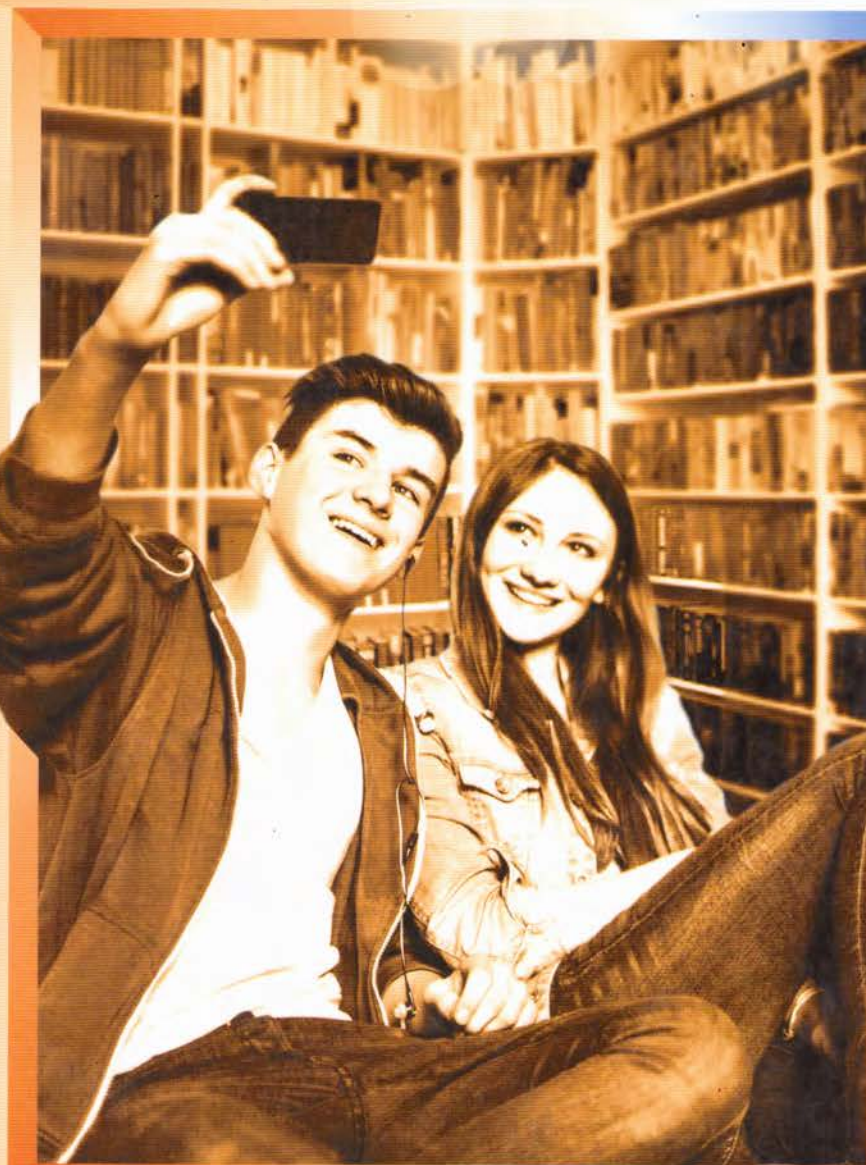


# Gateway




Workbook




## 2nd Edition



Frances Treloar  
Gill Holley



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Unit 2	<b>Nine to five</b> p12	Work conditions and responsibilities, Working life <b>p12</b> Phrasal verbs connected with work <b>p15</b>	World's toughest jobs <b>p13</b>	Past simple, past continuous and past habits <b>p14</b> Past perfect simple and past perfect continuous <b>p16</b>
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Unit 3	<b>On the move</b> p22	Words connected with transport and travel, <i>journey, travel, trip, voyage</i> <b>p22</b> Prefixes <b>p25</b>	Will cars soon be a thing of the past? <b>p23</b>	<i>be going to, will</i> , present continuous and present simple for future <b>p24</b> Future continuous, future perfect simple and future perfect continuous <b>p26</b>
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## Vocabulary



- 1 Write the words in the correct column.  
Write **n** (noun), **v** (verb) or **n/v**.

assignment • become independent  
continuous assessment • coursework  
degree • extracurricular activity • **grade**  
**graduate** • hall of residence • lecture  
mark • master's • notes • resit  
**student facilities** • student loan • tutor  
tutorial • undergraduate



Studying at university	Life at university	People	Exams/Assessment
<i>graduate (v) /grædʒuət/</i>	<i>student facilities (n)</i>	<i>graduate (n) /grædʒuət/</i>	<i>grade (n/v)</i>

- 2 Use the word given in capitals to form a word that fits in the gap.

- |  |          |
|--|----------|
| 1 You learn to be ..... when you stop living with your parents.                    | DEPEND   |
| 2 One way of checking a student's progress at university is by ..... assessment.   | CONTINUE |
| 3 Students have to do ..... for each of the subjects they study at university.     | ASSIGN   |
| 4 A ..... is a type of class at university.  | TUTOR    |
| 5 When they aren't at lectures, students can choose to do an extracurricular ..... | ACTIVE   |
| 6 In their first year at university, many students live in a hall of .....         | RESIDENT |

- 3 Choose the correct option, a, b or c.

- After I graduate, I'd like to continue studying and do a .....  
a degree      b undergraduate      c master's
- Our history ..... starts at 2.30 and finishes at 4.00 this afternoon.  
a tutor      b lecture      c course
- Katie can't come out tonight because she has to ..... an exam tomorrow.  
a revise      b resit      c mark
- My brother is studying for a ..... in physics at university.  
a graduate      b grade      c degree
- When I read the ..... that I took in my tutorial, I couldn't understand them!  
a notes      b coursework      c assignments
- I can't afford to pay for university so I've got a student .....  
a facilities      b loan      c tutor
- I work very hard on my assignments and I've got good ..... so far.  
a coursework      b tutors      c grades

### VOCABULARY EXTENSION

- 4 Match the phrasal verbs (a-f) with the meanings (1-6). Use a dictionary to help you.

There are lots of extracurricular activities at university so I sometimes find it difficult to (a) **get down to** work. I go to lectures and (b) **take down** what the lecturer says. At the end of the day, I (c) **go over** my notes. But I sometimes (d) **hand in** assignments late because I always (e) **put off** writing them until the last minute. I don't know how I'm going to (f) **get through** my exams at the end of the year!

- |  |       |
|--|-------|
| 1 read and check                         | ..... |
| 2 give work to a teacher or tutor        | ..... |
| 3 pass                                   | ..... |
| 4 start (to work)                        | ..... |
| 5 postpone, do something at a later time | ..... |
| 6 write (what a person says)             | ..... |

### STUDY SKILLS

What should you find out about a word when you look up words in a dictionary?

➤ STUDY SKILLS page 94



1 What things should you consider when choosing a university? Read the article and tick (✓) the points that the students mention.

1 the course content and structure

☐

3 opportunities to get work experience

☐

2 the cost of the fees

☐

4 extracurricular activities

☐

# CHOOSING A UNIVERSITY?

## READ SOME STUDENTS' TIPS.



**A** The head of my school wanted me to do a degree in law at a prestigious university. He said it would give me a better chance of getting a job, but I wanted to do something creative so I chose a degree at a university with a good reputation for marketing. It's a vocational course, but it does involve studying economics and psychology, too. People are always asking why I chose this university, but I've been really pleased with my course. One university isn't better than another. The important question is which course is the best fit for you?

TANYA PHILLIPS, MARKETING

**B** A lot of people start a course and then drop out so it's important to research courses carefully. My film studies degree has a good balance of theory and practical components, which is important for me. We usually have lectures in the morning and then work in the film studio in the afternoon. My friend is forever complaining that his course doesn't offer enough practical work, but he probably didn't find out enough about it before he applied. The other thing is location. I chose to be in London because it's got a vibrant film culture and it's easy to keep up-to-date with popular trends. The only thing I don't like is the cost of rent. I pay much more than friends who are studying in other cities.

JOSH HARRIS, FILM STUDIES

**C** Going to university is a unique opportunity and, while the course is important, it's more about the student experience. That's why I chose a small campus. It's a close-knit community and the student facilities are excellent. With so many extracurricular activities, it's been easy to make friends. I've been a member of the Debating Society since my first year and now I'm President of the Student Union. I think getting a degree is only part of why we go to university, and the other skills I've learnt will help me to find a job.

ALEX BEAVEN, GEOGRAPHY

**D** My advice when looking at universities is to think of the three Cs: city life, course modules and career prospects. With the high cost of student fees, you have to think about your career goals. See if the course or uni offers work placement opportunities. I was particularly attracted to my course because it gave me a chance to work for a year. I'm doing my placement now, and I love it! I've worked in different local government departments and, as a result, I know I want to work in education policy when I graduate.

NATASHA STEVENS, POLITICS

**E** I chose a course at my local university because it's more convenient. I've been living at home this year, which means I've been able to save a lot of money and I won't be so much in debt when I finish. Some of my friends are living in halls of residence and have to do part-time jobs to help pay for their accommodation. My parents understand that I've got a lot of coursework so I don't really have to do chores at home. I think it's good to have the support of your family at uni.

KYLE LAWRENCE, BIOLOGICAL SCIENCES

2 Match the questions (1–9) with the people in 1 (A–E). Some people appear more than once.

Which person ...

- 1 is enjoying the social side of university? C
- 2 chose their degree because it gave them work experience? .....
- 3 didn't follow other people's advice when choosing a course? .....
- 4 likes the way their course is structured? .....
- 5 has discovered what they want to do in the future? .....
- 6 thinks it's important to consider the cost of living? .....
- 7 chose their university for its reputation in their particular subject? .....
- 8 doesn't have to worry about doing housework? .....
- 9 has used their time at university to develop personally? .....

3 CRITICAL THINKING

Read these tips about choosing a degree. Tick (✓) the good advice.

- 1 Visit different universities, talk to the tutors and ask lots of questions about the course.
- 2 Choose a subject that you are good at.
- 3 Do the same thing that your friends are doing.
- 4 Make a list of the pros and cons of each subject and see which offers the most advantages.
- 5 Choose a course that trains you for a specific job.

4 Match the underlined words in the article with these definitions.

- 1 leave (a course or activity) .....
- 2 when people look after one another .....
- 3 respected by people .....
- 4 a temporary job that is part of a course of study .....
- 5 that teaches skills to do a particular job .....



## 1 Circle the correct alternative.

We use the present ...

- a simple/continuous to talk about routines and habits.
- b simple/continuous for actions happening now or around now.
- c simple/continuous for things that are generally or always true.
- d simple/continuous to describe states and situations in the present.
- e simple/continuous with *always*, etc. for things that annoy us.

## 2 Complete the sentences with the present simple or continuous form of the verb given. Then match the sentences with the rules in 1.

- 1 My friend ..... forever .....  
(complain) about his course. ....
- 2 We usually ..... (have)  
lectures in the morning. ....
- 3 My parents ..... (understand)  
that I've got a lot of coursework. ....
- 4 I ..... (do) my placement  
now, and I love it! ....
- 5 A lot of people ..... (start)  
a course and then drop out. ....

## 3 Look at the information. Write sentences about the library using the correct present tense of these verbs.

close • construct • ~~contain~~ • extend • open • run

## HARELOW UNIVERSITY LIBRARY

### Opening hours

Term-time: 24-hour access all week

Vacation-time: Weekdays, 9 am–5.25 pm

### Number of books

50,000 books

Current building work

basement storage area: extension

new exhibition area: construction

### Librarians

Dr Maria Gurther, Frederick Johnson



The library contains 50,000 books.

## 4 Circle the correct alternative.

- 1 I've applied/been applying to three universities.
- 2 The lecture has just finished/been finishing.
- 3 I've discovered/been discovering what I want to do.
- 4 I've seen/been seeing this film before.
- 5 I've worked/been working on this project all week.

## 5 Match the rules (a–e) with the sentences in 4.

- a It finished recently. ....
- b It happened at an unspecified time in the past. ....
- c It describes how many times it happened. ....
- d It emphasises the duration of an action that started in the past and continues to the present. ....
- e It describes the present result of a past action. ....

## 6 Complete the text with the present perfect simple or continuous form of the verbs given.

George (a) ..... just  
..... (start) his second year as a  
university student. He (b) .....  
(study) psychology up until now, but recently  
he (c) ..... (decide) that  
he wants to study something else. His tutors  
(d) ..... (tell) him to think very  
carefully before changing his course. For now, George  
(e) ..... (follow) his tutors' advice.  
He (f) ..... (go) to all his psychology  
lectures and he (g) ..... (think) more  
about what he wants to do.

## GRAMMAR CHALLENGE

## 7 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between three and six words.

- 1 I moved here six months ago. **LIVING**  
I ..... six months.
- 2 Our teacher gives us a lot of assignments. It's very annoying. **FOREVER**  
Our teacher ..... assignments.
- 3 I can't go out, I need to finish my research. **YET**  
I can't go out, I .....
- 4 My friends talk about their coursework all the time. It drives me mad. **ALWAYS**  
My friends ..... their coursework.
- 5 I read this book before so I'm not reading it again. **ALREADY**  
I ..... this book  
so I'm not reading it again.
- 6 He started revising at six pm. **BEEN**  
He ..... six pm.



# 1 Write the words in the correct column to make expressions.

an appointment • an assignment • breakfast  
~~a course~~ • a decision • an exam • an excuse  
 friends • homework • the housework • a mistake  
 a noise • a promise • the shopping  
 someone a favour • sport • a suggestion • well

do	make
a course	

## 2 Read what happened, and write short sentences using some of the expressions in 1.

1 The exam room was all quiet, then Sam dropped his pencil case on the floor.

*Sam made a noise.*

2 Nathan went to the wrong place for his lecture.

3 Juliet spent all day cleaning her kitchen and bedroom.

4 Harry finished his Spanish classes last week.

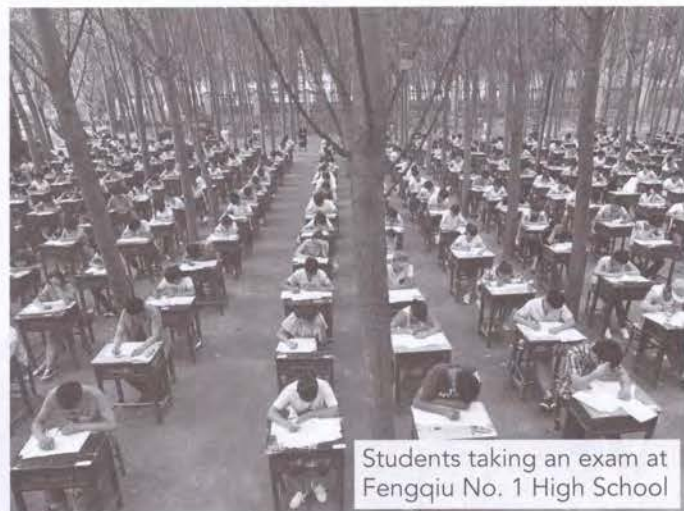
5 Kate won the second prize in a writing competition.

6 Lara said she couldn't go out because of a headache.

7 Ben wrote 2,000 words and handed it in to his tutor.

## 3 LISTENING 01 Listen to a podcast about an exam. Tick (✓) the sentences that are true.

- Students do this exam in Japan. ☐
- The exam lasts for a week. ☐
- Students study hard for the exam. ☐
- The exam is changing. ☐



Students taking an exam at Fengqiu No. 1 High School

## 4 LISTENING 01 Listen again and choose the best answer (a-c).

- In the exam ...
  - everyone does a language.
  - arts and science students are separated.
  - only science students do maths.
- A good mark in the exam means that ...
  - they can get a good job immediately.
  - they can go to a better university.
  - they can help their family.
- The year before the exam ...
  - students do extra classes after school.
  - parents help their children to study.
  - students study to pass the exam.
- At specialised schools, students ...
  - do sports one day a month.
  - have one free day a week.
  - study more than 12 hours a day.
- On the day of the exam ...
  - students can't listen to music.
  - cars aren't allowed near the exam area.
  - ordinary people don't go to work.
- The problem with the exam is that ...
  - students can't concentrate.
  - students have to learn too much.
  - students don't analyse information.

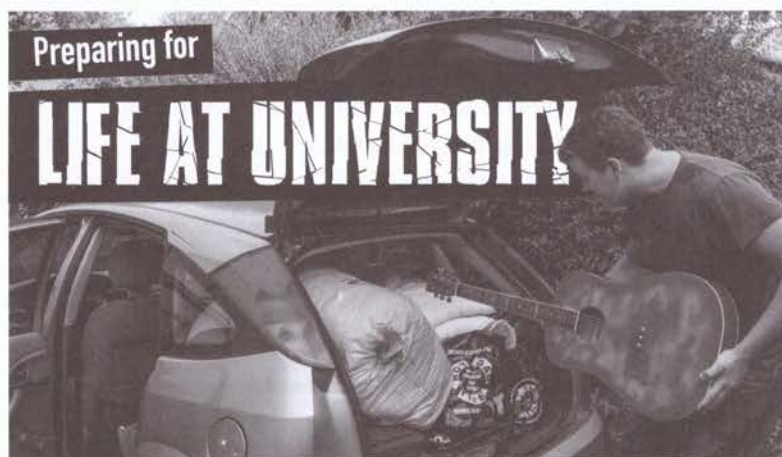
## VOCABULARY EXTENSION

### 5 Match the verbs in bold (1-6) with their definitions (a-f).

- I think they need to **do up** the old parts of the university.
  - I take my mobile phone everywhere. I couldn't **do without** it.
  - Can you **make out** who this is in the photo? It isn't clear.
  - I'm going to **make** this part of my bedroom **into** an office.
  - I'm going to buy Adam a present to **make up for** missing his party.
  - I like **making up** stories and writing them on my blog.
- to see, hear or understand something, but with difficulty
  - to invent something that isn't true
  - to provide something good, so that something bad seems less important
  - repair or decorate (a building, etc.) so that it looks attractive
  - change something so it becomes something else
  - to succeed in living or working without something



# 1 Complete the sentences with the gerund or infinitive form of the verbs given.



- 1 ..... (sort out) your finances is vital.
- 2 It is important ..... (set up) a bank account.
- 3 ..... (check) the suitability of your accommodation is essential.
- 4 Set up an email account ..... (keep) in contact with lecturers and classmates.
- 5 Find out about local transport, although ..... (walk) to classes may save you money.
- 6 Learn ..... (cook) some simple, cheap meals.
- 7 If your accommodation involves ..... (share) costs with others, decide how bills will be divided amongst you.
- 8 Write a list of things you want ..... (take) with you well in advance to avoid ..... (forget) anything.
- 9 Check what you need ..... (do) before attending your first lecture.

## 2 Match the rules (a–e) with the sentences in 1.

- a The infinitive is used after certain verbs. ....
- b The infinitive is used immediately after an adjective. ....
- c The infinitive is used to give a reason or purpose for doing something. ....
- d The gerund is used after certain verbs. ....
- e The gerund is used as the subject/object of a sentence. ....

## 3 Match the halves to make sentences.

- 1 I'm qualified ..... a the weather to warm up soon.
- 2 I'm not interested in ..... b to get a dog.
- 3 I would never risk ..... c to give first aid.
- 4 I've recently decided ..... d leaving my bike unlocked.
- 5 I'm expecting ..... e becoming president of my country.

## 4 Circle the correct alternative.

- 1 We've arranged to meet/meeting today at 4.30.
- 2 I'd like to do/doing a master's after I finish my degree.
- 3 Kim doesn't mind to cook/cooking for her flatmates.
- 4 Did you manage to hand/handing in your assignment on time?
- 5 I usually go to walk/walking at the weekends.
- 6 I'm too busy to go/going out tonight. I have to work.
- 7 Don't forget to turn/turning off your mobile before the exam.
- 8 Max admitted to borrow/borrowing my pen without asking.

## GRAMMAR CHALLENGE

### 5 Find and correct a mistake in each sentence.

- 1 Gemma usually cycles to school for keep fit.  
.....
- 2 My teachers encouraged me doing a degree in English literature.  
.....
- 3 The bookshop owner suggested buy this new thriller – do you know it?  
.....
- 4 Oh no! I've been forgetting my password again!  
.....
- 5 Klaus promised text his parents as soon as he found out his test results.  
.....
- 6 I've done my homework for hours! I'm really tired!  
.....
- 7 Yasmin is finishing work at five o'clock on Fridays.  
.....
- 8 Have you ever considered to become a police officer?  
.....



1 Put the words in order to make questions.

- 1 the going to like do you cinema ?  
Do you like going to the cinema?
- 2 favourite is the day your what part of ?
- 3 easy you is it study where to live ?
- 4 do or outside prefer to you be inside ?
- 5 would next you summer like what to do ?

2 LISTENING 02 Listen to five students answering the questions in 1. Decide if these statements are True (T) or False (F).

- 1 Speaker A doesn't go to the cinema because it's expensive. T/F
- 2 Speaker B gets up early at the weekend. T/F
- 3 Speaker C doesn't mind sharing a room with his brother. T/F
- 4 Speaker D likes being inside and outside. T/F
- 5 Speaker E would like to go to Paris next summer. T/F



3 LISTENING 02 Complete the sentences with the verbs given. Then listen again to check.

- 1 I'd rather ..... films at the cinema than at home. (watch)
- 2 I like watching films on TV too, but I prefer ..... to the cinema. (go)
- 3 I'd rather ..... in bed. (not stay)
- 4 I'd rather ..... my own room. (have)
- 5 I prefer ..... inside all weekend. (not stay)
- 6 I prefer ..... at the weekend. (go out)
- 7 I'd prefer ..... to a city. (not go)
- 8 I'd prefer ..... somewhere hot. (go)

4 Find and correct the mistakes in the sentences.

- 1 I'd rather not going to museums on holiday.
- 2 I prefer reading than watching films.
- 3 I rather get up early at the weekend.
- 4 I'd prefer don't play computer games all the time.
- 5 I'd rather be outside to be inside.
- 6 I prefer have my own room.

5 In your notebook, rewrite the statements in 4 so that they are true for you.

STUDY SKILLS

What two things are important to speak English well?

► STUDY SKILLS page 94



1 Look at the expressions and write *formal* or *informal*.

- 1 Hi, Lisa!
- 2 Dear Mr Fellows
- 3 It was great to hear from you.
- 4 All the best
- 5 Yours sincerely
- 6 Thanks
- 7 I am writing to complain about one of your products.
- 8 I would be grateful if you could send me a copy of the photograph.
- 9 I'd love a copy of that photo – can you send me one?

informal



**2** Read the email from an English friend called Leo. Underline the points that Leo wants you to answer.

**3 Write a reply to Leo in an informal email.**

**From:** Leo

**Subject:** Hi

Hi!

I hope everything's OK. It seems a long time since I heard from you. What have you and your family been doing recently? I'm trying to decide which universities to apply to. My main decision is about whether to study abroad or not. I've looked at some universities in Australia, and I'd love to go there to study. There are some excellent courses and I could spend my free time doing sports, which I love, as you know!

I'm also considering coming to study in your country. What do you think the advantages are for me doing that? On the other hand, I can see that staying in England is easier. Maybe you could come and study here, or we could both go and study in Australia together! What would you prefer?

This week I've been doing work experience. My school organised some work for me in a fashion designer's studio! It has been fantastic so far. The fashion designer is really nice and I learnt tons about fashion and making clothes. What kind of preparation for leaving school do you get? Write and tell me about it – I'd really like to know.

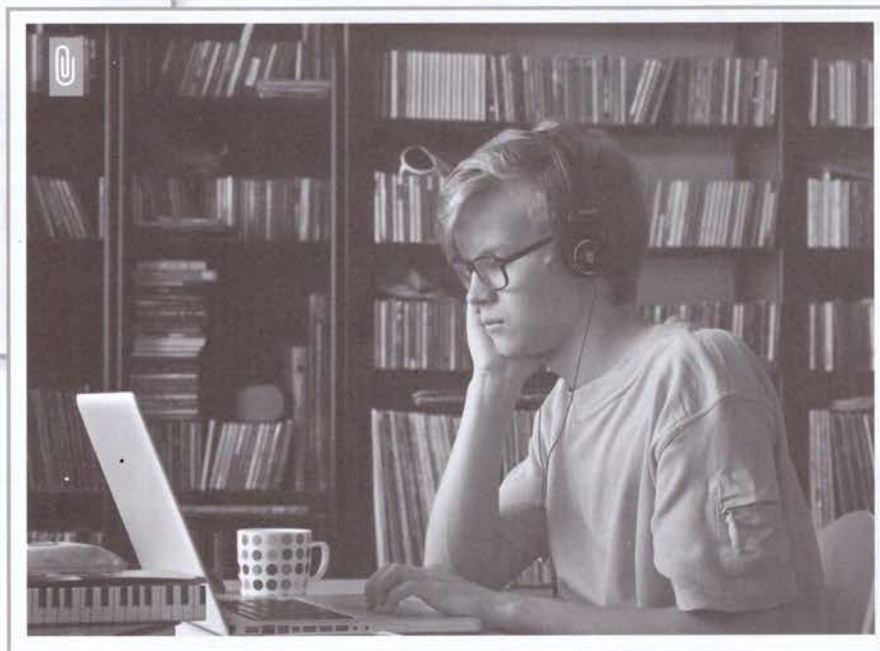
Write soon!

Bye

Leo

To: Leo

Subject: Hi





## Grammar

### 1 Circle the correct alternative.

- 1 People always make/are always making friends at university.
- 2 Gina and Kevin get on/are getting on their plane to Hong Kong as we speak.
- 3 Sue is always/often using my stuff. It's very annoying.
- 4 We have/are having lectures every day at nine o'clock.
- 5 I revise/'m revising for exams at the moment.
- 6 David borrows money, but he always pays/is always paying me back.

### 2 Complete the sentences with the present perfect simple or continuous form of the verbs given.

- 1 I ..... (walk) 20 kilometres today and now I want to rest!
- 2 Jed ..... (wait) for his package to arrive for two weeks now.
- 3 ..... you ..... (finish) your breakfast yet? We need to go.
- 4 I don't want to see that film.  
I ..... (already see) it.
- 5 Damien ..... (look) for a job for over a year and he ..... (still not find) one.

### 3 Complete the sentences with the gerund or infinitive form of the verbs given.

- 1 I only enjoy ..... (sail) in the summer when it's hot.
- 2 I mustn't forget ..... (feed) my neighbour's cat this evening.
- 3 Sometimes, I get nervous about ..... (talk) to people I don't know.
- 4 It's too late ..... (study) now. Why don't you go to bed?
- 5 You can take a bus to class, but ..... (cycle) is better.

### 4 Circle the correct alternative.

Hi!

I (a) write/'m writing to say thanks for your email and sorry for not (b) to reply/replying sooner. I (c) 'm being/'ve been really busy these first few weeks at uni. I (d) go/'m going to lectures every day and I (e) have/'m having assignments to do – I (f) 've handed/been handing in two this week. But I (g) have/'m having a great time and I've (h) made/been making lots of new friends. (i) To live/Living in a hall of residence is expensive though, so I've decided (j) to move/moving out and live with friends. We (k) look/'ve been looking for a flat near the university, but we haven't (l) had/been having any luck so far. I'll let you know if we find one. Hope all is well with you!

Sam

## Vocabulary

### 1 Complete the sentences with these words. There is one extra word you do not need.

assessment • assignment • facilities • lecture  
tutor • tutorial • undergraduate

- 1 Some courses have a final exam, but some have continuous ..... so all the work is very important.
- 2 The ..... marks a university student's work.
- 3 When you study for your first degree, you are an .....
- 4 The ..... at universities often include sports centres, restaurants and IT centres.
- 5 An ..... is a piece of work you do at university.
- 6 There aren't usually many students in a .....

### 2 Complete the words.

- 1 When you go to university, you study for a d.....
- 2 Students go to lectures and take n..... of what the lecturer says.
- 3 They also do c....., which can be assignments or projects.
- 4 They give these to their tutor, who gives each piece of work a g..... or m.....
- 5 If a student fails an exam, they usually have one chance to r..... it.
- 6 At the end of their course, students g.....
- 7 They can then start work or do a m.....
- 8 University is hard, but there are plenty of e..... activities.

### 3 Write do or make.

- 1 How often do you ..... dinner?
- 2 Just ..... your best and you'll be fine.
- 3 Can I ..... a suggestion?
- 4 If you ..... a promise, you should keep it.
- 5 Can you ..... me a favour?
- 6 Can you ..... the shopping this week?
- 7 I need to ..... an appointment to see the dentist.
- 8 I hope you ..... well in the exam.



## Vocabulary



### 1 Decide which phrases describe the four jobs. Write at least three numbers in each of the columns.

- 1 usually work long hours
- 2 usually do shift work
- 3 usually work from 9–5
- 4 are skilled
- 5 usually work indoors
- 6 often work outdoors
- 7 are usually self-employed
- 8 are usually employees
- 9 work in dangerous conditions
- 10 mainly do paperwork
- 11 mainly do manual work
- 12 deal with lots of different people



**Farmers**

.....

.....

.....



**Nurses**

.....

.....

.....



**PA's**

.....

.....

.....



**Firefighters**

.....

.....

.....

### 2 Are these stages of a job usually positive or negative? Circle the correct face.

- 1 I was fired.
- 2 I got a promotion.
- 3 I was made redundant.
- 4 I signed a contract.



### 3 Complete the job advertisement with these words. What job is it for?

deal with • experience • get a promotion  
responsible • stressful • training

You will be (a) ..... for the day-to-day operation of the restaurant and for the level of service our establishment provides. You will have to (b) ..... management, kitchen staff and customer services personnel in sometimes (c) ..... conditions. It will be possible to (d) ..... when you have gained further (e) ..... of supervising staff in our organisation. Relevant (f) ..... will be provided through Langbern College.

### 4 David wants to be a firefighter, but his dad wants him to be a doctor. Match David's responses to his dad's points.

- 1 Dad: Doctors are very well paid.  
David: c
- 2 Dad: Firefighters have to work in dangerous conditions.  
David: e
- 3 Dad: Firefighters usually have to do night shifts.  
David: a
- 4 Dad: Firefighters have to work outdoors, which must be hard in winter.  
David: b

- 5 Dad: What about the qualifications you've got from school that you won't need if you become a firefighter?

David: d

- a But that suits me. I don't want to work indoors all the time.
- b And so do doctors. They often have to work long hours, too.
- c But firefighters earn a good salary and get an excellent pension when they retire.
- d But I won't be a firefighter forever. I might want to go to university later in my life.
- e Yes, but doctors' work can be very stressful and difficult.

### VOCABULARY EXTENSION

#### 5 Complete the sentences with these words. Use a dictionary to help you.

deadlines • high-powered  
job-share • perks • sick leave

- 1 An alternative to working full-time these days is to do a ..... , in other words, two people do one job.
- 2 Many companies offer ..... , such as a company car, on top of the basic salary.
- 3 A ..... job may seem attractive, but it can be stressful.
- 4 Some part-time jobs don't pay if a person is on .....
- 5 One of the most stressful aspects of a job is when you have to meet tight .....



1 Look at the heading and introduction at the top of the article and choose the correct description.

- a A documentary about unemployment
- b A series about people who work in dangerous jobs
- c A TV show about young people doing difficult jobs

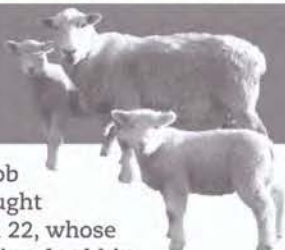
2 Read about Jack and Sheena and complete the information.

	Job	Experience
Jack	.....	Positive / Negative
Sheena	.....	Positive / Negative

## WORLD'S TOUGHEST JOBS

The TV series that follows young Brits who agree to take on tough jobs in return for big money. In this week's episode ...

### NO SLEEP COUNTING SHEEP



So you think your job is bad? Spare a thought for Jack Taylor, aged 22, whose backbreaking work involved him shearing sheep in scorching temperatures in New Zealand.

Jack is one of the stars of a new show called *The World's Toughest Jobs*, and he admits that it was the most difficult month of his life. 'I won't lie, it was the most difficult thing I've ever had to do, and we'd get told off if we didn't keep up!' he says. 'We slept in a barn and were up at 4 am six days a week and often didn't get back till 8 pm.'

At the interview, Jack was told that he could make good money if he sheared 300 sheep a day. Some days he only did seven. Still, he returned home at the end of the month with £1,400 and a new sense of self-respect. 'Being able to stick with the job made me realise I could do more than I thought,' he says. Jack now has a new job, but his experience in New Zealand had such an impact that he now plans to go travelling again in the future.



### THE SKY'S THE LIMIT

It's been described as one of the most difficult jobs in the world. Sheena Southall, a 22-year-old student, was keen to test her limits when she agreed to appear on the show.

'Although I love studying, I'm always looking for an opportunity to test myself,' she says.

She saw an advert which said: 'Do you want to make some quick cash and do you want to travel?' She applied, went for an interview, and got the job. At the interview she explained how she was prepared for any challenge. Then, just as she was leaving for Singapore she found out that she was going to become a skyscraper window cleaner!

