

gateway

to the world

C1

Workbook
with Digital Workbook

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Vocabulary in context and reading

Synonyms: challenges and achievement

1 ☆ Complete the sentences with the words in the box.

accomplishments • adventures • feat • obstacle • ordeal • trials

- 1 Tell me all about your abroad. I can't wait to hear about them!
- 2 In the end, the exam was less of a(n) than I had feared.
- 3 The Burj Khalifa tower in Dubai is a(n) of modern engineering.
- 4 Speaking four languages is just one of his
- 5 Getting up in the night is one of the of having a baby.
- 6 Nowadays, disability is no to success in sport.

2 ☆☆ Complete the text with the correct form of the words in 1. Do not repeat any of the words.

We're here today to celebrate the work of our colleague, June Davies, on her retirement. June has worked her way up through the company and proved that leaving school at 16 is no (1) to success. Among June's many (2) was the introduction of the new website and her work on the holiday rota is an annual (3) of organisation! But the route to success has not always been straightforward: June has had to overcome many (4) along the way. As many of you know, June has now made a good recovery following a long (5) with illness. She was also among the staff who feared for their lives during the terrifying (6) of the fire on the third floor last year. Happily, those things are in the past and in retirement June and her husband Ron plan to visit their daughter in Australia. We wish her the very best of luck on this (7) and look forward to hearing about her (8) 'down under'.

Vocabulary extension ☆☆☆

3 Complete the sentences with the correct form of *hope* or *dream*.

- 1 Never in my wildest did I think I'd be working on a Hollywood movie!
- 2 I know you think you failed the exam, but let's for the best until you get the results.
- 3 I took my bike to get it repaired and now it works like a
- 4 A: Will you lend me your new camera?
B: In your!
- 5 Mum might not let us go to the party tonight, so don't get your up.

✓ Great students' tip

Reading: Previewing

Always read with a purpose. Look at the material before you start reading. The title, photos and any sub-headings will give you an idea about what the text is about. You can then read to check your ideas.

4 Read the article quickly and choose the focus of each person's achievement.

- | | |
|------------------|-------------------|
| 1 business | 3 sport |
| 2 activism | 4 education |

5 01 Read the article again. For questions 1–10, choose from the people (A–D). You can choose each person more than once.

Which person ...

- 1 found it difficult to cope psychologically?
- 2 came up with an original idea?
- 3 became aware of problems in their local area?
- 4 got some surprising news while at school?
- 5 visited a place they always wanted to go to?
- 6 was not put off by a negative comment?
- 7 is working to improve things for people in a similar situation?
- 8 is aware of their strengths and weaknesses?
- 9 had to support several family members?
- 10 was an unexpected focus of media attention?

6 Match the underlined words and phrases in the article to the meanings.

- 1 holding tightly with the hand
- 2 person who helps people buy, sell or rent homes
- 3 teachers at college or university
- 4 considered the best
- 5 periods of time with extremely high temperatures
- 6 room in a hospital where doctors perform surgery
- 7 person who looks after sick or old people at home



Critical thinkers

7 Do these achievements benefit the individual (I) or society (S) more?

- | | |
|-----------------------------------|-------|
| 1 Environmental activism | I / S |
| 2 Sporting success | I / S |
| 3 Studying what you want | I / S |
| 4 Becoming a successful performer | I / S |
| 5 Setting up an NGO | I / S |

NOTHING'S GOING TO GET IN MY WAY

There are many different kinds of success in life. We look at four young people in very different situations who are focussed on achieving their dreams.

At many sporting competitions, you'll see players who have managed to overcome serious obstacles to get to the top of the game. The 2021 Australian Open tennis tournament was no exception and journalists were all keen to interview a very special 20-year-old tennis player. Unusually, she was not one of the highest-ranked players but she had fought harder than most for her place in a Grand Slam tournament. Francesca Jones was born with a rare genetic condition which means that she has three toes on one foot, four on the other and only three fingers and a thumb on each hand. As a child, she spent a lot of time in the operating theatre, but she always dreamed of being a professional tennis player. Her condition meant she had difficulty gripping her racket and she also found balance a struggle. When she was eight or nine, a doctor told her she would never play tennis professionally, but Francesca describes herself as a perfectionist, very determined and extremely competitive. And she was not going to be put off by her medical condition! At the age of ten, she moved to Barcelona and started training in a tennis academy there. She's achieved more than anyone thought possible and has no thoughts of stopping!



Calisha Morgan's dream is to become a paediatric nurse. But she has faced some significant hurdles along the way, because she is also a full-time caregiver to her mother, who has a number of serious health problems. Alisha helps with her mother's basic personal care and manages her medication. When she was 17, Alisha started developing mental health problems and finding everything too much of a struggle. She decided to give up her studies. Eventually, however, with the help and support of her tutors, she was able to go back to college and hopes to go on to university. Alisha was aware that many other young people were also facing difficult situations so she decided to set up a youth club for 11–25 year olds to support teenage carers and other young people in challenging situations. In recognition of all her hard work and accomplishments, she was recently awarded an Inspire! Young Adult Award.



Bakshay Ruparelia was always business-minded, even selling sweets to his classmates at school. But having seen how much estate agents charged when his parents moved house, he hit on a business idea which, after just one year, was worth 12 million pounds. While still at school, he developed an app which later developed into Doorsteps – a house sales website which has been described as the 'Uber of the property world'. He found out he had sold his first house during his school lunch break! While in traditional house sales the seller pays a percentage of the house value to the agent, on Doorsteps you always pay a fixed price of just £99, meaning a significant saving for the customer. But life hasn't always been easy for Akshay: both his parents and one of his sisters is deaf, so while he was setting up his business, Akshay was also helping to look after his family. For some people this might have been an obstacle, but Akshay says having this kind of responsibility at a young age helped him realise the importance of hard work.



DLike many teens, Nkosilathi Nyathi is a football fan, so visiting the home of Real Madrid was a dream come true for the 17-year-old from Zimbabwe. But Nkosilathi was in Madrid for a very different reason: as a delegate at COP 25, the United Nations Framework Convention on Climate Change. Appointed a UNICEF Youth Climate Advocate in 2020, he has been an environmental activist since the age of 10 when he joined his school's environmental club and started making videos to document soil erosion caused by heatwaves and floods near his home in Victoria Falls. He went on to help build a machine that creates biogas which now powers the kitchens at his old primary school, and is an advocate for solar energy. As a co-founder of Fridays for Future in Zimbabwe, he encourages national and world leaders to involve young people in planning policies and actions. Nkosilathi remarks 'I was never good at sports, but I am a good public speaker.'



Present perfect forms and past simple

1 ☆ Identify the verbs forms in bold.

- Kiara's **been going** to a lot of auditions.
- I've **always wanted** to learn to play piano.
- We've **asked** for funding for our new start-up.
- They've **been struggling** to get the project off the ground for a long time.
- Shari finally **achieved** her dream of opening her own business in 2022.

2 ☆☆ Choose the correct alternative.

- How long Japanese?
a have you been learning b have you learnt
- They the company about four years ago.
a have started b started
- I about starting my own business when I had a job.
a never thought b have never thought
- How many application letters?
a have you been writing b have you written
- My grandfather to learn to sail. It's a shame he didn't manage to do so.
a has always wanted b always wanted
- Did you speak to Greg? He all morning.
a has been calling b has called
- Have you heard the news? Misha for the national team!
a has been selected b was selected
- Henry and Nicole the last three months preparing to launch their YouTube channel and they're finally ready!
a have spent b have been spending

✓ Great students' tip

Exams: Reading instructions carefully

Remember to read the instructions in exam tasks carefully: it's important not to write fewer or more words than stated at the beginning of the task as you could lose marks.

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

- It's six months since Jo's family moved here. **for**
Jo's family six months now.
- I'm preparing the fifth slide of my talk. **four**
So far I of my talk.
- Gina started learning Chinese a year ago. **has**
Gina a year.

- This is my first time doing a parachute jump. **never**
I a parachute jump before.
- The last time I saw Claudio was at that fund-raising event. **since**
I that fund-raising event.

4 ☆☆☆ Complete the text with the correct form of the verbs given.



Martin Luther King Jr. (1) (deliver) his famous speech during the March for Jobs and Freedom on 28th August, 1963 and it (2) (be) a symbol of the civil rights movement ever since. Over 250,000 people (3) (listen) to the speech that day but since then, the words (4) (become) a long-standing symbol of the fight for freedom, and people (5) (refer) to King's words ever since. Apart from its message of hope and its impact on civil rights, the speech itself (6) (go down) as one of the most famous in history. King (7) (speak) to the head and to the heart and speech writers (8) (analyse) King's use of repetition and contrast for the past 60 years. The I Have a Dream speech (9) (have) a huge influence on the speeches of other leaders ever since.

Grammar challenge ☆☆☆

5 Complete the sentences with the expressions in the box.

time and time again • the first time •
just in time • for the time being •
for some time • it's high time

- This is I've met a trilingual person.
- I've been wanting to start my own business now.
- you thought about what you're going to study next year.
- Jack's parents have told him not to give up on his dreams.
- Ed has decided to focus on the guitar but may learn the piano later.
- Mel submitted the application form and managed to get a place on the course.

Developing vocabulary and listening

Word formation – prefixes

1 ☆ Choose the correct alternative.

- | | |
|----------------------------|----------------------------|
| 1 <u>im</u> /inpractical | 4 <u>dis</u> /illegal |
| 2 <u>dis</u> /misapproving | 5 <u>ir</u> /unrelevant |
| 3 <u>in</u> /unreliable | 6 <u>in</u> /unexperienced |

2 ☆☆ Complete the words with prefixes in the box.

anti • dis • in • mis • over • sub

- | | |
|--------------------|----------------|
| 1 _____ advantaged | 4 _____ climax |
| 2 _____ paid | 5 _____ lead |
| 3 _____ zero | 6 _____ store |

3 ☆☆☆ Complete the text with the correct prefix and form of the word given.

I've always wanted to learn Spanish, but unfortunately it seems I am (1) _____ (capable) of learning! I tried a translating app but it was often (2) _____ (rely) and would stop working at the crucial moment. It also felt (3) _____ (social), to be constantly looking at my phone and (4) _____ (practical) to use in the middle of a conversation. While these apps are (5) _____ (deny) a good solution for travelling, they are generally (6) _____ (rate), and so, I've had to (7) _____ (consider) going back to the classroom to study *ser* and *estar* again!

4 02 ☆ Listen to a talk about life plans. Number the points (a–f) in the order they are mentioned.

- a Think about your future
- b Get support
- c Definition of a life plan
- d Consider your values
- e Make a short-, medium- and long-term plan
- f Importance of having a plan

5 02 ☆☆ Listen again and complete the notes with a word or short phrase. Write no more than three words and/or a number.

Life plans

Dr Woolf starts by making a comparison between a life plan and a (1) _____, though she says unforeseen (2) _____ might lead us to change our initial plan. Making a plan is not only a good way to achieve your dreams but also means you feel more (3) _____ of your life. The first thing you need to do is to (4) _____ of how you want your life to be in the future. In thinking about the type of person they wish to be, some people think about the different (5) _____ that might describe them in the future. When making goals to improve their well-being, people consider things like dealing with stress, (6) _____ or having better relationships. When putting things down on paper, Dr Woolf herself likes to (7) _____. When it comes to how you spend your time, Dr Woolf gives the example of people in the (8) _____ whose use of time does not reflect their stated priorities. It's important to break your action plan down into (9) _____ and to get some type of support which will mean you are less likely to (10) _____.



Critical thinkers

Match the ideas in 1–5 to how you think Dr Woolf would respond to them (a–e).

- | | |
|--|-------|
| 1 Once you have decided your life plan you should not change it. | _____ |
| 2 You should not plan, but wait to see where life takes you. | _____ |
| 3 I'm going to start by thinking about everything that's wrong with my life. | _____ |
| 4 I'm just going to think about my life plan in my head. | _____ |
| 5 My top priority is my family. I work 12-hour days. | _____ |
-
- | | |
|---|-------|
| a Writing things down helps clarify your thoughts and gives you something to refer back to. | _____ |
| b You may need to adapt due to obstacles or changes in your life. | _____ |
| c Make sure the time you spend on things reflects how important those things are in your life. | _____ |
| d It's not a good idea for you to think negatively. | _____ |
| e You might not do anything: you're more likely to be successful if you have a plan that you can put in action. | _____ |

Vocabulary extension ☆☆☆

6 Complete the sentences with the words in the box.

bacterial • changeable • fresh • heard • powering • star

- 1 All hospital visitors need to clean their hands using **anti** _____ gel.
- 2 In many contexts, the words *adventures* and *exploits* are **inter** _____ and you can use either.
- 3 I thought the teacher said the project was due on the 24th, but I may have **mis** _____ her.
- 4 When we opened the door, there was an **over** _____ smell of gas, so we called the gas company.
- 5 Once you've put in the data, you may need to **re** _____ the page before it updates the results.
- 6 Gaten Matarazzo is famous for his role as Dustin Henderson in *Stranger Things*, but he's not exactly a **super** _____.

Grammar in context 2

Modifying comparative and superlative forms

1 ☆ Complete the lists with the words in the box.

altogether • by a long way • considerably • ever • not nearly

- 1 **before a comparative:** a great deal, significantly,
- 2 **after a comparative:** by far, by miles,
- 3 **before a superlative:** easily, simply,
- 4 **modifying as ... as:** nowhere near, not quite,
- 5 **after a superlative:** by far, by miles,



2 ☆☆ Choose the correct alternative.

- 1 The circus skills course is by far as/nowhere near as difficult as I thought it was going to be.
- 2 The economy is growing far/by far more quickly than last year.
- 3 For me learning German is slightly any/hardly any more difficult than learning French.
- 4 Annabelle is easily the most successful/the most successful easily person I know.
- 5 Sticking to my action plan has been great deal/a great deal harder than I anticipated.
- 6 It's considerably/simple the best film I've seen in ages.
- 7 My cousin is by far/a great deal less shy than she used to be.
- 8 Could you walk a bit/ever faster, please?

3 ☆☆☆ Mark (Λ) the correct position of the modifier in each line.

Research by scientists in Ottawa, Canada has shown that people who have a goal in life are likely to live ^{a great deal} longer than those who don't and also have a lower incidence of dementia. According to *Brain World* magazine, of all the feelings we can experience, hope is one of the most powerful. It is thought that those who have hopes and dreams are more positive about their lives and this leads to a healthier lifestyle. By contrast, people without hopes and dreams are likely to try out new things or face challenges. This in turn leads to faster deterioration of the brain. So go ahead and make a wish. It could be the best thing that you do for your brain today!

a great deal

far

without doubt

considerably

altogether

nowhere near as

significantly

by far

Grammar challenge ☆☆☆

4 Are the sentences correct? If not, correct them.

- 1 Istanbul is by far the bigger city in Turkey.
.....
- 2 The team has played over twenty matches this season.
.....
- 3 Mrs James still hasn't given us our grades – I've asked her all week.
.....
- 4 The exam was nowhere near as difficult I was expecting.
.....
- 5 They've been preparing for the trip for a long time.
.....
- 6 Cleo is the fastest runner in the squad by miles.
.....
- 7 Where's Jake? I've seen him on my way here and he said he was coming.
.....
- 8 How long have you painted that room? Aren't you finished yet?
.....

Developing speaking

Personal interviews



- 1 ☆ For each pair of questions, choose the topic from the box.

studying English • healthy living •
family and friends • your free time •
your city or town • your hopes and dreams

- 1 a How easy is it to get around?
b What kind of area do you live in?
- 2 a Do you prefer to plan or to see where life takes you?
b Where do you see yourself in five years' time?
- 3 a What's the best advice you could give someone starting out?
b Do you think it's important to go abroad?
- 4 a Where are the best places to go at the weekend where you live?
b Do you prefer to spend time with your friends or family?
- 5 a Who do you go to if you have a problem?
b What things do you celebrate with different people?
- 6 a What do you do to keep fit?
b What do you understand by the saying 'Healthy body, healthy mind'?

- 2 ☆☆☆ 03 Listen to three students answering questions from 1. Which question does each person answer? Is it a good answer? Why/Why not?

Speaker 1

Speaker 2

Speaker 3

- 3 ☆☆☆ Complete the table with expressions from the box.

Actually, ... • Apparently, it seems that ... •
As I was saying ... • Basically •
Finally, I mustn't forget ... •
In addition, I should mention • In fact, ... •
Like I mentioned already ... • To be honest ...

Structuring your response

I should begin by ... / Also, I should say that ...

Reporting something you believe to be true

They say that ...

Emphasising

In actual fact, ...

Repeating/Paraphrasing what you've already said

As I told you, ...

Expressing your attitude to what you're saying

Honestly ...

- 4 04 ☆☆☆ Read the text and choose the correct alternative. Then listen and check.

(1) *I should begin by saying/They say that* I live in a reasonably large town in the south of England, so you might imagine that local transport would be quite good. However, (2) *basically/in actual fact*, I don't think it's good at all. Although there is a train line, there are only two stations in the area, so (3) *apparently/basically*, it seems that to get around locally, you have to use the bus. (4) *Honestly/in addition*, I should mention that the timetable is really limited: the service finishes early in the evening and there are no buses at all on Sundays! (5) *In actual fact/As I told you*, this is a largish town and it's on the coast, so in summer there are lots of visitors and foreign students. (6) *Finally, I mustn't forget that/To be honest*, I don't think the public transport is good enough.

Pronunciation

- 5 ☆ 05 Listen and repeat the examples with pauses to help the listener understand.

To be honest / I don't do as much as I should
In actual fact / my friends tend to tease me about this

- 6 ☆☆☆ 06 Read and mark where you think the speaker will pause. Then listen and check.

- 1 In actual fact I've never set foot in a gym
- 2 I should begin by saying that I am generally quite an organised person
- 3 Like I mentioned earlier I'm a believer in being organised
- 4 To be honest I'm not much in favour of that

- 7 ☆☆☆ Practise answering two of the questions in 1. If possible, record yourself.

Developing writing: an informal email of advice

1 ☆ Read the task and the model email. Tick (✓) the things Clara asked about.

- social life ☐
- the biology programme ☐
- homework ☐
- science facilities ☐

- work experience ☐
- additional activities ☐
- school uniform ☐

You have received an email from a student who is going to join your school next term. You have been asked to answer her questions and give her relevant advice.

To: Clara From: Leah

Use informal expressions to open and close your letter

Hey Clara,

First of all, I'm super pleased you're going to be joining our school next term. I've only been here for two years myself, but I'm glad I made the change. I'll try to answer your questions but let me know if there's anything else you want to know.

I understand you're taking science subjects and to tell the truth, you've chosen the right place. The teachers here are miles better than at my old school and really make an effort to help; the engineering programme is particularly good, but if you want more info about biology, you could try writing to Mrs McManus who's the Head of Science. Having said that, the labs have seen better days, but the quality of the teaching is outstanding and at the end of the day I guess that's the most important thing.

Incidentally you asked about school activities. There's a cool robotics club and a great debating team, but if you mean sports, then frankly I'm not the best person to ask. I know there are lots of teams which take part in local leagues and all that, but I don't know a whole lot more. I reckon you'll be able to find out about that when you get here.

Use a range of modifiers

By the way, you asked about the uniform. I'd say things are pretty relaxed, nowhere near as strict as my old school. The good news is that there's no uniform in the sixth form. The other change from next term is that we do community service on Wednesday afternoons. All in all, it's a pretty cool place.

Anyway, I hope I've answered your questions, but if there's anything else you'd like to know, why don't you text me and we can arrange to chat?

Cheers,

Leah

Start a new paragraph when you change subject

Use informal cohesive devices to organise your response

Use informal expressions to give advice



2 ☆☆ Complete the table with the information Leah gives.

Good things about the school	Bad things about the school	Not sure

3 ☆☆ Choose the correct word or phrase, a or b, to complete the text.

(1) _____, I'd recommend you take a look at the company website to find out some background. (2) _____, it always amazes me that people don't think to do this. Knowing about the place you're applying to is the most important thing – (3) _____ that's my view. (4) _____, I'd really recommend you practise the journey so there's no risk of being late on the day. (5) _____ while you're there is to pop into the reception. (6) _____ the company has got a very relaxed atmosphere so it might help to get a feel for the place and think about how to present yourself at the interview. (7) _____, these simple ideas can make all the difference to your confidence.

1 a It seems that

b First of all

5 a By and large

b Another thing you could do

2 a Even so

b Frankly

6 a I've heard that

b All the same

3 a at any rate

b apparently

7 a By the way

b At the end of the day

4 a Incidentally

b At the end of the day

Task

Your cousin is thinking about taking up a hobby or activity that you do and has asked you for some advice about the best way to get started, any equipment you need and any other useful tips you may have about the hobby or activity.

Write an email of between 220 and 260 words.

Prepare

- 4 Read the writing task and plan your email. Make notes.

What hobby are you going to choose?

.....

How can you get started?

.....

What equipment or other things do you need to buy?

.....

What tips/advice do you have?

.....

- 5 Use this paragraph plan in your email.

Paragraph 1: Opening

Paragraph 2: About the hobby and how to get started

Paragraph 3: Equipment or things to buy

Paragraph 4: Any other tips

Closing paragraph: Inviting further questions

Write

- 6 Write your email in your notebook. Use your notes, the paragraph plan, the writing model on the opposite page and the Writing bank to help you.

Check

- 7 Read your email and complete this checklist.

- 1 I have answered all parts of the task. ☐
- 2 I have used informal language to open and finish my email. ☐
- 3 I have used clear paragraphing. ☐
- 4 I have used expressions for informal writing. ☐
- 5 I have included modifiers. ☐

Writing bank

Useful expressions for informal writing

Introducing ideas and paragraphs

- First of all, ...
- First things first, ...
- To start with, ...
- OK, next ...

Adding information

- And another thing ...
- On top of that ...
- Talking about ...

Changing the subject

- By the way, ...
- Incidentally, ...

Generalising

- All in all, ...
- At the end of the day ...
- By and large ...

Giving opinions

- Frankly ...
- To tell the truth ...
- To be honest ...

Reporting

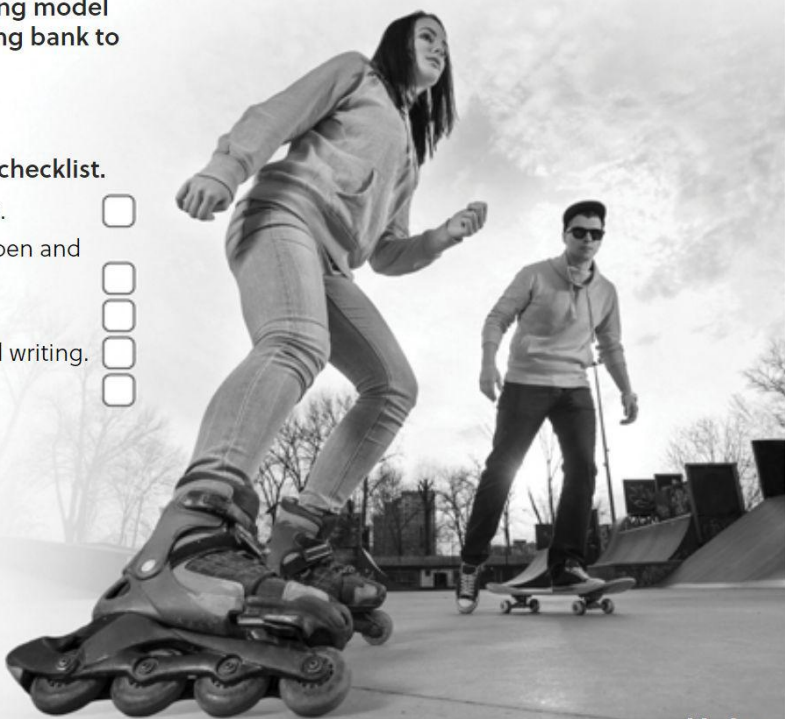
- It seems that ...
- I've heard that ...
- Apparently ...

Qualifying what has been said

- All the same ...
- Even so, ...
- Having said that, ...

Emphasising the most important point

- At any rate, ...



Vocabulary in context and reading

Trends

1 ☆ Choose the correct alternative.

- If you use _____, you can follow trending topics and stay _____.
a hashtags b in the know
- It was only a matter of time before this _____ accessory made a long-awaited _____.
a comeback b iconic
- Fashions can change really quickly, meaning that today's _____ item becomes tomorrow's _____ style.
a must-have b outdated
- People reject the _____ of ever-changing trends: there has been a _____ against fast fashion.
a backlash b fad
- Initially, it took a few years for jeans to _____ as a fashion item, but they became a _____ that are always in fashion.
a catch on b cultural phenomenon

2 ☆☆ Write the correct words for the definitions.

- _____ : a negative and often angry reaction to something that has happened
- _____ : something that is admired as a timeless classic
- _____ : something people are only interested in for a short time
- _____ : something which is no longer a trend
- _____ : an expression that means 'become popular again after being unfashionable'
- _____ : expression that means 'have special or secret information about something that is not known by most people'
- _____ : describes something which it is currently important to own

Vocabulary extension ☆☆☆

3 Complete the sentences with the correct form of the phrasal verbs in the box.

fit in • get into • keep up with • look ahead • spring up

- If you like _____ the latest trends, sign up to the *Fashion Now* podcast.
- Maya is a little different but she doesn't feel the need _____ by doing the same as other people.
- In this week's programme we _____ to next year's major fashion shows.
- My dad's not a fan of fantasy. I was surprised when he _____ this new series.
- As the trend for local shopping took hold, farmers' markets _____ everywhere.

4 Read the text and choose the best title.

- Why dance is important
- Dance trends through history
- Dance isn't what it used to be

5 07 Read the text again. Complete the summary with the phrases in the box.

ancient societies • broadcasting success • contrasting forms • economic migrants • enforced migration • inappropriate behaviour • social norms • unexpected comeback

The author starts by describing dance as a universal and international phenomenon with two (1) _____, being both a performance and a social activity, and also capable of constant evolution and the sparking of new trends. Evidence found by experts proves that dance was important in (2) _____ but it was originally a local art form. This changed when (3) _____ moved abroad in search of new opportunities. Dance also reflected the (4) _____ at different stages in history. During Victorian times, for example, dancing close together was seen as (5) _____. The (6) _____ caused when people were taken from Africa to America and the Caribbean as slaves, led to further mixing of cultural traditions, including dance. The author concludes by describing the (7) _____ made by ballroom dancing in recent years, following the (8) _____ of celebrity dance shows.

6 Match the underlined words and phrases in the text to the meanings.

- keep increasing in speed or popularity _____
- rose quickly _____
- produced from two different things, to contain characteristics from both _____
- suited to a small and specific market _____
- display or present the best of something _____
- exist before _____
- morally wrong, inappropriate _____



Critical thinkers

7 Decide if the examples are dance as performance (P), as a social activity (S) or both (B).

- Competitors on *Strictly Come Dancing* _____
- Different crews doing street dance _____
- Dancing with a family member at a party _____
- A Royal Ballet show _____
- A ritual dance by a tribe in the Amazon _____
- Going to salsa classes _____

It's a worldwide industry which employs 30,000 people in the UK alone and a centuries-old cultural phenomenon in which all of us have taken part. It has shaped and been shaped by the development of many musical styles and is an international language without words, which can connect people from diverse backgrounds and cultures and generate trends and crazes which go viral in hours. Today we explore the history of dance and its importance in society.

Dance is one of the oldest forms of expression and its evolution reflects the many changes in society across the centuries. In common with other art forms, it exists on two levels: as a spectacle, performed by experts for an audience and, alternatively, as a form of social interaction, in which anyone can take part. Its movements can follow established rules and patterns, or constitute a free and unrestricted form of self-expression. And it continues to evolve: for a TikTok dance to gain momentum online and become a hit, it has to catch people's attention in under a minute and, in order to be visible on-screen, its moves need to focus more on the arms and upper body than the feet.

No one is sure about the origins of dance but there's no doubt that it's been around for a very long time. Experts agree that dance predates written language, and it is likely to have formed an important part of ceremonies in ancient Egypt, Greece and China. It is also thought to have played a significant role in the transmission of cultural history.

For many centuries, dance evolved independently in individual areas and there are still strong local dance traditions, such as folk dancing or highly developed but ultimately regional forms like flamenco. However, once people started migrating in search of new opportunities, this also prompted encounters between the dance traditions of different parts of the world and the development of new hybrid forms.

Each period in history has seen the development of new dance trends, which reflect the times and the society which produced them. For example, though the origins of the waltz go back to the 1700s, it came to popularity in the 19th century, in the Victorian era. This was a period when great emphasis was placed on moral values, with strict divisions between the sexes.



It was thought improper for men and women to dance together, so people used to dance at arm's length. Some authorities even tried to ban the dance until Queen Victoria herself became a fan and it became more acceptable, evolving into the waltz style still seen today.

Some dance traditions have their roots in Africa and crossed the Atlantic during the terrible years of the slave trade. One dance thought to have African origins is the tango, the technically complex and highly dramatic dance now associated with Argentina. It was initially performed in the neighbourhoods of Buenos Aires in the 1860s, but its popularity soared from the 1920s after it was featured in shows and films.

Hip hop, which has in turn given rise to many of the dance styles of recent years, caught on alongside rap on the streets of New York in the 1970s as a form of expression of African American and Puerto Rican youth culture. Dance forms such as breakdancing still have a huge fan base, with people mesmerised by the skill and level of physical fitness required to do it well. In fact, as of 2024, it is even an Olympic Games® event!

As well as TikTok showing fans filming themselves, other screens continue to reflect the ongoing popularity of dance. TV programmes like *America's Best Dance Crew* showcase new talent, but it's not all about the latest moves. A decade or so ago, ballroom dancing – the formalised discipline including such dances as the foxtrot and the quickstep – was very much a niche interest, often for older generations. Who would have thought that a reality show, in which celebrities were paired with and coached by professional dancers, would prove to be such a massive success? Yet Britain's *Strictly Come Dancing*, America's *Dancing with the Stars* and dozens of international equivalents have proved to be an absolute TV hit of recent years. Ballroom dancing is back in fashion and there has been a dramatic increase in the number of people taking it up.

So, whether you're into street dance, a fan of the ballet or prefer to follow the latest TikTok craze, there is a dance style to suit everyone. So go on – make some history and have a dance



Present and past habits

1 ☆ Match the sentence halves.

- 1 We use **will** (unstressed) or the **present simple** to talk about ...
 - 2 We use **will** (stressed) or the **present continuous** with an adverb of frequency to talk about ...
 - 3 We use **used to** or **would** to talk about ...
 - 4 We use the **past continuous** with an adverb of frequency to talk about ...
 - 5 We use **would** (stressed) to talk about ...
- a a single present event that we expect or feel is typical in a way that shows annoyance or criticism.
 - b a past habit in a factual, neutral way.
 - c a present habit in a way that shows annoyance or criticism.
 - d a past habit in a way that shows annoyance or criticism.
 - e a present habit in a factual, neutral way.

2 ☆☆ Choose the correct alternative.

FROM FUR TO FASHION

(1) Will you stand/Are you forever standing in front of your wardrobe trying to decide what to wear? It's nothing new! It is thought that people started wearing clothing about 170,000 years ago. Before that time, Homo Sapiens (2) would have/used to have more body hair, but with evolution, early people needed clothes in order to keep warm. As time went on, modern humans (3) were always hunting/would hunt animals such as the wolverine, whose fur had the best insulating properties. Even today, groups such as the Inuit (4) use/used to use wolverine fur. Before the Stone Age, people (5) were always wearing/used to wear body paint, but from that time they used clothing to reflect their identity. Evidence suggests that people (6) would specifically produce/will always produce clothing in different colours. Despite all this, some traditional societies today (7) wear/will keep wearing minimal or no clothing, indicating that being covered up is not an essential human characteristic.

3 ☆☆ Complete the sentences with the correct form of the verbs given. The tenses are given each time.

- 1 past continuous; *used to*
 - a We _____ (always/go) on holiday with my cousins – it was lovely to spend time together.
 - b Our maths teacher _____ (always/give) us tests without any warning.
- 2 *will*; present continuous
 - a My dad _____ (forever/tell) me to tidy my room.
 - b Genaro _____ (help) if you have a problem.
- 3 present simple; *will*
 - a The caretaker _____ (generally/open up) at about quarter to eight.
 - b You _____ (keep) leaving the kitchen in a mess. It's just not fair.

4 *would*; past continuous

- a My brother never left the house on time and he _____ (always/make) me late for school.
- b My granddad got up early all week, so on Sundays he _____ (often/have) a lie-in.

4 ☆☆☆ Are these sentences correct? If not, correct them.

- 1 I use to follow fashion a lot more than I do now.
- 2 So, Paula got a new phone the day they came out? Well, she will, won't she?
- 3 My friends are continually telling me to get new trainers, but mine are fine.
- 4 When we shared a room, my sister forever was borrowing my clothes without asking.
- 5 My grandma would always dress well, even just to go to the shops.
- 6 In a typical month, Carla is spending about half her allowance on keeping her wardrobe up-to-date.

Grammar challenge ☆☆☆

5 Choose the alternative which is not correct.

- 1 Lester _____ in fashion journalism for the past ten years.
 - a worked
 - b has worked
 - c has been working
- 2 We _____ to the seaside every summer when I was younger.
 - a were going
 - b would go
 - c used to go
- 3 We _____ near my grandparents until my mum changed her job.
 - a lived
 - b would live
 - c used to live
- 4 That's _____ the most ridiculous idea you've had yet!
 - a by far
 - b easily
 - c considerably
- 5 Colleen _____ hockey every Saturday until she injured her knee.
 - a played
 - b has played
 - c used to play
- 6 Anthony _____ the cello for hours – he loves it.
 - a will sometimes play
 - b sometimes plays
 - c is sometimes playing

Developing vocabulary and listening

Expressions related to fashions and trends

1 ☆ Complete the expressions.

- 1 back fashion
- 2 the radar
- 3 vogue
- 4 keep the latest trends
- 5 the next thing
- 6 the trend

2 ☆☆ Complete the text with the expressions in the box.

all the rage • go-to • on trend •
make the ultimate fashion statement •
a passing trend • raise your profile

THE ELIZABETHAN TIMES

That must-have look

Saturday 23rd April, 1566

Last year, some people said the ruff – one of those crazy white collars everyone was wearing – was nothing more than

(1) but they're still (2) If you're a member of the English nobility, looking to (3) at Elizabeth's court, the ruff is once again your (4) accessory this season. And if you really want to (5) with the people who count, white face make-up is also (6) this year.



3 08 ☆ Listen to a podcast about the future of fashion. Tick (✓) the topics that are mentioned.

- 1 The use of new materials ☐
- 2 Clothing which includes technology ☐
- 3 The use of clothing in therapy ☐
- 4 Sustainable materials ☐

4 08 ☆☆ Listen again and choose the best answers.

- 1 Why does the presenter mention London Fashion Week?
 - a Because her guest is a designer.
 - b Because it has influenced the topic of this week's programme.
 - c Because many of the items in the programme were seen there.
- 2 What does Karim say about the original function of clothes?
 - a Their principal function was to reflect our identity.
 - b They developed because of extreme weather conditions.
 - c Their initial function was to protect us from climatic conditions.

- 3 What is unusual about the clothes the Tidball brothers make?
 - a They are designed to prevent the spread of disease.
 - b They are made from unusual materials.
 - c They are more environmentally friendly.
- 4 Why does Karim think Amelia will be interested in the new bikini?
 - a Because she wants to become a competitive swimmer.
 - b Because there's a beach at the end of her road.
 - c Because she enjoys going to the beach.
- 5 What is special about therapy clothing?
 - a It was invented as a result of science-fiction films.
 - b It has to be used with the guidance of a physiotherapist.
 - c It can have a life-changing impact.



Critical thinkers

5 Are these statements about clothing facts (F) or opinions (O)?

- 1 It seems like something out of science fiction. F / O
- 2 Designers are using materials not normally associated with clothing. F / O
- 3 Some sportswear gives the user feedback. F / O
- 4 Smart clothing will improve our lives. F / O
- 5 Therapy clothing is the most-useful application of this technology. F / O
- 6 Therapy clothing is designed to help people with mobility problems. F / O

Vocabulary extension ☆☆☆

6 Complete the expressions in bold with the words in the box.

belt • cap • hat • pocket • skirt • socks

- 1 You can't expect me to produce a meal for your friends **at the drop of a**
- 2 There's no need to **around the issue** – just get to the point.
- 3 I bought Kim's present from us all, but I'm going to **be out of** unless you each give me your share.
- 4 You keep failing in the tests. You'll really have to **pull your** **up** before the exams.
- 5 I'm going to have to **tighten my** if I want to buy my new guitar before the summer.
- 6 I'm sure you can come up with a way to solve the problem if you **put your thinking** **on**.

