5 PHRASES Replace the phrases underlined below with the phrases in blue in the main article and the READING FOCUS. Make any other changes necessary.
 - 1 Celebrity endorsements can <u>boost recognition</u> of charity campaigns. raise the profile
 - **2** Celebrities help to <u>direct public attention to</u> the work of aid organisations.
 - **3** The public may not know about a cause unless a celebrity <u>raises awareness of</u> it.
 - **4** Some people think that celebrities who endorse charities are doing it for their own benefit.
 - **5** Some critics accuse celebrities of <u>damaging the</u> reputation and <u>image</u> of organisations like the UN.
 - **6** Many celebrities <u>have a reputation for</u> being actively involved in the causes they support for a long time.
- 6 PREFIXES 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 3 prenatal
 4 post-industrial 5 intergovernmental
 6 cross-cultural 7 outdo 8 subcommittee
 - B across after before between in favour of less important do better than opposed to

1 anti = opposed to

- 7 In pairs, 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?



9.3 Grammar

Inversion after adverbials

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

- 1 Look at the photo and discuss the questions in pairs.
 - 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 In pairs, 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 <u>auxiliary verb</u> comes before the **subject**. **We** <u>could</u>n'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 <u>does</u> it rain heavily, it is also very windy, making rescue			
	even more challenging.			
2	Only by climbing onto our roof we able to get away.			
3	Little they know that this would be the biggest storm			
	they'd ever seen.			
4	Not until next spring the farmers be able to calculate th			
	full extent of the damage.			
5	Only after you've experienced a flood for yourself you			
	fully empathise with the victims.			
6	Under no circumstances you to attempt to enter			
	a flooded building.			
7	Hardly we escaped through the back door when the			
	ceiling came down.			
8	No sooner we call the emergency services than it begar			
	to rain heavily again.			



The Devastating Effects of Flash Floods

Flash floods come with no warning. There's no time to prepare and once the waters hit, there's nothing you can do to stop them: roads are closed, livestock killed, crops destroyed and families forced from their homes. (1) Not only do the flood waters cause structural damage to roads and buildings but they also affect power lines and water supplies. (2) But only once the water has receded can the real damage be 10 evaluated. Flood water carries with it mud and pollutants and often toxic waste from sewerage and industrial plants. Families who may have fled their homes in the middle of the night return home to a terrible shock. (3) Little do they imagine the conditions they'll find when they return to their houses.

- 6 USE OF ENGLISH Write the second sentence so that it has a similar meaning to the first using the words in capitals.
 - 1 They didn't know it would rain for three consecutive days. LITTLE Little did they know it would rain for three consecutive days.
 - 2 They couldn't estimate the costs of repairs until the floods had died down. NOT UNTIL
 - 3 Floods don't just damage real estate but many other kinds of property are destroyed as well. NOT ONLY
 - **4** It was only in this way that he managed to save his house from the cyclone. **DID**
 - 5 It was pure luck that they were able to escape the hurricane. ONLY BY CHANCE
 - **6** As soon as I plugged the gap, it started leaking again. **NO SOONER**
 - 7 I managed to rescue the cat moments before the wall collapsed. **SCARCELY**
 - 8 The local police have shown no signs of panic at all. **AT NO TIME**
- 7 What are some recent examples of extreme weather which have been in the news? What were the details? Discuss in pairs.

Grammar & Language in Focus pages 133–134

9.4 Language in Focus

Extra it

I can use 'it' as a preparatory object.

- 1 Look at the photo and describe it in pairs. Is it like this where you live?
- 2 Read the text about urban living. In pairs, 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

Read the LANGUAGE FOCUS and write example sentences with the verbs which were not used in the text in Exercise 2 and the '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 correct.
 - 1 I absolutely love
 - 2 My parents would appreciate
 - 3 We owe
 - 4 I consider

- 5 I don't like
- 6 Most non-city dwellers find
- 7 I find
- 8 We should leave

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.
- ${f f}$ 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 Which of the sentences in Exercise 4 do you agree with? Discuss in pairs.
- 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 hate it when people stare at me.
 - 2 Could you give me a bit more room? I'd be very grateful. APPRECIATE
 - 3 It's her responsibility now. She can develop the new housing scheme. **LEAVE**1/11
 - 4 We think you should plan for more public parks. It's important. **CONSIDER**We
 - **5** People say hello in the streets here. It's nice. **LIKE**

6 You need to get out of the city for a few days.

You deserve it. **OWE**

7 In my opinion, swearing in public is rude.
THINK

7 Complete the sentences so that they are true for you. Then compare your ideas in pairs.

1 I hate it that ... 4 I owe it to ...

2 I love it when ... 5 I think it awful that ...

3 I would appreciate it if ... 6 I find it ...

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9.5 Listening

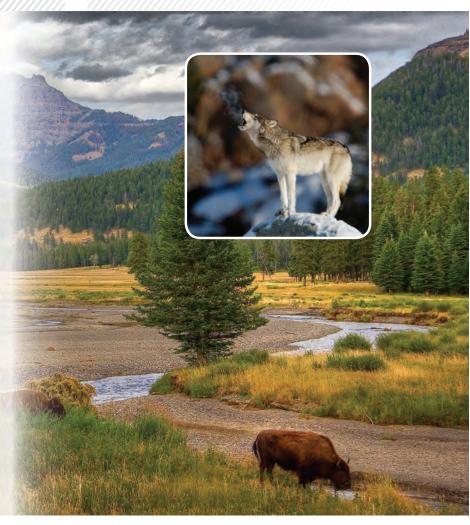
Sentence completion

I can understand specific details and the speaker's point of view in a spoken report.

1 Look at the words in the box and discuss the questions in pairs.

beaver dam elk gorge cub otter predator prey wetlands

- 1 Which are environmental features and which refer to animals?
- 2 Are any of the animal species common in your country?
- 2 Look at the photo of a national park in the USA and discuss the questions in pairs.
 - 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?



LISTENING FOCUS Sentence completion

- 4 ((() 3.27 (1))) Listen again to Kathy. For questions 1–8, complete the sentences with a word or short phrase.
 - 1 Kathy took part in a project monitoring wolves when she was a student of at university.
 - 2 The voluntary work in the park is described as fascinating or _____ by people involved in the project.
 - 3 Kathy regrets that no one realised that removing wolves would change the _____ of the park.
 - **4** What astonished Kathy was the role that beaver _____ played in maintaining the wetlands.
 - 5 Kathy was surprised by the number of different there were in the park.
 - **6** Kathy learned that the _____ was the best time to study wolves in the park.
 - 7 Kathy hadn't expected the _____ that volunteers had to put up with.
 - **8** Kathy uses the word ______ to describe the images top sponsors receive.
- 5 What is your reaction to the talk? Would you like to sponsor the project? Why?/Why not?

W	\bigcirc D		CT	\frown	D	Е.	0	Е
VV	$\cup \kappa$	ע	יוכ	U	м	Б.	7	г

- 5 ((1) 3.28 (1)) VERBS Go to WORD STORE 9F on page 19 of the booklet. Match the verbs with their synonyms in the box. Then listen and check.
- 7 ((a) 3.27 (b)) Complete the sentences with the verbs from WORD STORE 9F. If necessary, listen again to Kathy to check.
 - 1 I wish scientists had understood then how this would <u>wpset</u> the natural balance of the area.
 - **2** Wolves living in the park were simply seen as predators and a decision was made to them.
 - **3** Some people feel climate monitoring should be too.
 - **4** But lessons were learned, and in the mid-1990s, wolves were _____ into the park.
 - **5** They also use the trees to build dams in the water and I was _____ to discover that these actually irrigated the wetlands.
 - **6** So it's clear why the wolves need to be _____, and that's where we volunteers come in.
 - 7 As a result, the elk left the valleys and the trees _____ again
- 8 Complete the questions with the correct forms of the verbs from WORD STORE 9F. Then discuss the questions in pairs.
 - 1 Do you know of any similar ongoing projects to <u>reintroduce</u> animals to the wild? If so, what animals and where?
 - **2** Do you know of any animals that have been _____ from the wild in your country? How did they disappear?
 - 3 What kind of wild animals tend to _____ in your country?
 - 4 Do you know if their well-being is being ______ by scientists or environmentalists?

9.6 Speaking

Speculating about photos

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

- 1 Look at Photos A and B and discuss the questions in pairs.
 - 1 What might the relationship between the people and the landscape be?
 - 2 How might the presence of the people affect the environment?
- 2 ((a) 3.29 (a)) 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 (v)) Read the SPEAKING FOCUS and complete the text with the words in the box. Then listen again and check.

assume	cer	tainly	doubt	imagine
must	may	presu	mably	rule

Well, they show very different activities and relationships. The first					
shows people skii	shows people skiing, so involved in a leisure activity, and therefore				
I 1 assume that th	eir relationship with	the landscape	e is one of		
enjoyment and ap	preciation. I mean t	hey ²	_ be having		
fun skiing and sno	wboarding, but they	/ are also almo	ost ³		
enjoying the fresh	air and the beauty	of the spot too	o. We can't		
4 out the	possibility that it's o	during a schoo	ol break, or the		
weekend at least,	as it looks pretty bu	sy and I can ⁵ _	that		
a lot of them are on holiday. 6 , most of these people have					
travelled out here to spend a few days in the snow. I mean, I very					
much ⁷ t	hat it's near where th	ney usually live	e, and so they		
8 have co	ome 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 In pairs, 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?



9.7 Writing

Essay introductions

I can write a well-organised and cohesive essay introduction using a range of linking words and phrases.

 Look at the photos. In pairs, discuss what links them.





It has been widely accepted that governments need to take action to tackle global warming. Write an essay of 300–350 words 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
- and individuals to take action. **Even if** this means we might not be as prosperous as we are now, it is no excuse for failing to save the planet for future generations.

4 Read the WRITING FOCUS. Add the phrases from the box to approaches 1–5.

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 approaches to write an essay introduction.

1 Summarise the current or recent situation.

Nowadays ...

These days ...

2 Make a general point that most people would agree with. It is widely acknowledged that ... Most people feel/believe that ...

3 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 \dots

4 Summarise opposing views on the issue.

While some people are in no doubt that ... others claim ...

- 5 Summarise your own opinion at the end (opinion essay).

 My own opinion/stance/view (on the matter/issue) is that ...

 It is my own conviction/inclination that ...
- 5 Read the introduction to the essay in Exercise 3 and the alternative introduction below. Which approaches from the WRITING FOCUS have been used in each? Discuss in pairs.

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 Read the LANGUAGE FOCUS. Add the linkers in purple from the essay in Exercise 3 to categories 1–5.

LANGUAGE FOCUS

Linkers: review

- 1 Listing/adding ideas: additionally, further, as well as
- **2 Giving examples:** to illustrate this, a case in point is, by way of example
- **3 Expressing contrast and concession:** even so, no matter (what, who, where etc.)
- 4 Expressing condition: unless
- 5 Expressing reason, cause and effect: this means, due to

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

- The planet is warming as a result of the rapid rise in greenhouse gases.
 The heat is not only melting glaciers and sea ice but _____ changing rainfall patterns.
 As the planet warms up, the climate can change in unexpected ways; ____ sea levels rising, weather can become more extreme.
 _____ there will be more intense storms, more rain and longer droughts.
 ____ major concern is the impact on plants and wildlife.
 It is still possible to reduce greenhouse gas
- introduce and enforce appropriate measures.
 7 Shifting from fossil fuels to renewable sources requires policies ______ cutting subsidies for fossil fuels and introducing them for renewables.

__ politicians urgently

8 _____ we curb emissions, the effects on the global climate will become irreversible.

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 of 300–350 words in which you present your opinion on the topic. Discuss the following aspects:

• supporting local initiatives,

emissions _____

- using your rights as citizens to protest,
- choosing environmentally friendly products.



FOCUS REVIEW 9

VOCABULARY

1 Complete the text with the words in the box.

		critical emissions factor raise remorseless spotlight sustain tackled
	0	ne of the most 1 issues facing
	er	nvironmentalists is the ² growth in the world
		opulation. How can the problems arising from more and
	m	ore people living on the planet be ³ ?
	Pr	rojected increases in population levels could easily
		radicate any progress made in reducing carbon dioxide
		thanks to an increased use of fossil fuels:
		bigger population will use the earth's resources more pidly and threaten our ability to ⁵ our already
		agile ecosystems. The threat of this happening, howeve
		ay also 6 the profile of environmental issues.
	In	shining a 7 on the problem, there is the hope
	th	nat it will force us all to 8 in the necessity for
		aring for our environment into all our actions.
,		· ·
-		omplete the animal idioms with one word in each ap.
		It's been years since we've had a really harsl
		winter.
	2	I wouldn't bring up that recycling argument again. Let
	_	sleeping lie, I always say.
	3	Lucyna's decided to kill two with one stone
	J	by going to the paper bank next to the supermarket.
	4	One day we'll all live in a one hundred percent self-
	-	sustainable country!? Yeah! And might fly!
	5	Everyone's been telling Marco to turn off the lights
		when he's not at his desk, but it's like water off a
		back.
	6	It's true! They're building a multi-storey bike park in the
		city centre. I heard it straight from the mout
3	C	omplete the sentences with the correct forms of the
		ords in capitals.
	1	The of the livestock sector has resulted in
		increased methane levels. INDUSTRY
	2	I have nothing but admiration for people who have
		a(n) commitment to saving the planet.
		WAVER
	3	Exhaust fumes from cars have had one of the
		most effects on the quality of the air we
		breathe. CATASTROPHE
	4	I wouldn't call myself a(n) I just believe
		that the rich should accept greater responsibility for
		protecting the environment. CAPITAL
	5	As big manufacturers try to the competition
		they can become less and less concerned about the
		damage they do. DO
	6	My brother's being sent to South Sudan on a
		mission to protect civilians and monitor human rights.
		PEACE

GRAMMAR

4 Complete the sentences using the prompts in brackets and the appropriate word in the box.

	little not only			
1	(we/realise) to what extent we would be			
	affected by the floods.			
2	until we had heard the victims speak			
	(we/really/understand) the plight of those in need.			
3	for a moment (they/believe) that			
	such a disaster would strike, despite warnings having			
	been given to them.			
4	only (wildfires/cause) serious loss			
	of life and property but they also increase soil erosion.			
5	(he/think) his theories on climate change			
	would be so widely accepted! It came as a great surprise.			
6	We need to raise awareness of the issues			
	then (people/start) to understand how urgent			
	it is to take action.			
7	by chance (I/pick up) the report on			
	marine pollution when I was in the bookshop.			
8	We need to protect our oceans in this way			
	(we/can/sustain) marine life.			

5 Choose the correct options.

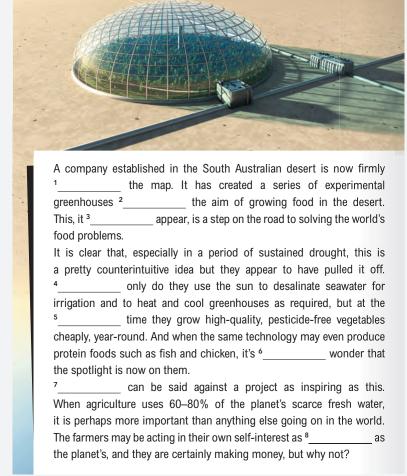
- 1 In no way is it acceptable / it is acceptable to ignore the plight of refugees.
- 2 Rarely / Not only have we seen such a devastating impact of a natural disaster.
- 3 No sooner had we arrived when / than disaster struck.
- **4** Hardly had we unpacked / did we unpack when the storm warnings started.
- **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.

LANGUAGE IN FOCUS

6 Put it in two places in each sentence.

- 1 I love when rains.
- 2 I'd really appreciate if you could help me put in the attic.
- 3 I can't stand when is so cold.
- 4 Is fine. Leave to me!
- 5 I think imperative that is done as early as possible.
- **6** We owe to them to be on time. Is rude otherwise.
- 7 Don't you hate when doesn't work?
- 8 Personally, I find impossible that he doesn't understand.

7 Complete the text with one word in each gap.



8 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.

in	capitals. Do not change the word given.
1	Global warming is accelerating and causing more frequent heat
	waves. RESULT
	We are experiencing more frequent heat waves
	accelerating global warming.
2	As soon as the floods had receded, people started to return to
	their homes. HAD
	No sooner than people started to return to their homes
3	I believe that whatever we do, it's too late to reverse the damage
	we've done. MATTER
	I believe that,, it's too late to reverse the damage we've
	done.
4	It is time for governments to act decisively and end factory farming
	BULL
	Not until governments 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 _____ to care more for the world we live in.

LISTENING

1	Costa Rica began using petrol-free cars in
2	Power output from hydroelectricity can be controlled via the
3	Solar power is used to create electricity as well as to
4	The 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
6	Geothermal energy currently accounts for of all energy produced in Iceland.
7	The location of can be either on land or offshore.
8	According to the speaker, another advantage of wind energy
	is via the development of infrastructure networks.

9 ((1) 3.30 (3)) Listen to a talk about renewable

SPEAKING

10 Discuss the questions in pairs.

- 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?



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.

NΒ

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.

NB

The Present and Past Continuous tenses can be used with repeated actions and an adverb of frequency to show annoyance at the repeated action.

He is/was always forgetting to lock the door!

Stative and dynamic verbs

Verbs expressing emotions (e.g. hate, like, love), states of mind (e.g. believe, know, need, prefer, remember, seem, think, understand, want) or senses (e.g. feel, hear, see) are called **stative** or **state** verbs and are not usually used in any continuous tense (unlike **dynamic** or **action** verbs).

Some verbs can be both stative and dynamic, for example:

think

I think you're wrong. (= believe, have an opinion – stative verb)

I'm thinking about the situation. (= consider, be involved in the process of thought – dynamic verb)

have

She has three dogs. (= own, possess - stative verb)
She's having lunch now. (= eat - dynamic verb)

see
 I see what you mean. (= understand – stative verb)
 I'm seeing the director tomorrow. (= meet – dynamic verb)

be

Tom **is** a very critical person. (= permanent quality – stative verb)
Tom **is being** very critical of everything today. (temporary behaviour – dynamic verb)

We sometimes use stative verbs in continuous forms while talking about things/events which last for a short period of time.

I like my job a lot. (= permanent state – simple form)

How are you liking your new job? (= short time – continuous form)

I love rock concerts. (= permanent state – simple form)

I'm loving this concert. (= short time – continuous form)

Some stative verbs can be used in continuous forms only in certain tenses. For example, *need*, *want* and *mean* can have future or present perfect progressive uses.

Will you be needing your laptop tomorrow? He's been wanting a new phone for a while now. I've been meaning to tell you about it since Monday.

Perfect tense forms

The perfect forms are used to link one time to another time:

Past → Present

Past ← Past

Present → Future

The Present Perfect, Past Perfect and Future Perfect

The Present Perfect is used to link an action in the past to the present time, or to refer to the present result of that past action.

We haven't finished the book yet. (We started it in the past and we're still reading it.)

I've lost my keys (past action) so I can't get into the house. (present result)

The Past Perfect is used to link an action in the past to a previous action in the past.

