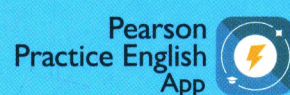
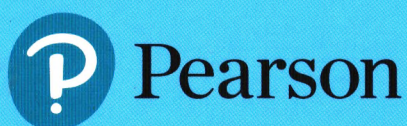




high note 3

Student's Book

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high note 3

Student's Book

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01

Looking good

VOCABULARY	Appearance, clothes, footwear and accessories, fashion
GRAMMAR	Present Simple and Continuous, state and action verbs, articles Use of English > page 191
SPEAKING	Participating in conversations
WRITING	An informal email
VIDEO	Grammar ▶ Documentary ▶ Communication ▶

A night to remember

It's 9 p.m. and in the ballroom of a large UK hotel, a group of well-dressed secondary school students are dancing, gossiping and taking selfies. Exams are finished and everyone is waiting for their results. However, this is the school's first prom, and no one is worrying about grades tonight.

Proms first became popular in the US in the 1930s. For some teens, this 'night to remember' is their first real chance to get dressed up. Preparations often cost a fortune, and the average US family spends nearly \$1,000 per child on clothing, accessories, hair, etc.

The high cost of proms and the pressure to look good mean that attitudes are changing. Organisations such as Operation Prom, which provide low-income students with free formal clothing are becoming more and more popular. Moreover, an increasing number of students are organising their own cheaper, more relaxed celebrations.

At the same time, prom nights are becoming more common in the UK, probably thanks to the influence of American film and TV culture. Everyone here in the hotel tonight seems happy and relaxed, but what do they really think of their first prom night?

Emma:

"People usually organise their own end-of-year celebrations, but this is great fun! It's nice to get together and everyone looks brilliant."

Guy:

"I decided to wear trainers and a T-shirt with my suit, but I regret it now. I feel underdressed. I'm thinking of going home and getting changed."

Brandon:

"I didn't buy a suit because I'm saving for a holiday. This one belongs to my brother. I usually dress casually, but actually I think smart clothes are OK. Several people have told me I look good, although one of them was my mum."



1A GRAMMAR AND VOCABULARY

1 In pairs, look at the photo and the title of the text and answer these questions.

- What do you think the people in the photo are celebrating?
- When do you wear formal outfits? Do you like them? Say why.

2 Read the first paragraph of the text to check your answer to question 1 in Exercise 1. Then read the rest of the text to answer these questions.

- How much does the average US family spend per child on prom night?
- Why are attitudes to prom night changing in the US?
- Why are proms becoming more popular in the UK these days?

Present Simple and Present Continuous

3 Match sentences 1–6 with meanings a–f in the Grammar box. Then find one more example underlined in the text for each rule.

- 1 ☐ Everyone is waiting for their results.
- 2 ☐ I think smart clothes are OK.
- 3 ☐ Preparations often cost a fortune.
- 4 ☐ No one is worrying about grades tonight.
- 5 ☐ Prom nights are becoming more common in the UK.
- 6 ☐ I usually dress casually.

Present Simple and Present Continuous

We use the **Present Simple** for:

- a** facts and general truths
- b** routines and habits
- c** state verbs (e.g. *want, know, prefer, remember, understand, mean, imagine, sound, appear, seem, own, belong to*)

Time expressions: always, every day, regularly, most days, usually, often, sometimes, hardly ever, never

We use the **Present Continuous** for:

- d** actions happening right now
- e** temporary situations happening around now
- f** changing situations

Time expressions: now, at the moment, these days, nowadays, this year

Grammar Reference and Practice > page 172

WATCH OUT!

State verbs are usually only used in the Present Simple because they express states, beliefs, opinions or feelings. However, a small group of these verbs can be used in the Present Continuous with a change of meaning, e.g. *think, have, look, see*, for example:

We **think** proms are a great idea. (*think* = opinion)

I'm **thinking** of going home. (*think* = mental activity)

4 Choose the correct forms to complete the sentences.

- 1 My girlfriend and I *take / are taking* salsa dancing lessons this month and tonight we *'re learning / learn* a new dance routine.
- 2 It *gets / 's getting* late but I *don't want / 'm not wanting* to leave the dance floor!
- 3 I *'m not really enjoying / don't really enjoy* myself, to be honest. It all *is seeming / seems* a bit too much, like a Hollywood movie.
- 4 I *'m thinking / think* there's a lot of pressure to come to the prom with a date, but I *don't see / 'm not seeing* anyone at the moment so I just came with a friend.
- 5 My best friend *hates / 's hating* dancing so unfortunately we *'re never going / never go* dancing together.
- 6 People *love / are loving* those dancing shows on TV and ballroom dancing *is becoming / becomes* more popular because of them.

5  **1.2** Complete the conversation with the correct Present Simple or Present Continuous form of the verbs in brackets. Then listen and check.

Alice I can't believe we ¹ *'re wearing* (wear) the same dress! What a nightmare!

Clara Ha ha! Yep. I ² _____ (know) how you feel.

Alice Why didn't I think? Everyone ³ _____ (wear) pink this summer! ⁴ _____ (you/think) of going home and getting changed at all?