The job was challenging. She had to pull herself up and down carrying heavy water buckets and if she didn't clean the windows properly, they'd tell her to go back and do it again.

But she admits the experience has changed her. As soon as she got back, she finished her studies, graduated, and started looking for a job that would be both exciting and tough. Sheena says: 'Nothing will ever be as exciting and scary as that first day of cleaning windows up in the air, but if you don't face your fears and accept what life offers you how will you know what you're capable of? It was the best experience of my life so far.'

3 Read the article again. Are these statements True (T), False (F) or Not Mentioned (NM) in the text?

- 1 Jack often had to work more than 12 hours a day. T/F/NM
- 2 He earned more money than he expected. T/F/NM
- 3 He discovered new things about himself by doing the job. T/F/NM
- 4 He plans to travel to New Zealand again in the future. T/F/NM
- 5 Sheena agreed to appear on the show because she wanted to make money. T/F/NM
- 6 She didn't expect to be a window cleaner. T/F/NM
- 7 The people she worked with helped her a lot. T/F/NM
- 8 She thinks other young people should try doing a difficult job. T/F/NM

### 4 CRITICAL THINKING

Are these possible advantages (✓) or disadvantages (X) of doing a tough job?

- 1 You learn that you are more capable than you thought. ☐
- 2 You find out what job you want to do or don't want to do in the future. ☐
- 3 You get injured. ☐
- 4 It's exciting and you have a sense of achievement. ☐
- 5 You are doing a job that you're not interested in. ☐

5 Match the underlined words in the article with these definitions.

- 1 containers with a handle used for carrying water and other liquids .....
- 2 criticised for doing something wrong .....
- 3 extremely hot .....
- 4 physically hard and tiring .....
- 5 continue to do something .....



## 1 Match the sentences (1–5) with the uses (a–e).

- 1 As she was leaving for Canada, she found out ...
  - 2 Every day I was going to college and doing the same things.
  - 3 She applied, went for an interview and got the job.
  - 4 He was hoping he would be able to pay off his debts.
  - 5 She resigned from her part-time job.
- a one thing happened after another
  - b an activity in progress at a moment in the past
  - c scenes in a story or description
  - d finished actions or situations in the past
  - e to talk about an activity in progress that was interrupted by another action

## 2 Circle the correct alternative.

- 1 We waited/were waiting at the bus stop when we saw an old friend.
- 2 The sun shone/was shining when I woke up this morning.
- 3 Last Sunday, I went/was going to visit my grandparents.
- 4 When I got/was getting home, I went to my room.
- 5 I found an interesting article while I surfed/was surfing the Internet.
- 6 I didn't have/wasn't having any breakfast this morning.

## 3 Complete the text with the past simple or past continuous form of the verbs given.

I (a) ..... (study) French at university and I had been planning to travel when I finished, but somehow ended up working in an office. One day, I (b) ..... (sit) at my desk when I (c) ..... (happen) to notice an advert for a job in Paris. I immediately (d) ..... (stop) what I (e) ..... (do) and (f) ..... (apply). Two days later, I had an interview – and I was offered the job. My friends (g) ..... (try) to persuade me to stay at home, but I really wanted to go. I was sad to say goodbye of course, and I even (h) ..... (cry) a little, but two days later, I (i) ..... (travel) on a train to Paris to start my new job.

## 4 Tick (✓) the sentence which can also be written with **would**.

- 1 She **used to** love her job. ☐
- 2 She **didn't use to** travel. ☐
- 3 She **applied** for the job. ☐
- 4 Their supervisor **used to** tell them off. ☐

## 5 Which sentences in 4 describe ...?

- a a single event in the past
- b repeated past actions
- c past habits
- d a past state

## 6 Write the sentences again. Write the verb in bold with **would** if possible, or with **used to**.

- 1 We lived in a small town.  
.....
- 2 I have a part-time job in a shop.  
.....
- 3 I went to work every Saturday.  
.....
- 4 I started at nine in the morning.  
.....
- 5 I didn't work late.  
.....
- 6 I didn't like my job so I decided to leave.  
.....

## GRAMMAR CHALLENGE

### 7 Read the text. Find and correct 12 mistakes.

A friend of mine didn't had a job and he was interested in appearing on the TV show about tough jobs. He tried several times, but he never got an interview. One day, while he was read a newspaper, he saw an advert for a job like a fisherman in Finland. He applied at the job and he got it. He was travelled to Finland and worked there for a month. He would got up at 5 am every day and he works six days a week. He didn't liked it and so he returned home. Now he is work in an office. He didn't used to want to do paperwork, but he says that anything is better than work on a boat in Finland.





# 1 Who said what? Match the comments (a-h) with the people (1-8).

- 1 David wants to get ahead. .... c
  - 2 Karl wants to keep at a task. ....
  - 3 Fran is working on a project. ....
  - 4 Eva needs to fill in a form. ....
  - 5 Jack wants to turn down a job offer. ....
  - 6 Teresa wants to take over from someone. ....
  - 7 Ben wants to set up a business. ....
  - 8 Liz needs to keep up with her work. ....
- a 'I need to do some research and then start writing.'
  - b 'I'm not going home until I've finished this assignment.'
  - c 'I'm going to work really hard to get a promotion.'
  - d 'When Lucie leaves, I'm going to apply for her job.'
  - e 'To apply, I need to write my details on this page.'
  - f 'I want to print T-shirts and sell them online.'
  - g 'I haven't finished my project yet. It's late again!'
  - h 'I don't think this one is right for me so I'm not going to accept it.'

## 2 LISTENING 03 Listen to five students talking about gap year volunteering experiences. Match the speaker with the project. There is one extra option that you do not need.



- |                     |       |               |       |
|---------------------|-------|---------------|-------|
| a disaster relief   | ..... | d tourism     | ..... |
| b conservation work | ..... | e archaeology | ..... |
| c teaching sport    | ..... | f journalism  | ..... |

## 3 LISTENING 03 Listen again. Choose the best statement (A-F) for each person. Use the letters only once. There is one extra opinion that you do not need.

- A I really enjoyed the work I did.
- B Life in this place was more difficult than I expected.
- C I found the work very hard.
- D I chose a project related to my hobby.
- E I think the experience will help me in my career.
- F It didn't help me in my job, but I loved it.

Speaker 1: ..... Speaker 2: ..... Speaker 3: .....  
Speaker 4: ..... Speaker 5: .....

## STUDY SKILLS

Why should you be careful when you look up the meaning of phrasal verbs in a dictionary?

➤ STUDY SKILLS page 94

## VOCABULARY EXTENSION

### 4 Match the phrasal verbs with the meanings. Use a dictionary if necessary.

- |              |                                      |
|--------------|--------------------------------------|
| 1 drag on    | a organise or plan                   |
| 2 stick to   | b write, record                      |
| 3 draw up    | c prepare and write                  |
| 4 set up     | d continue for longer than necessary |
| 5 carry out  | e distribute to different people     |
| 6 follow up  | f do, complete                       |
| 7 send out   | g find out more or do something more |
| 8 write down | h continue with something            |

### 5 Read the tips about holding meetings. Write the correct phrasal verb from 4 in each gap.

#### HOW TO (a) ..... AND RUN A MEETING

- (b) ..... an agenda which includes topics for discussion, timings and details of participants.
- (c) ..... the agenda to all participants well before the meeting.
- (d) ..... the agenda as closely as possible.
- Don't let a discussion (e) ..... too long; there needs to be enough time for all the topics on the agenda.
- (f) ..... all the decisions made at the meeting.
- Appoint someone to (g) ..... each action agreed at the meeting.
- At the end of the meeting, review how effective it was and (h) ..... any suggested improvements at the next meeting.



**1 Read the statements and choose either the past perfect simple (S) or past perfect continuous (C), or both.**

- |   |     |
|---|-----|
| 1 It gives more importance to the duration of actions.                  | S/C |
| 2 It is formed with <i>had + been + -ing</i> form of the verb.          | S/C |
| 3 It gives more importance to completed actions.                        | S/C |
| 4 It is used to talk about actions that occurred before another action. | S/C |
| 5 It is formed with <i>had + past participle</i> .                      | S/C |

**2 Circle the correct alternative.**

- I'd never been/been going to Africa before.
- I'd helped/been helping out with a local football team for a couple of years.
- I'd travelled/been travelling for a couple of months when I arrived.
- My parents paid part, I'd made/been making the rest of the money myself.
- I'd been/been going to a developing country before.
- We'd learnt/been learning about 18<sup>th</sup> century history at school, so it was all fresh in my mind..

**3 Write sentences with *because*.**



- Her hair/wet/playing football/in the rain  
*Her hair was wet because she'd been playing football in the rain.*
- I/hungry/not eat  
.....
- She/exhausted/work/since 5 am  
.....
- They/late/miss/the bus  
.....
- My teacher/annoyed/I/not do/my homework  
.....
- Everything/white/it snow/for days  
.....
- I/not recognise Sam/I/not see/him for ages  
.....

**4 Complete the text with the past simple, past perfect or past perfect continuous form of the verbs in the box.**

drive • finish • forget • go (x2) • have • knock  
not wake up • stay up • study • try • visit

Last summer I (a) ..... to Spain to work at a summer camp. I (b) ..... just ..... school and I wanted to do something different. I (c) ..... Spanish for three years, but I (d) ..... never ..... the country before. I almost didn't make it!

My flight was at 11 am on Saturday morning. The night before, I (e) ..... to bed very late. I (f) ..... to pack my suitcase. At seven o'clock in the morning, my mum (g) ..... on my door to wake me up. She kept knocking, but I (h) ..... In the end, she came into my room. She told me that she (i) ..... to wake me for over an hour. We (j) ..... to the airport, but when we got there, I realised that I (k) ..... my passport. Fortunately the plane was delayed and I (l) ..... time to go back home and get it.

**GRAMMAR CHALLENGE**

**5 Write the sentences again without changing the meaning.**

- He left. Then I did my homework.  
After .....
- I worked in Argentina. I made some good friends.  
While .....
- I saw the advert. I immediately decided to apply.  
When .....
- I earned some money. Then we went travelling.  
After .....
- I stayed in Romania. I visited lots of interesting places there.  
While .....
- We waited for two hours. The bus eventually arrived.  
After .....



# Developing Speaking

## 1 Write these phrases in the correct column.

I see what you mean, but ... • I suppose so, but ...  
That's a good idea. • What about you?  
What do you think? • Yes, you're right.

Asking for opinions	Agreeing	Disagreeing

## 2 Look at the mind map. Match the ideas (1–5) with points on the mind map.

1 You learn to be more independent.

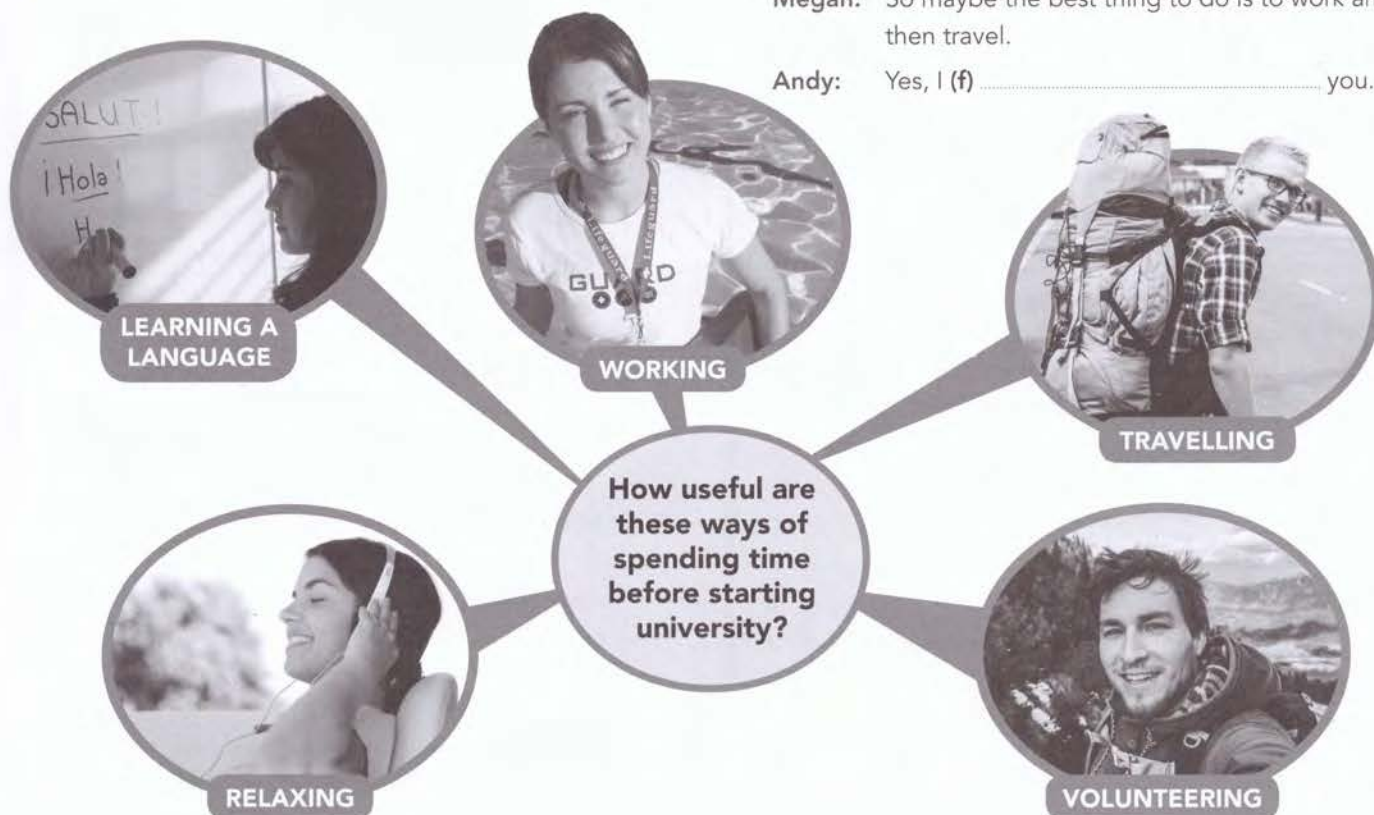
*travelling*

2 It's necessary after studying hard.

3 It's an important skill in many jobs these days.

4 It's something you can talk about at interviews.

5 You earn money and get work experience.



## 3 LISTENING 04 Listen to two students doing the speaking task. What do they decide is the most useful?

## 4 LISTENING 04 Listen again. Tick (✓) the phrases that you hear.

What do you think about ...? ☐  
What about ...? ☐ Do you agree? ☐  
Yes, I agree. ☐ Yes, you're right. ☐  
That's a good idea. ☐ I think you're right. ☐  
Maybe, but ... ☐ I suppose so, but ... ☐  
I see what you mean, but ... ☐  
I agree up to a point. ☐

## 5 Complete the dialogue. Use between one and three words in each gap.

Andy: I think the most useful thing you can do is work.  
Don't (a) ..... so?

Megan: I agree (b) .....  
point, but you need to relax so that you feel  
fresh when you start your course.

Andy: I (c) ..... you mean,  
but it's important to get work experience.

Megan: That's true. What  
(d) ..... about  
travelling? I think it's a good way to relax and  
see the world at the same time.

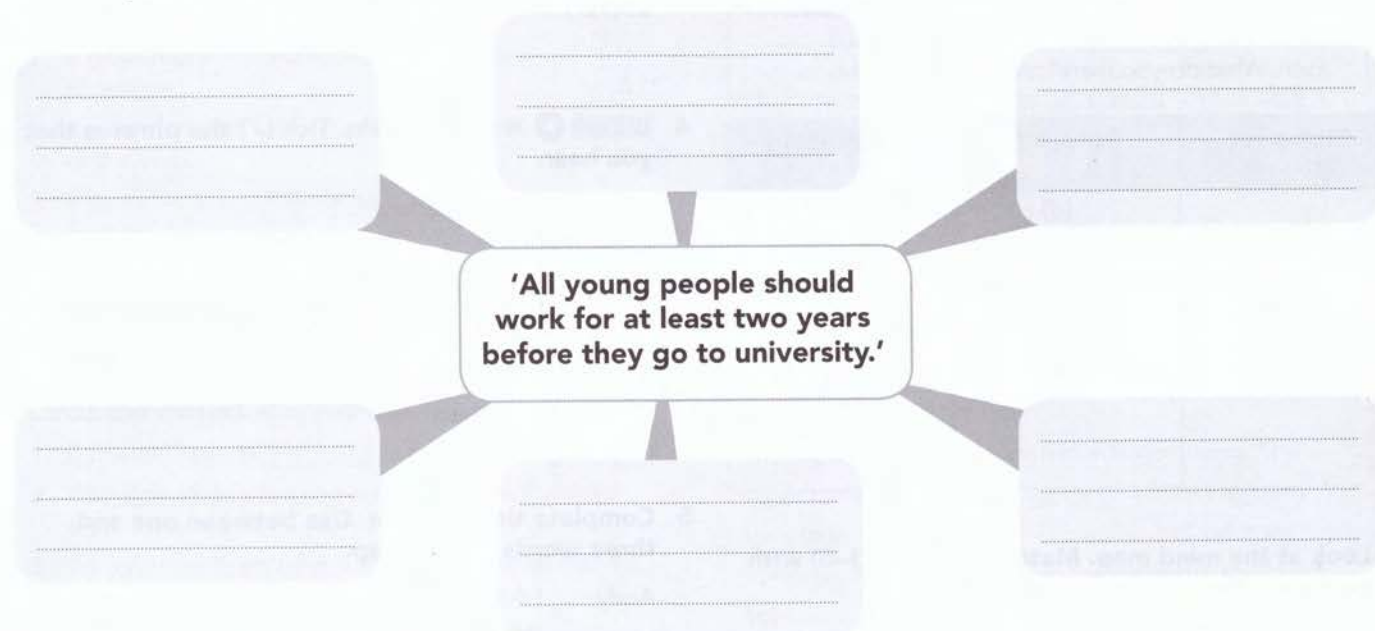
Andy: I (e) ..... so, but it's  
expensive.

Megan: So maybe the best thing to do is to work and  
then travel.

Andy: Yes, I (f) ..... you.



- 1 Read this statement, which is an essay title. Do you agree or disagree with it?  
Write your ideas in the form of short notes or a mind map here:



## STUDY SKILLS

How can you make sure that the ideas in your essay are well organised?

► STUDY SKILLS page 94

- 2 Organise your ideas in 1 in this essay plan.

### Paragraph 1:

Introduction with general statement on the topic and your opinion

### Paragraph 2:

First and most important reason for your opinion

### Paragraph 3:

One or two other reasons for your opinion or another person's opinion, and why you disagree with it

### Paragraph 4:

Summary and conclusion restating your opinion

- 3 Write your essay using your plan in 2.



## Grammar

### 1 Circle the correct alternative.

- My dad used to/would be self-employed, but he found it very stressful.
- By the time I got home last night, Sam already left/had already left.
- What exactly did you do/were you doing when I called you last night?
- When I got to school, I realised that I forgot/had forgotten my keys.
- We would go/were going on holiday to Spain every year when I was young.

### 2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

- First, Shannon went to the library, then she went to meet her friend in the café. **HAD**  
After Shannon ..... the library, she met her friend in the café.
- Josh was the shortest boy in his class, but now he's the tallest. **BE**  
Josh ..... the shortest boy in his class, but now he's the tallest.
- Dina didn't feel well for about a week before she went to see the doctor. **BEEN**  
Before she went to see the doctor, Dina ..... well for about a week.
- Yasmin didn't do much sport when she was younger. **USE**  
Yasmin ..... much sport when she was younger.
- I didn't revise for the exam so I got a bad mark. **REVISED**  
I got a bad mark because I ..... for the exam.

### 3 Choose the correct option, a, b or c.

- About 15 people ..... outside the cinema when we got there.  
a waited b were waiting c had waited
- I ..... here in London for about two years now.  
a live b am living c have been living
- By the time I got to class, there was no one there. The other students .....  
a went b were going c had gone
- I ..... this film before and I don't want to see it again.  
a saw b have seen c had seen
- Some people ..... a lot of different jobs before finding the right one.  
a do b are doing c did
- We ..... for six hours when we finally got to our destination.  
a drove b were driving c had been driving

## Vocabulary

### 1 Complete the opposites.

- |                  |                 |
|------------------|-----------------|
| 1 work indoors   | work .....      |
| 2 do shift work  | work from ..... |
| 3 be an employer | be an .....     |
| 4 work part-time | work .....      |
| 5 badly paid job | ..... job       |

### 2 Circle the correct alternative.

- A sales manager is responsible for/deals with making profits through the sales team.
- I'd like to be self-employed/unemployed and run my own company.
- I'll be home late this evening. I have to work long hours/overtime.
- When a local car factory closed down, many workers were fired/made redundant.
- He was retired/sacked from his last job because he was always late.
- You need to go to college to get the right experience/qualifications for the job.
- This job would be ideal for you. I think you should apply for/to it.

### 3 Complete the sentences with a word from each box. There is one extra word in each box that you do not need.

fill • get • keep  
take • turn • work

ahead • at • down  
in • on • over

- You need to ..... this form before you see the doctor.
- I don't want to work at night so I'm going to ..... the job.
- Some students have worked all weekend so they can ..... with their exam preparation.
- My dad's company is going to ..... another company because its owner wants to retire.
- I find English difficult sometimes, but I want to ..... it because it's important.

### 4 Delete the word that is not possible.

- work in dangerous/stressful/skilled/good conditions
- do paperwork/manual work/experience/a course
- be an undergraduate/a graduate/a tutor/a lecture
- do shift work/homework/a mistake/well
- get a good grade/mark/note/result in an exam
- get a degree/a graduate/a student loan/a master's
- make a promise/an assignment/a suggestion/an excuse



## Reading

- 1 Read what students say about doing a degree in the UK.  
Tick (✓) the points that they mention. Add two more reasons to the list.

- |   |                          |                   |                          |
|---|--------------------------|-------------------|--------------------------|
| 1 to experience a different education system            | <input type="checkbox"/> | 4 to make friends | <input type="checkbox"/> |
| 2 to have freedom and independence                      | <input type="checkbox"/> |                   |                          |
| 3 to see the world and experience a different lifestyle | <input type="checkbox"/> |                   |                          |

# GLOBAL STUDENTS

Many students nowadays choose to do a degree in another country. In the UK alone, nearly 20% of undergraduates are international students. In the latest in our 'Global students' series, we find out about their experiences.

HOME | NEWS | COMMENTS | LOG IN | SEARCH | CONTACT

**A** I chose to study here because the education system is different. At home, our teachers would talk and we'd listen, whereas here I can discuss questions with my classmates and tutors. Having a western degree can help you to get a better job with a higher salary, too. I used to watch TV series back home so I had an idea about the way of life, but it was still a shock. I'm not really a party person, but most students here enjoy partying. I volunteer as a Chinese language teacher, and discussing cultural differences with my students has helped me to adapt. I think the biggest challenge for me is the language. I'd passed English exams before I came, but I still make mistakes and lose marks in assignments.



**Xiu, 21, China**

**B** I came here because I'd lived my whole life in the US and I wanted to see something of the world. The UK had always appealed to me because of the culture. People communicate differently, but one main problem is the sense of humour – it took about four months before I understood when people were joking. I expected England to be green with lots of farms, but I've travelled around a bit and it's more diverse than I expected. The best thing about the experience is the people I've met. I plan to stay friends with them when I go home! I missed my family at first, especially at Thanksgiving, and my mom used to call me every day, but now she only calls once a month. I'm doing my own thing and I'm happy.



**Beth, 19, the US**

**C** I came here because I was impressed with the facilities and the staff are friendly. In India, teachers are feared and can't be your friends. I can manage my own time, too, and no one worries as long as you do your coursework. In India, parents put a lot of pressure on you because they're concerned about your future and everyone is involved in making decisions. I have some international friends from my hall of residence, but I tend to spend time with other Indians. We celebrate our festivals and play cricket together. At home, my mother would do everything for me, but here I have to do everything myself. I'm not good at cooking so I'm always having takeaways. England is expensive compared to India, especially the accommodation and fees, but luckily my family is paying.



**Raghav, 19, India**

- 2 For questions 1-8 choose from the three students (A-C). Each student may be chosen more than once.

Which person says ...

- |   |       |
|---|-------|
| 1 they usually socialise with people from their country?        | ..... |
| 2 they've had to learn to look after themselves?                | ..... |
| 3 they didn't understand people at first?                       | ..... |
| 4 their qualification will help them get ahead in their career? | ..... |
| 5 they found it difficult to adapt to the student lifestyle?    | ..... |
| 6 they like the country more than they expected?                | ..... |
| 7 they find the language a challenge?                           | ..... |
| 8 they were attracted by the culture?                           | ..... |

## Use of English

- 3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

- |   |        |
|---|--------|
| 1 When I was at home, my mother did everything for me.                      | USED   |
| At home, my mother .....  |        |
| 2 At first, my parents phoned me every day, but now it's only once a month! | WOULD  |
| At first, my parents .....  |        |
| 3 Beth met her best friend after living in England for about three months.  | BEEN   |
| Beth ..... in England for about three months when she met her best friend.  |        |
| 4 I never enjoyed learning languages when I was younger.                    | USE    |
| When I was younger, I .....   |        |
| 5 Students here have a lot of parties. I find it annoying.                  | ALWAYS |
| Students here ..... parties.  |        |



## Listening

- 4 **LISTENING** 05 Read the beginning of the article. Then listen to five opinions about students working. Choose the opinion each speaker expresses from the list (A–F). Use the letters only once. There is one sentence you do not need.

### THE DECLINE OF THE SATURDAY JOB



Serving in a shop or restaurant used to be how teenagers earned pocket money and got their first experience of work. But over the last two decades, the number of students with part-time jobs has

fallen, with many feeling the pressure to study rather than work. Some parents believe it's essential to work for money, like the footballer David Beckham and his fashion-designer wife Victoria, whose teenage son has been serving tea and coffee in a coffee shop. Other people believe ...

- A Students don't have time for part-time jobs.
- B Schools need to prepare students for working life.
- C It's impossible for young people to find part-time jobs.
- D Employers don't want to give jobs to students.
- E I don't think young people are interested in working.
- F Work experience helped me to find a full-time job.

Speaker 1: ..... Speaker 2: ..... Speaker 3: .....

Speaker 4: ..... Speaker 5: .....

## Writing

- 5 You have received this email from a friend. Underline the information that you should include in your reply. Write notes about your answers, and then write your email.

Hi!

How are you? I'm planning to come to your country to study this summer, but I'd also like to find a part-time job. Is it easy or difficult to find a job? What type of job do you think I should apply for? What's the best way to find a job?

Write back soon and let me know.

Thanks,

Clara

### COMMON MISTAKES

- 6 **Correct the mistakes in the sentences. In some sentences, there is more than one mistake.**

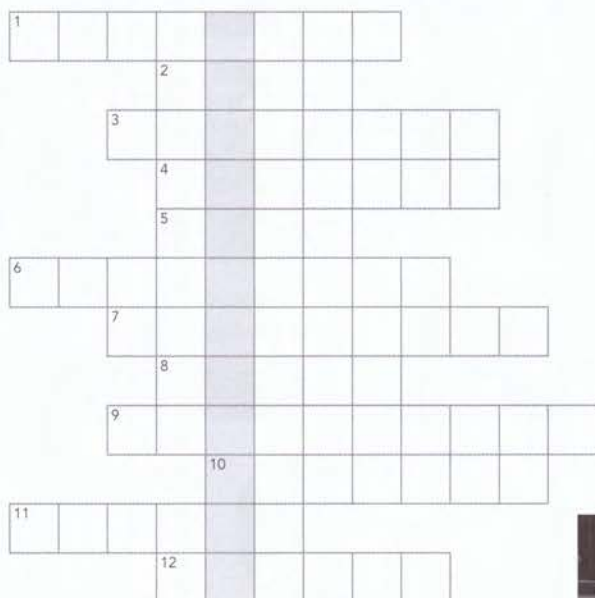
- 1 I'm considering to go to the university next year.  
.....
- 2 I'd like study marketing, but it depends on my notes.  
.....
- 3 My parents didn't used learn English at school.  
.....
- 4 Daniel is studying in France since six months.  
.....
- 5 I'd like to find a good-paid job when I finish my career.  
.....
- 6 Sara has been writing three assignments so far this term.  
.....
- 7 My dad would live at home when he was a student.  
.....
- 8 I'm interested to find a work in a bank or in an office.  
.....
- 9 When I went to London, my friends already lived there for a year.  
.....
- 10 It's difficult live in another country if you don't speak the language.  
.....
- 11 I often do mistakes when I write my English homework.  
.....
- 12 My dad made redundant after to work in the company for 20 years.  
.....



## Vocabulary



1 Use the clues to complete the puzzle and find the two words in the shaded column.



- 1 you wait for a train here
- 2 the underground or subway in London
- 3 a road built for fast travel
- 4 bags and suitcases
- 5 the people who work on a ship, plane, etc.
- 6 a person who travels but doesn't drive
- 7 a person who works in space
- 8 a common type of public transport
- 9 a line of cars waiting to move (two words)
- 10 you travel in this, especially on a road
- 11 this takes you into space
- 12 a journey by plane



2 Tick (✓) the types of transport you can use with these verbs.

	Car	Bus	Train	Plane	Spacecraft
get on		✓	✓	✓	
get off					
get into					
get out of					
board					
take off					
land					

3 Write the most appropriate word after each sentence.

travel • journey • trip • voyage

- 1 I flew across the Atlantic from London to Boston and then took the train across four states. ....
- 2 I sailed all the way around the world on a yacht. It took three years! ....
- 3 I took the ferry across the Channel early yesterday morning and came back in the evening. ....
- 4 My mum's job involves going to lots of different countries so she's always taking flights. ....

### VOCABULARY EXTENSION

4 Complete the sentences with the correct form of these verbs. Use a dictionary if necessary.

drop off • get away • get in • get stuck  
pick up • see off • set off • stop off

- 1 I'm late. Can you ..... me ..... at school on your way to work?
- 2 We ..... on our journey at 5 am to avoid the traffic.
- 3 Can you ..... me ..... from the station and take me home?
- 4 The high-speed train from London to Paris leaves at 7 am and ..... at 10.30 am.
- 5 It's a long way from London to Edinburgh so we decided to ..... in Manchester for a night.
- 6 My parents came to the airport to ..... me ..... when I left for Amsterdam.
- 7 I need to ..... for a few days so I'm going to the coast for the weekend.
- 8 We ..... in a traffic jam for two hours every Friday evening on our way home.



# 1 Read the article quickly. Answer the questions.

- 1 What is PRT?
- 2 Is it more similar to public transport or private transport?
- 3 Will it soon be in operation in cities around the world?

# 2 Read the article again. Complete the gaps with sentences A–G. There is one extra sentence you do not need.

- A This will have obvious benefits for the environment.
- B The podcars, as they are called, are self-driving.
- C Passengers can relax, read, watch television or simply enjoy the views as they travel.
- D They say that they will spoil the appearance of cities.
- E Light vehicles are essential to keep costs to a minimum.
- F It came into use as far back as 1970 and connects three university campuses.
- G They're even considered safe for young children to use on their own.

# 3 CRITICAL THINKING

Which of the following opinions are suggested by the writer of the article? Tick (✓) the opinions.

- 1 PRT offers many advantages as a means of transport. ☐
- 2 PRT is one of many possible ways to solve transport problems. ☐
- 3 The system is too expensive to install. ☐
- 4 People will only stop using cars if there is a convenient alternative. ☐
- 5 Benefits for the environment are more important than the appearance of cities. ☐

# 4 Match the underlined words in the article with these definitions.

- 1 stop hoping that something will happen or change
- 2 a combination or mixture
- 3 start or continue
- 4 happening or existing in many places

# 5 Complete the sentences with the correct form of the words from 4.

- 1 The government has decided to ..... with plans to build a new motorway.
- 2 Snowboarding is a ..... between surfing and skiing.
- 3 Predictions indicate that flying cars will become ..... within 20 years.
- 4 He ..... the idea of travelling for a year because he didn't have enough money.

## WILL CARS SOON BE A THING OF THE PAST?

Imagine a world without cars – a world with no traffic jams, no pollution and no worries about parking. This is the dream of Ollie Mikosza, the inventor of PRT, the Personal Rapid Transit system. PRT is a cross between a taxi, a bus and a cable car. It can take you door to door from your home to any building in a city without any of the inconveniences of driving or waiting for public transport. But will it work?

According to Mikosza, PRT will revolutionise the way we travel in cities. PRT is a system of individual vehicles which travel on metal structures above roads, buildings and even over water. (1) ..... They are controlled by a computer so you simply choose your destination and the computer calculates the fastest and most direct route to get you there, avoiding any possible collisions with other vehicles on the way. (2) .....

PRT has all the benefits of a car and none of the inconveniences of public transport. The podcars are designed to carry only two or three passengers so you don't have to share with strangers. (3) ..... There are no schedules or timetables because the vehicles wait at stations for passengers to arrive, instead of the other way around, and they operate 24 hours a day.