They had left by the time we arrived. (We arrived. Previous to our arrival, they left.)

The Future Perfect is used to link a present situation to an action that will be completed in the future.

Let's start now and we'll have finished by next Tuesday.

Perfect Simple forms also indicate:

• that an action is complete.

Present Perfect: They have already said that.
Past Perfect: They had already told them.
Future Perfect: They will have done that before we arrive.

that an action is repeated.

Present Perfect: I have told you not to do that at least five times!
Past Perfect: It was only after we had phoned several times
that someone answered.

Future Perfect: My granddad will have told Mum and Dad the story at least five times by the time we get there.

that a situation may be regarded as permanent.
 Present Perfect: Fran and Doug have lived in a small town since they married.

Past Perfect: People had become so dependent on computer friendships that they found it difficult to relate to each other on a face-to-face basis.

Future Perfect: By the end of next year we will have lived here for ten years.

Perfect continuous forms

The Present Perfect Continuous, Past Perfect Continuous, Future Perfect Continuous

Perfect continuous forms link one time to another in the same way as the simple forms.

We choose to use a perfect continuous form if we want to emphasise that a situation/action is temporary/in progress at a particular period of time.

Present Perfect Continuous: They've been playing computer 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.

NB

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		omplete the sentences with the correct forms of the erbs in brackets. Use any other words provided.
	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!

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)

Our friends were due to have arrived at ten that night. (but they didn't)

was/were supposed to

This structure is often used to talk about things that were arranged but didn't happen.

You were supposed to give that to me.

was/were about to/on the point/verge of

These structures are often used to talk about things that were to happen very soon.

I was on the point/verge of leaving when he phoned me. Oh, what a coincidence! I was just about to call you.

1 Complete the sentences with the correct forms of the words in brackets.

1	We (plan/go) on a trip round
	the harbour but the weather was too bad to go out.
2	I (going/finish) my project
	tonight but Fran called and we started talking!
3	They told me I (not be/tell)
	him about the surprise party when I saw him.
4	Just as I (point/phone) her,
	Gran called me!
5	The students (supposed/
	meet) outside the town hall yesterday.
6	A year later the situation
	(will/be) quite different.
7	I (do) my Spanish oral exam
	later that afternoon so I couldn't go to the beach.
8	We (not going/wake) you
	but the dog started barking and you got up.
9	They (due/have) the exam
	interview at 10.30 but they didn't get there in time.
10	Susie (intend/apply) for
	a university abroad but in the end she applied locally.
11	We didn't have time to waste because the coach
	(about/leave) any minute.

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.

2

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

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 thirty 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	ssible.
	No one could (be) more helpful than my
	careers adviser when I was deciding what course to
2	I heard you passed your exams with flying colours!
_	You must (feel) on top of the world.
3	I might (know) you would be late for your
•	appointment – you have no concept of time.
4	You can't (listen) very carefully at the time if
	you don't remember what I said!
5	You could (wait) for me before you went
_	home – I was only ten minutes late!
6	Their plane is due at ten p.m. They should
0	(land) any minute now.
m in	emplete the second sentence so that it has a similar eaning to the first. Use between three and six words cluding the word in capitals.
1	I'm sure this isn't how you solve this equation. BE
	This way to solve this
2	equation. It's certain we got on the wrong bus – I don't recognise
_	this neighbourhood! HAVE
	•
	We on the wrong bus –
	I don't recognise this neighbourhood!
2	Dath haliana harman abasa duna tha sa at fassa tina
3	Beth believes her year abroad was the most formative
3	experience of her life. WELL
3	experience of her life. WELL Beth's year abroad the mos
	experience of her life. WELL Beth's year abroad the most formative experience of her life.
	experience of her life. WELL Beth's year abroad the most formative experience of her life. I'm sure you've realised by now that I am not very good with modern technology! WILL
	experience of her life. WELL Beth's year abroad the most formative experience of her life. I'm sure you've realised by now that I am not very good
4	experience of her life. WELL Beth's year abroad the most formative experience of her life. I'm sure you've realised by now that I am not very good with modern technology! WILL You by now that I am not very good with modern technology!
4	experience of her life. WELL Beth's year abroad the most formative experience of her life. I'm sure you've realised by now that I am not very good with modern technology! WILL You by now that I am not very good with modern technology! Pete is probably in the library filling in his university
4	experience of her life. WELL Beth's year abroad the most formative experience of her life. I'm sure you've realised by now that I am not very good with modern technology! WILL You by now that I am not very good with modern technology! Pete is probably in the library filling in his university application form. MIGHT
4	experience of her life. WELL Beth's year abroad the most formative experience of her life. I'm sure you've realised by now that I am not very good with modern technology! WILL You by now that I am not very good with modern technology! Pete is probably in the library filling in his university application form. MIGHT Pete his university application
4	experience of her life. WELL Beth's year abroad the most formative experience of her life. I'm sure you've realised by now that I am not very good with modern technology! WILL You by now that I am not very good with modern technology! Pete is probably in the library filling in his university application form. MIGHT Pete his university application form in the library.
4	experience of her life. WELL Beth's year abroad the most formative experience of her life. I'm sure you've realised by now that I am not very good with modern technology! WILL You by now that I am not very good with modern technology! Pete is probably in the library filling in his university application form. MIGHT Pete his university application form in the library. I'm sure they didn't inform her about the date of the
4	experience of her life. WELL Beth's year abroad the most formative experience of her life. I'm sure you've realised by now that I am not very good with modern technology! WILL You by now that I am not very good with modern technology! Pete is probably in the library filling in his university application form. MIGHT Pete his university application form in the library.

2.4 Accuracy with articles

Countable nouns

Most nouns are countable and have singular and plural forms. We can use *a/an* with countable nouns in the singular but not in the plural.

a book, two books; an animal, two animals

Uncountable/mass nouns with no plural form

Uncountable nouns have no plural form and are used with a singular verb. They are often referred to as mass nouns because they refer to things we think of as a 'mass' rather than individual items.

Uncountable nouns often refer to substances: bread, salt, water, metal, etc. Many uncountable nouns also refer to abstract ideas/concepts, mental states or emotions: advice, education, happiness, information, knowledge, learning, progress, reluctance, tolerance, etc.

Use of articles with abstract nouns

When we refer to an abstract concept in general, we don't use an article.

Knowledge is power.

Money can't buy happiness.

Time is money.

Some abstract nouns can be preceded by an indefinite article (a/an) when referring to a specific situation/example. In these cases, the noun is usually qualified by an adjective, a determiner (a lot of/a little) or a defining relative clause.

Knowledge is power. (abstract concept in general) **A** (good) knowledge of Maths is important in this job. (specific example)

He was a man of **great learning**. (abstract concept in general)

A little learning is a dangerous thing. (specific example)

We want our children to have the best chance of **happiness**. (abstract concept in general)

I felt **a happiness** that I had never known before. (specific situation)

He agreed to help us but only with **reluctance**. (abstract concept in general)

I felt **a certain reluctance** to tell my friends what had happened. (specific situation)

However, these nouns are not countable nouns. It is not possible to say, e.g.:

each knowledge/two educations/some reluctances

We can also use a preceding definite article (the) when the meaning of the noun is qualified to refer to a specific type or instance. We do this by means of a defining relative clause or preposition of + noun phrase.

The knowledge that I gained on my field trip was invaluable. **The happiness** of millions of people is at stake.

Abstract nouns with plural forms

Many abstract nouns don't have a plural form (e.g.: information, violence, peace, knowledge, justice, progress,

anger, courage, chaos), and some of them can be used in the plural with a slightly different meaning (e.g.: life, hope, trouble, worry, experience, work, evil).

Is there **life** on the moon? We lead busy **lives**.

This treatment offers **hope** to thousands.

They had high hopes of success.

I've been having (some) **trouble** (= difficulty) checking my email.

There were a lot of teething **troubles** (= problems) with the system at first.

I was frantic with **worry** (= feeling anxious) about my exams. Many students have financial **worries** (= problems).

This position requires a lot of **experience** (= knowledge, skills). It was one of the most enjoyable **experiences** (= specific moments in life) of our holiday.

A lot of people can't find **work** (= a job) these days. Have you read all the **works** (= pieces of writing) of Shakespeare?

Money is the root of all **evil** (= wickedness, immorality). Procrastination is one of my **evils**. (= sins, bad actions)

1 Complete the text with the, a/an or \emptyset (no article).

states that ² education is ³ fundamental human right and is essential for ⁴ exercise of all other human rights. Yet millions of children and adults still lack educational opportunities. In fact, millions of children around the world, primarily in Africa and Asia, are deprived of ⁵ access to schools, mainly in consequence of ⁶ poverty.
all other human rights. Yet millions of children and adults still lack educational opportunities. In fact, millions of children around the world, primarily in Africa and Asia, are deprived of 5 access to
adults still lack educational opportunities. In fact, millions of children around the world, primarily in Africa and Asia, are deprived of 5 access to
millions of children around the world, primarily in Africa and Asia, are deprived of 5 access to
Africa and Asia, are deprived of ⁵ access to
schools, mainly in consequence of poverty.
The best way schools can prepare students
for the 21st century is to make sure they have
⁷ knowledge, skills and ability to achieve
their full potential. Students should grow up
independent, self-reliant and self-confident to be
able to face the challenges of $^{8}\underline{\hspace{1cm}}$ ever-changing
life conditions. 9 good education should also
prepare students to understand and cope with
differences of opinion in $^{\mbox{\scriptsize 10}}\underline{\hspace{0.5cm}}$ diverse society.
It is also about learning how to be 11 good
citizen. 12 education system often seems to
neglect 13 development of those qualities
and this is partly because of 14 obsession
with exam results. Schooling for exams is very
different from developing 15 appetite for
learning. End-of-course exams on a single day test
16 recall and memory, rather than the range
of skills young people need today.

3.3 Phrasal verbs

Phrasal verbs are meaning groups made up of a single verb and a particle (usually an adverb). A phrasal verb is a combination which takes on a new meaning independent of the original meaning of the verb.

We **ran out of** the house. (The meaning of the verb does not change and out of refers to the house.)

We **ran into** Mark on Saturday. (The meaning has changed. → run + into means 'meet')

Phrasal verbs are frequently used in English. They tend to be used in less formal contexts than single verbs.

We need to **sort out** the problem. (less formal) We need to **resolve** the problem. (more formal)

Phrasal verbs do not always have a single verb equivalent (resolve = sort out) but whenever they do, we choose the single verb over the phrasal verbs in formal English, and the phrasal verb over the single verb in neutral and informal contexts.

Transitive and intransitive phrasal verbs

Phrasal verbs can be **transitive** (used with an object) or **intransitive** (used without an object).

It's cold, **put** your jacket **on**. (your jacket = object, put on is a transitive phrasal verb)

The policeman **let** him **off** with a fine. (him = object, let off is a transitive phrasal verb)

The realisation of the disaster slowly began to **sink in.** (no object, *sink in* is an intransitive phrasal verb)

I'm sure the price of some vegetables will **go down.**(no object, *go down* is an intransitive phrasal verb)

Some phrasal verbs can be both transitive and intransitive.

Cheer up! I'm sure everything will be all right in the end. (intransitive)

My boyfriend always knows how to **cheer** <u>me</u> **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 results, intransitive).

Transitive phrasal verbs can be separable or inseparable.

In separable phrasal verbs, the particle can be separated from the verb: the object can come between the verb and the particle, or it can come after the particle.

The nutritionist said I should **give** bread **up**. (the object bread separates the verb from the particle)

The nutritionist said I should **give up** bread. (the object bread comes after the particle up)

When the object is a pronoun, it always comes between the verb and the particle.

The nutritionist said I should **give** it **up**. (the object it is a pronoun, it comes between the verb and the particle)

We do not place an adverb or a passive object between the verb and the particle.

She backed up their ideas **forcefully**. (NOT She backed forcefully up their ideas.)

The plan for the food festival was put forward **by the promoters**. (NOT The plan for the food festival was put **by the promoters** forward.)

Some examples of transitive separable verbs are: let down, lay off, back up, bring up, pay off, blow up, call off, turn on, turn off.

In inseparable phrasal verbs, the verb and the particle are never separated: the object always comes after the particle.

As delicious as pancakes are, you can't **live on** pancakes alone. (the object pancakes comes after the particle)
As delicious as pancakes are, you can't **live on** them alone. (the object them comes after the particle)

Some examples of transitive inseparable verbs are: look for, look into, break into, call for, fall for, get over, go through.

Three-word phrasal verbs

Three-word phrasal verbs are made up of a verb + adverb particle + preposition, and are also known as phrasal-prepositional verbs. They are transitive (used with an object) and inseparable. The object always follows the final preposition.

He **put up with** the pain for as long as he could but finally asked for a painkiller. (the object the pain comes after the final preposition with)

A modifying adverb can only be placed between the adverbial particle and the preposition.

He put up **bravely** with the pain for as long as he could but finally asked for a painkiller.

OR

He put up with the pain **bravely** for as long as he could but finally asked for a painkiller.

Common examples of three-word phrasal verbs are: back out of, catch up on, catch up with, drop in on, face up to, get down to, look down on, make away with, stand up for.

- 1 Complete the second sentence so that it has a similar meaning to the first. Use between three and six words including the word in capitals.
 - 1 Someone entered their house last night and stole some valuables. **INTO**

Their house _____ last night.

2 I always have to endure my mum's constant nagging about eating breakfast. PUT My mum's constant nagging about eating breakfast is

something that I always have ____

3 They had very little water left by the time they reached a creek in the forest. **RUN**

They had almost _____ by the time they reached a creek in the forest.

4 I used to like sushi but I'm not keen on it any more. **OFF**I used to like sushi but I have ______.

2 Liz is talking to her friend Tom about her ideas for a festival. Complete their conversation using the prompts in brackets in the correct order. Make changes to the verbs if necessary.

way to present/sort) these ideas when we meet.

Healthy eating is important and the way for it to

[add/on/be to/catch) some international glamour.

Liz: Do you think 9______ (take/the idea/off)? Can we 10_____ (it/people/talk/into)?

Tom: I feel confident that we can. It's time we all

(the fact/to/up/face)
that our eating habits need reviewing!

Liz: Don't 12______ (me/down/let)!

3.4 Particles in phrasal verbs

Since phrasal verbs take on a meaning which is often completely unrelated to the original verb, it is difficult to find the meaning of the phrasal verb by looking at the verb. The meaning usually needs to be taken from context. It is worth noting that the same phrasal verb can have a completely different meaning depending on the context in which it appears.

The fire was **put out** quickly. (= extinguished)
He looked very **put out** when I suggested a change of plan.
(= annoyed)

However, the particle can sometimes help (but not always) to indicate the **general** meaning of the phrasal verb.

Particle	Meaning(s)	Example
across	from one point to another	get/put across = communicate come across = find, encounter by chance
apart	separate	take apart = separate into pieces set apart = place away from, separate from
aside	to one side for future use	set aside = save (money, time) for a special purpose put aside = save
away	move to another point/somewhere else	give away = reveal, give to another person put away = tidy, put in the correct position, eat take away = take from one place to another
back	move to a previous point	take back = retract bring back = return cut back = reduce to a lower/ previous level
down	not working as it should/moving to a lower point/ older to younger	break down = machine not working cut down = reduce hand down = pass from an older to a younger person let down = disappoint by not doing something you should
forward	move to the next point/a point ahead	bring forward = move to an earlier date/introduce (e.g. a plan) put forward = suggest
in	within/inside/ from an outside point towards the centre	bring in = earn hand in = give /return take in = absorb, understand, make smaller, give shelter
off	separation/ separating into parts/leaving/ stopping/moving out from a point	cut off = separate from set off = start a journey turn off = stop something working give off = emit

1

on	progressing/ continuing/ covering/ performing/ operating	come on = progress carry/go on = continue put on = wear, produce (a performance), operate take on = accept responsibility
out	moving towards the outside/ removing/ bringing to a conclusion/giving something to people/extending	cut out = stop the use of carry out = do and complete bring/come out = become available put out = trouble/annoy
over	down/from one position across to another	knock over = knock down take over = assume responsibility for
through	move from one point to another/ complete	put through = successfully complete a process think through = think about all aspects
round	from the start back to the original position	bring round = persuade, regain consciousness hand round = give to all/ distribute
together	join	put together = make something into one piece get together = meet, gather together
ир	completing/ introducing/ increasing/ moving towards	break up = end bring up = introduce a new point go up = increase

NB

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

In some cases the particle is moved before the verb.

break out → outbreak put in → input spill over → overspill

turn out → turnout

	omplete the sentences with the correct particles. Then noose the correct meaning (a or b) of the phrasal verb.
1	I'm sorry. I was wrong. I take everything I said about diet not being important. a deceive b retract
2	The food stall has been so successful they're going to carry having it. a manage b continue
3	You can't run a restaurant if suppliers promise to bring you fresh vegetables but then always let you! a don't do what they agree to b excuse you from punishment
4	Some new people have taken the coffee shop down the road. a started to manage b started to build
5	That fish is giving a disgusting smell. Is it fresh? a returning b emitting
6	Can you hand the leaflets; one to each person. a distribute b hold
7	If you want to lose weight, you'll need to completely cut sugar from your diet. a reduce b remove
8	It's difficult to put the advantages of vegetarianism to people who really enjoy eating meat. a communicate b leave
9	A healthy eating programme in schools is an interesting idea, but I'll need to think it carefully. a suggest b consider
10	The meeting broke before we'd agreed on whether to include a separate vegan menu or not. a started b finished
11	There are so many different views on healthy eating. I can't take them all! a absorb b return
12	Mick wants to start his own restaurant and he's been setting money for it for a year now. He'll soon have enough! a accept b save

4.3 Infinitives

The infinitive is the basic form of all verbs.

What seems **to worry** a lot of people nowadays is the speed of technological change. (infinitive with to)
Do you think I could **use** your laptop for a minute?
(infinitive without to)

Types of infinitives

There are several types of infinitives:

- simple infinitives.
 - If you are unable **to access** a particular website, there might **be** a problem with your Internet connection.
- progressive infinitives (to) be + -ing form.
 He seems to be playing computer 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 an iPad so as not to get behind the times.

as the subject of a sentence.

The infinitive can be used as the subject of a sentence, but this happens mainly in formal language or dictionary definitions and quotes.

To learn how to use this application is easy.

To explore the Web is time-consuming.

To err is human.

In everyday informal English, we often use *it* as a 'preparatory subject' at the beginning of the sentence and

move the infinitive clause to the end of the sentence.

It is easy to learn how to use this application. It is time-consuming to explore the Web. It is human to err.

1	Complete the sentences using the prompts in brackets.
	Do not change the order of the words given but add
	any other words necessary.

aı	ly other words necessary.
1	I wish to (give/opportunity) to learn the basics
	of computer programming before I finish school.
2	You need to learn the entire multiplication table by heart
	(as/move) on to more challenging tasks.
3	There is no (reason/buy/he) the latest,
	state-of-the-art high-powered race motorcycle.
4	(apply/they/new) acquired knowledge to
	practical problems was not an easy thing to do.
5	Considering the damage to the vehicles, we were
	fortunate (no/suffer) more serious injuries.
6	Everybody (seem/have) problems with
	computers these days.