Clara Not really. I ⁵ _____ (live) quite far from here.

Alice Maybe you should. I'll pay for your taxi.

Clara No, thanks ... I ⁶ _____ (begin) to think it doesn't matter.

Alice Really?

Clara Yeah, it ⁷ _____ (not seem) worth it. I ⁸ _____ (not think) you should worry. Let's just enjoy ourselves.

Alice Yeah, we both ⁹ _____ (look) great in this dress anyway.

6 Find four of the phrases from the box in the text on page 4. Then use the phrases in the box to complete the sentences.

dress casually dressed up as get dressed get dressed up
get undressed overdressed underdressed well-dressed

- 1 Oh no! I'm the only person not wearing a suit. I'm totally underdressed.
- 2 Oh dear! Everyone else is wearing jeans and I'm in a dress. I'm completely _____.
- 3 These formal clothes are OK but I still prefer to _____.
- 4 I only _____ for weddings and funerals.
- 5 It's a shame nobody is _____ super heroes.
- 6 OK, it's 11 a.m. and I'm still in bed. I suppose I should get up, _____ and get going.
- 7 I was so tired after the prom I didn't _____ and went to bed in my suit. It looked terrible in the morning.
- 8 Appearance is important and I want people to think I'm a _____ person.

7 **SPEAKING** Use the phrases from Exercise 6 to make three true sentences and one false one about yourself. Can your partner guess which one is false?

 **1** Read the questions and watch the video. Say what the speakers answer. Then in pairs, ask and answer the questions.

- 1 What's everyone wearing this year?
- 2 What clothes styles are you wearing this season?



1B VOCABULARY | Appearance

- 1 **THINK BACK** Work in pairs. Add as many words as you can to these categories.

Clothes: trousers, vest, ...

Footwear: sandals, wellies, ...

Accessories: cap, shoulder bag, ...

- 2 Look at the photos and read the texts below. Why are these people unique?

- 3 Look at the photos again and, in pairs, match items 1-14 in the photos with their names in the box.

13 bow tie ☐ faded/ripped jeans ☐ fake fur jacket
☐ high-heeled shoes ☐ loose-fitting dress
☐ matching handbag ☐ nylon jacket
☐ plain white shirt ☐ trainers ☐ shiny suit
☐ sunglasses ☐ T-shirt with a logo on it
☐ tight trousers ☐ wide leather belt

- 4 Add the highlighted words from the texts to these categories.

Materials: cotton, denim, _____, gold, _____, linen, _____, silk, wool.

Patterns: checked, _____, striped, _____.

Shape: baggy, _____, narrow, _____, _____.

Other: _____, full-length, _____, _____.

- 5 In pairs, discuss what you usually wear on school days and at the weekend. Use the words from Exercises 3-4.

- 6 Look at the vocabulary map and use the words to describe Ashley and Tinie.

Hair/facial hair

balding clean-shaven
 moustache straight/curly
 wavy/medium-length
 unshaven

Opinions

elegant fashionable
 glamorous handsome
 stunning stylish

PHYSICAL APPEARANCE

Body

broad shoulders full figure heavily-built
 muscular overweight pale/dark/tanned skin
 skinny slim thin waist well-built wide hips

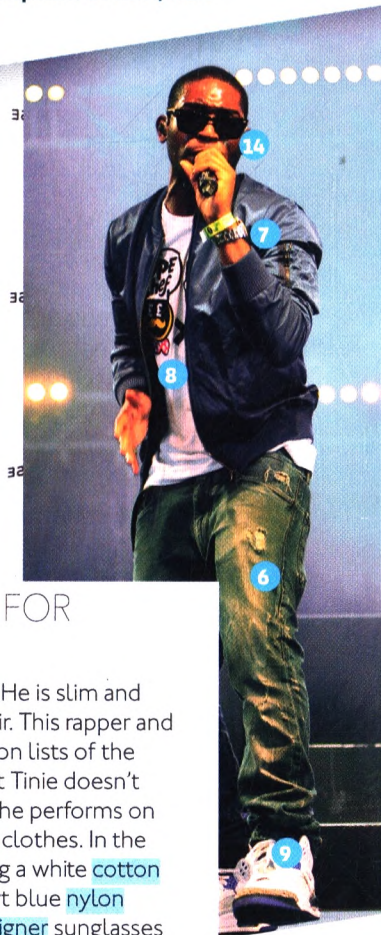
- 7 **SPEAKING** In pairs, look at the photos of style icons and follow the instructions. Student A, go to page 196. Student B, go to page 199.

- 8 **REFLECT | Society** Fashion shows often present size-zero models. Do you think this is a problem? Say why. Discuss in pairs.

- 9 Who is your style icon at the moment? Find a photo of this person and write a description of him/her.