Relative clauses

1 ☆ Decide if each rule refers to defining (D) or non-defining (ND) relative clauses.

- Provide information necessary to identify the person/thing being talked about.
- Who* and *which* cannot be replaced with *that*.
- Do not provide essential information to identify the person/thing being talked about.
- Who*, *which*, *that* and *when* can be omitted if they refer to the object of the sentence.
- The relative clause is separated from the main clause by commas.
- Who* and *which* can be replaced with *that*.

2 ☆☆ Underline the relative pronouns which can be replaced with *that*.

- What happened to the book which Clara lent you?
- The woman who looks after my brother is away this week.
- They moved to St Ives, which is a village in Cornwall.
- Her house, which is in the south, has six bedrooms.
- He didn't reply to any of the texts which I sent him.

3 ☆☆ Tick (✓) the sentences in which you can omit the relative pronoun.

- I found the book that I thought I had lost.
- They made me an offer which I couldn't refuse.
- The woman who lives next door to us is a lawyer.
- That's the shop where I bought my phone.
- The people who I work with all live near the office.
- That's the road which leads to the station.

4 ☆☆☆ Rewrite the sentences using a relative clause. Omit the relative pronoun where possible.

- We decided to go to the village. We always go there.
We decided
- I learnt this recipe from my aunt.
This is the recipe
- Anya can't eat some cakes. The cakes Anya can't eat contain nuts.
Anya can't
- Eric introduced me to a girl. I had met her before.
Eric introduced
- The leader of the party won the election. She is from the north.
The leader
- The man came to speak to us. It was his shop.
The man

✓ Great students' tip

Speaking: Using the correct relative pronoun

When producing relative clauses, consider if the information is about a person, place, thing, or time and if the relative pronoun can be replaced with *that*.

5 ☆☆☆ Complete each sentence with the correct relative pronoun. Use *that* where possible. Omit the relative pronoun if it is not necessary and add the appropriate commas.



- The first watch inventor is said to be Peter Henleim was made between 1504 and 1508.
- Eighty-six percent of people wear a watch wear it on their left wrist.
- The most expensive watch was valued at \$25 million was made by Chopard.
- A watch worn on the Titanic stopped at the precise moment the boat sank.
- Apple was the company produced the first smartwatch.
- According to a study, people choose to wear a watch today tend to be more conscientious.

Grammar challenge ☆☆☆

6 Find and correct nine mistakes in the text.

When my family asked me where I would like to eat out on my birthday, I immediately said 'Tony's'.

'We were always going there! It's not really special', they complained.

They're right, but it's by much the best restaurant I know. We went there since I was a child and the chef, that is also a neighbour, has become a good friend. I didn't used to be adventurous with food and always ordered the same thing. Now I eat anything! The risotto, which is it made with leftover vegetables would normally be thrown away, is my favourite. It's a popular place and you need to book – you would always see people queuing to get in. I've been going there dozens of times now and I've never been disappointed!

- | | |
|---------|---------|
| 1 | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | |

Developing speaking

Extended discussion 1



1 ☆ Read the questions (1–4) which an examiner might ask during a speaking exam. Choose the sets of words and phrases (a–d) you could use to answer each question.

- 1 There's no point in fashion shows because no normal person would wear the clothes you see there. Do you agree?
- 2 What familiar objects from life today do you think could be considered style icons of the early 21st century?
- 3 To what extent is your opinion of people affected by how stylish or up-to-date they are?
- 4 Do you think fashion victims exist? Why/Why not?

- a reflect the times • representative • classic
- b extravagant • extreme • impractical
- c the latest style • obsessed • single-minded
- d superficial • open-minded • judgemental

2 09 ☆ Listen to two students answering a question from 1. Answer the questions below.

- 1 Which question are they answering?
- 2 What is each student's opinion on the question?

Student A (boy):

Student B (girl):

3 09 ☆ Complete the expressions with the words in the box. Then listen again and check.

anecdotal • extent • evidence • idea

Justifying your opinion

- 1 There's to show that ...
- 2 This is only, but ...

Agreeing

- 3 I would go along with the that ...

Disagreeing

- 4 Perhaps to some, but ...

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

- 1 evidently / untrue / That's / .

- 2 agree / I / partially / .

- 3 already / this / There's / proof / happening / of / .

- 4 reasonable / It / like / seems / assumption / a / make / to / .

- 5 be / I / believe / studies / true / that / have / this / proved / to / .

- 6 done / back / Quite / a / of / up / research / has / lot / been / to / this / .

5 ☆☆ Are the expressions in 4 used to justify (J), agree (A), or disagree (D)?

- | | | |
|---------|---------|---------|
| 1 | 2 | 3 |
| 4 | 5 | 6 |

Pronunciation

6 10 ☆☆ The words below contain groups of consonants (clusters). Listen and underline the clusters that you hear.

- | | |
|----------------|---------------|
| 1 assumptions | 4 impressions |
| 2 conclusions | 5 influenced |
| 3 demonstrably | 6 statement |

7 10 ☆☆ Listen again. Practise saying the words.

8 11 ☆☆ Listen to a student's answer to the question. Make notes in your notebook on your response to their answer.

Do you think style is something people are born with or can you learn it?

Great students' tip

Speaking: Preparing to record

Your pronunciation will be better and you will sound much more natural if you speak freely, rather than reading from a prepared script. Try to note down key words and phrases and refer to them as you speak.

9 ☆☆☆ Practise your response. If possible, record yourself.

Developing writing: an opinion essay 1

Vocabulary – Formal and informal language

1 ☆☆ Replace the words in bold in the essay introduction with more formal words or phrases.

A local charity has launched their (1) **idea** to (2) **make sure** that young people on low incomes have affordable clothes. Young Start realised that a company which (3) **makes** costumes for theatres were regularly (4) **getting rid** of surplus material that was not (5) **needed**. They approached the company with a (6) **suggestion** to donate the material. Young Start then set up workshops for young people to learn how to make clothes with help from a local sewing group.

2 ☆☆ Read the task and a student's essay. Which two arguments (1–3) does the essay discuss?

You have listened to a podcast about reasons for buying fashion locally. A panel discussed the pros and cons. You have made notes below.

- 1 *Closer relationship between the producer and the customer*
- 2 *More original clothing*
- 3 *More ethical production*

Opinions from the discussion

'You can make sure the profit goes directly to the local businessperson, not some huge anonymous company.'

'There's less risk that you'll end up wearing an identical outfit to someone else.'

'Some stores exploit workers in poor countries who work in dreadful conditions.'

Write an essay discussing two of the arguments in your notes. You should explain which argument is more important for buying fashion locally, giving reasons in support of your answer. You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Use a clear paragraph structure with an introduction and a conclusion

Use more formal language

Use more complex expressions to link ideas

Increasingly big name brands are considered the only option when buying clothes. Many people don't even think twice about it: whether they ultimately make their purchase in-store or online, they tend to buy from companies we've all heard of. However, there is an alternative that people could consider: buying garments from local shops.

One reason for doing this is to be able to source original items which you are not going to find on the high street. If you're choosing something for a special occasion, the last thing you want is to see someone else wearing an identical outfit. Buying from independent traders means you are far less likely to suffer this embarrassment and that you can avoid that cloned look that often results from everyone shopping in the same outlets.

A more important argument, though, is the ethical impact of fashion. If you buy clothing from a local shop, it will probably have been produced locally. This not only provides employment to people where you live but also means that there is a more direct relationship between the shop owner and the people who make the goods. By contrast, garments in high street chains are often manufactured by workers in developing countries. Shopping locally may mean that you pay more for your clothes, but it is important to remember that if you buy a T-shirt for a couple of euros, the person who made it in another continent will probably have earned only a few cents.

In conclusion, while purchasing clothing in a big high street store may offer variety at a budget price, if you're looking for original fashion which has not had a negative impact on the lives of those who produced it, you could consider shopping more locally in future.



Use appropriate features of a formal essay

Use the passive to increase formality

3 ☆☆ Find and write the synonyms used in the text for each word.

- 1 clothes (4 synonyms)
- 2 buy (2 synonyms)
- 3 shop(s) (5 synonyms)
- 4 make (2 synonyms)

Task

You have listened to an expert panel discussion about why consumers buy the latest technology. You have made notes below.

- Upgrades and new versions are better
- Things don't last a long time
- They're status symbols to reflect lifestyle, personality and wealth

Some opinions from the discussion

'It doesn't matter if you buy the latest model – they're sure to release a new version soon after.'

'Tech companies want people to buy new products, so they don't make them easy to repair or to last.'

'Some consumers just want to have the latest version to be seen to be cool.'

Write an essay discussing two of the suggested reasons for buying the latest technology, giving your opinions and explanations to justify them. You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Write between 220 and 260 words.



Writing bank

Features of a formal essay

- an introduction and a conclusion
- impersonal style; more use of the passive; less use of *I* and *you*
- complex sentence structure (two or more clauses)
- fewer phrasal verbs
- formal language
- no contractions, slang or idioms

Prepare

4 Read the writing task and plan your opinion essay. Make notes.

1 Choose the suggested reasons you are going to discuss:

.....

2 Your opinions on the first suggested reason:

.....

.....

3 Your opinions on the second suggested reason:

.....

.....

5 Use this paragraph plan for your essay.

Paragraph 1: Introduction to the topic

Paragraph 2: First argument in support of your opinion

Paragraph 3: Second argument in support of your opinion

Paragraph 4: Conclusion, restating and possibly expanding points made

Write

6 Write your essay in your notebook. Use your notes, the paragraph plan, the writing model on the opposite page and the Writing bank to help you.

Check

7 Read your essay and complete this checklist.

- 1 I have used clear paragraphing for my essay, with formal linkers to connect my arguments.
- 2 I have completed the task, giving my opinion with reference to two points from the notes.
- 3 I have used formal language, including complex structures and the passive.
- 4 I have used formal vocabulary, and synonyms to avoid repetition.
- 5 I have not used contractions, slang or idioms.

☐
☐
☐
☐
☐

Grammar

1 Complete the sentences with the correct form of the verbs given.

- I can't believe that you (finish) all your homework already. You only (start) it half an hour ago.
- Rhona (study) all morning and she (not take) any breaks.
- It's ages since I last (see) Hilary. What she (do) lately?
- How long Zaf (have) driving lessons? he (take) his test yet?
- you (watch) that programme I recommended yet? What you (think) of it?

2 Choose the correct alternative.

When I was a teenager, I thought that I wouldn't have to work (1) as hard once I made it. Now I understand that the most successful people are (2) the hardest-working people I know and they don't tend to stop. I also thought that success meant everything had to happen immediately, but now I'm aware that one challenge tends to lead to another (3) bigger one. I used to be really obsessed with work and I found myself working (4) harder, but the most important lesson I learnt (5) was knowing when to switch off and now I'm (6) more relaxed.

- | | | |
|--------------|--------------|-----------------|
| 1 a nowhere | b nearly | c much |
| 2 a easily | b much | c significantly |
| 3 a barely | b quite | c far |
| 4 a a little | b barely | c ever |
| 5 a by far | b a long way | c easily |
| 6 a by far | b quite | c considerably |

3 Correct the mistake in each sentence.

- I've met Lance six years ago in primary school.
.....
- New Zealand is the most simply beautiful place you could ever visit.
.....
- It's easily the best restaurant I ever visited.
.....
- At two metres, Jason is significant taller than his brother.
.....
- Has Molly spoken to you? She has looked for you all morning.
.....
- Have you been writing that report yet? I need to send it before lunch.
.....

Vocabulary

1 Choose the correct alternative.

- Playing for the national team while studying for a degree is quite an accomplishment/adventure.
- It was quite a hurdle/struggle but in the end, we managed to get everyone to agree.
- The journey was a bit of an obstacle/ordeal and we didn't arrive till well after midnight.
- Megan spent the afternoon telling us about her exploits/feats on the trip to Nepal.
- I think we're in for a battle/trial with the council to try and get more funding.
- Coping with bureaucracy in another language was just one of the obstacles/struggles they had to overcome.

2 Complete the words with the correct prefix.

- | | |
|------------------|-----------------|
| 1 .....credible | 5 .....reliable |
| 2 .....practical | 6 .....sonic |
| 3 .....active | 7 .....sleep |
| 4 .....discover | 8 .....approve |

3 Complete the text with the correct form of the words given.

- Trust your instincts. Don't (estimate) the power of intuition.
- If your gut tells you something, listen to it, even if other people (agree).
- You need to work on your communication skills or you might seem (social).
- You can compensate for being by being very professional (experience).
- What other people think is (relevant); it's your opinion that matters.
- Things don't seem to be working out. I think we may need to (consider) our strategy.

1 Correct the mistakes in the sentences.

- I would go on holiday to America three times before I was ten.
- Did your dad used to have long hair?
- Carmen would be quite shy, but she's more outgoing these days.
- Darren *will* forget my birthday – that's typical of him.
- I don't know why Gina goes to the gym – she forever complains about it.

2 Combine each pair of sentences with a defining or non-defining relative clause.

- Claudia arrived late. It really annoyed me.

- He is the person. He taught me to drive.

- My grandma has just learnt to ski. She is over 70.

- Students do better in exams. Their diets are rich in protein.

- This is the café. My parents met here.

3 Choose the correct alternative.

- Rani _____ messages late at night. It keeps me awake.
a will be sending b has sent
c is always sending
- The film, _____ got rave reviews, is set in Victorian times.
a which b that
c what
- We _____ this unit in the book, so next week we'll be starting Unit 3.
a have finished b have been finishing
c would finish
- I'm feeling _____ more confident about maths this year. I think I'll pass my exam.
a barely b a great deal
c by far
- Spending time in the country is _____ the best way to learn a language.
a much b easily
c significantly
- You _____ for hours. You should take a break.
a are studying b have studied
c have been studying

Vocabulary

1 Complete the words in the sentences. The first letter is given.

- The band had had no hits for years, so it surprised everyone when they made a c_____.
- The little black dress is such an i_____ fashion item that it is known by the acronym LBD.
- This mini backpack is the m_____ accessory this spring.
- It doesn't bother me that my phone is o_____ and old, but I do wish it had more memory.
- Years ago, people thought sushi would be just a f_____, but now you can buy it in any supermarket.

2 Match a word from box A and a word from B to make words and expressions. Then complete the sentences.

A back in • my • on • out • passing • trend

B dated • fashion • radar • setter • trend (x2)

- If you want to be _____ this season, you'll need to be wearing vintage clothes.
- Jude is quite a(n) _____. She always seems to be three steps ahead of everyone else.

- Technology becomes _____ very fast. They're always bringing out a new model which makes old ones obsolete.
- I don't think it'll last for very long – it's probably just a(n) _____.
- I like to hang on to all my clothes. You never know when something will be _____.
- The trend for Algerian cuisine is definitely on _____ this winter.

3 Choose the correct alternative.

- When it comes to vitamin C, oranges are overrated/overestimated. A red pepper contains over twice as much.
- There are numerous hurdles/ordeals to overcome when opening your own business.
- Fans of fusion cooking will be excited to hear that Mexican sushi is the next big/great thing on the horizon.
- Winning the award at such a young age is quite an exploit/a feat. You should feel very proud.
- Lucia is wearing that strange combination of clothes because she wants to do/make a fashion statement.
- His help with the project was invaluable/impractical. We would have been absolutely lost without it.

Vocabulary in context and reading

Words that are similar in meaning

- 1 ☆ Complete the words with a similar meaning.
The first letter is given.

- 1 sceptical c
- 2 naïve g
- 3 authentic g
- 4 reliable t

- 2 ☆☆ Complete the sentences with words in 1.

- 1 Nancy will believe anything you say – she's so!
- 2 Dev's got a really attitude and never thinks the best of anyone or anything.
- 3 Mr Reed always shows a interest in all his students.
- 4 You can definitely ask Lidia to look after the money – she's completely

Vocabulary extension ☆☆☆

- 3 Complete the sentences with the correct pair of adjectives from the box.

classic/classical • economic/economical •
electric/electrical • historic/historical

- 1 a The fall of the Berlin Wall was a(n) occasion.
- b Jamie loves reading novels.
- 2 a When I'm stressed I like listening to music.
- b In his free time, he repairs and restores cars.
- 3 a I think you'll find it's more to buy a return ticket.
- b The policy of the country hasn't changed in 15 years.
- 4 a Life in the village was transformed by the arrival of light.
- b I think the problem is being caused by a(n) fault.

- 4 Read the article. Why do some people think that Black History Month is important?

.....

- 5  12 Read the article again and choose the best answers.

- 1 Woodson was in Chicago because he ...
 - a had studied there as a student.
 - b was working at the exhibition.
 - c had gone to visit the exhibition.

- 2 Woodson decided to start the ASALH because he ...
 - a was a school teacher.
 - b recognised that education needed changing.
 - c saw how popular the exhibition was.
- 3 February ...
 - a was already a month in which figures in Black rights were celebrated.
 - b was the month chosen to celebrate Black History Month around the world.
 - c was chosen because Lincoln died in that month.
- 4 The celebration ...
 - a was officially recognised by President Barack Obama.
 - b only focusses on politicians and statesmen.
 - c lasted a whole month at some universities by the late 60s.
- 5 In Britain, Black History Month ...
 - a was first celebrated in the 1960s.
 - b is also celebrated in February.
 - c tries to address a problem in society.

- 6 Match the underlined words and phrases in the article to the meanings.

- 1 the state in which people are owned by another person and forced to work
- 2 the official end to a law, a system or a practice
- 3 remember an important person or event by having a special ceremony
- 4 in an effort to do something or to obtain something
- 5 the process of giving social or political rights and freedom to someone
- 6 an attempt to do something, especially something new or difficult
- 7 notable, because something is not where it should be



Critical thinkers

- 7 Which of the reasons below are for (F) and which are against (A) the existence of special weeks or months like Black History Month?
 - a It ensures that this topic is discussed at least once a year. F / A
 - b In a truly fair society, equality should always be part of people's consciousness. F / A
 - c Paying attention to the topic once a year is unlikely to change people's behaviour and beliefs. F / A
 - d It's an opportunity to both celebrate and look critically at the past. F / A

BLACK HISTORY MONTH

Black History Month is an annual celebration of black people and their achievements. It's a chance to reflect on history and the people who shaped and changed the past, as well as to celebrate black leaders and recognise their accomplishments and central role in world history.

Black History Month has its roots in Chicago during the summer of 1915. A graduate of the University of Chicago, Carter G. Woodson travelled there from Washington, DC to attend a national exhibition to commemorate the fiftieth anniversary of emancipation. Many African Americans had made the journey from all across the country to see the exhibition, which charted the progress of African Americans since the abolition of slavery, and a queue of thousands formed outside. Woodson realised that this subject had been ignored and neglected in American schools and the wider academic world and decided to do something about it in a bid to bring greater attention to African-American history. Prior to his leaving Chicago, he co-founded the Association for the Study of African American Life and History (ASALH), the organisation which was later to create Negro History Week.



Woodson decided that the celebration would take place each year in February. It is thought that Woodson chose this month because it included the birthdays of two great Americans who had played a significant role in shaping black history. The first was Abraham Lincoln, the president responsible for abolishing slavery, whose birthday had been remembered ever since his assassination. The other was Frederick Douglass, an escaped slave who had been a prominent activist and social reformer. By choosing February, it is believed that Woodson wanted to build on existing traditions commemorating black history.

By the late 1960s, due in part to the civil rights movement, Negro History Week had evolved into a month-long celebration at many American universities. In 1976, Black History Month received the official recognition of the president at the time, Gerald Ford, who called on the American people to 'seize the opportunity to honour the too-often neglected accomplishments of black Americans in every area of endeavour throughout our history'. Since 1976, Black History Month in the US has focussed each year on a specific theme. In the past, special attention has been given to the contributions of people like Dr Martin Luther King Jr., who pioneered the Civil Rights movement, Mae Jemison, who in 1992 became the first female African-American astronaut to travel in space, and Barack Obama, who was elected the first ever African-American president of the United States in 2008. In 2021, the focus of Black History Month was Black Family: Representation, Identity and Diversity.



But Black History Month is not only celebrated in the United States. Several other countries around the world, such as Britain, Canada, Germany and the Netherlands, also celebrate black history. In Canada, as in the United States, it is celebrated in February, but in some European countries, it is celebrated in October. In Britain, Black History Month was launched in the 1980s to combat racism in society and draw attention to the history that is often conspicuous by its absence on the school curriculum. Additionally, it celebrates the contributions of people of African and Caribbean descent who have migrated to the UK over many generations and have shaped society in Britain today.



Celebrations of Black History Month in Britain typically include special events, live performances and TV programmes. Many schools celebrate this special month and pupils will focus on Britain's black history, learning about the influence of black musicians, writers and artists, as well as studying significant events in history and more modern movements like Black Lives Matter.

Opinions worldwide vary about Black History Month. Some people are rather cynical about the celebration: they feel it is sad that it is a one-month-a-year event and complain that the fact that we still need a special month to focus on black history reflects the continuing lack of integration of all histories into the school programme. However, others feel that Black History Month is important precisely as a reminder that there is still much to be done to achieve a truly representative curriculum and is one of the best routes to achieving a truly inclusive society.

Narrative tenses

1 ☆ Match the narrative tenses (1–4) to the descriptions of the functions (a–f).

- | | |
|---------------------------|-------|
| 1 past simple | ..... |
| 2 past continuous | ..... |
| 3 past perfect simple | ..... |
| 4 past perfect continuous | ..... |
- An action that happened before another action in the past.
 - An action that took place repeatedly before something else happened.
 - Focus on the duration of an activity that took place before another activity in the past.
 - An action that was in progress when another action happened.
 - Finished action in the past, often at a specified time.
 - Two activities in progress at the same period of time in the past

2 ☆☆ Choose the correct alternative.

- Jo was working/worked on his school project when his computer crashed.
- While one team was working on the music for the school play, the other team was working/had worked on the melody.
- We never saw/had never seen snow until we moved to the UK.
- She had called/been calling all morning before the school secretary finally picked up the phone.
- I had bought/bought this T-shirt online before I'd seen the sales were on at the local shops.
- After leaving the restaurant, Meg was tripping/tripped on the steps and was breaking/broke her ankle.
- The film had already started/already started by the time we got to the cinema.

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

- Lily and Ross (watch) TV downstairs, when burglars (break into) their bedroom.
- The interview (be) a joke because they (already/decide) who would get the job.
- Ben (play) his music very loudly and (not hear) the neighbours banging on the wall.
- It (rain) for three days and all the roads (be) impassable.
- We (can not) understand why Hussein (not phone) to tell us about the accident.
- Laura (drink) coffee all morning and as a result she (feel) quite nervous.

4 ☆☆ Complete the text with the correct form of the verbs given.

Great moments in history: THE DISCOVERY OF ANTIBIOTICS



In 1928, Scottish scientist, Alexander Fleming, (1) (work) as a researcher in a laboratory in St Mary's Hospital, London. At that time, he (2) (do) experiments into the influenza virus but he (3) (not expect) the surprise he (4) (get) when he (5) (arrive) at work on 28th September. He (6) (be) away on holiday for the previous two weeks and when he (7) (come) back, he (8) (discover) that, during his absence, a mould (9) (grow) for the past few weeks in a dirty Petri dish. It (10) (turn out) that the mould was resistant to bacteria. Penicillin had been born!

Grammar challenge ☆☆☆

5 Are the sentences correct? If not, correct them.

- Lorna had never flown before, so she was feeling a little nervous.
.....
- Jed couldn't do his homework last night because he's left his books at school.
.....
- I didn't used to like classical music, but now I quite enjoy it.
.....
- When I lived in Quito, I would be frustrated at my inability to speak Spanish well.
.....
- Sorry, I didn't hear you. I talked to Gavin. What did you say?
.....
- Carmel *would* say that – she's always trying to provoke a fight.
.....
- I've been visiting Italy for years, but I still haven't been to Rome.
.....

Developing vocabulary and listening

Phrasal verbs – separable and inseparable

- 1 ☆ Complete the sentences with the phrases in the box.

see you off • 's going around • 's making it up • taking on • to get on with • went over

- I simply don't believe what he's saying – I think he _____.
- I think that's a long enough break. We need _____ the project now.
- Before voting, we _____ the main points once again.
- You've got enough to do at the moment without _____ something else.
- What time's your flight? David and I want to come and _____.
- Luke's always had a big mouth and now he _____ telling everyone I'm going to resign from the team.

- 2 ☆☆ Write the phrasal verbs with the same meaning as the words in bold. The first letter is given.

- I don't think I can **tolerate** her behaviour any longer. p _____ u _____ w _____
- You can **rely on** Sheena to be here on time. c _____ o _____
- For your homework, please **research** the Romans' contribution to civil engineering. r _____ u _____ o _____
- Mo said you've started playing the double bass. How did that **happen**? c _____ a _____
- There are no trains today as they're **doing** repairs on the line. c _____ o _____

- 3 ☆☆☆ Order the words to make sentences.

- made / our / with / all / jewellery / off / The thieves. _____
- behaviour / His / add / recent / doesn't / up / really. _____
- to pass / You're / exams / it / sure / the / if / stick / you / at. _____
- Indian / They / out / to / town / try / every / restaurant / set / in. _____
- close / recount / The election / called / was so / they / for / that / a. _____

Great students' tip

Listening: Dealing with distractors

Exam listenings are designed with a variety of plausible answers. Only one is correct. Try to keep an open mind and don't rush to make a choice until you have finished listening.

- 4 13 ☆☆ Listen to five students talking about historical objects in a history lesson.

For questions 1–5, choose from the list (a–h) the object each person is talking about. There are three extra letters which you do not need.

- | | |
|-------------------------------|-----------------|
| a a painting | |
| b a game | Speaker 1 _____ |
| c a tool to help with reading | Speaker 2 _____ |
| d a Viking helmet | Speaker 3 _____ |
| e a water jug | Speaker 4 _____ |
| f a writing box | Speaker 5 _____ |
| g a coin | |
| h a tool for preparing food | |

- 5 13 ☆☆ Listen again. For questions 1–5, choose from the list (a–h) each speaker's reason for choosing their object. There are three extra letters which you do not need.

- | | |
|---------------------------------|-----------------|
| a its simplicity | |
| b the person who owned it | Speaker 1 _____ |
| c how people lived at that time | Speaker 2 _____ |
| d its beauty | Speaker 3 _____ |
| e the period in history | Speaker 4 _____ |
| f how it was made | Speaker 5 _____ |
| g its usefulness | |
| h the age of the object | |



Critical thinkers

- 6 Are these statements facts (F) or opinions (O)?

- It's about 2,500 years old. _____
- It's difficult to know what this was used for. _____
- King Alfred was actually the first king to put his head on coins. _____
- Florence Nightingale would spend her days looking after her patients. _____
- They probably spent a lot of time using things like this. _____

Vocabulary extension ☆☆☆

- 7 Complete the sentences with the phrases in the box.

ancient • go down in • in the making • rewriting • the rest is

- Today is going to _____ **history** as the most embarrassing day of my life.
- You only just heard about Flo and Ricky? That's _____ **history**!
- Seeing the Mars landing felt like watching **history** _____.
- I think you're _____ **history** a bit there – that's not how I remember things.
- ... after ten years, Clara started working here, and _____ **history**.

Grammar in context 2

Inversion with negative adverbial phrases

1 ☆ Look at the rules about inversion. Tick (✓) the correct statements.

- 1 We usually use negative inversion in informal language. ☐
- 2 We use negative inversion to add emphasis. ☐
- 3 The negative adverbial normally comes in the middle of the sentence. ☐
- 4 We need an auxiliary verb in the sentence; if there is no auxiliary verb, add the correct form of *do*. ☐
- 5 After the negative adverbial the order is subject + verb. ☐
- 6 Negative adverbials include phrases starting with *little*, *no*, *only*, *not* and some frequency adverbs. ☐

2 ☆☆ Complete the negative adverbials using the words in the box.

account • after • circumstances • little • rarely • sooner • than

- 1 Under no _____ should visitors touch the exhibits.
- 2 Only _____ paying the full price did I realise the museum was free for students.
- 3 No _____ had we entered the gallery _____ a large group of school children arrived.
- 4 On no _____ should children be left unsupervised.
- 5 _____ did we realise the importance of booking in advance.
- 6 _____ have I seen such a thoughtfully-curated exhibition.

3 ☆☆ Find and correct six mistakes in the text.

Dear Sir/Madam,

I am writing to complain about our recent visit to your hotel – a disaster from start to finish. No sooner had we arrived when all the lights went out. Little we knew that this was only the start of our problems. Our room could not have been more disappointing. Not only was it dirty, and it also smelt strongly of cigarette smoke.

Only after I complained repeatedly we were moved to another room. The receptionist was far from helpful. Rarely I have received such appalling service.

Under no circumstances do I would recommend this hotel to others.

Yours,

Margaret Ash

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

4 ☆☆☆ Rewrite the sentences with a negative inversion which includes the word in bold.

- 1 Flo would not consider a career in marketing under any **circumstances**.
- 2 I didn't realise the importance of contacts **until** I was looking for my first job.
- 3 The city has **never** experienced such extreme weather before.
- 4 I **only** noticed the questions on the back of the exam paper after time was up.
- 5 Bella didn't **know** that the rude woman was her new maths teacher.
- 6 I have **hardly ever** had such a disgusting meal.

Grammar challenge ☆☆☆

5 Choose the correct option for each sentence.

Standing out from the crowd

Twenty-seven-year-old Zack MacLeod Pinsent from Brighton doesn't own or wear any modern clothing. He (1) _____ modern clothing but says he (2) _____ everyday clothes of the early 19th century. He started wearing clothes (3) _____ he bought in vintage shops but before long he (4) _____ to make his own. He spent a lot of time researching fashion history and (5) _____ his design and sewing skills ever since.

Little (6) _____ that his hobby would one day turn into a successful business (7) _____ customers would come from all over the world. Pinsent Tailoring offers the opposite of fast fashion: Zack's clothes are hand-crafted and made-to-measure. (8) _____ garments for private individuals, but he also works as a consultant and tailor for museums and private collections.



- 1 a would own b used to own
c usually owned
- 2 a far prefers b by far prefers
c prefers much
- 3 a what b that c where
- 4 a has decided b was deciding
c had decided
- 5 a has developed b has been developing
c was developing
- 6 a did he know b he knew c he did know
- 7 a whose b who's c which
- 8 a Not only he makes b Never does he make
c Not only does he make

Developing speaking

Discussing photos 1



- 1 ☆ Read the task and underline the key things that Student A has to do in the instructions.

Student A: It's your turn first. Here are your photos. They show different types of museums. I'd like you to compare two of the photos, and say why the museum may have chosen this type of display and how suitable you think the museums are for different types of visitors.

Student B: Which museum would you personally most like to visit and why?

- 2 14 ☆☆ Listen to the speaking exam. Tick (✓) what each speaker does.

	A	B
Gives a quick introduction referring to all three photos		
Clarifies which two photos will be compared		
Describes each photo in detail		
Considers why this form of display was chosen		
Talks in detail about the things exhibited in the museum		
Considers the museums' suitability for different visitors		
Expresses their preference for one of the museums		

- 3 ☆☆ Complete the table with expressions a–i. Write the letter of each phrase.

Linking word	Comparative form	Other phrases
a nowhere near as (adjective) as	☐	e although ☐
b while	☐	f looks (adjective) by comparison ☐
c just as (adjective) as	☐	g have (a lot) in common ☐
d there's not much difference between X and Y	☐	h whereas ☐
		i far more (adjective) ☐

- 4 15 ☆☆ Listen to Student A again. Put the expressions in 3 in the order you hear them. There are two expressions you do not hear.

Pronunciation

- 5 ☆☆ 16 Listen and underline the word with the main stress in each sentence.

- It's far more appealing.
- It's just as informative as the other one.
- It looks really boring by comparison.
- There are several points of similarity between them.

- 6 ☆☆☆ Do the speaking task. If possible, record yourself.

Here are three photos. Talk about two of them on your own for about a minute.

Student A: It's your turn first. Here are your photos. They show different ways of learning about history. Compare two of the photos, saying what kind of things the people might be learning about and why they might have chosen to learn this way.



Developing writing: a cover letter

1 ☆ Read the advertisement and the cover letter. Decide if the sentences are True (T) or False (F).

- | | | | |
|---|-------|---|-------|
| 1 Petra saw the advert online. | T / F | 5 She's happy to work alone or in a group. | T / F |
| 2 She is currently at university. | T / F | 6 She's good at intricate work. | T / F |
| 3 She is going to study archaeology. | T / F | 7 She already has a date for the interview. | T / F |
| 4 She has previous experience on digs abroad. | T / F | | |

**ACTION
NOW!**

Volunteers needed for archaeological project in north-eastern Crete

A great opportunity for history-loving students with 6–8 weeks free this summer. Experience archaeological fieldwork first hand. An interest in history and good physical fitness is a must. Send your CV along with a cover letter, outlining any relevant experience and personal qualities and explaining your reason for applying.



Use a clear paragraph structure

Use the passive in formal writing

Use expressions characteristic of formal letter writing

Dear Sir/Madam,

- 1 I am writing in regard to the advertisement posted recently on the Summer Digs Abroad website for volunteers to take part in an archaeological dig in Crete this summer.
- 2 I am currently studying for my A-levels and have recently been accepted to study a BA in History at Cardiff University. I am looking forward to taking up my place there this autumn and am keen to spend the summer acquiring some relevant work experience.
- 3 I feel confident that I would make an excellent addition to your team. While I am passionate about history in general, I am particularly interested in ancient Greece. Nor would this be my first experience on a dig, as I am a member of the Young Archaeologists' Association and have already participated in several excavations in my local region. As a consequence, I am well aware of the combination of stamina, persistence and scientific rigour which is required in this type of work.
- 4 In terms of personal qualities, not only do I have the confidence to work autonomously when required, but I also find it easy to get on with others and work well as part of a team. In addition to having the attention to detail which this work requires, I believe that I have good problem-solving skills.
- 5 I would welcome the opportunity to form part of your team. I attach an application form and my CV and am available for an interview at your earliest convenience. Do not hesitate to contact me if you require any further information.

Yours faithfully,
Petra Markham

Use appropriate expressions to start and end your letter

Use formal language structures

2 ☆☆ Find formal equivalents for these words and phrases in the cover letter. The paragraph is given in brackets.

- | | | | | | |
|---------------------|-------|---------------------|-------|---------------------|-------|
| 1 about (1) | _____ | 4 very keen on (3) | _____ | 7 That's why (3) | _____ |
| 2 at the moment (2) | _____ | 5 really (3) | _____ | 8 independently (4) | _____ |
| 3 getting (2) | _____ | 6 taken part in (3) | _____ | 9 needs (4) | _____ |

3 ☆☆ Complete the sentences with the words in the box.

opportunity • post • relevant • response • skills • welcome

- | | |
|---|---|
| 1 I am writing in _____ to the recent job advert. | 4 I would like to gain _____ experience. |
| 2 I'm interested in the _____ advertised this week. | 5 I would _____ the chance to discuss this further. |
| 3 It would be a wonderful _____ for me. | 6 I have excellent communication _____. |

Task

Write a cover letter for one of the posts in the following advertisement. Use 220–260 words.

The Viking Centre

This historically-themed family-friendly attraction brings in visitors from Britain and abroad. It offers an interactive museum exhibit, live performances about life in Viking times, as well as a children's play area, a café and a shop.



We are recruiting the following staff for the summer months:

- Staff for the information desk and ticket sales
- Leaders for children's workshops in the museum
- Retail staff for the shop and café

Please send your CV and a cover letter indicating which post interests you and detailing any relevant skills, experience and personal qualities.