2 Complete the second sentence so that it has a similar meaning to the first. Use between three and six words including the word in capitals.

equation. APPEARS

	Robert's answer the right answer to the last
	equation.
2	They approached the task of developing new software
	with a lot of eagerness. EAGER
	They new software.
3	I asked our new classmate to become my friend on
	Facebook but she refused, which made me very upset.
	REFUSAL
	Our new classmate's on Facebook upset me a lo

1 I think Robert's answer was the right answer to the last

- 4 My younger brother always buys an updated version of the FIFA football game before his friends do. FIRST My younger brother is always ______ an updated version of the FIFA football game.
 5 Since they want to attract tech-capacity customers.
- 5 Since they want to attract tech-savvy customers, fast-food chains are exploring technologies including self-service kiosks, tablets and 3D printing. ORDER Fast-food chains are exploring technologies including self-service kiosks, tablets and 3D printing tech-savvy customers.
- tecn-savvy customers.You haven't seen my mobile anywhere, have you? HAPPENYou don't _____ my mobile anywhere, do you?

4.4 Sentence modifiers

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:

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 Mac Notebook.
to correct a falsehood or misunderstanding	actually, as a matter of fact, in actual fact, in fact, in reality, in truth	Are you disappointed? No, I'm rather glad, actually. In fact I am not a computer geek at all!

to indicate how you are speaking (I am speaking frankly/ truthfully, from a personal standpoint, etc.)	frankly, honestly, personally, seriously, to be honest	Frankly, I don't agree with your argument. Quite honestly, I can't imagine reading a book on an e-reader. I think they're a terrible invention, personally.
to introduce a new subject you have just thought of, or add more information	actually, by the way (spoken), incidentally, indeed (formal)	I've known Jane for years. Since we were at primary school, actually. I went to see Jessie J's concert last week. Incidentally/By the way, what do you think of 50 Cent's 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 options.

- 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, so	cial media has com	e in for a lot of	
criticism from the older generation who are unfamiliar with			
it. Parents often thin	k the use of social r	nedia is distracting	
and harmful for stud	ents, whereas ²	it offers many	
opportunities for col	laborative learning	. ³ , social	
media is already beir	ng introduced into	the classroom itself	
for educational purp	oses.		
⁴ , some sch	nools have organise	ed technology	
evenings to help par	ents learn how to u	ıse different	
social networking res	sources. The results	have been very	
positive, ⁵	Many parents have	e ⁶ become	
enthusiastic support	ers of the use of so	cial media tools in	
the classroom.			
⁷ , there are	some downsides t	o using social	
media in the classroo	om. Ensuring stude	nts are using social	
media properly in cla			
9, some stu	dents could experi	ence cyber-bullying	
from other students.			
However, as the ben			
it will 10 con		effective way to	
increase student lear	ning.		
1 a possibly	b understandab	ly	
c personally	d plainly		

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
	1	ID C to I

4 a Hopefully b Frankly
c Interestingly d Definitely
5 a to be honest c in a way d generally speaking

6 a doubtless
c presumably
7 a Admittedly
c Wrongly
8 a interestingly
c clearly

b a ctually
d likely
b Thankfully
d Crucially
b incidentally
d honestly

c clearly d honestly
9 a Likely b Unfortunately
c Actually d Probably
10 a strikingly b regrettably
c happily d hopefully

5.3 Gerunds

Types of gerunds

There are several types of gerunds (-ing forms):

simple gerunds.

Doing freelance work has many advantages.

perfect gerunds – having + past participle.

Having spent many years working in the hotel industry, two years ago she decided to return to full time study.

- passive gerunds being + past participle.
 I absolutely despised being given menial tasks with limited responsibility just because I was an intern.
- negative gerunds 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 gerunds

The gerund (-ing form) 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 gerund: 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 gerund.

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:
 - a to show the sequence of events.

Turning left into Christchurch Road, we saw our new office premises in central Bournemouth. (After we turned left into Christchurch 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.)

b 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 <u>because</u> 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, lan couldn't afford to go on holiday abroad. (lan 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: 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.

NB

When the verb and the gerund 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.)

•		omplete the sentences using the words in brackets. o not change the order of the words given but add ny other words necessary.
	1	Have you ever (consider/take) a year off work?
	2	In our company (be/salesperson) involves travelling around the country.
	3	Tom's mother can't (imagine/he/work) in the medical field.
	4	On (offer/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/get) to grips with our database.
	6	I apologised (not/finish) the project before the deadline.
2	m	omplete the second sentence so that it has a similar leaning to the first. Use between three and six words cluding the word in capitals.
	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 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 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 any training options.
	4	You make a better impression at a job interview when you wear 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 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 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 had journey a

To be honest, it wasn't **such a bad journey as** we had dreaded.

Going to live in India for a year wasn't **such a life-changing decision as** I had wanted it to be.

The whole trip was **such an off-putting experience that** we decided against visiting this place again.

It was **such a dark night that** we got lost on our way back to the campsite.

Contrasting two connected qualities

more + adjective + than + adjective.

In this structure we always use more + adjective, even with short adjectives that normally form a comparative with -er.

I was more confused than angry when the travel agent explained the complaints procedure to us.

The comedy we watched on our flight was more dark than

funny.

not so much + adjective + as + adjective.

They weren't so much dissatisfied with their city break as frustrated.

I was **not so much impressed** with the design of the house we stayed in **as moved** by the hospitality of our hosts.

adjective + rather than + adjective.

The atmosphere in my favourite restaurant in Istanbul was cosmopolitan rather than Turkish.

The goods sold on the market in the town centre looked tacky and touristy rather than authentic.

1 Complete the review of a youth hostel with one word in each gap.





Fantastic place to stay!

We spent five days at this wonderful youth hostel on a school residential trip and loved every minute. I came with a group of twenty students from Kings High School. On arrival we received a warm welcome that seemed quite genuine rather 1______ just professional.

We had clean and comfortable shared rooms with very comfy beds. As expected with a youth hostel, the food was ²______ basic than exquisite but the puddings were unanimously voted 'delicious'. In fact, they got better ³_____ better each day. Our favourite – sticky toffee pudding!

The best aspect of the hostel was its games room, a kind of cave under the hostel. The sort of space little boys dream of, like Batman's lair. The only drawback for our teacher was that the more time we spent in there, ⁴_____ more difficult it was to drag us out!

The staff were really friendly and were all prepared to go the extra mile to make our stay comfortable.

All in all, it was such a great experience ⁵_____ we are looking forward to paying a return visit next year!

- 2 Complete the second sentence so that it has a similar meaning to the first. Use between three and six words including the word in capitals.
 - 1 We made the unanimous decision to call off our trip at the last minute because it was so dangerous. SUCH It was ______ we made the unanimous decision to call it off at the last minute.
 - 2 If you wait longer, it will be harder to find a reasonably priced ticket to Thailand. THE

The longer you wait, _____ to find a reasonably priced ticket to Thailand.

- 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 _______.
- **4** Our disappointment with the services provided by the tour operator was increasing all the time.

DISAPPOINTED

We were getting _____ with the services provided by the tour operator.

6.4 Words and phrases with ever

Words with -ever

We can add -ever to who, what, which, how, where and when. We use these words in the following ways:

 to emphasise that it doesn't matter how long/difficult something is, etc. or it isn't important what happens, what you do etc., as it doesn't change the situation.

There will be a lot of traffic **whatever** route we take. (= it doesn't matter what route we take)

Whatever people say, I still believe you.

(= it doesn't matter what people say)

We have to finish, **however** long it takes.

(= it doesn't matter how long it takes)

However hard I try, I can't understand what he is saying! (= even though I try very hard)

However much it costs to get there, we have to visit Sri Lanka. (= even if it costs a lot)

Whoever thinks climate change isn't happening need only visit the shrinking glaciers. (= any person who thinks this, it doesn't matter who exactly)

Whichever day you come, we'll show you around the town. (= it doesn't matter which day you come)

The difference between whichever and whatever is similar to that between which and what. Whichever is used when referring to a choice from among a restricted set of options, whereas whatever refers to a choice from a lot of things or an infinite number of things.

to emphasise a lack of restriction.

We can leave whenever you are ready. (= at any time)
Whenever I hear that tune, I think of you. (= every time)
We use recycled materials whenever possible. (= on every possible occasion)

Today people can watch **whatever** (= anything that) they want **whenever** (= any time) they want.

Do whatever you think best. (= anything)

Whatever equipment you need will be supplied. (= any)

We are willing to pay **whatever** price you ask. (= any price) Sit **wherever** you like. (= anywhere)

You can travel by plane, train or boat, **whichever** method you prefer. (= any/either method)

 in questions to emphasise that you are surprised, confused or slightly angry about something.

Whoever would have thought he'd win top prize?
Whatever is the matter with you?
Wherever did I put my bag?
Whenever are we going to arrive?

However 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)

Complete the second sentence so that it has a similar

• 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
 - 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.

	eaning to the first. Use between three and six words cluding the word in capitals.
1	Some people think mass tourism is a good thing but they are deluding themselves. WHOEVER
	has been entirely beneficial is
	deluding themselves.
2	It doesn't matter what tour operators claim, tourism rarely benefits the local community. WHATEVER, tourism rarely benefits the local
	community.
3	Some people consider it good news that package
9	holidays are becoming cheaper all the time. EVER
	Some people consider it good news that package
	holidays
4	No matter where tourists go, they cause land, food,
_	water, housing and infrastructure prices to increase.
	WHEREVER
	, they cause land, food, water,
	housing and infrastructure prices to increase.
5	No matter which form of transport tourists use to
9	travel abroad, their collective carbon footprint is huge.
	WHICHEVER
	tourists use to travel abroad, their
	collective carbon footprint is huge.
6	Although we all love holidays in nature, we should
	remember that tourism can easily destroy it. MUCH
	holidays in nature, we should
	remember that tourism can easily destroy it.
7	As always, many careless tourists left rubbish behind and
•	damaged local flora. EVER
	Many, left rubbish behind and
	damaged local flora.
8	Even though it is a very difficult issue to tackle, we must
	think of alternatives to mass tourism. EVER
	Even though it is to tackle, we must
	think of alternatives to mass tourism.
9	No matter how many dollars it generates in revenue, the
	current system of international tourism is unsustainable.
	HOWEVER
	in revenue, the current system of
	international tourism is unsustainable.
10	While it may take a long time, a way must be found to
	manage tourism before it destroys the environment.
	HOWEVER
	, a way must be found to manage
	tourism before it destroys the environment.
11	The attitudes towards tourism and nature conservation
	are changing very slowly. EVER
	The attitudes towards tourism and nature conservation
12	Tourism has an impact on local communities in Europe,
	Asia or in any place. WHEREVER
	Tourism has an impact on local communities in

7.3 Advanced conditionals

First Conditional: the probable future result of an action

If + Present Simple/Present Continuous,	will/could/might + infinitive.
If we stay here longer,	we'll raise twice as much money for cancer research.

Second Conditional: unlikely (future) or unreal/ imaginary (present) situations

If + Past Simple/Past Continuous,	would/could/might + infinitive.
If I met the Queen on the street (unlikely),	I would ask for her autograph
If I was/were Prime Minister for the day (but I'm not),	I would make everyone pay their fair share of tax.

We can use *should* or *were to* + infinitive to emphasise that the condition is unlikely to happen.

If I **should win** the lottery/If I **were to win** the lottery, I **would give** the money to charity.

Third conditional: unreal/impossible past situations

If + Past Perfect,	would/could/might + have	
	+ past participle	
If we had known you were	we could have met you at the	
coming,	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.

<i>If</i> + Past Perfect,	would/could/might/should + infinitive.	
If extra funding hadn't been	the theatre would no longer	
found,	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

bursary **or not**.

I would have chosen to study abroad **whether or not** I had

I would have chosen to study abroad **whether or not** I had got a bursary.

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 $\mathit{What}\ \mathit{if}\ \ldots\ \mathit{in}\ \mathit{questions}\ \mathit{in}\ \mathit{the}\ \mathit{same}\ \mathit{way}.$

What if the talks fail?

What if your best friend was dating your brother, how would you feel?

What if your parents had never met? You wouldn't be here now.

Omission of if: inversion

In formal language, usually in writing, you can omit *if* and move the auxiliary verb – *should*, *were* and *had* – in front of the subject.

 should and were Should and were suggest the condition is unlikely. Should the order fail to arrive, the company will replace the goods free of charge. (If the order fails) Were it not for the support of her family, the singer would have been unable to pursue her career. (If her family had not supported her) had Had the production failed at the box office, the future of its director would have been uncertain. (If the production had failed) When using inversion, we do not use contractions with negatives in the dependent clauses: If I hadn't won the tickets for The Hunger Games in a raffle, we wouldn't have seen it yesterday. Had I not won the tickets	 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
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 forms of the words in brackets. 1 If I	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 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 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 , you would be very welcome to come to come with us.
 Complete the sentences using the words in brackets. Do not change the order of the words given but add any other words necessary. 1 I'm going to get a job as an extra whether my mother (approve/it) not. 2 (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 (long/she/keep) writing short stories and poems. 4 (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 (condition/you/not/keep) it in our front garden. 6 (suppose/you/win) the audition, would you 	

take one year off school to act in a film?

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.

- Write the second sentence so that it has a similar meaning to the first. Use the word in capitals.
 - 1 He isn't a famous playwright but he acts like someone who is. **AS IF**
 - 2 We have a very small chance of getting tickets for Adele's concert. If we got them, we wouldn't be able to go anyway. **EVEN**
 - **3** If you are not sure, ask somebody who has already seen the play if it's worth seeing. **DOUBT**
 - **4** Do you consider him a talented singer? And if you don't think he is a talented singer, why do you want to see him live in concert? **NOT**
 - 5 I didn't find the plot of his new film very convincing. If it made any impression on me at all, it made me appreciate his previous works more. ANYTHING
 - **6** We'll rehearse the songs from morning till night if need be. **NECESSARY**
 - 7 You look pale. Have you had a shock? AS THOUGH
 - **8** Do you think that he is a good music journalist? And if you think he is a good music journalist, can you explain why? **SO**
 - 9 British audiences rarely, if at all, give shows a standing ovation. EVER
 - 10 There is little or no possibility at all that the series will run for a few more seasons. ANY

8.3 Reporting verb patterns

When we report what someone has said, we can use say, tell, ask or other verbs. Each reporting verb follows a specific pattern:

Pattern	Verbs	Example sentences	
verb + (that) + reported sentence	admit, advise, agree, claim, complain, demand, deny, explain, insist, promise, recommend, regret, threaten	Users complained that Facebook was not responding to their reports of racist abuse and threats. He promised he would send me an email with details of the homework.	
verb + object + (that) + reported sentence	advise, assure, convince, inform, persuade, promise, remind, tell, warn	They've convinced us that social media marketing is very effective. The article reminded me that nursing requires an individualistic approach.	
verb + if/ wh-word + reported sentence	ask, explain, report, wonder	I wonder if LinkedIn will actually help me find my dream job. He tried to explain why tabloids sell much more than broadsheets.	
verb + (that) + personal pronoun + (should) + infinitive without to	beg, demand, insist, propose, recommend, suggest	The student body proposed that they (should) be allowed to use tablets in class. He insisted that we (should) leave our phones behind for the evening.	
verb + infinitive	agree, ask, claim, decide, demand, offer, promise, refuse, threaten	The editors of Wikipedia refused to remove the article. His new film claims to be based on a true story.	
verb + object + infinitive	advise, allow, ask, beg, convince, encourage, forbid, invite, order, persuade, remind, urge, warn	It's vital to encourage children to be very careful when disclosing personal information online. My parents urged me to take part in some form of physical activity.	
verb + gerund	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 + gerund	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 cyber-bullying.
verb + object + preposition + gerund	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.
 - 1 Sarah, you have broken into my Facebook account!
 Sarah's brother accused ______ into his Facebook account.
 - 2 Using electronic translators in class is not allowed.
 Our English teacher forbade ______
 electronic translators in class.
 - **3** What is the daily circulation of this tabloid?

 I wondered ______ of this tabloid was.
 - **4** We must have a video conference call on Skype tomorrow.

Beth insisted that _____ call on Skype tomorrow.

- 5 I have over 400 friends on Facebook alone.

 She boasted _____ on Facebook alone.
- 6 I was not aware that the school's network had been hacked.The administrator denied

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 ______ as he is not one.

2 Complete both sentences in each pair with the correct form of the same verb in the box.

claim	demand	offer	promise	propose	report
1					
Her pare	ents		to bu	y her a new	/
smartph	one if she p	passed	all her exa	ms.	
It		_ to be	a really ex	citing mate	:h but in
the end	it turned o	ut deac	d boring an	d finished	with a 0–0
score.					
2					
I				I we have re	eceived all
	mation bef		_		
	0			to all our go	ood
friends o	gathered he	ere toda	ay.		
3					
	a is suppos				ne of the
	untain scer				
	forum adm				to change
-	in when yo	u repor	ted the iss	ue?	
4					.1 . 1
	eir last argu				
	ntacting hei / IT project	-	-		
	effort, team		•		
5	enort, team	WOIK, a	ind attentio	on to detail	
•	eople still _			that there	is no firm
	e to link the				
	nputers to i		_	nordo nom	priorico
	hased item			aed, vou ca	ın
	yo			-	
6	,		,	5	
Several I	local reside	nts hav	re		seeing
a strang	e bright lig	ht in th	e sky.		
The first	group of c	onscrip	ts		for duty at
basic tra	ining camp	s yeste	erday.		

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) Felix Kjellberg's videos have been watched more than eight billion times. (active)
 - → Felix Kjellberg'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) Felix Kjellberg's videos have been watched more than eight billion times. (active)

It is believed that Felix Kjellberg's videos have been watched more than eight billion times. (passive)

The survey has reported that his annual income has been growing rapidly over the last few years. (active)

It has been reported that his annual income has been growing rapidly over the last few years. (passive)

Statements which follow patterns such as the following can only use the second impersonal report structure.

Some people have argued that it is important to ban mobile phones from schools.

It has been argued that it is important to ban mobile phones from schools.

Educationalists claim that mobile phones should be banned

→ It is claimed that mobile phones should be banned from schools.

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
	lt
2	Surveys have reported that eighty-five percent of
3	
	teenagers watch at least one music video every day.
	Eighty-five percent
	lt
4	We know that technology has been changing the way
	students approach their schoolwork at home.
	Technology
	lt
5	Educationalists believe that overuse of the Internet is
	reducing students' attention span.
	Overuse
	lt
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
	lt
C	omplete the sentences using the words in brackets.
D	o not change the order of the words given but add

2 any other words necessary.

ı	(it/often/claim) that the world has			
	become too dependent on the Internet.			
2	Three hackers (presume/breach)			
	a sophisticated computer security system for months			
3	Teenagers (assume/be) the most			
	proficient users of the Internet within the family.			
1	(it/hope/technology) can improve			
	rather than hinder the growth of literacy.			
5	More and more elderly people nowadays			
	(say/get) to grips with social media.			