It may sound futuristic, but versions of PRT are already in operation in some places in the world. The oldest and most extensive system is in Morgantown in the US. (4) ..... Around 15,000 students use it every day to travel between university buildings and the city centre. Other cities have considered introducing the PRT system, including Auckland in New Zealand and Amritsar in India. Greenville County Economic Development in the US is meeting later in the year to decide whether or not to go ahead with plans to build a system there. It will cost about \$50 million, but the CED believes that it will succeed in reducing traffic problems where other systems have failed.

(5) ..... The podcars are powered by electricity so there is no pollution from exhaust fumes and the vehicles are virtually silent so there is no noise pollution either.

Does this mean that we will all use podcars in cities in the future? Surprisingly, in spite of the many advantages, it seems that PRT isn't going to be the norm anytime soon. One of the main drawbacks of the system, critics say, is that the metal structures used to carry the podcars are unattractive. (6) .....

However, Mikosza isn't going to give up on his dream. He plans to build tunnels for vehicles to travel through in areas of beauty or with particular historic interest, although these tunnels will make the system more expensive to build.

Interestingly, he also points out that more than a century passed between the invention of the first car and their widespread use. So perhaps we will see PRT in operation at some time in the future, if not in the next few years.





## 1 Match 1–5 with a–e to complete the rules about future tenses.

We use ...

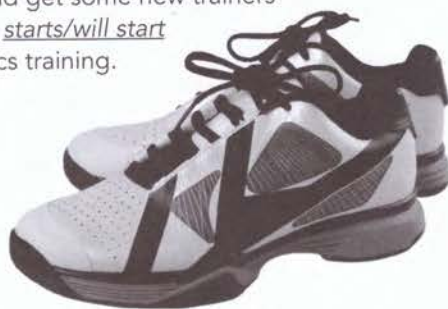
- |                            |  |
|----------------------------|--|
| 1 the present simple       | a based on evidence.   |
| 2 going to for             | b based on thoughts, opinions and expectations.  |
| 3 going to for predictions | c plans and intentions.  |
| 4 the present continuous   | d after expressions of time, like <i>when</i> , <i>before</i> , <i>as soon as</i> , etc. |
| 5 will for predictions     | e for confirmed plans and arrangements.  |

## 2 Decide whether each statement is an intention (I) or a prediction based on evidence (P).

- |  |     |
|--|-----|
| 1 My little brother is growing so quickly. He's going to be taller than me soon. | I/P |
| 2 Su-Li has slowed down a lot. She's not going to win the race now.              | I/P |
| 3 Jonathan says he is going to give up eating chocolate in the new year.         | I/P |
| 4 My headache has gone now so I'm going to go out tonight after all.             | I/P |
| 5 What are you going to do if you don't get into university?                     | I/P |

## 3 Circle the correct alternative.

- He is going to study maths when he is going/goes to university.
- Dave plays/is playing tennis at the leisure centre later.
- I meet/'m meeting Rich at the space centre tomorrow.
- Jack should get some new trainers before he starts/will start his athletics training.



## 4 Tick (✓) the sentences in which will is used correctly.

- |  |                          |
|--|--------------------------|
| 1 My birthday <b>will</b> be on a Tuesday this year.       | <input type="checkbox"/> |
| 2 What <b>will</b> you do next weekend?                    | <input type="checkbox"/> |
| 3 Our flight <b>will</b> leave at 9.30 tomorrow morning.   | <input type="checkbox"/> |
| 4 I <b>will</b> study law at Bristol University next year. | <input type="checkbox"/> |
| 5 I'll probably go skiing during the holidays.             | <input type="checkbox"/> |
| 6 Are you cold? I'll close the window.                     | <input type="checkbox"/> |

## 5 Write the incorrect sentences in 4 again using the correct future form.

.....

.....

.....

## 6 Complete the sentences with the correct future form of the verb given.

- Next month I ..... (give up) taking the bus to school and start walking instead.
- My brother is sleeping so I ..... (be) able to ask him to help me with my homework.
- The plane ..... (leave) at 7 o'clock tomorrow morning, so we have to get up early to get to the airport on time.
- I can't go with you, I ..... (play) basketball at 5 pm – we have a match on Sunday.

## STUDY SKILLS

How can you work on your mistakes to improve?

➤ STUDY SKILLS page 94

## GRAMMAR CHALLENGE

## 7 Decide if the sentences below contain mistakes in meaning (M), form (F) or spelling (S). Then correct the sentences.

- |  |       |
|--|-------|
| 1 I going to get fit this year.                            | M/F/S |
| 2 I will meet Peter at three o'clock to play tennis.       | M/F/S |
| 3 Let me know as soon as you will gets home.               | M/F/S |
| 4 A new after-school club is begining next week.           | M/F/S |
| 5 Economists say that the economy grows next year.         | M/F/S |
| 6 I can see you're busy so I wan't disturb you now.        | M/F/S |
| 7 It's going be dark soon. We should go home now.          | M/F/S |
| 8 The train to Madrid is going to leave at quarter to six. | M/F/S |



- 1 Write these words in the correct rows. Some words may go in two or more rows. Use a dictionary to check.

appeared • booked • calculate • consider  
estimate • graduate • national • operate • paid  
~~pilot~~ • populated • power • president • standard  
star • understood • write • zero

Prefix	Words
co-	<i>pilot</i>
dis-	
inter-	
mis-	
over-	
post-	
re-	
sub-	
super-	
under-	

- 2 Write a short exclamation in response to each of these statements using one of these adjectives with a prefix.

believable • convenient • likely • possible  
responsible • usual

- I'm going to be President one day!  
*That's unlikely!*
- My brother and his friend went on his boat without lifejackets.  
That was .....
- Look! I've got free tickets to go to see Rihanna in concert.  
.....
- When I want to sleep well, I drink lots of coffee.  
.....
- Our flight leaves at four o'clock in the morning.  
.....
- I want to fly like a bird.  
.....

### STUDY SKILLS

What should you do before you start a listening exercise?

► STUDY SKILLS page 94

- 3 LISTENING 06 Listen to an interview about holidays in the future. Tick (✓) the things that the people talk about.

- space travel ☐
- supersonic planes ☐
- underwater hotels ☐
- personalised hotel rooms ☐
- virtual travel ☐
- renting rooms ☐



- 4 LISTENING 06 Listen again and circle the correct alternative.

- People will first travel to Earth's low/high orbit.
- There are plans to build sky resorts/lunar hotels using a 3D printer.
- The hotel in Fiji was started in/before 2009.
- The hotel will have rooms/be completely underwater.
- Hotel rooms will help with the effects of long-distance/high-speed travel.
- Hotels in the future will offer physical/virtual personal trainers.
- In ten years' time, more people will rent rooms in houses/apartments.

### VOCABULARY EXTENSION

- 5 For each definition, write a word with a prefix and use it in an example sentence.

- not approve = disapprove  
*My parents disapprove of my new haircut.*
- not sure = .....
- not patient = .....
- not behave = .....
- not capable = .....
- not well informed = .....
- not legal = .....
- not obey = .....



## 1 Draw lines to match the verb forms with the tenses and their uses.

Verb form	Tense	We use it to talk about ...
will have done	future continuous	how long an activity has been in progress before a particular point in the future
will be doing	future perfect continuous	activities in progress at a particular point in the future
will have been doing	future perfect simple	activities/states that will be finished before a particular point in the future

## 2 Read the sentences and circle the correct alternative.

- Susannah will have arrived home by six o'clock.  
At six o'clock, Susannah will be at home/travelling towards her home.
- Rick will be running his first marathon on 23<sup>rd</sup> March next year.  
Rick's first marathon will be before 23<sup>rd</sup> March/during 23<sup>rd</sup> March.
- Harry will have been coaching our team for five years in May.  
In May, Harry will become the team coach for five years/complete five years as the team coach.

## 3 Match each pair of sentences (1–5) to a photo (a–e). Then complete the sentences with the future continuous, future perfect or future perfect continuous.

- Photo: .....  
a In four years' time, she/he .....  
(start school).  
b In ten years' time, she/he .....  
(study lots of different school subjects).
- Photo: .....  
a In two years' time, she/he .....  
(still work in a shop).  
b In five years' time, she/he .....  
(become a shop manager).
- Photo: .....  
a In two years' time, she/he .....  
(qualify as a chef).  
b In ten years' time, she/he .....  
(manage a restaurant for about two years).
- Photo: .....  
a In two years' time, she/he .....  
(win her first big race).  
b In five years' time, she/he .....  
(train for the next Olympics).
- Photo: .....  
a In three years' time, she/he .....  
(retire).  
b In five years' time, she/he .....  
(travel around the world for six months).



## GRAMMAR CHALLENGE

## 4 Find ten extra words in the text.

My brother is one of those people who will knows exactly where he will be and what he'll be doing at any time in the future. For example, he's going to be go to university to study medicine next year. In five years' time, he'll have been finished his course and he'll be working as a doctor. In ten years' time he'll already be getting married and living with his wife and two children. As soon as they will have enough money, they will buy a big house in the country. I know that when he retires, he will have been worked his entire life. Personally, I'm very different. I will have no idea where I'll be doing in five years' time. I hope I'll have doing a job that I will enjoy, but I don't know what that will be at the moment.







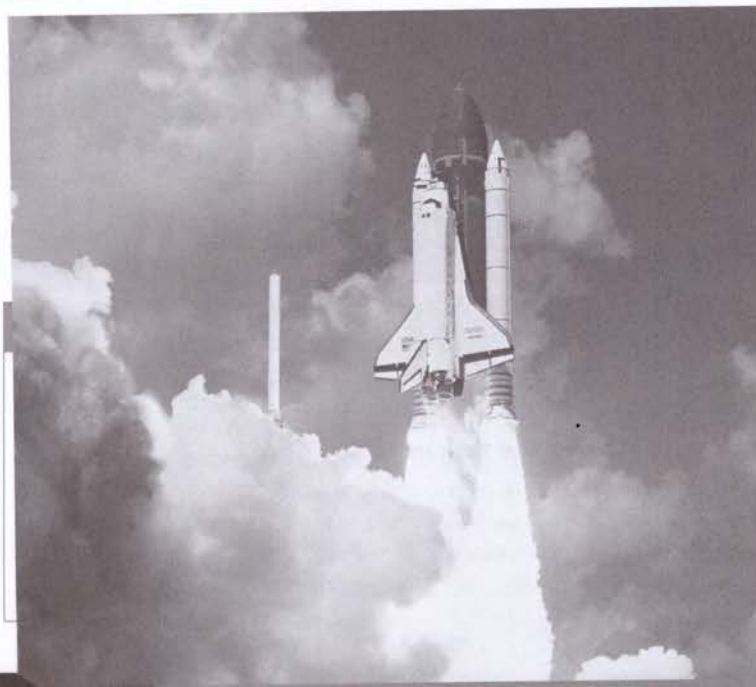
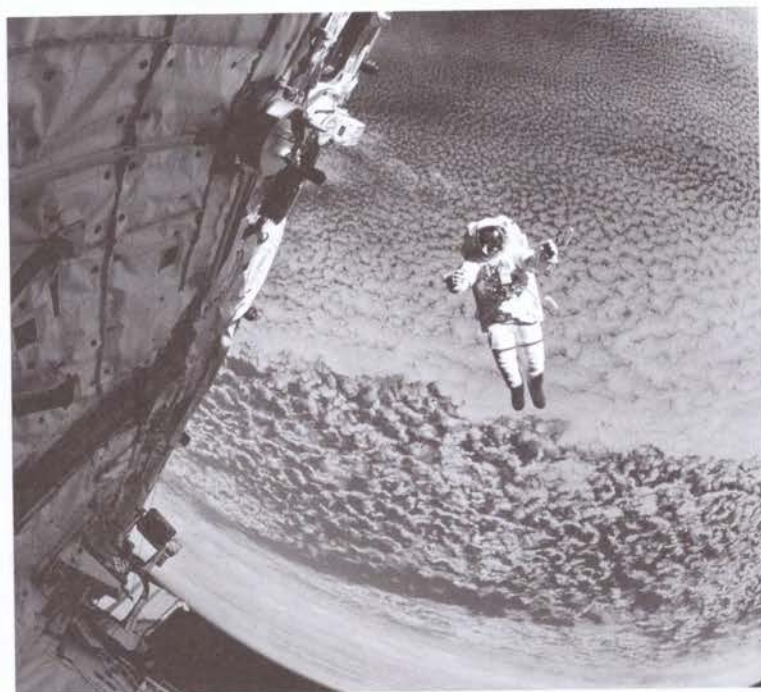
1 Read this task. Write some ideas for your story.

- 1 You have decided to enter a short-story competition in an international magazine. The story *must* end with the following words.

David walked out onto the launch pad towards the spacecraft, taking some last deep breaths of Earth's atmosphere. He turned, waved at the crowd, and then climbed aboard. His lifetime's dream was coming true.

- 2 Ask yourself questions about the ending.  
For example:

- Who is David?
- Why is he doing this?
- Where is he going?
- Is he going to return?
- Is he happy about going?
- When and where is this happening?
- How did he get to this point?



**2** Write some ideas for the beginning, middle and end of the story.

**Beginning:** Short section, introducing setting and characters and an 'explosive' or life-changing incident which starts the action of the story.

**Middle:** The longest section, where characters respond to the incident and start trying to solve the problems that it has created.

**End:** High point of the story where everything is resolved.  
*David on launch pad, waving, dream coming true*

**3 Write your story using your notes.**



## 1 Circle the correct alternative.

- I will meet/am meeting a friend at the airport tomorrow.
- Do you think it will rain/is raining next weekend?
- Hurry up. The train will leave/leaves in five minutes.
- Craig loves sci-fi so he's going to love/loving this film.
- I'll call you as soon as I 'm getting/get home.

## 2 Complete the sentences with the future continuous, future perfect or future perfect continuous form of the verbs given.

- I ..... this book by Friday.  
You can borrow it then. (finish)
- When we go to see Amy, she .....  
..... in Berlin for two years. (live)
- Don't call me after midnight. I .....  
..... (sleep)
- By the time they come home, they .....  
..... for six months. (travel)

## 3 Choose the correct option, a, b or c.

- As soon as I ..... from university, I will buy a house.  
a will graduate      b will have been graduating      c graduate
- Global warming ..... until we change the way we live.  
a will have continued      b will continue  
c continues
- By the time the space probe returns to Earth, it .....  
millions of kilometres.  
a will have travelled      b is going to travel  
c will travel
- I can't see you tomorrow because I ..... in a concert.  
a will play      b play  
c am playing

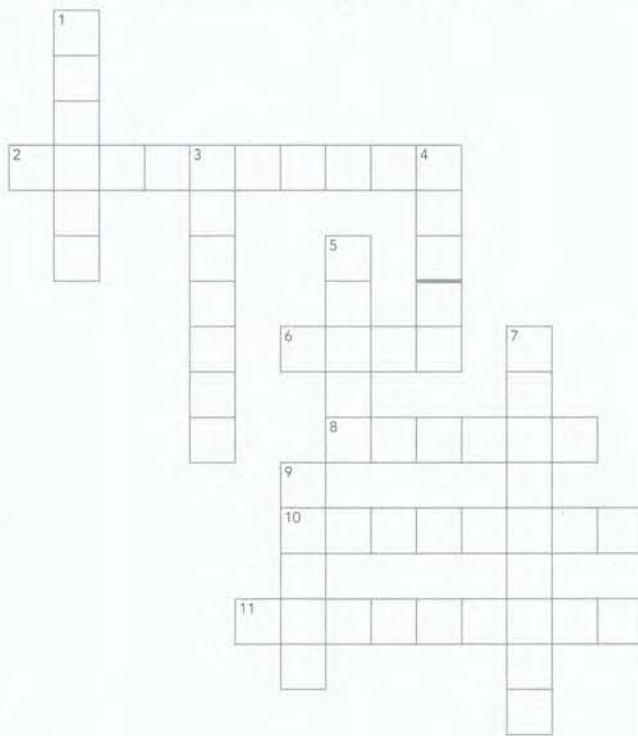
## 4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between three and five words.

- There's a party next week at Lucy's. **HAVING**  
Next week, Lucy .....
- I started doing yoga three years ago. **FOR**  
I ..... three years.
- Greg went home before we arrived. **HAD**  
When we arrived, .....
- We'll get to the cinema after the start of the film. **WILL**  
By the time we get to the cinema, the film .....
- Jane worked at the shop for three years before it closed. **BEEN**  
When the shop closed, Jane ..... there for three years.

## 1 Complete the sentences with the correct word using a prefix and the word given.

- It is highly ..... (likely) that a human will reach Mars anytime soon.
- It is ..... (responsible) to ride a bike without lights at night.
- Our team has had an incredibly ..... (successful) season, losing all but two matches.
- If your answers are ..... (complete), you will lose marks.
- I ..... (estimate) the time it would take to do my assignment and handed it in late.

## 2 Read the clues and complete the crossword.



## Across

- rooms and equipment, e.g. at a university
- a journey somewhere and back
- a course of study at university
- extra hours at work
- a move to a higher level in a job

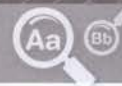
## Down

- a long journey by boat
- a talk to students at university
- start, for example a company
- made to leave a job
- a system when you choose when to work
- get on a ship or plane



# 4 Extraordinary talents

## Vocabulary



- 1 Choose an adjective from the box that you think each person must/must not be in order to do their job. Try to use each word at least once.

assertive • bossy • determined • insecure  
narrow-minded • ~~nervous~~ • ~~patient~~ • polite • quiet  
reserved • tactful • tactless

	Must be	Must not be
a surgeon	<i>patient</i>	<i>nervous</i>
a teacher		
a pilot		
a tour guide		
a diplomat		
a journalist		
a security guard		



- 2 Which word in each group is different? Circle the odd one out.

- |             |           |            |             |
|-------------|-----------|------------|-------------|
| 1 bright    | silly     | clever     | intelligent |
| 2 sensitive | shy       | brusque    | reserved    |
| 3 modest    | bossy     | pushy      | arrogant    |
| 4 assertive | ambitious | determined | easygoing   |
| 5 mature    | serious   | tidy       | reliable    |

- 3 Complete the compound adjectives (1–6) with these words. Then match each one with the description of a person (a–f).

confident • headed • ~~minded~~ • natured  
tempered • working

- |                        |         |
|------------------------|---------|
| 1 broad- <i>minded</i> | 4 bad-  |
| 2 big-                 | 5 self- |
| 3 good-                | 6 hard- |

- a David gets angry with other people very easily. ....
- b Nina's very open and will try to see everyone's point of view. .... 1
- c Kate never gets nervous about talking in front of lots of people. ....
- d Rosie is friendly and kind with everyone she meets. ....
- e Rob acts as if he's more important and intelligent than other people. ....
- f Henry does about four hours of revision every night after school. ....



### STUDY SKILLS

What should you include when you make a record of a new word?

► STUDY SKILLS page 94

### VOCABULARY EXTENSION

- 4 Find another word that can go with the words below to make compound adjectives. Use a dictionary. Make a note of any other adjectives you know that are formed from two words.

self-.....

good-.....

hard-.....



and check.

- a He started a science degree at the age of 13.
- b He became the youngest person to win a science competition.
- c He did an advanced science experiment at a very young age.

2 Read the article again and choose the best answers.

- 1 Jamie's experiment was exceptional because ...
  - a nobody believed that he could do it.
  - b only older people had done it before.
  - c everyone thought that it was too dangerous.
- 2 He was motivated to do the experiment because ...
  - a he was interested in radiation.
  - b he wanted to be the youngest person to achieve nuclear fusion.
  - c he was inspired by a young scientist that he read about online.
- 3 He got the money to build his machine from ...
  - a his school.
  - b engineering companies and universities.
  - c his science teacher.
- 4 The experiment was useful because ...
  - a Jamie built the machine using simple materials.
  - b the idea may help to produce a form of energy.
  - c teachers, experts and newspapers could see it.
- 5 For Jamie, the experiment showed that ...
  - a young people can do extraordinary things.
  - b he could become an engineer or nuclear physicist in the future.
  - c he had support from his teachers and school.

3 CRITICAL THINKING

Decide if the statements are facts (F) or opinions (O).

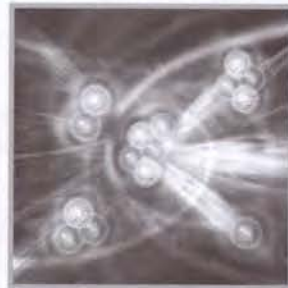
- 1 Jamie has become the youngest person to achieve nuclear fusion. F/O
- 2 Not many teenagers are interested in doing science experiments. F/O
- 3 Jamie learnt about safety before doing the experiment. F/O
- 4 Nuclear fusion is the best option for producing clean energy. F/O
- 5 Jamie is likely to become a successful nuclear scientist. F/O

4 Match the underlined words in the article with these definitions.

- 1 break into many small pieces .....
- 2 caused, made to happen .....
- 3 a soft light .....
- 4 from nothing .....
- 5 very shocked .....

## BREAKS SCIENCE RECORD

13-year-old Jamie Edwards made history when he became the youngest person in the world to create nuclear fusion<sup>1</sup> in the laboratory of his secondary school.



When Jamie first informed his head teacher about his plan to create nuclear fusion in the school, he was stunned. 'I was a little nervous,' he admits. Fortunately, after Jamie gave a presentation about the safety and the benefits, head teacher Jim Hourigan agreed to let the experiment go ahead.

Jamie had always been interested in science and developed a fascination for radiation. He even saved up to buy a Geiger counter, a device that detects radiation, with his pocket money. But his ambition to create nuclear fusion was sparked when he came across a story about Taylor Wilson, a 14-year-old schoolboy from the US who had become the youngest person to produce a small fusion reactor in 2008. 'I looked at it, thought "that looks cool" and decided to have a go,' he says.

He calculated that he needed about £2,000 to build the machine, and first contacted nuclear laboratories, engineering companies and universities to enlist their help. Not surprisingly, they didn't take a 13-year-old seriously. So with the help of his science teacher, he turned to his head teacher and persuaded him to fund the project.

**'I was a little nervous,' admitted Jamie's head teacher.**

After months of work, and making many of the parts himself, he was ready to try it out just days before his 14<sup>th</sup> birthday. ... And when he turned on the switch, the Geiger counter registered that fusion had indeed taken place. 'Seeing that purple glow was the best part,' said Edwards. As the neutron detector confirmed it, Jamie knew that he'd become the world's youngest person to achieve nuclear fusion from scratch, using high energy to smash hydrogen atoms together to create helium.

Speaking after the experiment, Jamie was delighted. 'It's quite an achievement. I can't quite believe it!' he said. Scientists around the world are now repeating Jamie's experiment, but on a much bigger scale, in the hope of using it to fuel cheap, environmentally-friendly power stations with the aim of producing clean, carbon-free energy.

Meanwhile, Jamie, who has ambitions to become an engineer or nuclear physicist in the future, remains down-to-earth and is modest about his achievements. As he says, 'None of this would have happened if it wasn't for a science teacher who believed in the dreams of her pupil, and a head teacher who was willing to take a risk to give me the opportunity. So to any young scientists out there, no matter how young, nothing is ever too big for you to try. All you need is curiosity, determination and an open mind.'

<sup>1</sup> NUCLEAR FUSION is a reaction in which two or more atoms collide at a very high speed and form a new type of atom. During the process, energy is produced.



# 1 Answer these questions about comparative and superlative forms.

- How are regular, one-syllable comparative adjectives formed?  
*adjective + er + than*
- How are regular, one-syllable superlative adjectives formed?  
.....
- How are comparative adjectives of two or more syllables usually formed?  
.....
- How are superlative adjectives of two or more syllables usually formed?  
.....
- How are regular comparative adverbs formed?  
.....
- How are regular superlative adverbs formed?  
.....
- To which adverbs do you add -er and -est to make the comparative and superlative forms?  
.....
- Which adverbs do not use *more*, *the most* or -er, -est in their comparative or superlative forms?  
.....

## 2 Write the correct comparative or superlative (adjective or adverb) form of the word given.

- Child geniuses learn much *more quickly than* most children. (quick)
- Rupert is ..... basketball player in our school. (good)
- Of all the 20<sup>th</sup> century inventions, computers have changed our world ..... (dramatic)
- Jane goes jogging ..... in the summer than in the winter. (often)
- Jared rode his bike ..... usual and he crashed it. (careless)
- Peter finished ..... he had expected to so he'll be here soon. (early)
- The teacher said Steve needed to research the topic ..... he had done. (wide)
- Nina plays the piano ..... Jarvis does. (energetic)
- The ..... you stay, the ..... your dog will behave. (calm, good)

# 3 Write sentences 1, 4, 5, 6 and 8 in 2 again using not as ... as.

- Other *children don't learn as quickly as child geniuses*
- Jane .....
- Jared .....
- Peter .....
- Jarvis .....

## 4 Write an appropriate response using one of the expressions in the box. One of the expressions is not used.

Better late than never! • Better safe than sorry!  
Easier said than done! • The sooner the better!  
This is going from bad to worse!

- When would you like me to fix your computer?  
.....
- Sorry you had to wait so long – I missed my bus and had to walk.  
.....
- Do we really need to wear helmets and a harness for climbing?  
.....
- Our walk is a disaster! Not only has it rained all day but now we're lost!  
.....

## GRAMMAR CHALLENGE

### 5 Write sentences using the prompts below.

#### WORLD RECORDS AT RUBIK'S CUBE CHAMPIONSHIPS

CONTESTANT	TIME IN SECONDS
Yu Nakajima (Japan)	8.72 seconds
Erik Akkersdijk (Netherlands)	7.08 seconds
Feliks Zemdeg (Australia)	6.77 seconds



- Yu/Erik/slow: comparative adverb  
*Yu solved the puzzle more slowly than Erik.*
- Yu/slow: superlative adjective  
*Yu was the slowest contestant.*
- Feliks/Erik/quick: comparative adverb  
.....
- Feliks/fast: superlative adjective  
.....
- Yu/slow: superlative adverb  
.....
- Erik/Feliks/slow: comparative adjective  
.....



1 Complete the table with the different noun forms.

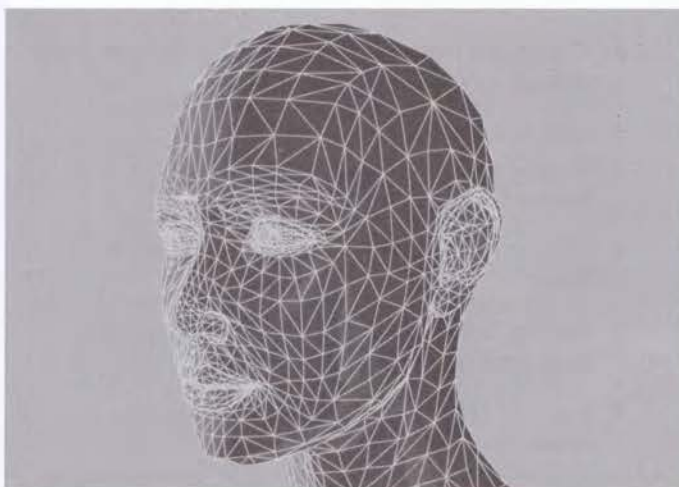
Adjectives	Nouns: things/ subjects/ideas	Nouns: people
creative	<i>creation</i>	<i>creator</i>
electrical		
political		
scientific		
Verbs		
direct		
employ		
invent		
compete		
educate		
profess		
operate		
investigate		
perform		

2 Which noun suffix can these groups of words take?

- great, lazy, polite, soft, weak .....
- journal, guitar, cycle, psychology .....
- improve, develop, enjoy, argue .....
- intelligent, different, independent, patient .....

3 LISTENING 08 Listen to a conversation between two teenagers about hidden talents. Tick (✓) the correct option.

- Leo is interested in the ability to ...
  - detect lies. ☐
  - remember faces. ☐
  - remember names. ☐
- He thinks it's a useful talent ...
  - if you are a teacher. ☐
  - if you work in a shop. ☐
  - in solving crimes. ☐



4 LISTENING 08 Listen again. Are these statements True (T), False (F) or is the information Not Mentioned (NM)?

- Jade saw the programme about super-recognisers. T/F/NM
- Most people couldn't remember the computer-generated faces. T/F/NM
- The Brazilian student's ability was important where he lived. T/F/NM
- The 15 people at the station were actors wearing identical clothes. T/F/NM
- The graphics student recognised eight people from the station. T/F/NM
- Jennifer was able to recognise someone she saw when she was a child. T/F/NM
- Maira's ability has helped her to get a new job. T/F/NM
- People with face blindness can only recognise people that they know well. T/F/NM

VOCABULARY EXTENSION

**-ship:** often used in words which describe connections between people

**-hood:** often used in words to describe a state, stage, condition or a group of people who share something

5 Add *ship* or *hood* to form other nouns and write a definition. Check in a dictionary.

- childhood  
= *the time in life when you are a child*
- relation  
= .....
- friend  
= .....
- mother  
= .....
- neighbour  
= .....
- partner  
= .....
- member  
= .....
- brother  
= .....



# 1 Complete the rules about using articles with a/an, the or 0 (no article).

- 1 Use a/an with the first mention of a singular, countable noun.
- 2 Use ..... with a thing/person that is one of a number of things.
- 3 Use ..... with someone/something that is unique.
- 4 Use ..... with things in general.
- 5 Use ..... with superlative adjectives/adverbs.
- 6 Use ..... with a specific person or thing that was mentioned already.

## 2 Complete the story with a, the or 0 (no article).



## Nickel or dime?

There was (a) ..... little boy called Billy who was often seen around the local newsagent's. Some other boys who regularly used (b) ..... shop made fun of him and called him names, telling him he was stupid. They kept playing a trick on him, offering him money. He had to choose between a nickel (5 cents) and (c) ..... dime (10 cents). Billy always took (d) ..... nickel. Nickel coins are larger than dime coins so (e) ..... boys were tricking him into taking the less valuable coin.

One day, after Billy had once again taken (f) ..... nickel, the newsagent decided to talk to him. He said, 'Billy, you're being tricked. (g) ..... dimes are worth more than (h) ..... nickels. Do you think (i) ..... nickels are worth more because they're bigger?'

Billy looked at (j) ..... newsagent and gave (k) ..... broad smile. He laughed, 'If I took (l) ..... dime, they'd give up. So far, I've saved \$15!'

## 3 Match the halves to make sentences. Try to do this from memory, then check on page 51 of the Student's Book.

- |   |                                     |
|---|-------------------------------------|
| 1 We use <i>such</i> to                   | a too and enough.                   |
| 2 We use <i>so</i> to                     | b say something is sufficient.      |
| 3 We use <i>too</i> to                    | c <i>such</i> and <i>so</i> .       |
| 4 We use <i>enough</i> to                 | d intensify an adjective or adverb. |
| 5 We can use <i>that</i> after            | e intensify a noun.                 |
| 6 We can use <i>to</i> + infinitive after | f say something is excessive.       |

## 4 Circle the correct alternative.

- 1 My little sister is enough/too short to reach the top shelf in the library.
- 2 I spent three hours revising, but I don't think that was long too/enough.
- 3 The snow was so/such deep that it covered the wall in my garden.
- 4 I found the film too scary to watch/watching.
- 5 The show was so boring then/that I fell asleep in the second half.
- 6 It's a long time since I've read such/so a great book.
- 7 Leanne had six sandwiches for lunch because she was so/such hungry after her run.



## GRAMMAR CHALLENGE

### 5 Complete seven of the sentences with one of these words. Use each word once. One sentence doesn't need a word, so write 0 on the line.

a • an • enough • so • such • the • too

- 1 The musician gave a poor performance because she was ..... nervous to play her best.
- 2 Lisa had coffee in a café this afternoon, and ..... café owner has just phoned to say she left her purse there.
- 3 I'm not brave ..... to go on a roller coaster.
- 4 The child's face was ..... dirty that it was difficult to see who it was!
- 5 Can you tell me the name of ..... English-speaking country in the southern hemisphere?
- 6 Do you know whether ..... fish can hear?
- 7 Seeing Jason at the cinema after ..... a long time gave me a real surprise.
- 8 Can you tell me how you became ..... university professor?



**1 Look at this presentation topic and decide how much you agree or disagree with the statement. Make notes to explain your ideas.**

'All children can be geniuses if their parents give them the right opportunities.'

Do you agree with any part of the statement?

.....

.....

.....

Do you disagree with any part of the statement?

.....

.....

.....

Your conclusion about the statement:

.....

.....

.....

**2 LISTENING 09 Listen to a presentation on the topic. Answer the questions.**

- 1 Does the speaker agree or disagree with the statement? Agree / Disagree
- 2 What are the three main points given to support the point of view?

.....

.....

.....