Prepare

4 Read the writing task and plan your letter. Make notes.

Position you are applying for:

Relevant qualifications, skills, work experience and interests:

Relevant personal qualities:

5 Use this paragraph plan in your letter.

Paragraph 1: Introduce yourself and say which position you are applying for

Paragraph 2: Outline any relevant formal education/other qualifications

Paragraph 3: Include information about relevant skills, work experience and interests

Paragraph 4: Highlight relevant personal qualities

Paragraph 5: Conclude by summarising what is included with the letter and invite a response

Write

6 Write your letter in your notebook. Use your notes, the paragraph plan, the writing model on the opposite page and the Writing bank to help you.

✓ Great students' tip

Writing: Purpose and register

When you are writing any type of text, it is important to think about who you are writing to, as well as your reason for writing. You need to make sure that you are using the appropriate language: formal or informal. When you finish writing, check the language you have used. Also check that the purpose of your writing is clear to the reader.

✓ Check

7 Read your letter and complete this checklist.

- 1 I have used clear paragraphing for my letter. ☐
- 2 I have opened and closed the letter in an appropriate way. ☐
- 3 I have used more formal vocabulary. ☐

- 4 I have used formal structures, such as passives and negative inversions. ☐
- 5 I have given information about relevant skills, experience and personal qualities. ☐

Writing bank

Useful expressions in cover letters

Opening and closing expressions

- I am writing in regard to/in connection with ...
- the role /position/post of ...
- I am available for an interview at your convenience.
- Please do not hesitate to contact me if you require further information.

Giving reasons for applying

- I would like to gain relevant work experience in the field of ...
- I was interested to read/hear that ...
- It would be a wonderful opportunity for me.
- I would greatly welcome the chance to ...

Describing your skills, education and experience

- As you will see from my CV, I ...
- I am confident that I am an ideal candidate for an internship with your company.
- I believe that I am an ideal candidate for the role of ...
- I feel confident that my experience volunteering in the museum last year will help me in this role.
- I have found the training I received in my previous job to be very useful.
- I consider myself to have excellent analytical and problem-solving skills.

4 FUTURE VISIONS

Vocabulary in context and reading

Support and opposition

- 1 ☆ Complete the words with the opposite meaning.

- 1 support > c with
- 2 obey > d
- 3 obstruct > f
- 4 rebel against > c to
- 5 strengthen > u
- 6 weaken > r

✓ Great students' tip

Vocabulary: Antonyms

Recording antonyms when you learn new words is a good way to extend your vocabulary. Notice how we can often make antonyms by adding a prefix, e.g. *obey* > *disobey*.

- 2 ☆☆☆ Are the following sentences logical? If not, change the word or phrase in bold to its opposite.

- 1 Being irresponsible simply **weakens** your attempts to win back your parents' trust.
- 2 The doctor had told her to rest, but she **obeyed** his orders and went to work.
- 3 Generally speaking, it's quite normal to **rebel against** your parents at some point.
- 4 The emergency services **condemned** Kim for her quick-thinking after the accident.
- 5 Far from being helpful, the committee seem intent on **obstructing** everything we try to do.
- 6 Bitter at not getting the promotion herself, Naomi set out to **strengthen** her new boss.

Vocabulary extension ☆☆☆

- 3 Complete the sentences with the prefix **pro-** or **anti-** and the words in the box.

active • ageing • biotic • freeze • hero • septic

- 1 The main character in the movie is a(n) who rebels against society.
- 2 I suggest eating some yoghurt to protect your digestive system.
- 3 Make sure you top up the in your car before the cold weather sets in.
- 4 Tom's very He doesn't just wait for things to happen to him.
- 5 You should probably put some cream on that cut to prevent infection.
- 6 When I bought Grandma some face cream, she laughed and said it was too late!

- 4 Read the text quickly and match each person (A–D) to the topics of their prediction (1–6). There are two options you do not need to use.

- | | |
|---|-------|
| 1 Trends in medicine and treatment results. | ..... |
| 2 Economic and financial trends. | ..... |
| 3 All types of changes. | ..... |
| 4 Life and society in the future. | ..... |
| 5 Trends in fashion and consumer goods. | ..... |
| 6 Changes in climate and the weather. | ..... |

- 5 17 Read the text again. For questions 1–4, choose the correct commentator (A–D). Each commentator may be chosen more than once.

Which commentator ...

- 1 agrees with commentator A that different factors lead to more precise predictions?
- 2 has a different opinion to commentator B about how thoughts and feelings should shape predictions?
- 3 share commentator B's opinion that historical information is useful when making predictions?
- 4 feels more optimistic about the role of A.I. in the future than two other commentators?

- 6 Match the underlined words and phrases in the text to the meanings.

- | | |
|---|-------|
| 1 the amount of water in the air | ..... |
| 2 current, in progress | ..... |
| 3 preventing people from doing what they want | ..... |
| 4 changes | ..... |
| 5 a feeling in favour of one side of an argument, often not based on fair judgement | ..... |
| 6 be attracted to something | ..... |
| 7 on a large scale | ..... |
| 8 making a simple description of a complex process to use for analysis | ..... |



Critical thinkers

- 7 Which of these opinions about predicting the future express advantages (A)? Which express disadvantages (D)?

- | | |
|---|-------|
| 1 It can help us plan and prepare. | A / D |
| 2 It can lead to feelings of anxiety. | A / D |
| 3 We can think of creative solutions to potential problems. | A / D |
| 4 They can be inaccurate and can waste time and money. | A / D |
| 5 We can make optimum use of resources. | A / D |
| 6 People might feel resigned to what has been predicted. | A / D |

FORECASTING THE FUTURE

Four people whose jobs involve predicting the future tell us about their work.

A I work in a lab where we conduct all kinds of research in order to predict the weather. This includes longer term shifts in the climate as well as what is likely to happen in the next few years and how that will impact on things like agriculture. It's not so much about what the weather is going to be tomorrow – we're looking at bigger trends. We collect and process a tremendous amount of data, probably 10,000 times as much as we worked with just 20 years ago. This data includes a whole range of different factors, including temperature, wind speed, air pressure and humidity. But for me, the most significant thing is that scientists are not only using today's data to predict future change. Researchers in China have been taking samples from rock formations in caves, which – fascinatingly – have been used by scientists at the University of Minnesota to chart what's been happening in terms of rainfall for the past half-million years. This can then be used as a way to establish rain cycles over the past centuries, which can help us identify patterns and predict what's to come. It's quite thrilling.



B As a science-fiction writer, obviously a lot of what I do is about imagining a future point in time and predicting how people will be living then. It's not prediction in the scientific sense, based on reliable data, but I do find that I am drawn to observing current trends and anticipating where they may take us. I also actively follow research into new technologies and developments in science. Things which are only just starting to emerge can form the basis for the future worlds I create. There are two other things that inform my predictions. The first is looking back at big movements in history, things like the Industrial Revolution or the World Wars, in order to see how they re-shaped society, and then trying to apply that to ongoing trends. The other thing is identifying people's current fears. In my view, a lot of people like reading about dystopian futures precisely because they focus on the things that are worrying us now, such as artificial intelligence and the very real potential for conflict between humans and robots.



C Medical predictions take place on two different levels. At a macro level, you can look at global trends. A clear example would be the coronavirus pandemic. When it first started in 2020, governments were desperate for predictions about how long it would last and how serious it would get. Obviously, these were essential to inform their decisions about things like introducing restrictive measures and investing in everything from masks and protective equipment to pre-buying vaccines, before they had even been invented. On a smaller scale, we try to predict the likely outcome for a patient of a particular type of medication or course of treatment. To do this, we need to take account of a wide range of factors, from family history to all types of signs and symptoms. Here, we've seen that the predictive skills of humans and AI can really complement each other. Looking ahead, I'm hopeful that combining these skills is the optimum way to provide us with the best quality predictions and ultimately the best outcomes for patients.



D I work for an agency specialising in super-forecasting. We are hired by companies, governments and international organisations to make reliable predictions about all sorts of future trends. We might be looking at what is likely to happen in politics, or things like the impact that artificial intelligence is going to have on the labour market – how many jobs it will replace, what will happen to society as a result, and so on. Super-forecasters come from all kinds of backgrounds. Obviously, a certain number come from fields like computing, and mathematical modelling is certainly one way to go about making predictions. But some forecasters don't have a maths background: in fact, it's been proven that there are other qualities which also facilitate accurate forecasting. These include being open-minded and able to consider a problem from different angles rather than jumping to a conclusion. It's important for me to limit my thoughts about the future to proven facts and to avoid any personal bias I may have: my findings need to be based on fact, not opinion.



Future forms

- 1 ☆ Read the conversation between two scientists. Match the future forms (a–k) to their functions (1–10).

A: Hi, Felix. Doctor Carr said you guys are **(a) on the verge of making** a big breakthrough.
 B: I hope so. **(b) We're likely to get** the latest test results this afternoon. **(c) I'm going to watch** my email all afternoon until they arrive.
 A: **(d) You're bound to be** nervous, but considering all the progress you've made **(e) it's going to be** fine. Incredible to think that this time last year you were worrying that **(f) you weren't going to get** the funding to even do the research.
 B: Exactly! I never thought things **(g) would turn out** so well. Anyway, the first phase of the project **(h) will be** completed next week and the clinical trials **(i) start** next month. **(j) We're having** a meal to celebrate. Please tell your team.
 A: Thanks – **(k) I'll let** the people in my lab know.

- 1 express general plans and intentions
- 2 talk about the future in the past
- 3 refer to schedules and timetables
- 4 make decisions about the future at the time of speaking
- 5 talk about fixed arrangements
- 6 talk about a probable future outcome
- 7 refer to something about to happen in the near future
- 8 make predictions based on evidence
- 9 make factual predictions about the future
- 10 say something is extremely likely to happen in the future

- 2 ☆☆ Choose the best answer.

- 1 Be quiet! The lecture
 a is going to start.
 b will start.
 c starts.
- 2 Next Saturday we my cousins.
 a see
 b are going to see
 c will see
- 3 I was in a panic as I thought we late.
 a were going to be
 b will be
 c are going to be
- 4 The plane at Heathrow at 10 am tomorrow.
 a arrives
 b would arrive
 c will arrive
- 5 Look at the sky. It before we reach the hostel.
 a is going to rain
 b is raining
 c is on the verge of raining

- 3 ☆☆☆ Complete the advertisement with the correct form of the verbs given. Sometimes more than one answer is possible.

FUTURE Scientists' Camp



(1) you (do) anything exciting this summer? You could be! Why not sign up for Landers Future Scientists' Camp? This summer, our College (2) (welcome) all those interested in making a future in the world of science. The camp (3) (begin) on 1st August. A team of professional scientists (4) (be) on hand to lead sessions. This course is a must if you (5) (study) science at university in the future and we can assure you that you (6) (have) an amazing time. Here's what some of last year's participants thought: 'I thought we (7) (have) a lot of theoretical sessions, but it turned out to be very practical.' 'With great facilities and helpful staff, you (8) (bound/love) this excellent summer camp.' Places (9) (likely/be) in demand, so don't delay. Download your application form today.

Grammar challenge ☆☆☆

- 4 Find and correct six mistakes in the text.

If you have looking for a career with guaranteed future employment, you should strongly consider a degree in gerontology. This is the study of changing needs in adults which are aging and how society will need to adapt to a population which will be a big deal older than the one we know today. It is estimated that the number of people in the United States over the age of 65 is doubling by 2060. As a consequence, we are likely seeing an increase in support services for the elderly. Not will you study a fascinating degree, but you will also find excellent employment opportunities on graduating.

- | | |
|---------|---------|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |

Developing vocabulary and listening

Word formation – suffixes

1 ☆ Which word does **not** use the same suffix to form an adjective in each group?

- 1 breath, fear, collaborate
- 2 event, sense, success
- 3 environment, harm, practice
- 4 science, economy, sensation
- 5 receive, produce, peace
- 6 academy, access, comprehend

2 ☆☆ Complete the sentences with the correct form of the words given.

- 1 What's the _____ (likely) of this meeting finishing on time, do you think?
- 2 Can you just give me a few minutes to _____ (familiar) myself with the programme?
- 3 Our two companies are joining together in a spirit of _____ (partner) and co-operation.
- 4 We were greatly _____ (sad) to hear of the death of our dear colleague, Bill Watts.
- 5 Amelia's _____ (eager) is one of the reasons she got the job.
- 6 Can you _____ (simple) the language a bit? It sounds very formal.
- 7 I'm sorry, but I fail to see the _____ (relevant) of that comment to our conversation.
- 8 I know she's been suffering from _____ (anxious) in the run-up to the exams.

3 18 ☆ Look at the photo. Where is the person? What is he doing? Listen to the radio programme and check your answers.



4 18 ☆☆ Listen again and choose the best answers.

- 1 What does Jeremy say about the Millennium Seed Bank?
 - a It is closed to the public.
 - b It stores seeds from over 100 different countries.
 - c It stores its seeds below ground level.
- 2 What happens in a seed bank?
 - a Conditions are maintained so that seeds can be kept for over a century.
 - b New plants are grown from existing seeds.
 - c Light and heat are carefully controlled to preserve the seeds.

3 What did Nikolai Vavilov do?

- a He founded a research centre which closed after the Second World War.
- b He was praised by the authorities in the Soviet Union.
- c He travelled widely in search of plants and seeds.

4 The Pavlovsk Research Station is special because it ...

- a holds 90% of the world's seeds and planted crops.
- b is the biggest collection worldwide.
- c has a large number of varieties of some plants.

5 What is the Australian Seed Bank Partnership or ASBP?

- a The owner of one third of the seed banks in Australia.
- b The organisation that recently finished the '1000 species project.'
- c An organisation focussed on the preservation of plants native to Australia.

6 It is important to continue to preserve seeds ...

- a because we need to be able to eat them if other crops disappear.
- b to prepare for a possible future catastrophe.
- c because so far only the seeds of 100,000 species have been stored.



Critical thinkers

5 Which aims relate to regional (R) seed banks and which to global (G) seed banks?

- 1 Preserve the heritage of a particular area. R / G
- 2 Preserve plants which only grow in regions where there is conflict or war. R / G
- 3 Protect local plants in case of damage by invasive species. R / G
- 4 Provide a back-up in case one part of the world is affected by a pest or fungus. R / G
- 5 Avoid the risks of seeds in one bank being lost, for example by an extreme weather situation. R / G

Vocabulary extension ☆☆☆

6 Complete the table with the correct verbs, adjectives and nouns.

Verb	Adjective	Noun
(1)	(7)	conclusion
(2)	(8)	danger
prefer	(9)	(12)
(3)	inflatable	(13)
(4)	(10)	origin
(5)	(11)	sympathy
(6)	believable	(14)

Advanced future forms

1 ☆ Look at the sentences and the forms in bold. Write the tense.

- By this time next year, we'll **have collected** seeds from over 1,000 plant species.
- The prime minister **will be visiting** the seed bank on Wednesday afternoon.
- In April, we **will have been working** on the collection project for three years.

2 ☆☆ Choose the correct alternative.

- A: How long have you been at the company?

B: In September I'll have been working/ be working here for five years.
- A: Are you going to be in the office tomorrow?

B: No, I'll have travelled/be travelling all day but you can reach me on my mobile.
- A: The builders say they'll have finished/ be finishing the wall by 5 pm tomorrow, but I have my doubts.

B: I hope so – they'll have been working/ have worked on it for five days.
- A: By this time tomorrow, will you and Ed be arriving/have arrived at your hotel?

B: Yes – while you're here working, I will be lying/have been lying on the beach!

✓ Great students' tip

Grammar: Looking for fixed expressions
When doing word ordering activities, it can be helpful to look for fixed expressions, such as *this time next week*, *on my own* and *in terms of*.

3 ☆☆ Put the words in order to make sentences.

- by / I'll / have / dinner / 8.00 / finished / .
- been / all / doing / We'll / have / exams / week / .
- this / arriving / What / will / time / you / home / evening / be?
- time / school / week / we'll / be / end / celebrating / of / next / the / This / .
- population / world's / years / have / the / In / will / quadrupled / 100 / .

4 ☆☆ Complete the text with the correct future perfect simple, future continuous or future perfect continuous form of the verbs given. Sometimes more than one answer is possible.

Latest news Articles More ▾

Future-proof foods

We all know that food goes off after a time and we check use-by dates before we eat things. So which foods actually last the best?

Leave some bread at room temperature and within a few days mould

(1) (grow).

The same thing would happen if you put the bread in a sealed box because of

the microbes which (2) (already/

live) on the bread before you put it inside. Eat some meat left lying around and you (3) (complain)

of a stomach ache a few hours later. Without some form of preservation, a lot of food (4) (go

off) in a matter of days. But if you leave some honey out, even for months, when you look at it again, no microbes

(5) (grow) during that time, due to the high sugar content.

Probably the safest foods to eat after any length of time are those which have been specially designed for space travel or for the army. These (6) (be) dehydrated and vacuum packed and many will last up to three years. So, if you're looking for 'future-proof' foods, these are the ones to try.



Grammar challenge ☆☆☆

5 Rewrite the sentences using the word given.

- I'm sure Reg will be late. (bound)
Reg
- I had no idea that the bus had already left. (know)
Little
- I've been living in this town for eight years. (will)
Next year,
- We didn't know if we would survive the ordeal. (going)
We
- Don't bother going to Jed's house after five. He's leaving before then. (already)
Don't bother going to Jed's house after five because
- My friends' house overlooks the river. (whose)
I've got
- We don't expect the parcel to arrive before Wednesday. (Tuesday)
The parcel will
- Tigers are almost extinct. (verge)
Tigers

Developing speaking

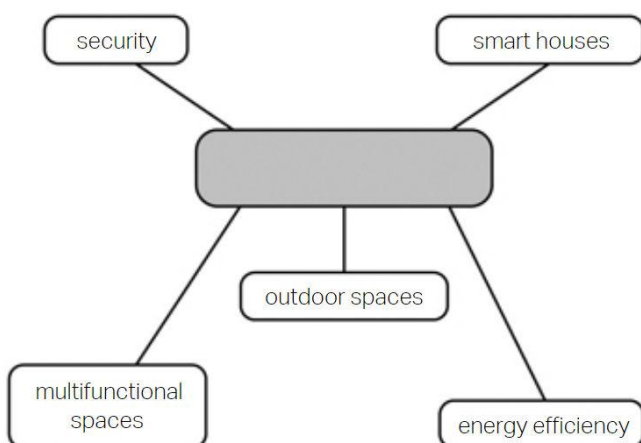
Collaborative tasks 1

1 ☆ Tick (✓) the things you should do in a collaborative task.

- 1 Ask your partner's opinion and get them involved. ☐
- 2 Take a long solo turn. ☐
- 3 Check instructions if you're not sure what to do. ☐
- 4 Do the task the examiner sets you. ☐
- 5 Extend and give your own opinion. ☐
- 6 Just give one- or two-word answers. ☐
- 7 Learn expressions you can use to interact. ☐
- 8 Worry if you don't have time to speak about every point. ☐

2 🎧 19 ☆☆ Look at the areas for discussion in the collaborative speaking task diagram. Choose the correct discussion question. Then listen and check.

- A: What matters to you most in a home?
 B: How will the home of the future be different from where we live now?
 C: Home is where the heart is. Do you agree?



3 🎧 19 ☆☆ Listen again and make notes on the candidates' opinions.

Smart houses	
Energy efficiency	
Security	
Outdoor spaces	
Multifunctional spaces	

4 ☆☆ Complete the sentences with the words in the box.

consider • honest • might • reminds • right • share • take • thinking

Inviting your partner's response

- 1 What's your _____ on ...?
- 2 Am I right in _____ that ...?
- 3 Do you _____ my opinion on ...?

Responding to your partner's comment

- 4 I guess that's _____
- 5 I suppose that _____ be true.
- 6 Let me _____ this for a moment.
- 7 To be _____ that's something I've never thought about before.
- 8 What you said _____ me of ...

Pronunciation

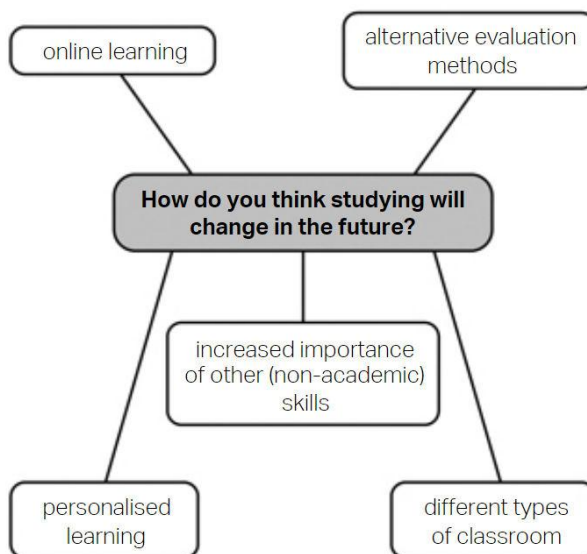
5 🎧 20 ☆☆ Listen and repeat the following questions. Decide if each has a rising or a falling intonation.

- 1 What's your take on that?
- 2 Does that exist?
- 3 Do you share my opinion?
- 4 Am I right in thinking you live in a flat?
- 5 How do you feel about it?

6 ☆☆ Choose the correct alternatives.

We generally use *rising/falling* intonation for *wh-* questions and *rising/falling* intonation for Yes/No questions.

7 ☆☆ Prepare to take part in a collaborative task. Look at the diagram and make notes in your notebook on each point.



8 🎧 21 ☆☆☆ Listen to a student giving their opinion on each point in 7. Pause after each point and respond with your opinions and ideas. If possible, record yourself.

Developing writing: an academic essay

Vocabulary – The Internet and online communication

1 ☆ Complete the text with the correct form of the words in the box.

digital footprint • cookie • cybercriminal • privacy setting • browse



Common sense practices for a digital age

(1) the Internet to look for information is a simple business, but in order to explore safely, there are a few basic things you need to do. By law, you will now receive an alert when webpages want to use (2) to track your history. Nevertheless, it's all too easy to press 'Accept all', thus allowing companies to follow your (3) and provide you with targeted advertising. In most cases, this is an annoyance more than a threat, and the work of advertising managers rather than (4), but it's still worth spending a minute adjusting your (5) to ensure you're not giving away more information than you want.

2 ☆ Read the essay question and the essay below. Then match the writer's notes (a–f) to the paragraphs (1–5) where the information can be found.

- | | |
|--|---|
| a acceptance of online banking and cashless payment | 1 Introduction to topic and writer's opinion |
| b big changes past 15 years | 2 Answer to the first part of the question with reasons and examples |
| c changes will continue and more changes will come | 3 Answer to the second part of the question with reasons and examples |
| d need to be aware of the risks and work to address them | 4 Further points in response to second part of the question with reasons and examples |
| e new threats including cybercrime | 5 Conclusion restating main points and writer's opinion and solution |
| f problems for older people and the poor | |

Write about the following topic.

Banking and the way we use money is changing radically. To what extent do you agree and can you see any associated problems?

Give reasons for your answer and include any relevant examples from your own knowledge and experience.

Use a clear paragraph structure

Use formal structures like negative inversion and passives

- 1 Little did we think 15 years ago, that we would see such a change in the way the public uses money. Few people today enter a high street bank or pay by cheque. Not only do I feel that these changes are here to stay, but also that our use of money is likely to change further. Nevertheless, we should not overlook the consequences this will have on different members of society.
- 2 With regard to the changes which have taken place, online banking seems to me to be one of the most important, because it is so widely accepted. Moreover, thanks to technological tools, we have seen in a short space of time the introduction of new forms of payment, meaning that we are now on the verge of being a cashless society.
- 3 Despite the fact that I see this as a positive thing on many levels, there is no doubt it leaves us more vulnerable to cybercriminals. Consequently, alongside the benefits of not carrying cash or queuing at the bank, we have to accept that the more we use technology, the greater the risk of threats such as identity theft.
- 4 Another thing I feel is often overlooked is the danger that some people will be left behind. The elderly will miss the human contact and clarity of face-to-face banking and moreover, may lack the technological confidence to conduct their banking online. Additionally, poorer members of society may lack the devices needed to function in a cashless society.
- 5 While banking has undeniably undergone radical changes, it is important that we bear in mind that this situation brings with it new risks, both to our own security and to more vulnerable members of society. Only by addressing these issues can we ensure that progress is advantageous to all.

Use synonyms to avoid repetition

Use appropriate linkers to connect your writing and guide the reader

3 ☆☆ Choose the expression which does **not** have the same function in each group.

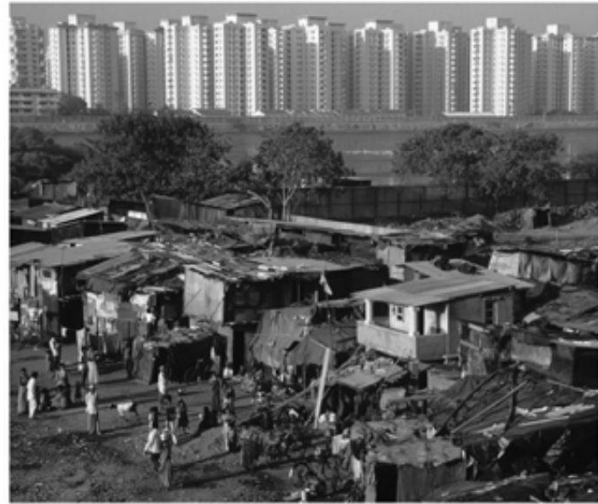
- | | | | | | |
|------------------|--------------|------------------|-----------------|-------------|--------------|
| 1 With regard to | Consequently | On a wider scale | 3 Nevertheless | However | Moreover |
| 2 That is why | Despite this | For that reason | 4 Another thing | Furthermore | First of all |

Task

Write an academic essay on the following topic.

Some people believe that technology is increasing the gap between rich people and poor people. To what extent do you agree and how can we address this problem?

Give reasons for your answer and include any relevant examples from your own knowledge and experience. Write between 220 and 260 words.



Prepare

4 Read the writing task and plan your academic essay. Make notes.

1 Ideas and examples that support the statement:

2 Ideas and examples that contradict the statement:

3 Possible solutions (if any):

5 Use this paragraph plan for your essay.

Paragraph 1: Introduction

Paragraph 2: Answer the first part of the question with supporting reasons and examples

Paragraph 3: Answer the second part of the question with supporting reasons and examples

Paragraph 4: Further points in response to second part of the question

Paragraph 5: Conclusion

Write

6 Write your essay in your notebook. Use your notes, the paragraph plan, the writing model on the opposite page and the Writing bank to help you.

Check

7 Read your essay and complete this checklist.

- 1 I have used clear paragraphing for my essay.
- 2 I have answered the question, supporting my ideas with reasons and examples.
- 3 I have used appropriate linkers to organise the essay.
- 4 I have used more formal language such as negative inversion and passives.
- 5 I have used synonyms to avoid repetition.

☐☐☐☐☐☐

Writing bank

Useful expressions for academic essays

Expressing contrast

- Nonetheless/Nevertheless,...
- Despite the fact that ...
- However, ...
- Despite this, ...

Ordering arguments

- With regard to ...
- First of all, ...
- On a wider scale ...
- Finally, ...

Adding arguments

- Another thing, ...
- Moreover, ...
- Furthermore, ...

Giving reasons

- Consequently, ...
- That is why ...
- For that reason, ...

Grammar

1 Rewrite the two sentences as one sentence using the word given.

- Bernie and Lou knew each other for several years. Then they became close friends. (before)
Bernie and Lou
- We talked about our summer plans. The idea of going to Prague came up. (while)
The idea of going to Prague
- I read the book before seeing the film. I knew how it was going to end. (because)
I knew how the film was going to end
- I went for a run. My phone slipped out of my pocket. (while)
My phone
- Lynne called me at 8 pm. I started studying at 6 pm and continued until she phoned. (been)
By the time Lynne

2 Choose the correct alternative.

- Not once did he thank/Not did he once thank us for everything we had done.
- Only after met I them/I met them did I remember where I had seen them before.
- Not only were you late and/but you also behaved really rudely to our hosts.
- Under no circumstances you should/should you arrive late on the day of the exam.
- No sooner had the film started than/that the man next to me started coughing.
- Little she did imagine/did she imagine what an important day this was going to be.

3 Correct the mistake in each sentence.

- I haven't been finishing any of the books you lent me yet.
.....
- Fiona is the most responsible person I've never met.
.....
- I swam for nearly an hour today. I wasn't doing that since I joined the swimming club.
.....
- Hardly ever I have eaten such a delicious meal.
.....
- The boy about who I told you is standing over there.
.....

Vocabulary

1 Complete the adjectives in the sentences. The first letter is given.

- It's a bit c..... to say that people only volunteer because it looks good on their CV.
- The owner of the house didn't sound very t..... so there was no way I was going to send money for the rental without seeing it.
- The photograph of the Loch Ness Monster was a hoax, but lots of g..... people believed it.
- Betsy seems g..... enough but do you think we can trust her?
- The service is very r.....: the trains always leave and arrive on time.

2 Choose the correct alternative.

- Jack is supposed to be away this week, but I just saw him in town. It just doesn't
a make up b carry out c add up
- Rafael is going saying that we've got an exam tomorrow. Is it true?
a around b off c away
- Lucy didn't use to be good at physics, but she's now top of the class. How did that come?
a up b to c about

- People said that Bea would never act professionally, but she set to prove them wrong.
a off b out c up

- The plan wasn't our idea in the first place, but we were the ones who carried
a out it b it out c out
- Even if you feel like giving up the violin sometimes, you should stick
a out it b it out c out

3 Complete the sentences with the correct form of the words given.

- When denim came into fashion, some thought it was just a (pass) trend.
- The idea of having one job your whole life is now quite (date).
- Getting into Yale was quite an (accomplish).
- People often (estimate) just how long it takes to learn a language.
- Thanks so much for your help – it's been (valuable).
- That long silence during the interview made everyone in the room feel really (comfort). It seemed to last forever!

1 Choose the correct alternative.

- I think she's upset. She looks bound to cry/on the verge of crying.
- According to the timetable, the train gets in/ is getting in at six.
- The exam was more difficult than they thought it was being/would be.
- Katia is having/will have her hair cut on Saturday.
- I'd no idea Phil was in hospital. I'll give/I'm giving him a call this evening.
- Caroline's going to have/likely to have a baby later this year.

2 Complete the sentences with the correct form of the verbs given. Use the future simple, future continuous, future perfect or future perfect continuous.

call • eat • live • shop • sleep • work

- Trish much all day, so she's bound to be hungry.
- Martin will be tired tonight. He all day.
- I have to go now. I you later.
- Don't phone after 11. I as I have to get up at six tomorrow.
- By the time Lukasz goes back to Poland in May, he abroad for ten years.

3 Choose the correct alternative.

- So many people in class today that I couldn't hear a thing.
 - talked
 - were talking
 - have been talking
- Ollie a fuss when he heard the news. That's typical of him.
 - will make
 - was always making
 - would make
- Vicki is older than the rest of the class but only by about a month.
 - slightly
 - by far
 - considerably
- I can't find my headphones. What with them?
 - have you done
 - had you done
 - have you been doing
- I had to explain that I my homework at home by mistake.
 - have left
 - had left
 - was leaving
- That's the girl mobile was stolen yesterday.
 - who
 - who's
 - whose

Vocabulary

1 Write the words for the definitions. The first letter is given.

- u: make somebody's confidence or authority gradually weaker
- c: say publicly that you think an action is the wrong thing to do
- d: refuse to obey or show respect for authority or a rule
- r: add to and strengthen an idea, etc.
- o: do what you are told or expected to do
- f: make it easier for others to do something
- o: deliberately prevent somebody/something from doing something
- c: seriously argue or disagree, often publicly

2 Complete the sentences with the correct form of the words given.

- Given the (likely) of heavy traffic, we should probably set off early.
- Luke has set up a (partner) with two physiotherapists he met in college.
- We couldn't do the experiment because the lab lacked the correct (equip).
- Her essay was badly written and to be honest fairly (comprehend).
- Carlos's (eager) is unfortunately not matched by his skill on the football pitch.
- The lake is remote and (access) by road, so you have to hike to get there.

3 Complete the words with the missing vowels.

- n c r s ngly
- d b t f l
- f c l t t
- h r d l
- r n f r c
- s c p t c l
- b s t c l
- n t r n d
- r d l
- m s t - h v

Vocabulary in context and reading

Getting meaning across

1 ☆ Choose the correct alternative.

- Clive tends to imply/drone on in meetings and he fails to pick up on social cues/hints.
- My boss is often quite mumble/vague about things so it can be hard to convey/interpret exactly what she means.
- I asked our maths teacher for a hint/cue on how to solve the problem, but she seemed to imply/hint that I ought to know without her help.
- When I asked you to imply/convey your apologies, I didn't expect you just to mumble/drone on 'Sorry, mate'.

2 ☆☆ Complete the sentences with the correct form of the words in the box.

convey • drone on • hint • interpret • mumble • vague

- That lecture was so boring. She just I thought it would never end.
- The man gave us rather directions, so we had considerable difficulty finding the hotel.
- Try to speak more clearly. Grandma can't understand you if you keep
- I'm not quite sure how to this email. What do you think it means?
- I'd like to my thanks to the Student Union committee for all their hard work.
- I have no idea what to get him for his birthday. I wish he would drop a

Vocabulary extension ☆☆☆

3 Complete the sentences with the words in the box.

appeal • claims • guidelines • proverb • quote • tribute

- The police have made a(n) for any witnesses to come forward.
- In her speech, the headteacher paid to all Lilian's hard work over the years.
- The admissions department will be issuing some on how to complete the new enrolment form.
- Evelyn began her essay with a(n) from Martin Luther King Jr.
- Daniel is so wise – he can come up with a(n) for any occasion.
- The company had made some exaggerated about the quality of the new model.

4 Read the article. Choose the correct heading (1-6) for each paragraph (A-F).

- Time spent planning is a great investment
- The best advice is to ignore advice
- A skill for everyone
- Practice makes perfect
- Be aware of who you're speaking to
- Take a good look at yourself

5 22 Read the article again and choose the best answers.

- Which two problems that people have with public speaking are highlighted by the writer?
 - becoming nervous and suffering from stage fright
 - not taking the audience's background knowledge into account
 - standing in a place where the audience can't see
 - droning on and boring the audience
 - a tendency to speak too quickly
- Which two pieces of advice does the writer offer for successful public speaking?
 - include information the audience will find memorable
 - get the advice of a public speaking coach
 - find an approach that works for you
 - don't use any notes
 - ask another person to watch a film of your speech

6 Match the underlined words and phrases in the article to the meanings.

- clarify meaning by repeating something
- try to persuade someone to agree to something
- think about something so you fully understand it
- a description of the main features
- a practice for a talk, play, show etc.
- make a formal speech to a group of people



Critical thinkers

7 Which statements are good pieces of advice for public speaking?

- Get the audience's attention quickly.
- Tell lots of jokes.
- Read directly from a prepared speech.
- Don't write a lot of text on your slides.
- Focus on one person in the audience.

How to become a *great public speaker*

A

Public speaking is something that most of us will have to do at one time or another. It's now increasingly common for students to present projects in an academic context; and of course, if you're planning to be active in the business world, presentations will be very much part of your day-to-day tasks, whether in an internal context, such as reporting the work of your team or in representing your company, such as pitching a new idea to a potential client. But public speaking is not restricted to the academic or professional fields. You might be called upon to make a speech at a family celebration or to a team you play with. It is therefore important that all of us have some ideas about the dos and don'ts when it comes to speaking in front of other people.

B

One of the key factors which determines what you should say and how is your audience. Don't overlook their knowledge of the subject matter, their interests and their relationship to you and to each other, as these factors will all affect the content of your speech and the way you deliver it. If you were a scientist, you wouldn't address a group of high school students in the same way as you would a conference of biochemists, for example. Connecting with the audience from the start is also vital. According to one coach, you have just 30 seconds to get the audience's attention.

C

Preparation is essential to success. In terms of content, you're more likely to engage the audience if you include interesting facts, entertaining stories or amusing anecdotes: these are the types of things that people will remember. You also need to think about your materials. It's always better to speak from notes than to read a speech and if you are projecting a presentation, think carefully about the visual elements. How much text to include and how to make the best use of images are key questions you need to consider. Make sure you guide your audience: this may mean giving an overview of the talk at the start or using section headings to indicate when you're moving on to something new. It's also important to recap and use repetition periodically in order to drive home your main points. You may find a summarising slide at the end to be particularly useful.