Inversion after adverbials 9.3

When we want to emphasise a word, phrase or clause in English, we can do this by bringing it to the front of a sentence. This is frequently done with negative or limiting adverbials in order to make a sentence seem more dramatic or emphatic.

When negative or limiting adverbials are placed at the start of a sentence, the usual word order of subject + verb is inverted and we follow the same word order as that used for most questions.

Adverbial + auxiliary do/does/did + subject + verb (base form)

The devastation after the earthquake was terrible. We rarely see such complete destruction after earthquakes!

Rarely do we see such complete destruction after earthquakes!

Adverbial + auxiliary have/has/had + subject + verb (past participle)

In our judgement, the aid agencies collaborated extremely well. We have never witnessed cooperation as successful as this before.

Never before have we witnessed cooperation as successful as this.

Adverbial + modal auxiliary + subject + verb

The mudslide covered the village. We could never go there again.

Never could we go there again.

Adverbial + is/was + subject

I'm worried. Where is he? He is never so late!

Never is he so late!

Little with negative use, neither

Little is usually used with verbs to do with thinking and knowing, such as: believe, expect, imagine, know, realise, think, understand.

We didn't realise what effect the announcement would have.

Little did we realise what effect the announcement would have.

Neither is usually used with nor.

We wanted neither the book nor the CD.

Neither the book nor the CD did we want.

When little and neither are used to qualify the subject of the verb, there is no inversion.

Little information was available on the subject. Neither he nor I understood what was said.

Negative adverbs showing frequency - never, rarely, seldom

These adverbs are straightforward in their use. They are simply moved to the front position in the sentence when we want to be more emphatic, and followed by an inverted subject and verb.

We rarely attend the meetings.

Rarely do we attend the meetings.

I have never experienced such extreme temperatures.

Never have I experienced such extreme temperatures.

He could seldom bring up the topic of recycling at our weekly meetings.

Seldom could he bring up the topic of recycling at our weekly meetings.

Seldom and rarely can be modified by very.

- Very rarely do we attend the meetings.
- Very seldom could he bring up the topic of recycling at our weekly meetings.

Adverbial phrases containing not

not until, not for a/one moment, not since, not a word I didn't realise how much damage it had caused in our area until the flooding subsided.

→ **Not until** the flooding subsided did I realise how much damage it had caused in our area.

We didn't think, not even for a moment, of giving up hope after the deadly earthquake.

→ **Not for a moment** did we think of giving up hope after the deadly earthquake.

There hasn't been such a disaster in this area since I was a little

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

→ 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!

NB

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 Write the second sentence so that it has a similar meaning to the first. Begin with the words given.

 - **2** There was no other way we could guard against flooding. Only
 - **3** The downpour started outside as soon as the decision to build was reached.

No sooner _____

- **4** We reached home just before the water started to rise. Scarcely _____
- 5 It wasn't until we looked out of the windows that we realised how high the water was.
 Only when
- 6 It had not only flooded the road outside but was starting to come into the garden.

Not _____

- **7** We were definitely not able to stay in the house. Under
- **8** Just as we made the decision to leave, the police arrived in a boat.

9 It's not often that I've felt so worried!

Hardly

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 ____

Find an error in each sentence and correct it.

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.

	We owe it to ourselves and the next generations protecting the environment against further degradation.
2	We would appreciate it when the local community took more interest and participated in environmental projects.
3	Some large corporations and small companies don't really find it easy follow recycling laws and regulations.
4	The meeting's participants agreed to leave to the environmental commission to decide how to bring water pollution under stricter control.
	omplete the second sentence so that it has a similar
	eaning to the first. Use between three and six words cluding the word in capitals.
1	Could you display a 'Vote Green Party' poster in your
	window? We'd be very grateful. APPRECIATE
	We a 'Vote Green Party'
	poster in your window.
2	poster in your window. I am of the opinion that banning traffic in city centres is
2	poster in your window. I am of the opinion that banning traffic in city centres is unnecessary. THINK
	poster in your window. I am of the opinion that banning traffic in city centres is
	poster in your window. I am of the opinion that banning traffic in city centres is unnecessary. THINK I traffic in city centres.
	poster in your window. I am of the opinion that banning traffic in city centres is unnecessary. THINK I traffic in city centres. The council should be responsible for keeping the beaches in our area clean. LEAVE We should keep the
3	poster in your window. I am of the opinion that banning traffic in city centres is unnecessary. THINK I traffic in city centres. The council should be responsible for keeping the beaches in our area clean. LEAVE We should keep the beaches in our area clean.
3	poster in your window. I am of the opinion that banning traffic in city centres is unnecessary. THINK I traffic in city centres. The council should be responsible for keeping the beaches in our area clean. LEAVE We should keep the beaches in our area clean. Accepting that our recycling scheme has failed to gain the support of the local authorities is difficult for us. FIND
3	poster in your window. I am of the opinion that banning traffic in city centres is unnecessary. THINK I
3	poster in your window. I am of the opinion that banning traffic in city centres is unnecessary. THINK I traffic in city centres. The council should be responsible for keeping the beaches in our area clean. LEAVE We should keep the beaches in our area clean. Accepting that our recycling scheme has failed to gain the support of the local authorities is difficult for us. FIND
3	poster in your window. I am of the opinion that banning traffic in city centres is unnecessary. THINK I
3	poster in your window. I am of the opinion that banning traffic in city centres is unnecessary. THINK I
3 4 5	poster in your window. I am of the opinion that banning traffic in city centres is unnecessary. THINK I
3	poster in your window. I am of the opinion that banning traffic in city centres is unnecessary. THINK I
3	poster in your window. I am of the opinion that banning traffic in city centres is unnecessary. THINK I
3 4 5	poster in your window. I am of the opinion that banning traffic in city centres is unnecessary. THINK I
3 4 5	poster in your window. I am of the opinion that banning traffic in city centres is unnecessary. THINK I
3 4 5	poster in your window. I am of the opinion that banning traffic in city centres is unnecessary. THINK I

IRREGULAR VERBS

Infinitive arise [əˈraɪz]	Past Simple	Past Participle arisen [ə 'rɪzən]
awake [əˈweɪk]	awoke [əˈwəʊk]	awoken [əˈmzən]
be [bix]	was/were [wbz/w3x]	been [biːn]
beat [bixt]	beat [birt]	beaten ['bixtn]
become [bɪˈkʌm]	beat [bit's and became [bit's	become [bɪˈkʌm]
begin [bɪˈgɪn]	began [bɪˈgæn]	begun [bɪˈɡʌn]
bend [bend]	bent [bent]	bent [bent]
bet [bet]	bet [bet]	bet [bet]
bite [bait]	bet [bet]	bitten ['bitn]
bleed [bliːd]	bled [bled]	bled [bled]
blow [bləʊ]	blew [blux]	blown [bləʊn]
break [breik]	broke [brəuk]	broken ['brəukən]
breed [brixd]	bred [bred]	bred [bred]
bring [brɪŋ]	brought [broxt]	brought [broxt]
broadcast ['broidkqist]	broadcast ['broidkgist]	broadcast ['broidkqist]
build [bɪld]	built [bɪlt]	built [bɪlt]
burn [bsɪn]	burned [bs:ind]/burnt [bs:int]	burned [bs:nd]/burnt [bs:nt]
burst [bɜɪst]	burst [bɜɪst]	burst [bɜɪst]
buy [baɪ]	bought [boxt]	bought [boɪt]
can [kæn]	could [kʊd]	been able to [biɪn 'eɪbl tə]
catch [kæt∫]	caught [koɪt]	caught [kort]
choose [tʃuːz]	chose [t∫əʊz]	chosen ['t∫əʊzn]
come [kʌm]	came [keɪm]	come [kʌm]
cost [kpst]	cost [kpst]	cost [kpst]
creep [krizp]	crept [krept]	crept [krept]
cut [kʌt]	cut [kʌt]	cut [kʌt]
deal [dixl]	dealt [delt]	dealt [delt]
dig [dɪg]	dug [dʌg]	dug [dag]
do [duː]	did [dɪd]	done [dʌn]
draw [drɔː]	drew [drux]	drawn [drain]
	drew [dri:md]/dreamt [dremt]	
dream [driːm] drink [drɪŋk]	drank [drænk]	dreamed [dri:md]/dreamt [dremt] drunk [drank]
- 0 -		drunk [drajk] driven ['drivn]
drive [draɪv]	drove [drəuv]	
eat [ixt]	ate [et/eɪt]	eaten [ˈiːtn]
fall [foːl]	fell [fel]	fallen [ˈfɔːln]
feed [fiːd]	fed [fed]	fed [fed]
feel [fiːl]	felt [felt]	felt [felt]
fight [faɪt]	fought [foxt]	fought [fort]
find [faɪnd]	found [faund]	found [faund]
fit [fɪt]	fit (AmE) [fɪt]/fitted [fɪtɪd]	fit (AmE) [fɪt]/fitted [fɪtɪd]
flee [fliː]	fled [fled]	fled [fled]
fly [flaɪ]	flew [flux]	flown [fləun]
forbid [fəˈbɪd]	forbade/forbad [fəˈbæd]	forbidden [fəˈbɪdn]
forecast ['fɔːkɑːst]	forecast ['fɔːkɑːst]	forecast ['fɔːkɑːst]
foresee [fɔɪˈsiɪ]	foresaw [fɔː'sɔː]	foreseen [for'sixn]
forget [fəˈget]	forgot [fəˈgɒt]	forgotten [fəˈgɒtn]
forgive [fəˈgɪv]	forgave [fəˈgeɪv]	forgiven [fəˈgɪvn]
freeze [friz]	froze [frəuz]	frozen [ˈfrəʊzən]
get [get]	got [gpt]	got [gpt]
give [gɪv]	gave [geɪv]	given ['gɪvn]
go [gaʊ]	went [went]	gone [gpn]
grind [graind]	ground [graund]	ground [graund]
grow [grand]	grew [gruː]	ground [graond]
hang [hæŋ]	hung [hλη]	hung [hʌŋ]
have [hæv]	had [hæd]	had [hæd]
hear [hɪə]	heard [hsid]	heard [haid]
hide [haɪd]	hid [hɪd]	hidden ['hɪdn]
hit [hɪt]	hit [hɪt]	hit [hɪt]
hold [həʊld]	held [held]	held [held]
hurt [hɜɪt]	hurt [hs:t]	hurt [hsrt]
keep [kiːp]	kept [kept]	kept [kept]
rneel [niːl]	knelt [nelt]	knelt [nelt]
knit [nɪt]	knit [nɪt]/knitted ['nɪtɪd]	knit [nɪt]/knitted ['nɪtɪd]
know [nəʊ]	knew [njuː]	known [nəun]
lead [liːd]	led [led]	led [led]
ieau [ii.u]	leant [lent]/leaned [limd]	leant [lent]/leaned [liznd]
ean [lixn]		leapt lept
ean [liːn] eap [liːp]	leapt [lept]	leapt [lept]
ean [liːn] leap [liːp] learn [lɜːn]	leapt [lept] learned [ls:nd]/learnt [ls:nt]	learned [ls:nd]/learnt [ls:nt]
ean [liːn] eap [liːp] earn [lɜːn] eave [liːv]	leapt [lept] learned [ls:nd]/learnt [ls:nt] left [left]	learned [ls:nd]/learnt [ls:nt] left [left]
lean [liːn] leap [liːp] learn [lɜːn] leave [liːv] lend [lend]	leapt [lept] learned [l3:nd]/learnt [l3:nt] left [left] lent [lent]	learned [ls:nd]/learnt [ls:nt] left [left] lent [lent]
lean [li:n] leap [li:p] learn [ls:n] leave [li:v] lend [lend] let [let]	leapt [lept] learned [l3:nd]/learnt [l3:nt] left [left] lent [lent] let [let]	learned [ls:nd]/learnt [ls:nt] left [left] lent [lent] let [let]
lean [liːn] leap [liːp] learn [lɜːn] leave [liːv] lend [lend]	leapt [lept] learned [l3:nd]/learnt [l3:nt] left [left] lent [lent]	learned [ls:nd]/learnt [ls:nt] left [left] lent [lent]

IRREGULAR VERBS

Infinitive	Past Simple	Past Participle
make [meɪk]	made [meɪd]	made [meɪd] meant [ment]
mean [miːn] meet [miːt]	meant [ment]	meant [ment]
mistake [mɪˈsteɪk]	mistook [mɪˈstuk]	mistaken [mɪˈsteɪkən]
misunderstand [,misAndə'stænd]	misunderstood [ˌmɪsʌndəˈstʊd]	misunderstood [,misʌndə'stʊd]
mow [məʊ]	mowed [məʊd]	mown [məun]
overhear [,əuvə'hɪə]	overheard [,əuvə'hsːd] overtook [,əuvə'tuk]	overheard [,evve texten]
overtake [,əuvə'teɪk] pay [peɪ]	paid [peid]	overtaken [,əuvə'teɪkən] paid [peɪd]
prove [pruɪv]	proved [pruivd]	proved [pruːvd]/proven ['pruːvən]
put [put]	put [put]	put [put]
quit [kwɪt]	quit [kwit]	quit [kwɪt]
read [riːd] ride [raɪd]	read [red]	read [red] ridden ['rɪdn]
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]
rise [raiz]	rose [rəʊz]	risen [ˈrɪzən]
run [rʌn]	ran [ræn]	run [rʌn]
saw [so:]	sawed [soid]	sawn [ssin]/sawed [ssid]
say [seɪ] see [siː]	saw [soː]	seen [siːn]
seek [siːk]	sought [sort]	sought [soxt]
sell [sel]	sold [səʊld]	sold [sould]
send [send]	sent [sent]	sent [sent]
set [set] sew [sau]	set [set] sewed [seud]	set [set] sewn [səun]/sewed [səud]
shake [ʃeɪk]	shook [ʃʊk]	shaken ['ʃeɪkən]
shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]
shoot [ʃuɪt]	shot [ʃɒt]	shot [ʃɒt]
show [ʃəʊ] shrink [ʃrɪŋk]	showed [ʃəʊd] shrank [ʃræŋk]	shown [ʃəʊn] shrunk [ʃrʌŋk]
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]
sink [sɪŋk]	sank [sæŋk]	sunk [saŋk]
sit [sɪt] sleep [sliːp]	sat [sæt] slept [slept]	sat [sæt] slept [slept]
slide [slaid]	slid [slid]	slid [slid]
smell [smel]	smelled [smeld]/smelt [smelt]	smelled [smeld]/smelt [smelt]
speak [spi:k]	spoke [spauk]	spoken ['spəʊkən]
speed [spird] spell [spel]	sped [sped] spelt [spelt]/spelled [speld]	sped [sped] spelt [spelt]/spelled [speld]
spend [spend]	spent [spent]	spent [spent]
spill [spɪl]	spilled [spɪld]/spilt [spɪlt]	spilled [spild]/spilt [spilt]
spit [spit]	spat [spæt]	spat [spæt]
split [split] spoil [spoil]	split [split] spoilt [spilt]/spoiled [spild]	split [split] spoilt [spoilt]/spoiled [spoild]
spread [spred]	spread [spred]	spread [spred]
stand [stænd]	stood [stud]	stood [stud]
steal [stixl] stick [stixl]	stole [staul] stuck [stak]	stolen ['stəʊlən] stuck [stʌk]
sting [Stin]	stung [stʌn]	stuck [star]
strike [straɪk]	struck [strʌk]	struck [strʌk]
swear [sweə]	swore [swox]	sworn [swoɪn]
swell [swel] swim [swim]	swelled [sweld] swam [swæm]	swollen ['swəʊln] swum [swʌm]
take [teɪk]	took [tuk]	taken ['teɪkən]
teach [tixt∫]	taught [to:t]	taught [toit]
tear [tea]	tore [tox]	torn [to:n]
tell [tel] think [θιηk]	told [təʊld] thought [θɔ:t]	told [təʊld] thought [θɔːt]
throw [θrəʊ]	threw [\text{\theta} \text{ruz}]	thrown [07:00]
undergo [ˌʌndəˈgəʊ]	underwent [,Andə'went]	undergone [,Andə'gɒn]
understand [ˌʌndə'stænd]	understood [ˌʌndə'stʊd]	understood [,Andə'stʊd]
undertake [,\nd\textrm{'terk}] upset [\np'set]	undertook [,\and\aatha't\sigmak] upset [\text{Ap'set}]	undertaken [ˌʌndə'teɪkən] upset [ʌp'set]
wake [weik]	woke [wəʊk]	woken ['wəʊkən]
wear [weə]	wore [wor]	worn [wo:n]
weep [wirp]	wept [wept]	wept [wept]
win [wɪn] wind [waɪnd]	won [wan] wound [waond]	won [wan] wound [waond]
wind [waind] withdraw [wiδ'dro:, wiθ-]	wound [waond] withdrew [wið 'druː, wiθ-]	wound [waond] withdrawn [wið'drɔːn, wiθ-]
write [raɪt]	wrote [rəut]	written ['rɪtn]