**3 LISTENING 09 Listen to the presentation again. Tick (✓) the phrases you hear.**

- 1 ..... that I disagree with this statement.
  - a I'd like to begin by saying ... ☐
  - b The first thing I'd like to say is ... ☐
- 2 ....., the definition of a genius is someone who is more intelligent and skilled than other people.
  - a Firstly ☐
  - b First of all ☐
- 3 ....., I think that a real genius is usually born with an exceptional talent.
  - a Secondly ☐
  - b Another thing is ☐
- 4 ....., I believe that parents sometimes put a lot of pressure on their children to be very good at something.
  - a What's more ☐
  - b Furthermore ☐

- 5 ..... geniuses aren't always successful in life.
  - a It's also true that ☐
  - b It's important to remember that ☐
- 6 ..... there are more important things than being a genius.
  - a Last but not least, ☐
  - b The point I'm trying to make is that ... ☐
- 7 ....., I think real genius is something you are born with ...
  - a To sum up ☐
  - b In conclusion ☐

**4 Practise giving a presentation on the topic in 1. Use some of the expressions in 3.**

**5 Review your performance.**

- 1 Did you find making the presentation easy? Why/Why not?
 

.....

.....

.....
- 2 Were there any things you'd like to do better? If so, what? How can you improve these aspects of your performance?
 

.....

.....

.....

**6 Prepare a presentation on this topic. Then practise giving your presentation.**

Children who have a very high IQ need special education at schools that are specifically designed for them.

.....

.....

.....

.....





► STUDY SKILLS page 94



## Grammar

### 1 Complete the sentences with the correct form of the adjectives or adverbs given.

- They are all awful photos of Sally, but this one is the ..... (bad).
- Lions don't run ..... (fast) as cheetahs.
- Bill Gates is one of the ..... (successful) businessmen in the world.
- How can we measure the results of the experiment ..... (accurate) than we did last time?
- The ..... (far) you walk each day, the fitter you will get.

### 2 Complete the sentences with *so*, *such*, *too* or *enough*.

- I had ..... a rough trip across the Channel that I never want to go on a boat again!
- My grandmother is ..... old now that she often forgets things.
- I'm not assertive ..... to be a manager.
- It's ..... late to go to the cinema now. The film's already started.

### 3 Write *a/an*, *0* (no article) or *the*.

- I don't know why ..... people hate science. I love it.
- My uncle's just started working as ..... history teacher.
- I'm going to buy ..... jacket I told you about.
- I think ..... magic is ..... interesting hobby, don't you?

### 4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

- I don't have enough money to buy that computer. **TOO**  
That computer ..... to buy.
- I went to bed early last night because I was tired. **SO**  
I was ..... I went to bed early.
- It's getting increasingly difficult to find student accommodation. **AND**  
It's getting ..... to find student accommodation.
- The film was so boring that we left before the end. **SUCH**  
It was ..... we left before the end.
- That shelf is too high for me to reach. **ENOUGH**  
I'm ..... to reach that shelf.

### 5 Choose the correct option, a, b or c.

I (1) ..... my grandmother at least once a week since I was 13. She's always (2) ..... strange things, like the time when she (3) ..... a huge sculpture in her garden. It's still there and I (4) ..... the neighbours like it very much! She was (5) ..... nurse when she was younger, and she's taught me that it's important (6) ..... a career that you enjoy.

- |                 |                     |                   |
|-----------------|---------------------|-------------------|
| 1 a am visiting | b 've been visiting | c visit           |
| 2 a does        | b doing             | c did             |
| 3 a has made    | b made              | c makes           |
| 4 a don't think | b am not thinking   | c haven't thought |
| 5 a the         | b a                 | c -               |
| 6 a have        | b to have           | c having          |

## Vocabulary

### 1 Write the adjectives in the box next to their opposite adjectives. There is one extra word you do not need.

bad-tempered • broad-minded • modest  
outgoing • pushy • self-confident • tactful

- |                 |       |
|-----------------|-------|
| 1 insecure      | ..... |
| 2 reserved      | ..... |
| 3 narrow-minded | ..... |
| 4 good-natured  | ..... |
| 5 arrogant      | ..... |
| 6 tactless      | ..... |

### 2 Complete the text with the correct form of the words given.

What kind of job would suit your personality? If you want to be a (a) ..... (perform), you need to have plenty of (b) ..... (confident) so you will be comfortable in front of an audience. If you want to be a (c) ..... (science), you need to enjoy working on small, detailed tasks. Whatever you decide to do, it's important to get a good (d) ..... (educate) and to do something that will bring you (e) ..... (happy).

### 3 Use the word given in capitals to form a word that fits in the gap.

- |   |                 |
|---|-----------------|
| 1 The ..... of Sam at the party was a complete surprise.              | <b>APPEAR</b>   |
| 2 The car factory provides ..... for many of the students' parents.   | <b>EMPLOY</b>   |
| 3 Winning the singing competition was ..... because I had a bad cold. | <b>EXPECT</b>   |
| 4 A local ..... is speaking on TV on Saturday night.                  | <b>POLITICS</b> |
| 5 Your essay was on the wrong topic, so can you ..... it, please?     | <b>WRITE</b>    |



## Reading

1 An *intelligence quotient*, or IQ, is a score from a test designed to assess intelligence. Here are some questions typically found in an IQ test. Can you answer them?

- 1 What is the word inside this circle?
- 2 Which of the following is least like the others?
- 3 Four years ago, Jane was twice as old as Sam. Four years on from now, Sam will be  $\frac{3}{4}$  of Jane's age. How old is Jane now?

N G E  
O R S  
R T

4 Continue the following number series with the group of numbers below.

1 10 3 9 5 8 7 7 9 6

2 Read the article. Number the information in the order it appears.

- a what Mensa is
- b the reasons people join
- c the youngest member of Mensa
- d the kind of people who join
- e the aims of Mensa



## Two-year-old boy joins Mensa

Adam Kirby's parents realised he was different when he started reading at the age of nine months. By the age of one, he could recognise countries by their shape and put them in the right place on a puzzle made for adults. At two, he could spell over 100 words and count to over 1,000 in English and up to 20 in Spanish and Japanese. He even taught himself to use the toilet after reading a book on it given to him by a family friend.

Adam was so advanced that his parents decided to test his IQ. (1) ..... He was then invited to join the high IQ society Mensa, the youngest boy ever to join at two years and five months old.

Mensa is the largest and oldest high-IQ society in the world. It was founded in England in 1946 by Roland Berrill, a barrister, and Dr Lance Ware, a scientist. (2) ..... Race, colour, nationality, age, politics, and educational or social background are irrelevant.

In order to become a member, Adam took the Stanford-Binet test which measures reasoning, knowledge, visual-spatial processing and memory. Mensa requires members to have an IQ that falls in the top 2% of the population. The average IQ is between 85 and 114, while anyone with an IQ above 160 is classed as an 'extraordinary genius'. (3) .....

Mensa states that it has three main purposes: to identify and advance human intelligence for the benefit of humanity; to encourage research in the nature, characteristics and uses of intelligence; and to promote stimulating intellectual and social opportunities for its members. (4) ..... The organisation offers support for parents and teachers of gifted children, as well as a website that offers games, activities and puzzles. There are scholarships that make it possible for talented students to go to college and university, too.

The other advantage of being a member is that it provides an opportunity for children to meet and connect with others who have an IQ as high as their own. Many bright children have difficulty fitting in with children of their own age. (5) ..... They may even face bullying at school for being the ones who always have the right answers.

The society organises social events for adults, too. (6) ..... There is also a Mind Games event once a year when Mensans spend a

weekend playing games. At the end of the weekend, five games are chosen to receive the Mensa stamp of approval. Previous winners have included *Trivial Pursuit*, *Scattergories* and *Taboo*.

Today, there are around 120,000 members of Mensa in 100 countries throughout the world. Children are by far the fastest-growing group, though most members are between the ages of 20 and 60. (7) .....

Some Mensans are poor; some are millionaires, and the range of occupations is staggering. Some members are very successful, such as Sir Clive Sinclair, the inventor of the pocket calculator, John McAfee, who designed anti-virus software, and the author Isaac Asimov. There are celebrities too, like Nolan Gould, who plays Luke in the TV series *Modern Family*, and sports stars and musicians. But there are also Mensans who are truck drivers, police officers and caretakers.

As Mensans are keen to point out, intelligence is something you are born with. (8) ..... However, having a high IQ doesn't necessarily make a good student so, although Adam may find it easier to learn, his future will depend on how hard he works, just like any other child his age.



3 Read the text again. Complete the gaps with sentences A-H.

- A They learn more quickly and may have different interests.
- B Anyone can achieve a high level of knowledge if they have access to the right information and want to learn, but IQ cannot be changed.
- C They discovered that he had a score of 141 – higher than many US presidents.
- D Adam's score of 141 places him just four points short of the 'genius' category.
- E They come from all walks of life.
- F Members are able to get together and talk.
- G The word 'Mensa' means 'table' in Latin, and was chosen because Mensa is a round-table society.
- H In the case of Adam, it may help him to get a better education.



## Use of English

- 4 Use the word given in capitals to form a word that fits in the gap.

### The Mozart effect

A study in the 1990s by (a) ..... Frances Rauscher, Gordon Shaw and Katherine Ky into brain (b) ..... led to an increase in music lessons for children. These (c) ..... conducted research with a group of college students. They found that listening to a Mozart sonata for ten minutes increased the students' (d) ..... in spatial-temporal tasks such as map reading. This led to reports in the media that learning to play a musical instrument could make a (e) ..... to the size of your brain. The 'Mozart effect', as it became popularly known, makes the (f) ..... that listening to Mozart would make children perform better, and parents needed no (g) ..... to enrol their children in music classes.

RESEARCH

DEVELOP  
SCIENCE

PERFORM

DIFFER

SUGGEST

ENCOURAGE



## Listening

- 5 **LISTENING** 10 Ed Pratt is planning to go on a trip around the world. Listen to a radio interview and choose the correct alternative.

- Ed is going to travel by bicycle/unicycle.
- His trip will last about 18 months/two and a half years.
- He'll travel nearly 18,000/28,000 miles.
- He'll have about 15/25 kilos of luggage.
- He's raising money for a charity called 'School in a Bag/Rucksack'.



- 6 **LISTENING** 10 Listen again. Are these statements True (T), False (F) or is the information Not Mentioned (NM)?

- Only one other person has travelled around the world on a unicycle before. T/F/NM
- He's been planning the trip since he left school last year. T/F/NM
- The only transport he will use during the trip is his unicycle. T/F/NM
- He'll be camping for part of the trip. T/F/NM
- He has already raised £7,500 for charity. T/F/NM

## Writing

- 7 Read the writing task and write your story.

Write a story for a competition in an international students' magazine. The story should start like this:  
*Steve knew that tomorrow's journey was going to be difficult. He set his alarm clock and checked his bags one last time. Everything was ready.*

### COMMON MISTAKES

- 8 Correct the mistakes in the sentences. In some sentences, there is more than one mistake.

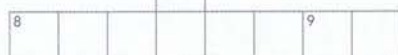
- By this time next year, he'll have been finishing his travel around the world.
- Most people aren't enough brave to travel around the world alone.
- I'm going to have a bath as soon as I'll get home.
- This time next month, we'll relax because we'll finish all our exams.
- Emily works more hardly that anyone else in class.
- Our fly will leave at nine o'clock tomorrow.
- The travel by train was to expensive so we decided to go by bus.



## Vocabulary



### 1 Read the clues and complete the crossword.



### Across

- 2 money you get back if you give a seller too much
- 3 when something is good for the money you pay, it is good ... for money
- 5 a cheap purchase
- 8 a payment you make for borrowing money
- 10 money you pay to the bank for their services
- 12 money you owe
- 13 money given back when you return something

### Down

- 1 use more than is necessary
- 4 an amount of money that you borrow from the bank
- 6 a piece of paper you get from the seller when you buy something
- 7 a savings or current ...
- 9 an event in a shop when prices are discounted
- 11 payment for a service

## MONEY QUIZ

- 1 What do people usually carry cash in?

- 2 Is a 10% discount better than a 20% discount?

- 3 Where can you go to withdraw money from your account when the banks are closed?

- 4 Why is it better to put your money in a current account than keep it at home?



- 5 Who pays interest on the money in a savings account – the customer or the bank?

- 6 What four things are usually written on a shop receipt?

- 7 Why do shops have sales?

- 8 If you buy a chocolate bar for £1.85 and you give the shop assistant a £5 note, how much change will you get?



TIME TAKEN: .....

- 2 Do the quiz. Time yourself. Can you answer all the questions in three minutes?

- 3 Number these events in the order they would usually happen.

- a You receive a bill for £210. ....
- b You pay the money back with interest. ....
- c You open a current account. .... 1
- d You arrange an overdraft. ....
- e You pay the bill. ....
- f You put £200 into the account. ....
- g You withdraw £210. ....

### VOCABULARY EXTENSION

- 4 Circle the correct alternative. Use a dictionary if necessary.

- 1 I spend most of my money in/on clothes and games.
- 2 My parents paid/paid for my new computer.
- 3 Would you like to pay in/by cash or in/by credit card?
- 4 My brother decided to take up/out a loan to buy a motorbike.
- 5 I'm saving up/up for some new trainers.
- 6 Have you got change for/to a £50 note?
- 7 I bought this jacket in/on a sale. It was good value for money.
- 8 The interest you pay in/on student loans is usually low.



# 1 Complete the sentences with these words.

environment • evaluate • job

A person might live without money ...

- 1 because they don't have a .....
- 2 in order to protect the ..... for future generations.
- 3 to ..... the importance of money.

## STUDY SKILLS

What is the difference between skim reading and scan reading?

➤ STUDY SKILLS page 94

## 2 Read the article and circle the correct alternative.

- 1 Carolien lived without money because she had to/wanted to.
- 2 She managed/didn't manage to live without it for a year.
- 3 The experiment was a positive/negative experience overall.



**In today's society, we have to have money. Or do we? A few brave individuals have tried living without money for a time and the results have been quite surprising. Carolien Hoogland is one of these people.**

### 1 WHY GIVE UP MONEY?

On New Year's Eve 2009, Carolien wrapped her purse in a newspaper and didn't open it again for a year. The 30-something academic researcher from Rotterdam was starting an experiment to see if it was possible to live outside the conventional economic system. She wanted to try living in a more stimulating and fulfilling way. She also believed that we should try to preserve the environment for future generations through sustainable living.

## COULD YOU LIVE WITHOUT MONEY?

### 2 CREATIVE ALTERNATIVES

Carolien made careful plans before starting her experiment. She contacted an energy company and they agreed to supply her gas and electricity for a year in return for research on their green products. She managed to cover her food needs by making bartering agreements with a restaurant, a farm and a shop. In exchange, she worked on various projects, such as creating an education programme about food.

### 3 THE REACTIONS

Initially, the shop was reluctant to get involved because they said they couldn't afford to. She had to persuade them that they didn't need to pay her but could give her what food they could spare. Meanwhile, the dance studio where Carolien took tango classes allowed her to continue her classes and in return she distributed publicity for them. And instead of going to restaurants, Carolien cooked a meal every week and invited her friends. They would bring drinks or a dessert, and Carolien's home became a meeting place for social gatherings.

### 4 THE TEST

People have asked Carolien if she ever felt like giving up. She admits that on one occasion she did when she was invited to visit friends in Berlin where she didn't have her usual barter system in place. Although they said she didn't have to pay for anything, she felt dependent on her friends. One afternoon, she went to an ATM and withdrew some money so that she could buy them an ice cream. It was the only time she spent money though, and when she returned to Rotterdam, she carried on as before.

### 5 LOOKING BACK

Carolien's project ended at the beginning of 2011 and she reluctantly started using money again. During the 12 months, she found that her quality of life had actually improved. 'Life became so much simpler in a nice way, it was as if the buzz of a thousand different choices a day disappeared,' she says. She found that she didn't need to buy things to be happy. Instead, she needed people, and as a result her relationships with the people around her became deeper. Carolien continues to live in a sustainable way; she cycles everywhere and doesn't fly, she buys second-hand furniture and wears clothes given to her by friends.

## 3 Answer the questions.

- 1 What motivated Carolien to do her experiment?  
.....
- 2 How did she pay her energy bills?  
.....
- 3 What did she do for food?  
.....
- 4 How did people respond to the experiment?  
.....
- 5 What was a positive outcome of the experiment?  
.....

4

## CRITICAL THINKING

**Decide if the statements are facts (F) or opinions (O)?**

- |  |     |
|--|-----|
| 1 Carolien made plans to live without money.   | F/O |
| 2 It's important to earn a good salary.        | F/O |
| 3 Money is important in today's society.       | F/O |
| 4 We should all live without money for a year. | F/O |

## 5 Match the underlined words in the article with these definitions.

- 1 using methods that aren't bad for the environment
- 2 have extra that you don't need
- 3 noise, usually made by an insect
- 4 continued
- 5 satisfying, making a person feel good



- 1 They don't accept cards or cheques in that shop: you ought to/have to pay with cash.
- 2 When you have a job, you must/should open a current account.
- 3 Gemma and her brothers take it in turns to cook, and Gemma ought to/has to cook on Mondays.
- 4 Freddie's parents say he doesn't have/isn't allowed to go out this week because he was really late home on Saturday night.
- 5 Cathy works as a waitress on Saturdays and she has to/should wear a black jacket and skirt.
- 6 If you haven't arranged an overdraft with your bank, you 'd better/mustn't spend more than you have in your account.
- 7 When someone takes a photo of you, you shouldn't/needn't close your eyes.

can't • ~~have to~~ • needn't • need to  
not be allowed to • not have to • not need to  
ought not to • ought to • should • should not

Modal verb	Past form	Function of the past form
<i>have to</i>	<i>had to</i>	express obligation and necessity in the past
		say that something happened but was not necessary
		say something didn't happen because it wasn't necessary
		criticise a past action or say that it was a mistake
		say something was prohibited or not possible

- 1 Ivan tried to open a bank account but couldn't because he didn't take his passport. (should)  
Ivan ..... *should have taken* ..... his passport.
- 2 Mia felt sick because she ate four cakes and an ice cream. (should not)  
Mia ..... four cakes and an ice cream.
- 3 The wind was so strong that the ferry didn't go to the island for three days. (could not)  
The ferry ..... so windy.
- 4 'I'm sorry, the swimming pool is full – you can't go in,' the woman said to Ben. (not allowed)  
Ben ..... because it was full.

- 5 The cows escaped from the field because the walkers didn't close the gate. (ought to)  
The walkers ..... the gate.
- 6 'Thanks for handing in your homework today, Jake! It's a day early!' (not need to)  
Jake ..... homework.

4 Read the text and then write what Sharon should have done differently yesterday. Use *ought to*, *should* or *shouldn't have done*.



Sharon had a bad morning before school yesterday. Everything went wrong. First of all, she forgot to set her alarm clock so she woke up late. Then she rushed into the kitchen to make some breakfast. She put an egg into a frying pan and it started to cook. Then she went to get her school bag ready. When she came back, the egg was burnt. She threw it away and just had some coffee and toast. Then she went to get her jumper. But she remembered that she washed it the day before and it was still in the washing machine. She looked at her watch. Oh no! It had stopped. It needed a new battery. She looked at the kitchen clock and saw that she had to leave in five minutes. So she switched on the TV and there was a funny programme on. She watched it and then she was late for the bus. She walked as quickly as she could, but she couldn't run because she was wearing flip flops. She missed the bus.

Sharon ought to have set her alarm clock.



**1 Match each sentence (1–6) with the sentence which means the same (a–h). There are two extra sentences that you do not need.**

- 1 I'm spending less money than usual.
- 2 I'm spending lots of money on these things.
- 3 I'm keeping some money each week to use later.
- 4 I don't have much money, but I have enough.
- 5 I bought these things on the way home.
- 6 I gave Jane the money that I borrowed last week.

- a I picked up a few things.
- b I get by.
- c I'm setting some money aside.
- d I paid back some money.
- e I couldn't get them because they'd sold out.
- f I'm cutting back on my spending.
- g I bought something which came to £2.50.
- h I'm splashing out.

**2 Choose the correct answer, a or b.**

- 1 Janice hasn't got enough money in her account to buy a printer. What shouldn't she do?  
a set some money aside    b splash out
- 2 Sandi spends a lot more money than she earns. What had she better do?  
a pay it back    b cut back
- 3 Simon wants to buy three things in a shop, but he only has a little money. What does he need to know?  
a how much the three things come to  
b how much he needs to get by
- 4 Antonio needs some new socks. What must he do?  
a pay some back    b pick some up
- 5 George needn't have rushed to the camera sale in the photography store. Why not?  
a They'd already sold out.    b They'd cut back.
- 6 Paul borrowed some money from his dad, but now his dad says he can keep it. What needn't Paul do?  
a put some money aside    b pay the money back

**3 LISTENING 11 Listen to a podcast. What was unusual about the Inca Empire? Why?**



**4 LISTENING 11 Read the summary of the podcast. Predict the type of word that goes in each gap. Then listen again and complete the text with one word or number in each gap.**

The Inca Empire started in the (a) ..... with a small (b) ..... tribe living in (c) ..... It had food, textiles, cocoa and (d) ....., but it didn't have money. The population of about (e) ..... million people lived in cities that were as (f) ..... as European cities but better places to live. These cities were connected by about (g) ..... kilometres of roads. The empire was controlled by the (h) ..... and instead of paying taxes, the people (i) ..... In return, they received food, tools and (j) ..... The empire may have concentrated on growing food because of the complicated (k) ..... in the region. They used the extra food that they grew to take control of local (l) ..... The empire collapsed eventually, but they had built it without spending a cent.

**VOCABULARY EXTENSION**

**5 Match the phrasal verbs in bold in sentences 1–5 with the definitions a–e.**

- 1 If you buy online, it's quick and easy to **shop around** on different sites.
  - 2 That shop **ripped** you **off**. I only paid half the price for the same book.
  - 3 Many students **run up** large debts when they are at university.
  - 4 It will take me years to **pay off** my student loan.
  - 5 Both my parents have good jobs so we never have to **do without**.
- a not have something you need
  - b charge someone too much (informal)
  - c let something increase
  - d finish paying back a debt completely
  - e compare prices in many places for the best buy



## 1 Complete the line with these words.

could • can't • may • must • might

Possibility

0%                      50%                      100% →

can't

2 Complete the sentences with *could*, *can't* or *must*.

- That food has got meat in it. It ..... be for vegetarians.
- I don't know where Peter is.  
He ..... be in the kitchen or  
he ..... be in his bedroom.
- I've lost my mobile. It ..... be at home because I used it on the bus on my way to school.
- Greta didn't come to football practice today. She ..... be ill because she wouldn't miss it otherwise.
- I'm not sure which teacher we've got this morning. It ..... be Mr Marks if he's not teaching the other class.
- The match ..... finish soon: they've already played an extra ten minutes.

3 Complete the sentences with *might not* or *can't*.

- I ..... come to the concert – it depends on what time my basketball match finishes.
- Jim definitely ..... be in the race because he's twisted his ankle.
- My mum is going out with her friends tonight so she ..... give us a lift.
- We've only got a few minutes before the train leaves, but if we run, we ..... miss it.
- Mr Taylor ..... be the new School Director – he's too young!
- This tree ..... be an oak tree because its leaves are the wrong shape.

## 4 Complete the table with the correct past modal forms. Then match each past form with its function 1–4.

Use this form when there is:

- 90–100% certainty that something was true.
- 50% certainty that something was true.
- 50% certainty that something was not true.
- 90–100% certainty that something was not true.

Present modal	Past modal	Use this form when there is ...
must	.....	1
mustn't	—	—
could	.....	.....
couldn't/can't	.....	.....
may	.....	.....
may not	.....	.....
might	.....	.....
might not	.....	.....

5 Write the sentences again with *must*, *may* or *can't*.

- I'm sure that James missed the bus.

*James must have missed the bus.*

- It's possible that Ann hasn't left yet.

- I'm certain that they didn't see us.

- I'm sure that it was a mistake.

- I think John took your coat.

## GRAMMAR CHALLENGE

## 6 Circle the best phrase.

- He can't have forgotten my birthday. He wasn't able to./I'm sure he didn't.
- You must be tired. That's an order!/You haven't slept.
- Sarah must have picked up my mobile. She had to./There's no other explanation.
- That may be David on the phone. He often calls in the evening./He has permission.
- They needn't have brought a cake. So they didn't./We've already got one.
- Jane can't be at home right now. It isn't allowed./There aren't any lights on.
- You could have called to say you'd be late. Why didn't you?/Perhaps you called.
- Tim might not have got my message. I know that's what happened./I suppose it's possible.
- You shouldn't have bought that jacket. It looked great on you./It was too expensive.



1 Make notes about the two photos. What is similar and what is different?



Similar: .....

Different: .....

2 LISTENING 12 Complete what a student says when comparing the two photos. Then listen and check.

Both photographs (a) ..... people at a bank, but in the (b) ..... photograph, the people are inside the bank (c) ..... in the second photograph, a man is using an ATM outside the bank. In (d) ..... pictures, people are withdrawing money ... But one big (e) ..... is that in the first picture, there are people waiting in a queue ... The man in the (f) ..... picture doesn't have to wait because he's using a machine.

3 LISTENING 13 Listen to the second part of the task. What is the student discussing? Tick (✓) the correct option.

- a using credit cards instead of cash ☐
- b customer service in banks ☐
- c machines that provide services ☐

4 Write the phrases in the table. Add one more in each column.

at the top • can't have • could have • in the middle  
I imagine • I mean • I'm not sure, but  
in the foreground • I think • It looks as if  
Let me think • might • more convenient  
on the left/right • Personally, • quicker

Describing	<i>in the middle</i>
Comparing	
Speculating	
Giving opinions	
Fillers	<i>I mean</i>

5 LISTENING 13 Listen to the second part again. Tick (✓) the phrases in 4 that the student uses.

6 LISTENING 12 & 13 Complete the sentences. Listen again if necessary.

- We can see the people standing in a queue ..... of the picture.
- They ..... a bit impatient. I ..... they've been waiting for a long time.
- The man in the second picture ..... all his money and now he needs more.
- It's much ..... to use a machine. But if you need advice or if you have a ..... complicated question, it's ..... to speak to a person.
- Also, machines aren't as ..... people because they can break down.
- So, in ....., machines are good, but they shouldn't replace people.
- ....., I like using machines, but sometimes I prefer to speak to a real person.

7 Practise doing the task. Compare the two photos and say what you think about machines that provide services.



You were in London last week and you bought an item of clothing in a shop in Oxford Street. You have returned to your home and now find the item has a hole in it. You have not worn the item yet. You did not notice this in the shop. You cannot go back to the shop because you live too far away. You are returning the item in a package with a note.

a Explain what solution you require: paragraph .....

b Describe what you bought, where and when, how much you paid, whether you tried it on, how you didn't notice the hole. Give as many details as possible (you can add your own ideas here): paragraph .....

c Describe what happened when you returned home and discovered the hole in your item of clothing (you can add your own ideas here): paragraph .....

d Explain why you are writing: paragraph .....

How can you make sure your writing is coherent?

➤ STUDY SKILLS page 94

Paragraph 1:

to return a T-shirt/jacket/jeans/scarf

### Paragraph 2:

### Paragraph 3:

Paragraph 4:



- 1 For a formal letter, start with  
*Dear* ..... if you don't know  
the name of the person who will receive it.
- 2 Don't use many .....  
or ....., and don't use  
any .....
- 3 Use words which are .....  
and more .....
- 4 End the letter with  
*Yours* ..... if you don't  
know the name of the person who will receive it.

**5 Write your letter of complaint.**



## Grammar

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

- You ..... travel a bit before you start university.  
a should      b need      c ought
- You ..... to be 17 before you can get your driving licence.  
a had better      b are allowed      c have
- We ..... to the beach yesterday; the weather was much better than today.  
a needed to go      b should have gone  
c could have gone
- They ..... to the station because the train was late.  
a weren't allowed to rush      b couldn't rush  
c needn't have rushed
- Do you think we ..... our neighbours about the party?  
a had to tell      b could tell  
c ought to have told

### 2 Complete the sentences with **must**, **might**, **may** or **can't**.

- There ..... be a problem with my phone because it won't allow me to make calls.
- That house with all the plants in front of it ..... be Diana's house because I know she hasn't got a garden.
- Henry said he ..... go to the concert, depending on how much it costs.
- Lily ..... have seen the thief because she was away when her bike was stolen.
- Ryan ..... have been the one who sent me the card, but I'm not sure.

### 3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words. Contractions count as two words.

- I think you should see a doctor immediately. **HAD**  
I think you ..... doctor immediately.
- It's possible that I left my bag on the bus. **MAY**  
I ..... on the bus.
- You mustn't park here. **ALLOWED**  
You ..... park here.
- A passport isn't necessary to open an account. **HAVE**  
You ..... have a passport to open an account.
- It was a mistake to buy that laptop. **SHOULD**  
You ..... that laptop.

### 4 Circle the correct alternative.

More and more young people (a) open/are opening a bank account these days. There is a growing need, driven by Internet shopping, for under 18s to access (b) an/the account with a plastic payment card.

Helena, aged 16, who (c) has/has had an account since she was 14, summarises the benefits. 'My mum got tired of me (d) ask/asking to use her card', she says. 'I had pocket money, but I (e) mustn't/couldn't use it online to download music and films. (f) To have/Having my own card is a lot (g) better/safe than carrying around cash.' There are other benefits, too. Mark, 15, says, 'I (h) opened/was opening an account with a bank because they (i) were/had been offering free gifts. This (j) can/may seem a rather light-hearted approach to opening an account, but banks know that it's important (k) to catch/catching customers early.

## Vocabulary

### 1 Complete the text with words from the box. There are two extra words you do not need.

bank fees • bill • cashpoint • current account  
debt • interest • overdraft • pay • withdraw

When you decide you want to open a (a) ..... at a bank, there are several things to consider. Firstly, find out what the (b) ..... are for the services they provide. Secondly, if you think you may sometimes spend more money than you've got, you will need to arrange an (c) ..... Find out what rate of (d) ..... the bank will charge while you (e) ..... back the money. And if you can't always get to the bank while it is open, you will need to use a (f) ..... so make sure the bank has plenty of them in convenient places so you can (g) ..... money when you need to.

### 2 Complete the words.

- Clothes shops often have s ..... at the end of a season. You can usually get a b ..... g ..... then.
- Remember to keep the r ..... in case you need to take the item back.
- When you want to save money, you need to c ..... b ..... on your spending.
- The things I bought c ..... t ..... £25.00.
- Can you p ..... u ..... some bread at the shop?

### 3 Circle the correct alternative.

- The money you get back when you return something you've bought is a discount/refund.
- When you go from one place to another, you go on a journey/travel.
- Something that is difficult to understand is unbelievable/illogical.
- If you deal with the public, you need to be shy/tactful.
- You don't do many exams if your university has continuous assessment/assignments.

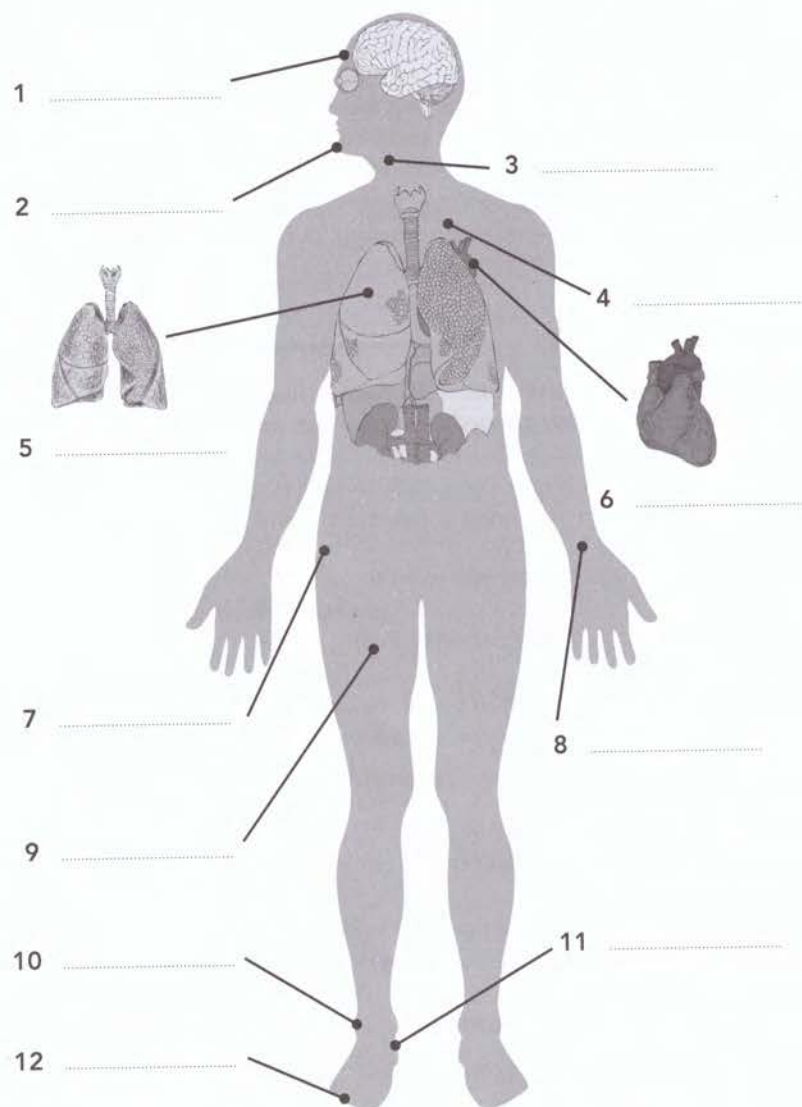


# 6 Healthy living

## Vocabulary



### 1 Label the diagram with parts of the body.



### 2 Complete the table with the words in the box.

addiction • allergy • ~~break~~ • check-up • dislocate  
 feel dizzy • fracture • have a temperature • heart disease  
~~infection~~ • injection • medicine • operation • prescription  
~~shiver~~ • sprain • take someone's blood pressure  
~~take someone's temperature~~ • twist

Injuries	Other health problems	Symptoms	Treatment
<i>break</i>	<i>infection</i>	<i>shiver</i>	<i>take someone's temperature</i>

### 3 Place the events in the correct order.

- a I made an appointment with my doctor. ....
- b I soon got over my illness. ....
- c One morning, I woke up feeling awful. .... **1**
- d The doctor gave me a prescription. ....
- e I took the medicine every day for a week. ....
- f The doctor took my temperature and my blood pressure and asked me some questions. ....
- g I went to the chemist's to get my medicine. ....