D

The more familiar you are with your talk, the more confident you will feel when you come to deliver it. Plan well in advance so that you have time for several run-throughs. Not only will this enable you to become less dependent on your notes, and therefore more able to make eye contact with the audience, but you'll also become more aware of the best way to convey your meaning, by identifying key words to stress, and where to pause to give the audience time to digest content. It'll also help you have a better idea of timing, which is especially important if your talk needs to be a specific length.

E

One of the best pieces of advice is to record yourself. This is really easy to do, using your mobile phone or webcam. This gives you a chance to look at yourself with a critical eye and is a fantastic way to see if you're mumbling or speaking clearly at an appropriate speed. Many of us are inclined to rush, but you're more likely to become aware of the need to slow down if you see it yourself than if someone tells you. Filming yourself also gives you a chance to take a close look at your body language. We are often unaware of gestures we make or if our posture is appropriate. Though admittedly watching yourself on video might make you feel a little uncomfortable at first, it's surely far better to identify any areas for improvement yourself, than to be unaware they even exist. It's also a good way to see if your chosen outfit looks suitable for the occasion.

F

Now you've finished reading this article, I'm actually going to tell you to forget everything I've said! The most important thing is to be yourself. One public speaking coach actually implies that training is a bad idea as she feels there's a danger that it can make people look artificial or become overly self-conscious. It's also true that most of us will revert to our natural tendencies, whatever advice we get. Perhaps the best thing to recognise is that in public speaking, as in so many other things, there is no one right method. With experience all of us can find the way that works best for us and learn to speak with confidence.



Review of conditional forms

1 ☆ Choose the correct alternative.

- If you happen to/happened to see Julian, can you tell him I need to speak to him?
- If we're going/we were going to get the early bus, we should probably leave now.
- If Sian hasn't left/hadn't left her passport on the bus, she wouldn't have missed the flight.
- If Lucy were/would be here, she'd love this.
- If the team played/had played better, they'd have won the match.
- We are bound to be late, if the traffic isn't/is bad.
- We wouldn't/might not have any homework this weekend, if we're lucky.
- When I leave/I'll leave school in the evening, it's still light outside.

2 ☆☆ Add the missing word to each sentence.

- If she'd helped me with my maths, I might felt like giving her a hand with English.
.....
- If we known about the concert, we could all have gone.
.....
- If your computer is old, you consider getting a new one.
.....
- If you should to see Lenny, can you give him his headphones?
.....
- We wouldn't be in this mess if it not for Jamilla.
.....

3 ☆☆ Choose the correct sentence in each pair.

- a If you will insist on interrupting, I'll have to ask you to leave.

b If you will get there before me, can you switch on the air conditioning?
- a If I would know how to fix it myself, I wouldn't be taking it to be repaired.

b If Jake would only listen, I'm sure I could help him.
- a If they will wait any longer, they're going to miss the start of the show.

b If you'll just wait here a moment, I'll get someone to come and speak to you.
- a If you had listened to the directions, we hadn't got lost.

b If you could just hold on for a minute, I'll try to find someone to help you.
- a If it should rain tomorrow, we'll have the party in the house.

b Happens Carl to call, please pass on my message.

4 ☆☆☆ Complete the text with the correct form of the verbs given.



Group Interviews

At a recent job interview, I was surprised to find myself in a room with five other candidates. But when an HR manager (1) (have) 30 candidates to see, it (2) (make) sense for him or her to conduct group interviews. The thinking is also that in general, if a candidate (3) (be) good, they (4) (be able) to make an impression, even in a group. How you present yourself and the role you take in a group interview will depend on the job. Let's imagine you were going for an interview that (5) (be) for a post as a sales executive. In that case, you (6) (need) to show you can talk, but in other contexts, working together would be more important. As for the interview I went to, looking back, I think I (7) (might/perform) better if I (8) (know) what to expect in advance. So next time I (9) (get) invited to an interview, I (10) (definitely/find out) the format first.

Grammar challenge ☆☆☆

5 Choose the correct alternatives.

- Leo to get an appointment online all morning.

a has tried b has been trying

c is trying
- Seldom such a thoroughly charming young man.

a did I meet b I have met

c have I met
- You to update your CV if you're thinking of looking for a new job.

a might want b had wanted

c would want
- This summer I'll Pilates for five years.

a have been doing b be doing

c have done
- First we stayed in Oban, is on the west coast.

a that b - c which
- If you here, someone will be with you in a minute.

a waited b should wait

c would wait

Developing vocabulary and listening

Expressions with *communication* and *voice*

1 ☆ Match the expressions to the definitions.

- 1 lower your voice
- 2 speak with one voice
- 3 means of communication
- 4 at the top of your voice
- 5 breakdown in communication
- a a difficulty in understanding each other
- b as loudly as possible
- c share the same opinion
- d a way to contact someone
- e speak more quietly

Expressions with *say*, *speak* and *tell*

2 ☆☆ Complete the sentences with the correct form of *say*, *speak* or *tell*.

- 1 To you the truth, I've never been a big fan of sushi.
- 2 I think it was very brave of you to out against the coach like that.
- 3 Sorry, I think I interrupted you. What were you about to
- 4 Which of these two colours is lighter? I can't the difference.
- 5 I was so angry I didn't trust myself to in case I was rude.
- 6 You know what I think. I have nothing further to on the matter.
- 7 I hate to 'I you so', but I did try to warn you.

3 23 ☆ Listen to a radio programme about puzzles. Tick (✓) the topics the speakers discuss.

- a Puzzles and dementia. ☐
- b Puzzles and remembering language. ☐
- c Comparing the benefits of different puzzles. ☐
- d The history of puzzles. ☐
- e Other skills of people who do puzzles. ☐
- f International puzzle competitions. ☐
- g The positive effects of puzzles. ☐

4 23 ☆☆ Listen again. Choose the best answers.

- 1 Nathan ...
 - a doesn't know the meaning of the word 'cruciverbalist'.
 - b prefers Sudoku to crosswords.
 - c never does crosswords.
 - d thinks he's good at doing crosswords.
- 2 What does recent research show about the effect of crosswords on dementia?
 - a They can help prevent the disease.
 - b Research supports the idea that doing crosswords can slow its progress.
 - c They can't reverse this type of condition.
 - d They keep the brain active and improve the condition.

- 3 Which is not a benefit of doing crosswords or playing Scrabble™?
 - a It can stimulate the part of the brain where language is stored.
 - b It can make your short-term memory better.
 - c It will help your eyes focus better.
 - d It can improve your ability to integrate different types of information.
- 4 The first crossword puzzle ...
 - a was designed by a professional puzzle inventor.
 - b had the same name as now.
 - c was a different shape to crosswords today.
 - d was an immediate success in the UK.
- 5 What did the University of Buckingham compare?
 - a The abilities of over 30 people.
 - b The abilities of crossword champions.
 - c The different types of brain needed to solve a cryptic clue.
 - d The connection between a talent for crosswords and the ability to reason logically.



Critical thinkers

5 Match the game to the skills involved.

- 1 Sudoku
- 2 Scrabble
- 3 Trivial Pursuit™
- 4 Jigsaw puzzles
- a vocabulary
- b spatial awareness, memory
- c memory, logic and reasoning
- d general knowledge

Vocabulary extension ☆☆☆

6 Match the idioms in bold with the definitions.

- 1 Claude and I are **on the same wavelength**. We understand each other perfectly.
- 2 I **heard on the grapevine** that you've been given a scholarship. Congratulations!
- 3 The introductory chapter of the book explains everything **in a nutshell**.
- 4 OK, don't **beat about the bush**. Just tell me directly.
- 5 I think we're **talking at cross purposes**: I'm talking about Meena, not her mother.
 - a in a brief, concise way
 - b delay saying something by talking indirectly or about other things
 - c think you are discussing the same thing when in fact you aren't
 - d have the same opinions and tastes
 - e hear something passed from one person to another

Advanced conditional forms

1 ☆ Complete rules 1–5 with the words and phrases in bold in sentences a–f.

- When applying to university, it's important to have a Plan B **in case** you don't get your first choice.
 - You can wear quite casual clothes in this company **provided that** you don't wear scruffy jeans.
 - Even if** you're not comfortable speaking in public, it is a skill most people need to master.
 - You should start a letter of application 'Dear Sir/ Madam' **unless** you know the name of the person you're writing to.
 - I said Georgia could sit in on your presentation, **as long as** that's OK with you?
 - Supposing that** Mr Simpson agrees to see us, would you be prepared to come and represent the class?
- We use to imagine a possible future situation.
 - We use to indicate being ready for a possible future development.
 - We use and to mean *only if* and to say what is necessary for an action to happen.
 - We use to mean *if not* and to talk about conditions without which an action will not happen.
 - We use to talk about a result that will happen whether or not the condition is true.

2 ☆☆ Choose the correct alternative.

- You must go ahead and start the meal in case/ even if I'm late.
- My mum will be able to pick us up provided that/ unless she's working late.
- If they offer me the job, I'll take it as long as/ supposing that the money's reasonable.
- Supposing that/Even if you found some money in the street, would you keep it?
- Take these spare keys unless/in case you get to the flat before me.

3 ☆☆☆ Complete the sentences with the expressions in the box.

as long • even if • in case • provided • supposing • unless

- He won't take the job they let me finish in time to pick up his children.
- I feel a bit nervous, but I'll take the job as they give me the necessary training.
- She's going to keep an eye on her phone they call her about that job.
- We'd be prepared to travel for work that they let us come back at weekends
- There's no way I would work nights. they offered me a lot of money, my answer would still be No.
- that they said I had to work from home, I'm not sure I'd accept the post.

4 ☆☆☆ Complete the text with the words and expressions in the box.

as long • even if • in case • provided that • supposing • unless

A degree in Visual Communications

(1) that you're the kind of person who has an interest in art, coupled with an ability to communicate, then a career in visual communications could be for you. Visual communication is the study of any kind of sign, poster, drawing or photograph – it can be anything

(2) it is used to communicate an idea.

(3) you have a very clear idea what type of work you want to do after graduating, it's probably a good idea to keep things general at first. (4) you think you already know what you want to specialise in, a degree in visual communications allows you to keep your options open (5) you change your mind later on.

Your degree will be officially recognised

(6) as it's from an accredited institution of higher education, so be sure to check your course is listed by the National Association of Schools of Art and Design.



Grammar challenge ☆☆☆

5 Find and correct the mistake in each sentence.

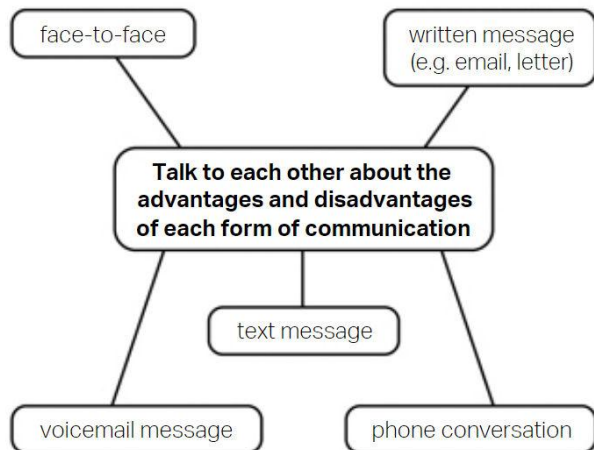
- We'll never get this project done unless we will stay late.
.....
- This time tomorrow we'll sit on the plane to Mexico.
.....
- Take a jacket with you supposing that it gets cold later.
.....
- Annie forever arrives late. It drives me mad.
.....
- Even I practise a lot, I'll never be a great singer.
.....
- Hardly had I ever seen Claire that angry before.
.....

Developing speaking

Collaborative tasks 2

- 1 🎧 24 ☆ Read the exam task and listen to two students doing the task. Which form of communication do they not discuss?

Here are some different ways that people communicate and a question for you to discuss.



Now you have about a minute to decide which of these means of communication you could most easily live without.

- 2 🎧 24 ☆☆ Listen again. Put the advantages (a–f) in the order they are mentioned and in the correct category.
- a Offers different options for use
 - b Being in the same place
 - c Provides a record
 - d Contact with groups
 - e Not only verbal information
 - f Time-consuming
- Advantages: 1 2 3
- Disadvantages: 1 2 3
- 3 🎧 25 ☆☆ Listen to two students doing the second part of the speaking task. What decision do they reach?
- 4 🎧 25 ☆☆ Complete the expressions. Then listen again and check.
- My would have to be written communication.
 - But don't you it's something we should try and keep?
 - Personally, I'd for the phone. You could use voice messaging instead.
 - Yes, but isn't it that there are still times when you want the immediacy of a phone call?
 - OK, let's try to a decision.
 - I'm going to have to with written communication.
 - Then let's agree to – my choice would be the phone.

Pronunciation

- 5 ☆ 🎧 26 Sometimes letters at the end of words seem to disappear in faster speech when they come before certain sounds. Read, listen and repeat the phrases.

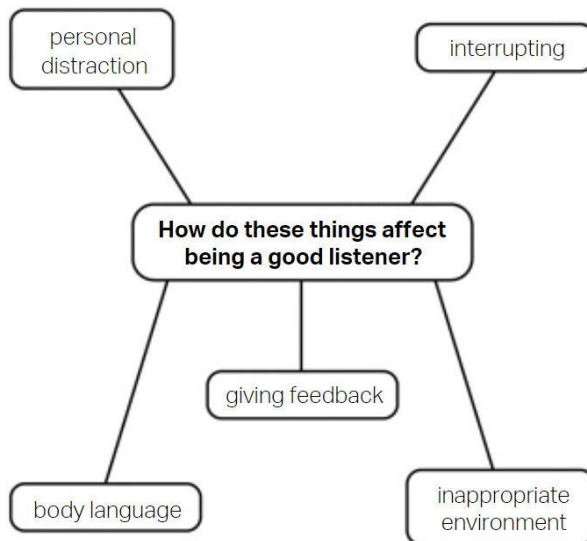
- They tend to be ...
- I guess that's true.

- 6 ☆☆ 🎧 27 Listen and underline the letters which disappear in these phrases.

- Isn't it true that ... ?
- Can we come to an agreement now?
- I'm going to have to stick with ...
- You want the immediacy ...

- 7 ☆☆ Look at the exam question and make notes on each area for discussion in your notebook.

Here are some different things which affect whether you are a good listener. Discuss the importance of each point.



Now you have about a minute to decide which of these you think is the most important factor.

Great students' tip

Speaking: Natural interaction

While it's important to focus on carrying out the detail of the task, the examiner's main priority is to evaluate your ability to speak and interact with your partner, so make sure you communicate together as naturally as possible.

- 8 ☆☆☆ Imagine you are doing the final part of the task. Choose the factor which most affects being a good listener. Practise giving your answer, explaining briefly why you have chosen this factor and not some of the others listed. If possible, record yourself.

Developing writing: a proposal 1

1 ☆ Complete the text with the words in the box.

appropriate title • closing remark • contractions • formal • heading • message • negative • paragraph structure • passive • support

A proposal is a(n) (1) piece of writing and, for that reason, (2) are not normally used. Language features such as (3) constructions and (4) inversion are common. The overall (5) needs to be clear, with several points made to (6) your idea. In terms of organisation, your proposal should start with a(n) (7) It should have a clear (8) and each paragraph should have its own (9) It's also a good idea to finish with a positive (10)

2 ☆ Read the task. What are the three things you need to include?

1

2

3

Your school organises an annual Ready for Life Week in which specialists come in to do activities with students in their final year. The headteacher has asked students to submit proposals for different workshops. You want to propose a workshop on making job applications. You need to outline why you think this is important and what activities could be included and explain the benefits to students.

3 ☆☆ Read the proposal. What does the writer say about each of the points in 2?

Include a title and paragraph headings

Clear paragraph structure

Use expressions characteristic of proposal writing

Proposal to have a workshop on making job applications

Introduction

The purpose of this proposal is to suggest including a workshop on applying for jobs as part of this year's Ready for Life Week. As school leavers will shortly be making an application of one type or another, the workshop would greatly benefit our final year students.

Importance of this activity

As students move on from school, they will inevitably face applications and interviews. As things stand, for many students, this will be the first time they engage in such activities. Even if their academic track record is exemplary, this alone is no guarantee of success. Applying for a job requires skills not generally taught in school: unless our students have adequate training, they are unlikely to excel.

Activities to include

During discussions of the matter with other students, various recommendations were made. It was widely felt that a session on writing CVs and covering letters would be useful. Not only is it important that people are aware of the appropriate language, but also that they know how to strike the right tone. An additional suggestion would be the inclusion of workshops on interview techniques, including group interviews.

Benefits

A workshop of this type would have numerous benefits. The sessions would provide useful information and additionally give final year students hands-on practice of interview techniques. Students would be bound to gain in confidence and their chances of securing employment would increase. Providing this training would also reflect positively on the school.

Conclusion

To sum up, I feel strongly that a job applications workshop would be of considerable interest to final year students, complementing the excellent academic education we have received with practical advice on how to secure our first job. Supposing that this proposal is accepted, I feel confident that this would be a highly popular addition to the activities on offer.



Use advanced conditional structures

Use other examples of formal language such as negative inversions and passives

Finish with a positive closing remark

4 ☆☆ Use one word to complete each of the phrases commonly used in proposal writing.

Introduction

1 The of this proposal ...

2 This proposal is to highlight ...

Ways of referring to the present

3 As stand ...

4 At the, ...

Ways of referring to a possible future

5 It would be to ...

6 ... will be important forward

Conclusion and recommendation

7 On, we would say that ...

8 I strongly that ...

Task

Imagine that your school organises its own Ready for Life Week. Think of a workshop that would be beneficial to people in your school and write a proposal to your headteacher, outlining why you think it is important, what activities could be included and how students would benefit. Write between 220 and 260 words.



Prepare

5 Read the writing task and plan your proposal. Make notes.

- 1 What type of workshop would help students be 'ready for life'?

- 2 Why is the skill taught in the proposed workshop important?

- 3 What activities would the workshop include?

- 4 How would students benefit from the workshop?

6 Use this paragraph plan in your proposal:

Paragraph 1: Introduction and overview of the proposal

Paragraph 2: Reasons why the workshop is important

Paragraph 3: Activities which could be included

Writing bank

Useful words and expressions in proposals

Introduction

- The purpose of this proposal is ...
- This proposal is intended to ...
- This proposal relates to ...

Referring to a present situation

- Presently/At present/At the moment/Currently,
- As things stand ...

Referring to a possible future situation

- The meetings/initiative/club would/could ...
- It would be beneficial to ...
- ... will be important going forward
- There are many benefits of ...

Conclusion and recommendations

- To sum up/To conclude ...
- In conclusion ...
- On balance, we would say that ...
- I/We recommend/propose that ...
- I/We feel strongly that ...

Paragraph 4: How students would benefit

Paragraph 5: Conclusion

Great students' tip

Writing: Opening statements

Use an opening statement in each section to introduce the content to the reader. An opening statement should be a concise overview of the specific section. The following sentences then provide further detail to inform the reader.

Write

7 Write your proposal in your notebook. Use your notes, the paragraph plan, the writing model on the opposite page and the Writing bank to help you.

Check

8 Read your proposal and complete this checklist.

- | | | | |
|---|--------------------------|---|--------------------------|
| 1 I have used clear paragraphing. | ☐ | 4 I have used other examples of formal language. | ☐ |
| 2 I have included a title and section headings. | ☐ | 5 I have finished with a positive closing remark. | ☐ |
| 3 I have used expressions characteristic of proposal writing. | ☐ | | |

Vocabulary in context and reading

Collocations: travel

1 ☆ Complete the missing words in the expressions.

- | | |
|-------------------|----------------------|
| 1 c..... heritage | 5 prehistoric a..... |
| 2 scenic r..... | 6 burial g..... |
| 3 remote l..... | 7 n..... wonders |
| 4 n..... wildlife | 8 g..... features |

2 ☆☆ Complete the text about Shetland with the expressions from 1. Do not repeat any expressions.

Introduction Things To Do Events More ▾

STUNNING SHETLAND

Shetland is an archipelago of around 100 islands, but its (1)....., 474 km to the north-east of mainland Scotland, means that just 16 of these are inhabited.

With 2700 km of coastline, the islands are full of (2)..... In fact the physical geography of Shetland is said to be more diverse than any other place of a similar size in Europe and today it is a UNESCO Global Geopark; its (3)..... include cliffs, inlets and an extinct volcano and almost every road you take is essentially a (4)..... Aside from (5)..... like bats, dolphins and seals, there are numerous other species which were introduced to the islands by humans.

Over the centuries, the islands have been inhabited by a wide variety of different people, giving it a rich and diverse (6)..... There are over 5000 archaeological sites on the islands including (7)..... where Neolithic and Bronze Age people, and later the Vikings, laid their dead to rest. While there are no notable examples of (8)....., many fine objects have been found, including silver bowls and jewellery.

Vocabulary extension ☆☆☆

3 Match the expressions in bold to the definitions.

- They live in a village **in the back of beyond**. It's impossible to get to by public transport.
 - The flat is conveniently located just **a stone's throw from** the station and local shops.
 - When I moved to the country, I really missed **the hustle and bustle** of the city centre.
 - Is there a good Indian restaurant **in your neck of the woods**? There aren't any in my neighbourhood.
 - I live **in the thick of it**, right in the city centre.
- a the noise and activity of people
b a long way from other places
c in the busiest part
d very close to
e in the area where you live

4 Read the blog quickly. What is microexploring?

5 28 Read the blog again and decide if the sentences are True (T), False (F) or the information is Not Given (NG). Underline the evidence in the text to support your answers.

- Despite its size, it's now relatively easy to visit all parts of the Earth. T / F / NG
- Tourism is causing considerable damage in Antarctica. T / F / NG
- Recent events encouraged many people to get to know their local area better. T / F / NG
- People would probably have started discovering their local area even without the Covid-19 crisis. T / F / NG
- You have to pay to use the Geocache app. T / F / NG
- Alastair Humphreys is used to taking his time travelling. T / F / NG
- He suggests taking a day off work to go on a microadventure. T / F / NG
- One advantage of microexploring is reducing some of the annoying aspects of long-distance travel. T / F / NG

6 Match the underlined words and phrases in the article to the meanings.

- make a record of something
- produced for a specific person
- world
- a machine with a flat moving band used for moving things from one part of a building to another
- game in which you follow clues to find a prize
- immeasurably large



Critical thinkers

7 According to the article, are the sentences facts (F) or opinions (O)?

- Tourism to the Antarctic more than doubled between 2014 and 2019. F / O
- There's plenty of cultural heritage and scenery to see much closer to home. F / O
- Users of their map app increased by 41% from April 2019 to April 2020. F / O
- What happens in those 16 hours will make you feel considerably more alive. F / O
- Travelling on foot or using local transport will contribute to reducing global warming. F / O

New experiences: MICROEXPLORING

The world is a very big place, yet today, by spending just a few minutes in front of our computers, it's possible to organise travel to pretty much anywhere on the globe. For all its size, our planet has become extremely accessible, and the invasion of tourists into almost every environment is causing untold damage to some natural habitats. Even formerly remote locations are turning into popular destinations. According to one report, published in Business Insider, tourism to the Antarctic more than doubled between 2014 and 2019.

But surely there's plenty of cultural heritage and beautiful scenery to see much closer to home? This is one of the concepts underlying microexploring: the idea that there is no need to travel a long way to discover something new, because there are often unexpected treasures to be discovered just a stone's throw from your front door.

This was one of the discoveries made by thousands of people during the Covid-19 lockdowns. In many places, during the strictest restrictions, people were confined to their local district. In my city, we could only take exercise within a 1 km radius of home. Along with many others, the first thing I did was download an app which traced 'my' circle on a map, with my home in the centre. A circle with a 1 km radius doesn't sound very big, but if you walk or run from home, go right round the circumference and back, you'll be doing just over 8 km of exercise. However, once you set about exploring everything that's inside the circle, you'll be surprised at all the things you never knew were just around the corner. British map producers, Ordnance Survey, said users of their map app increased by 41% from April 2019 to April 2020, while sales of their custom-made maps, which people could order with a specific location in the centre, also increased notably. According to the Ordnance Survey website, customers commented how having a personalised custom-made map has helped them discover areas near them. Had it not been for the pandemic, people probably wouldn't know as much about their local area.



Other ideas for urban microexploring include working out a running route that passes as many underground stations as possible, going for a walk where you flip a coin to decide whether to turn left or right, or going out to take photos on a theme such as cool street art or interesting front doors.

You might also like to try geocaching – a type of treasure hunt. Using a GPS, you find the location of a 'cache' – normally a box containing a notebook and a few small toys or items of stationery. When you find it, you record your visit in the notebook, swap something you have brought for one of the items in the box and later log your visit on the app. There are bound to be caches near you – you just never knew they were there.

But what if you want to do some microexploring outside the city? Blogger Alastair Humphreys coined the expression 'microadventures'. The kind of outdoor adventurer who once took a four-year bike trip round the world, has rowed across the Atlantic and walked round India, Humphreys was awarded the National Geographic Adventurer of the Year for his pioneering work on the concept of microadventures.

He has also published a book on the subject. In essence, a microadventure is 'an adventure that is short, simple, local, cheap – yet still fun, exciting, challenging, refreshing and rewarding'. It consists of leaving your city life, with just basic equipment for an achievable overnight adventure outdoors. You don't need special training or lots of fancy equipment. One of Humphreys' adventures is called 'Making the most of your 5 to 9'. It comes from the idea that many people describe the 8 hours of their working day as 'a 9-to-5 job'. The adventure consists of going straight from work – even in a suit – to an outdoor place where you can sleep out under the stars. Next morning, after watching the sun rise, you go back to work and carry on as normal – but what happens in those 16 hours will make you feel considerably more alive.

There are obviously significant environmental advantages to spending time nearer home. Travelling on foot or using local transport will contribute to reducing global warming. Furthermore, you can avoid the inconvenience of a busy train station or airport and all the awkwardness of lifting luggage on and off a conveyor belt. It also significantly reduces travel costs: many microexploring adventures are completely free and, even if you're considering having an adventure a little further from home, once you've invested in the basics of a rucksack and sleeping bag, there's little else to pay for.

So go on – do some microexploring today. You never know what adventures are just around the corner.

Mixed conditionals

1a ☆ Match the halves to make sentences.

- 1 If you had started cooking sooner,
 - 2 If I weren't so shy,
 - 3 If I hadn't got a place to study Medicine,
 - 4 If we'd caught the plane,
 - 5 If I didn't have exams this week,
 - 6 If they had more money,
- a I'd probably be a nurse now.
 - b they wouldn't have travelled by bus.
 - c we would be having dinner right now.
 - d I would have gone to my cousin's party.
 - e I would have auditioned for the school play.
 - f we wouldn't be stuck in this airport.

1b ☆☆ Which three sentences in 1 refer to ...

- a an imaginary situation in the past and its present consequences?
- b an imaginary situation in the present and its past consequences?

1c ☆☆ Complete the rules for mixed conditionals with **would** + infinitive or past form.

- a Imaginary present situation → past consequence
If +,
would/wouldn't have + past participle.
- b Imaginary past situation → present consequence
If + past perfect,

2 ☆☆☆ Choose the correct alternative.

Last summer I went to the beach with my friend Rob. My suitcase was three times as big as his and I was constantly struggling to lift it. I know I (1) hadn't/ wouldn't have had those problems if in general I (2) had taken/took less stuff with me when travelling, but you never know what you will need. If I (3) would pack/packed like Rob, I (4) would have taken/took just one change of clothes!

It's lucky for me that suitcases today have wheels. For this, we have to thank inventor Bernard Sadow. If he (5) hadn't decided/wouldn't decide to make a suitcase with wheels in 1970, we (6) had still been carrying/ would still be carrying them today. Modern luggage has changed a lot in the past 50 years. Another change is the collapsible handle. If this wonderful device (7) hadn't been invented/wouldn't have been invented, our suitcases (8) looked/would look very different today. Apparently, the next big change will be autonomous suitcases that follow their owners round the airport!

In terms of my holiday, when we got to the beach, it rained for the first three days. I was fine, as I had packed a rain jacket and umbrella, but Rob wasn't as well prepared. If he (9) were/would be more like me, he (10) wouldn't have got/hadn't got so wet!

Inverted conditionals

3 ☆☆ Change the inverted conditionals to conditionals with **if** and vice versa.

- 1 Should you have any problems, don't hesitate to contact me.
.....
- 2 If we were to visit Rome again, we would certainly stay in a different hotel.
.....
- 3 If I had known how much you liked those chocolates, I'd never have eaten them.
.....
- 4 Were you to see Brian, could you let him know I called?
.....
- 5 If you should hear of a cheap flat in the area, please let me know.
.....
- 6 If it were not for the kindness of other travellers, we could have been stranded.
.....

Grammar challenge ☆☆☆

4 Complete the second sentence so that it has a similar meaning to the first sentence

- 1 The meeting is about to start.
The meeting is on
- 2 We'll never qualify for the finals if we don't play as a team.
Unless
- 3 As soon as we arrived, the storm started.
No
- 4 If I were better at languages, I would love to work as a tour guide.
Were
- 5 Jess is much shorter than Anna.
Jess is nowhere
- 6 I met my best friend almost ten years ago.
I've
- 7 We ate dinner late and are not yet in bed.
If we
- 8 In July, it will be three years since I started living in the UK.
In July, I'll



Developing vocabulary and listening

Phrasal verbs – experiences

1 ☆ Choose the correct alternative.

- I didn't enjoy Pilates at first, but now I've really got into/in/over it.
- If you're in Mexico City, you really must check through/in/out the Frida Kahlo Museum.
- Travelling solo turned on/over/out to be one of the most important experiences of my life.
- Sorry, the signal's really bad. It's impossible to make out/up/over what you're saying.
- The final climb to the summit was more exhausting than we had bargained to/with/for.
- Amazingly, I ran into/through/over an old university friend on the other side of the world.

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

miss • pick • point • run • start • take

- Craig is only just _____ out with his new course, but so far it seems to be going well.
- Are you sure you want to direct the play too? Don't you think you've _____ on too much?
- Our tour guide was great. He _____ out lots of interesting sights.
- I'm glad he _____ through the plan again. I didn't listen the first time.
- I was so sorry to _____ out on meeting you.
- The number of visitors is _____ up now that the weather has improved.

3 🎧 29 ☆ Listen to three conversations. Put the topics (a–c) in the order you hear them.

- different forms of transport
- something the speaker always takes on a trip
- a colleague's reason for travelling

4 🎧 29 ☆☆☆ Listen again. For each question, choose the correct answer.

Extract one

- What does the woman like best about the item?
 - how light and easy to pack it is
 - how versatile it is
 - how useful it is for beach holidays
- How does the man feel at the end of the conversation?
 - regretful that he doesn't have one too
 - sceptical about how useful it would be
 - hopeful about buying one to use in the future

Extract two

- How do the woman and her husband reduce the cost of travelling?
 - by travelling on coaches organised for fans
 - by staying in cheaper hotels
 - by sleeping in the car

- What's the best thing about her trips abroad?
 - seeing her team win
 - spending time in the cities they visit
 - the friendly local people

Extract three

- What's Rita's principal complaint about flying?
 - the cost
 - the way passengers are treated
 - the time wasted at the airport
- What reason does Rita give for considering train travel?
 - avoiding a sudden temperature change
 - comfort
 - the gradual transition to somewhere new

✓ Great students' tip

Listening: Using the options constructively

As the options are designed to challenge you, you may find it useful to try to answer the question without considering the options first, and then look closely at the choices to confirm your answer.



Critical thinkers

5 Which advantages refer to train (T) travel and which to plane (P) travel?

- Faster
- Less environmental impact
- More space
- Able to travel between all continents

Vocabulary extension ☆☆☆

6 Match the phrasal verbs in the text to the meanings.

I sometimes wonder if my natural caution is (a) **holding me back** from trying new things, so when a friend suggested going canyoning in Zion National Park, I thought I should try it – even if I didn't exactly (b) **leap at** the chance! At the start, I wasn't entirely sure what (c) **lay ahead**, but after an hour-long hike, we climbed down a rock, put on wetsuits and started walking, swimming and jumping along the river. We spent the whole day gradually heading downstream and (d) **topped** our afternoon **off** with an eight-metre jump down into a lake. I have to say that, despite my initial nervousness, I really (e) **took to** canyoning.

- complete by doing one final thing
- limit or prevent from doing something
- take an opportunity with great enthusiasm
- start liking
- be going to happen

Past regrets

1 ☆ Read the sentences. Complete the rules for forming past regrets.

- 1 If only I'd taken a decent camera on my trip.
 - 2 I'd rather have gone in summer, but I didn't have leave.
 - 3 I wish I hadn't booked all the accommodation in advance.
 - 4 I shouldn't have taken all those thick clothes.
 - 5 I'd sooner have stayed in hostels, but my friend wanted to go for hotels.
- a *If only* and *wish* are followed by _____
- b *'d rather*, *'d sooner* and *should(n't)* are followed by _____
- c _____ express a stronger regret than _____.

2 ☆ Match the halves to make sentences about Lou's walking experience.

- 1 If only I _____
 - 2 On reflection, I shouldn't _____
 - 3 I'd sooner have _____
 - 4 Thinking about it, I'd _____
 - 5 I wish _____
- a I had taken a waterproof cover for my backpack.
- b done the Portuguese route where there aren't so many walkers.
- c had bought better walking boots.
- d rather have gone by bike.
- e have gone in July – it was way too hot.

3 ☆☆ Complete the sentences with the correct form of the verb given.

- 1 I'd rather _____ (not spend) the whole weekend working.
- 2 I wish my sister _____ (not notice) that stain on the jacket I borrowed.
- 3 If only we _____ (see) the weather forecast before going to the beach.
- 4 I should _____ (listen) to my friend's advice about that film – it was rubbish!
- 5 Clare was desperate to go out, but to be honest, I would sooner _____ (stay) in.

4 ☆☆ Complete the text with the correct form of the verbs given.

Joe: I wish I (1) _____ (do) what Dean Nicholson did when I went on my trip round Europe.

Molly: Why? What did he do?

Joe: He decided to take his bike, leave his home in Scotland and go on a trip round the world. When he was cycling through Bosnia, a cat started following him and Dean ended up adopting her! Dean and Nala have now travelled 10,000 miles together. They have 800,000 followers on Instagram and have published a book. I wish a cat (2) _____ (start) following me!

Molly: People today are cat-crazy.

Joe: I know. Their YouTube channel brings in enough money to cover bike repairs and cat food! If only I (3) _____ (have) a cat companion for my trip!

Molly: Yes, you should (4) _____ (do). You'd have saved a lot of money. But I think I (5) _____ (sooner) travel with a person than a cat. You'd get more conversation!

5 ☆☆☆ Rewrite the sentences using the word given.

- 1 I'm sorry now that I didn't choose to study Turkish. **should**
- 2 I regret eating that second piece of cake. **wish**
- 3 I'm sorry I didn't take up a musical instrument when I had the chance. **only**
- 4 I'd have preferred to do the project on my own. **sooner**
- 5 Going to an Italian restaurant would have been better in my opinion. **rather**
- 6 It's such a pain we didn't check if the museum was open on Sundays. **wish**

Grammar challenge ☆☆☆

6 Correct the mistakes in the sentences.

- 1 You won't get lost provided you don't follow my directions.
- 2 If you would keep arriving late, I'm not surprised people think you're unreliable.
- 3 I'd sooner we wouldn't have taken the train.
- 4 By the time my exams are over, I'll have been missing three hockey matches.
- 5 I could see we weren't getting there before the shop closed.
- 6 Under no circumstances you should leave the children unattended.
- 7 Borough Market, that is located south of the river, is a great place for street food.

Developing speaking

Giving a talk

1 ☆ Read the speaking task instructions and the topic card. Then look at two ways of making preparation notes. Answer the questions.

- 1 Do the notes cover all parts of the task?
- 2 Apart from content ideas, what else do the students include?
- 3 Can you see any other differences between the notes?
- 4 Which style of notes do you think is better?

You will have to talk about the topic for one to two minutes.
You have one minute to think about what you're going to say.
You can make some notes to help you if you wish.