WORD LIST

facial expression / fei[əl ik'spre[ən/ Unit 1 The ties that bind faithful/loyal /'fer0fəl/'lorəl/ accurate portrayal / ækjərət pərˈtreɪəl/ fall out with sb / forl 'aut wið sambodi/ aloof /əˈluːf/ feign /fein/ ambiguous /æm'brgjuəs/ flatter /'flætə/ I'm flattered when ... anxious /ˈæŋkʃəs/ forthright manner /ˌfɔːθraɪt 'mænə/ appreciate /ə'pri:fieɪt/ free and easy / friz and 'izzi/ ascend the throne /əˌsend ðə ˈθrəʊn/ free will / fri: 'wil/ associate with sb /əˈsəuʃieɪt wɪð ˌsʌmbɒdi/ fun-loving /'fʌn ˌlʌvɪŋ/ at first glance /ət fasst 'glasns/ get on / get 'pn/ at the heart of sth /ət ðə 'hɑːt əv ˌsʌmθɪŋ/ **get on with sth** / get 'pn wið samθiŋ/ avenge /ə'vendʒ/ yo out with sb / gou 'aut wið sambodi/ back each other /'bæk ixt [,∧ðə/ go through a (rebellious) phase /,gəυ θruz ə (rɪ,beljəs) 'feɪz/ be about to do sth/be on the point of doing sth /bi ə,baut tə 'dux ˌsʌmθɪŋ/ | qrow up /,qrəυ 'Δp/ /gibi no do point ov 'durin samθin/ gruelling /'gru:əlɪŋ/ be in dire need of sth /bi in daio 'niid əv sam θ iŋ/ gut reaction / gat ri'ækʃən/ be on the verge of doing sth / bi on $\eth a$, v3:d3 $a v 'du i i j la s Am \theta i j la s Am d i j la s$ have a criminal record /hæv ə ˌkrɪmɪnəl 'rekəɪd/ be realistic /.bi riəˈlɪstɪk/ have all the time in the world /hæv ˌɔɪl ðə ˌtaɪm ɪn ðə 'wɜːld/ be stuck in a rut /bi .stak in a 'rat/ home-baked treat / houm beikt 'trixt/ be supposed to do sth /bi sə,pəuzd tə 'dur ˌsʌmθɪŋ/ honoured /'pnəd/ befriend sb /bi'frend sambodi/ idealistic /aɪˌdɪəˈlɪstɪk/ birthday treat /ˌbɜːθdeɪ 'triːt/ impetuous /im'petfuəs/ blind /blaind/ imposing stature /Im.pouzin 'stætʃə/ blot out memories /,blot aut 'memoriz/ impractical /ım'præktıkəl/ bond (with/between sb) /'bond wið/bi,twi:n ,sambodi/ impress /m'pres/ captivating narrative / kæptiveitin 'nærətiv/ impressionable /ɪm'prefənəbəl/ carefree /'keə,friː/ impressive /Im'presIV/ caste /kasst/ inseparable /ɪnˈsepərəbəl/ catch sb's imagination / kætʃ sambodiz i,mædʒi'nei[ən/ introspective / intro'spektiv/ charitable/charity work /'tfærɪtəbəl/'tfærəti wɜːk/ /liw nera, / liw nori chatty /'t fæti/ irreverent /i'reverent/ cluttered /'klntəd/ length /leηθ/ coincide /.kəuən'saɪd/ lengthen/elongate /'lenθən/'iːlongeɪt/ coincidence /kəʊˈɪnsɪdəns/ coincidental /kəʊ.ɪnsɪˈdentl/ lifelong bond / larflon 'bond/ live up to sth / liv 'Ap tə SAM θ Iŋ/ come across sb/sth /,knm ə'krps ,snmbpdi/,snmθιη/ lofty heights / lofti 'harts/ compelling story /kəmˌpelɪŋ 'stəːri/ look after sb / luk 'a:ftə sambodi/ complex /'kpmpleks/ look up to sb / lok 'Ap to sAmbodi/ compromise /'kpmprəmaiz/ lose one's sight / luz wanz 'sait/ conceive /kən'sixv/ melancholic /.melən'kplik/ condone an idea /kənˌdəun ən aɪ'dɪə/ minor crime /mainə 'kraim/ confide in sb/one's problems to sb /kən'faɪd ɪn ˌsʌmbɒdi/wʌnz 'prɒbləmz tə .sambpdi/ miss out / mis 'aut/ conjure up memories /ˌkʌndʒər ʌp ˈmeməriz/ modest presence/unassuming manner / modest 'prezens/, Ane, sjurmin considerate/thoughtful /kənˈsɪdərət/ˈθɔːtfəl/ 'mænə/ content (adj) /kən'tent/ more than one's fair share / mor ðan wanz fea 'fea/ contradict sth /ˌkɒntrəˈdɪkt ˌsʌmθɪŋ/ nod in approval / nod in ə'pruːvəl/ not bat an eyelid /not bæt ən 'ailid/ contradiction / knntrə dık [ən/ not have a bad word to say about sb /nnt |hæv ə bæd |wsid tə 'sei ə,baut contradictory / knntrə dıktəri/ count on sb /'kaunt on sambodi/ .sambpdi/ nuclear family / njuːkliə 'fæməli/ deaf /def/ obstinate/stubborn /'pbstinat/'staban/ deep in thought / disp in 'θost/ offer insight into sth / pfər 'ınsaıt ıntə ˌsʌmθɪŋ/ depend on sth /di'pend pn sam θ i η / on closer inspection /pn klausar in spek fan/ /betuev'ıb/ detoevd/ opposition / ppə'zıjən/ diminutive stature /dəˌmɪnjətɪv 'stætʃə/ part /part/ disadvantaged / disəd'va:ntid3d/ pensive /'pensiv/ disrespectful / disri'spektfəl/ distant /'distant/ plead with sb to do sth / pli:d wið sambodi tə 'du: samθιη/ possess /pəˈzes/ distrust /dis'trast/ down-to-earth/practical /ˌdaʊn tu ˈɜːθ/ˈpræktɪkəl/ poverty-stricken /'povəti strikən/ privileged background / privəlidad 'bækgraund/ drunk /drank/ proceeds /'prəusi:dz/ enduring /ɪn'djuərɪŋ/ enterprising /'entəpraiziŋ/ protagonist /prəʊˈtægənɪst/ put on a brave face / put on a breiv 'feis/ envious of sb/sth /'envios av sambodi/samθιη/ put one's foot down / put wanz 'fut daun/ equanimity / ekwə'nıməti/ evolve /r'vplv/ put sth together / put samθin təˈgeðə/ faced with sth /'feɪst wið ˌsʌm θ ɪŋ/ put up with sb/sth / put 'Ap Wið sAmbodi/sAmθiŋ/ facet /'fæsit/

quick-witted/sharp / kwik 'witid/faip/

reach the dizzy heights /ˌriːt∫ ðə ˌdɪzi 'haɪts/

redress /rɪˈdres/

require approval /rɪˌkwaɪər əˈpruɪvəl/

resentment /rɪˈzentmənt/

resistance to sth /rɪ'zɪstəns tə ˌsʌmθɪŋ/
see the best in people /ˌsiː ðə 'best ɪn ˌpiːpəl/

shift /fɪft/

shortcoming /'foxt,kamin/

sing sb's praises / sin sambodiz preiziz/

slip by /slip bai/

split second / split 'sekend/

split up / split 'Ap/

spoiler alert /'spoiler alist/

staged /steid3d/

stand by sb /'stænd bar 'sambodi/

succour /'sʌkə/

suffer/face hardships / sAfə/,feis 'haidʃips/ she suffered many hardships

sustain /sə'steɪn/

take after sb /'teik arfta sambodi/

take oneself too seriously / teik wan self tur 'siəriəsli/

take up with sb / teik 'Ap Wið sambodi/

thankful /'0ænkfəl/

the ripe old age of (80) /ðə raip əuld eidz əv ('eiti)/

through thick and thin /0rux ,0xk ən '0xn/

touched /tʌtʃt/
trait /treɪt/

trust sb with sth /'trast sambodi wið samθιη/

trustworthy/untrustworthy /'trast,wa:ði/an'trast,wa:ði/

unbreakable /nn'breikəbəl/ unconditionally /ˌʌnkən'dɪʃənəli/ undying friendship /ʌnˌdaɪ-ɪŋ 'frendʃip/

unfold /An'fəuld/

unprejudiced /,\n'pred3vdist/ unwavering /\n'weivərin/

upset / \Ap'set/

upstanding citizen /Ap,stændin 'sitizen/

uptight /'nptart/ vagabond /'vægəbond/ voluntary /'voləntəri/ volunteer (n, v) /,volən'trə/

Unit 2 Learning for life

a calm comes over me /ə ˌkɑːm kʌmz 'əuvə mi/

a fair amount /ə ˌfeər əˈmaʊnt/

a first-class knowledge of sth /ə <code>f3:st _kla:s 'nplid3 əv _sxm θ iŋ/</code>

acclimatise /əˈklaɪmətaɪz/

actively /'æktɪvli/

adjust to sth /ə'dʒʌst tə ˌsʌm θ ɪŋ/ all of a sudden /ˌɔːl əv ə'sʌdn/

all the (books) under the sun <code>/</code> /ɔːl ðə (ˌbuks) <code>,</code> Δ də 'sʌn/

allowance /əˈlaʊəns/

argue (on a topic) /ˌɑːgjuː (ɒn ə 'tɒpɪk)/
a weight has been lifted /ə 'weɪt həz biːn ˌlɪftɪd/

bankruptcy /'bænkraptsi/

be a case in point /bi ə ˌkeɪs ɪn 'pɔɪnt/ be a great help /bi ə ˌgreɪt 'help/

be at a disadvantage /,bi ət ə ,dɪsəd'vɑːntɪdʒ/ be faced with sth /bi 'feɪst wið ,sʌmθιη/

be in a hurry / bi in ə 'hʌri/

be in the same boat /,bi in ðə ,seim 'bəut/ be out of one's depth /bi ,aut əv wʌnz 'depθ/ be swimming in sth /,bi 'swimiŋ in ,sʌmθɪŋ/ break the monotony /,breik ðə mə'nɒtəni/ break up the routine /,breik ʌp ðə ruː'ti:n/ breeze through sth /'briz θruː ,sʌmθɪŋ/

broaden /'broidn/

brush up on sth /,bra∫ 'ap pn ,samθιη/ bundle of nerves /,bandl əv 'nɜːvz/

butterflies in one's stomach / bʌtəflaɪz ɪn wʌnz 'stʌmək/

character building /'kærəktə ˌbɪldɪŋ/

clear a debt /,kliər ə 'det/ clear one's head /,kliə wʌnz 'hed/

coach /kəʊtʃ/
coherent /kəʊ'hɪərənt/
commence /kə'mens/

committed to sth /kəˈmɪtəd tə ˌsʌmθɪŋ/
community of practice /kəˌmiuːnəti əv ˈpræktɪs/

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 /'dissent/
determine /dr'ts:min/

dismiss an idea /dɪsˌmɪs ən aɪˈdɪə/

draw closer / drox 'klausa/

easy/hard to come by $\slash\mbox{\em hard}$ to $\slash\mbox{\em hard}$ to $\slash\mbox{\em hard}$

entrepreneur /ˌɒntrəprəˈnɜː/

ever-reliable/dependable / evə rı'laıəbəl/dı'pendəbəl/

exorbitant /Ig'zɔːbɪtənt/familiarise /fɔˈmɪliəraɪz/

feel an affinity with sb /ˌfiːl ən əˈfɪnəti wɪð 'sʌmbɒdi/ flit between subjects /ˌflɪt bɪˌtwiːn ˈsʌbdʒɪkts/ frazzled/exhausted /ˈfræzəld/ɪgˈzɔːstəd/

gauge /geid3/

generalise /'dʒenərəlaɪz/

get a good night's sleep /get ə good narts 'slirp/

get a grip /,get ə 'grip/
get cold feet /,get kəuld 'fiit/
get put off /,get put 'pf/

yie sth serious thought $\mbox{ ',giv}$, $\mbox{ give sth serious thought }\mbox{ 'limit}$

go through the roof /ˌgəʊ θruː ðə ˈruːf/

hammer sth into sb /'hæmə ˌsʌmθɪŋ ˌɪntə ˌsʌmbɒdi/

have a good understanding of sth /hæv ə $_1gud$ _nand='stændin əv _sam θ in/

have a moment to spare /,hæv ə 'məumənt tə ,speə/

have reservations / hæv rezə'veifənz/

head /hed/

homeschooling /ˈhəʊmˌskuːlɪŋ/

hurdle /'hardl/

improvised /'improvaizd/
in a while /in o 'wail/
internship /'intsin[ip/
invaluable /in'væljuobol/
justification /,d3Astifi'kei[on/

keep one's composure /,ki:p wanz kəm'pəυʒə/ keep things in perspective /,ki:p θιŋz ın pə'spektɪv/

kick in / kik 'in/

lap sth up /ˌlæp ˌsʌmθɪŋ 'ʌp/ lead up to sth /ˌliːd 'ʌp tə ˌsʌmθɪŋ/

leap into the unknown / lisp Into ði An'noun/

lighten up /ˌlaɪtn 'ʌp/ looming /'luːmɪŋ/ madness /'mædnəs/

make a point of doing sth $\,$ /merk ə $\,$,point ov $\,$ 'duin, $\,$, $\,$ known $\,$ /merk a point of doing sth $\,$ /merk a p

make a slightly impulsive decision /meɪk ə ˌslaɪtli ɪmˌpʌlsɪv dɪ'sɪʒən/

manic /'mænɪk/ massively /'mæsɪvli/

meet the deadlines /,mixt ðə 'dedlarnz/

memorise /'meməraɪz/

WORD LIST

minefield /'mainfield unparalleled /nn'pærəleld/ mishap /'mishæp/ **upcoming** /'Ap,kAmIη/ module /'modju:1/ use common sense / juzz komon 'sens/ muster the energy / mastə ði 'enədʒi/ use one's initiative / ju:z wanz I'nIfətIV/ my heart is pounding /mai hait iz 'paundin/ utilise pre-existing networks / juxtilaiz prixig zistin 'netwarks/ my mind goes blank /mai ,maind gouz 'blænk/ value sth over sth /'væljuː ˌsamθɪŋ ˌəυvə ˌsamθɪŋ/ narrow sth down /nærəʊˌsʌmθɪŋ 'daʊn/ vary /'veəri/ nervous wreck / naivas 'rek/ venture further afield / ventsə afaidə əfaidd not have a clue/a hope /,not hæv ə 'kluː/ə 'həup/ visualise /'vɪʒuəlaɪz/ notch up a win/a score /ınot∫ ap ə 'wɪn/ə 'skɔː/ weigh sth up / wei samθin 'ap/ offer guidance / pfə 'gardəns/ worth one's while /wail wanz wail/ online video tutorial /ˌɒnlaɪn ˌvɪdiəʊ tjuːˈtɔːriəl/ write sth off /,rait ,samθin 'pf/ overseas /,əuvə'sizz/ paperwork /'peipawaik/ Unit 3 Let's eat past papers / paist 'peipaz/ perfect a skill /pəˌfekt ə 'skɪl/ ackee /'æki/ personalise /'passanalarz/ adopt a policy /əˌdɒpt ə 'pɒləsi/ persuasively /pəˈsweɪsɪvli/ aesthetic pleasure /iːsˌθetɪk 'pleʒə/ pile up /parl 'Ap/ ailment /'erlmant/ plagiarise /'pleid3əraiz/ anticipation /æn,tɪsɪˈpeɪ[ən/ plagiarism /'pleɪdʒərɪzəm/ appalled by sth /ə'pɔːld baɪˌsʌmθɪŋ/ plastered in sth /'plasstad in sam θ iŋ/ appreciation /əˌpriɪʃi'eɪʃən/ prime/striking/extreme/graphic/notable example /,praim/,straikin/ apricot /'eiprikot/ ik,stri:m/,græfik/,nəutəbəl ig'za:mpəl/ associations /əˌsəʊsi'eɪʃənz/ prod /prod/ baby octopus /,beibi 'pktəpəs/ prospect of sth /'prospekt əv ˌsʌmθɪŋ/ basil /'bæzəl/ rambling /'ræmblɪŋ/ beetle /'bixtl/ rational /'ræʃənəl/ beetroot /'bixtruxt/ rationalise /'ræ∫ənəlaız/ bend over backwards / bend over bækwadz/ recognise /'rekəgnaiz/ bland/tasteless /blænd/'teistləs/ recognition / rekəg'nıʃən/ buckwheat /'bakwist/ register for sth /'redʒɪstə fə ˌsʌmθɪŋ/ burning/key/sensitive questions /,b3:n1n/,kiz/,sensativ 'kwestfanz/ regurgitate /rɪˈgɜːdʒɪteɪt/ buzzy /'bazi/ repay/pay off a loan /rɪ,peɪ/peɪ ,pf ə 'ləun/ capers /'kerpəz/ repeatedly /rɪˈpiːtədli/ carry on / kæri 'on/ reread / rix'rixd/ cashew /'kæʃuː/ restrict /rɪˈstrɪkt/ cassava /kəˈsɑːvə/ retain information /rɪˌteɪn ˌɪnfəˈmeɪʃən/ chewy /'t ʃuːi/ revise /rɪ'vaɪz/ chink/clink (n, v) /t∫ıŋk/klıŋk/ revision /rɪ'vɪʒən/ chop sth off / $_t$ fdp $_s$ am θ ig 'df/ saddled with debt /sædəld wið 'det/ clam /klæm/ sail through exams / seil θru: ig'zæmz/ clove of garlic / klauv av 'garlik/ scribble /'skribəl/ cod /kpd/ set sth out / set $_{\text{i}}$ sam θ in $_{\text{i}}$ aut/ cognitive/emotional/learning difficulties /,kpgnətɪv/ɪ,məuʃənəl/,lɜːnɪŋ share one's expertise / See wanz ekspartiz/ 'dıfıkəltiz/ share the same concerns as sb / seim kən'ssinz əz sambodi/ conductor /kən'dʌktə/ socialisation /ˌsəʊʃəlaɪˈzeɪʃən/ conjure /'kʌndʒə/ solely /'səʊlli/ consume /kən'sjuːm/ stand out from the crowd /stænd ,aut from ðo 'kraud/ contributor to sth /kənˈtrɪbjətə tə ˌsʌmθɪŋ/ step outside one's comfort zone / step aut said wanz 'kamfət zəun/ cooped up / kurpt 'Ap/ substantially /səb'stæn[əli/ coriander /ˌkɒriˈændə/ summarise /'sʌməraɪz/ crepe /kreip/ summary /'sʌməri/ cringe (at sth) /'krɪndʒ (ət ˌsʌm θ ɪŋ)/ summon up the courage / samən ap ðə 'karıdʒ/ crispy /'krɪspi/ take a proactive approach / teik ə prəu'æktıv ə prəutʃ/ crunch /krants/ take sth in one's stride / teik samθin in wanz 'straid/ cuisine /kwɪˈziːn/ tangible /'tændʒəbəl/ cut back on sth / kat 'bæk pn , sam $\theta n\eta$ / teeter on the edge / tixto on ði 'edg/ cut sth off /,kAt ,sAm θ Iŋ 'pf/ the odds of sth $/\delta i \operatorname{pdz} \operatorname{pv}_{i} \operatorname{sam} \theta \operatorname{in} /$ cutlery /'kʌtləri/ the world is your oyster /ðə ˌwɜːld ɪz jə 'ɔɪstə/ delectable/processed/toothsome food /dr.lektəbəl/,prəusest/,tu:0səm thoroughly /'0Arəli/ deliciousness /di'lı [əsnəs/ to hand /tə 'hænd/ desire /dɪˈzaɪə/ top up sb's drink / top Ap sambodiz 'drink/ desperate/uncontrollable cravings /,desperat/,Ankan,traulabal 'kreɪvɪnz/ top up a phone /top ,Ap a 'faun/ tutor /'tjuxtə/ dietary/food choices /'darətəri/'fuːd ˌtʃɔɪsɪz/ type sth up / taɪp ˌsʌmθɪŋ 'ʌp/ dietary requirements / darətəri rı'kwarəmənts/