### 4 Answer the questions about health and treatment.

- 1 What does a doctor usually do at a check-up? ....
- 2 What two things can you do to avoid heart disease? ....
- 3 What can a doctor do if you are allergic to pollen? ....
- 4 What are the symptoms of flu? ....
- 5 How can you injure your ankle or other joint if you fall badly? ....

### VOCABULARY EXTENSION

#### 5 Circle the correct alternative. Use a dictionary to help you.

- 1 When I cut my finger, it took a week to cure/heal.
- 2 I spent two hours cleaning the floor this morning and now my back aches/pains.
- 3 When I travel by car, I often feel sore/sick.
- 4 After the accident, it took six months for him to recover from his injuries/pains.
- 5 The best way to remedy/cure hiccups is to hold your breath.
- 6 I don't feel well. I've got a temperature and a sore/hurt throat.



- 1 Match the halves to make sentences. Read the problems on the website advice page. According to the advice given, are the statements True (T) or False (F)?

- |                               |                                  |
|-------------------------------|----------------------------------|
| 1 If you become a vegetarian, | a weight if you drink diet cola. |
| 2 You won't put on            | b if you sleep too much.         |
| 3 You'll feel bad             | c your hair will fall out.       |
| 4 If you do exercise, you     | d grow taller.                   |

### STUDY SKILLS

What should you do before you start to read a text?

➤ STUDY SKILLS page 95

- 2 Read the advice page again. Are these sentences True (T) or False (F)?

- |  |     |
|--|-----|
| 1 Some people say they have more energy when eating a vegetarian diet. | T/F |
| 2 Vegetarians should eat lentils and beans with broccoli or tomatoes.  | T/F |
| 3 Diet drinks don't contain any sweeteners.                            | T/F |
| 4 Diet sodas make you want to eat more sweet things.                   | T/F |
| 5 The light from technological devices can keep you awake.             | T/F |
| 6 Improving your posture makes you grow.                               | T/F |

## IF I EXERCISE, WILL I GROW TALLER?

Many people think so. Some gyms even offer fitness programmes that promise to make you taller. They involve a mixture of Pilates, yoga and stretching, and include hanging upside down like a monkey with weights on your ankles! However, doctors warn that this may hurt your back. The truth is that your height depends on how tall your parents are, and on your posture. In other words, if you stand up straight, you appear taller. But exercise alone has no effect. Astronauts grow by up to five centimetres while in orbit because they don't have the effects of gravity pulling them down. That's the only way to change your height!



## I'd like to become a vegetarian, but I've heard that it makes you feel weak and your hair falls out. Is it true?

A balanced vegetarian diet is a perfectly healthy option, and as long as you eat plenty of plants like lentils, beans, nuts and seeds, you'll get the protein you need. A lot of people say they actually have more energy after switching to a vegetarian diet, especially if they cut out processed foods as well. But if you find that your energy levels drop, it probably means you aren't getting enough B12 or iron. These are both found in meat, but lentils, beans and nuts are also excellent sources. If you eat these with vitamin C-rich foods like tomatoes, broccoli and oranges, it will help your body absorb more iron.



## I always feel sleepy during the day but not at night. I try to catch up by sleeping more at the weekend, but this doesn't seem to help. What can I do?

All of us have an internal body clock which tells us when to go to sleep and wake up, but what most people don't realise is that the body clock of teenagers runs later than at other ages. If you can't sleep at night, you're probably following your natural tendencies. Having said that, you should try to get between 8 and 11 hours' sleep a night. You won't be able to concentrate or remember what you've learnt unless you get enough sleep. My advice is to avoid surfing the Internet or playing computer games, for example, late at night as exposure to light from electronic displays suppresses sleep-inducing hormones in your body by 22%! It will keep you awake.



## I've started drinking diet cola, so can you tell me why I'm putting on weight?



Good question! Diet drinks may seem like a healthy alternative, but in fact, they aren't. Artificial sweeteners have a more intense flavour than real sugar, so if you drink a lot of them, you become less sensitive to sweet food and your body craves more. What's more, these sweeteners trigger insulin, which makes your body think that it needs to store fat, and that leads to weight gain. Researchers in one study found that over ten years, 70% of diet soda drinkers put on weight around their waist. Diet sodas are also associated with high blood pressure and the risk of heart disease.

### 3 CRITICAL THINKING

Tick (✓) the ideas expressed in the article.

- |   |                          |
|---|--------------------------|
| 1 A vegetarian diet isn't a healthy diet.                     | <input type="checkbox"/> |
| 2 Some products that seem healthier are actually bad for you. | <input type="checkbox"/> |
| 3 People don't understand teenagers' sleep tendencies.        | <input type="checkbox"/> |
| 4 The exercises to help you grow are safe.                    | <input type="checkbox"/> |

- 4 Match the underlined words on the advice page with these definitions.

- |   |       |
|---|-------|
| 1 feel a great desire for                                       | ..... |
| 2 improve something to reach the same level                     | ..... |
| 3 the position that your body is in when you walk, stand or sit | ..... |
| 4 make something happen   | ..... |



## 1 Complete the table with A–G and write an example for each conditional form.

A an improbable or imaginary situation in the present or future and its consequence

B present simple

C *would (not) + infinitive*

D a possible situation in the present or future and its consequences

E past simple

F something generally true

G *will/won't + infinitive*

Conditional	Used for describing	Tense used in part of sentence with <i>if</i>	Tense used in other part of sentence	Examples
Zero	F	B	B	
First				
Second				

## 2 Write the correct pair of verbs and decide if each sentence is True (T), False (F) or an Opinion (O).

avoid • damage • doesn't burn • eat (x2) • get  
make • put • rub • sit • sleep • snore • stops  
swallow • takes • walk

- You only get hay fever if you walk through long grass. T/F/O
- If you ..... green potatoes, they ..... you ill. T/F/O
- Your skin ..... in the sun if you ..... olive oil into it. T/F/O
- If you ..... a spider's web on a cut, the cut ..... bleeding. T/F/O
- You ..... getting colds if you ..... lots of garlic. T/F/O
- If you ..... a piece of chewing gum, it ..... seven years to digest. T/F/O
- You ..... your eyesight if you ..... too close to the TV. T/F/O
- If you ..... on your back, you ..... more. T/F/O

## 3 Complete the sentences with the correct form of the verbs given.

- If the weather was better today, we would play football in the park. But it's pouring. (be/play)
- If you ..... a hot bath before you go to bed each night, you ..... more easily. (have/fall asleep)
- If Sam ..... to bed earlier tonight, he ..... more energetic tomorrow. (go/feel)
- Steffi ..... better if she ..... a more comfortable bed, but she can't afford one. (sleep/have)
- I usually ..... well at night if I ..... some exercise in the day. (sleep/do)

4 Complete the sentences with *unless*, *in case* or *as long as/providing/provided that*.

- I will join the basketball team ..... we don't have to practise on Fridays.
- I like watching horror movies ..... I'm not alone.
- I eat meat ..... it's a Friday: I eat only fish on Fridays.
- I go out most evenings ..... there's a film on TV that I want to watch.
- I'm taking a sleeping bag ..... I need to sleep over at my friend's house.
- I keep a notebook next to my bed ..... I want to write something down in the night.

## GRAMMAR CHALLENGE

## 5 Find and correct the mistakes in the sentences.

- I'll tell Paul if I'll see him.
- If you would do more exercise, you'd be healthier.
- Your English won't improve provided you practise speaking.
- Take your umbrella in case it will rain.
- If Stephen were shorter, he won't be such a good basketball player.
- You'd pass your driving test next week as long as you didn't panic.
- If you won't water these plants, they'll die.
- I won't apologise to Lisa unless she doesn't apologise first.



**1 Complete the idioms. Decide if they describe a positive (P) or a negative (N) situation.**

- 1 Phil's throat has been making him feel really under ..... for a couple of days. P/N
- 2 I go cycling and swimming to keep ..... P/N
- 3 Once, I blacked ..... after a PE lesson because I hadn't eaten any breakfast. P/N
- 4 Hello, Nikki! Nice to see you back ..... again. P/N
- 5 My throat is sore and I'm shivering. I think I'm coming ..... the flu. P/N
- 6 I got eight hours' sleep last night and today I feel on top ..... P/N

**2 Complete the second sentence so that it has a similar meaning to the first sentence, using the idioms in 1.**

- 1 Sara has recovered and will soon go back to school.  
Sara *is back on her feet again* and will soon go back to school.
- 2 Maria was ill yesterday so she left school early and went straight to bed.  
Maria ..... so she left school early and went straight to bed.
- 3 He passed his test – he's so happy!  
He passed his test – he's .....
- 4 I hate the sight of blood – if I see it, I feel dizzy and sometimes even faint!  
I hate the sight of blood – .....
- 5 Pedro goes horse-riding to stay fit.  
Pedro goes horse-riding .....

**3 LISTENING 14 Listen to five people talking about marathon running. What other sports do they do or have they done? Tick (✓) the sports you hear.**

- |              |                          |         |                          |          |                          |
|--------------|--------------------------|---------|--------------------------|----------|--------------------------|
| climbing     | <input type="checkbox"/> | cycling | <input type="checkbox"/> | football | <input type="checkbox"/> |
| horse-riding | <input type="checkbox"/> | surfing | <input type="checkbox"/> | swimming | <input type="checkbox"/> |
| walking      | <input type="checkbox"/> | yoga    | <input type="checkbox"/> |          |                          |



**4 LISTENING 14 Listen again. Match each speaker with a statement A–F. There is one extra statement that you do not need.**

- A 'Winning is not the most important thing.'  
B 'I run because I want to keep in shape.'  
C 'I didn't train sensibly.'  
D 'I don't take running too seriously.'  
E 'I started running while training for another sport.'  
F 'Competing in races is very important to me.'

**VOCABULARY EXTENSION**

**5 Write the idioms in italics in the correct place on the line.**

- His leg is *on the mend* now that it's in plaster.
- I've been feeling a little *off colour* since I ate some seafood for lunch.
- I've had a bad chest infection, but the doctor gave me a *clean bill of health* yesterday.
- My grandad was *in a bad way* before his operation.
- I had a terrible headache last night, but today I feel *as right as rain*.
- My grandmother's over the flu now and she's *up and about* again.
- I felt very *run down* after my exams, but after a few good nights' sleep I'm fine.
- He's got some pills and is *on the road to recovery*.
- My grandmother is 80 and she's *as fit as a fiddle*.

very ill                      not well                      getting better                      very well  
*off colour      on the mend*

**6 Complete the sentences with the correct idiom, a or b.**

- 1 Although it's only seven o'clock, Harry's gone to bed because he's feeling a little .....  
a on the mend                      b off colour
- 2 Jim was young and fit so he was soon ..... after his operation.  
a run down                      b up and about again
- 3 Having spent three months in and out of hospital, Mrs Swann has at last ..... from the doctor.  
a had a clean bill of health  
b been in a bad way
- 4 Nina is so glad now to be ..... after the kidney infection that had made her feel so unwell.  
a on the road to recovery  
b run down
- 5 Stay in bed, take this medicine and drink lots of liquids and you'll soon be .....  
a in a bad way                      b on the mend



# 1 Complete the sentences about the third conditional.

- To form the third conditional, we use *if*  
+ ..... in one clause and *would*  
+ ..... in the other clause.
- We use the third conditional  
for ..... situations in  
the .....

## 2 Match the halves to make sentences.

- If he hadn't encouraged me to run, .....
- If I'd rested, .....
- If I hadn't eaten so many sweets when I was younger, .....
- If I'd run in proper running shoes, .....
- If I hadn't started too fast, .....
- If I'd read the instructions properly, .....
  - the journalists wouldn't have wanted to interview me.
  - my ankles would have got stronger.
  - I wouldn't have had so many problems with my teeth.
  - I wouldn't have found a sport I loved.
  - I wouldn't have broken my phone.
  - I think I would have won the race.

## 3 Complete the sentences with the third conditional forms of the verbs given.

- If I ..... (train),  
I ..... (won) the race.
- I ..... (write) to you if  
I ..... (not be) busy.
- If I .....  
(know) how expensive the dish was,  
I ..... (not order) it.
- If he ..... (ask),  
I ..... (lend) him some money.
- I ..... (not buy) Jess a present if she ..... (not give) me one.
- I ..... (go) to the party if  
I ..... (not have) other plans.



## 4 Read the situations and complete the sentences.

- You bought that blue jacket. (But now you don't like it.)  
*If only I hadn't bought that blue jacket.*
- You are wearing a thick jumper. (But now it's hot.)  
I wish .....
- You lent your maths book to Tom. (But now he's lost it.)  
If only I .....
- Your dad always tells jokes at parties. (It's embarrassing!)  
I wish .....
- You haven't done any guitar practice this week. (But now you have your lesson.)  
I wish .....
- Your friend always phones you at dinnertime. (And it's annoying you.)  
I wish .....

## GRAMMAR CHALLENGE

### 5 Circle the correct alternative.

- If only I had/would have enough time. I'd visit that new museum!
- I feel terrible today. I wish I went/had gone to bed earlier last night.
- If I'd set my alarm last night, I wouldn't wake/have woken up late.
- Jane thinks everyone likes her. If only she knew/had known what people say.
- I wish Tim asked/would ask me out.
- If you hadn't told me about the party, I wouldn't have/have been known about it.
- That was a lovely meal, but I wish I didn't eat/hadn't eaten so much dessert.
- Why is Sarah angry? I wish I knew/had known!





# Developing Speaking

## 1 Read the task. Write an advantage and disadvantage for each sport.



A friend wants to take up a new sport but doesn't have much time. Discuss the advantages and disadvantages of each sport. Then decide which sport you think your friend should do.



	Advantage	Disadvantage
basketball		
swimming		
running		
tennis		
skiing		

2 **LISTENING** 15 Listen to two students doing the first part of the task. Tick (✓) any ideas from 1 that they mention. Add any other ideas you hear.

3 **LISTENING** 15 Listen again. Write the order of the expressions that you hear.

- a I suppose so, but ...
- b Maybe, but ...
- c That's true.
- d I see what you mean.
- e Yes, you're right.
- f What do you think about ...?
- g I think you're right.
- h What do you think?
- i I agree, but ...

4 Choose a, b or c to complete the final part of the dialogue.

**Examiner:** Now you have a minute to decide which sport you think is best for your friend.

**Jamie:** (1) .....

**Maria:** Well, I think that (2) ..... is tennis. It might be expensive, but you can play when you want and it doesn't take much time.

**Jamie:** I see what you mean, but I think swimming (3) ..... because you can go to the swimming pool for a short time or for a long time. It's quite flexible.

**Maria:** Maybe, but running is flexible, too. (4) ....., running is a better option because you don't need to go to the pool.

**Jamie:** Yes, I think you're right. I think running is (5) .....

**Maria:** (6) ..... choose running then.

- 1 a Do you agree? b What do you think?  
c What about you?
- 2 a the best option b let's choose  
c we should choose
- 3 a might have been better  
b might be a better choice  
c is better than
- 4 a Let me think b Personally  
c In my opinion
- 5 a a good choice b we should choose  
c that's a good idea
- 6 a Let's b We  
c What about

5 **LISTENING** 16 Listen to the second part of the task and check your answers.

### STUDY SKILLS

What can you do when your mind goes blank in a conversation?

➤ STUDY SKILLS page 95



1 Look at the pictures and tick (✓) the opinions you agree with.



- 1 The boy who is playing a computer game looks really happy so it's good for him. ☐
- 2 Eating a burger is fine as long as she doesn't do it every day. ☐
- 3 The children watching television should be outside playing football or something. ☐
- 4 The boy playing a video game looks really healthy, so it obviously doesn't do him any harm. ☐
- 5 Children should play in their homes rather than in parks and public places because it's safer. ☐
- 6 Playing computer games and watching TV don't involve much movement, so these activities are bad for a person's health. ☐

2 Read the essay task and make notes about your ideas and your opinion.

'In life, being happy is much more important than being healthy.' Write an essay giving arguments for and against this statement.

Arguments for:

---

---

---

---

Arguments against:

---

---

---

---

Your opinion:

---

---

---

---

3 Write your essay using the Writing bank on page 79 of the Student's Book and the following format.

Paragraph 1: Short introduction to the topic, e.g. reasons why we might have to choose between health and happiness

Paragraph 2: Arguments for the statement

Paragraph 3: Arguments against the statement

Paragraph 4: Your opinion and conclusion




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## 1 Write the correct form of the verb given.

- 1 If John doesn't feel any better tomorrow, he ..... (have to) go to the doctor's.
- 2 Leo ..... (look) better if he didn't wear that old hat.
- 3 People ..... (have) better career choices if they go to university.
- 4 If Annie had won another race this season, she ..... (become) the champion.
- 5 Kelly would have enjoyed the picnic more if the weather ..... (be) better.

## 2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words. Contractions count as two words.

- 1 Connor is a nurse, but he'd like to be a doctor. **WISHES**  
Connor ..... a doctor rather than a nurse.
- 2 If the café hasn't closed, we can have a meal there. **PROVIDED**  
We can have a meal in the café ..... still open.
- 3 I'll only go skiing if Teri goes, too. **UNLESS**  
I ..... Teri goes, too.
- 4 I've got a torch – we might have to walk home in the dark. **CASE**  
I've got a torch ..... walk home in the dark.

## 3 Choose the correct option, a, b, c or d.

## The camping trip

At the end of last summer, my friend Ali and I (1) ..... we needed a holiday before we went to college in the autumn. We (2) ..... all summer, and we earned (3) ..... money to pay for our train tickets and a campsite for a week in the south of France. We bought the (4) ..... train tickets that we could find, and set off on our journey. We thought it (5) ..... take us a day to get there, but in fact it took longer than that! On the day we left, I got up late and we (6) ..... rush to the station. We got there in time for our train. But we were in (7) ..... a hurry that we got on the wrong train, which took us to Holland! In the end, we only had two days in France!

1	a were deciding	b have decided	c decided	d could decide
2	a have worked	b had been working	c would work	d have been working
3	a too much	b enough	c most	d lots
4	a cheaply	b cheaper	c cheap	d cheapest
5	a will	b was going	c would	d had to
6	a must	b were allowed	c could	d had to
7	a so	b too	c such	d quite

## Vocabulary

## 1 Circle the correct alternative.

- 1 When you breathe in, your lungs/veins fill with air.
- 2 The best way of keeping your body healthy is to eat a processed/balanced diet.
- 3 If you sprain/break your wrist, it isn't as serious as fracturing it.
- 4 Stress improves/increases the risk of heart disease.
- 5 If you have a cut, you have to make sure it's clean so it doesn't get an infection/injection in it.

## 2 Match the idioms with their meaning.

- |                          |                                   |
|--------------------------|-----------------------------------|
| 1 feel under the weather | a recover after a serious illness |
| 2 black out              | b stay fit and healthy            |
| 3 come down with         | c very happy and healthy          |
| 4 pull through           | d lose consciousness              |
| 5 keep in shape          | e be slightly unwell              |
| 6 on top of the world    | f catch an illness                |

## 3 Use the word given in capitals to form a word that fits in the gap.

- 1 A hall of ..... is where students live. **RESIDE**
- 2 I'm sorry, I ..... what you meant. **UNDERSTAND**
- 3 You usually get a ..... when you buy something. **RECEIVE**
- 4 The person who runs the business you work in is your ..... **EMPLOY**
- 5 My brother sometimes works ..... to get more than his usual salary. **TIME**
- 6 There has been a huge ..... in my marks this term. **IMPROVE**



## Reading

### 1 Read about a girl who started a business. Complete these sentences.

- 1 Best Ayiorwoth is from .....
- 2 The name of her company is .....
- 3 She gives loans to .....
- 4 She now has businesses in ..... areas of her country.

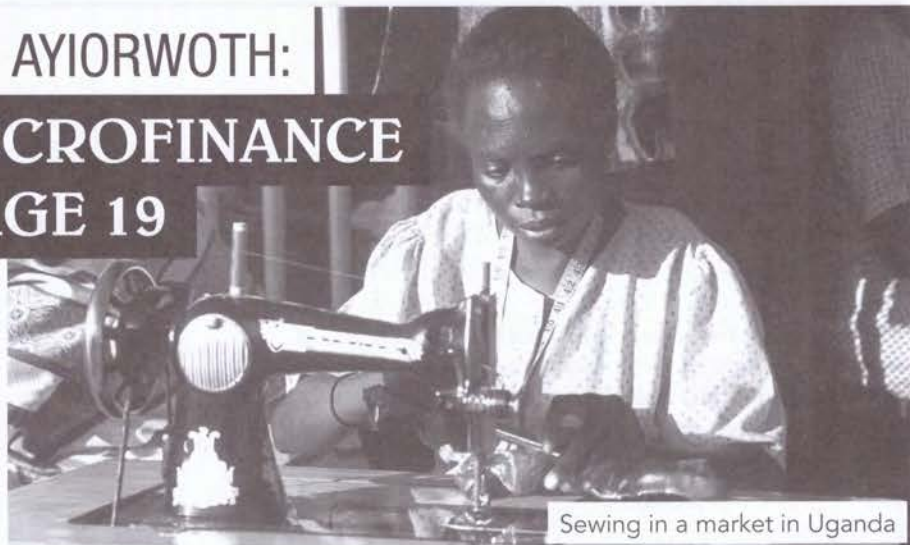
## THE STORY OF BEST AYIORWOTH: STARTING A MICROFINANCE COMPANY AT AGE 19

When Ugandan Best Ayiorwoth had to leave school because her family couldn't afford to pay her tuition fees, it broke her heart. However, this inspired her to start an award-winning microcredit business at just 19 years old that would help hundreds of women and young girls in Uganda.

Having lost her father at the age of eight, and her mother five years later, Best was forced to leave school. 'I never wanted to stop at that point in my education. I would always remind myself that someday when I could, I would ensure that every girl child in my community received the best education they could,' she said.

At the age of 17, Ayiorwoth moved to Kampala, the capital of Uganda, and joined a vocational training school that offered courses such as catering, graphics and web design. She later joined S7 Project, a skills centre, and trained in catering and entrepreneurship, finally getting a job in a restaurant. When she received her first salary, she didn't splash out on clothes or on having fun, she used it as the capital she needed to follow her dream.

She realised that if she could help mothers financially, they would allow their children, especially young girls, to go to school. In her community, if families have to make a choice between sending a son or a daughter to school, they often choose a boy over a girl. In early 2011, Ayiorwoth went back to the Nebbi District and set up the Girls Power Micro-Lending Organisation (GIPOMO). Using her savings, she started to give loans to women to help them build up their small



Sewing in a market in Uganda

businesses. She charged a 10% interest rate, which she kept reinvesting in GIPOMO. It wasn't long before her initiative caught the attention of her mentor at S7, who gave her an additional loan to increase her business.

The unique aspect of the organisation is that the women must agree to keep their girl children in school. Provided they do that, they are eligible for a loan. Furthermore, Ayiorwoth explained that if she discovers that the mothers aren't investing in their daughters' education with the income they earn in their business, they will be disqualified from accessing finance from GIPOMO.

So far, GIPOMO has helped many women to start and expand their own businesses, and has kept hundreds of girls in school by supporting their mothers. In 2013, Ayiorwoth won \$400 at the African Enterprise Business Challenge and a further \$25,000 for first place at the Anzisha Prize, a competition that recognises and celebrates African entrepreneurs under the age of 22 who are using entrepreneurship to solve problems in their communities.

Using a portion of the prize, GIPOMO has already expanded to four different areas in northern Uganda. In five years, she plans to reach 5,000 women in the north of the country, and in ten years, she hopes to launch similar initiatives in different parts of the country, addressing specific local needs. 'Microfinance can never be relevant if it has one model,' she says. 'In one community, it should provide affordable finance for girl education and in another, it should provide affordable finance for land ownership – whatever the challenge the community faces.'

GIPOMO is also launching an Education for Girls fund that will focus on providing no-interest loans to families who want to enrol girls in skills development programmes.

Ayiorwoth wishes she had been able to continue her own education, but she is doing everything possible to develop a new generation of women who are skilled, entrepreneurial and able to contribute to their family's welfare and the education of their daughters.

“ ... I would ensure that every girl child in my community received the best education they could ”

### 2 Read the article again. Are these sentences True (T), False (F) or is the information Not Mentioned (NM)?

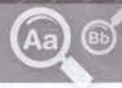
- |   |        |  |        |
|---|--------|--|--------|
| 1 Ayiorwoth had to leave school because her family didn't have enough money.      | T/F/NM | 5 Only women who send their daughters to school may receive a loan.                      | T/F/NM |
| 2 She used the money she earned from her job in a restaurant to start a business. | T/F/NM | 6 Others have started to use the same business idea to help people in their communities. | T/F/NM |
| 3 In her community, families don't allow their daughters to go to school.         | T/F/NM | 7 Ayiorwoth isn't sorry now that she had to leave school.                                | T/F/NM |
| 4 She was the first person in her community to give loans to women.               | T/F/NM |  |        |







## Vocabulary



- 1 Complete the text with these words. There is one extra word you do not need.

crowd • gig • lighting • lyrics • stage • track

I had an interesting discussion with my friend Damien last night about going to concerts. He has only ever been to one. He hated it because he was a long way from the (a) ..... so he couldn't see the band very well, or hear the (b) ..... of the songs. But I go to concerts whenever I can. I think one of the best things about being at a live (c) ..... is being part of the (d) ..... – it's the audience that makes the atmosphere good or bad. I've been to a few concerts where the audience have spoilt it by being too quiet and unresponsive to the band. But when the atmosphere is good, it's such a great feeling when your favourite (e) ..... is played by the band and everyone around you is shouting and singing along.

- 2 Match the quotations from film reviews (a–f) with the questions (1–6).

- 1 Who starred in the film? .....
- 2 How good was the acting? .....
- 3 What was your favourite scene? .....
- 4 What's the film's plot? .....
- 5 What role does the main star play? .....
- 6 What's the soundtrack like? .....

a A team of explorers must find the human race a new home after Earth is struck with food shortages. Using a mysterious wormhole, they explore strange new worlds and find a new home to save mankind.

b Matthew McConaughey and Anne Hathaway play the main parts.

c MCCONAUGHEY is Cooper, a former pilot and NASA astronaut.

- 3 Complete the sentences with these words and phrases.

download films • file-sharing • live streams  
mobile device • peer-to-peer • purchase  
stream • transfer

- 1 I usually ..... to my computer and watch them later.
- 2 You don't need to use memory if you ..... your favourite music from a music website.
- 3 I don't live in a city so it's good to be able to watch ..... of gigs.
- 4 Some countries try to monitor ..... and other ..... sites to detect copyright infringement.
- 5 A lot of people watch films on a ..... when they travel by bus or underground.
- 6 Can you help me to ..... music from my desktop to my mobile?
- 7 It's cheaper to ..... a film on DVD and watch it at home than it is to go to the cinema.

d McConaughey's performance is brilliant. He's very convincing as a father who loves his kids and does whatever he can to ensure their safety.

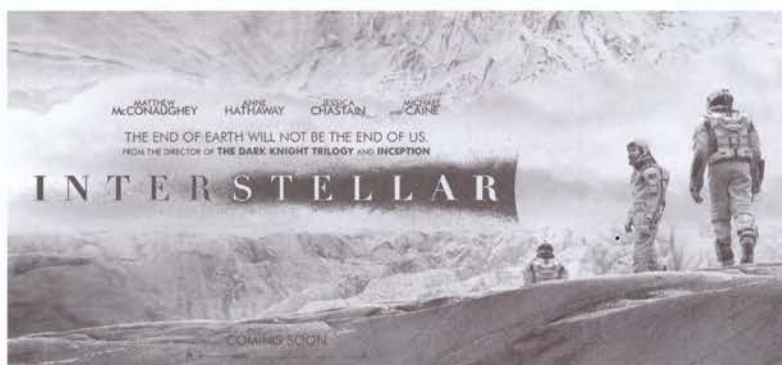
e The music suits the mood of the film and the fact that a lot of it is set in space.

f The famous scene when the spacecraft *Endurance* is damaged and Cooper has to connect his craft with it. It's incredible!

### VOCABULARY EXTENSION

- 4 Decide if these words relate to books (B), art (A) or theatre (T). Use a dictionary to help you.

an act .....	applause .....
bestseller .....	blurb .....
chapter .....	costume .....
frame .....	index .....
interval .....	sculpture .....
self-portrait .....	sketch .....





# 1 Match the halves to make sentences.

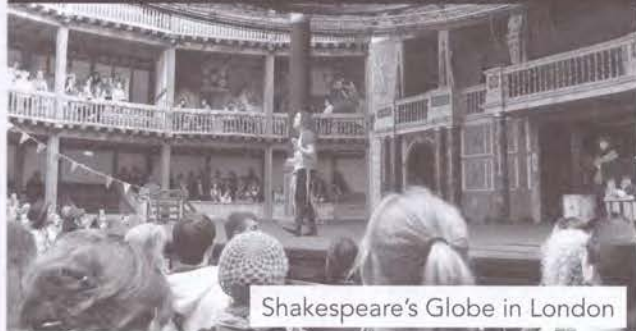
- |  |                                 |
|--|---------------------------------|
| 1 Older people tend to go to the theatre | a are big productions.          |
| 2 The theatre is more popular            | b more often than young people. |
| 3 The most popular type of plays         | c than music concerts.          |

# 2 Read the article. Are the sentences in 1 True (T) or False (F)?

- 1 T/F  
2 T/F  
3 T/F



## THE YOUNG THEATREGOER – PLAYING A PART IN THE AUDIENCE



Shakespeare's Globe in London

A higher proportion of people go to the theatre than to music concerts or sporting events. And contrary to the common belief that the theatre attracts older audiences, the typical theatregoer these days is between 16 and 19 years old.

These are the findings of a recent survey into developments in the UK's theatre industry. The survey was commissioned by a ticket sales company after it noticed a trend for more theatre sales to young people. The research confirmed that, far from dying out and being replaced by cinema or online entertainment, the theatre is growing in popularity. In fact, 63% of people said that they had attended a theatre performance in the past year. In comparison, only 53% had been to a music concert, and less than half to a sporting

event. And the theatre is most popular among teenagers, with 87% saying they had seen a performance. The appetite for theatre among young people is striking, but what can explain this shift in trends? It seems that many teens are coming to the theatre via participation in drama clubs and acting schools. Others come through their studies, as a rising number of students are studying theatre in higher education. And a further reason may be that the theatre itself has changed beyond all recognition in the past 15 years. While big productions such as *The Phantom of the Opera* remain popular favourites, most young audiences want to see new shows. The emergence of 'immersive theatre' has played an important part in engaging new audiences.

Immersive theatre performances are more likely to be performed outdoors, in

the streets, in car parks or warehouses, than in mainstream theatres. And the audience is not merely passive, but it sometimes moves around and explores the performance space while the play is in progress, and may even be invited to play the part of characters in the play.

New technologies have also had an influence on developments in the theatre. A surprisingly high number of theatregoers, around one in five, write reviews about what they have seen using social media and nearly half of all 16–19-year-olds tweet about the performance they are about to see

or have already seen. And the majority are in favour of live streaming of theatre performances.

It seems that the biggest barrier to attendance at theatres, for all age groups, is cost. Having

said that, the report also reveals that two-thirds of people want to maintain or increase their theatregoing in the future. It seems that the theatre has managed to reinvent itself to appeal to modern audiences. This art form, which has been around for thousands of years, seems likely to continue and grow for many years to come.

66 63% of people said that they had attended a theatre performance in the past year 99

# 3 Read the article again and answer the questions.

- Why was the survey done into theatre developments?  
.....
- Why are people going to the theatre more?  
.....
- What is different about 'immersive theatre'?  
.....
- Why is the theatre still popular today?  
.....

# 5 Match the underlined words in the article with these definitions.

- become weaker or disappear  
.....
- attracting attention because it is unusual  
.....
- officially asked for work to be done  
.....
- a change in something  
.....
- attract, keep someone's interest or attention  
.....

## 4 CRITICAL THINKING

Decide if the statements are facts (F) or opinions (O).