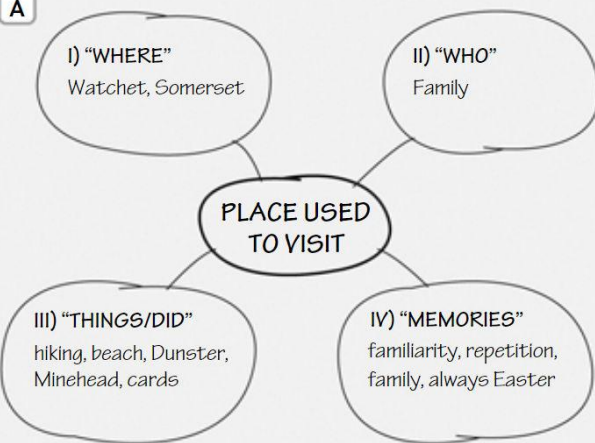
Describe a place you used to visit as a child.

You should say:

- where it is located
- who you went with
- what things you did when you were there

and talk about what type of memories you have of it.

A



B

A place I used to visit as a child: Watchet (affection)

Where it is located

In North Somerset (coast, geological features, fossils)

Who you went with

Family

What things we did

We went hiking in Quantock Hills (trail), I spent time on the beach (shells, rock pool, fossil, cliff), we visited the nearby towns of Dunster (wool market) and Minehead (biggest town), we spend the evenings playing cards

2 30 ☆☆ Listen to a student doing the task. Does he talk about all parts of the question? What additional questions does the examiner use?

3 30 ☆☆ Listen again. Complete the expressions (a–g) and number them in the order you hear them.

- | | | | |
|---|--------------------|------------------------|---|
| a | What s | out most for me is ... | 1 |
| b | If I r | rightly, ... | 2 |
| c | I also shouldn't l | out ... | 3 |
| d | On the q | of ... | 4 |
| e | As I r | , ... | 5 |
| f | Thinking b | , ... | 6 |
| g | I v | remember ... | 7 |

Great students' tip

Vocabulary: Noting new expressions

Write a complete sentence in your notebook when noting new expressions. This will show you how the expression is used and make it more memorable.

Pronunciation

4 31 ☆ When one word finishes in a consonant sound and the next starts with a vowel sound, we usually link the two. Listen and repeat.

- As I recall ...
- If I remember rightly ...

5 32 ☆☆ Read and mark the linking. Then listen and check.

- I also shouldn't leave out ...
- As it goes ...
- In terms of what I learnt
- What stands out most for me
- On the question of why ...

6 ☆☆☆ Prepare notes for the speaking task in 1 and give a talk. If possible, record yourself.

7 ☆☆☆ Practise answering these two additional examiner questions. If possible, record yourself.

- 1 Do you have any negative memories of that place?
- 2 Would you like to spend time in that place now?



Developing writing: a review

Vocabulary – Collocations: describing places

1 ☆ Match the adjectives in the box to the definitions. There are two adjectives you do not need.

affordable • bustling • leisurely • lively • local • vintage • warm • worthwhile

- | | |
|--------------------------------------|---|
| 1 relaxed, with plenty of time | 4 old, but interesting or attractive |
| 2 full of noise and activity | 5 friendly, hospitable |
| 3 at a reasonable price | 6 worth the time, money or effort you have to spend |

2 ☆☆ Combine an adjective from 1 with a noun from the box to complete the sentences.

atmosphere • clothing • delicacies • prices • streets • stroll • trip • welcome

- People are really friendly and you are guaranteed a(n)
- Although there are some expensive stores, there are also shops with more
- The farmers' market is a great place to shop for fresh food and also sample some
- It's a lively part of town and there are always lots of people in its
- The university district is the place for nightlife and there's always a(n) on Friday and Saturday nights.
- If you're into, then the second-hand stores near the river are a must-see.
- The combination of great food and fantastic shopping made this a really

3 ☆☆ Read the review and decide if the missing word in the title is *include* or *avoid*.

Use a title that gets the reader's attention

Use a clear paragraph structure, with a new paragraph for each point

Use collocations to describe places

A place you must on your bucket list: Bartford

We had high hopes when we decided to visit "scenic Bartford". After all, it appears to offer everything you need for a thoroughly worthwhile trip. However, frankly, nothing could be further from the truth.

On our first evening, we decided to take a leisurely stroll into town. This walk is perfect for anyone interested in moving traffic, but as far as I'm concerned, walking along the side of a motorway is not much fun.

However, we tried to keep an open mind about the town itself. The guidebook highlighted the lively atmosphere of the bustling streets of the old town, but to tell the truth, Saturday night in Bartford feels like walking onto the set of a zombie apocalypse movie! At 6 o'clock, the streets were deserted and almost everywhere was closed.

We did come across one restaurant which was open. The guidebook said that Bartford offered something for every budget and we could see that this was a little beyond our usual price range, but we thought we deserved a treat. If only we hadn't, I'd recommend "Chez Pauline" to anyone looking to try some local delicacies at (un)affordable prices, with food poisoning an optional extra. The "Visit Bartford" website mentions local hospitality. I'm afraid that their definition of a warm welcome is somewhat different to mine. Had I written it, I think I might have used the word "frosty". To be perfectly honest, I have never met people less interested in helping visitors.

I'm certain that there are people who like Bartford: people who like an early night or people who don't mind spending their holiday looking for an emergency chemist. But for the rest of you, Bartford is most definitely a destination to miss!



Use advanced conditionals and inverted conditionals for emphasis

Finish with a memorable conclusion

4 ☆☆☆ Find phrases in the review which have the same meanings.

- | | |
|--|--------------------------------------|
| a to be honest | e is ideal for |
| b to be frank | f I'd suggest this for people |
| c to tell you exactly what I think | g I'm sorry to say that |
| d prices to suit different people | h In my opinion |

Task

You recently visited a place on holiday and had a terrible time. Write a review about it for a website. Include information about the problems you experienced with different aspects of the trip. You can invent details if you wish. Write 220–260 words.

Prepare

5 Look at the problem areas. Choose three to include in your review and make notes.

- 1 Expectations: _____

- 2 Transport: _____

- 3 Nightlife: _____

- 4 Accommodation: _____

- 5 Eating out: _____

- 6 Friendliness of the people: _____

6 Use this paragraph plan for your review.

Title: Write something that gets the reader's attention

Paragraph 1: Introduce the place and your overall opinion

Paragraphs 2–4: Describe a problem in each paragraph, including details of what happened

Paragraph 5: Conclude by restating your opinion and provide advice

Write

7 Write your review in your notebook. Use your notes, the paragraph plan, the writing model on the opposite page and the Writing bank to help you.

Check

8 Read your review and complete this checklist.

- 1 I have used logical paragraphing.
- 2 I have included an attractive title, an appropriate introduction and a conclusion.
- 3 I have used collocations to describe a place.
- 4 I have used mixed and inverted conditionals for emphasis.
- 5 I have used appropriate expressions for giving my opinion and evaluating.

□
□
□
□
□



Writing bank

Useful words and expressions for a review

Giving your opinion

- In my opinion, ...
- To be perfectly honest, ...
- Frankly/To be (perfectly) frank, ...
- Without doubt ...
- As far as I'm concerned, ...
- I'm certain that ...
- I'm afraid that ...
- To tell the truth, ...

Evaluating

- ... it's perfect for ...
- ... to visit is ...
- There's something for everyone/every budget/ every age group ...
- I'd recommend it to anyone looking for ...
- The facilities were disappointing.
- We had issues with ...
- It's a shame that ...

Grammar

1 Complete the sentences with one word in each gap.

- _____ the train gets in late, I'll let you know.
- _____ the speaker is fully charged, the red light goes out.
- If I _____ where Liam was, I would tell you.
- If they _____ still asking for a lift, they'll need to come now.
- If you _____ to see Lulu, can you tell her the training starts at six o'clock tonight?
- If I have to work late, I _____ get home after you – it depends if I miss the train.

2 Rewrite the sentences so that the meaning is similar.

- I don't have time, but in any case, I don't want to go to Kim's party.
Even if _____
- We must start work to get the project finished by tomorrow.
Unless _____
- We should be there on time if we don't get stuck in traffic.
As long _____
- Imagine this situation. You have the chance to do an unpaid internship. Do you do it?
Supposing _____
- We may arrive late, so I'll give you your ticket now.
I'll give _____

3 Choose the correct alternative.

- Unless your temperature comes down, I _____ the doctor.
a 'm going to call b might
c call
- If everything goes well, we _____ on a beach this time next week.
a might lie b 'll have been lying
c 'll be lying
- Only after I heard his surname, _____ that I had met Frank before.
a did I realise b I realised
c have I realised
- He _____ at least three shops, trying to find the trainers he wanted.
a had been visiting b had visited
c was visiting
- If things go according to plan, they _____ building the hospital in the spring.
a finish b 've finished
c 'll have finished
- Tessa _____ say that. She's always convinced that everyone's against her.
a will b can
c would

Vocabulary

1 Choose the correct alternative.

- I don't really know exactly what you're trying to imply/mumble by saying that.
- Has Jen given you any cues/hints as to what she wants for her birthday?
- I can't understand what you're saying. Speak up and stop mumbling/conveying.
- Lena sometimes finds it hard to convey/interpret what other people actually mean.
- Stan doesn't pick up on social cues/hints such as body language when he is talking too much.
- When giving presentations, pictures can often interpret/convey things better than words.

2 Complete the sentences with one word in each gap.

- People should be free to speak their _____ in class discussions.
- I _____ to say it, but you were right all along. Ted is not to be trusted.
- The misunderstanding was due to a _____ in communication.

- Steve and Jess haven't been on _____ terms since their argument last week.
- I admire people who aren't afraid to speak _____ against injustice.
- I much prefer _____ communication to talking to someone online.

3 Complete the words in the sentences.

- Because I had to run, I was quite b _____ when I arrived at the interview.
- Surfing is definitely challenging at first but if you s _____ a _____ it you'll be standing on the board in no time.
- There's no need to use that t _____ of voice when speaking to me.
- I'm so g _____! I thought Jake had really hurt himself, but he was just joking.
- Clara is very respectful and always o _____ the rules.
- I'd like to p _____ Henry for his excellent work coordinating the fundraising.

1 Choose the correct alternative.

- 1 If I hadn't taken a break, I would be feeling/have felt really tired now.
- 2 If Zoe wasn't so shy, I'm sure they would have given/gave her the job.
- 3 Should you/If should you have any suggestions, please let one of the team know.
- 4 If they didn't have/hadn't had that argument, Ben and Shaheen might still be together.
- 5 He wouldn't have had the heart attack if he would take/took better care of his health.
- 6 You wouldn't be in all this trouble if you would have listened/had listened to my advice.

2 Complete the dialogues with the correct form of the verbs given.

- 1 A: You shouldn't _____ (go out) last night without asking your parents.
B: I know, I wish _____ (ask) them. Now they're very angry with me.
- 2 A: If only we _____ (know) about the concert sooner. Now there are no tickets left.
B: Yes, we _____ (check) the webpage more regularly.
- 3 A: I wish we _____ (go) to the cinema instead of that party. It was really boring.
B: Well, I'd sooner _____ (stay) home and watched a good series, like I told you.
- 4 A: I'd rather you _____ (not tell) Greg about my operation.
B: I'm sorry, I didn't realise you wanted it kept quiet. You should _____ (tell) me.

3 Complete the sentences with one word in each gap.

- 1 _____ you go with an official guide; it's easy to get lost in the old part of the town.
- 2 Rarely _____ I stayed in such a terrible hotel.
- 3 In the past, people didn't _____ to go abroad on holiday so much.
- 4 If you don't check expiry dates on the food you eat, you're likely _____ get an upset stomach.
- 5 My sister has _____ travelling round south-east Asia for the past six months.
- 6 Take the number of the consulate with you in _____ you run into difficulties during the trip.
- 7 Plane travel can be a great deal _____ expensive if you are flexible about dates and times.
- 8 _____ you to have time, you should definitely visit the National Museum of Scotland in Edinburgh.
- 9 _____ only did we visit the capital, but we got to spend two weeks at the beach as well.
- 10 As long _____ your passport is valid for at least six months, you can get a visa at the border.

Vocabulary

1 Add nouns to complete the expressions.

- 1 Despite its remote _____, the island is well worth a visit.
- 2 Caves, cliffs and an extinct volcano are among its geological _____.
- 3 This website has a great guide to the prehistoric _____ you can see in the region.
- 4 If you have time, take the scenic _____ along the coast.
- 5 You can't walk across this field because it's the site of an ancient burial _____.
- 6 Unfortunately, much of the native _____ has become extinct due to the introduction of invasive species.

2 Complete the sentences with one word in each gap.

- 1 I _____ into my neighbour at the market. We hadn't seen each other for ages.
- 2 We knew the hike would be tough, but it was even harder than we had _____ for.
- 3 The guide _____ out lots of things we would never have noticed on our own.

3 Choose the correct alternative.

- 1 If you have nothing to _____, it's better to keep quiet.
a speak b tell c say
- 2 The match was interrupted by someone shouting at the _____ of their voice.
a loud b top c height
- 3 Don't forget to adjust the privacy _____ to avoid unsolicited contacts.
a settings b footprint c controls
- 4 While I was preparing for the exam, I took time to _____ myself with the task.
a know b familiarise c learn
- 5 She constantly _____ my authority with the rest of the team at work.
a undermines b reinforces c defies

Vocabulary in context and reading

Personality and behaviour

- 1 ☆ Decide if these adjectives are positive (P) or negative (N) characteristics.

- | | |
|-----------------|----------------|
| 1 compassionate | 6 resilient |
| 2 conscientious | 7 selfless |
| 3 distant | 8 self-serving |
| 4 manipulative | 9 spiteful |
| 5 principled | 10 unruly |

- 2 ☆☆ Complete the sentences with an adjective from 1.

- My mother is very and never puts her own interests ahead of others.
- I find Maude quite and difficult to talk to: she's not a very warm person.
- My older brother was rather when we were kids and would say horrible things to me just to make me cry.
- My uncle is a very person who always shows sympathy for others.
- His friends are quite a(n) bunch of people and only do something if it benefits them personally.
- The kids are lovely, but they are quite a(n) group and things can get a bit chaotic in class.
- It's great that Joel's so, but sometimes he needs to stop work and relax for a bit.
- She was so as a child that she could always get her parents to do what she wanted.
- Although he's already had three operations this year, Ali never loses his smile. He's very
- Maya is a very person: if she doesn't think something is right she'll say so.

Vocabulary extension ☆☆☆

- 3 Complete the sentences.

- We usually use *bitter*, *sour* and *sweet* to describe f
- We usually use *cool*, *warm* and *icy* to describe t
- However, we can also use these adjectives to describe p and f

- 4 Choose the correct alternative.

- May seems quite bitter/sweet about not being given a main role in the school play.
- Mr Cross gave us a warm/an icy stare when we arrived late for the exam.
- Chloe is a very sour/sweet person who is always kind to others.

- When I said Hi, Lou gave me quite a sour/sweet look. I don't know what's wrong with her.
- They gave the visiting team a very warm/sweet reception when they got off the bus.
- His manner is quite warm/cool and calculating: I don't think he particularly wants to work with me.

- 5 Read the article quickly, ignoring the gaps. What types of national symbols are mentioned?

Great students' tip

Reading: Completing a text

Before you choose which paragraph fits each gap, take time to read the whole text. This will give you a good understanding of the whole text which can help predict the type of content that will fit in each paragraph.

- 6 33 Read the article again. Six paragraphs are missing. Choose from the paragraphs (A–G) the one which fits each gap (1–6). There is one paragraph which you do not need to use.

- 7 Match the underlined words and phrases in the article to the meanings.

- as a result of their own ability or quality, not by association with others
- famous building or object that you can see and recognise easily
- connected, related or linked
- one complete turn around a course, e.g. in athletics
- have no connection to
- informal way to refer to Australia or New Zealand
- ceremonial design or shield which represents a family, city or country



Critical thinkers

- 8 Which are advantages (A) and which are disadvantages (D) of national symbols?

- | | |
|---|-------|
| 1 Give people a sense of belonging | A / D |
| 2 Could make migrants feel like outsiders | A / D |
| 3 Promote a local identity in a globalised world | A / D |
| 4 Help to preserve culture and traditions | A / D |
| 5 Can represent links to things which have changed (e.g. a colonial past) | A / D |
| 6 Could be identified with extremism | A / D |

As humans, we like to belong. According to an article by Doctor Kelly-Ann Allen in Psychology Today, humans have an innate need to connect and create bonds with others. When looking at identity, we can describe ourselves in various ways. We can identify ourselves with other people because of where we live, our interests, or where we work or study. But one of the main ways most people describe themselves is in terms of their nationality. On a superficial level, this relates to where you are from.

1

The most obvious of these is the national flag. But how are these designed? It has been estimated that 86% of world flags reflect geographical features of their country in some way, for example, including blue in reference to the sea or a line to represent the Equator. Other common elements are stars, stripes and crosses, while some flags feature depictions of the sun, the moon or animals. The most popular colour for flags is white, which features on 17.7% of national flags, while only 0.6% include orange.

2

Sports teams are another national symbol which people often identify with, particularly during important events like world championships and the Olympics. Even people who may not consider themselves very patriotic or big sports fans can be drawn together by such events and start using the pronoun 'we' to refer to national victories.

3

It's evident then that sports play a significant role in establishing national identity. According to a survey conducted in Canada, hockey was the fifth most important national symbol rated as 'very' or 'somewhat important' by over 75% of the population. Yet other countries may be associated with very different national symbols.

4

Staying 'down under', it probably won't be too difficult to guess which country's coat of arms features the kangaroo and the emu. Indeed, it probably comes as no surprise to discover that another symbol which many countries have is a national animal – and some have up to six! Did you know that 33 countries actually have a national bird and five have a national insect? One animal is the choice for no fewer than 17 different nations: the lion. And a further 15 countries have animals which don't even exist – mythical animals like the Welsh dragon.

5

The public were invited to send in nominations and 5,000 ideas were received. 300,000 people then took part in a vote to choose the winners and a final list of 100 icons was drawn up, featuring such diverse symbols as fish and chips, Doctor Who and the map of the London Underground.

6

The 99-year-old veteran of the Second World War decided to try and raise £1,000 to support the British National Health Service by walking laps of his garden. His selfless effort and dedication caught the mood and hearts of the nation and by his 100th birthday the compassionate national hero had far surpassed his initial target, raising over 32 million pounds and becoming an icon of 2020.



So whether it's flags, colours, sports or buildings, or less tangible things like customs and heroic endeavours, it's clear that we share diverse national symbols with people from our 'tribe' and that these form an integral part of our identity.



- A** If asked to pick something representative of France, the Eiffel Tower would clearly be an obvious choice. In fact, in a survey of people from Germany, Italy, Spain and Britain, it was picked as the monument that best symbolised not only France, but the whole of Europe. Other landmark buildings which have come to symbolise an entire nation might include India's Taj Mahal or Australia's Sydney Opera House.
- B** For national symbols aren't restricted to real, tangible things. Back in 2006, the Icons project in England set out to identify things that people associate with 'Englishness' in order to build up a kind of national image.
- C** However, national identity is about much more than mere geographical origin. It is closely bound to all types of symbols which serve to identify and unite people from a particular place.
- D** When asked for examples, many people will come up with a national dish, traditional costume or folk song. Some of these are centuries old, but of course other national symbols may be considerably more recent.
- E** Not surprisingly, the colours which can be found in the national flag often become a symbol in their own right. Apart from being the colours of the Union Jack, red, white and blue are also closely associated with Britain and worn by Team GB at international sporting events. However, in other countries this is not the case. The Italian flag is red, white and green, yet interestingly Italian athletes normally compete wearing blue.
- F** People may also become national icons by doing something particularly significant at a specific moment in time, and fostering a sense of national unity. One recent example is that of Captain Tom Moore.
- G** Aside from supporting a team in actual competitions, many countries also have a national sport which may in itself become a significant national symbol. In around 15 countries, these are even established by law. They often bear no relation to actual viewing or participation figures and cover a wide variety of sports, from archery (one of three national sports in Mongolia) to sumo wrestling (Japan) to water polo (Montenegro), with cricket coming out as one of the most popular.

Passive constructions and causatives

1 ☆ Match the passive and causative sentences (1–7) to the descriptions (a–g).

- 1 I was named after my mum.
- 2 Can you get Will to bring my ID card when he comes?
- 3 I was really annoyed to be asked for proof that I was over 18.
- 4 All assignments must be handed in by midday.
- 5 I'm having my photo taken for my new ID card.
- 6 We had someone take a family portrait for my grandad's birthday.
- 7 I don't like being confused with my younger sister.

- a past simple passive
- b passive gerund
- c passive infinitive
- d passive infinitive following a modal verb
- e causative with *have/get* + object + past participle
- f causative with *have* + agent + infinitive without *to* + object
- g causative with *get* + agent + infinitive with *to* + object

2 ☆☆ Complete the sentences using correct passive forms.

- 1 Medicine should (take) after meals.
- 2 I worked from home yesterday while my new washing machine (install).
- 3 The film (release) last week and is already proving to be a big hit.
- 4 My phone was off because I didn't expect (call) after 11.00 at night.
- 5 The dish (normally/serve) with rice.
- 6 Can you turn off your phone to avoid us (disturb) during the meeting?
- 7 A new mall (construct) near here. It should be finished next month.

3 ☆☆☆ Complete the text using correct passive forms.

The history of ID CARDS

People can (1) (require) to identify themselves in many different daily situations. In some countries, ID cards need (2) (carry) at all times. In other countries different forms of identification, such as driving licences or other photo ID, (3) (accept). But when exactly (4) (ID cards/invent)?

The oldest items which (5) (use) to indicate identity are thought to be pieces of simple jewellery around 100,000 years old. By the end of the 15th century, the first 'passports' (6) (introduce): King Henry V created documents for English people travelling abroad. One of the earliest national ID cards (7) (issue) by Sultan Mahmud II of the Ottoman Empire in 1844.

Nowadays, biometric identification, involving fingerprints and iris scans, (8) (use) extensively. How people feel about ID cards varies a lot. In countries where ID cards (9) (require) for a long time, they are quite uncontroversial, but elsewhere (10) (ask) to carry an ID card can make people feel quite uncomfortable.



4 ☆☆ Are these sentences correct? If not, correct them.

- 1 My friend gets her nails done every month.
- 2 When you arrive, get someone given you a hand with your suitcase.
- 3 My parents had a new air conditioning unit install.
- 4 I'm getting my eyes test this afternoon.
- 5 Can you get your brother to give us a lift?
- 6 Have you ever taken your photo professionally?

5 ☆☆☆ Rewrite the sentences using a passive or causative form.

- 1 I asked Kim to explain it one more time.
I got
- 2 They're giving Lena an award for her project.
Lena
- 3 A technician reformatted my computer.
I
- 4 We must finish the project before the weekend.
The project
- 5 One of our staff will bring your order now.
I'll have
- 6 It makes me upset when people ask my age.
I don't like

Grammar challenge ☆☆☆

6 Find and correct eight mistakes in the text.

As my passport was on the verge to expire, I wanted to make sure the new one had a good photo of me. I'm not a big fan of having taken my photo so my mum suggested I should get the job done professionally. In the end I decided to get a friend take the photo. I should had listen to my mother! They rejected my passport application because of the photo, that was the wrong size. No sooner I had received the rejection than I made an appointment with a professional photographer. I don't regret it. Not only she put me at my ease, but the photo actually made me look human! Had I known the difference it would make, I had taken my mother's advice in the first place!

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

Developing vocabulary and listening

Expressions with self

1 ☆ Match the halves to make sentences.

- 1 With so much pressure to be available for work 24:7, switching my computer off at 8 pm
- 2 Taking part in the school debating team
- 3 It's normal to question your abilities, but try not
- 4 I may not be a great artist, but I find painting
- 5 Eating what I want whenever I like
- 6 Louise often seems
- a to get overwhelmed by feelings of **self-doubt**.
- b is my idea of **self-indulgence**.
- c is an act of **self-preservation**.
- d has done wonders for Jamie's **self-esteem**.
- e to be a great vehicle for **self-expression**.
- f to criticise herself and use **self-deprecation** to get a laugh.

2 ☆☆ Replace the words in bold with the correct form of the expressions with self.

- 1 After his stay in hospital, Luke **didn't look anywhere near as robust and healthy as he did before**.
.....
- 2 Are you alright? You seem very **quiet and distant from other people** today.
.....
- 3 I think we should take the cat to the vet. She hasn't **appeared as healthy as normal** for a few days now.
.....
- 4 I find Jed quite irritating. He **thinks he's more important than anyone else**.
.....
- 5 We don't really know our next-door neighbour. She tends to **maintain a distance from other people**.
.....
- 6 Come on in! **Take a seat, get comfortable**.
.....

3 34 ☆☆☆ You will hear five people talking about the clothes they wear. Listen and complete both tasks.

TASK 1

For questions 1–5, choose from the list (a–h) what determines the clothes each person wears. There are three extra letters which you do not need to use.

- | | |
|------------------------------|-------------------|
| a the latest trends | |
| b wanting to be different | |
| c ethical considerations | Speaker 1 1 |
| d comfort | Speaker 2 2 |
| e price | Speaker 3 3 |
| f looking smart | Speaker 4 4 |
| g sharing a look with others | Speaker 5 5 |
| h an active lifestyle | |

Great students' tip

Listening: Multiple matching tasks

Read both tasks before you start, so that you know what you are listening for. In an exam, you usually get to listen twice. One method is to answer both tasks the first time you listen and then check your answers the second time.

TASK 2

For questions 6–10, choose from the list (a–h) where each person gets their clothes. There are three extra letters which you do not need to use.

- | | |
|--------------------------------|-------------------|
| a online | |
| b an outlet store | |
| c on the high street | Speaker 1 1 |
| d small shops offering quality | Speaker 2 2 |
| e at a hypermarket | Speaker 3 3 |
| f they don't really buy any | Speaker 4 4 |
| g they make them from scratch | Speaker 5 5 |
| h second-hand | |



Critical thinkers

4 Which things are usually true of second-hand clothes shopping?

- a It's more economical.
- b There's a big selection.
- c It reduces the environmental impact of fashion.
- d You're contributing to a good cause.
- e You find all of the latest brands.
- f The staff work for free.
- g It's easy to find what you want.

Vocabulary extension ☆☆☆

5 Complete the sentences with expressions from the box.

self-control • self-defence • self-employed • self-aware • self-opinionated • self-satisfied

- 1 They've just started special classes at our school.
- 2 Mitch is not very and tends to drone on even when it's obvious other people are bored.
- 3 When it comes to chocolate, I have very little!
- 4 I know Todd got an A in the exam, but I wish he wouldn't go around with that expression on his face.
- 5 I find Margot rather She never listens to other people's points of view.
- 6 My mum got fed up working for someone else, so she's now

Adding emphasis – cleft sentences

- 1 ☆ Read the sentence in bold. Then complete 1–3 with phrases from the box to make more emphatic sentences.

is the friendly service • it's • that I like •
the thing that • what I like

I like the friendly service.

- 1 is the friendly service.
- 2 the friendly service
- 3 I like

- 2 ☆☆ Make emphatic sentences about the underlined information starting with *The thing/person/place/reason ...*

- 1 Jake works in a computer store.
.....
- 2 They left because the sales assistant was so rude.
.....
- 3 Ms Clark is the person you need to speak to about the robotics club.
.....
- 4 I really miss being able to lie in bed on a Saturday morning.
.....
- 5 There are lots of great shoe shops in Fisher Street.
.....

- 3 ☆☆ Rewrite the sentences starting with *It* and emphasising the underlined word.

- 1 Gemma left her phone on the bus.
.....
- 2 I saw our new maths teacher yesterday.
.....
- 3 We saw my cousin in the high street last week.
.....
- 4 Clem is the captain of the water polo team.
.....
- 5 I was born and raised in Ireland.
.....

- 4 ☆☆ Rewrite the sentences with *what ... is/was*.

- 1 You need a holiday.
.....
- 2 I found her attitude surprising.
.....
- 3 I'd like something to eat.
.....
- 4 They disliked her air of self-importance.
.....
- 5 The amazing thing was that Jude arrived at exactly the same time.
.....
- 6 I saw Peter practising for the play
.....

- 5 ☆☆☆ Complete the text with one word in each gap.

A WORLD of REDHEADS



Overall, less than 2% of the world's population have red hair. (1) is striking is that in Scotland, the figure stands at around 10%. However, according to Scottish photographer Kieran Dodds, what is even more interesting (2) that there are other parts of the world where red hair is common too. It (3) while attending World Redhead Day in London that Kieran met people from around the world who shared his hair colour. And (4) was this experience that led Kieran to prepare a book of photographs on the subject. It wasn't such a surprise to meet other red-headed people from Perm in Russia, as it's about as far north as Scotland. The reason (5) people with ginger hair generally tend to come from northern latitudes is (6) they are able to absorb vitamin D even in areas with little sunlight. But (7) did surprise Kieran was the fact that there are also pockets of red-headed people in places he did not expect. For example, did you know that one place (8) there are groups of redheads is Jamaica?

Grammar challenge ☆☆☆

- 6 Choose the correct alternative.

- 1 a holiday tomorrow, I'd stay in bed till lunchtime.
a Was it b Were it c It was
- 2 Rarely such an enjoyable evening.
a have I had b I've had c I did have
- 3 the oral exam that I'm worried about.
a What b The thing c It's
- 4 Craig's parents were delighted to their friend's wedding.
a being asked b to be asked c be asked
- 5 dinner before they get here do you think?
a Are they on the verge of eating
b Will they have been eating
c Will they have eaten
- 6 We got the garage my uncle recommended our car.
a serviced b service c to service
- 7 The gym will during the school holidays.
a be being repainted
b being repainted
c be repainting

Developing speaking

Discussing photos 2

1 ☆ Match the words in the box to the photos

beard • hairstyle • hipster • identical • short-sleeved • sleeveless • suit



2 35 ☆☆ Read the task then listen and answer the questions.

- Which vocabulary items from 1 do you hear?
- What's her opinion about the second part of the question?

Compare the pictures and say what they might tell us about the visual identity of the twins and how you think parents should dress twin children.

3 35 ☆☆ Listen again. Complete each sentence with a word or short phrase.

- She thinks the twins in the first photo are about
- She says some parents not only dress twins the same, but also
- She says the formally-dressed man in the second photo might have to dress like this
- She says some parents opt to dress twins the same because

4 ☆☆ Match the sentence halves to make expressions used to speculate based on our own experience and knowledge.

- Most of us know
- It could be
- I've never been
- Almost everyone will
- I think, from

- from experience ...
- looking at (their faces), ...
- the case that ...
- in that kind of situation myself, but ...
- find themselves in this kind of situation ...

5 ☆☆☆ Rewrite the sentences using **do/does/did** to make them more emphatic.

- You also see siblings of different ages wearing the same clothes.
- I think it's important that parents give twins the opportunity to develop a different image.
- We made a decision to dress the twins differently.
- My mother tends to buy the children matching outfits.

Pronunciation

6 36 ☆☆ Decide which sentence in each pair should carry emphatic stress on the verb **do**. Then listen, check and repeat.

- I do wish they would hurry up.
 - We do the housework on a Saturday morning.
- I hope Carlos does his part of the project tonight.
 - Eating late at night definitely does affect my sleep.
- Grace did a course in Manchester last summer.
 - We did enjoy the party at your place on Saturday.

7 ☆☆☆ Practise answering the task below. If possible, record yourself.

Compare two of the pictures, saying why people are wearing similar clothes and how sharing their identity might make them feel.



Developing writing: describing visual information

Vocabulary – Describing data: synonyms

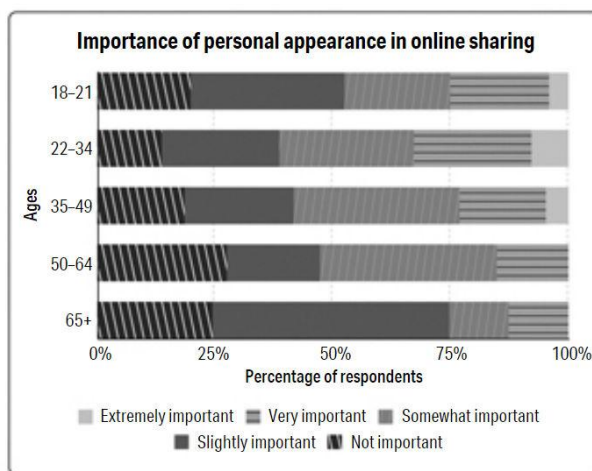
- 1 ☆ Match the words and phrases in the box to the synonyms.

difference • evaluate • precisely • recorded • significant • slightly • stands out from

- 1 accurately
- 2 a little
- 3 assess
- 4 distinction
- 5 important
- 6 is noticeable among
- 7 observed

- 2 ☆☆ Complete the sentences with the words and phrases in the box in 1.

- 1 A study was conducted to how appearance is to people sharing content online.
- 2 In order to measure responses, participants could choose between a range of possible answers.
- 3 Results were organised from oldest to youngest to see if any could be between participants of different ages.
- 4 People between 50 and 64 the other groups as considerably less concerned with appearance; more than 25% considered personal appearance to be unimportant.



- 3 ☆☆ Read a description of the chart. According to the text, are the sentences True (T) or False (F)?

- 1 There is little difference in concern about appearance between the 18–21 and 22–34 groups. T / F
- 2 Most people between 22–64 generally thought that appearance was somewhat important. T / F
- 3 The greatest proportion of participants who considered appearance to be extremely important were 22–34. T / F
- 4 A quarter of the 50–64 category considered appearance unimportant. T / F
- 5 The fact that the oldest age group don't consider appearance to be important is noticeable. T / F

use a clear paragraph structure to organise your report

use passive structures in a more formal style

The chart shows the importance of personal appearance in online sharing for respondents in five age groups. Interestingly, people between 18 and 21 seem markedly less concerned with appearance than those a few years older. Between the ages of 22 and 64, the results show that the majority of participants felt that appearance was at least somewhat important. The highest percentage of people considering appearance to be extremely important was to be found in participants aged 22–34. It is noticeable that people between 50 and 64 were considerably less concerned with appearance, with over 25% indicating that it was not important to them. What stands out is that in the oldest age group, no respondents considered appearance to be extremely important and in fact three-quarters of participants thought appearance to be unimportant or only slightly important.

In conclusion, as might perhaps be expected, it is younger people in general who are more concerned with appearance when sharing content online than older generations.



use synonyms for describing data

use cleft sentences for emphasis

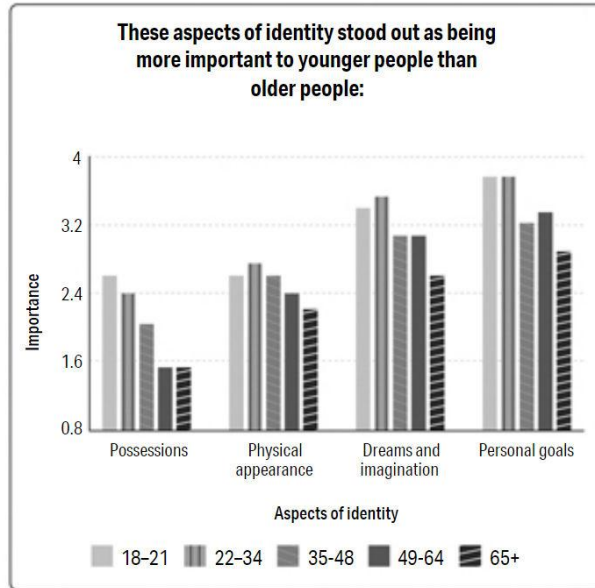
- 4 ☆☆ Match the words for describing information (1–5) to the words with opposite meanings (a–e).

- | | |
|-------------------|-----------------|
| 1 majority | a insignificant |
| 2 remain | b considerably |
| 3 stabilise | c fluctuate |
| 4 slightly | d change |
| 5 important | e minority |

Task

The bar chart below shows the aspects of identity which were more important to different age groups.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



Writing bank

Useful language for describing visual information

Describing statistics

- 5/10/15 per cent/%
- a quarter/a third/half/three-quarters of ...
- twice/three times the amount
- ... was (almost) two/three/ten/ times as ...
- one in three/four/five
- the majority/minority of ...