dine out / dain 'aut/

underestimate /, Andar'estimeit/

discourage sb from doing sth /dis,karid3,sambodi from 'duiin,samθin/ obesity /əʊˈbiːsəti/ dish sth out / $di\int_{-1}^{1} sam\theta in 'aut/$ occupation /ˌɒkjəˈpeɪ∫ən/ disheartened /dishartnd/ occupational therapy /ˌpkjəˌpeɪʃənəl 'θerəpi/ disillusioned with sth / disi'lu:3ənd wið samθiŋ/ off /pf/ distress /dr'stres/ okra /'pkrə/ **drink sth up** /ˌdrɪŋk ˌsʌmθɪŋ 'ʌp/ overbearing /ˌəʊvəˈbeərɪŋ/ drop of (lemon juice) / drop əv ('lemən dʒuɪs)/ overconsumption / əʊvəkən'sʌmpʃən/ overcooked /ˌəʊvəˈkʊkt/ eat sth up /ixt $s \Lambda m \theta m ' \Lambda p /$ element /'eləmənt/ ovster /'pista/ elemental / elə mentl/ paprika /ˈpæprɪkə/ elusive/fuzzy/keen sense of sth /I,lu:siv/,fazi/,ki:n 'sens əv ,samθin/ parsley /'parsli/ emotion /ɪˈməʊʃən/ perfumed /'psrfjurmd/ emotional response /I,məuʃənəl rI'spons/ pick at sth /'pik ət ˌsʌmθɪŋ/ emphasise /'emfəsaɪz/ /(tl:ce') ve ltnid'/ (tso:lt)/ end up (doing sth) / end Δp ('duːɪŋ ˌsʌmθɪŋ)/ plan ahead / plæn ə'hed/ essence /'esəns/ pop /pop/ essential /I'sen[əl/ | your sth out /por samθin 'aut/ factor /'fæktə/ precious /'prefəs/ fatigue /fəˈtiːg/ produce /'prodjuss/ fatigued /fə'ti:gd/ promote healthy eating habits /prə,məut ,hel0i 'i:tɪŋ ,hæbɪts/ feel low /.fixl 'lau/ proposal /prəˈpəuzəl/ fibre /'faɪbə/ psychological /,sarkə'lpdzrkəl/ fill sb up /,fil ,sambodi 'ap/ psychology /sar'kplədʒi/ fine dining / fain 'dainin/ rage /reidz/ rare/special/Christmas treat /,reə/,spefəl/,krisməs 'tri:t/ fleeting/simple pleasures /ˌfliːtɪŋ/ˌsɪmpəl 'pleʒəz/ flick through sth / flik 'θruz samθin/ reward system /rɪ'wɔɪd ˌsɪstəm/ French fries/chips / frent fraiz/t fips/ roast beef/pork / roust 'bitf/'potk/ freshness /'fresnes/ saffron /'sæfrən/ full-on / ful 'on/ salt pot /'so:lt pot/ fussy eater / fasi 'ixtə/ sardine / sar'dim/ garnish /ˈgɑːnɪʃ/ savoury /'servəri/ gather /'gæðə/ sb's pet hate / sambodiz pet 'heit/ give sth up / $giv_s nm\theta in 'np/$ sedentary /'sedəntəri/ glutinous /ˈgluːtɪnəs/ sensation of pleasure /sen_seifən əv 'plegə/ | qobble sth up / gbol ,samθin 'Ap/ shellfish /'[el,f1[/ /(ctrcw') ve qis, / (two:ta)/ good manners / god 'mænəz/ goose /guis/ sizzle /'sɪzəl/ grasshopper /'grasshoppe/ slice sth off /slars sam θ in 'pf/ greasy /'grissi/ slimy /'slaɪmi/ hand sth out / hænd s s amθ in 'aut/ smoked mackerel / smoukt 'mækərəl/ harvest /'harvest/ snack on sth /'snæk on samθιη/ have a fit /hæv ə 'fit/ soggy /'spgi/ health promotion /'helθ prəˌməʊʃən/ spoonful of (honey) / spu:nful əv ('hʌni)/ home-grown food /,həum grəun 'fuːd/ sprig of (parsley) / sprig av ('parsli)/ hum /hʌm/ squid /skwid/ hushed /hʌʃt/ starched tablecloth / startst 'terbəlkloθ/ impact /'impækt/ stick of (celery) / stik av ('selari)/ implement /'implement/ stock up on sth / $_{1}$ stok ' $_{1}$ p on $_{1}$ sam θ iŋ/ inferior /ɪnˈfɪəriə/ stodgy /ˈstɒdʒi/ influence /'Influens/ stringy /'strɪŋi/ influential /ˌɪnflu'enʃəl/ struggle on /,strAgəl 'pn/ interfere with sth / Intəˈfɪə wið ˌsʌmθɪŋ/ sugar craving /'[ugə kreɪvɪŋ/ kidneys /'kɪdniz/ take sth over / teik samθin 'əuvə/ knob of (butter) / nob əv ('bʌtə)/ tea-soaked /'tiz səukt/ leek /liːk/ tidiness/untidiness /'taɪdinəs/ʌn'taɪdinəs/ legitimate /ləˈdʒɪtəmət/ tidy up / taɪdi 'ʌp/ lick /lɪk/ trigger /'trigə/ life-threatening /'laɪf ˌθretənɪŋ/ \ledebicv'enn,\ aldabiovanu liver /'lɪvə/ uncontrollable drinking/eating binges /ˌʌnkənˌtrəʊləbəl ˈdrɪŋkɪŋ/ˈiːtɪŋ lobster /'lobstə/ bind3iz/ lump of (cheese) / lamp av ('tfiz)/ universal / jurnə'varsəl/ madeleine /'mædleɪn/ universe /'juinəvais/ meaningfulness / mixninfolnos/ unwelcoming /ʌnˈwelkəmɪŋ/ veal /vi:1/ neuroscience /'njuərəu,sarəns/ nutmeg /'nntmeg/ venison /'venizən/ nutrition /njux'trɪʃən/ wash up / wp∫ 'Ap/

wellbeing /wel'bixin/

nutritional /njux'trıʃənəl/

WORD LIST

wolf sth down / wulf samθin 'daun/ effectiveness /əˈfektɪvnəs/ wrap /ræn/ enhance performance/interest /in_hains pa'faimans/'intrast/ yuck! /jʌk/ enjoy a resurgence /In,d301 a r1's31d3ans/ zone out /zəun 'aut/ enlarged /in'laidad/ enrich /in'rit [/ enterprise /'entapraiz/ erase /i'reiz/ Unit 4 The new thing ever-better / evə 'betə/ abundance /əˈbʌndəns/ exercise bike /'eksəsaiz baik/ abundant /əˈbʌndənt/ expend /ik'spend/ accomplish /əˈkʌmplɪʃ/ expense /ik'spens/ accomplished /əˈkʌmplɪſt/ extensive /ık'stensıv/ accomplishment /əˈkʌmplɪʃmənt/ fall by the wayside / foil bar ðə 'weisaid/ add to sth /'æd tə ˌsʌmθɪŋ/ fan base /'fæn beis/ advance /əd'va:ns/ fibreglass /'faɪbəglaɪs/ advantage sb /əd'vaintida ,sambodi/ formerly exclusive / formali ik'sklursiv/ aerodynamic / eərəudai'næmik/ from scratch /from 'skrætʃ/ affluence /'æfluents/ fuel improvements / fju:əl im'pru:vmənts/ affluent /ˈæfluənt/ gimmick /ˈgɪmɪk/ alter /ˈɔːltə/ give way to sth /giv 'wei tə sam θ iŋ/ alternate (v) /'piltaneit/ glare /gleə/ alternate (n) /ɔːlˈtɜːnət/ herald the arrival of sth / herald δi ə'raɪvəl əv ˌsʌmθɪŋ/ alternative (n, adj) /ɔːl'tɜːnətɪv/ hold sb/sth in esteem / həυld sambodi/samθın ın ı'stixm/ amongst /əˈmʌŋkst/ horn /hom/ apparent /ə'pærənt/ ignorance /'ɪgnərəns/ approach (n) /ə¹prəut∫/ ignorant /'rgnərənt/ approach sth /əˈprəutʃˌsʌmθɪŋ/ ignore /ɪgˈnɔː/ approachable /əˈprəutʃəbəl/ in a way /In ə 'wei/ arguably/presumably /'aɪgjuəbli/prɪ'zjuɪməbli/ inanimate object /ɪnˌænɪmət 'pbdʒɪkt/ as a matter of fact /əz ə ˌmætər əv 'fækt/ incremental gain / Inkra mentl 'geIn/ ascendancy /ə'sendənsi/ remain in the ascendancy indeed /ɪn'diːd/ ascendant /əˈsendənt/ industry standard / indəstri 'stændəd/ assimilate /əˈsɪməleɪt/ ingenuity / Indzə'njurəti/ attach a file/a photo /ə,tætʃə 'faɪl/ə 'fəutəu/ interestingly, .../curiously, ... /'ɪntrəstɪŋli/'kjuəriəsli/ **authentic** /ɔːˈθentɪk/ leak in / lizk 'm/ authenticity /ˌɔːθen'tɪsəti/ legitimacy /lɪˈdʒɪtəməsi/ aware /əˈweə/ legitimate /ləˈdʒɪtəmət/ awareness /alweanas/ legitimise /lɪˈdʒɪtəmaɪz/ backlash against sth /'bæklæʃ əˌgenst ˌsʌmθɪŋ/ log on to Facebook/a wi-fi network /log on to 'feisbuk/ə 'wai fai netwaik/ better /'betə/ mainstream /'meɪnstriɪm/ bookmark a website/a homepage /,bukmark ə 'websart/ə 'həumperdʒ/ make strides / meik 'straidz/ bring out/release /,brin 'aut/ri'li:s/ manageable /'mænɪdʒəbəl/ capitalise on sth /'kæpıtəlaiz on sam θ ıŋ/ manifest (v, adj) /'mænifest/ careless /'keələs/ manifestation / mænife'steifən/ carelessness /'keələsnəs/ modern counterpart / modn 'kauntəpart/ cassette /kəˈset/ music piracy / mju:zik 'paiərəsi/ cheapen /'tsirpən/ nick /nɪk/ come into prominence /,knm ,into 'prominons/ novice (n, adj) /'novis/ commercial flop /kəˌmɜːʃəl ˈflɒp/ nurture /'nartfə/ composite /'kpmpəzət/ optimal /'pptimal/ compromise sth for convenience / kpmprəmaiz samθin fə kən'vizniəns/ optimise /'pptimaiz/ concise /kən'saɪs/ optimum /'pptiməm/ consistency /kən'sıstənsi/ outsell sth /aut'sel samθιη/ consistent /kən'sistənt/ pace /peis/ contactless debit card / kontæktles 'debit kaid/ package /'pækɪdʒ/ copyright /'kppirait/ pedometer /pe'dpmitə/ cue /kjuː/ phonograph /'fəunəgraxf/ current-day / kArant 'dei/ plainly /'pleɪnli/ decline /dɪ'klaɪn/ plot /plot/ dependable /dr'pendəbəl/ pole /paul/ deter /dɪˈtɜː/ popularity / popje'læreti/ devoted /dr'vəutəd/ portability / porta bilati/ diligence /'dɪlɪdʒənts/ portable /'postabal/ diligent /'dɪlɪdʒənt/ post a comment / paust a 'koment/ download /'daunlaud/ potentially /pə'tenʃəli/ download an app/an attachment /daun,loud on 'æp/on o'tæt[mont/ predominance /pri'dominans/ downturn in sth /'daunta:n in .samθin/

predominant /pri'dominant/

draw the line /ˌdrɔː ðə ˈlaɪn/

press /pres/ prevail /pri'veil/ privacy /'privəsi/ proliferation /prəˌlɪfəˈreɪʃən/ prolific /prəˈlɪfɪk/ prominent /'prominent/ provider /prə'vaidə/ prowess /'prauəs/ purpose-built / ps:pes 'bilt/ **push sth out** / puʃ samθɪŋ 'aut/ push the limits / puʃ ðə 'lımıts/ regrettably /rɪˈgretəbli/ reluctance /rɪˈlʌktəns/ reluctant /rɪˈlʌktənt/ resurgent /ri'saidaant/ retail at (\$1,000) /'rixterl at/ ride on sth /'raid on sam θ iŋ/ royalties /'rɔɪəltiz/ savour /'servə/ sb's brainchild / sambodiz 'breint faild/ seemingly mundane /ˌsiːmɪŋli mʌn'deɪn/ set a record / set a 'rekard/ share a link/a photo / [eər ə ˈlɪŋk/ə ˈfəʊtəʊ/ significantly /sig'nifikəntli/ simplicity /sım'plısəti/ soundproof /'saundpruxf/ sponsorship deal /'sponsəʃɪp diːl/ sports gear /'sports gra/ squeeze into sth /'skwi:z ˌɪntə ˌsʌmθɪŋ/ store /stor/ stream music/a video /striːm ˈmjuːzɪk/ə ˈvɪdiəu/ streamlined /'strixm.laind/ strikingly, ... /'straikinli/ superficial / surpo'fifol/ superior /sur'praria/ swipe a card / swarp ə 'kard/ talk sb through sth / to:k sambodi 'θru: samθιη/ time /tarm/ to some extent /tə ˌsəm ɪk'stent/ track /træk/ track and field /.træk ənd 'fixld/ transistor radio /træn,zistə 'reidiəu/ ultra-light /'nltrəlaɪt/ update one's profile/status /Ap,deit wanz 'proufail/'steitos/ utilise /'juxtrlarz/ venue /'venju:/

Unit 5 All in a day's work

/breksrd/ /varnel 'rekerd/

wireless router /warələs 'ruxtə/

a flying start to sth /ə ˌflaɪɪŋ ˈstɑːt tə ˌsʌmθɪŋ/ acknowledge /ək'nplid3/ adaptability /əˌdæptəˈbɪləti/ adaptable /əˈdæptəbəl/ amount to (£200) /ə'maunt tə/ applicant /'æplikənt/ application / æpli'keijən/ apply /əˈplaɪ/ assortment /əˈsɔːtmənt/ at a loss/at sea /,ət ə 'lɒs/,ət 'siː/ authentic /ɔːˈθentɪk/ authenticity /ˌɔːθen'tɪsəti/ back /bæk/ backer /'bækə/ barista /baɪr'iɪstə/ be snowed under /bi snoud 'Ando/

break into the job market / breik into ða 'dabb imarket/ bring sb in / brin sambodi 'in/ brush up on one's skills /braf, ap on wanz 'skilz/ build a brand/a business/a customer base /,bild ə 'brænd/ə 'biznəs/ə .kastəmə 'beis/ by accident/by chance /bai 'æksədənt/bai 'tʃɑːns/ by means of /bar 'mixnz əv/ by virtue of /bar 'vartfur av/ compete /kəm'pi:t/ competence /'kompitans/ competent /'kpmpitant/ competition /.kpmpə'tɪfən/ competitive /kəm'petətiv/ competitor /kəm'petitə/ counter-productive / kaunta pra'daktiv/ cover the expenses / kava ði ik'spensiz/ curiosity /ˌkjʊəriˈɒsəti/ curious (to know) / kjuarias (ta 'nau)/ dedication / dedi'keifən/ detrimental to sth /,detri'mentl to ,sam θ in/ do a short-term placement / dur ə foit taim 'pleismənt/ do an unpaid internship / dur ən ˌʌn.peid 'intɜːnʃip/ eager to do sth /irgə tə 'dur samθιη/ emerge /ɪˈmɜːdʒ/ employ /im'ploi/ employer /im'ploio/ /memployment /im'ployment/ enterprise /'entapraiz/ enthuse about sth /in'θjuiz ə,baut ,samθiη/ entrepreneur / pntrapra'ns:/ entrepreneurial / pntrapra'narrial/ entrepreneurship /pntrəprə'naxjip/ entry-level job / entri levəl 'dzpb/ favourable /'fervərəbəl/ figure /'figə/ fit in with sth / fit 'in wið sam θ iŋ/ fluctuations in revenue / flakt \u e i \n z in 'revənjuz/ follow one's gut instinct/one's heart/one's dream / fplau wanz .gat 'Instinkt/wanz 'hait/wanz 'driim/ found a charity/a business/a company / faund ə 't færəti/ə 'bıznəs/ə 'kampəni/ fresh out of (university) / fres aut av (juini vaisati)/ funding /'fʌndɪŋ/ gain (hands-on) experience / gein (hændz on) ik'spieriens/ gain feedback/recognition/insight into sth /,geɪn 'fiːdbæk/,rekəg'nɪʃən/

gain feedback/recognition/insight into sth /ˌgeɪn ˈfiːdbæk/ˌrekəgˈnɪ∫ən ˈɪnsaɪt ˌɪntə ˌsʌmθɪn/

gauge people's opinions / gerdz pirpəlz ə'prnjənz/ get a financial incentive / get ə far,nænʃəl rn'sentry/

get a pension / get ə 'penʃən/

get a rise / get a 'raiz/

get on the first rung of the ladder /,get on ðə ˌfɜːst ˌrʌŋ əv ðə ˈlædə/

get one's foot in the door /,get wanz ,fut in ðə 'dɔː/

get perks / get 'p3:ks/

have a great rapport with sb /hæv a greit ræ'pɔː wið ˌsambodi/

have the guts to do sth \slash ,hev do ,gats to 'duz ,sam θ III)/

hit the ground running /,hɪt ðə ,graund 'rʌnɪŋ/

humble /'hambəl/
humility /hjux'mɪləti/

hyper-competitive /,haɪpəkəm'petətɪv/
hyper-competitiveness /,haɪpəkəm'petətɪvnəs/
in the wrong/at fault /,ɪn ðə 'rɒŋ/ət 'fɔːlt/
in vain/to no avail /in 'veɪn/tə ,nəu ə'veɪl/
interset an ath //interset and //int