- |  |     |
|--|-----|
| 1 More people who answered the survey went to the theatre than to sporting events. | F/O |
| 2 More students are studying theatre studies nowadays.                             | F/O |
| 3 Experimental theatre is more exciting than traditional theatre.                  | F/O |
| 4 Reviews by friends are more reliable than reviews by professional critics.       | F/O |

## STUDY SKILLS

How can context help you to understand new words in a text?

➤ STUDY SKILLS page 95



**1 Complete the rules from memory. Then check your answers in the Grammar reference on page 94 of the Student's Book.**

- When the reporting verb (e.g. say, tell) is in the past, the tense of the verb in reported speech usually changes, going ..... 'back'. Some tenses cannot go any further and so they .....
- When the reporting verb is in the present ..... or present ..... tense, the tense of the verb in reported speech usually stays the same.
- The modal verbs ..... and ..... do not change from direct to reported speech.
- When the reporting verb is in the past but the statement is something which is still ....., the tense of the verb in reported speech usually stays the same.

**2 Match the direct and reported speech to find who said what. Write the name and the adjective.**

- Mike said, 'I think the film will be fantastic.'
- Paul said, 'I think the film is rubbish.'
- Simon said, 'I think the film was great.'
- Ollie said, 'I think the film may be interesting.'
- Liam said, 'I think the film could be amazing.'

- Paul said he thought the film was rubbish.
- ..... said he thought the film might be .....
- ..... said he thought the film would be .....
- ..... said he thought the film could be .....
- ..... said he thought the film was .....

**3 Report the questions and answers.**

- Jimmy: What music are you listening to?  
Bella: I'm listening to Green Day.  
Jimmy asked Bella what music she was listening to.  
She said she was listening to Green Day. (ask/say)
- Jimmy: Have you seen Green Day in concert?  
Bella: Yes, I saw them two years ago and I'm going to see them again next month.  
..... (want to know/tell)
- Jimmy: Who's the drummer?  
Bella: It's Tré Cool, who's been playing in the band since 1990, but it was someone else before that. I've forgotten his name.  
..... (want to know/tell)
- Jimmy: Is Green Day your favourite band?  
Bella: No, I like lots of different bands.  
..... (ask/tell)

**4 Read the quotations about television and report what was said.**



- 'I find television to be very educating – every time somebody turns on the TV, I go in the other room and read a book.' Groucho Marx (comedian/film star)  
Groucho Marx said that he found television to be very educating – every time somebody turned on the TV, he went into another room and read a book.
- 'I could have been a doctor, but there were too many good shows on TV.' Jason Love (comedian)  
.....
- 'I wish there was a knob on the TV so you could turn up the intelligence.' Leo Gallagher (comedian)  
.....
- 'Television has proved that people will look at anything rather than each other.' Ann Landers (advice columnist)  
.....
- 'It's the menace that everyone loves to hate but can't seem to live without.' Paddy Chayevsky (writer)  
.....

**GRAMMAR CHALLENGE**

**5 Match the halves to make sentences.**

- My friend told .....
- My brother asked .....
- I said .....
- My parents said .....
- I wanted to know .....
  - I could help to do the shopping this week.
  - whether they could take me to the station.
  - me he was busy all week.
  - if I wanted to go to the cinema with him.
  - to me, 'You should clean your room.'



# 1 Find ten compound nouns and match them with the definitions.

P	A	G	E	T	U	R	N	E	R	H	M
E	I	O	D	O	S	C	E	A	D	Y	Y
B	O	X	O	F	F	I	C	E	R	T	A
L	W	S	F	A	L	T	G	U	A	T	R
O	U	T	C	O	M	E	B	X	W	P	F
C	N	S	I	R	U	K	Z	A	B	I	E
K	M	A	R	K	E	T	P	L	A	C	E
B	G	B	H	R	K	E	R	C	C	J	D
U	O	G	E	R	F	O	N	W	K	V	B
S	P	T	N	D	P	L	B	P	Q	I	A
T	U	R	N	O	U	T	M	D	L	B	C
E	F	N	D	M	C	U	J	V	E	A	K
R	S	O	U	N	D	T	R	A	C	K	Y

- a very popular film
- a disadvantage
- a film's music
- an exciting book
- the end result of something
- the number of people at an event
- comments to help a person do better
- the place where things are bought and sold
- a place where you buy tickets
- the story written for a film

## 2 Match words in A with words in B. Complete the headlines with the words. Remember to use a hyphen (-) if necessary.

A

brand • fast • file  
song • thought

B

moving • new • provoking  
sharing • writer

- Singer and ..... Lana Del Rey has number 1 hit.
- ..... numbers fall following warning letters.
- Don't miss this emotional, ..... film!
- This summer's blockbuster – a ..... adventure!
- This year sees a ..... Star Wars film.

### STUDY SKILLS

Should you try to understand everything the first time you listen?

➤ STUDY SKILLS page 95

## 3 LISTENING 18 Listen to an interview with a superfan. Circle the correct alternative.

- Dave Barnes is a fan of science fiction/Star Wars films.
- He collects figures and autographs/toys.
- Many people collect props, or objects/posters from the film.
- The fans' special day is 1st January/4th May.



## 4 LISTENING 18 Listen again. Are these statements True (T), False (F) or is the information Not Mentioned (NM)?

- For Dave Barnes, the most important thing about the film is the special effects. T/F/NM
- The film was a type of escape from the difficulties he had. T/F/NM
- He is interested in the amount of money that his collection is worth. T/F/NM
- George Lucas gave the president of 20th Century Fox an object from the film. T/F/NM
- A collector paid the president a lot of money for the object 20 years later. T/F/NM
- The objects for the film were very expensive to make. T/F/NM
- One couple had a wedding based on the Star Wars films. T/F/NM
- Fans make their own films and post them online. T/F/NM

### VOCABULARY EXTENSION

## 5 Match words in A with words in B to make compound nouns.

A

festival  
folk  
head  
hot  
street  
stand-up  
tourist

B

comedian  
festival  
goer  
performer  
phones  
spot  
trap

1 festival-goer

2

3

4

5

6

7



**1 Write me or nothing (0) in the sentence gaps. Sometimes both are possible.**

- I spoke to Jim. He said 0 he was going to arrive here at about 8.00.
- Harry warned ..... that he had to leave early.
- Jake promised ..... that he would be on time.
- Sally announced ..... that she had a new boyfriend.
- Luke reminded ..... not to pay for the coffee.

**2 Write the verbs in the correct row. Some words may belong in more than one category. Add a preposition if necessary.**

accuse • admit • advise • agree • apologise • ask  
claim • confess • congratulate • criticise • deny  
insist • instruct • invite • object • offer  
order • promise • recommend • refuse • regret  
remind • suggest • tell • warn

verb + infinitive	
verb + gerund	
verb + object + infinitive	
verb + preposition + gerund	
verb + object + preposition + gerund	accuse ... of

**3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and four words.**

- He said I must go and see Brad Pitt's new film. **RECOMMENDED**  
He ..... and see Brad Pitt's new film.
- I told Freddie he'd performed really well in the play. **CONGRATULATED**  
I ..... so well in the play.
- 'I was the one who ate the chocolate,' Myra said. **CONFESSED**  
Myra ..... the one who ate the chocolate.
- Kyle said he would not take any money for helping his grandmother. **REFUSED**  
Kyle ..... any money for helping his grandmother.
- It was Sara's idea to put the posters up. **SUGGESTED**  
It was Sara who ..... the posters up.

**4 Complete the sentences with one of the structures in 2.**

- 'Don't spend so much time on your laptop.'  
The mother warned her son .....
- 'I'll make another film soon.'  
The film star promised .....
- 'I'm sorry I missed the penalty.'  
The footballer apologised .....
- 'Shall I bring some more water?'  
The waiter offered .....
- 'I didn't do anything wrong.'  
The politician denied .....
- 'Don't forget to send the package, Sam.'  
His boss reminded .....
- 'I need to have at least two hours of rehearsal time.'  
The rock star insisted .....

**GRAMMAR CHALLENGE**

**5 Read about the Good Gig Guide and answer the questions.**

**Go to gigs often? Consider yourself an expert concertgoer? Join the Good Gig Guide as a reviewer.**

Click on the 'new review' button to add your favourite artist or band.

It's getting more expensive all the time to go to concerts, so concertgoers are getting more choosy about the concerts they attend. Your review can help others to decide which gigs to go to and which to miss.

The Good Gig Guide is independent and free, so you know you're giving and getting good advice.

Make sure you mention the atmosphere, the venue, cost of merchandise and how well organised it was, as well as whether the band themselves lived up to your expectations.

- What does the website ask you to do?  
*It asks you to write a gig review for the Good Gig Guide.*
- What does it instruct you to do?  
.....
- Why does it suggest writing a concert review?  
.....
- What does the site claim to give?  
.....
- What does it remind you to do when writing your review?  
.....



1 Many films are based on books, but which version is better? Write the arguments in the correct column. Then add two more ideas of your own.

- a there are special effects
- b the plot is more detailed
- c there is a soundtrack
- d you can use your imagination
- e they sometimes change the ending
- f it's more sociable



2 **LISTENING** 19 Listen to two students discussing the question. Choose the correct alternative, a, b or c.

- 1 The girl thinks that books are ...
  - a better than films.    b as good as films.
  - c not as good as films.
- 2 The boy thinks that books are ...
  - a better than films.    b the same as films.
  - c sometimes not as good as films.

3 **LISTENING** 19 Complete the sentences. Then listen again to check.

- 1 .....doubt  
.....mind that the book is nearly always better.
- 2 ..... *The Hunger Games*, for example.
- 3 .....deny .....  
some film adaptations are good.
- 4 For ....., *The Lord of the Rings* films were fantastic.
- 5 Yes, ..... forget that the books were very long.
- 6 I ..... think that the film is sometimes better than the book.
- 7 A good ..... is *Slumdog Millionaire*.
- 8 Look ..... the *Transformers* books, .....
- 9 Personally, ..... convinced that the book is nearly always better than the film.

A book is better because ...

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A film is better because ...

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4 Write these phrases in the correct column.

Don't forget that ... • I really do think that ...  
Just to give you an idea ... • ... such as ...  
What about the case of ...?  
You have to remember that ...

Giving emphasis

---

---

---

---

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---

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---

Giving examples

---

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5 Practise giving your opinion about books and films using the phrases in 4 and the arguments in 1.



## 1 Read the paragraphs from a film review and number them in the correct order.

## FILM REVIEWS



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**A** ..... I loved this film, not only because I'm an enthusiastic user of Facebook, but also because of how convincing and believable the storyline was. It didn't seem clichéd, but gripping and true to life. Jesse Eisenberg's portrayal of Mark Zuckerberg, the creator of Facebook, was amazing. *The Social Network* is among my top ten films ever and I'm not alone in this view – it has won almost every award going.

**B** ..... When *The Social Network* was released in 2010, Facebook was the most popular social networking website, with millions of users around the world. It seemed obvious that a film would be made about its creation.

**C** ..... *The Social Network* is a hugely enjoyable film that will become a classic. I recommend this film to everyone, whether or not they are Facebook users. If you're not a fan of Facebook, your opinion is sure to change after watching this film.

**D** ..... Starring Jesse Eisenberg, Andrew Garfield and Justin Timberlake, *The Social Network* takes place in the early 2000s at Harvard University, the birthplace of the website that eventually became known as Facebook. During the film, friendships are made and broken, jealousy rears its head and lawsuits are filed as the fascinating story of Facebook is played out.



Jesse Eisenberg plays Mark Zuckerberg in *The Social Network*

## 2 Complete the plan with these paragraph topics. Then write notes on the review in 1.

basic plot • your recommendation • ~~introduction~~  
your opinion about the film

## Notes for film review

Paragraph 1: introduction

Paragraph 2: .....

Paragraph 3: .....

Paragraph 4: .....

## 3 Now make notes about a film you have seen.

Paragraph 1: .....

Paragraph 2: .....

Paragraph 3: .....

Paragraph 4: .....

## 4 Write your review.



## Grammar

### 1 Complete the statements using reported speech.

- Pete: 'I'll see Sam tomorrow.'  
When I saw Pete last week, he said .....
- Richard: 'I didn't see the film last night.'  
Yesterday, Richard told me that .....
- Tina: 'When do you normally finish work?'  
Tina asked me yesterday .....
- John: 'Have you ever been to the museum?'  
Yesterday, John asked me .....
- Kath: 'I might go for a swim tomorrow.'  
Yesterday, Kath said .....

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

- At the last election, the government ..... to help poor families.  
a admitted b promised c announced
- My mum ..... me to take some money to pay for lunch.  
a insisted b suggested c reminded
- The zoo-keeper ..... the boys not to climb the fence.  
a forbade b ordered c objected
- Steve ..... Mike for being so late and losing his ticket.  
a complained b confessed c criticised
- Maria ..... eating Mark's cake.  
a denied b warned c refused

### 3 Write the sentences using a reporting verb.

confess • congratulate • insist • invite • refuse

- 'I'm not going to do the washing-up.'  
Damien .....
- 'Well done on passing your exams.'  
My parents .....
- 'Would you like to go to a concert this weekend?'  
My cousin .....
- 'It's true. I took the wallet.'  
The thief .....
- 'You're not going to pay for the tickets. I am.'  
Simon .....

### 4 Circle the correct alternative.

- I don't know whether Liam met/has met Eva yet.
- Zoo visitors don't have to/mustn't enter the animals' cages.
- When I was younger, I wasn't allowed to/didn't need to watch more than one hour of TV a day.
- In about ten years' time, I hope I 'll be working/'m going to work in my own business.
- I would have wished you good luck if I 'd had/had my mobile with me.

## Vocabulary

### 1 Complete the text with these words. There are two extra words you do not need.

acting • download • live • mobile device  
performance • role • scenes • stars • transfer

Music is really important to me. I usually listen to songs that I (a) ..... onto a (b) ....., so I can listen to them all the time. But that isn't as exciting as seeing bands playing (c) ..... at gigs. The last band I saw was Muse. What a brilliant (d) .....! I love watching films, too. My favourite film is *The Maze Runner*. It (e) ..... Dylan O'Brien and Kaya Scodelario and it's about a group of boys who are trapped in a maze. Even though the actors aren't particularly well-known, their (f) ..... is great, and there are plenty of amazing action (g) .....

### 2 Make a compound noun or adjective with a word from each box. Write them in the correct box.

box • brand- • fast-  
feed • file- • page-  
sound • thought-

back • new • office  
moving • provoking  
sharing • turner • track

Adjective

Noun

### 3 Complete the sentences with words from 2.

- The Hobbit* was a hit at the ....., but I didn't like it as much as the book.
- I belong to a creative writing club so I can get ..... on the stories I write.
- I loved this book. I couldn't put it down. It was a real .....
- The best thing about the James Bond films is that they're so .....
- I never understand why people buy the ..... to a film. The music is only interesting when you see the images as well.

### 4 Use the word given in capitals to form a word that fits in the gap.

- After university classes, clubs organise all kinds of extra ..... activities. CURRICULUM
- If you don't have any qualifications, you have to do ..... work. SKILL
- She's a ..... in the city orchestra. VIOLIN
- My brother wants to get a ..... so he can earn more. PROMOTE
- My dog is very naughty. He always ..... me. OBEY

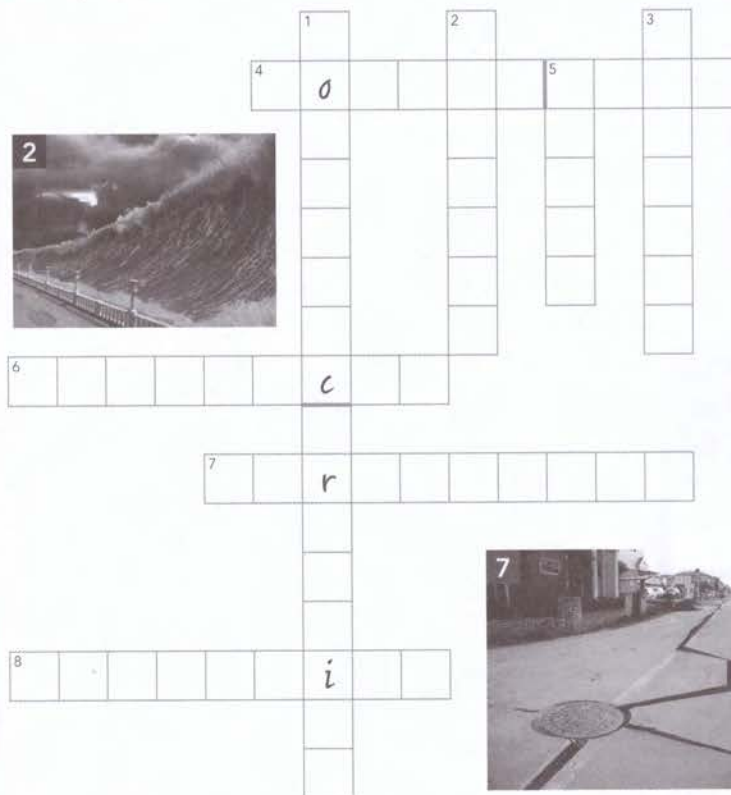


# 8 Surviving disaster

## Vocabulary



1 Look at the pictures and complete the crossword.



2 Complete the text with these words.

ash • damage • destroyed • destruction • erupt • eruption • evacuated • hurricanes  
refugees • survivors • sweep across • torrential

## The effect of volcanoes on people and the environment



Volcanoes cause serious (a) ..... when they (b) ..... Buildings are (c) ..... and people are forced to become (d) ..... needing somewhere to live. Clouds of (e) ..... cover the land, causing the (f) ..... of local wildlife habitats and poisoning rivers. Poisonous gases from the volcano mean that people and animals have to be (g) ..... from the area. Breathing in volcanic dust can lead to the (h) ..... getting illnesses such as pneumonia. The situation can worsen if severe winds such as (i) ..... and (j) ..... rains develop and (k) ..... the affected area after a volcanic (l) .....

### VOCABULARY EXTENSION

3 Match the halves to make sentences. Check that you understand the underlined verbs.

- 1 Floods hit the city
- 2 Forest fires rage as
- 3 Panic spreads as hurricane strikes
- 4 Polio epidemic breaks out
- 5 Tsunami sweeps away
- 6 Drought wipes out

- a 50% of this year's wheat crops.
- b houses near the beach.
- c the east coast.
- d as a river burst its banks.
- e firefighters work to put out the blaze.
- f in West Africa.



- 1 Look at the headline. What do you think the article is about? Then read and check.

The article

- a gives advice about what to do in a disaster. ☐  
b suggests how to prepare for a disaster. ☐

- 2 Read the article again and choose the best answer, a, b, c or d.

- 1 There were many casualties on the *Estonia* because ...  
a rescuers took a long time to reach the boat.  
b the sea was exceptionally stormy.  
c passengers didn't know what to do.  
d people couldn't think clearly about what to do.
- 2 The experiment showed that people ...  
a don't react unless other people react.  
b get more worried when they are alone.  
c wait until the last moment before they act.  
d think that the situation is a false alarm.
- 3 Some people survive disaster situations because ...  
a they have special skills.  
b they know that the disaster is going to happen.  
c they have thought about what to do beforehand.  
d they are better able to deal with stress.

3 **CRITICAL THINKING**

Decide if the statements are facts (F) or opinions (O).

- 1 It's a good idea to follow safety instructions. F/O  
2 Children learn how to act in earthquake situations in Japan. F/O  
3 Disasters aren't common so there's no need to worry about them. F/O  
4 Schools should do more safety drills. F/O  
5 Studies show people don't act logically when they are in danger. F/O

- 4 Match the underlined words in the article with these definitions.

- 1 training for emergency .....  
2 much larger than anything else .....  
3 likely to be affected by .....  
4 confused, not certain what to do .....  
5 likely or certain to happen very soon .....

- 5 Complete the sentences with the words from 5.

- 1 Rhinos are in ..... danger of extinction.  
2 Craig was ..... by the decision to cancel his contract.  
3 Athletes are often ..... to injury.  
4 We couldn't do the exam today because we had a fire .....  
5 An ..... number of students voted for the class president.

## HOW TO SURVIVE A DISASTER

At seven o'clock on the evening of 27<sup>th</sup> September 1994, the ferry MS *Estonia* left Tallinn on its way to Stockholm. It never got there.

Six hours into the journey, strong winds caused a door to break open and the ferry started to take on water. In less than an hour, it had sunk, taking most of its passengers and crew with it.

Even given the speed of the tragedy, the stormy sea and the time it took rescuers to reach them, the number of victims was surprisingly high. It seems that many passengers were slow to react to save themselves, even when they were faced with imminent danger.

Why did this happen? John Leach, a survival instructor, has studied the behaviour of people in disasters around the world for several decades. According to Leach, around 75% of people are so bewildered by life-threatening situations that they are unable to think clearly. Only about 15% of people remain calm and are able to make rational decisions. The remaining 10% are so frightened that they are a danger to others.

According to Leach, in the majority of cases, it's a failure to react that puts people at a higher risk. One of the reasons for this lack of reaction is peer pressure. Many people are worried about responding to an alarm when no one around them does.

To illustrate this point, a group of people were invited to take part in an experiment. They were taken to a waiting room, and researchers blew smoke into the room from under the door. In the first part of the experiment, participants were alone, and in this case 75% of them left to report the fire. But when there was a group of actors in the room who were instructed not to react to the smoke, only 10% got up to leave. The overwhelming majority stayed, even when there was so much smoke that they could hardly see.

“ Many people are worried about responding to an alarm when no one around them does. ”

Another reason for passivity in the face of an emergency is that people find it difficult to adapt to a stressful situation. When disasters occur, events move quickly, but stress slows down the ability to think. The only way to overcome this problem, according to survival experts, is to prepare in

advance. For example, by knowing what the safety procedures are, a person is able to act automatically without having to make a decision in a critical moment. For this reason, experts stress the importance of knowing where fire exits are and how to evacuate a building, and listening to safety instructions when flying.

In areas of the world where natural disasters occur, being prepared is a priority. In Japan, which is particularly prone to earthquakes, every precaution is taken to make sure that children know what to do when a quake occurs. The measures include monthly drills in which alarms sound and children retreat under their desks. If they are in the playground, they are taught to run to the centre to avoid being hit by falling debris.

And the local fire department takes groups of children into earthquake simulation machines so that they know what it feels like.

Thankfully, it's highly unlikely that any of us will ever find ourselves in a disaster situation. But even in the case of small emergencies, it's been shown that fast reactions can make all the difference to an outcome.



Earthquake drill in the Philippines



- 1 Complete the rules and examples. Then check your answers in the Grammar reference on page 106 of the Student's Book.

## Use

We use the passive when:

- we are more interested in the (a) ..... than the people who do it.
- we do not (b) ..... exactly who does the action.
- it is (c) ..... or understood who does the action.

## Form

subject + be + (d) .....  
(+ by + agent)

## Examples

- Present simple: Children (e) ..... taught to run to the centre of the playground.
- Present perfect: It has (f) ..... shown that quick reactions make all the difference.
- Present continuous: The volcano (g) ..... observed for further activity today.
- Past simple: An experiment (h) ..... conducted.
- will: All tomorrow's flights (i) ..... cancelled if the ash cloud is blown over the flight path.
- can: In droughts, forest fires (j) ..... started very easily.

- 2 Active or passive? Circle the correct alternative.

- 1 The soil on the slopes of volcanoes used/is used for agricultural purposes.
- 2 Molten lava ranges/is ranged from 700° to 1,200°C in temperature.
- 3 Lava glows red hot to white hot as it flows/is flowed from the volcano.
- 4 Mountains form/are formed by movements of the Earth's crust.
- 5 Last week, the children showed/were shown what to do in an earthquake.
- 6 Local people should be warned/warned when there is a high risk of a tsunami.
- 7 During the last flu epidemic, many children and old people were vaccinated/vaccinated against it.
- 8 Since the floods last Friday, three refugee camps have been set up/have set up.

- 3 Complete the text with the passive verbs from the box. Then underline two more passives in the text.

can be seen • have been built • was carried out  
was slightly damaged • were covered

## Dams built by residents prevent disaster

For many years, Somerset in Jamaica has suffered severe landslides. Evidence of this (a) ..... throughout the area. Some houses (b) ..... by soil and rock at some time in the past, leaving only edges of the roofs visible. However, with four new 'check dams' that (c) ..... on the mountainside, residents living in hillside areas were much more able to cope with recent torrential rain. The dams were built on the slopes to prevent soil and stone from reaching the town. When the rain fell, there was flooding and a minor landslide, but just one house (d) ..... The dams had worked!

All four check dams were constructed under the management of the Women's Resource and Outreach Centre Limited and much of the work (e) ..... by the residents themselves.

- 4 Write the sentences again beginning with the person or people.

- 1 Flowers were given to the wedding guests.  
The wedding guests were given flowers.
- 2 Some sponsorship money is still owed.  
I .....
- 3 A letter was sent to all students at the school.  
.....
- 4 Refunds are offered to customers who return faulty products.  
.....
- 5 More funding has been promised to the scientists.  
.....

## GRAMMAR CHALLENGE



- 5 Look at the two photos of before and after a hurricane. Describe what has happened using passive forms of the verbs in the box.

blow away • change • cover • damage • destroy • evacuate

People have been evacuated from the area.

.....  
.....  
.....  
.....  
.....



- 1 All of these verb-preposition combinations are incorrect. Write the correct prepositions in the column. Then write an example for each one.

agree for	.....	.....
apologise with	.....	.....
believe about	.....	.....
belong on	.....	.....
complain in	.....	.....
depend to	.....	.....
dream on	.....	.....
listen on	.....	.....
protect of	.....	.....
rely to	.....	.....
spend for	.....	.....
wait on	.....	.....

- 2 Complete the sentences with the correct form of a verb from each box, and a preposition.

A

apologise • believe • belong  
dream • listen • rely

B

agree • complain • depend  
protect • spend • wait

- The bank ..... their mistake when I ..... being charged twice for the same thing.
- The students ..... both sides of the argument and then decided which one they ..... most.
- Many people ..... having more free time to ..... travelling and pursuing their hobbies.
- Some of my friends ..... the tennis club in my town, but I'm still ..... a vacancy so I can join – it's full at the moment.
- The ideas you ..... may ..... what your parents think.
- When I was young, I used to ..... my older brother to ..... me ..... a bully in my class.

- 3 LISTENING 20 Listen to an interview about two brothers who survived the 2004 tsunami. Complete the reporter's notes.



Brothers' names (a) ..... Forkan

Location when the tsunami hit? (b) .....

Ages when it hit? (c) .....

Business selling ...? (d) .....

Charity? Orphans (e) .....

- 4 LISTENING 20 Listen again. Are these statements True (T), False (F) or is the information Not Mentioned (NM)?

- The family was living in Sri Lanka when the tsunami hit. T/F/NM
- Rob and his brother were in a separate bungalow from their parents. T/F/NM
- They felt that their experience of travelling helped them in this situation. T/F/NM
- They later found their sister in a local hostel. T/F/NM
- They immediately wanted to take their sister to a hospital. T/F/NM
- They later met the businessman, who had secretly paid for their expenses. T/F/NM
- They give part of the money from their business to their charity. T/F/NM
- They've already built schools in Sri Lanka and in India. T/F/NM

### VOCABULARY EXTENSION

- 5 Match the words which go with the verbs.

- |               |                                |
|---------------|--------------------------------|
| 1 learn about | a an interesting event or fact |
| 2 hear about  | b something on the Internet    |
| 3 cover with  | c your grandparent             |
| 4 search for  | d plastic                      |
| 5 feel like   | e something in a lesson        |
| 6 crash into  | f a wall                       |
| 7 name after  | g walking on air               |

- 6 Complete the text with verbs from 5.

Did you know you can go on organised holidays to watch volcanic eruptions and (a) ..... volcanoes from experts? As soon as I (b) ..... these holidays, I wanted to go on one. So I went on a 'volcano trip' to Iceland. Our guide was a volcano specialist who'd had a volcano (c) ..... him. Standing near a volcano is amazing. We all had to wear special suits to protect us from the intense heat. But even with these suits, when you are standing very near the crater of a volcano, you do (d) ..... you're on fire. Looking into a volcano was nothing like I expected it to be: for example, the rocks were often bright yellow because they had been (e) ..... sulphur from the volcano's activity.



1 Correct one word in each sentence. Underline the wrong word and write the correct word on the line.

- 1 It has believed that the Moon was flat. ....
- 2 It was say that the Moon was made of cheese. ....
- 3 It has be claimed that flood defences didn't work. ....
- 4 He was thought that elephants never forget. ....
- 5 It is known like air travel is safer than travel by road. ....

2 Write the active sentences again in the passive.

## CHANGING BELIEFS

- 1 People used to think the Earth was flat. Now we know it is round.  
It was thought that the Earth was flat. Now it is known that the Earth is round.
- 2 People used to think everything was made of fire, earth, air and water. Now we know there are over a hundred elements.
- 3 People used to think the Moon was a smooth ball. Now we know it has valleys and mountains.
- 4 People used to say feelings came from your liver. Now people say they come from your heart.
- 5 People used to think having a bath once a month was enough. Now we believe we need to have a bath or shower every day.
- 6 People used to believe kings were gods. Now we know they are only human.
- 7 People used to think our bodies constantly made new blood. Now we know that the body circulates blood.



3 Complete the two sentences so that they have a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

- 1 The newspaper report said no one had been killed in the tsunami.

**REPORTED**

It was reported that no one had been killed in the tsunami.

The tsunami was reported to have killed no one.

- 2 People always say that this town is the most polluted in the country.

**SAID**

It ..... this town is the most polluted in the country.

This town ..... the most polluted in the country.

- 3 People know dinosaurs lived on Earth millions of years ago.

**KNOWN**

It ..... that dinosaurs lived on Earth millions of years ago.

Dinosaurs ..... on Earth millions of years ago.

- 4 Everyone believes the team needs a new manager.

**BELIEVED**

It ..... the team needs a new manager.

The team ..... a new manager.

- 5 People have claimed the landslide was the worst this century.

**CLAIMED**

It ..... the landslide was the worst this century.

The landslide ..... the worst this century.

### GRAMMAR CHALLENGE

4 Complete the sentences with the infinitive or perfect infinitive (have + past participle) of the verbs.

cause • ~~cost~~ • escape • find • got

- 1 Cybercrime is believed ..... to cost millions each year.
- 2 A dangerous criminal is believed ..... from prison.
- 3 Archaeologists are thought ..... lost treasure.
- 4 Sugar is known ..... tooth decay.
- 5 She is said ..... the idea for her book in a dream.



## 1 Write the numbers as we say them.

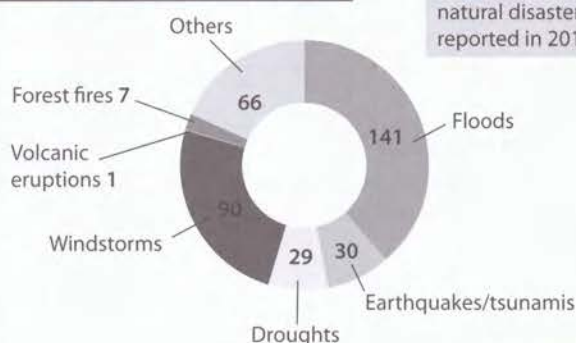
- 1  $\frac{2}{3}$  ..... *two-thirds* .....
- 2  $\frac{1}{4}$  .....
- 3  $\frac{3}{4}$  .....
- 4  $\frac{1}{10}$  .....
- 5 66% .....
- 6 1:3 .....

## 2 Look at the pie charts and find the following.

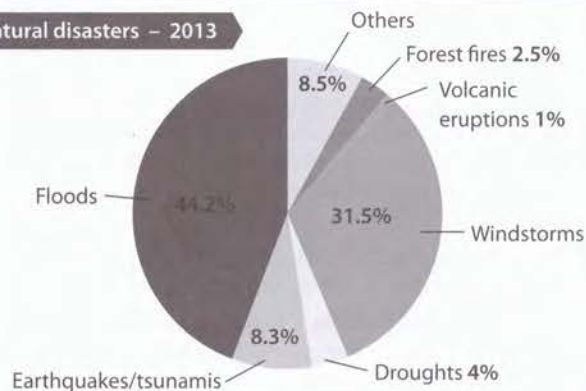
- 1 the subject of the pie charts .....
- 2 the most frequent natural disaster .....
- 3 the least frequent .....
- 4 the biggest increase between the two years .....
- 5 the biggest decrease between the two years .....

## WORLD DISASTERS 2012-2013

Number of natural disasters – 2012



Natural disasters – 2013



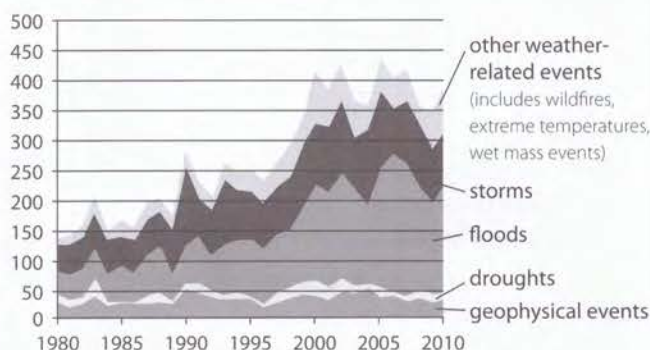
## 3 Look at the graph and answer the questions.