Describing trends

- remain the same/change little
- stabilise
- fluctuate
- reach a high/peak/low
- a significant difference is
- there was less/more of a difference
- a (more/less) dramatic difference

Making comparisons

- slightly less than/considerably more than/ markedly different from ...
- One figure/Something that stands out ...
- The ... are almost the same as/broadly similar to ...
- One of the more notable changes was ...
- The highest figure was for ...
- ... stands out as ...

Prepare

5 Read the writing task and plan your summary. Make notes.

1 What does the chart show?

2 What are the main features?

3 What comparisons can you make?

6 Use this paragraph plan for your review.

Paragraph 1: Introduction explaining what the bar chart shows

Paragraph 2: Main body explaining the most noticeable and important information in the bar chart

Paragraph 3: Conclusion summarising the main findings of the study

Write

7 Write your description in your notebook. Use your notes, the paragraph plan, the writing model on the opposite page and the Writing bank to help you.

Check

8 Read your description and complete this checklist.

- I have used an appropriate paragraph structure.
- I have used a formal style.
- I have included passives and cleft sentences.
- I have used appropriate expressions for describing visual information.

☐
☐
☐
☐

Vocabulary in context and reading

Positive action

1 ☆☆ Complete the sentences with the correct word.

- 1 enterprise/initiative
 - a The council hopes the new will attract volunteers.
 - b They are involved in an exciting new business
- 2 measures/steps
 - a There are just a few final to complete before you send us your application.
 - b What will be taken to avoid donations being spent on administrative tasks?
- 3 empower/enable
 - a We're working to unemployed people by involving them in decision-making.
 - b The website will local people to find out about fundraising events.
- 4 incentive/motive
 - a His for joining the organisation was to be with like-minded people.
 - b The opportunity to meet local celebrities is an added to take part in the fun run.
- 5 beneficial/profitable
 - a Volunteering is not only to the local community, but also personally satisfying.
 - b These actions are not necessarily but will raise the profile of the charity.
- 6 campaign/protest
 - a The decision was met with a wave of
 - b The event is one of several planned as part of our awareness-raising

Vocabulary extension ☆☆☆

2 Match the sentence halves.

- 1 A major British department store launched a range of **gender-neutral**
- 2 The university has introduced **positive**
- 3 The company made a few **token** gestures
- 4 **Freedom of speech** is something that
- 5 There are so many different cultures and ethnicities in this city which
 - a to give the appearance of being progressive.
 - b ensures we can express ourselves openly in public.
 - c clothes that all children could wear.
 - d makes me feel part of a more **plural society**.
 - e **discrimination** to increase the intake of students from disadvantaged backgrounds.

3 Read the article quickly. Choose the correct alternative.

The writer introduces (1) three/four ways people can contribute (2) directly/indirectly to charitable organisations without (3) time or money/effort or knowledge.

4 37 Read the article again. Decide if the statements agree with the writer's views. Choose Yes (Y), No (N) or Not Given (NG) if it is impossible to say what the writer thinks.

- 1 Most people aren't interested in supporting charities. Y / N / NG
- 2 There is a good range of charities you can support. Y / N / NG
- 3 This type of shopping platform seems to be becoming more and more popular. Y / N / NG
- 4 Charity Miles makes fewer demands on the user than Give as you Live. Y / N / NG
- 5 Companies should operate ethically. Y / N / NG
- 6 It's important that companies participate in this type of scheme for the right reasons. Y / N / NG
- 7 Other search engines shouldn't profit from income received from advertising clicks. Y / N / NG
- 8 It's easy to change to using Ecosia. Y / N / NG

5 Match the underlined words and phrases in the article to the meanings.

- 1 extra useful or decorative items
- 2 the way something is, unless you change it
- 3 resource services such as electricity or gas providers
- 4 confronted, encountered
- 5 software that you use to access the Internet
- 6 the best resource to use to get something done
- 7 expression which follows a negative for emphasis



Critical thinkers

6 Which of these is not a potential disadvantage of the options in the article?

- a Your data could be misused.
- b It's not always clear how much money is spent on administrative costs.
- c It could be an additional source of income for charities.
- d It might stop people donating in other ways.
- e It's a way for companies to look good and distract from other unethical practices.

DOING GOOD – the easy way

A lot of us would like to do more to support charitable organisations but perhaps lack either the time or the economic resources to do so. But what if there were ways to make a difference that didn't use up our precious time or empty our pockets? Here's an overview of various options you might want to consider.

If you're a person who shops online, you can donate to charities without it costing you anything at all! By using the shopping platform Give as you Live, you can ensure your chosen charity in the UK benefits in just three easy steps.

First, you sign up for free on the website and select the charity you wish to support from over 200,000 options. There are all kinds to choose from, from major international charities, such as Greenpeace or Save the Children, to local charities or even schools in your neighbourhood. Then comes the easy part: start shopping (although it's extremely important that you access your chosen store via the fundraising website). And sites like this are not only about buying clothes or accessories. On Give as you Live, for example, there are over 4,500 companies to choose from, selling everything from utilities and broadband packages to tech goods and electronics, or flights and accommodation for your next trip.

The final step takes place without you even realising it: once you have made your purchase, the store or company makes a payment, normally a percentage of what you spend, to the website. They in turn pass on a donation to your chosen charity; and you later receive an email letting you know how much you've contributed. One user explained that it was an easy way to raise money while you shop. And the best thing? Your shopping won't have cost you a cent more than it would have done normally.

Another app that works in a similar way is Charity Miles. Having downloaded the free app, you register and then choose a charity to support, but in this case, you don't need to spend any money whatsoever. All you need to do is get moving! The activity is up to you: you can walk, run, bike or dance. The app tracks your movement using your phone, or you can link to any other fitness tracking app you may use. For every mile you log, a donation is made to your chosen organisation.

But what's in it for the companies that participate in initiatives like this? For some of them, it's a way to conduct their business ethically, making sure they give back to the community; others prefer to spend money on this type of action rather than on expensive marketing campaigns – they feel that actions speak louder than words. And some see this type of activity as beneficial for their image, identifying them as a company

with a conscience. Whichever the reason, the important thing is the benefit for the organisations that receive the money. Using this model, Charity Miles has raised over \$2.75 million, Give as you Live has raised over £14 million and another shopping company, Easyfundraising, over £35 million.

Another way to do good for free is to change your search engine. We all use this type of program, most of us daily, and when doing research for an assignment or comparing services it's likely you'll search many different sites in just a short space of time. You probably have your go-to search engine which opens automatically on your computer or phone – it's maybe even the homepage in your browser. But did you know that a simple action like looking up the name of a restaurant or opening an online dictionary could have a significant environmental impact? Ecosia is a search engine with a difference. On the surface, it looks like any other search tool as you search the web. And like all search engines, Ecosia earns money from clicks on advertisements that appear on the search results page. But Ecosia does something different with this money: the company uses it to plant trees in areas where deforestation is a major problem. It currently has over 20 tree-planting projects in 15 different countries, including Spain, Brazil, Kenya and Indonesia, and many of these are also significant in protecting habitats for wildlife.

The company was founded in Berlin in 2009 by Christian Kroll, following a trip round the world where he came face to face with the problems caused by destruction of some of the world's forests. It couldn't be simpler to make Ecosia your default search engine, and once you start using it, an on-screen counter shows how many searches you have done. It takes an average of 45 searches to plant a tree. For about 15 million people, Ecosia is now their search engine of choice, and so far the company has planted more than 130 million trees.

So don't let a lack of time or money hold you back from making a difference: there's plenty you can do to make the world a better place without spending either.



Reported speech

1a ☆ Complete the rules (1–5) with a verb from sentences (a–e).

- a Glen **agreed** that their local charity was the best one for them to support.
- b The organisers **reminded** people to bring the collecting boxes to the event.
- c Anna **suggested** contacting the local newspaper to promote the fun run.
- d Everyone **agreed** to review the group's work after the next fundraising campaign.
- e People **criticised** the charity for spending too much on administration.

- 1 + gerund
- 2 + *that* clause
- 3 + (not) *to* + infinitive
- 4 + (object) + preposition + gerund
- 5 + object + (not) *to* + infinitive

1b ☆ Match the verbs (a–e) to the verb patterns (1–5) in 1a.

- a announce, explain, point out, think
- b promise
- c discourage, congratulate, confess
- d regret, recommend, admit, deny
- e tell, ask

Great students' tip

Grammar: Using mind maps

It can be useful to group verbs with the same pattern together in your notebook. Put the verb pattern in the centre circle of your mind map and add each verb with the same pattern at the end of a line radiating from the circle.

2 ☆☆ Rewrite the sentences using a verb from the box as reported speech.

agree • congratulate • regret • suggest • tell

- 1 'Well done, Red Team. Your project has won first prize,' said the headteacher.
The teacher
- 2 'Why don't we apply for funding from the council?' said Matt.
Matt
- 3 'Please switch everything off after you finish,' said the caretaker to Julie.
The caretaker
- 4 'Sure, I can take photos of the event,' said Teresa.
Teresa
- 5 'I'm sorry I said I'd help,' said Piotr.
Piotr

3 ☆☆ Complete the text with the correct impersonal reporting structure of the verbs given.

The Women's Race

La Carrera de la Mujer or Women's Race (1) (say) be one of the most important female running events in Europe. It (2) (believe) 135,000 runners participated in the 2019 race in cities all over Spain, and many public figures and celebrities (3) (know) have taken part. Though nowadays it (4) (think) of primarily as a fundraising event for cancer research, it was actually started because of a lack of races exclusively for women.



4 ☆☆☆ Report the sentences in the conversation with the verbs given.

- Ben:** Have you heard about 'rounding up for charity'? (ask)
(1)
- Phoebe:** I've never heard of it. (say)
(2)
- Ben:** If your shopping comes to \$9.95, you can 'round up' and the remaining 5¢ will go to charity. (explain)
(3)
In 2016 over \$400 million was raised in the US in this way. (point out)
(4)
- Phoebe:** We should set up a similar scheme. (suggest)
(5)
- Ben:** I'll try to find out some more about it. (promise)
(6)

Grammar challenge ☆☆☆

5 Find and correct eight mistakes in the text.

A few months ago, my friend Misha suggested to go to help at the local soup kitchen and I agreed go with him. On the day, about 30 people came for lunch and they were all give a hot meal and some of them cut their hair by a local hairdresser who volunteers there. We spent the morning preparing and serving food and chatting with everyone. Not only it was great to do something useful, but it also made me appreciate what I've got. If Misha hasn't told me about it, I wouldn't be a regular volunteer there now. You should have some free time to spare, I would recommend to see if there is something similar in your area.

- 1 5
- 2 6
- 3 7
- 4 8

Developing vocabulary and listening

Expressions with *give* and *take*

- 1 ☆ Decide if the expressions below include *give* or *take*. Complete the table.

in the news • it upon yourself •
someone a chance • someone a hand •
someone the benefit of the doubt •
someone your word • something on board •
the easy way out • the initiative • time

give	take

- 2 ☆☆ Complete the sentences with the correct form of *give* or *take*.

- Working as a volunteer at the hospital is my way of **something back** after all the treatment I received.
- I'm sorry. I'm really tired. I'm going to have to **the meeting a miss**.
- You can leave work early today, but I might ask you to stay late another day – it's all a question of **and**.
- Andy often says things without thinking. I wouldn't **it to heart**.
- It'll be about 15 minutes before the painkiller **effect**.
- My cousin has recently **to posting videos on TikTok**.

- 3 ☆☆ Match the sentences (1–6) in 2 to the meanings (a–f).

- think about something seriously, so that it upsets you
- support or make an effort for someone or something that previously helped you
- starts to work
- started to do something as a habit
- not attend an event
- a situation in which you help someone in exchange for a favour from them

- 4 38 ☆ Listen to a podcast about young people and volunteering. Answer the question.

Is the main message of the podcast about ...

- how charities can benefit from young volunteers?
- how young people can benefit from doing voluntary work?

- 5 38 ☆☆ Listen again. Complete the text.

Young volunteers

Presenter Sam Marshall started by quoting some statistics indicating that the number of young volunteers (1) in recent years. Psychologist Judy Robeson mentioned the (2) that young people are under but said that this should not deter them from volunteering. In contrast to the theoretical focus in the classroom, doing voluntary work gives people an opportunity to do (3) as well as learning a range of new skills including administrative skills and money (4). In addition, volunteers have to interact successfully with other people including some from different (5). Being a volunteer can be to your advantage when applying to university and it's also a good alternative to (6) on a young person's CV. However, one of the most important reasons to volunteer is the benefits it can bring to a young person's self-esteem and (7).



Critical thinkers

- 6 Match the possible negative points about volunteering (1–3) to the counter-arguments (a–c).

- It takes up a lot of time.
- You might feel shy at first.
- You might not like what you're doing.
- a That'll soon pass as you get to know people.
- b You can always switch to another organisation.
- c It's a good break from your studies.

Vocabulary extension ☆☆☆

- 7 Match the words in bold to the definitions.

- So what's your **takeaway** from today's class?
- I did a **double take** when I saw Mel's sister – they look so alike.
- I knew he'd passed. His face was a total **giveaway**.
- We offered five free places on the course but were surprised by how little **take-up** there was.
- I hope no one loses their job after the **takeover**.
- I enjoy watching the **out-takes** at the end of a film.
- a The number of people who accept an offer.
- b The most important message or argument remembered after a meeting or event.
- c Scenes deleted from a film or series before broadcasting, often because of actor mistakes.
- d Looked twice at something or took a moment to react to something surprising.
- e Something which spoils a surprise by indicating what is going to happen.
- f Situation when one company takes control of another

Grammar in context 2

Order of adjectives

1 ☆ Complete the table with the adjectives and nouns from the sentences.

- Kristen was wearing a straight, black denim skirt.
- We had some delicious, home-made ice cream for dessert.
- My grandmother gave me a beautiful, early 20th-century jewellery box for my 18th birthday.
- The museum has a huge German printing press.
- Janek brought his very sweet, young niece.
- Have you got any compact plastic camping chairs?

opinion	<i>delicious</i>
size	
shape	
age	
colour	
origin	
material	
function	
noun	

2 ☆☆ Choose the correct alternative.

- We stayed in a charming little/little charming hotel in a fishing small/small fishing village.
- The bride was wearing a silk white/white silk dress and carrying a bouquet of pink tiny/tiny pink roses.
- The Spanish young/young Spanish chef cooked us a fantastic-tasting/tasting-fantastic meal.
- Luke? He's the guy over there with large round/round large glasses and a biker's leather/leather biker's jacket.
- The American large new/new large American professor gave the university audience a very long interesting/interesting long talk.

3 ☆☆ Complete the sentences with the words given in the correct order.

- Jude found this jacket in the charity store for just 2€. (grey/cool/denim)
- I gave my mother a sweater for her birthday. (woollen/pink/gorgeous)
- To make the sauce you'll need a pan. (metal/small/frying)
- Melissa's got some goggles. (skiing/blue/new)
- Last year we stayed in a(n) cottage in the middle of nowhere. (stone/tiny/one-room)
- We've got to do a(n) assignment. (end-of-year/huge/literature)

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



- industrial / city / large
a(n)
- German / lightweight / rucksack
a
- musician / 1920s / jazz / French
a
- sauce / pasta / delicious / Italian
a(n)
- 19th-century / romantic / highly recommended / novel
a
- swimming / 5-kilometre / tough / open-water / competition
a(n)

✓ Great students' tip

Grammar: Adjective order

One way to remember the order of adjectives is to write a memorable example that contains an adjective from each category. You can use it to refer to. Be imaginative, but be sure to make it memorable!

Grammar challenge ☆☆☆

5 Choose the correct alternative.

- Have you seen a bag anywhere?
a green, large leather b large, leather, green
c large, green leather
- We Jessica's party for ages.
a 've been looking forward to
b are looking forward to
c have looked forward to
- It was simply exam I've ever done.
a the worse b worst
c the worst
- I playing *Fortnite* with my friends.
a wouldn't like b didn't used to like
c didn't use to like
- The painting be worth well over \$1m.
a believes b is believed to
c is believed
- We would be eating dinner now if I to do the shopping.
a hadn't forgotten b wouldn't forget
c didn't forget

Developing speaking

Discussing photos 3

- 1 ☆☆☆ Read the task and look at the photos a–c. Which vocabulary in the box could you use to describe each photo?

Here are your photos. They show young people doing community service. Compare two of the photos and say what type of help they are giving and what they might be learning from the experience.



after-school club • disability • front door • give a high five • old person's home • outdoor space • resident • shopping • toys • wheelchair

- a
b
c

- 2 🎧 39 ☆ Listen to a student doing the task in 1. Which two photos does he talk about?

- 3 🎧 39 ☆☆☆ Listen again and complete the table.

Similarities

Differences

What they may be learning

- 4 🎧 40 ☆☆☆ Listen to the second part of the task. What is the student's reply to the question?

- 5 🎧 40 ☆☆☆ Complete the expressions used to refer to what someone else has said. Then listen again and check.

- 1 I agree with what Nacho said about (...) and I think I would that (...), I don't that ...
2 Going to what Nacho said ...
3 As Nacho earlier ...

Pronunciation

- 6 🎧 41 ☆ Listen and match the phrases in the box to the sentence stress patterns. Then listen again and repeat the phrases.

By contrast • I don't think • In this photo •
It could be • It looks like • It looks as if •
That being said • The first difference •
The main thing • Whilst I agree

- 1 OooO
2 oOo
3 oOoo

- 7 ☆☆☆ Read the task in 1 again and look at the photos below. Make notes of words you could use to describe two of the photos in your notebook.



- 8 🎧 42 ☆☆☆ Listen to the instructions and practise giving your response. If possible, record yourself.

Developing writing: a report

Vocabulary – Charity

1 ☆ Complete the sentences with the words from the box.

altruistic • charity • contribute • donation • fundraising • philanthropic • raise money • sponsored

- The hospital just received a substantial _____ from a(n) _____ organisation.
- The students are doing a(n) _____ walk for the school. Would you like to _____?
- She's a very _____ person who is always willing to get involved in all types of _____ activities.
- We're going to have a bake sale next month to _____ for _____.

2 ☆☆ Replace the words in bold with the words from 1.

- | | |
|---|---|
| 1 We asked people to give their time, effort or money in whatever way they could. _____ | 4 The company tries to look as if it cares about others more than about itself , but sadly I think it's just a marketing exercise. _____ |
| 2 Our efforts to persuade people to give money to a charity paid off and we have met our target of £5,000. _____ | 5 We're trying to collect money for our local shelter. _____ |
| 3 Each year, the school chooses an organisation which works to help a good cause to support. _____ | 6 Members of the public were very generous with their money and goods given to help the homeless. _____ |

3 ☆☆ Read the task and the student's essay. Answer the questions.

Your school supports a different charity each year and the headteacher has asked students to write a report on the matter. Your report should refer to the charities the school has supported in the past, evaluating people's interest, and suggest a charity for the coming year.

- Which two charities were supported in recent years?
- Which was the more successful choice. Why?
- What recommendations are made?

Use a clear title and section headings

Choosing the right charity for our school

The aim of this report is to review the charities that Larchmore Academy supported in recent years and evaluate the engagement of the school community with those charities. It will also recommend potential candidates for the coming year. *The report is based on an informal discussion with members of Year 11.*

Charitable activities at Larchmore Academy

Larchmore is committed to maintaining its *altruistic* spirit and supporting charitable organisations. This includes both the community service programme and the selection of an annual charity as the focus of *fundraising* events. Two years ago, we supported Larchmore Animal Shelter and, this year, our school's charity is Hunger International.

Response to charities supported recently

Larchmore Animal Shelter proved a very popular choice: many fundraising events were held and a substantial amount of money was raised. What is more, students were able to engage *in hands on* activities at the shelter, including dog-walking and the building of a new storeroom. By contrast, people have not related as well to Hunger International. While a worthy candidate, there have not been the same opportunities for *direct action* and in fact *less money* has been raised.

Recommendations

As a result, we would strongly recommend that the school selects a local charity next year. It would also be worth considering the potential for students to get involved on a *practical basis* as well as through fundraising. Given the current interest in environmental matters, we propose the ecological group Larchmore Green Warriors or, as an alternative, Larchmore Garden Trust, which organises gardening projects for people with dementia.

Use a clear paragraph structure

Use appropriate vocabulary to talk about charities

Use different expressions to avoid repetition

Use formal language including the passive

4 ☆☆ Read the essay again. In your notebook, write the phrases which mean the same as the expressions (1–7).

- | | |
|---|---------------------------------------|
| 1 It will also suggest ... | 5 the reality is ... |
| 2 Moreover, ... | 6 The report has been informed by ... |
| 3 It would also be a good idea to think about ... | 7 We suggest ... |
| 4 The purpose of this report ... | |

Task

Your headteacher wants to establish links between your school and a local old people's home. She has asked you to write a report. Your report should refer to the type of activities students could engage in and the benefits of these to both the residents and students, and suggest how activities could be organised. Write between 220 and 260 words.



Writing bank

Useful language and expressions in reports

Introducing the report

- This report will/is intended to evaluate/ describe/analyse ...
- The aim of this report is ...
- It will also assess/include/recommend/look at ...
- We will examine ...
- This report is based on interviews/research conducted at ...

Adding or developing a point

- Additionally/In addition, it will consider ...
- Furthermore, the report will ...
- Not only ... but also ...
- What is more, ...
- in fact, ...
- indeed, ...
- Moreover, ...

Making suggestions

- I (strongly) recommend that ...
- It would be a good step forward ...
- It would be worth considering ...
- One (possible) course of action would be to ...
- We propose ...

Prepare

5 Read the writing task and plan your report. Make notes.

Select two or three activities students could engage in with residents from the local old people's home.

Evaluate the benefits of these activities to the residents and students.

Consider how the activities could be organised.

6 Use this paragraph plan for your report.

Paragraph 1: Introduction

Paragraph 2: Activity 1 and its benefits

Paragraph 3: Activity 2 and its benefits

Paragraph 4: Recommendations

Write

7 Write your report in your notebook. Use your notes, the paragraph plan, the writing model on the opposite page and the Writing bank to help you.

✓ Check

8 Read your essay and complete this checklist.

- 1 I have used an appropriate paragraph structure.
- 2 I have used a clear title and headings.
- 3 I have included vocabulary related to charities.
- 4 I avoided repetition, using different expressions where possible.
- 5 I used a formal style.
- 6 I have used appropriate expressions to introduce my report and to make points and suggestions.

☐☐☐☐☐☐☐☐

Grammar

1 Complete the sentences with the active or passive form of the verbs given.

- I used to dread
(ask) to speak French in class but I feel more confident now.
- New furniture
(install) so we can't use the library today.
- My friends and family usually
..... (call) me
Charlie, not Charles.
- Lucila
(borrow) my jacket and she hasn't given it back.
- I hope
..... (offer)
a place at the University of Glasgow.
- Hilary was really happy
..... (give) a
birthday present by her class.
- A new sports instructor
..... (appoint)
when Anya leaves in June.
- Larry and I
(give) Carmen a lift to the station last night.

2 Rewrite the sentences to add emphasis to the underlined text.

- I really liked the photographs of desert landscapes.
What
- My friend helped me with the project.
It
- I always listen to music in the car.
The

- People's selfishness worries me.
What
- I really enjoyed that film.
It
- I'm late because I missed the train.
The
- You tend to interrupt people a lot.
You
- I don't understand the use of the passive.
It's

3 Are the sentences correct? If not, correct them.

- In case you arrive late, give me a call.
.....
- Dad would take your side in the argument – he always does.
.....
- If you would wait here, the doctor will be with you in a few minutes.
.....
- By the time I got to the party, all the food was eaten.
.....
- I wish I'd think about it more before I paid all that money.
.....
- I had my friend check my application for spelling mistakes before I sent it in.
.....

Vocabulary

1 Complete the sentences with the words in the box.

compassionate • conscientious • distant • principled • resilient • selfless • spiteful • unruly

- Camila is a very student who always submits her work on time.
- Amir's often quiet, but today he seems even more than usual.
- There was a very group of schoolchildren at the museum. It really spoils the visit.
- David is a(n) boy who takes care of other students when they're upset.
- Mitch is very when it comes to food: he won't eat meat, fish or any dairy products.
- The team of the expedition were very which helped them cope with the difficulties they faced.
- Zoe is and is always willing to share, but her older sister can be quite and cruel when they play together.

2 Read the definitions and write a word or expression with self.

- Trying to look after and protect yourself
.....
- Look a lot worse than you did before
.....
- Feeling of uncertainty and lack of confidence in your abilities
.....
- Feel comfortable in someone else's house
.....
- Treating yourself to something extravagant
.....

3 Choose the correct alternative.

- I ran into/through an old friend at Leila's party.
- Go on – I can see you've got an opinion on this. Say/Speak your mind.
- There are a number of interesting geological features/wonders in the area.
- Did Jan hint/imply at what the secret was?
- I've never heard Paul raise/rise his voice like that before.

1 Complete the reported speech sentences.

- 'OK, Juan. I won't tell anyone about the present you've bought.'
Karen agreed
- 'Remember you've got the exam next Tuesday.'
Dad reminded
- 'You should try out for the team next year, Carla.'
The coach encouraged
- 'I'll help you carry the luggage!'
Luisa insisted
- 'I'm sorry I took your laptop without asking.'
Marc's sister apologised

2 Put the words in the correct order.

- Do you have a
(leather/small/white) bag to go with my outfit?
- Daria bought a
(green/lovely/suede) jacket last week.
- We went to this wonderful
..... (Italian/new/
pizza) restaurant last night.
- Finn's got a
fanzine. (Portuguese /new/very interesting)
- The app was developed by a
..... (Manchester-
based/small/tech) start-up.

3 Choose the correct alternative.

- I ran for an hour and a half this morning.
I that since before the exams.
a didn't do b haven't done
c haven't been doing
- the steaks.
a It was the dog what at
b It was the dog that ate
c What the dog ate
- I can't meet on Thursday. I my sister's
new play.
a 'I'll see b 'm seeing c see
- If only Grant about his sister's accident.
a you didn't tell
b you wouldn't have told
c you hadn't told
- Passports on arrival in the country.
a must show
b must be shown
c must be showing
- Maya the party by the time her sister arrived.
a had already left
b already left
c has already left

Vocabulary

1 Complete the sentences with the words in the box.

beneficial • campaign • empower • initiative •
measures • steps

- This week sees the launch of our new
fundraising
- The idea for the 'Help Others'
came from three students in Year 9.
- Supporting a charity can be very
for a celebrity's image.
- You can sign up for the event in just three easy
.....
- We need to take all possible to
stamp out discrimination.
- Opening the nursery is part of a series of
actions to single mothers.

2 Rewrite the sentences using expressions with the word given and take or give. Do not change the meaning.

- Could you help me hang this painting? (hand)
.....
- I've tried to think about and accept what
you said. (board)
.....
- Can you promise me you won't tell
anyone else?(word)
.....

- I don't think Carl has assimilated the news
about his dad's accident yet. (in)
.....

- I don't think we're going to go to the party
tonight. (miss)
.....

3 Choose the correct alternative.

- Having a long bath and reading a book is my
idea of self-.....
a expression b indulgence
c preservation
- You should out the new independent
cinema near the station.
a check b turn c make
- I have to say I'm a bit about Jim continuing
to run at 6 am every day.
a sceptical b gullible c cynical
- I'd like to my appreciation for everyone's
kind words.
a imply b mumble c convey
- Fortunately, it turned out that the snake was
completely
a fearless b breathless c harmless
- Whatever he does, your brother always seem to
get away it.
a with b from c to

Vocabulary in context and reading

Viewing habits

1 ☆ Choose the correct alternative.

- Please be quiet in the studio: we're going live-streaming/on air in five seconds.
- They did a reboot/rerun of the series with an American cast, but I think the original British version was much better.
- My grandma likes binge-watching/tuning in to her favourite programme every Wednesday evening.
- I can't wait for them to release the latest instalment/reboot of that new sci-fi series – the last one finished on such a cliff-hanger!
- When I watched the series in the original version, I didn't like the main actor's voice at all – I was so used to him being dropped/dubbed.

2 ☆☆ Match the words to the definitions.

binge-watch • drop • dubbed • medium • reboot

- a film with the original language changed
- release for public viewing
- new version of a film or series
- means of communication
- watch episodes of a series one after the other

Vocabulary extension ☆☆☆

3 Match the sentence halves.

- There's a **double bill** on the horror channel
 - Anyway, at the end of the film, she gets together with –
 - You can tell a lot about a programme before it starts just
 - I wish they wouldn't add **canned laughter** to comedy shows:
 - You missed a **flashback** to her past which
- a oops! I won't tell you any more: **spoiler alert!**
- b with two of my favourite zombie movies.
- c by listening to the music they choose for the **theme tune**.
- d helps explain why she turned to crime.
- e it sounds so artificial and I like to decide for myself what's funny.

4 Read the article about YouTube quickly. Which topic is not mentioned?

- | | |
|-----------------------|-----------------------------------|
| a User statistics | c A focus for gaming fans |
| b International users | d What its founders are doing now |

5 43 Read the text again. Choose the best answers.

- YouTube ...
 - is the most popular website worldwide.
 - isn't as popular as Netflix and Facebook.
 - has 2.3 billion people uploading videos.
 - has changed the way people do a lot of things.
- The founders of YouTube ...
 - knew their idea would be a global phenomenon.
 - started the platform by posting a lengthy video.
 - made a lot of money when they sold it.
 - were overpaid when they sold it.
- What can be said about YouTube users?
 - Nearly three-quarters of them are American.
 - They come from round the globe.
 - The majority are female.
 - They are typically under 25 years old.
- Nowadays, musicians ...
 - are the most important people on YouTube.
 - don't need to worry about promotion.
 - have more avenues to become well-known.
 - have to thank YouTube for their popularity.
- Which thing is not true about Ryan Kaji?
 - He's been featuring in videos for six years.
 - His first video was a product review.
 - He makes the most money on YouTube.
 - He's famous for giving his opinions about toys.

6 Match the underlined words and phrases in the article to the definitions.

- someone who aspires to be famous
- something which is so extreme it is almost painful
- wise, showing good judgement
- something which is going to happen soon
- happening more quickly than expected
- something everybody knows and is familiar with



Critical thinkers

7 Which of the following are advantages of YouTube as an educational resource?

- Integrating video makes it more attractive.
- It's free so millions can access it.
- Unmoderated content may be inaccurate.
- It provides students with home tutoring.
- It's a time-saving resource for teachers.
- Content might not be age-appropriate.

The BIGGEST online video platform in THE WORLD

It's the second most-visited website in the world, after Google. 500 hours of video are uploaded to it every single minute and its 2.3 billion users collectively watch over 1 billion hours of videos on it every day – that's more than all the hours watched on Netflix and Facebook combined. Welcome to YouTube!

After those eye-watering statistics, let's go back in time to see the origins of something which has become a household name worldwide. For those of you born more recently, it may be difficult to imagine life before YouTube, when you watched the latest pop videos on TV, when the only people you could watch playing computer games were your friends and when, if you needed instructions for something, you had to read a manual.

Little did Chad Hurley, Steve Chen and Jawed Karim know what a runaway success their idea would be when they activated the domain name YouTube on 14th February 2005. The first video to be uploaded onto the site on 23rd April of the same year was just 18 seconds long and featured Karim talking about the elephants at San Diego zoo, but a year later, Google purchased YouTube for \$1.65 billion; at the time, some people said it was overpriced, but it turned out to be a very shrewd investment indeed.

It's evolved into the biggest online video platform in the world. According to Statista, in 2020, YouTube was the most popular social media site in the US, with 74% of Americans identifying as users. But YouTube's success is not limited to the US. It is available in over 100 countries and videos can be viewed in numerous languages. You might think that English dominates the platform's content, but you'd be wrong: 67% of videos uploaded are in other languages. And the average YouTube user? According to Kinsta, it's more likely to be a man: 62% of users are male. And perhaps unsurprisingly almost half of all users are between 25 and 44.

In terms of what people watch, the short answer would probably be 'everything': there's very little that isn't available. But 93% of the most-watched videos are music videos. YouTube is now an essential part of any artist's promotional strategy and in fact the network with the most YouTube subscribers in the world is currently Indian music channel T-series, with close to 200 million followers. But one of the most important things YouTube has done is to launch the careers of many musicians. Before YouTube, until a musician signed a recording deal, the only way they could gain recognition was by performing live in small venues where they could only reach a few dozen people. Nowadays, things are very different. Many artists, including Alessia Cara, Shawn Mendes and Ed Sheeran, have achieved recognition, fame and success thanks to YouTube, often starting out with recordings made in their bedroom.

While many people may think that social media has had a negative effect on the cinema, it's worth pointing out that some of the videos which generate most views are trailers for forthcoming movies. The first official trailer for *Avengers: Endgame* was watched 289 million times in just 24 hours.

Gaming is another hugely popular area on YouTube. 2020 was a record year, with users watching 100 billion hours, of which 10 billion were live streaming. Incredibly, there are over 40 million active gaming channels: by far the most popular game is Minecraft, with just over 200 billion views in 2020, while Roblox, Garena Free Fire, and Fortnite each had in the region of 70 billion views.

Another increasingly popular genre of videos on YouTube are the so-called 'How To' videos: films which explain everything from playing an instrument to fashion tips and life hacks. With searches for these increasing by 70% each year, instruction manuals are most definitely a thing of the past. What's more, YouTube has also made a massive change to the democratisation of knowledge, with *EduTubers* providing worldwide access to education.

There's also no doubt that YouTube is an incredibly powerful commercial tool and one few companies can afford to ignore. One study showed that 62% of businesses post content on YouTube and there's no denying the influence of product reviews on how people make purchases today. One of the most popular reviewers is also the world's highest earning YouTuber. He makes around \$30 million a year – and he's only nine years old. When he was three, Ryan Kaji asked his family why other children were on YouTube and he wasn't; as a result, they posted the first video of him playing with a Lego train. The video quickly went viral and toy review site Ryan's World was born.

So whether you're a wannabe rock star, a gaming fan or simply want to bake the perfect brownies, click on YouTube and get started!



can, could, may and might

1 ☆ Match the examples (1–5) to the functions (a–e).

- 1 They told us we **couldn't use** the library until after 12 o'clock.
- 2 It **can't have been** Liz that you saw – she's away on holiday this week.
- 3 Excuse me – **could you tell** me how to get to Beaumont Street?
- 4 Faisal **can speak** Arabic so he may be able to help you.
- 5 We **can go** to Portugal in August, when we're not at school.

- | | |
|---------------|---------------|
| a request | d deduction |
| b ability | e possibility |
| c prohibition | |

2 ☆ Match the examples (1–6) to the functions (a–f).

- 1 I've not seen our neighbours all week – they **may well have gone** away.
- 2 What time do you think you **might be** home tonight?
- 3 Were it not for her illness last May, she **might have passed** her exams.
- 4 Lulu **may have been playing** better recently, but she's still not consistent enough.
- 5 Felix **might have finished** training – you could try him on his mobile.
- 6 I don't think anyone else is coming, so we **may as well start**.

- | |
|---|
| a past possibility |
| b a suggestion without a better alternative |
| c strong possibility |
| d concession |
| e a possibility in the past which didn't happen |
| f future possibility |

3 ☆☆ Choose the correct alternative.

- 1 They may have get/got the later bus.
- 2 The rules say that guests can/might use the pool between 10 am and 8 pm.
- 3 I don't think anyone is coming, so we could/might as well go home.
- 4 Buying a flat can/may well be the most important purchase of your life.
- 5 Gloria can/may have taken singing lessons, but that doesn't mean she has a good voice.
- 6 That can't/mightn't have been Misha you saw – he's in New York.
- 7 Holly can/could have forgotten to buy the milk.
- 8 You can't/might not start driving lessons until you've passed the theory test – it's the law

4 ☆☆ Rewrite the sentences with the correct form of can, could, may or might. There may be more than one answer.

- 1 Would you mind opening the window?
Could you open the window?
- 2 I'm sorry but you're not allowed to park here.
- 3 I'd like to introduce the woman who has a strong possibility of becoming our next mayor.
- 4 There is a possibility that Carl has gone home early.
- 5 We're not able to use the hall tonight – it's already been booked.
- 6 The other restaurants are full so we have little alternative but to go to this one.