interest on sth /'Intrest on samθin/

intern (n) /'Int3:n/ intern (v) /In't3:n/ interview (n) /'Int3vju:/

/interview sb (v) /'interviux sambadi/

interviewee / Intavju'i:/

WORD LIST

interviewer /'intəvju:ə/ scupper/damage one's chances /,skapə/,dæmid3 wanz 't faintsiz/ investment /In'vestment/ see a return / six ə rı't 3:n/ investor /m'vestə/ self-assurance / self əˈʃɔɪrənts/ jeopardise /'dʒepədaɪz/ self-assured / self əˈʃɔɪd/ jump-start one's career / dʒʌmp staɪt wʌnz kəˈrɪə/ set up/develop a scheme / set Ap/dI, velop o 'skirm/ keenness /ˈkiːnnəs/ share /fea/ keep tabs on sb/sth /ˌkiːp 'tæbz pn ˌsʌmbɒdi/ˌsʌmθɪŋ/ shelf stacker /'self stækə/ land a (permanent) job / lænd ə (ˌpærmənənt) 'dab/ sincere /sɪn'sɪə/ landscaper /'læn,skeipə/ sincerity /sɪn'serəti/ legal advice / lirgəl əd'vars/ slave away / sleiv ə'wei/ low point /'lau point/ stand little chance of doing sth / stænd littl t fains əv 'duin samθιη/ make a mint / merk ə 'mrnt/ stand up for oneself/sb / stænd 'Ap fə WAn, self/, sAmbodi/ start-up /'start Ap/ make a profit/loss /,meik a 'profit/'los/ make ends meet /,merk endz 'mirt/ stem from sth /'stem from ,samθιη/ strand /strænd/ make one's target / meik wanz 'target/ make oneself indispensable / meik wan self indispensabl/ strive /straiv/ make up/compensate for sth / meik 'Ap/'kpmpənseit fə sAmθiŋ/ sustain economic growth/a business plan /səˌsteɪn ˌekəˌnɒmɪk ˈgrəυθ/ manage /'mænɪdʒ/ ə 'bıznəs plæn/ sustain financial losses /səˌsteɪn faɪˌnænʃəl 'lɒsɪz/ management /'mænɪdʒmənt/ take sb on / teik sambodi 'pn/ manager /'mænɪdʒə/ tenacious /tainerfas/ materialise /məˈtɪəriəlaɪz/ tenacity /təˈnæsəti/ menial task /.mi:niəl 'tq:sk/ milestone /'mailstəun/ thus /ðas/ to some extent/a certain degree /tə ,səm ɪk'stent/ə ,sɜːtn dɪ'griː/ minimum wage / mɪnɪməm 'weɪdʒ/ multinational / mʌltɪˈnæʃənəl/ train /trein/ trainee / trei'nix/ nurture talent / nsxtfp 'tælent/ trainer /'treinə/ offer sb a full-time post /,pfp ,sambodi p ,ful taım 'poust/ training /'treinin/ one-dimensional /wwn dar'ment [ənəl/ /bnusale ibadans, epic./ bnusale da rabro tricky /'trɪki/ try one's luck / trai wanz 'lak/ overly /'əuvəli/ permanent contract / pa:mənənt 'kontrækt/ uncertainty /nn'saxtnti/ perseverance / parso viorons/ undergraduate /ˌʌndəˈgrædʒuət/ persevering / parsə viərin/ usher /'ʌʃə/ weigh one's words /,wei wanz 'waidz/ persevere in sth /psisə'viər in psim θ iŋ/ willing /'wɪlɪŋ/ persistence /pə'sɪstəns/ willingness/unwillingness /'wɪlɪŋnəs/ʌn'wɪlɪŋnəs/ persistent /pə'sıstənt/ work for a pittance/for peanuts /wsik fo a 'pitans/fo 'pinats/ pet groomer /'pet \gruimə/ work for nothing /wsik fə 'nλθιη/ phony /'fəuni/ work on commission /wark on ka'mɪʃən/ positives to sth /'ppzətivz tə 's $m\theta$ ıй/ work overtime /wsik 'euvetaim/ press on / pres 'pn/ pressured /'prefed/ promote /prə'məut/ Unit 6 Journeys promoter /prəˈməutə/ promotion /prəˈməʊ∫ən/ aim/purpose /eim/'parpas/ aisle /aɪl/ prospective employee /prəˌspektɪv ɪm'plɔɪiː/ apprehensive about sth / æprī'hensīv ə,baut ˌsʌmθɪŋ/ prosperity /pro'sperati/ assign /əˈsaɪn/ prosperous /'prosperes/ /ursparent/ put on a brave face / put on a breiv 'feis/ bank on sb /'bænk on sambodi/ put sb at ease / put sambodi at 'izz/ bear /bea/ quiz /kwiz/ bearable /'bearabal/ realise the potential of sth /riəlaiz ðə pəˈtenʃəl əv ˌsʌmθɪŋ/ bohemian /bəʊˈhiːmiən/ reckon /'rekən/ bone-dry /,bəun 'draı/ recruit /rɪˈkruːt/ boot /bust/ recruit talent/a new manager/students /rɪˌkruɪt 'tælənt/ə ˌnjuɪ 'mænɪdʒə/ bottom line /,botem 'laın/ 'stjurdents/ recruiter /rɪˈkruːtə/ bound /baund/ recruitment /rɪˈkruɪtmənt/ braying /'breɪɪŋ/ regular income / regjələ 'ıŋkʌm/ buffet car /'bufei ka:/ reliable source of income /rɪˌlaɪəbəl ˌsɔːs əv 'ɪŋkʌm/ burn sth down /,b3:n ,samθin 'daun/ replaceable/irreplaceable /ri'plessəbəl/,iri'plessəbəl/ bypass /'barpars/ resourceful /rɪˈzɔːsfəl/ cabin /'kæbɪn/ canvass opinions / kænvəs ə'pɪnjənz/ resourcefulness /ri'zəxsfəlnəs/ restless /'restles/ carcass /'kaːkəs/ restlessness /'restlesnes/ cavalry /'kævəlri/ run a business / rʌn ə 'bɪznəs/ check on sb/sth /'tsek pn sambodi/samθιη/ sack /sæk/ choke /tʃəʊk/

chug /tsag/

saleable /'seɪləbəl/

cite /saɪt/ itinerary /aɪˈtɪnərəri/ clang /klæŋ/ jet lag /'dzet læg/ compile /kəm'paɪl/ keep an eye on sth / kirp on 'ar on sam θ rŋ/ convergence /kən'vaidaənts/ lope /laup/ cruise /kruːz/ mindful of sth /'maindfəl əv ˌsamθiŋ/ daunt /doint/ mirage /mɪˈrɑɪʒ/ daunting /'dointin/ mosquito coil /məˈskiːtəʊ kɔɪl/ decisive /dr'sarsrv/ mountaineering holiday / mauntə'nıərın ,hplədei/ delight /dr'lart/ neighbouring /'neɪbərɪn/ delightful /dr'lartfəl/ nothingness /'nλθιnnəs/ diminish /dɪˈmɪnɪʃ/ offend /əˈfend/ dissimilar /dɪˈsɪmələ/ offensive /əˈfensɪv/ on the face of it /pn ða 'feis av it/ divisible /dɪ'vɪzəbəl/ division /di'viʒən/ ostrich /'pstritf/ dotted with sth /'dotted wið sam θ iŋ/ outline /'autlaɪn/ dwindle /'dwindəl/ overhead locker /,əuvə,hed 'lnkə/ dwindling /'dwindəliŋ/ overview /'əʊvəvjuː/ earplug /'ɪəplʌg/ pass for sth /'pais fə ˌsʌmθɪŋ/ embark /ɪmˈbɑːk/ pass sth on /pais samθin 'pn/ embark on a trip /Im,bark on a 'trip/ pay a visit / per ə 'vızıt/ embarkation / embarker[ən/ pier /pra/ exert influence /ɪɑ.zɜːt 'ɪnfluəns/ pile in /.pail 'in/ exhilarating experience /ɪgˌzɪləreɪtɪŋ ɪk'spɪəriəns/ pinch oneself /'pint \(\text{wan, self/} \) express /ik'spres/ platform /'plætform/ extraterrestrial / ekstrata restrial/ play it by ear / plei it bai 'iə/ ferociously /fə'rəʊʃəsli/ precondition / pri:kən'dıʃən/ fit in with sb/sth /ˌfɪt 'ɪn wɪð ˌsʌmbɒdi/ˌsʌmθɪŋ/ preen each other /'prim ist∫,∧ðə/ flap /flæp/ **prey on sth** /'prei on samθin/ flappy /'flæpi/ primeval /praɪˈmiːvəl/ flock of vultures / flok av 'valt faz/ principal /'prinsəpəl/ flutter /'flntə/ proceed /prə'siɪd/ force /fors/ quayside /'kirsard/ forceful /'forsfol/ recede /rɪˈsiːd/ game drive /'germ drary/ reef /rixf/ game reserve /'geim ri,zaiv/ relative /'relativ/ gate /gest/ relieve stress /rɪˌliːv 'stres/ gear stick /'gra strk/ respectable /rɪˈspektəbəl/ get away from it all / get ə'wei from it ,oil/ rip sb off / rip sambodi 'pf/ get off the beaten track /get pf ðə bitn 'træk/ roam /rəum/ ghost town /'gəust taun/ /qn' luer,\ qu llor give it a go / giv it a 'gau/ roundabout /'raundabaut/ sand dune /'sænd djurn/ gloom /glu:m/ go with the flow /ˌgəu wið ðə ˈfləu/ scare the daylights out of sb /skea ða 'derlarts aut av sambodi/ grasslands /'grasslændz/ seaside resort / sissaid 'rizoit/ grassy /'grassi/ settlement /'setlment/ gravel /'grævəl/ settler /'setlə/ graze /greiz/ shifting sands / fiftin 'sændz/ haggle /'hægəl/ shimmer /'∫imə/ halt /ho:lt/ shrouded in sth /'fraudid in ,samθin/ handy /'hændi/ slacken speed / slækən 'spixd/ sleeper /'sli:pə/ hard going /hard 'gouin/ haunting beauty / horntin 'bjurti/ snore /sno:/ soak up the local atmosphere / səuk ap ðə ,ləukəl 'ætməsfiə/ head off / hed 'pf/ high-spirited / har 'spiritid/ spare /spea/ hillock /'hɪlək/ spectre /'spektə/ homesick /'həum,sık/ spirit /'spirit/ homesickness /'həum,sıknəs/ spontaneity / spontə nerəti/ honk /honk/ stagger /'stægə/ hostel dorm /hostl 'doim/ stand sb in good stead / stænd sambodi in gud 'sted/ hover /'hovə/ stony /'stəuni/ humidity /hjur'midəti/ stretch /strets/ hunter-gatherers / hʌntə ˈgæðərəz/ swallow /'swplau/ identify /ar'dentifar/ sweaty /'sweti/ impale /ɪm'peɪl/ /swing it for sb /'swin it fo sambodi/ infinity /in'finəti/ take a dip / terk a 'drp/ teeming with sth/sb /'ti:mɪŋ wɪð ˌsʌmθɪŋ/ˌsʌmbɒdi/ inviting /in'vaitin/ it's a jungle out there /its a 'dangal aut ,õea/ termite mound /'tarmart maund/

WORD LIST

the former/the latter /ðə 'fɔ:mə/ðə 'lætə/ tick-box exercise /ˌtɪk bɒks 'eksəsaɪz/

tight budget /,tait 'bidgət/

tinge /tɪndʒ/ towering /'taʊərɪŋ/ tranquillity /træŋ'kwɪləti/

travel on a shoestring /,trævəl on ə 'ʃuː,strɪŋ/
troop of baboons /,truːp əv bə'buːnz/

trot through sth $\mbox{'trot}$ $\mbox{'bruz}$ $\mbox{'sam}\theta\mbox{ig/}$

trundle /'trandl/

tuck into sth / tak 'intə samθiŋ/

twinkle /'twinkəl/

underwhelmed /,\text{\ti}\text{\texi}\text{\text{\text{\text{\text{\text{\text{\texi\text{\texi}\tin{\text{\ti}\text{\texi}\text{\texi}\text{\text{\texi}\text{\text{\texi}\ti

use one's time wisely / juzz wanz taım 'warzli/

variable /'veəriəbəl/ vary /'veəri/ venture /'ventʃə/

weather-beaten /'weðə ˌbiːtən/

wheel /wi:l/

wildebeest /'wildebitst/

words of wisdom /,w3:dz əv 'w1zdəm/

Unit 7 Express yourself

action-packed /'æk∫ən pækt/

 $\textbf{avant-garde/experimental theatre } \textit{/}_{\text{i}} & \text{evpn}_{\text{i}} & \text{gard/ik}_{\text{i}} & \text{speri}_{\text{i}} & \text{mentl '} & \text{0.int} &$

/stsqx' lic, te bicv,e/ cated at all costs

bestselling /,best'selin/biographer /bai'ngrafə/bloodshed /'bladfed/

burst onto the scene /ˌbɜɪst ˌɒntə ðə ˈsiɪn/

captivate /'kæptɪveɪt/ captivating /'kæptɪveɪtɪŋ/ captivation /ˌkæptɪ'veɪʃən/ car boot sale /'kɑ: buɪt seɪl/

cast (n, v) /kaist/

 $\textbf{casting agent } / \text{`karstim ,eid} \\ \texttt{agent} /$

choral /'kɔːrəl/

cinematographer / sməmə togrəfə/

circuit /'s3:kit/

clapped-out /ˌklæpt 'aut/
commemorate /kə'meməreɪt/
commission (n, v) /kə'mɪʃən/
compelling /kəm'pelɪŋ/
conductor /kən'dʌktə/

convincingly (real) /kənˌvɪnsɪŋli ('rɪəl)/

core values /ˌkɔː 'væljuːz/ crammed /kræmd/ crave /kreɪv/

creative hub /kriˌeɪtɪv 'hʌb/ crowdfunding /'kraʊd ˌfʌndɪŋ/

cultural institution /ˌkʌltʃərəl ˌɪnstɪˈtjuːʃən/

curator /kju'reitə/ date /deit/ defiance /dr'farəns/ defiant /dr'farənt/

defy /dɪ'faɪ/ defy categorisation

depict /dɪ'pɪkt/
disarm /dɪs'ɑːm/
disarmament /dɪs'ɑːməmənt/
disarming /dɪs'ɑːmɪŋ/
dispiriting /dɪ'spɪrtɪŋ/
dispossess /ˌdɪspə'zes/
dispossessed /ˌdɪspə'zesfən/
distressing /dɪ'stresɪŋ/

disturbing /dɪ'stɜ:bɪŋ/ done deal /ˌdʌn 'diːl/ emerging /ɪ'mɜ:dʒɪŋ/

empathetic towards sb / empə'θetik tə wə:dz sambodi/

empathy /'empəθi/ enthral /ɪn'θrɔːl/

epic story/journey/proportions /pepik 'stoiri/'dʒaini/prə'poifənz/

establish /r'stæblɪʃ/
established /r'stæblɪʃt/
establishment /r'stæblɪʃmənt/
eternal /r'tɜ:nəl/

excellence /'eksələns/
exploit /'eksploit/
far-fetched /,fa: 'fetʃt/
far-reaching /,fa: 'ri:tʃɪŋ/

feisty /'faɪsti/ flop /flop/

flurry of sth /'flari əv ˌsamθιŋ/

fuel readers' imagination /ˌfjuːəl ˌriːdəz ɪˌmædʒɪ'neɪʃən/

full-length play/dress /,ful ,lenk θ 'plei/'dres/

full-length poetry collection /,ful ,lenkθ 'pəuətri kə,lek∫ən/

gallery owner /ˈgæləri ˌəunə/

gape /geip/ graphic /'græfik/ gripping /'gripiŋ/ gross /grəʊs/ handle /'hændl/ harsh /hɑːʃ/ haul /hɔːl/ haunting /'hɔːntɪŋ/

have the nerve to do sth $\slash\mbox{hæv de}$,norv to 'dur ,sam $\theta\mbox{in}/$

heart-pounding /'haːt ˌpaundɪŋ/ heart-stopping /'haːt ˌstopɪŋ/ highest-grossing /ˌhaɪɪst 'grəʊsɪŋ/ hold one's breath /ˌhəʊld wʌnz 'breθ/

hooked /hukt/

 $\textbf{hugely successful } \textit{/}_{\iota} \textit{hju:d3} li \ sək'sesfəl/$

if anything /ɪf 'eniθɪŋ/
if in doubt /ɪf ɪn 'daʊt/
ill-judged /ˌɪl 'dʒʌdʒd/
immortal soul /ɪˌmɔːtəl 'səʊl/

/mortal truths/words /I,mortal 'tru:ðz/'wardz/

in unison /In 'ju:nIsən/
indulge /In'dAldʒ/
indulgence /In'dAldʒəns/
indulgent /In'dAldʒənt/
infiltrate /'InfIltreIt/
innovate /'InoveIt/
innovation /IIno'veIJən/
innovative /'InovətIv/

interact with sb /ˌɪntər'ækt wið ˌsʌmbɒdi/

intertwine /.intəˈtwain/

inventively designed /ɪnˌventɪvli diˈzaɪnd/ keep sth in check /ˌkiːpˌsamθɪŋ ɪn ˈtʃek/

keep the viewers on the edge of their seats $\,/{}_{_{1}}ki:p\,\,\eth\sigma\,\,{}_{_{1}}vju:$ $\!\circ\!z\,\,\sigma n\,\,\delta i\,\,{}_{_{1}}ed_{3}\,\,\vartheta v$

ðeə 'siɪts/

legal battle /ˌliːgəl 'bætl/

local regeneration / ləukəl rı də də reifən/

long-running /ˌlɒŋ ˈrʌnɪŋ/

marginalisation / maːdʒɪnəlaɪˈzeɪʃən/

marginalise /'maːdʒɪnəlaɪz/ marginalised /'maːdʒɪnəlaɪzd/

melodic /mə'lbdık/ mesmerise /'mezməraız/ mesmerised /'mezməraızıŋ/ mesmerising /'mezməraızıŋ/ mind-blowing /'maɪnd ˌbləʊɪŋ/

mythological /ˌmɪθəˈlɒdʒɪkəl/ mythology /mɪˈθɒlədʒi/ novelist /'novəlist/ on stage /pn 'sterd3/ open mic night /ˌəupən 'mark naɪt/ overrated / jouva reitad/ pack sth out / pæk samθιη 'aut/ page poet /'peida pauat/ percussive /pəˈkʌsɪv/ PG (13) rating / pix dʒix (θɜx'tixn) ,reɪtɪn/ phenomenal /fr'nomənəl/ playwright /'pleirait/ plead with sb /'pli:d wið sambodi/ plot twist /'plot twist/ plotline /'plotlam/ poetry slam /'pəuətri slæm/ pop-up shop /'ppp ∧p ∫pp/ popularise /'popjularaiz/ prank /prænk/ prestigious /pre'stɪdʒəs/ prime mover / praim 'muivə/ profoundly/deeply (moving) /prə,faundli/,di:pli ('mu:vɪŋ)/ propel /pro'pel/ property developer /'propati di,velapa/ prophet /'profet/ props /props/ provocation / provo'keifən/ provocative /prə'vɒkətɪv/ provoke /prə'vəuk/ public consultation / phblik knusəl'teifən/ quick-witted / kwik 'witid/ radical reboot / rædıkəl riz'buɪt/ raw emotions/passions / ro: i'məuʃənz/ˈpæʃənz/ raw materials / ror mo'troriolz/ recast / rix'kasst/ received /rɪˈsiːvd/ recipient /rɪˈsɪpiənt/ redevelopment plans / ri:dr'veləpmənt plænz/ refreshingly (different) /rɪˌfreʃɪŋli ('dɪfərənt)/ replicate /'replikeit/ respective /rɪ'spektɪv/ retelling / riz'telɪŋ/ rhythmic /'rɪðmɪk/ riveting /'rɪvətɪŋ/ sculptor /'sknlptə/ second only to sth / sekend 'eunli te samθιη/ self-belief / self bəˈliːf/ sheer sense of sth / $\int I \circ s = v \cdot s \cdot d\theta = v \cdot d$ sign sb up / saɪn sʌmbɒdi 'ʌp/ slack-jawed /slæk 'd3oid/ soloist /'səuləuist/ sound engineer /'saund end31,n19/ spine-chilling /'spain tʃiliŋ/ spoken word/performance poetry / spouken waid/pe,formens 'peuetri/ sponsorship /'sponsofip/ stage /steid3/ stage version /'steidz vaifan/ stilts /stilts/ story-telling /'storri telin/ superbly /su'parbli/ suspect /sə'spekt/