- 1 Did the number of disasters increase or decrease between 1980 and 2010?  
.....
- 2 When did weather-related events rise most dramatically?  
.....
- 3 When did the number of floods fall sharply?  
.....
- 4 What happened to the number of droughts?  
.....
- 5 When did the number of geophysical events stay the same?  
.....

## 4 LISTENING 21 Listen to two students discussing the information in the pie charts and graph. What do they decide is the biggest problem we face?

Number of reported disasters

Source: Oxfam, EM-DAT



## 5 LISTENING 21 Listen again. Find eight mistakes in the summary. Write the correct information.

The graph shows that there has been a gradual increase in the number of weather-related disasters in recent years. The number doubled between 1980 and 2010. The biggest decrease was in the number of storms. If we look at the pie charts, we can see a fall in the number of windstorms between 2012 and 2013, too. There was a sharp increase in the number of floods between 1980 and 2010, and the number rose between 2012 and 2013, but the number of droughts stayed the same. The number of geophysical disasters rose significantly between 1980 and 2010. The pie charts also show that there was a big change in the number of earthquakes and volcanic eruptions between 2012 and 2013.

## STUDY SKILLS

How can you cope if you can't remember a word while speaking?

► STUDY SKILLS page 95

## 6 Practise talking about the statistics in the pie charts and graph. Use the information in 5, and other details.



- 1 Read the report. Do you agree with scientist Jeff McNeely's opinion that the tsunami was a man-made disaster?

## The 2004 Tsunami and Tourism

The building of coastal resorts and the destruction of natural protection may have contributed to the enormous loss of life from killer tsunamis that hit the shores of the Indian Ocean after an earthquake, an environmental expert claims.

Jeff McNeely, chief scientist of the Swiss-based World Conservation Union (IUCN) said the tsunami was 'nothing new for nature' in a geologically active region.

'What made this a disaster is that people have started to occupy part of the landscape that they shouldn't have occupied,' he said. '50 years ago, the coastline was not as densely occupied as now by tourist hotels,' he added.

'The mangroves were all along the coasts where there are shallow waters. They offered protection against things like tsunamis. Over the last 20-30 years, they were cleared by people who didn't have the long-term knowledge of why these mangroves should have been saved.'

The same thing has been happening with the coral reefs that also provided protection to the coast, he explained.

'When a tsunami comes in, it first hits the coral reef which slows it down, then it hits the mangroves which further slows it down. It may get through that, but by then a lot of the energy has already been dissipated,' McNeely said.



- 2 Read the arguments and add your own ideas.

*Uncontrolled tourism threatens many natural areas around the world:*

- increased pollution, discharges into the sea
- natural habitat loss
- deforestation leading to soil erosion
- worsens the effects of natural disasters
- increased pressure on endangered species
- greater risk of forest fires
- puts increased pressure on water resources

*Tourism can have a positive impact*

- natural areas are protected and valued because they attract tourists
- tourists contribute to local economies so environmental protection can be funded
- tourists learn about environments
- there is more publicity and aid when tourist areas are hit by natural disasters

- 3 Make notes on your opinion about the following statement.

'Tourism is one of the most destructive industries in our world. We should stop its growth immediately.'

### Paragraph 1:

Introduction with general statement about the topic and your opinion

### Paragraph 2:

First and most important reason for your opinion

### Paragraph 3:

Further points/reasons for your opinion

### Paragraph 4:

Conclusion, restating your opinion

- 4 Write your essay, using your notes. Use the linkers explained on page 105 of the Student's Book.



### STUDY SKILLS

How can you make your writing clear and easy to follow?

➤ STUDY SKILLS page 95



## Grammar

### 1 Write one word to complete each passive sentence.

- The north of the country ..... hit by a violent storm last night.
- Our house is ..... painted while we're away.
- The washing-up hasn't ..... done yet.
- ..... prizes given to the winners of the competition every week?
- The new rules ..... not been introduced yet.

### 2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

- Some people said that the storm was the worst in history. **CLAIMED**  
It ..... the storm was the worst in history.
- In the past, people thought that garlic protected you from illness. **BELIEVED**  
In the past, garlic ..... you from illness.
- My brother loves it when I carry him on my shoulders. **CARRIED**  
My brother loves ..... on my shoulders.
- Someone should mend this door as soon as possible. **MENDED**  
This door ought ..... as soon as possible.
- A concert was held for parents at the end of term. **GIVEN**  
Parents ..... a concert at the end of term.

### 3 Complete the sentences using reported speech or the passive.

- The hurricane had blown away part of the roof.  
Part of the roof ..... away by the hurricane.
- The teacher is showing the children a film about volcanoes.  
The children ..... a film about volcanoes.
- 'Can you find it?' he asked.  
He asked .....
- 'We'll have fun tomorrow,' she said.  
She promised that ..... tomorrow.
- 'David arrived late and didn't call,' she said.  
She criticised David .....

## Vocabulary

### 1 Complete the words for the definitions.

- a huge amount of snow falling down a mountain: a ..... l .....
- a long period without rain: d ..... g .....
- a person who has had to leave their home to find a safer place to live: r ..... f .....
- a sudden collapse of rock and earth on a hill or mountainside: l ..... s .....
- when water covers a place: f .....

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

- After two days, firefighters managed to ..... the fire.  
a put out      b spread      c collapse
- Torrential rain has ..... across the country in the last few days.  
a headed      b spread      c swept
- The rain has caused the river to ..... its banks.  
a collapse      b destroy      c burst
- Rescue attempts are difficult because of the ..... left after the floods.  
a lava      b mud      c ash
- The ..... of last night's earthquake are sleeping in a sports centre tonight.  
a refugees      b casualties      c survivors

### 3 Write one word in each gap.

- You can rely ..... Jo. She's very dependable.
- As a child, I always ..... of becoming a professional dancer. In the end, I became a teacher.
- I think you should ..... for the terrible things you said.
- Do you belong ..... any clubs?
- I'm surprised at the number of people who ..... in UFOs.

### 4 Circle the correct alternative.

- The vacuum cleaner shouldn't have broken down – it's well-paid/brand-new/old-fashioned.
- What role/act/stage did Johnny Depp play in the film?
- After the burst/explosion/eruption of the volcano, the sky was black for weeks.
- If your boss is unhappy with your work, he may apply/fire/employ you.
- The hours are too long so I'm going to turn/set/take down the job.
- I'm a big fan of recorded/soundtrack/live music, so I go to as many concerts as I can.



## Reading

- 1 Read the article about Sam Cossman, an explorer. Choose the best headline for the article.
- a **On dangerous ground? Filming from inside a volcano**
  - b *The adventures of a modern-day Indiana Jones*
  - c **Explorer uses drones to see inside a volcano**

**S**am Cossman is standing at the edge of a lake of lava. It's a stormy August day on the remote island of Ambrym. Out of the 2,000-degree pool of fire comes a cloud of poisonous gas that almost knocks him off his feet.

The heat is coming from a lava lake in the centre of the volcano called Marum, part of the island nation of Vanuatu in the South Pacific Ocean. Some molten lava lands dangerously close to Cossman and his protective face shield begins to melt.

Millions of people have seen this scene online. Cossman filmed his experience with the help of co-explorer George Kourounis, and a handful of cameras. He edited the film on the flight home to San Francisco, uploaded it that day with the title *Volcano Diver* and forwarded it to friends and family. The next morning, he was called by several news channels and newspapers.

Over the next few weeks, Cossman appeared on TV shows, but then he went back to his job as president of a business he'd started in Silicon Valley, designing software for adventure companies. Soon, though, he was receiving more offers to explore the world and create films.

Cossman had dreamt of being an explorer since he was seven years old. He'd done the volcano dive for the personal thrill, but he saw an opportunity to do similar activities professionally. He quit his job to become, as he calls himself, 'the Indiana Jones of the modern world'. Not everyone agreed with his decision, and he admits that it was more scary than any volcano.

With the help of financing from sponsors, Cossman returned to Marum volcano in December of 2014. He had with him a team of scientists, videographers and drone operators, and new high-tech equipment. Clouds of ash over the volcano make it impossible to see inside the volcano using satellite images, but with cameras attached to drones, he was able to take thousands of images. These have since been used to create a three-dimensional map of the volcano, the first of its kind. It is hoped that the data collected from the rock samples they gathered will not only help scientists to understand volcanic activity, but also the conditions that make life possible in extreme environments on Earth – and possibly on other planets.

While he was aware of the danger as he stood just 15 metres away from a lake of lava the size of a football field, Cossman admits that it was an incredible experience. 'Listening to the deafening splashes of molten rock was like listening to the heartbeat of the planet', he said. It made him contemplate his own mortality.

Inspired by the experience and the success of his recent video, Cossman now hopes to start his own company and conduct similar projects in other extreme environments. He believes that we are at the beginning of a new age of exploration, one that benefits from the use of modern technology. 'I'm mapping out expeditions that have elements of adventure that tie into topical themes like climate change or philanthropic issues – plus an element of danger and amazing videographic potential.'



- 2 Read the text again and choose the best answer, a, b or c.

- 1 Cossman made his first video ...
  - a for TV and news channels.
  - b for his family and friends.
  - c because he loved exploring.
- 2 He decided to leave his job because ...
  - a he wanted to follow his dreams.
  - b he received an offer to return to Marum.
  - c his job wasn't very exciting.
- 3 People know very little about the volcano because ...
  - a it's too hot to get close to it.
  - b the ash makes it impossible for satellites to film inside.
  - c the island is remote so people don't usually visit it.
- 4 During the expedition to Marum, they ...
  - a collected samples from the volcano.
  - b created a 3D map of the volcano.
  - c discovered what makes life possible in extreme environments.
- 5 While he was filming inside the volcano, Cossman ...
  - a was too excited to feel afraid.
  - b felt that he was close to the centre of the Earth.
  - c thought that he was going to die.
- 6 In the future, Cossman wants to ...
  - a make films for the new company that he has started.
  - b make documentaries about his journeys.
  - c use technology to find out more about the Earth.

## Use of English

- 3 Write one word in each gap.

On Monday night, I watched (a) ..... amazing TV programme which was called *Into the Volcano*. It (b) ..... presented by Kate Humble. Before I watched the show, I (c) ..... never been very interested (d) ..... volcanoes, but the images taken by the film crew were (e) ..... incredible that I was fascinated. Unfortunately, I (f) ..... miss the next programme because I usually (g) ..... judo on Monday nights. However, that (h) ..... not matter, because I can download it from the TV channel's website and watch it on Tuesday, as (i) ..... as I don't have to work.



## Listening

4 **LISTENING**  22 Listen to two people talking about music reviews.

Are these statements True (T), False (F) or is the information Not Mentioned (NM)?

- |  |        |  |        |
|--|--------|--|--------|
| 1 The boy heard about the website from his cousin.                   | T/F/NM | 5 You need to know a lot about music to write the reviews.       | T/F/NM |
| 2 The website includes music from different genres.                  | T/F/NM | 6 The website was started by an American company.                | T/F/NM |
| 3 The reviews are intended for new musical artists.                  | T/F/NM | 7 The boy is interested in earning money for listening to music. | T/F/NM |
| 4 Some famous bands have been discovered as a result of the reviews. | T/F/NM |  |        |

## Writing

5 You recently saw this notice on a music website. Use the plan below to write notes. Then write your review.

We need more music reviews. We want to know what you think of popular bands, concerts you've been to, or recorded music you've bought. We will publish the best reviews on our site.

Paragraph 1:

Introduction: basic information about the band/concert/music

### Paragraph 2:

More detailed information about the band/concert/music

### Paragraph 3:

Your opinion of the band/concert/  
music, supported with reasons

Paragraph 4:

Who you would recommend the band/concert/music to and why

## ! COMMON MISTAKES

**6 Correct the mistakes in the sentences. In some sentences, there is more than one mistake.**

- |  |  |
|--|--|
| <p>1 The careers of many artists have launched for this website.</p> <hr/> <p>2 I admit to spend too much money for music and clothes.</p> <hr/> <p>3 My brother offered lend me £10 to go to the cinema.</p> <hr/> <p>4 The latest Bond film it is thought is the best.</p> | <p>5 Dan apologised for be late and promised not doing it again.</p> <hr/> <p>6 Our teacher told that he won't be at school next week.</p> <hr/> <p>7 Sarah accused me not to know anything about music.</p> <hr/> <p>8 Fans complained to not be informed that the concert cancelled.</p> |
|--|--|



## Vocabulary



### 1 Write the words in the box under the correct heading.

~~broadband~~ • charger • coverage • device • dishwasher  
flash drive • headphones • laser printer • microwave  
network • touch screen • vacuum cleaner  
washing machine • webcam • wireless

Computer and phone hardware	Internet or phone connection	Electrical household equipment
	broadband	

### 2 Circle the correct alternative.

- A network/plug can be used to connect all kinds of electrical equipment to power.
- A touch screen/keyboard works when you press its surface gently.
- You can transfer information with a charger/flash drive.
- You sometimes lose network coverage/wireless broadband in the middle of a conversation.
- People use all kinds of devices/chargers for entertainment or to save time.
- You can go on the Internet using a wireless/touch screen connection to your computer.

### 3 Name the devices in the pictures (A-E) and match them with the correct definition.



- You need this to recharge your phone when the battery is dead.
- You use this to take photos.
- a system for finding the best way to a place
- a list of choices on your computer screen
- a device for controlling a machine such as a TV from a short distance

C: charger

### 4 Write a piece of advice about using a phone or a computer. Use suitable forms of the verbs given.

- The flash drive on your computer should go in easily – you don't need to push it too hard. (push)
- Don't forget to ..... (recharge)
- If your computer ..... (freeze/press)
- Instead of changing your whole PC, you can ..... (upgrade)
- To be secure, you should ..... (install)
- If the ringtone is too loud, ..... (adjust)
- To create more space on your computer, ..... (delete)
- To save energy, you should ..... (disconnect)
- When you use a touch screen, ..... (tap)

### VOCABULARY EXTENSION

#### 5 Circle the correct alternative.

- The washing machine won't go/move unless you press this button.
- You can't get a drink from the machine because it's out of work/order.
- I don't know what's wrong, but my laptop isn't working/function.
- If your computer crashes, you may have to reboot/start.
- To transfer text to another document, you can copy and stick/paste.
- You can use the mouse to drag/pull icons on your computer screen.
- Hold the left mouse button and move the cursor over the text that you want to show out/highlight.



**1 Read the questions. Which ones can you answer? Then read the article. Which of the questions does it answer?**

- 1 What is the Digital Generation Project?
- 2 Who started it and why?
- 3 What digital media do young people use?
- 4 What do students and teachers think about the project?
- 5 What does the project show?

**STUDY SKILLS**

What are referencing words and how can they help you to understand texts?

► STUDY SKILLS page 95

**2 Read the article again. Complete the gaps with sentences A–H. There is one extra sentence you do not need.**

- A They include videos and interviews showing how the students use digital technology in their daily lives.
- B She also writes a blog with people around the world.
- C It's here that the results of the project can be found.
- D But it's more than just playing with cool gadgets.
- E He's even helped his teacher by creating videos for use in class.
- F In the future, he hopes to use these skills to work in film-making or game design.
- G It's a generation that was born into a digital culture and is fluent in its language and customs.
- H But it's also about helping others.

**3 CRITICAL THINKING**

**How far do you think the article suggests that the following are true (1 very true / 2 quite true / 3 not true at all)?**

- 1 George Lucas was bored at school because the teachers didn't use technology in class. ....
- 2 It can be hard for adults to keep up with the pace of digital change. ....
- 3 Teenagers should be encouraged to spend less time on gadgets. ....
- 4 Edutopia is bridging generational differences. ....

**4 Match the underlined words in the article with these definitions.**

- 1 enthusiastic .....
- 2 things that can be used in work or study .....
- 3 try to deal with a problem or question .....
- 4 completely involved .....
- 5 clever system or plan .....



# DIGITAL LEARNERS

Today's young people are often referred to as the digital generation. (1) ..... For many parents and teachers, this culture is unfamiliar and sometimes confusing. So to help them understand it better, the *Digital Generation Project* was launched.

The project is the brainchild of George Lucas, the film director best known for the *Star Wars* and *Indiana Jones* films. He remembers feeling bored at school, so in 1991, he set up The George Lucas Educational Foundation, which is designed to encourage and celebrate innovation in schools. *Edutopia*, the foundation's website, publishes documentary films and resources for parents and teachers. (2) .....

*Edutopia* spent a year researching the digital lives of young people from different parts of the United States and from different backgrounds. Portraits of ten of these students between the ages of eight and 18 are published on the website. (3) ..... Teachers and parents also talk about how they address the challenges of keeping pace and supporting these digital learners.

As Milton Chen, executive director of the foundation explains, 'We want to help educators and parents understand these new tools and behaviours and consider how they can be applied in new ways of teaching and learning.'

One of the young people whose portraits appear on the website is Cameron. At the age of 11, Cameron already produces his own videos. (4) ..... Cameron attends an after-school tech club where he's making a documentary film about his school. Like many young people of his generation, Cameron has entrepreneurial skills. To earn money during the summer holiday, he plans to email all his friends and neighbours offering to make them slide shows of their family photos set to music for a reasonable price.



14-year-old Virginia enjoys playing games, texting and going on social network sites. (5) ..... At school, she learnt to create and edit videos. One of these involved making a video of scenes from *Romeo and Juliet*, accompanied by rap songs, which she made for a literature class. For Virginia, technology is about making life easier – she makes flashcards and games to help her study. (6) ..... In her free time, she teaches a class in digital citizenship for younger students. The class, which aims to show students how to stay safe online, uses a virtual world that she helped to create.



Justin attends a technology high school where he learns advanced 3-D modelling, simulation and animation. He combines his passions for gaming and film-making to create games and videos in his free time. What appeals to him most about technology is the opportunity it gives him to be creative. (7) ..... Justin admits spending about three hours every evening online, either playing games, chatting or working on one of his projects. But he is also an avid reader, and makes time to volunteer in his free time. Every Saturday, he mentors underprivileged children and shares his skills with them.

What the Digital Generation Project shows is just how immersed young people are in digital technology. They are using it to play and socialise more than any previous generation. But they are also using it to learn new skills, develop their creativity and contribute to their communities.



## 1 Complete the table.

	Defining relative clauses	Non-defining relative clauses
for things	<i>which, that</i>	<i>which</i>
for people		
for places		
for times		
for reasons		
for possessions		
use commas?	yes/no	yes/no
can omit relative pronoun?	yes/no	yes/no

2 Complete the text with *which, who, where, whose* or *why*.

## WISE but small!

Anyone (a) ..... wants to can see the stars at night with the naked eye, but to see the planets (b) ..... are further away, you need a telescope. As astronomy develops, more powerful telescopes are needed. That's the reason (c) ..... a new telescope has joined the many (d) ..... are already in space. This telescope, (e) ..... is called WISE, is only about 40 cm in diameter. Its small frame contains a digital camera (f) ..... will be taking pictures of some of the most amazing objects in the universe, including asteroids, galaxies and giant dust clouds (g) ..... stars are born. The scientists (h) ..... team developed WISE are very excited about the project.

3 Look at 2 again. Which of the answers a–h could be replaced with *that*? Which of them could be omitted from the sentence?

Replaced: ..... Omitted: .....

## 4 Write the sentences again with defining relative clauses.

- That's the shop. I bought my jacket there. (where)  
*That's the shop where I bought my jacket.*
- There is a button on the side of the phone. You need to press it. (which)
- That was the moment. I knew I wanted to be a doctor. (when)
- The people in my class with good exam results had revised very hard. (whose)
- It would be good if someone invented something to cure the common cold. (that)

## 5 Write the sentences again with non-defining relative clauses.

- Harry is the boy who won the prize. Harry lives next to Jim.
- Annie is going to the park to meet her best friend. She loves walking there.
- Paul gave me a box of chocolates to thank me for my help. It was kind of him.
- Katie will lend the book to Stacey and then she will lend it to me. Katie works at Stacey's shop.
- We're going to take the train to Paris and stay with my aunt for a couple of days. I love Paris.
- My favourite uncle is visiting this weekend. He lives in Oxford.
- The class at my old school gave me a lovely necklace as a leaving present. I wear it all the time.

## GRAMMAR CHALLENGE

## 6 Find and correct a mistake in each sentence.

- That's the hotel that my mum and dad got married.
- She's the person who brother plays the guitar in a famous band.
- I wish someone would invent a device, which finds all your lost items.
- I want to find out when the train has been cancelled.
- Harry, that I met on an English course, is going to teach me German.
- Carlos is going to Rome where he's been twice before on Saturday.
- Horse-riding can be a dangerous sport, that I don't think a lot of people realise.
- 1666 was the year where there was a huge fire in London.



**1 Complete the sentences with a word from each box. The words may be used more than once.**

back • go • pick • pop • print  
run • scroll • set • zoom

down • in • off  
on • out • up

- 1 Some new cars ..... a combination of petrol and electricity.
- 2 I need to ..... my application form to take with me to my interview.
- 3 If I hadn't bothered to ..... my files, I would have lost them all.
- 4 If you ..... to the bottom of the page, you'll see the information you want.
- 5 Before you buy books and music online, you have to ..... an account.
- 6 My mobile can't ..... a signal at Dave's house.
- 7 It really annoys me when things ..... on my computer screen.
- 8 I was late because my alarm didn't ..... this morning.
- 9 The battery on my phone is about to ..... Can I use yours, please?
- 10 If the writing is too small to read on the screen, just .....

**2 All these photos illustrate stories about lost or found mobile phones. Can you guess what happened?**



**3 LISTENING 23 Listen to the stories on a radio show. Match the photos in 2 to the speakers.**

Speaker 1: .....  
Speaker 3: .....

Speaker 2: .....  
Speaker 4: .....

**4 LISTENING 23 Listen again. Which speaker does each statement relate to?**

- a This wasn't the first time that I lost my mobile. .... 2
- b Technology helped me to find my phone. ....
- c It wasn't a new phone. ....
- d It took a long time before I got my mobile back. ....
- e I wasn't alone when it happened. ....
- f I shouldn't have acted so quickly. ....
- g There was important information on the phone when I got it. ....
- h I reported the fact that I'd lost my phone. ....
- i The phone was where I had dropped it. ....
- j I had to buy a new phone. ....

**VOCABULARY EXTENSION**

**5 Match the phrasal verbs with the meanings.**

- |             |  |
|-------------|--|
| 1 free up   | a connect  |
| 2 go down   | b make space so that it can be used for something else |
| 3 hack into | c put information into a computer using a keyboard     |
| 4 hook up   | d stop working   |
| 5 key in    | e connect to another person's computer illegally       |

**6 Complete the sentences with the phrasal verbs.**

- 1 In this box, you have to ..... your username and password.
- 2 Delete some of your photos if you need to ..... some memory space.
- 3 When I first set up my online bank account, I was worried that someone would ..... it.
- 4 Websites may ..... because of a sudden peak in visitor numbers.
- 5 We can ..... to the Internet in our classroom.



## 1 Circle the correct alternative.

- 1 Mehmet forgot to go to the dentist's.  
Mehmet ...  
a didn't go to the dentist's when he should have.  
b can't remember being at the dentist's.
- 2 David remembered downloading a finder app.  
David ...  
a needed to download the app and did.  
b downloaded the app and can now remember it.
- 3 Isabel forgot to wear her cycle helmet.  
Isabel ...  
a couldn't remember whether she had worn her helmet.  
b didn't remember to put her helmet on.
- 4 Stefan stopped to send a message.  
Stefan stopped when ...  
a he wanted to send a message.  
b he was sending a message.
- 5 Henry likes to cook dinner on Wednesdays because both his parents work late.  
Henry cooks on Wednesdays because ...  
a it's a good idea.  
b he enjoys it.

## 2 Match the halves to make sentences.

- 1 I remember learning .....
  - 2 Have you ever stopped to think .....
  - 3 I like to back up .....
  - 4 Remember to charge .....
  - 5 I stopped using .....
  - 6 A lot of people don't like .....
- a my computer at the end of each day.
  - b Facebook for a while, but then I started again.
  - c having their photo taken.
  - d how to use a computer when I was three.
  - e about what life would be like without technology?
  - f your phone before we go on holiday.

## 3 Complete the sentences with the correct form of the verbs given.

- 1 My gran ..... all her clothes by hand when she was a girl. (remember/wash)
- 2 I've got to ..... clothes – my wardrobe is full! (stop/buy)
- 3 No one ..... a cake for Jane's birthday so I bought one. (remember/make)
- 4 Alexander had to ..... his shoelace when he was out running. (stop/tie up)
- 5 Trixie ..... more than any other activity. (like/windsurf)
- 6 Nita says she will never ..... the TV star. (forget/meet)

## 4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

- 1 Please don't use your phone while we're having dinner. **STOP**  
Please ..... We're having dinner.
- 2 I think it's a good idea to switch off my phone when I go to bed. **LIKE**  
I ..... my phone when I go to bed.
- 3 I left my phone in the coffee shop. How could I forget it? **REMEMBER**  
I ..... my phone in the coffee shop.
- 4 Paul didn't download the information he needed. He forgot. **FORGOT**  
Paul ..... the information he needed.
- 5 I was doing my homework. Then I had a break. **STOP**  
I ..... to have a break.
- 6 I didn't remember that I'd taken my laptop to school. **FORGOT**  
I ..... to school.

## GRAMMAR CHALLENGE

### 5 Complete the sentences with a gerund or infinitive of these verbs.

buy • fall • get up • go • hand in • learn  
make • talk

- 1 He'll never forget ..... in love for the first time.
- 2 I'm sorry. I forgot ..... you a birthday present.
- 3 I wish you'd stop ..... that noise. It's driving me mad!
- 4 The teacher stopped ..... to have a drink of water.
- 5 I like ..... early at the weekend, even if it's difficult.
- 6 Most people like ..... to the cinema.
- 7 When I remembered ..... my homework, the teacher had already left.
- 8 I remember ..... to read as if it was yesterday.



- 1 Read the question and the arguments (a–f). Which arguments support a 'yes' (Y) answer and which support a 'no' (N) answer?

Has new technology caused a generation gap between young people and their parents?



- a Technology is developing so fast that even kids a few years apart grow up using different media. (Y/N)
- b There have always been generation gaps, this is nothing new. Y/N
- c This generation is actually closer to their parents than previous generations. Y/N
- d Many parents find it difficult to understand how important technology is to their children. Y/N
- e Young people have grown up with technology, but their parents have had to adapt. Y/N
- f Most adults are familiar with a range of technology nowadays. Y/N

- 2 LISTENING 24 Listen to two people talking about the question in 1. Do they think that technology has caused a generation gap?

The woman: Yes / No

The man: Yes / No

- 3 LISTENING 24 Listen again. Who uses these phrases, the man (M) or the woman (W)?

- 1 What do you mean by that? M/W
- 2 Sorry, I'm not sure I'm with you. M/W
- 3 What I mean is ... M/W
- 4 Are you saying that ...? M/W
- 5 Yes, that's exactly what I mean. M/W
- 6 Do you get what I'm saying? M/W
- 7 In other words, ... M/W

- 4 Put the words in order to make sentences and questions.

1 I you what mean do see ?

2 again you that over could go ?

3 what at understand getting don't I you're

4 no what quite not I that's mean

5 are with you me ?

6 I you if correctly understand

7 mean sure you not I'm what

8 you are me following ?

- 5 Read a shorter version of the conversation. Complete the dialogue with phrases from 4.

Woman: Personally, I think it's true that technology has caused a generation gap, but not in a negative way. I think technology has created differences, but not really problems.  
(a) .....

Man: No, sorry, I'm not.  
(b) .....

Woman: What I mean is that I think that technology is developing so rapidly that it's inevitable that there are differences. I just don't believe that it causes problems.

Man: I see, but I think there is a difference between how generations view technology.

Woman: OK.  
(c) .....

you're saying that technology is more important for young people.

Man: Yes, that's exactly what I mean. I think people of all generations use technology, but for younger people, it's a priority.

Woman: That's true, but young people aren't using technology to rebel. It's just that it's something they've always known.  
(d) .....

Man: Yes, I do, though I think that there are sometimes disagreements ...

#### STUDY SKILLS

Which words are stressed when you're speaking?

➤ STUDY SKILLS page 95

- 6 How would you respond to each of the following statements in a discussion? Write your answers.

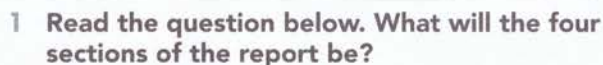
1 'I think technology has made the generation gap much wider. Parents just don't understand the lifestyles and interests of young people today.'

2 'Some parents know a lot about new gadgets, so there's no gap as far as I'm concerned.'

3 'I think that technology is ruining all human relationships, not just between parents and children.'

- 7 Practise giving your opinion about technology and the generation gap from the question in 1.





- all • most • nearly all • none • some

- 1 ..... of my friends use social  
networking sites.
- 2 ..... of my friends shop on the  
Internet.
- 3 ..... of my friends use the Internet  
to research their own interests.
- 4 ..... of my friends play games on  
their computers.
- 5 ..... of my friends are writing  
books.
- 6 ..... of my friends do their  
homework on their computers.
- 7 ..... of my friends have video calls  
with family members who live far away.
- 8 .....
- 9 .....
- 10 .....

## Section 1:

## Section 2:

## Section 3:

## Section 4:



### 1 Complete the sentences with *who*, *which*, *whose*, *where*, *why* or *when*.

- I find it hard in the middle section of a race because that's ..... I'm most tired.
- I'm not sure of the reason ..... we aren't allowed to wear trainers to school.
- I think the person ..... house this is won't want us to park outside it.
- I live in the street ..... a famous actor used to live.
- I work in a shop with my friend Rachel, ..... also lives next door to me.
- I've just heard my aunt is getting married, ..... I think is fantastic.

### 2 Circle the correct alternative.

- It seems strange that/which nobody wants to go to the match on Saturday.
- Jessie, who/that is a great writer, won last month's poetry competition.
- I've arranged to meet Steve on the corner, that/where we always meet.
- A *workaholic* is a person who/whose job is the most important thing to them.
- Our local coffee shop, that/which only opened last year, has closed down.

### 3 Complete the sentences with the gerund or infinitive form of the verbs given.

- I only like ..... (sail) in summer.
- I mustn't forget ..... (feed) my neighbour's cat this evening.
- Dave remembers ..... (meet) Ellie, but he couldn't remember where.
- I like ..... (be) punctual. I hate it when people are late.
- Remember ..... (call) me later.

### 4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

- I finished reading my book and then I fell asleep. **HAD**  
I fell asleep ..... my book.
- Sarah's upset – do you know what's wrong? **IDEA**  
Have ..... Sarah's upset?
- He doesn't eat as quickly as I do. **SLOWLY**  
He ..... I do.
- They can't eat any more because they are too full. **TO**  
They ..... any more.
- Would you mind completing this form, please? **IN**  
Could you ..... please?

### 1 Read the definitions and write the words.

- You use this to change the channels on the TV. ....
- You use this to clean carpets in the house. ....
- You can copy information from your computer onto this and carry it around. ....
- You use this to type information into a computer. ....
- You use this to give power to a battery. ....

### 2 Complete the dialogue with these words. There are three extra words you do not need.

crashed • disconnect • frozen • install  
pressing • pushing • streaming • upgrade

Tim: What are you doing on your computer, Chris?

Chris: I'm watching a TV programme I missed.

Tim: Are you (a) ..... it or have you downloaded it?

Chris: I didn't download it – that's why it keeps stopping.

Tim: Maybe you need to (b) ..... your computer memory so it can run faster.

Chris: Oh no! Now my computer screen has (c) ..... What should I do?

Tim: Have you tried (d) ..... the Control, Alt, Delete keys?

Chris: Yes, but nothing happened.

Tim: Switch the computer off and (e) ..... it. Then try turning it on again.

### 3 Complete the sentences with one word.

- You should always back ..... your files in case you lose them.
- Use the mouse to ..... up or down the page.
- You can't pick ..... a signal on the tube.
- You need a charger because this camera runs ..... batteries.
- You probably won't wake up in the morning if your alarm doesn't ..... off.

### 4 Match the definitions (1–6) with the words (a–h). There are two extra words you do not need.

- |  |              |
|--|--------------|
| 1 grey dust that's left after a fire   | a box office |
| 2 someone injured in an event          | b crowd      |
| 3 a long time without rain             | c outcome    |
| 4 a large group of people in one place | d ash        |
| 5 where people perform at a theatre    | e gig        |
| 6 another word for concert             | f drought    |
|  | g stage      |
|  | h casualty   |



## Vocabulary



1 Match the extracts (A–E) with the sections of a newspaper (1–6) below.

**A SHOCK 2-1 DEFEAT FOR UNITED**

**B Interiors** – classic French designs for the home

**C** Dear Madam,  
In Harry Trent's column on Tuesday, he said young people nowadays have no manners.  
What rubbish! He couldn't be more wrong ...

**D New Brad Pitt film receives mixed reviews**

**E TOP 3 BANKS report record profits**

**F** Showers will gradually die out during the morning with a brighter afternoon to follow.

- 1 life and style .....
- 2 business and finance .....
- 3 have your say .....
- 4 weather forecast .....
- 5 sport .....
- 6 entertainment and the arts .....