5 ☆☆☆ Complete the text with the phrases in the box.

can't have • could • may • may mean • may well be • might have

In terms of comfort and convenience, the remote control (1) one of the most important gadgets you own and in the average living room you (2) as many as six remote controls for your devices. The expansion in the number of electrical gadgets we own (3) be relatively recent, but remote controls have been around a long time. In fact, people (4) control things at a distance back in 1898, when Nikola Tesla first demonstrated a remote-controlled boat. The first TV remote control came with a long cable; the next to be invented used light, but its inventor, Eugene Polley, (5) foreseen that the remote would respond to the sun and domestic lighting, causing sudden TV channel changes. The infra-red remotes we know today first appeared in the 1980s but the development of the voice-recognition technology being used in many new remotes (6) that infra-red will also soon be obsolete.



Grammar challenge ☆☆☆

6 Cross out nine words that should not be in the text.

Last week my grandmother asked me to go round. What the reason why she wanted me was to set up her new television. First, she had me to install all the channels. After I had been done that, I helped her get familiar with the remote control. She said there was no way she could have to imagined the changes in technology she would see during her lifetime. She explained me that her first TV was black and white and there was no way of recording programmes until years later. I suggested her that we could go to the Museum of Broadcasting the following Saturday. It's a great museum and if you should have gone time to go I'd thoroughly recommend it. It gave Gran a chance to tell me all about TV in the old days. If we hadn't have gone, I would never have heard all the fascinating stories of which she has to tell.

Developing vocabulary and listening

Phrasal verbs – the film industry

- 1 ☆ Complete the phrasal verbs for each definition with the verbs in the box.

blend • break • brush • call • put • run • sign • stand • turn

- 1 start to have success in your work: into
- 2 join an organisation formally, with a contract: up with
- 3 develop into something different: into
- 4 be noticeable because of being different: out
- 5 go unnoticed because of being similar to other things or people around you: in
- 6 officially propose someone for a job: someone forward
- 7 improve by practising: up on
- 8 require or need: for
- 9 practise or rehearse: through

- 2 ☆☆ Choose the correct alternative.

- 1 She's been trying to break into/sign up with the movie business for some time now.
- 2 The role caters for/calls for an older woman with great stage presence.
- 3 Can you help me brush up/run through my lines before the audition?
- 4 Lance wanted to get noticed and blend in with/stand out from the other people at the party.
- 5 I'm not sure he's right for the part. He comes across/comes under as a little too aggressive.
- 6 The makeup department did an amazing job blending her into/turning her into an alien princess.
- 7 Can you put on/run through an American accent?
- 8 After the launch, the leading actors called for/came under close media scrutiny.

- 3 44 ☆ Listen to three different conversations and complete the sentence.

The common theme which connects all three conversations is

- 4 44 ☆☆ Listen again. Choose the best answers. There are two questions for each extract.

Extract 1

You hear two friends talking about a problem with a phone.

- 1 The boy's phone didn't have a screen protector because he ...
 - a thought it was too expensive.
 - b didn't think it was worth it.
 - c meant to do it, but didn't.
- 2 What do we know about the girl's phone?
 - a it's in perfect condition
 - b it has an effective cover
 - c she's never dropped it

Extract 2

You hear two colleagues talking about a new cinema.

- 3 Why doesn't the woman like the multiplex cinema?
 - a its location is inconvenient
 - b it's too commercial
 - c she doesn't like the people it attracts
- 4 The new cinema is different because ...
 - a of the price.
 - b it focusses on films from one country.
 - c of the type of films it shows.

Extract 3

You hear two older siblings talking about children's screen time.

- 5 What does the sister think?
 - a she relies on screens too much
 - b she spends too much time doing activities with her children
 - c her son is a computer genius
- 6 What memories do they have of childhood journeys?
 - a their parents couldn't manage without technology
 - b their grandparents didn't have any devices
 - c they used to disagree a lot in the car



Critical thinkers

- 5 Which are positive (P) and which are negative (N) aspects of young children using technology?

- 1 Children are plugged in all of the time.
- 2 Technology use becomes normalised earlier.
- 3 They have less interaction with other children.
- 4 They learn to rely on tech to do things for them.
- 5 It encourages independence from their parents.

Vocabulary extension ☆☆☆

- 6 Complete each expression with either **screen**, **camera** or **film**.

- 1 My cousin's a bit of a **buff** and knows everything about directors, actors, and so on.
- 2 They filmed the stunts in the studio using **green** technology.
- 3 Visual effects are an important part of -making.
- 4 Lynn doesn't like having her photo taken at all – she's quite **shy**.
- 5 After the initial auditions, the actors were invited for a **test** before the casting director made the final selection.

Ellipsis and substitution

- 1 ☆ Look at the sentences. Complete the rules with the words and phrases in the box.

be • proper noun • relative pronoun • subject pronoun • verb phrase

- They have promised to help us and I sincerely believe they will **help us**.
Avoid repeating a used previously.
- We saw a lot of people **who were** waiting in a queue outside the cinema.
Avoid using a and the verb *be*.
- The house was small but **it was** well-situated.
Leave out a and
- Natalie met us at the station and **Natalie** took us home afterwards.
Avoid repeating a

- 2 ☆☆ Cross out the words that can be omitted in each sentence.

- I thought Pavel would have the fish, but he said he didn't want to have it.
- My boss is the woman who is standing over there in the corner.
- We tried to book two hotel rooms, but they only had one hotel room.
- While I was speaking to him, I suddenly realised we'd met before.
- I should go to bed and you should go to bed too.
- You shouldn't use your mobile phone while you are driving.
- Tom won't like this film very much, but I think Lucy will like it.

- 3 ☆☆☆ Complete the sentences with an appropriate auxiliary verb.

- She said Ben doesn't like sushi, but I'm sure he
- Gabby loves skateboarding and so I.
- A:** This room needs redecorating.
B: It certainly
- She wanted me to tell her the truth, so I
- Noriko wouldn't like to live in a city and neither I.
- I'd like to come with you tomorrow evening, but I'm afraid I
- Caroline should be coming with us. She said she
- A:** Do your homework, Angus!
B: I

- 4 ☆☆☆ Rewrite the sentences using substitution to avoid repetition.

- My father supports Barcelona and I support Barcelona.
My father supports Barcelona and so do I.
- I don't know how that restaurant keeps open, but it seems people are still going to that restaurant.
- You didn't need to come but I'm glad you came.
- Have you got any jeans? I'm looking for some black jeans.
- A:** Have you got a pen? **B:** Yes, I think I've got a pen somewhere.
- I haven't seen my cousins in ages, so I'm looking forward to seeing my cousins.
- In the end we arrived on time and arriving on time was a relief.
- I haven't got any money but I think Carla has got money.

Grammar challenge ☆☆☆

- 5 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

- Neither Beth or Rick like rock music. (nor)
Beth doesn't like Rick.
- I started studying French five years ago. (studying)
I five years.
- Young people in the UK think the *Guardian* is one of the most reliable newspapers. (thought)
Among young people in the UK, the *Guardian* one of the most reliable newspapers.
- Spain is far bigger than Portugal. (near)
Portugal is Spain.
- 'OK, everyone, remember to be on time tomorrow.' (not)
The teacher reminded the following day.
- It's true Kim has the skills for the job, but she doesn't sell herself. (may)
Kim the skills for the job, but she doesn't sell herself.
- When I was a child, we wouldn't go to the doctor's unless we were really ill. (to)
When I was a child, we to the doctor's unless we were really ill.
- There's no way he has gone home already, his coat's still here. (have)
He home already, his coat's still here.

Developing speaking

Extended discussion 2

1 ☆ Complete the table with the phrases. Write the letter of the phrase in the correct column.

- a I agree partially, but ...
- b There's evidence to show that ...
- c I would go along with the idea that ...
- d This is just what I've heard other people talking about.
- e I'm not sure I agree with you on that.
- f This is only anecdotal, but ...
- g It seems like a reasonable assumption to make.
- h Perhaps to some extent, but ...
- i There's already proof of this happening.

Justifying your opinion	Agreeing	Disagreeing

✓ Great students' tip

Speaking: Using a variety of expressions

When you are agreeing or disagreeing, it is important to use a variety of ways of responding, rather than simply saying 'I agree' or 'I disagree'. We can make disagreeing sound more polite by using phrases like 'I see what you mean, but ...', 'I agree partially, but ...', etc.

2 ☆☆ Match the questions (1–6) to the groups of words which are connected to them (a–f).

- 1 How important are awards like the Oscars and do they influence the films you see?
 - 2 Do you think film is a good profession to get into? Why/Why not?
 - 3 Do you think the cinema will disappear in time?
 - 4 Is it important that films carry age ratings? Why/Why not?
 - 5 To what extent is the cinema an exclusively urban leisure option?
 - 6 In your opinion, does the experience of going to the cinema justify the cost?
- a violence, bad language, censorship
 - b snack bar, popcorn, expensive
 - c an evening out, a remote area
 - d fame, dreams, risky
 - e award ceremony, red carpet, nominate, mainstream
 - f evolve, its days are numbered, compete, streaming

3 45 ☆☆ Listen to two students talking. Which questions in 2 do they answer? What are their opinions? Complete the table.

Question	Carmen's opinion	Pierre's opinion

4 ☆☆ Put the words in order to make expressions.

Giving yourself thinking time

- 1 good / that's / question / a
.....
- 2 I've / not / before / question / that's / a / heard/ ever
.....

Defining what something means

- 3 of / understanding / my / X / is ...
.....
- 4 everyone / you have / some / to / to / accept that / extent / is / X
.....

Expressing what other people may think

- 5 terms / in general / majority / people / think / the / of / would ...
.....
- 6 opinion / people / some / quite a / about that / would probably / strong / have
.....

Pronunciation

5 46 ☆ Listen to the phrases and notice how the sounds in **bold** change in fast speech.

- 1 That's a **good** question (the final /d/ sounds like a soft /g/)
- 2 What do you mean **by** ...? (the final /n/ sounds like /m/)
- 3 **First** you have to say what you mean ... (the final /t/ sounds like /tʃ/)

6 47 ☆☆ Listen and decide how the sounds in **bold** change. Then listen again and repeat.

- 1 She lives **in** Paris.
- 2 Greet **t** guests when they arrive.
- 3 I want to go, but **not** yet.
- 4 That man is wonderful.

7 ☆☆☆ Practise giving your opinion on the other three questions in 2. If possible, record yourself.



Developing writing: an opinion essay 2

1 ☆ Read the task and the essay. Then answer the questions.

- Which points from the notes does the writer include?
- Does the writer include any of the opinions indicated? If so, how does the writer rephrase them?

You attended a discussion about the educational function of the cinema. You have made the notes below:

To what extent does the cinema have an educational function?

- connects us with moments from history
- helps us engage with current issues
- makes us consider how life and society may change in the future

Some opinions from the discussion

'It helps you have a real sense of the historical period.'

'You see the issues that affect people in different parts of society.'

'I started thinking about the potential impact of Artificial Intelligence after watching a sci-fi movie.'

Write an essay discussing two of the points in your notes. You should explain the extent that the cinema has an educational function, giving reasons in support of your answer. You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Use a clear paragraph structure

Few people could dispute how much the 'silver screen' has influenced society in the past 100 years. We choose films to watch based on awards ceremonies, we follow the lives of the stars and we eagerly await the next instalment of box-office hits. But aside from providing entertainment and the opportunity to escape from reality, I firmly believe that the so-called 'seventh art' has a function which is no less important: it can additionally be considered a means of education.

Use real examples to support your arguments

There can be no doubt that film has brought many significant events from the past closer to the public than any number of history lessons could manage to do. Owing to the communicative power of the camera, we can comprehend the brutal conditions of war on the beaches of 1940s France in *Dunkirk* or in the steamy jungles of Vietnam in *Born on the Fourth of July* without even realising we are doing so. In addition, while watching biopics of famous historical figures, from Lincoln to Gandhi to Steve Jobs, we gain an appreciation of the lives of history-makers who were mere names until the details of their lives and work were seen on the screen.



Use ellipsis to avoid repetition

Use substitution to avoid repetition

Another thing to consider is the way that the cinema can inform us about current affairs, giving insights into real issues of today. Movies like *The Butler* and *If Beale Street Could Talk* provide context for movements like Black Lives Matter, while *Interstellar* and *Beasts of the Southern Wild* teach us about climate change.

All things considered, I would argue that the cinema not only has an educational function, but is also one of the most important means of transmission of information. Moreover it has the capacity to inform and trigger reflection while it entertains, making it one of the most powerful educational tools that exists.

Use formal connectors

2 ☆☆ Read the model essay again. Underline:

- 1 example of ellipsis:
- 2 examples of substitution
- 3 pairs of synonyms
- 3 ways to express your opinion
- 1 way to give a reason
- 3 ways to introduce or add an idea
- 1 way to conclude

✓ Great students' tip

Writing: Avoiding repetition

Improve your writing by using ellipsis, substitution, and synonyms to replace any instances of unnecessary repetition in your work.

3 ☆☆ Complete the expressions with words in the box.

argue • conclude • controversial • convinced • explanation • look • persuasive • reason • sum

- You only have to at X to see ...
- I am that ...
- For this, ...
- One for this is ...
- I would that ...
- Another argument is ...
- One question is ...
- To up ...
- To

Task

You attended a debate about the solitary nature of viewing today. You have made the notes below:

To what extent is viewing today a solitary activity?

- individual screens
- greater flexibility
- viewing alone doesn't mean not discussing

Some opinions from the discussion

'I prefer to choose what I watch rather than have to put up with what other people want.'

'It's great to be able to watch something during my commute to university.'

'I still love discussing films and series with friends but that doesn't mean you have to watch together.'

Write an essay discussing **two** of the points made in your notes. You should explain to what extent viewing has become a solitary activity, and give reasons to support your answer. You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Write 220–260 words.

Writing bank

Useful phrases for opinion essays

Expressing your opinion

- There can be no doubt that ...
- Few people could dispute that ...
- You only have to look at ... to see ...
- I would argue that ...
- I am convinced that ...
- I believe ...
- ... in my opinion ...

Giving reasons

- Owing to ...
- A further reason to ...
- ... because of this ...
- One explanation for this is ...
- ... for this reason ...

Introducing or adding ideas

- Moreover, ...
- Another reason/persuasive argument is ...
- In addition, ...
- Another thing to consider is ...
- It is clear that ...
- One controversial question is ...

Concluding

- To sum up, ...
- To conclude, ...
- All things considered, ...
- In conclusion, ...

Prepare

4 Read the writing task and plan your opinion essay. Make notes.

- 1 Choose your two points from the task and expand on each one.

- 2 Consider possible contrasting perspectives.

- 3 Evaluate to what extent the statement is true.

5 Use this paragraph plan for your essay:

Paragraph 1: Introduce the topic and outline your opinion

Paragraph 2: Your opinion on the first point

Paragraph 3: Your opinion on the second point

Paragraph 4: Conclude by restating and summarising your opinion

Write

6 Write your essay in your notebook. Use your notes, the paragraph plan, the writing model on the opposite page and the Writing bank to help you.

✓ Check

7 Read your essay and complete this checklist.

- | | | | |
|---|--------------------------|---|--------------------------|
| 1 I have used an appropriate paragraph structure. | ☐ | 4 I used substitution, ellipsis and synonyms to avoid repetition. | ☐ |
| 2 I have used two of the points given and re-worded any opinions given. | ☐ | 5 I used appropriate expressions to express my opinion, give reasons, introduce ideas and conclude. | ☐ |
| 3 I have used formal language and connectors. | ☐ | | |

Vocabulary in context and reading

People who make a difference

1 ☆ Match the words in the box to the definitions.

forerunner • humanitarian • iconoclast • mentor • philanthropist

- 1: a person who helps people living in bad conditions or with injustice
- 2: a person who acts as a guide to an inexperienced person, e.g. at work
- 3: a person who is one of the first to create or develop something
- 4: a person who opposes the accepted customs and opinions of a society
- 5: a person who helps others, especially by giving money

2 ☆☆ Choose the correct word for each sentence.

1 mentor/role model

- a Steve Jobs gave advice and acted as a to Facebook's Mark Zuckerberg.
- b As a campaigner against child poverty, footballer Marcus Rashford is a great

2 forerunner/pioneer

- a Florence Nightingale was a in the field and the founder of modern nursing.
- b In many ways, the Blackberry was the to today's touchscreen phones.

3 iconoclast/trailblazer

- a The artist Banksy loves to challenge the rules and is the epitome of the modern
- b Amelia Earhart was the first woman to fly solo across the Atlantic; a real

Vocabulary extension ☆☆☆

3 Match the words to the phrases in bold.

accomplished • awe-inspiring • ground-breaking • praiseworthy • thought-provoking

- 1 Her work was **innovative and used new approaches** – unlike anything before.
- 2 I'd like to highlight the fundraising efforts of students in Year 9 as **deserving recognition**.
- 3 The film really **causes people to reflect**. It made me think about my own behaviour.
- 4 Alex Honnold's free solo climb of the El Capitan rock face was **extremely impressive; causing great admiration**.
- 5 Kirk is a **skilled** pianist, excelling at playing music of many different styles.

4 Read the article quickly. What do the four young people have in common?

5 48 Read the text again. In which section (A–D) are the following mentioned?

- 1 showing empathy at a young age
- 2 communicating with a range of people
- 3 a response to a world health crisis
- 4 a need to change people's beliefs and customs
- 5 the desire to make a difference after experiencing health difficulties
- 6 a situation in which people's opinions about someone have changed
- 7 the goals of helping young people in the local community
- 8 the chance to be an example to others
- 9 a wish to help others improve their prospects in life
- 10 realising the importance of endorsement

6 Match the underlined words and phrases in the text to the definitions.

- 1 when a child is looked after by a state-certified caregiver rather than their parents
- 2 financial or other difficulties
- 3 memorising, without necessarily understanding
- 4 sport in which you shoot arrows at a target
- 5 make contact with
- 6 sport in which you throw a very heavy ball
- 7 very difficult and hard, possibly painful
- 8 organ(s) that cleans your blood and removes waste



Critical thinkers

7 Match the categories from the Bristol Young Heroes awards to the descriptions.

- | | |
|-------------------------|---------------------|
| a Caring Hero | d Super Hero |
| b Team Award | e Action Hero |
| c Enterprise Hero | |
- 1 awarded to an organisation or group
 - 2 shown great courage or overcome adversity
 - 3 looks after a relative, prioritising their needs
 - 4 made a contribution by actively volunteering
 - 5 identified a need and solved it creatively

YOUNG HEROES

Young people are often under pressure to fit in socially, to do well at school and to plan for the future, so it's especially impressive when we hear about teenagers who have found time to make a real effort to do good for others, maybe even overcoming difficulties of their own along the way. Though most of them act entirely altruistically and without looking for praise, it's gratifying when their contributions are recognised. Today we meet four young heroes, all of whom have been given public recognition for their work.

A 17-year-old Nandani Agarwal seems like an ordinary teenager from New Delhi, India. She's a good student who also enjoys painting and competing in the shot-put in her free time. But when she was 14, her grandfather needed a kidney transplant and her mother became a live donor. While some countries have no shortage of organ donors, in India, religious and cultural taboos mean this practice is not so common. Inspired by her mother's selflessness, Nandani and her family came up with an initiative called Recycle Life MNK, which uses social and digital media to raise awareness of the importance of joining a donor register. She has given talks at her school and organised events at businesses and other organisations. Additionally, she has written articles and has successfully reached out to celebrities, public figures and influencers who have agreed to support the campaign as a result. Nandani's trailblazing work to increase public acceptance of organ donation led to her being selected as one of the 2020 recipients of The Diana Award, which are given annually in memory of Diana, Princess of Wales, to inspirational young people from the UK and abroad.



C Even as a young child, Grace Callwood, of Harford County, Maryland, was very aware that other people faced a lot more hardship. At the age of three, she asked her birthday party guests to donate gifts to paediatric patients, rather than give presents to her. In 2011, when Grace was just seven years old, she was diagnosed with non-Hodgkin's lymphoma, a type of blood cancer. This led to sessions of gruelling chemotherapy, but thankfully within a few years she had made a full recovery. Within months of diagnosis, Grace started the We Canceve Movement, which supports children in need in both the US and Africa. The organisation started by providing toys and treats for children in hospital and filling breakfast bags for the homeless, but has since raised thousands of dollars and also received financial awards for its work which have been put to good use. Her foundation supports hospitals, emergency and homeless shelters, and children in foster care and has helped over 25,000 children. Now aged 17, Grace has received numerous awards for her humanitarian work, including the CNN Young Wonders Award and World of Children global honors.



B Eighteen-year-old Umar Mukhtar from Faisalabad in Pakistan was another winner of The Diana award. His work has focussed on trying to end inequalities by empowering people through education, helping them towards success by increasing levels of literacy. Now a teacher himself, he also wanted to encourage students to reflect and question – not just depend on rote learning. Umar's earliest initiative was the Kitaab Foundation: the Urdu word *kitaab* means book. Umar set about helping under-funded and poorly resourced schools all over Pakistan by providing tens of thousands of books. Following this, he went on to establish the Sadaqat Foundation, which has raised \$30,000 to build schools in areas where young people couldn't access quality education. The foundation now manages two schools, organises the planting of trees and also supported hospitals during the global pandemic through the provision of medical equipment. Despite encountering some scepticism when he started out, Umar is now considered an inspirational pioneer in his community.



D Young Bristol is a charity based in Bristol, England that works to offer a range of opportunities and experiences for local young people. Its mission is to help young people become successful, responsible, resilient, healthy and confident. It runs community youth clubs and works to support young people in the Bristol area. It also presents annual Young Hero awards to recognise and celebrate young people who make a special contribution. Rob Tarren first came into contact with Young Bristol at the age of nine when he attended a summer holiday club. As a result of learning difficulties, he was having some problems at school. Three years later, he started attending Young Bristol Kayak Club and soon became very proficient at the sport. Within a year, he was helping instructors deliver training sessions and started volunteering to help after school and during the holidays. Subsequently, he became a mentor to other young people starting out in kayaking, as well as learning other outdoor sports like climbing and archery. Now 18, Rob has qualified as a kayak rescuer and is completing his training as an instructor. His own learning experiences make him an especially effective role model for children with some type of difference and his hard work meant that he won the Young Bristol Action Hero Award in 2020.



Gerunds and infinitives

1 ☆ Match examples 1–4 to the descriptions a–d.

- 1 We had difficulty **convincing** everyone to take part in the event.
- 2 They organised a demonstration **to protest** about the council's decision.
- 3 The campaign involved **speaking** in public, which they had not done previously.
- 4 We managed to convince the local council **to create** the awards.

- a gerund after certain expressions (e.g. *there's no point, have difficulty, it's no good ...*)
- b gerund after certain verbs (e.g. *admit, practise, involve ...*)
- c infinitive after certain verbs (e.g. *manage, promise, pretend ...*)
- d infinitive to express purpose, intention or reason

2 ☆ Complete the rules with the words in the box.

adjective • after • be • gerund • subject

- 1 Use the _____ as the _____ of a sentence or clause and _____ a preposition.
- 2 Use the infinitive after _____ to express an order or arrangement and after a(n) _____.

3 ☆☆ Choose the correct alternative.

- 1 We're thinking about to take/taking a month off to travel round Europe.
- 2 After considerable discussion, they agreed to delay/delaying the planned pay rise.
- 3 Franz denied to take/taking the key to the gym.
- 4 The bus leaves at 6 pm, so you are all to be/being here by quarter to.
- 5 She decided to do an Erasmus programme to have/having the experience of living abroad.
- 6 There's no point to worry/worrying about your exam now: what's done is done.
- 7 It's impossible to please/pleasing everyone, so just try and keep the majority happy.
- 8 To not eat/Not eating meat makes you aware of how few vegetarian options there are in this part of town.

4 ☆☆ Are these sentences correct? If not, correct them.

- 1 According to the schedule, the Queen is to arrive here at 3 o'clock.
- 2 Only a handful of students can afford studying without working at the same time.
- 3 Adrian is perfectly capable of do his homework without help.

- 4 There's no point to ask Henry – he won't have a clue.
- 5 The decision reflects the school's failure to listen to student opinions.
- 6 Surely to change schools in an exam year is not a good idea?
- 7 I think it's far better studying with other people than on your own.

5 ☆☆☆ Complete the text using the gerund or infinitive of the verb given.

DO YOU NEED A ROLE MODEL?

If you're not the best at (1) _____ (motivate) yourself, it's no good (2) _____ (blame) other people: now's the time to decide (3) _____ (do) something about it! Maybe you need an example to follow and something to aspire to. (4) _____ (have) a role model can be a helpful way to keep focussed on what you want to achieve. And of course it's important (5) _____ (choose) your role model carefully: it needs to be someone whose work ethic you admire and who is exemplary at overcoming difficulties. You may feel it's more realistic (6) _____ (select) someone who can make things feel achievable. My brother turned to our uncle (7) _____ (get) advice on becoming a lawyer, for instance. But of course if you're aiming for the stars, you need to choose a role model to match. Footballer Messi, for example, admits (8) _____ (idolise) Zidane years before he made it internationally, which judging by Messi's career since was a very good choice!



Grammar challenge ☆☆☆

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

not be • leave • play • see • start • talk

- 1 My brother _____ about buying a puppy, but he hasn't decided yet.
- 2 If my parents hadn't met in Florence 20 years ago, I _____ here today.
- 3 Clare _____ the drums all the time when she was young, but not any more.
- 4 We _____ just _____ the picnic when the downpour began.
- 5 Under no circumstances should this door _____ open.
- 6 Should you happen _____ Pedro, please ask him to call me.

Developing vocabulary and listening

Words with prepositions

1 ☆ Choose the correct alternative.

- Lucas is really gifted for/in all kinds of sports and picks up new ones very easily.
- Don't say anything about Olivia's new glasses. She's still quite sensitive about/with them.
- I'd like to speak to you today in my capacity as/of president of the club.
- Beth decided to abstain from/of going out in the run-up to her final exams.
- I was quite unimpressed with Fran's hostile attitude towards/with the new students.

2 ☆☆ Complete each sentence with a word from Box A and a preposition from Box B.

- A comparison • intention • praise • satisfied • suspicious B between • for • of • with

- Are you the video we've made or do you want to film it one more time?
- It was obvious John had no staying at the end of the party to help clear up.
- I'd like to Naomi in particular her excellent presentation on glaciers.
- It's impossible to make a the students' results this year and last year's performance.
- I don't think you should be so Jake's motives. Maybe he genuinely wants to help.

3 49 ☆ Listen to a presentation to a group of students who are about to start their final year at school. Answer the questions.

- What is peer mentoring?
- At Grange Street, who is involved in the peer mentoring scheme?

4 49 ☆☆ Listen again and complete the notes. Write no more than three words and/or a number.

Ms Newman first explains that there are different types of mentors – those who work with a complete class and others who help students with (1), but at Grange Street the focus is on integration of new students. Meetings take place in breaks during the school day or (2), Older students are suited to being mentors as they know how things operate at the school and may well have experienced (3) as new starters.

The mentor's role and responsibilities are clearly explained in a set of (4) to both parties. Not everyone has the qualities needed to become a mentor, so there is a strict (5)

Moving to Secondary school can feel quite (6) for Year 7 students, but mentoring can help them integrate. Indeed, connections between students of (7) are now stronger.

Apart from the opportunity to take responsibility and develop communication skills, the scheme also gives Year 13 students something useful to improve their (8) or application for higher education.

The success of the scheme is backed up by research published in (9) by the National Mentoring Resource Center. Mrs Newman notes that at Grange Street not only have attitudes towards the school improved, with an increase in motivation, but there has also been a significant decrease in (10)



Critical thinkers

5 Decide if these points about peer mentoring are positive (P) or negative (N).

- It can build a sense of community within a school.
- It can do something more effectively than if teachers do it.
- It could lead to younger pupils being exploited.
- It could take up too much time.
- It can be a channel for problems to be brought to the attention of staff.
- It could lead to inappropriate support, e.g. older pupils doing homework for younger ones.

Vocabulary extension ☆☆☆

6 Match the expressions in bold in sentences 1–6 to the meanings a–f.

- Jefferson **bears** very little **resemblance to** his twin brother.
 - I'm sorry but I **take exception to** your criticism of the way we organised the event.
 - I know it was inappropriate for Leanne to speak like that, but I think we should **make allowances for** her behaviour given the stress she's under right now.
 - Giving staff unlimited photocopying has become **a real drain on** our stationery budget.
 - The police are working **in conjunction with** residents' groups to try to identify the culprits.
 - If you don't like the way we're organising the trip, you're quite **at liberty to** get involved and help.
- have the right to
 - significant and negative use of something
 - looks like
 - excuse something you would not normally accept
 - together or combined with
 - object angrily to something



Participle clauses

1 ☆ Choose the correct alternative.

- Several of those consulted/consulting said they wanted to be given more freedom to choose.
- Have discussing/Having discussed the matter, the school decided to start a peer mentoring scheme.
- Been/Being the daughter of two local councillors, it was no surprise that Lily was interested in politics.
- Several people lived/living in the area expressed an interest in joining the neighbours' association.
- Given/Giving the chance to take responsibility, most young people will rise to the challenge.

2 ☆☆ Complete the sentences with the correct form of the verbs given.

FUTURE LEADERS PROGRAMME

Though (1) (interest) in the idea of a career in management, many young people don't know how to get relevant experience. This is why students (2) (head) into their final year at school may be interested in taking our future leaders course.

(3) (take place) in summer each year, and (4) (hold) in Southmuir Grove School, the course gives participants the chance to develop skills under the instruction of course tutors and local business leaders.

(5) (complete) the programme, students will be equipped with many useful skills for the workplace. Former participants (6) (ask) about the experience were quick to point out how it helped them. One student commented '(7) (take) the summer before you leave school, the course will make the perfect addition to your CV.'

For details, contact futureleaders@southmuirgrove.edu



3 ☆☆ Complete the sentences with the correct participle form of the verbs in the box.

come • make • mix • submit • use • work

- the dry ingredients, add the eggs and milk.
- Many of the artists in the studio give classes as well as selling their work.
- using only the finest ingredients, our all-butter cookies are bound to be a hit.
- Most of the questionnaires were very positive in their evaluations.
- from a big family I found the house very quiet at first.
- carefully, there's no reason why this face cream shouldn't last you at least six months.

4 ☆☆☆ Rewrite the sentences using a participle clause.

- If you ask her nicely, Angela will be only too happy to help.
- None of those who were invited brought food or drinks with them.
- After we had stopped for a picnic, we all felt ready for the final climb to the top.
- Some of the students who study with Mr Graves volunteered to help out.
- Because we're not familiar with the area, it took us ages to find somewhere to park.

Grammar challenge ☆☆☆

5 Find and correct the mistake in each sentence.

- Unless I don't hear from you, I'll assume we're meeting at the station as usual.
- Leon's got a black leather new jacket.
- You could as well go home now – I'll finish clearing up.
- Rarely I have seen such an amazing performance.
- Not learning a musical instrument before, I initially found it very difficult.
- Elisa said she would come but in the end she wouldn't.
- Known I that you were waiting, I would have come sooner.
- The operation is too difficult to perform by an inexperienced surgeon.

✓ Great students' tip

Grammar: Using the cumulative review

When you reach the end of the unit, test yourself by doing the unit review exercises. Check your answers and identify any specific aspects of the grammar you may need to practise more.

Developing speaking

A debate

1 ☆ Look at the some of the ideas expressed in a debate. Complete the topic of the debate.

- 1 Natural leaders have the strength to do things which are challenging or difficult.
- 2 These qualities are not mere skills you can learn with an expensive education
- 3 While these great leaders may have refined their skills, they certainly didn't learn them from scratch they had innate qualities that led to their success.
- 4 Leadership is at least partly hereditary.

Topic: Leaders are not

2 50 ☆ Listen to the debate. Are the ideas in 1 expressed by Ana (speaker 1) or James (speaker 2)?

- | | |
|---------|---------|
| 1 | 3 |
| 2 | 4 |

3 50 ☆☆ Listen again. Are the points mentioned by Ana (A), James (J) or both (B)?

- | | |
|--|-----------|
| a A definition of what it means to be a leader | A / J / B |
| b Key qualities of leaders | A / J / B |
| c Examples of two famous leaders | A / J / B |
| d An example from the world of music | A / J / B |
| e The dangers of a lack of leadership training | A / J / B |
| f Results of research | A / J / B |
| g An example from the world of medicine | A / J / B |

4 ☆☆ Decide if these expressions are used at the beginning of a team's turn (A), to provide examples to support an argument (B) or to negate the other side's arguments (C).

- 1 Ladies and Gentlemen, good afternoon
- 2 A case in point is
- 3 On the affirmative team, we believe that + proposition
- 4 The speaker on the affirmative team argues/claims that However,
- 5 On the opposition team, we take issue with the proposition that + proposition
- 6 A pertinent example would be
- 7 Therefore the speaker's point is invalid/unfounded/unconvincing.
- 8 Before we proceed, I will define what we mean by
- 9 ... is proof positive that
- 10 There is no evidence for the affirmative/opposition team's assertion.
- 11 We accept that ... but
- 12 Moreover, an academic report by
- 13 While we accept that ... we feel that
- 14 Research has shown that



Pronunciation

5 51 ☆ Listen and read. Notice the way the words in bold are stressed to show contrast and meaning, and guide the listener.

On the **affirmative** team, we **believe** that ...
A pertinent **example** would be ...

6 52 ☆☆ Listen to the sentences. Choose the words that are stressed. Then listen again and repeat.

- 1 On the opposition team, we take issue with ...
- 2 Before we proceed, I will define what we mean by ...
- 3 The speaker on the affirmative team claims that ... However, we believe ...
- 4 Therefore, the speaker's point is unfounded.
- 5 There is no evidence for the opposition team's assertion.

7 53 ☆☆ Read the debate topic. Listen to Speaker 1 and make notes about their arguments in favour of the following statement.

'We would be better off not having heroes.'

.....

.....

.....

.....

8 ☆☆☆ Prepare to speak against the statement from the debate. Make notes about your counter-arguments to the points in 7.

.....

.....

.....

.....

9 ☆☆☆ Practise expressing your counter-arguments and ideas in the debate. If possible, record yourself.

Developing writing: a proposal 2

Vocabulary – Skills and qualities

1 ☆ Match the descriptions of different leaders (1–8) to the qualities (a–h) they describe.

- | | | |
|--|-------|--|
| 1 Ability to fully recover after difficulties or problems. | ..... | a networking skills |
| 2 Able to find new ways of doing things, especially of solving problems. | ..... | b persistence |
| 3 Able to make people enthusiastic about or determined to do something. | ..... | c the ability to see the big picture |
| 4 Ability to make changes or to deal with a situation that is changing. | ..... | d the ability to think outside the box |
| 5 Behaviour to continue doing or trying to do something despite difficulty. | ..... | e optimism |
| 6 Tendency to be hopeful and to expect good things to happen. | ..... | f resilience |
| 7 Able to consider the whole or complete situation, not just one part of it. | ..... | g flexibility |
| 8 Ability to build relationships with people who might be useful to know. | ..... | h the ability to motivate others |

2 ☆☆ Read the model proposal. Who did the writer suggest for the award and why?

Give each section a sub-heading to help the reader

Introduction

The aim of this proposal is to suggest a candidate for the Local Heroes Award. It will detail the candidate's qualities and importance to the school, and explain why this person should win the award in its inaugural year.

Background information

The main purpose of the award is to celebrate the work of a local hero. To our minds, this should be someone whose contribution is vital to school life. We also feel that the award provides an opportunity to recognise the work of someone whose efforts may go unrecognised. As a result, the candidate we believe should be considered is administrative officer Ms Frances Luckman.

Achievements

Ms Luckman has made an invaluable contribution to life at King Charles' for nearly 30 years. She is a skilled administrator, who oversees the co-ordination of rooms, furniture and equipment with the maintenance and IT teams, and orders materials. Moreover, she is also active in the enrolment of new students. She has shown considerable flexibility over the years and her ability to think outside the box enables her to come up with creative solutions to logistical problems.

Reasons for suggestion

As outlined above, Ms Luckman is a key member of staff. To our minds, her work ethic is exemplary, as is her friendly and optimistic nature. There is little doubt that the school runs far less smoothly without her, as became apparent during her absence following a recent operation. We feel a strong case can be made for Frances Luckman to be the first recipient of this new award.

Conclusion

To sum up, we feel this new prize should be awarded to someone whose contribution to school life at King Charles' is both vital and unappreciated. We therefore feel that there could be no better candidate than Ms Frances Luckman.