suspend disbelief /səˌspend ˌdɪsbɪ'liːf/

suspicion /səˈspɪʃən/

suspicious /səˈspɪʃəs/

televise /'teləvaɪz/

swiftly paced / swiftli 'peist/

swirl around /.swa:l a'raund/

theatre troupe /ˈθɪətə truɪp/ thought-provoking /ˈθɔːt prəˌvəʊkɪŋ/ thrive /θraɪv/ tight-fisted / tait 'fisted/ time-worn steps / taim woin 'steps/ time-worn tales/prejudices / taim worn 'teilz/'predgudisiz/ tough-mindedness /,txf 'maindidnes/ translator /træns'leitə/ undertone /'Andataun/ utterly /'Atəli/ vastly /'vasstli/ visceral /'vɪsərəl/ vulnerable /'vʌlnərəbəl/ warring families/factions/tribes /worrin fæmliz/fækfənz/traibz/ water sth down /wosto samθin 'daun/ wayward /'weiwad/ weigh up the pros and cons /wei Ap ða prauz and 'konz/ well-cast / wel 'karst/ well-meaning / wel 'mi:nɪŋ/ well-paced / wel 'perst/ well-scripted / wel 'skriptid/ whither /'wɪðə/ wide-openness / ward 'aupannas/ Unit 8 Text me! absent-minded / æbsənt 'maindid/ accomplish /əˈkʌmplɪʃ/ accurate/inaccurate /'ækjərət/ɪn'ækjərət/ algorithm /ˈælgərɪðəm/ amateur footage / amətə 'futidʒ/ assertion /əˈsɜːʃən/ at little or no cost /ət ˌlɪtl ə ˌnəʊ ˈkɒst/ attention span /əˈtenʃən spæn/ be in two minds /bi in .tux 'maindz/ be out of one's mind /bi aut av wanz 'maind/ be past one's peak /bi past wanz 'pisk/ biased /'barəst/ blinker oneself /'blinkə wan self/ blow one's mind / blow wanz 'maind/ boost /buist/ broad-minded /broid/mainded/ broadsheet newspaper / broadsit 'njus, perpə/ bury one's head in the sand / beri wanz hed in do 'sænd/ censor /'sensə/ censorship /'sensə[ɪp/ citizen report /,sɪtɪzən rɪ'pɔɪt/ clear one's mind / klip wanz 'maind/ clutter one's thoughts /,klatə wanz 'θosts/ coexist /ˌkəʊɪgˈzɪst/ come down to sth / kam 'daun tə ˌsamθɪŋ/ come easy/easily to sb / kʌm 'iːzi/'iːzəli tə ˌsʌmbɒdi/ common misconception / kpmən miskən'sepfən/ commonly held belief / kpmənli held bə'lirf/ constitute sth /'konstətju:t ,s $\Lambda m\theta m/d$ cooperative /kəʊ'ppərətɪv/ critical /'krɪtɪkəl/ cross one's mind / krps wanz 'maind/ crowdsourced information / kraud | soist | Informetfon/ data protection / dertə prəˈtekʃən/ detect bias /dɪˌtekt 'baɪəs/ devote attention to sth /dɪˌvəut əˈtenʃən tə ˌsʌmθɪŋ/ disclose /dɪsˈkləuz/ distortion /di'sto:[]on/ diversity /dar'varsəti/ draw a comparison / draw a kəm'pærısən/

embrace /im'breis/

WORD LIST

encourage economic growth /ɪn,kʌrɪdʒ ˌekəˌnɒmɪk ˈgrəυθ/ render sth unusable / rendə ,sʌmθɪŋ ʌn' juːzəbəl/ engaging /in'geidʒiŋ/ reset button /'risset batn/ escalator /'eskəleitə/ ring true / rin 'trui/ exploitation / eksploiteifon/ seamlessly /ˈsiːmləsli/ exponentially / ekspə'nentʃəli/ self-composed / self kəm'pəuzd/ exposure to sth /ik'spauga ta $sam\theta i\eta$ / self-imposed /,self im'pəuzd/ extensively /ik'stentsivli/ straightforward / streit forward/ factual information / fækt ʃuəl ˌɪnfəˈmeɪʃən/ strenuous /'strenjuəs/ fresh angle/slant / fres 'ængəl/'slaint/ stride (v, n) /straid/ fringe opinions / frind3 ə'pinjənz/ stroll (v. n) /strəul/ frivolous /'frivələs/ subsidiary /səb'sıdiəri/ gain traction with the public / gein træk (ən wið ðə 'pablik/ tabloid newspaper / tæbloid 'njuiz, peipə/ generate /'dzenareit/ take a bite out of sth / terk θ 'bart aut θ , sam θ In/ go far beyond sth /gəʊ ˌfɑː bɪˈjɒnd ˌsʌmθɪŋ/ take issue with sb / teik 'ı fuː wið sambodi/ have a vested interest in sth / hæv ə vestəd 'ıntrəst ın sʌmθɪŋ/ take its toll (on sb/sth) / teik its 'toul (on sambodi/samθin)/ headache /'hedeik/ taxpayer /'tæks,peiə/ hierarchy /'harra:ki/ tough-minded / taf 'maindid/ ideological viewpoint / ardio lodgrkəl 'vjurpoint/ tremendously /trəˈmendəsli/ impartial /im'porfal/ trudge (v, n) /trʌdʒ/ in collaboration with sb /In kə,læbə'reɪʃən wið ˌsʌmbɒdi/ underestimate /,Andar'estimeit/ in the long run /.ɪn ðə 'lɒn rʌn/ understatement /, Andə'steitmənt/ it's an understatement incentive /in'sentiv/ undivided attention /.ndr.vardad a'tenfan/ increased trust /In.krizst 'trast/ unedited /nn'editid/ information overload /.info.meifon 'ouvo.loud/ untold amounts /\n.təvild ə'mavnts/ information processing / Info mei fon 'prousesin' view /viu:/ insoluble /m'spljubal/ weigh on sb's mind / wei pn sambodiz 'maind/ intriguing /in'tri:gin/ well-balanced account / wel bælentst e'kaunt/ it goes without saying /it ˌgəuz wiðˌaut 'seiiŋ/ withhold information /wið,həuld ,infə'meifən/ limp (v, n) /limp/ lower the requirements / louo do ri'kwaromonts/ Unit 9 Future generations mainstream media / meɪnstriːm 'miːdiə/ act to sb's own advantage / ækt tə ˌsʌmbɒdiz əun əd'va:ntɪdʒ/ mind your manners! / maind jo mænoz/ agribusiness /'ægrɪˌbɪznəs/ mind your own business! /maind jo jour 'biznos/ agricultural industrialisation /ˌægrɪˌkʌltʃərəl ɪnˌdʌstriəlaɪˈzeɪʃən/ misinformation / misinfə'meijən/ amplify the message / æmpləfaı ðə 'mesidʒ/ misleading /mɪsˈliːdɪn/ mistrust /mis'trast/ annual output /.æniuəl 'autput/ anti-capitalist / ænti 'kæpıtəlist/ mode /məud/ multidisciplinary /maltidisə'plinəri/ anti-nuclear / ænti 'njuːkliə/ multitask / malti'tassk/ be active on the climate front /bi æktɪv ɒn ðə 'klaɪmət frʌnt/ nap (n, v) /næp/ be inclined to believe that ... /bi ɪnˌklaɪnd tə bəˈliːv ðæt/ be like water off a duck's back /bi lark ,worta of a ,daks 'bæk/ negate /ni'geit/ be on track to do sth /bi on træk tə 'du: samθιη/ nurture sth /'naɪtʃə ˌsʌmθɪŋ/ objective /əb'dʒektɪv/ be prone to sth /bi 'proun to sam θ in/ objectivity / pbd3ek'tivəti/ beaver /'bizvə/ on a daily basis /pn ə derli 'bersis/ biodiversity / barəudar'varsəti/ out-of-date /.aut av 'deit/ boost /burst/ overestimate /.əuvər'estimeit/ burp /bs:p/ pay attention / per ə'tenfən/ calf /kg:f/ carnivore /ˈkɑːnɪvɔː/ peer-reviewed journal / pro rr vjurd 'd33rnl/ perambulate /pəˈræmbjuleɪt/ catastrophic / kætə strpfik/ pertinent /'ps:tinent/ cheapen the brand / tsirpən ðə 'brænd/ potential impact /pa,tenfal 'impækt/ **chop sth down** / t f pp s s amθ in 'daun/ predecessor /'priidəsesə/ city dweller /'sɪti ˌdwelə/ prejudice /'predzudis/ climate summit /,klaimət 'sʌmit/ premise /'premis/ collapse /kəˈlæps/ prevention /pri'venjon/ combat /'kombæt/ prioritise tasks /prai_pritaiz 'taisks/ come about /,knm ə'baut/ prohibitive /prə'hıbıtıv/ consecutive /kən'sekjutıv/ pseudo-fact /'sjuidau fækt/ constitute /'kpnstitjuit/ consume /kən'sjuːm/ pursue /pəˈsjuː/ put one foot in front of the other /put wan fut in frant av ði 'aða/ consumption /kən'sʌmpʃən/ put one's mind to sth /put wanz 'maind to samθin/ contribute to sth /kən'trıbju:t tə ˌsʌmθɪŋ/ contributor to sth /kənˈtrɪbjətə tə ˌsʌmθɪŋ/ readership /ˈriːdəʃɪp/ reap the benefits / risp ðə 'benifits/ critical/essential /'krɪtɪkəl/ɪ'senʃəl/ refusal to do sth /rɪˌfjuːzəl tə 'duːˌsʌmθɪŋ/ crops /krpps/ reliability /rɪˌlaɪəˈbɪləti/ cross-country skiing / kros kantri 'skiin/

cross-cultural / krps 'kalt [ərəl/

reliable/unreliable /rɪ'laɪəbəl/ˌɪnnɪ'laɪəbəl/

cub /knb/ otter /'ptə/ cvnical /'sɪnɪkəl/ outdo /aut'du:/ dam /dæm/ overpopulation / əuvəpppju'leifən/ day in, day out / dei 'in dei 'aut/ paramount /'pærəmaunt/ deer /dia/ peacekeeping forces/mission /'piis,kiipin,foisiz/,mijon/ deforestation /dir.fprə'ster[ən/ pesticides /'pestisaidz/ devastating /'devastertin/ philanthropic foundation/aid /ˌfɪlənˌθrɒpɪk faunˈdeɪʃən/ˈeɪd/ devote /dr'vəut/ pigs might fly / pigz mait 'flai/ donkey's years / 'donkiz jıəz/ plight /plant/ driver /'draivə/ plug a gap / plng ə 'gæp/ elk /elk/ population boom / popju'leɪʃən buːm/ emerging economies /I,m3:d3In I'kpnəmiz/ pose problems / pəuz 'problemz/ empathise with sb /'empəθaiz wið sambodi/ post-industrial / paust in'dastrial/ endorse /m'dors/ poultry /'paultri/ endorsement /m'doismont/ power line /'pauə laın/ environmental action/damage /in,vairan,mental 'ækʃən/'dæmidʒ/ predator /'predata/ eradicate /ıˈrædɪkeɪt/ prenatal / prix neitl/ evaluate /i'væljueit/ prey /prei/ expansion /ik'spænfən/ pro-democracy / prəu dı'mɒkrəsi/ factor sth in / $_1$ fæktə $_1$ sam θ ıŋ ' $_1$ n/ put sth on the map /put samθin on ðə 'mæp/ farming /'farmin/ quadruple /kwa:'dru:pəl/ fertiliser /ˈfɜːtəˌlaɪzə/ radical /'rædikəl/ flash flood /'flæf flʌd/ raise the profile of sth /reiz ðə 'prəufail əv rsam θ ıŋ/ flee one's home / flix wanz 'houm/ real estate /'rɪəl ɪ.steɪt/ flocks of people / floks av 'pi:pal/ regardless /rɪˈqɑːdləs/ flourish /'flarif/ reintroduce / rimtro djurs/ follower /'fplaua/ remorseless /rɪˈmɔɪsləs/ fossil fuels /'fpsəl .fiu:əlz/ roster /'rostə/ give sb/sth a wide berth /,giv ,sambodi/,samθin ə ,waid 'baiθ/ royalty /'rorəlti/ Goodwill Ambassador /gud,wil æm'bæsədə/ ruminant /'ruminant/ gorge /gordz/ rural /ˈrʊərəl/ greenhouse gas emissions / gri:nhaus gæs i'mɪʃənz/ scores of /'skazz av/ grumpy /'grʌmpi/ sewerage /'sjurarida/ /have a track record of involvement /hæv ə ˌtræk ˌrekɔːd əv ɪn'vɒlvmənt/ shine a spotlight on sth / fain ə 'spotlait on samθiŋ/ herbicide /'harbisaid/ slash /slæʃ/ high-profile / har 'proufarol/ spread/raise awareness / spred/ reiz ə'weənəs/ hinder /'hɪndə/ staggered /'stægəd/ hold your horses! / hould jo 'horsiz/ stardom /ˈstɑːdəm/ humanitarian assistance/aid /hjur,mænı,teəriən ə'sıstəns/'eɪd/ stop sth in its tracks / stop sam θ in its 'træks/ humanitarian cause /hjur.mænr.teəriən 'kɔrz/ straight from the horse's mouth / streit from do hossiz 'mauθ/ in the height of summer /In ðə hait əv 'sʌmə/ subcommittee /'sabkə.miti/ industrial plant /m'dastrial plaint/ substantial /səb'stænfəl/ inevitable /r'nevrtabal/ sustain /səˈsteɪn/ insecticide /in'sektisaid/ sustainable /səˈsteɪnəbəl/ intergovernmental relations/organisations / Intəgavə, mentl rɪ'leɪʃənz/ swear /sweə/ ,ɔɪgənaɪˈzeɪ∫ənz/ tackle /'tækəl/ introduce/enforce appropriate measures /ˌɪntrəˌdjuːs/ɪnˌfɔːs take the bull by the horns / teik ðə bul bai ðə həmz/ ə prəupriət 'mezəz/ toxic waste /.tpksik 'weist/ irrigate /'irrigeit/ trivialise /'trīviəlaīz/ jostle /'dʒpsəl/ UN-affiliated agency /jur en afriliertad 'erdaansi/ kill two birds with one stone / kil tu: ˌbɜːdz wið wan 'stəun/ /ledenbroq'nn/pardonable leak /ligk/ upset the natural balance /np,set ðə næt fərəl 'bæləns/ lend sb's name to sth / lend should 'neim to should 'neim to should 'lend', sambodiz 'neim to shou veal /viːl/ let sleeping dogs lie /let ˌsliːpɪŋ dɒgz 'laɪ/ veggie /'vedʒi/ let the cat out of the bag / let ðə kæt aut əv ðə 'bæg/ venison /'venisən/ live by society's rules / liv bar sə sarətiz 'ruːlz/ verdict /'va:dikt/ livestock industry/sector /'laɪvstɒk ˌɪndəstri/ˌsektə/ vital /'vart1/ machinery /məˈʃiːnəri/ water supplies /'worte se plarz/ make room for sb/sth / meik 'ruim fə ˌsʌmbɒdi/ˌsʌmθɪŋ/ wetlands /'wetlændz/ manure /məˈnjʊə/ wheat /wixt/ methane /'mi:θeɪn/ wild goose chase /waild 'gurs tfeis/ migrate /mai'greit/

mitigate /'mitigeit/

occurrence /əˈkʌrəns/

nitrogen oxide / nartradzan 'pksard/

ongoing project / pngəvin 'prodzekt/

monitor /'monitə/

mutton /'matn/

with the aim of (maintaining peace) /wɪð ði ˌeɪm əv (meɪnˌteɪnɪŋ 'piːs)/

wolf in sheep's clothing /wulf in , Ji:ps 'kləuðin/

wolf/wolves /wulf/wulvz/

KEY TO PHONETIC SYMBOLS

Consonants

- p pen, copy, happen
- b back, bubble, job
- t tea, city, button
- d day, ladder, odd
- k key, school, duck, cool
- g get, giggle, ghost
- t∫ **ch**ur**ch**, mat**ch**, na**t**ure
- d3 judge, age, soldier
- f fat, coffee, tough, physics
- v view, heavy, move
- θ thing, author, path
- ð this, other, smooth
- s soon, cease, sister
- z zero, zone, rose, buzz
- ∫ ship, sure, station
- 3 pleasure, vision
- h hot, whole, behind
- m more, hammer, sum
- n nice, know, funny, sun
- n ring, long, thanks, sung
- 1 light, valley, feel
- r right, sorry, arrange
- i yet, use, beauty
- w wet, one, when, queen

Vowels

- ı kit, bid, h**y**mn
- e dr**e**ss, b**e**d
- æ bad, cat, trap
- p lot, odd, wash
- Λ love, but, duck
- σ foot, good, put
- ix sea, feel, machine
- er face, day, steak
- ar price, high, try
- ы b**oy**, ch**oi**ce
- ur two, blue, goose
- อบ goat, show, no
- aʊ m**ou**th, n**ow**
- 19 near, here, serious
- eə fair, various, square
- ax start, father
- or thought, law, north
- ບອ cure, poor
- 31 nurse, stir
- i happ**y**, radiation, glorious
- about, common
- u situation, annual, influence

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First published 2017 ISBN: 978-14-4799-853-2

Set in Avenir Printed and bound by Golden Cup in China

Authors' acknowledgements

We would like to thank all the students and teachers we have met and observed during the development of *Matura Focus*. We are also especially grateful to our wonderful editorial team for their expertise, encouragement and dedication. Finally a big thank you to our families without whose support and understanding none of this would have been possible.

Acknowledgements

The publishers and authors would like to thank the following people for their feedback and comments during the development of the material: Kinga Auguścińska, Katarzyna Babiarz, Anna Brewińska, Joanna Buczkowska, Kamila Chojnacka-Kwatek, Maciej Doksa, Jolanta Dziewulska, Dorota Gajda, Agnieszka Gajewska, Kamila Gałek, Ewa Goldnik-Ciok, Dominika Gostyńska, Renata Gramowska, Anna Maria Grochowska, Maria Górna, Katarzyna Guess, Barbara Henke, Dariusz Jankowski, Krystyna Jasińska, Monika Jaworska, Agnieszka Karolak, Urszula Kębrowska, Aleksandra Kolasińska-Bin, Małgorzata Kowal, Anna Kraśko, Sylwia Kurdek, Magdalena Loska, Katarzyna Maciejewska, Monika Mierczyńska, Joanna Mirońska, Justyna Mirowska, Anna Mirowska-Przybył, Marcin Morawski, Katarzyna Mrozowska-Linda, Marzena Nalewajek, Andrzej Nejman, Romana Otto-Kubot, Mariola Palcewicz, Anna Pawelczyk, Marta Piróg-Riley, Roksana Rajkowska, Anita Rogozińska-Parmee, Beata Roth, Joanna Różańska, Maria Ruczyńska, Anna Rux-Szewczuk, Alicja Sadowska, Ewa Schubert, Tomasz Siuta, Anna Sochacka, Patrycja Studzińska-Korpowska, Agnieszka Szlachciak, Beata Szot, Renata Tomaka-Pasternak, Beata Trapnell, Magdalena Wachowska, Anna Waluch, Grażyna Wilczyńska, Dorota Wojsznarowicz, Magdalena Wróblewska, Ewa Wrzesińska

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