2 Match the words with the definitions.

- |             |                       |
|-------------|-----------------------|
| 1 ban       | a manager/director    |
| 2 blast     | b affect badly        |
| 3 blaze     | c cut                 |
| 4 boost     | d step towards a goal |
| 5 boss/head | e make illegal        |
| 6 clash     | f tense situation     |
| 7 axe       | g fire                |
| 8 drama     | h disagree violently  |
| 9 hit       | i explosion           |
| 10 move     | j increase/encourage  |
| 11 quit     | k leave/resign        |

3 Circle the word usually used in a headline.

- |                         |                           |
|-------------------------|---------------------------|
| 1 cut ... reduce        | 7 investigation ... probe |
| 2 key ... important     | 8 mystery ... riddle      |
| 3 request ... plea      | 9 spark ... cause         |
| 4 promise ... pledge    | 10 marry ... wed          |
| 5 link ... connection   | 11 aid ... help           |
| 6 PM ... Prime Minister | 12 support ... back       |

4 Write a headline for each of these news stories using some of the words from 2 and 3.

- 1 The Prime Minister's wife has promised that she will attend Fashion Week.  
.....
- 2 Library services will be reduced sooner than was thought.  
.....
- 3 A soap opera star will marry her producer next year.  
.....
- 4 A forest fire has been brought under control.  
.....
- 5 One athlete's gold medal has given encouragement to the national team.  
.....

5 Read the report and complete the headline.

**WILDLIFE OFFICIALS** .....



More than 1,000 blackbirds fell from the sky and landed, dead, on roads, pavements and driveways in Beebe in Arkansas last week. Wildlife officials who are seeking an explanation are testing the birds to see if they can find out what killed them. One idea is that a flock of birds could have been hit by a fireworks display.

**VOCABULARY EXTENSION**

6 Circle the correct alternative.

- 1 The News Today is a weekly/daily paper which people buy on their way to work each morning.
- 2 I buy a weekly/fortnightly business magazine. I don't have time to read more than two magazines a month.
- 3 I saw the pictures of the British Prime Minister visiting Australia on the national/regional news.
- 4 I usually find out what's happening in our town on our national/local newspaper's website.
- 5 I'm going to buy the June edition of *Fit For Life*. It's a fortnightly/monthly magazine that always has good ideas for keeping fit in a fun way.



# 1 Match the halves to make headlines.

- |                            |                                |
|----------------------------|--------------------------------|
| 1 Teenager made to tidy up | a with nothing                 |
| 2 Teenage millionaire      | b starts new job               |
| 3 Teen lottery winner left | c finds winning lottery ticket |

**A** Like many teenagers, 19-year-old Ryan Kitching ignored his mother's pleas to clean his bedroom. When he finally gave in, he found a winning lottery ticket worth £52,981.

One morning, he knew that he'd be in trouble if he didn't tidy his room and put away his clothes. As he cleared up the mess, he came across 12 old lottery tickets that he had bought at the supermarket where he worked. He was about to throw them away but, as he was going shopping with his mother anyway, he decided to take them to the supermarket and check the numbers.

At the store, Ryan was told that he had 'won big'. He had to phone the lottery organisers to find out exactly how much. 'When I gave her the last number of the serial code, she said I had won £52,981. I just couldn't believe it,' he said.

Ryan is still not sure what to do with his winnings. 'It would take me four or five years to earn this amount of money and now I've got it all at once,' he said. His father wants him to invest the money and use it as a deposit to buy a house. But Ryan is considering a trip to Mallorca with his friends. He also wants to help his younger brother to buy a car.

Ryan has no plans to quit his job or stop his work with charity First Response, which trains volunteers to provide emergency medical aid. 'It's a great charity and I'm planning on donating some of the winnings to them,' he said.

\* to win big (slang) – win a lot of money or a big prize



# 2 Read the articles. Choose a headline for each article from 1.

- A .....  
B .....

**B** When Callie Rogers won the lottery at the age of 16, she thought she was the luckiest person alive. She didn't realise that it would almost ruin her life.



Callie was Britain's youngest ever winner when she matched all six numbers and won the £1.9 million jackpot. She gave up her job as a shop assistant and spent the next few years living the high life. She bought houses and cars for herself and her friends and family. She splashed out on expensive holidays, designer clothes and cosmetic surgery.

But far from making her happy, Callie fell into depression. She didn't have a job and she felt lonely and vulnerable. People would act like her best friend but she didn't know who to trust.

Ten years later, she is left with just £2,000 in the bank. She's broke, but she says, she's never felt happier. Callie now lives in a modest house with her partner and has three young children. 'We're a normal family,' she says. 'My life revolves around the kids and, if they want something expensive, they wait for birthdays and Christmas. I'm glad they'll grow up knowing the value of money.'

**“It was too much money for someone so young.”**

If she hadn't met her partner, her life would probably be very different. He didn't know she had been a millionaire when he met her, and didn't find out until much later. The relationship was to change her life for the better.

Now, looking back, Callie believes she was too young to win the lottery, and wishes the money had been kept for her when she was older. 'I don't think 16-year-olds should be eligible to play the lottery,' she says. 'It was too much money for someone so young. Even if you say your life won't change, it does. It nearly broke me, but thankfully, now I'm stronger.'

# 3 Read the news stories again. Are these statements True (T), False (F) or is the information Not Mentioned (NM)?

- |  |            |
|--|------------|
| 1 Ryan didn't know that he had lottery tickets in his room.                    | T / F / NM |
| 2 He immediately decided to check the numbers when he found them.              | T / F / NM |
| 3 He has spent some money on presents for family and friends.                  | T / F / NM |
| 4 He plans to donate some of the money to charity.                             | T / F / NM |
| 5 Callie spent all her lottery money on presents for other people.             | T / F / NM |
| 6 She was happy with her extravagant lifestyle.                                | T / F / NM |
| 7 She wants her children to have a better understanding of money than she did. | T / F / NM |
| 8 She met her partner when she had spent all her money.                        | T / F / NM |

# 4 CRITICAL THINKING

**Underline in the articles examples of a lottery win bringing out the best and worst in people.**

# 5 Match the underlined words in the articles with these definitions.

- |   |       |
|---|-------|
| 1 make a place tidy   | ..... |
| 2 be without money  | ..... |
| 3 stop arguing about something and accept that you cannot win | ..... |
| 4 put something in its usual place                            | ..... |
| 5 a style of living that includes spending a lot of money     | ..... |



**1 Tick (✓) the sentences which talk about the future in the past.**

- 1 He was cleaning his room when he found the winning ticket. ☐
- 2 He was about to throw the ticket away when he decided to check it. ☐
- 3 He was going to go to the supermarket anyway to help his mother with the shopping. ☐
- 4 He would buy his brother a new car if he could. ☐
- 5 They were going on holiday for one week. Now they're going for two. ☐
- 6 She didn't realise that winning the lottery would change her life. ☐
- 7 She won millions, but she was to spend it all in less than ten years. ☐

**2 Complete the text with these words. One word is used twice.**

about • going • was • were • would

## SKY SHOW

This week, despite the bitter cold, many of us have gone out into our gardens thinking we (a) ..... to see amazing events in the sky above us. Astronomers had told us that we (b) ..... see a solar eclipse on Monday. But in my part of the country, it was too cloudy to see the Sun, with or without an eclipse. On Tuesday, my plan was that I was (c) ..... to look for Venus, Uranus and Jupiter, all of which are closer to us than usual. Unfortunately, just as I was (d) ..... to go outside to search the sky for these planets, it began to snow, so once again we couldn't witness anything but the reality of life on Earth. Yesterday, I tried again. The astronomers promised there (e) ..... to be a meteor shower and the weather forecasters promised that we (f) ..... have clear skies. They were both right and I don't know which event was more exciting: having clear skies here or the spectacular meteor shower!

**3 Complete the conditional sentences with the correct form of the verb.**

- 1 If the clouds ..... (not clear) away, we wouldn't be able to see the stars.
- 2 If my sister were tidy, she ..... (not lose) her things all the time.
- 3 Yesterday she found her birthday money in an envelope. She'd be sorry if she ..... (throw) it away.
- 4 If my brother ..... (not go) to art classes every week, he wouldn't have been invited to the exhibition.
- 5 If I hadn't spent all my pocket money, I ..... (be able) to buy that book.
- 6 She'd be lonely if she ..... (not meet) her group of friends.
- 7 If she ..... (be) interested in astronomy, she would be here with us tonight.

**4 Write the sentences again using conditional forms.**

- 1 I didn't tidy my room so my books are everywhere.  
*If I'd tidied my room, my books wouldn't be everywhere.*
- 2 I don't like science-fiction films so I didn't see the film on TV last night.



- 3 I'm busy so I didn't go to the party last weekend.
- 4 I didn't study at school so it's difficult to find a job.
- 5 I don't speak French so I didn't apply for that job.
- 6 I wasn't born in the US so I need a visa to work there.

**GRAMMAR CHALLENGE**

**5 Circle the correct alternative.**

- 1 If you won the lottery, what would you do/have done?
- 2 I found out on Sunday that Sam was/is appearing in a play that day.
- 3 The party would/was to start at 7 pm, but everyone arrived late.
- 4 I wouldn't have come by train if I could/had been able to drive.
- 5 If I wasn't afraid of flying, I'd fly/have flown to Italy last year.
- 6 If I were/'d been you, I wouldn't have left my job.
- 7 She said it would be/was being a great result, and she was right.



# 1 Complete the definitions with these words.

A newsflash • A news update • A turn of events  
Breaking news • Front-page news  
Holding a press conference

- ..... is news that is being reported for the first time.
- ..... means organising a meeting to inform journalists about a piece of news.
- ..... is an unexpected development in a situation.
- ..... is the most important news of the time.
- ..... is an important item of news which may interrupt other broadcasts.
- ..... is an item of news giving details on previously reported stories.

## STUDY SKILLS

What are collocations? Why is it useful to learn them?

► STUDY SKILLS page 95

## 2 Choose the best option, a, b, c or d.

- A new young designer has ..... headlines in fashion pages around the world.  
a done                      b made  
c broken                  d run
- I missed the last ..... of news because I fell asleep.  
a point                    b part  
c item                      d thing
- 24-hour news ..... you informed of world events as soon as they happen.  
a keeps                    b gets  
c hears                    d knows
- The story about the missing tiger is ..... in the paper.  
a front-page news      b holding a press conference  
c a newsflash            d a turn of events
- Is it OK if I turn on the news? I want to see if there are any ..... on the effects of the floods.  
a newsflashes            b updates  
c headlines                d breaking news
- No one would have expected this ..... after the team looked set to lose the match.  
a update                  b news item  
c turn of events          d front-page news

## 3 Put the words in order to make headlines.

- clash ice cream shop drama in customers  
.....
- for from stealing woman arrested blind man  
.....
- right to the do it pays thing  
.....

## 4 LISTENING 25 Listen to a news story on a radio show. Choose the correct headline from 3.

Headline 1 ☐      Headline 2 ☐      Headline 3 ☐

## 5 LISTENING 25 Listen again and choose the correct answer.

- Joey spoke to the thief when ...  
a he saw her steal money from a blind man's pocket.  
b he saw her take the blind man's money.  
c she agreed to return the money to the blind man.
- The story became news after ...  
a a customer wrote an email and posted it online.  
b a customer's email was posted on the shop's noticeboard.  
c someone at the shop posted the email online.
- According to the customer, Joey ...  
a was angry with the thief and asked her to leave the shop.  
b gave the woman a \$20 bill from his own wallet.  
c acted professionally during the incident.
- Since the incident, we know that Joey ...  
a has appeared on many TV shows.  
b was congratulated by the shop owner.  
c is going to become a shareholder in the company.
- As a reward, Joey also ...  
a met a racing driver that he admired.  
b was invited to compete in a car race.  
c received an invitation to attend a sports event.
- Joey's response to the incident is that ...  
a he was only doing his job.  
b he did what he thought was right.  
c he did what anyone else in his situation would do.

## VOCABULARY EXTENSION

### 6 Match these jobs with the descriptions.

columnist • contributor • correspondent • editor  
reporter • subeditor

- I am the overall supervisor of content for a book, newspaper or magazine. ....
- I am an assistant helping to prepare all the material for publication. ....
- I am employed by the organisation to provide reports on any news from a particular place. ....
- I supply news items and features for several newspapers and magazines. ....
- I write a regular feature or series of articles in a newspaper on a particular field of interest. ....
- It is my job to find out the facts of a news story and write the story for the newspaper I work for. ....



## 1 Complete the indirect questions.

- How old is Joey?  
Can I ask .....
- Does he work there every day?  
Do you know .....
- Did the customer leave quietly?  
Have you got any idea .....
- How did the email become public?  
Can you tell us .....
- How does Joey feel about being famous?  
I'd like to ask .....
- What is he going to do now?  
I wonder .....

## 2 Read the answers to some questions a reporter asked about a fox found in a partially-built office building in London. Write the indirect questions she asked.

## FOX FOUND LIVING IN SKYSCRAPER

- The fox was found on the 72<sup>nd</sup> floor of The Shard building at London Bridge, 300 metres above the ground.
- The fox has been nicknamed Romeo.
- It entered the building through a central stairwell before climbing to the top.
- A crane driver saw the fox.
- We caught the fox by putting some chicken meat in a cage.
- Now, the fox has been released back into the wild.



## 3 Complete the question tags.

- Jonathan will be able to come to the party, .....?
- The editor is Nick Jackson, .....?
- The top-selling song of 2014 was Pharrell's Happy, .....?
- You haven't met Greg before, .....?
- We don't have to hand in our essays until Monday, .....?
- You can't ski, .....?
- That was completely unexpected, .....?
- Jack had seen the film before, .....?

## 4 Write the question tags.

- I think Lady Gaga's real name is Stefani Germanotta.  
*Lady Gaga's real name is Stefani Germanotta, isn't it?*
- I think she was born in New York.
- I don't think she's touring at the moment.
- I think she's made five albums so far.
- I think she plays the piano very well.
- I don't think she plays the guitar.

## GRAMMAR CHALLENGE

## 5 Decide if the sentences are correct or not. Correct the incorrect sentences.

- I'd like to ask how much does this cost?
- You weren't here yesterday, were you?
- Everybody's here now, isn't it?
- I wonder if could you tell us what time the train arrives.
- Do you know if the police arrested the thief?
- Daniel's never been to Italy, hasn't he?
- Have you got any idea what would you do with the money?
- I'm late for class again, am I?



- 1 Read the statement. Write a list of reasons to argue that this is true.

Print newspapers are an outdated medium. They will not exist by 2025.'

People may think this true because:

*Reading the news online is much more convenient.*



- 2 LISTENING 26 Listen to a presentation about the statement in 1. Tick (✓) any of the reasons that you wrote. Make notes on other reasons that the speaker gives.

- 3 LISTENING 26 Listen again. Circle the expressions that the speaker uses.

- 1 There's no denying/You can't deny that reading an online newspaper can be annoying.
- 2 I would still say that/However, as Internet connections improve, it will become faster to load articles.
- 3 And let's not forget/you can't disagree with the fact that there are advertisements in print newspapers, too.
- 4 I accept/It's true that older people, who are more used to reading print newspapers, will continue to do so for a while.
- 5 Even so/Having said that, I believe that it will become too expensive to produce print copies.
- 6 And let's not forget/there's no denying that print newspapers are bad for the environment.

- 4 Read the argument against the statement and write your opinion. Use some of the expressions for presenting opposing points of view in 3.

- 1 Print newspapers never crash.

- 2 Print newspapers can be read without the need of a laptop or Internet connection.

- 3 You don't have to sign in, register or remember passwords to read a print newspaper.

- 4 You read articles in print newspapers that you might not read online.

- 5 Print newspapers are cheap, disposable and easy to replace so it doesn't matter if you spill a drink on them.

- 5 Make notes for a presentation on this topic.



- 1 Introduction: state your opinion

- 2 Make your main points and justify them

- 3 Present one or two opposing points

- 4 Respond to the opposing point(s)

- 5 Conclusion: restate your opinion

- 6 Practise giving your presentation. Use expressions for presenting opposing points of view.







## Grammar

### 1 Circle the correct alternative.

- Grant would/was going to do a photography course in July, but he changed his plans.
- When Stephanie was about to/was to pay for her things, she realised that she didn't have her purse.
- James wasn't about to/going to stay until the end of the concert so he sat at the back.
- From a young age, Amy's parents thought she would be/was to be a musical genius.
- The team's supporters hoped they would win the tournament, but it wasn't going to/to be.

### 2 Complete the sentences with the correct form of the verbs given.

- If Ana had won the race, she ..... (be) the champion now.
- David would feel more energetic if ..... (go) to bed earlier.
- If Jacob weren't so honest, he ..... (keep) the money he found.
- If I ..... (not be) so shy, I would have done better at my interview.
- Mum ..... (not be) annoyed now if you'd done what she asked you to do.

### 3 Write the questions again as indirect questions.

- How old are you?  
Could you .....?
- Which way is it to the beach?  
I wonder if .....
- Why did you become an actor?  
I'd like to .....
- How much does that laptop cost?  
Can I .....

### 4 Complete the question tags.

- Nina won't be late, .....?
- Your parents had a shop, .....?
- Josh hadn't been to a concert, .....?
- Megan likes fish, .....?

### 5 Circle the correct alternative.

An Argentinian taxi driver has made headlines after (a) to return/returning a bag of money to its owners. Santiago Gori, (b) that/who drives a taxi in La Plata, (c) made/was made his discovery after an elderly couple (d) had/has travelled in his taxi. They (e) left/were leaving behind a bag filled with thousands of dollars. Gori later managed (f) finding/to find the couple and returned the bag.

When they heard the news, two young Argentinians set (g) out/up a website to thank Gori. Thousands of people (h) visited/have visited the site and left donations. However, Gori says he simply (i) did/had done what he thought (j) was/would be the right thing to do.

## Vocabulary

### 1 Write the section of a newspaper that the headlines (1-7) come from. There are two extra sections you do not need.

arts and entertainment • business and finance  
health • obituaries • showbiz/gossip  
weather forecast • world

- Temperatures to rise by end of week
- Channel 6 boss to axe soap opera
- Fine weather boosts retail sales
- American Idol winner to wed next month
- Schools back ban on junk food

### 2 Read the headlines. Match the words in bold with their meaning.

- PM's **pledge** on jobs
  - Energy ministers **clash** over nuclear power
  - Police **probe** allegations of fraud
  - Social media policies **spark** debate
  - BBC boss to **quit**
- a disagree violently    c investigate    e promise  
b cause    d resign

### 3 Read the definitions and complete the words.

- news that hasn't been reported before  
b ..... n .....
- the most important news of the moment  
f ..... -p ..... n .....
- an unexpected change in the way something is happening  
t ..... of e .....
- tell someone what is happening  
k ..... someone in .....
- organise a meeting to speak to journalists  
h ..... a p ..... c .....

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

- A ..... interrupted our TV programme to say there had been a volcanic eruption.  
a update    b newsflash  
c headline    d feature
- If you ..... up the page, you'll find the main menu.  
a print    b click  
c adjust    d scroll
- In the future, I think most cars will run ..... electricity.  
a on    b out  
c from    d up
- Miners often work in very dangerous .....  
a roles    b shifts  
c conditions    d experience



## Reading

### 1 Read two newspaper articles. Which section from a newspaper is each story from?

world news ☐

business ☐

technology ☐

sport ☐



## CHANGING PLACES

**T**he editor of a regional daily has handed over his job for a day to an apprentice as part of a campaign in partnership with the National Apprenticeship Service to boost the local economy and to help young people into work.

Brian Aitken from Newcastle's *The Journal* has thrown himself into a drive to find 100 apprenticeships in 100 days by trading places with a young engineering apprentice. He swapped his editor's chair with 20-year-old Liam Rogerson, who is carrying out a three-year apprenticeship with Newcastle's School of Marine Science and Technology.

During the role-swap, Brian found out about the inner workings of wind turbines and wave simulation tanks. He said, 'I was absolutely blown away by the kind of high-tech work being carried out.'

Meanwhile, Liam was introduced to the world of deadlines, headlines and fonts. One of Liam's tasks was to choose the story that would appear on the front page of the newspaper. He chose a story about the city council's plan to replace charity collection bins at recycling centres with bins of their own.

Afterwards, Brian said, 'The day reminded me how important it is to help North-east businesses find and train the right people. I am determined that *The Journal's* campaign to find 100 apprentices in 100 days will play a key role in that.'

And Liam said his day at *The Journal*, which took place as part of National Apprenticeship Week, had given him an insight into how the newspaper was put together. He said 'There is an incredible amount of work that needs to be done before an edition can go to press and it was interesting to get a feel for all the different departments that are involved, including the news desk, production and the features department. It did make a career in journalism look exciting, but I'm not sure I would be happy with the long hours.'

A number of regional papers have held similar successful campaigns to create apprenticeships.



## The Sound of Silence

**T**he days of people shouting into mobile phones on buses could soon be a thing of the past with 'silent sounds', a new technology that transforms lip movements into a computer-generated voice for the listener at the other end of the phone.

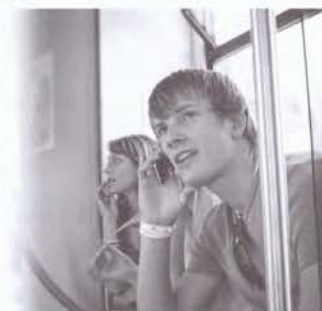
The device, developed by the Karlsruhe Institute of Technology (KIT), uses 'electromyography'.

This process monitors tiny muscular movements that happen when we speak and converts them into electrical signals that can then be turned into speech, without a sound uttered.

Michael Wand, a scientist at KIT, says this technology, which they have worked many years to develop, opens up a whole range of applications, from helping people who have lost their voice due to illness or accident, to being able to share confidential information – as long as there are no lip-readers around, of course.

Furthermore, because the electrical signals are universal, they can be immediately transformed into the language of the phone user's choice. You can silently utter a sentence in your own language, and the listener can hear the sentence translated into another language. It appears as if you have spoken in a foreign language. This works effectively for languages like English, French and German, but it fails to function properly for languages like Chinese, where different tones can hold different meanings.

The engineers have got the device working to 99 per cent efficiency, so the mechanical voice at the other end of the phone gets one word in 100 wrong, explained Michael Wand. 'But we're working to overcome the remaining technical difficulties. In five, maybe ten years, this will be useable, everyday technology,' he said.



### 2 Read the articles again. Are these statements True (T), False (F) or is the information Not Mentioned (NM)?

- The project to find 100 apprenticeships in 100 days was launched by *The Journal*. T/F/NM
- Brian was impressed by the students' work at the university. T/F/NM
- Liam was responsible for choosing the front-page news story. T/F/NM
- Liam thinks that he would enjoy a job as a news editor in the future. T/F/NM
- Editors from other newspapers have swapped roles with students, too. T/F/NM
- The device for mobile phones allows people to send text messages, which are translated into a voice message on the listener's phone. T/F/NM
- Scientists have been working on the device for many years. T/F/NM
- They originally developed the device for people who have lost their voice due to accident or illness. T/F/NM
- The device allows the user to translate their message into any other language they want. T/F/NM
- The scientist who developed the device expects the technology to be in everyday use in the future. T/F/NM



## 3 Read the article. Which adjective describes the story?

- a amusing ☐ b hilarious ☐ c moving ☐ d thrilling ☐

**A good Samaritan has given a homeless man an e-reader so that he can pursue his love of reading.**

The man, who wishes to remain anonymous, often went on business trips to Las Vegas, and (1) ..... always see the homeless man reading one book repeatedly.

During his last visit, he started a conversation with the homeless man, (2) ..... name is Paul. He asked him if he (3) ..... reading and why he always read the same book. Paul explained that he only had one book so he read it again and again.

The man remembered (4) ..... his e-reader in his bag that morning, and in a kind gesture, decided to give it to Paul and teach him how to scroll (5) ..... to choose a book and swipe the screen to turn a page. Paul was delighted with the device, which has about 300 books. The man also left his address in (6) ..... Paul wanted more reading material and promised to provide it free of charge. He said that he hoped the story would encourage other people to do something kind as well.



## 4 Read the story again. Decide which answer (A, B, C or D) best fits each gap.

- |           |           |          |           |
|-----------|-----------|----------|-----------|
| 1 A did   | B used    | C would  | D had     |
| 2 A who   | B that    | C which  | D whose   |
| 3 A likes | B liked   | C could  | D started |
| 4 A put   | B putting | C having | D has     |
| 5 A for   | B out     | C on     | D down    |
| 6 A if    | B case    | C fact   | D which   |

## Listening

## 5 LISTENING 27 Listen to a brother and sister talking about technology. Choose the correct answer.

- The students in the video gave up their phones because ...
  - their teacher thought they were addicted to them.
  - they had been discussing their media habits in class.
  - one of the students suggested it.
- The students in the video ...
  - were given other phones to use for a week.
  - weren't allowed to make calls or send text messages.
  - could use computers but not phones.
- During the week, the students ...
  - hated being without their phones.
  - didn't know what to do with their time.
  - found they did more things.
- When the week was finished, they ...
  - decided to use their phones less.
  - felt happier because they got their phones back.
  - didn't want their phones back.

## Writing

## 6 Read this task.

Your school magazine has asked you to write a report about the media you and your friends use to watch, read or listen to the news, say what you think of news media and recommend how it could be improved for the use of teenagers.

## 7 Write your report.

**Paragraph 1:** Introduction, stating the aim of the report

**Paragraph 2:** Description of the current situation

**Paragraph 3:** Your opinion

**Paragraph 4:** Conclusion – give your opinion, repeating the strongest point made in 3 and giving a recommendation

## COMMON MISTAKES

## 8 Correct the mistakes in the sentences. In some sentences, there is more than one mistake.

- The students, that are from London, stopped to use their phones.
- Have you got any idea why did they do it?
- I was to buy a new phone, but my parents gave me one for my birthday.
- This story made the headlines, wasn't it?
- Don't forget backing your documents every evening.



## Unit 1

### VOCABULARY: USING A DICTIONARY

When you look up words in a dictionary, do not just look at the first meaning that appears. Many English words have more than one meaning and can have more than one form (e.g. they can be a noun *and* a verb), or they can be part of phrases with different meanings. In a print dictionary, look at the introduction to find out how it gives information about types of word. Getting to know the International Phonetic Alphabet (IPA) helps you to work out the pronunciation of new words. Online dictionaries often allow you to hear the spoken word.

### SPEAKING: SPEAKING ENGLISH WELL

To speak English well we need a balance between accuracy and fluency. Accuracy means how correct our use of grammar is when we speak. Fluency means whether we can speak continuously in English without stopping frequently to think about what we want to say next.

## Unit 2

### VOCABULARY: LEARNING PHRASAL VERBS

Phrasal verbs consist of a verb and one or two particles (prepositions or adverbs). The meaning of phrasal verbs is not always easy to guess from the verb or particles. Use a dictionary, but be careful because the same phrasal verb can have different meanings. Read the examples and check the context to make sure you have found the relevant meaning.

### WRITING: ORGANISING YOUR WRITING

When you have thought of the basic ideas that you are going to include in your essay, stop and organise them into logical paragraphs. You should do this *before* you start to write, not *while* you are writing.

## Unit 3

### GRAMMAR: WORKING ON MISTAKES

When you make mistakes with grammar, check to see if the mistakes are generally mistakes with the *form*, *spelling* or *meaning* of the structure. Work constructively on your mistakes to improve. Keep a section in your notebook for recurring mistakes and refer to them when necessary. Make full use of the resources provided for further practice.

### LISTENING: PREDICTING BEFORE LISTENING

Before listening exercises, it's a good idea to predict the content of the text. Think about anything you know about the topic. Look at any illustrations, titles or questions. They can all give you clues about what you are going to hear.

## Unit 4

### VOCABULARY: KEEPING VOCABULARY RECORDS

When you make a record of a new word, write down anything special you need to know about it. Does it have a positive or negative meaning? Can you add a prefix to make the negative form? Is the word informal or is it only usually used in its written form? Is there anything special about the pronunciation? Can you group the word with other, similar words? All these things can help you to remember the word and use it correctly.

### WRITING: REVIEWING YOUR WRITING

When you finish writing a text in English, check it carefully. Have you answered the question completely? Are there any obvious mistakes? Is it easy to understand the ideas and information in your text?

## Unit 5

### READING: SKIMMING AND SCANNING

Skimming and scanning are two different ways of reading a text. When we skim a text, we read it quickly to get a general, overall idea of the text. We usually read the beginning and then focus briefly on the first lines of the other paragraphs. When we scan a text, we are looking for specific information. After locating the key words we are looking for, we read the relevant sections. We usually skim a text first, and then scan for specific information.

### WRITING: MAKING A PLAN

When you write, always make a plan. It helps you to decide exactly what you are going to say and what order to say it in before you begin. This makes your text much more coherent. Refer back to your plan as you are writing.



## Unit 6

### READING: ACTIVATING YOUR KNOWLEDGE

Before you read, look at any visual clues about the content and have a quick think about what you know about the subject. This can help you to understand more when you actually read the text.

### SPEAKING: USING FILLERS

When your mind goes blank in a conversation and you can't think what to say, use fillers to give yourself time to decide what you're going to say next. Use *Err*, *The thing is*, *Well*, *You know ...* It can also be useful to use the questions: *What? Who? Where? Why? When?*, etc. as prompts when you are trying to think of basic things to say.

## Unit 7

### READING: GUESSING MEANING FROM CONTEXT

When there are new words in a text, look at the context. The sentences before and after can help you guess the meaning. The words directly before and after should help you to decide the type of word. Break the word down into parts. Do you know any of the parts? Is the word similar to a word in your language? Remember that it isn't always necessary to understand every word in order to understand the text.

### LISTENING: LISTENING FOR GENERAL UNDERSTANDING

Use the first listening to get a general idea of the text. Don't worry about understanding every little thing. When you listen the second time, check and confirm your ideas and listen for more details. In the same way as skimming and scanning a reading text, it helps to know beforehand what information you are listening for.

## Unit 8

### SPEAKING: COPING WHEN YOU CAN'T REMEMBER A WORD

When you don't know a word or can't remember how to say a word in the middle of the conversation, don't panic. Explain what you want to say using other, simpler words to convey the meaning. Whatever you do, don't stop speaking and don't just say the word in your language.

### WRITING: EDITING YOUR WRITING

When you finish your first version of a text, check for mistakes and then edit your text. Look for unnecessary repetition, irrelevant information or confusing examples and details. Cut them from your text so that it becomes clearer and easier to follow. Make sure your writing follows a logical order, and check this against your plan if you have one.

## Unit 9

### READING: UNDERSTANDING REFERENCING WORDS

When you read a text, pay special attention to reference words like *this*, *that*, *there*, *it*, *they*. Look backwards and forwards in the text to find out what the words refer to. This will help you to get a better understanding of the text.

### SPEAKING: USING SENTENCE STRESS

Remember that sentence stress is important when you are speaking in English. By stressing important words in the sentence, you make your meaning clear. Your aim is for listeners to be able to understand you without them having to make a special effort. Paying attention to natural stresses when listening to different types of spoken English is good practice.

## Unit 10

### VOCABULARY: LEARNING COLLOCATIONS

Collocations are typical combinations of words. Learning collocations helps you to speak and write English in a more natural way. Make a note of these when you learn new words and add to them as you come across different examples.

### WRITING: PLANNING AND CHECKING

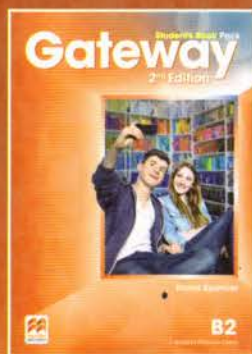
The two golden rules of writing are:

- 1 never begin writing a text without planning.
- 2 never hand in a text without checking.

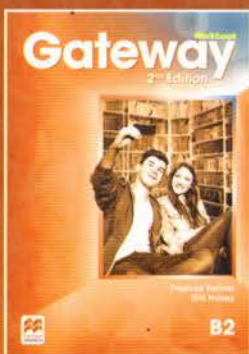


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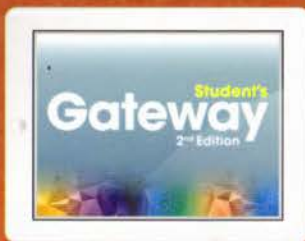
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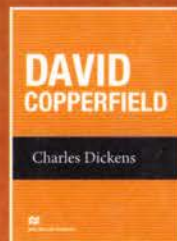
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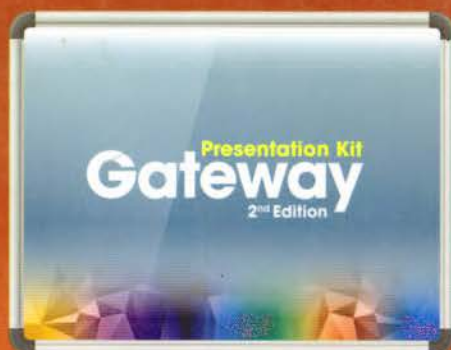


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