Use expressions which help the reader navigate the proposal

Use formal linkers

Use vocabulary to describe skills and qualities

Use the passive in more formal writing

3 ☆☆ Complete the phrases with the words from the box.

advantage • believe • beneficial • better • case • doubt • mind • recommend • significant

- | | |
|--|--|
| 1 We that ... | 6 One of ... |
| 2 To my | 7 The most advantage would be that ... |
| 3 This would be to ... because ... | 8 There is little that ... |
| 4 A strong can be made for ... | 9 There could be no solution than ... |
| 5 We strongly | |

Task

Your school is launching a Local Heroes Award. The idea is to celebrate the contribution of people in the school community (staff member or pupil) or in the local area. Your headteacher has asked students to propose candidates for the award, saying who they propose and why.

Write your proposal. Write between 220 and 260 words.



Prepare

- 4 Read the writing task and plan your proposal. Make notes.

Who?

Why?

.....

.....

.....

.....

.....

.....

.....

- 5 Use this paragraph plan in your report.

Paragraph 1: Discuss the aim of the proposal

Paragraph 2: Introduce the proposed candidate

Paragraph 3: Key achievements of the candidate

Paragraph 4: Supporting reasons for the suggestion

Paragraph 5: Conclusion

Writing bank Language of persuasion

- We believe that ...
- To my mind/To our minds, this should be ...
- This would be beneficial to ... because ...
- A strong case can be made for ...
- We strongly recommend ...
- One advantage of ...
- The greatest/most significant advantage would be that ...
- There is little doubt that ...
- There could be no better person/solution/initiative than ...

Write

- 6 Write your proposal in your notebook. Use your notes, the paragraph plan, the writing model on the opposite page and the Writing bank to help you.

✓ Great students' tip

Writing: Proofread your work

Always check your writing by proofreading it when you finish. If the situation allows, proofread your work by reading it out loud rather than reading in silence. This will help you to experience your text as a reader would, which makes it easier to identify areas for improvement and ultimately save you time. Remember to consider the organisation of ideas as well as language.

✓ Check

- 7 Read your proposal and complete this checklist.

- 1 I have given my proposal appropriate sub-headings.
- 2 I have used a clear paragraph structure.
- 3 I have used formal language, including linking expressions and passives.
- 4 I have used vocabulary to describe qualities and skills.
- 5 I have used a range of language of persuasion.

□

□

□

□

□

Grammar

1 Choose the correct alternative. Sometimes more than one answer is possible.

- 1 We might/may/could as well take the bus. We'll get there just as quickly.
- 2 I could/might/can never tell the difference between Ivan and his twin brother. They look just the same to me.
- 3 Lorna mightn't/couldn't/can't have been in the office because I rang three times and no one answered.
- 4 You may/can/might have a good sense of direction, but I'd like to ask someone all the same.
- 5 Cleo's grammar might/may/could not be very good, but she communicates very well.
- 6 Zack's train left six hours ago, so he can/could/might well be in Edinburgh by now.

2 Rewrite the sentences using ellipsis or substitution where possible.

- 1 Craig didn't enjoy the concert, but I enjoyed it.
.....
- 2 Yesterday I bought some new jeans and I bought a jacket.
.....
- 3 I don't know if Carmen will come, but I hope she will come.
.....

- 4 My dad usually listens to the radio while he is driving the car.
.....

- 5 My boyfriend's been to the States twice, but I've never been to the States.
.....

- 6 You can bring someone to the party if you want to bring someone.
.....

3 Complete the sentences with one word in each gap.

- 1 I wish I known that we didn't have first class today.
- 2 they get replacement parts today, they should have repaired the car by tomorrow morning.
- 3 I love allowed to leave school early once in a while.
- 4 you need is a nice hot bath and an early night.
- 5 You're to be feeling upset after the shock you had.
- 6 did I suspect that this would be the last time I'd see my classmates.

Vocabulary

1 Complete the words in the sentences. You are given the first letter.

- 1 I can't bear watching d films – I prefer the original versions with subtitles.
- 2 Apparently they're going to d the whole of Season 3 at the start of next week.
- 3 Talk about a dramatic ending! I can't wait till the next i comes out.
- 4 I stayed up till 1.00 am, b five episodes of my favourite series.
- 5 Instagram Live Stories, TikTok and Twitch TV are three popular apps for l which you can use to create and share videos in real time.
- 6 My sister and I have been watching a r of a series we used to love as children.

2 Choose the correct alternative to complete each sentence.

- 1 She's been trying to break the movie business for years.
a off b in c into
- 2 Nico stood as by far the best actor at the auditions.
a out b up c away
- 3 If your son is prepared to work hard, I'm confident we can turn him a star.
a over b into c onto

- 4 I think Helen's too young for the role. She came as 17 more than 27.

a about b across c in

- 5 The cinema tries to cater all types of audience and offers a varied programme of films.

a for b over c with

- 6 You need to brush your Canadian accent – it's not the same as American, you know.

a up with b up on c up in

3 Complete the words in the sentences. You are given the first letter.

- 1 The company plans to take a series of m to reduce its carbon footprint.
- 2 I think we should give Pablo the benefit of the d He's never let us down before.
- 3 You seem very w up in yourself today. Is everything OK?
- 4 Felix is a hard-working and c student who always gets his work in on time.
- 5 You didn't seriously believe what Elena told us? I didn't think you were that g
- 6 Considering all he's been through this year, Marcos is a very r person.
- 7 What do you think is the l of us arriving before the film starts?
- 8 That film is seriously o – how can people give it five stars?

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

- Heidi was quick to take the credit for (organise) the group project.
- There's no point (ask) Mike how to get there. He has a terrible sense of direction.
- You are (complete) this form and then go and wait at the desk over there.
- No one is more determined than Mohamed (make) the event a success.
- We were the last people (arrive) at the party.
- It was her failure (ask) how I was feeling which really upset me.

2 Rewrite the phrases in bold using a participle clause.

- The bus that is departing from** Bay 6 is the 10.15 to Bristol.
- Anyone who wants information** about the course should ask Mrs Patel.
- After we had bought Lisa's present**, we then went looking for a card and some wrapping paper.

- If you eat it with a light salad**, it makes a very balanced meal.

- Because we had the day free**, we decided to go into town.

- Several of the applicants who were accepted** later turned down their places.

3 Find and correct the mistake in each sentence.

- I'll get Rohan call you back as soon as he finishes speaking to the customer.
- It was the hotel on the sea front what we stayed in.
- Carly suggested to have a picnic to celebrate the end of the exams.
- Nowhere there is a better place to spend the holidays than in my family village.
- That exam went terribly. I wish I would have been better prepared.

Vocabulary

1 Complete the words in the sentences. You are given the first letter.

- The businesswoman is also a noted p....., who regularly donates to charity.
- Sofia really developed her abilities thanks to the support and guidance of her m......
- Hector received an award for his h..... work, having rebuilt houses after the hurricane.
- As an i....., Baz has often shocked by rejecting norms and questioning the status quo.
- She was a p..... for women's rights, working to ensure everyone had voting rights.
- As school captain, Kelly is an example and a r..... for all students at the school.

2 Complete the sentences with the correct prepositions.

- I'm going to abstain the vote in order to leave an odd number of voters.
- Jules is very sensitive her height so take the photo of us sitting down.
- Has your attitude vegans changed as a result of watching the documentary?
- I'm writing to you in your capacity Head of Biology.
- I'm finding it hard to concentrate my work with all this noise.

- The team were understandably satisfied their win in the final league match.

- I'm sorry, but I must object the way you are ignoring the female members of the class.

- I have no intention letting you leave until everyone has finished the test.

3 Complete the sentences with the correct form of the words given.

- We're all eagerly awaiting the next of the trilogy. **install**
- I'm sure the new labs will be most to students at this college. **benefit**
- She's a very person who seldom puts her own interests first. **self**
- The workshops are designed to young migrant women. **power**
- It is an amazing display of art, including photographs of cave paintings. **history**
- The steep climb to the top of the hill left Bertie quite **breathe**

✓ Exam summary

Paper 1: Reading and use of English

The Advanced Reading and use of English exam has eight parts with a total of 56 questions. In Parts 1, 2, 3 and 8 each question is worth one mark. In Parts 4, 5, 6 and 7 each question is worth two marks. You have 1 hour and 30 minutes to complete all parts of the exam.

In **Part 1**, there is a short text with eight gaps. There are eight multiple-choice questions with four options. You must choose the correct word or phrase to complete each gap.

In **Part 2**, there is a short text with eight gaps. You must read the text and write the correct word to complete each gap.

In **Part 3**, there is a short text with eight gaps. You are given a prompt of the missing word and have to change the prompt to make a word to fit the gap.

In **Part 4**, there are six separate sentences. Each sentence has a gapped second sentence which you need to complete so that it means the same as the first. You are given a 'key' word to use.

In **Part 5**, there is a long text and six multiple-choice questions each with four options.

In **Part 6**, there are four short texts and four questions which you have to match to elements in the text(s) by reading across them.

In **Part 7**, there is a long text with gaps from which six paragraphs have been removed. You have seven paragraphs (A–G) to choose to fill in the gaps.

In **Part 8**, there is a text (or several short texts) and ten questions which you have to match to elements in the text(s).

Part 1

This part tests mainly vocabulary. You will read a short text from which some words or phrases have been removed. You have to choose the missing words or phrases from four options. For this part of the test you should:

- quickly read the passage to get a general understanding of the text and the topic
- pay attention to words before and after the gap, as they may help you to decide which option is correct
- note that each word or phrase in the options will always be of the same word class, (e.g. nouns, adverbs, verbs, adjectives, etc.) so you need to focus on meaning
- complete all gaps and then read the whole text to check it makes sense.

AUSTRALIAN CUISINE

Australia has a unique cuisine due to the very mixed heritage of the people who live there. The way that the food is cooked (1) to be very European, reflecting the skills of immigrants from those countries. But, surrounded as it is by sea, and influenced by later immigration from South East Asia, the Middle East and Latin America, Australia has (2) as a country where there is a truly global palate. Nevertheless, food experts would say that the aromas, the tastes and the (3) of the dishes are uniquely Australian and part of what has become known as its 'fusion' cuisine. Sydney especially has an adventurous and inventive atmosphere fuelled by its multi-cultural community and this is nowhere more (4) than in the food.

1 For each question, choose the correct answer.

- | | | | |
|---|-------------|------------|------------|
| 1 | A disposes | B inclines | C tends |
| | D leans | | |
| 2 | A emerged | B occurred | C appeared |
| | D happened | | |
| 3 | A feel | B touch | C textures |
| | D sensation | | |
| 4 | A plain | B certain | C perfect |
| | D evident | | |

Part 2

This part tests your grammatical knowledge. You will read a short text from which some words have been removed and write the word that correctly fills the gap. For this task you should:

- carefully read the sentences containing gaps, and notice how they connect with previous or following sentences (e.g. a sentence might be an example, a contrast or a reason for previous information)
- try words in suitable gaps that reference forwards or backwards as they are often tested
- check that your spelling is correct, or you may lose marks
- complete all the gaps even if you have to guess one or two.

2 For each question, write the correct answer. Write one word for each gap.

MEAT-EATING PLANTS

Carnivorous plants are plants which eat small creatures, usually insects, as their food. They are especially adapted to both attract and catch insects and there are now more than 600 varieties of these plants. The plants generally have two ways (1) trapping their prey. Either they have hollow tubes or sticky material on their leaves so the insects (2) get away once they have landed, or they actually move their leaves to catch the insect. The most famous of (3) is probably the Venus flytrap, which snaps (4) leaves shut around the insect so it cannot escape. We are fascinated by these plants and that's (5), in popular culture, they often have a starring role as killers in films or in books. At the same time, many people are (6) put off by their feeding habits. On the contrary, they are fascinated by the plants and consider them beautiful, so they collect and display them.

Part 3

This part tests knowledge of word forms. You will read a short text from which some words have been removed. You are given the base word on the right and have to decide how to change the word to fit the gap. For this part of the test you should:

- look carefully at the base word and think about the different forms you know – you might need to change a noun to an adjective, a verb to a noun or include suffixes, prefixes or negative versions
- remember that some words might require two or more changes (e.g. *convenient* = *inconvenience*)
- read the whole text to check it makes sense when you have completed the task.

3 For each question, use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Bamboo buildings

Bamboo is increasingly being used as a building material as well as its usual (1) in furniture and household items. One reason is because of its strength, and also that it weighs very little compared to other building materials. This makes it convenient to transport and move around (2) sites. But the reason it has become so much more popular is that, in an era when we are very concerned about using natural resources, bamboo is an extremely fast-growing plant, making it one of the most (3) materials that builders can use. This is especially important in a time of global (4) in housing, meaning more residential buildings can be developed very quickly.

APPLY

CONSTRUCT

NEW
SHORT

Part 4

This part tests mainly paraphrasing and grammar. You will read six sentences. Each sentence is followed by a second sentence with a gap and a key word. You must use the key word to complete the second sentence so that it means the same as the first sentence. For this part of the test you should:

- read each sentence carefully and make sure you understand the time references (singular/plurals, etc.)
- think about the meaning of the sentence, and other ways of saying the same thing
- make sure that you only use between three and six words to complete the sentence. If you think more are required, then you need to think of other ways of structuring the sentence
- note that contractions (e.g. *don't*) count as the full forms, i.e. TWO words.

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 six words, including the word given.

- | | | | |
|---|----------------------|--|-------------------|
| <p>1 I wish I'd had more time in Rome.
I
more time in Rome.</p> | <p>NOT</p> | <p>3 We didn't realise it would be our last chance to see him.
.....
it would be our last chance to see him.</p> | <p>DID</p> |
| <p>2 He wouldn't have been asked to present if he wasn't any good.
They wouldn't
he was any good.</p> | <p>UNLESS</p> | <p>4 The Council is drawing up plans for the new library.
Plans
the Council for the new library.</p> | <p>BY</p> |

Part 5

This part tests your understanding of the writer's opinion, attitude and purpose as well as of details and the general meaning of the text. You will read a longer text and answer four-option multiple-choice questions. For this task you should:

- quickly read the text to get a general understanding
- read the text in more detail as you complete each question one by one
- make sure you compare each option with the text before choosing an answer.

5 You are going to read the introduction to a book about how trees talk to each other. For questions 1 and 2, choose the answer (A, B, C or D) which you think best fits best according to the text.

Introduction to a book about tree communication

This book develops the sometimes controversial ideas presented in current bio-geography that trees communicate with each other underground. The author addresses the controversy head-on and outlines the arguments for and against. In the end, she suggests that the scientific community who propose that trees do thrive through communication has muddled the argument by representing this communication through a metaphor for how humans interact. This has made their sceptical peers more resistant to the argument. However, her conclusion is that the argument does have weight and she gives useful links to current research in the field.

The first chapter focusses on the key facts that ecologists have proposed to support their argument that trees communicate. This includes how their root systems are interconnected, how they appear to share food and, critically, the fungi or mushroom system that exists underground to support the transfer of messages. The idea of expressing these findings by aligning the system to that of human communication came about as the ecologists were worried about the human destruction of tree systems. Here, the author defends the ecologists' choice to use this metaphor because constructing an argument that was accessible to all was the best way of getting the general public to support tree conservation.

- | | |
|--|--|
| <p>1 What issue explored in the book is outlined in the first paragraph?</p> <p>A whether scientists have proof that trees communicate</p> <p>B how scientists have explored the tree communication system</p> <p>C whether scientists have misrepresented the idea of communication between trees</p> <p>D the rationale for differences of opinion about whether trees communicate</p> | <p>2 The writer summarises how the first chapter of the book:</p> <p>A explains how ecologists made decisions.</p> <p>B shows how strong the evidence is for trees communicating.</p> <p>C argues for the preservation of trees.</p> <p>D suggests people struggle to absorb scientific facts.</p> |
|--|--|

Part 6

This part tests your ability to understand elements across different texts on a similar theme, comparing and contrasting the attitudes and opinions described. You will read four short texts and four questions. You have to choose which question is answered in which text.

For this task you should:

- quickly read the texts to get a general understanding of the different points of view
- identify the opinions in each text and then see which other texts agree or disagree
- remember the prompts only give information on the subject of the opinion, not the opinion itself.

- 6 You're going to read extracts from a web article in which three musicians discuss the future of the music industry. For questions 1–3, choose from the musicians A–C. The reviews may be chosen more than once.

WHAT FUTURE FOR MUSIC?

Three musicians comment on the future of the music industry.

A There's no doubt that technology is making, and is going to make, a huge difference to the entertainment industry. What it's done is allow a democratisation of the industry, because now the software is so good anyone can make music – you don't need specialist skills. I know some people focus on the way we are going to consume music rather than create it, and that will surely follow on, but I don't see such significant developments in that area. Contrary to reports that more music will mean less money for all, I also predict that, in fact, music creators will make more money in the coming years, as more will go directly to the artists.

B As well as all the multiple technological developments that are directly related to the music industry, there are some significant knock-on effects from the popularity of other technologies such as the rise of video streaming services. For example, people often like to attach music to their videos and in the past they ran into trouble with copyright laws. So this started a demand for people making their own music and now there's the technology to allow this. But perhaps, more importantly, it's created a crossover of entertainment formats, so music is becoming much more embedded in all digital products.

C Rather than us viewing all the arts separately, music, for example, faces much more competition nowadays from other forms of entertainment on media content platforms like TV and film streaming services and video and gaming sites. So artists will only make money out of music if they can compete effectively for the consumer's attention. I think it means you will see far more collaboration between music artists and film, fashion, gaming and so on. The barriers that used to exist between all these different formats are breaking down and it should mean more work for everybody, so I see it as a very positive development.

Which musician

expresses a similar view to reviewer A about the future income for musicians?

(1)

has a different opinion from the others about the personalisation of music?

(2)

shares reviewer B's opinion about the position of music in the entertainment industry?

(3)



Part 7

This part tests your ability to understand how texts are structured and how they develop. You will read a longer text from which six paragraphs have been removed and replaced by numbered gaps. You have to choose the paragraphs that correctly fill the gaps. There is one more paragraph than you need. For this task you should:

- quickly read the text to get a general understanding of the order of events
- look for forward and backward referencing words and connectors that link ideas
- check the text before and after the gap to make sure the selected paragraphs follow the narrative of the text and make sense.

- 7 You are going to read an article about Hector, an art student. Two paragraphs have been removed from the article. Choose from paragraphs A–C the one which fits each gap (1–2). There is one extra paragraph which you do not need to use.

THE HISTORY OF PAINT

Art student Noah Gray recounts his experience with paint.

Part of my studies when I started was to investigate the history of paint. At first I didn't understand why we had to do this but it is a fascinating subject and the knowledge I gained ended up having a significant effect on my work.

We know that the earliest humans painted caves, rocks and other natural places and it is extraordinary that so many of these drawings have survived. These communities were remarkably inventive about the resources they used for pigment, such as blood, berries, dried plants and some minerals.

(1)

So I experimented with actually creating the paints as they had been made centuries ago. Obviously nowadays we have endless subtle variations of shades, so the ancients colour palette seems much more limited. But it's just a question of what you mix and to what depth. All my classmates thought I was wasting a lot of time but, when they saw the end results, they were quite envious.

(2)

My tutor was pleased and I had a central presentation at the graduation exhibition so it was worth the effort. I learnt new respect for the ancients. It is incredible to think that all those thousands of years ago, they had actually invented a product and a process that we still use today.

- A** It occurred to me that although we have access to sophisticated paint products now, many communities still use ancient techniques and plants for colours and dyes. So I don't think I was being so strange in what did with my art.
- B** Later the Egyptians started using egg white to bind the paint, which was much stronger. And despite many technological advances, even in the Renaissance they still used plants as a source for colour.
- C** They must have experimented a lot to discover that if they mixed these with saliva or animal fats for example the resulting paint would remain where it was used. But I was painting my sculptures and I wanted very muted colours.

Part 8

This part tests your ability to find specific attitudes, information and opinions in a text. You will read ten questions followed by one long text or a group of shorter texts. You need to match each question to a section of the text which contains the required detail, opinion or attitude. For this task you should:

- read and underline the key information in each question
- scan the text for similar information, which will usually be paraphrased
- check each question against each section of text.

- 8 You are going to read an article by a university administrator about choosing a university course. For questions 1–4, choose from the sections A–D. The sections may be chosen more than once.

Which section:

- 1 refers to the importance of final goals?
- 2 explains why grades could be a deciding factor?
- 3 suggests location might be a consideration?
- 4 encourages you to choose what you enjoy?

UNIVERSITY COURSES

University administrator Carole Hamish talks about how to choose a university course.

A Every day you'll be focussed on the same subject, whether through reading, writing or attending lectures, so it needs to be a topic you're interested in: most degree courses are a minimum of three years and that's a long time to focus on one subject. Generally, where you study ends up being less of an issue than you might think, because you'll find you will easily adapt to new places and get to meet people quickly.

B If you're going to study the same thing for three years or more, most people recognise that it's got to connect to a career in some way. Gone are the days when you could study only for love of the subject! But the bonus is that most colleges are a lot more flexible about entry qualifications now, so that leaves a good range of options and it may keep you more motivated if you can see a concrete end result.

C You should play around with all the elements that affect your decision. Consider which subject and where, and what type of degree, as well as where the college is, and match all those elements to your exam results. Several combinations will come up, such as studying a subject you like but maybe in not such a great location. The better your grades are, the more choice you will have, so that should be your starting point, I would say.

D The one thing you should understand about yourself after all your years at school is how you retain and apply information. And, of course, there are so many different ways to study nowadays, including getting a year of work experience, for example. The critical thing is to emerge after three years or so with your qualification, so have a good think about the format that works best for you, then see which universities offer that. You might not get something perfect but with some flexibility, you can find what works for you.

✓ Exam summary

Paper 2: Writing

The Advanced Writing exam has two questions worth a total of 40 points (20 marks each). For each question, you need to write 220–260 words. You have 1 hour 30 minutes to complete both questions.

In **Part 1**, there is an essay question and two separate notes containing three prompt points. You need to write an essay giving information and your opinion on the essay question including two of the prompt points. You also need to explain which point is more important and give reasons.

In **Part 2**, there is a choice between writing a report, a letter/email, a proposal and a review. You can choose to answer the question you feel you are able to answer best.

For **Parts 1 and 2**, you are assessed on the following:

- **Content.** Have you done what the instructions ask you to do?
- **Communicative achievement.** Have you used the correct style and register for the task?
- **Organisation.** Have you written your ideas in a logical order?
- **Language.** Have you used a range of vocabulary, tenses and grammatical structures?

Part 1

This part assesses your ability to express your opinions and build coherent and reasoned arguments. You will have to write an essay in 220–260 words. The task includes notes on the topic in the form of three bullet points plus three short opinions connected to the bullet points. For this task, you should:

- read the task carefully to understand the essay question
- select two of the three points and make notes on them
- explain, with reasons, which of your two selected points is more important
- carefully organise your essay with an introduction, main paragraphs and a conclusion.

Part 2

This part assesses your ability in a range of functions, such as describing, explaining, reporting, suggesting, persuading. You need to write a letter/email, report, proposal or review in 220–260 words. Before you start the task, you should:

- read all the questions carefully then decide which task to do. Ask yourself these questions: Am I familiar with this topic? Do I have the range of vocabulary necessary? What kind of grammar do I need?
- read your selected task carefully and identify the purpose of writing and the target reader
- plan your writing – think carefully about how to organise the information and any features of genre you need to include.

- 1** Your class has had a discussion about the benefits of tourism. You have made the notes below:



Benefits that tourism can create:

- create employment for local residents
- income to improve the community
- cultural exchange between tourists and locals

Some opinions expressed in the discussion:

"There are many different types of jobs for tourism."

"We can upgrade the facilities with the tourists' money."

"People from all over the world will bring us new ideas."

Write an essay discussing two of the benefits of tourism. You should explain which benefit is more important for a community, giving reasons in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Write 220–260 words.

- 2** Choose one of these questions. Write your answer in 220–260 words.

A Your school is planning to produce a film about the school to attract more students. You have been asked to write a proposal for the filmmakers explaining which aspects of the school should be included, who should be represented, and where it should be shown and why.
Write your **proposal**.

B You have just finished a course in how to develop better communication skills. In your report you should evaluate how effective the course was, explaining which part of it was most interesting and why, and suggesting why other students would find the course useful.
Write your **report**.

C You have received an email from an English friend. Hey, have you heard they are going to shut TalkGroup? We won't be able to connect anymore! It's the best platform so I'm really disappointed. I've written to the organisers but can you write too? Contact TalkGroup admin and explain what we use the app for and why they should keep it open.
Write your **email**.

Listening

✓ Exam summary

Paper 3: Listening

The Advanced Listening exam has four parts with a total of 30 questions. Each question is worth one mark. You have 40 minutes to complete all parts of the exam, then five minutes to transfer your answers to the answer sheet. For all parts of the listening exam, you will listen to the recordings twice. You should use the second listening to check your answers.

In **Part 1**, you will listen to three short conversations. Each listening has two questions with three options to choose from.

In **Part 2**, you will listen to a longer monologue and complete eight gaps in sentences that summarise it. The missing information can be a word or short phrase.

In **Part 3**, you will listen to a longer interview and answer six multiple-choice questions.

In **Part 4**, you will listen to five short themed monologues. There are two lists of statements and you have to identify which speaker matches which statement from each list of eight.

🔊 Part 1

This part tests your understanding of feelings, attitudes, functions, etc. in exchanges between two speakers. You will listen to three short dialogues and for each one you will need to answer two questions with three options to choose your answer from. For this part of the exam, you should:

- read the statement about each context, the question and the options carefully
- underline the key information in each question or sentence to be completed.

- 1 🔊 ET01 For each question, choose the correct answer.

EXTRACT ONE

You hear two friends talking about their home town.

- What do the friends agree about?
 - The opportunities the town offers.
 - The advantages of the town's location.
 - The friendliness of the local community.
- Why does the girl give the example of the new buildings?
 - To reinforce her concerns about change.
 - To highlight what the future will look like.
 - To persuade the boy to reconsider a point.

EXTRACT TWO

You hear part of a discussion programme in which two travel writers are talking about air travel.

- What does the woman think about air travel?
 - Travellers should avoid flying.
 - Airlines need to alter their routes.
 - Governments must impose restrictions.
- What is the man doing?
 - Explaining why air travel is essential.
 - Suggesting how air travel can be reduced.
 - Expressing his concern for the industry.

🔊 Part 2

This part tests your ability to listen for and write specific information. You will listen to a person talking and complete the missing information in a text. For this part of the exam you should:

- read the instructions and the sentences to try to predict the kind of information you might need to write in the gap
- listen for key words and write them in the gaps exactly as you hear them in the recording – don't change them in any way
- make sure the words you write make sense in the notes.

- 2 🔊 ET02 You will hear a surfer, Stefan, talking about a special beach in California. For questions 1–5, complete the sentences with a word or short phrase.

GLASS BEACH, CALIFORNIA

Before (1) people living in the nearby town used the beach as a rubbish tip.

Glass on the beach was turned into pebbles by (2) of the waves.

Stefan likens the bottom of the ocean to a (3)

New laws mean it is now

(4) for anyone to take stones from the beach.

Stefan suggests that visitors should use the (5) to acquire the glass stones.

Part 3

This part tests your ability to listen for detailed meaning, attitudes and opinions in a longer recording. You will listen to an interview and answer six multiple-choice questions about it. For this part of the exam you should:

- read the questions carefully to find what sort of information you should listen for, e.g. specific information, detail, attitudes and opinions, etc.
- focus on the interviewer's questions to know exactly where to listen for the information you need.

3 ET03 You will hear part of an interview with an economist called Ellen Pax and a social studies lecturer called Alex Downing. For each question, choose the correct answer.

1 Ellen expresses the view that the introduction of paid holidays

- A made a big difference to the lives of workers.
- B was a generous act that gave workers more money.
- C happened later in history than we would expect.
- D meant workers became similar to rich people.

2 Alex explains that holidays for workers were

- A dependent on the owners of businesses.
- B possible because the country was rich enough.
- C managed by the trade unions.
- D less common than anticipated.

3 Ellen and Alex agree that paid holidays

- A were responsible for creating a new industry.
- B were always taken at the seaside.
- C had to be cheap to be successful.
- D were limited in numbers.

Part 4

This part tests your ability to identify feelings, attitudes and opinions. You will listen to five short monologues on the same topic. You will have two lists representing the two different tasks you have to listen for in each extract. Each list has eight options to choose from. For this part of the exam you should:

- read all the statements before you listen
- listen carefully for the overall point each speaker is making
- remember the options will include paraphrases of what each speaker says
- check all options for each speaker – in each list, there are three extra you do not need.

4 ET04 You will hear three short extracts in which people are talking about their first job.

TASK ONE

For questions 1–3, choose from the list (A–E) what each speaker was worried about.

- A disappointing their family
- B failing the training programme
- C understanding the software
- D remembering other employees
- E getting lost in the building

Speaker 1 (1)

Speaker 2 (2)

Speaker 3 (3)

TASK TWO

For questions 4–6, choose from the list (A–E) what surprised each speaker.

- A the friendliness of their colleagues
- B the amount of work they had to do
- C the response to a success
- D the support from their manager
- E the opportunities to travel

Speaker 1 (4)

Speaker 2 (5)

Speaker 3 (6)

✓ Exam summary

Paper 4: Speaking

The Advanced Speaking exam has four parts with each assessment criteria being marked out of five. In general, you take the exam with a partner, but on some occasions, there may be three students in the exam. The examiner will ask you the questions and an assessor will mark your performance during the 15-minute exam.

In **Part 1**, you will answer questions giving personal information about yourself, your interests and your life.

In **Part 2**, you will be given three photographs and have one minute to talk about two of the photographs. You will be asked to comment on a specific aspect of the photographs. You will also be asked to respond to your partner's photographs.

In **Part 3**, you will work with your partner making and responding to suggestions, expressing and justifying opinions and negotiating an agreement.

In **Part 4**, you will discuss opinions related to the task in Part 3.

In the speaking test you are assessed on the following:

- **Global achievement.** This represents your overall performance.
- **Pronunciation.** Is your speech intelligible? Do you use stress and intonation appropriately?
- **Interactive communication.** Have you responded appropriately and maintained the conversation?
- **Discourse management.** Have you organised your ideas in a logical order?
- **Grammatical resource.** Have you used a variety of grammatical structures without making mistakes?
- **Lexical resource.** Have you used a variety of vocabulary without making mistakes?

🗣️ Part 1

This part tests your ability to use interactional and social language. You will have a general conversation with the examiner for two minutes, and answer personal questions. For this part of the exam you should:

- listen carefully to the examiner's questions and answer them by giving as much information as possible.

1 Look at the following questions. Practise answering them giving as much information as possible.

- 1 What is your best time of day for studying? Why?
- 2 Do you like to spend any of your free time alone? Why/Why not?
- 3 What are the important things on a good holiday for you? Why?
- 4 How important do you think your career will be for you? Why?

🗣️ Part 2

This part tests your ability to speak fluently on your own and to organise a longer stretch of discourse. You and your partner will receive a set of three photos each in turn. You will have about one minute to talk about the photos based on questions the examiner asks you. You will also be asked to respond to your partner's photos. For this part of the exam you should:

- compare and contrast the two photos you select, staying focussed on the two questions you are asked
- listen carefully when it is your partner's turn, so you can comment on their photos.

2 Talk about two of these pictures and say how young people might be influenced by others and how important that influence might be.



3 If you are the other candidate, answer this question about the pictures in Task 2.

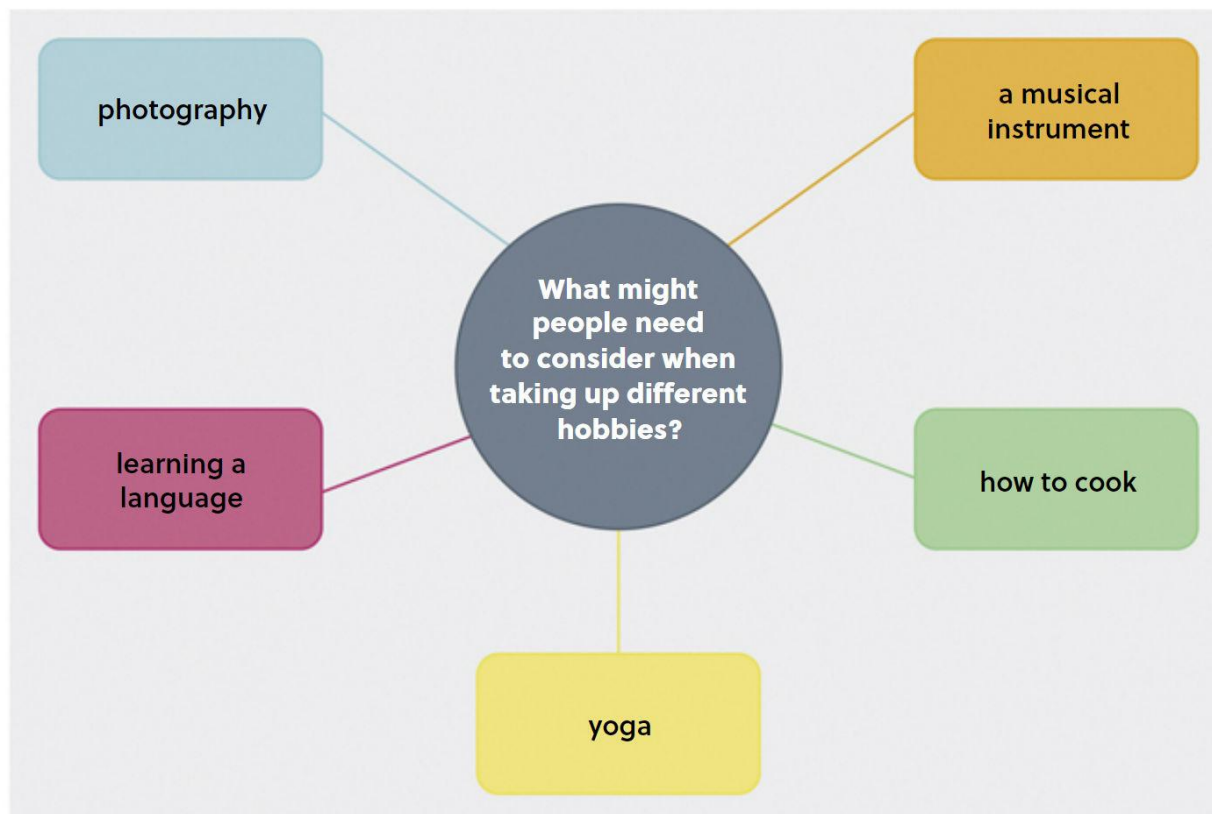
Who have you been most influenced by?

Part 3

This part tests your ability to have a discussion with a partner and to reach a negotiated decision or agreement. The examiner will show you and your partner a discussion question with a series of written prompts. You need to discuss the issue with your partner using some or all of the prompts. The examiner will then ask you to negotiate and make a decision. For this part of the exam you should:

- discuss the main question with your partner by asking them questions, giving your opinion about the situation or about their ideas, discussing alternatives, making recommendations and discussing a decision
- talk about some of the written prompts – you don't need to discuss all of them
- listen carefully to what the examiner asks you to decide; you have to discuss with your partner, but you don't need to reach an agreement.

4 Talk to a partner about what people might need to consider when taking up different hobbies.



5 Now you have a minute to decide which consideration is most important when choosing a hobby to take up.

Part 4

This part tests your ability to express and justify opinions, agree, disagree and speculate. You and your partner will have five minutes to answer questions on topics linked to Part 3. The examiner may ask you to answer these questions individually or with your partner. For this part of the test you should:

- listen carefully to the questions and always give full answers
- give reasons and examples where you can
- remember that it's your use of English that is evaluated, not your opinions.

6 Answer these questions in about five minutes.

- 1 Do you think it's important to try new hobbies? Why/Why not?
- 2 How important do you think it is to do a hobby with other people?
- 3 How could you persuade people to choose a hobby you enjoy?
- 4 How easy do you think it is to turn your hobby into your career?
- 5 Do you think schools should offer more extracurricular activities to their students? Why/Why not?

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Written by Kate Pickering

Additional material by Elaine Boyd, Alexandra Paramour, Scott Esposito and Tricia Reilly

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