GREAT STYLE HAS NO SIZE

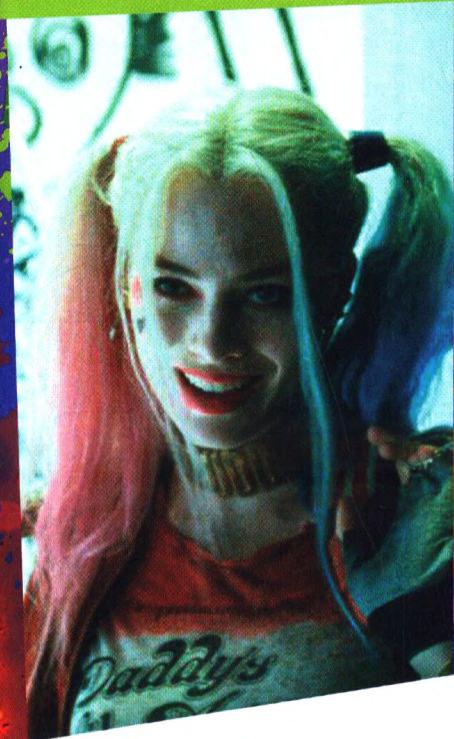
My style icon is Ashley Graham. She is stunning and glamorous. She has dark eyes, pale skin and long, straight hair. She's also well-built with a full figure and wide hips. In this photograph, she's wearing an elegant fake fur jacket over a loose-fitting black cotton dress, a wide leather belt and stylish black high-heeled shoes with a matching handbag. Ashley is probably the most famous plus-size model in the world. She believes the fashion industry is wrong to use skinny size-zero models and tours schools to talk about the importance of accepting one's body shape.



DIFFERENT LOOKS FOR DIFFERENT TIMES

My style icon is Tinie Tempah. He is slim and handsome with short curly hair. This rapper and TV personality often appears on lists of the world's best-dressed men. But Tinie doesn't always dress the same. When he performs on stage, he usually wears casual clothes. In the photo on the right he's wearing a white cotton T-shirt with a logo on it, a short blue nylon jacket, faded ripped jeans, designer sunglasses and white trainers. But in the photo on the left, Tinie is all dressed up. He looks fashionable in a shiny red suit with tight trousers, a plain white shirt and a black bow tie. I love his flexible style!

MARGOT ROBBIE



JARED LETO



BEFORE & AFTER



1C LISTENING AND VOCABULARY

- 1 Look at the photos. In what ways do actors change their appearance in films?

They wear a lot of make-up.

- 2 You are going to listen to a podcast about jobs in the entertainment industry. Study the 'Before you listen' section of Active Listening and the sentences in Exercise 5. Then answer questions 1 and 2.

- 1 What are the names of the people you will hear in the podcast?
- 2 What do you think their jobs are?

ACTIVE LISTENING | Listening effectively

Before you listen

- Read each question carefully to understand the situation.
- Use your experience to predict what the people might say.
- Predict what kind of information you need to answer each question – a number, a place, an adjective, etc.

While you are listening

- Listen for key words and phrases to:
 - help you understand the main ideas,
 - check your predictions.

- 3 1.3 Listen and check your answers to Exercise 2.

- 4 In pairs, look at the sentences in Exercise 5 again and decide what kind of information you need in order to complete each sentence. Can you guess or remember any of the missing words?

- 5 1.3 Study the 'While you are listening' section of Active Listening. Then listen again and complete the sentences with one or two words in each gap.

- 1 Blake can't give too much information about the TV series because it's a secret.
- 2 Blake's job is to transform Christine so she appears to be _____ years old.
- 3 He wants to make Christine's lips look _____.
- 4 He enjoys the _____ part of his job most of all.
- 5 Make-up and equipment cost Blake _____ pounds every year.
- 6 In the future, Blake would love to do make-up for a _____.

- 6 Would you enjoy Blake's job? Discuss in pairs.

I wouldn't like it because I'm not into make-up, but my sister would love it because she's very artistic.

- 7 Which of these features can you see in the photos?

bags under the eyes double chin full lips
long eyelashes shaped eyebrows smooth skin wrinkles

- 8 Work in pairs. Use the phrases in Exercise 7 to write seven sentences about people you know.

My grandfather has got a double chin.

- 9 **SPEAKING** In groups, say which of these statements you agree with.

- 1 With make-up, less is more.
- 2 It is not appropriate to wear make-up at school.
- 3 No one under the age of sixteen should wear make-up.
- 4 Make-up is not for men.

1D READING AND VOCABULARY

- 1 **SPEAKING** In pairs, talk about your favourite/least favourite clothes and accessories. Why do you like/dislike them? How do you feel when you wear them?

I love my long black coat. It's really warm and fashionable and I feel glamorous when I wear it. My friends say it's really elegant.

- 2 In pairs, look at the photos, the captions and the title of the article. What do you think it is about? Then read the article quickly to check your predictions.

- 3 Read the article again and choose the correct answers.

- 1 Why did Séan Garnier pretend to be an old man?
 - a To have the chance to play football with teenagers.
 - b To show that old people can play football well.
 - c To take part in a sports match.
 - d To persuade people to take up sport.
- 2 Katherine Quigg started her blog
 - a because she wanted to work in fashion.
 - b as part of her engineering degree.
 - c in order to shock her fellow engineers.
 - d to show that fashionable women can be scientists.
- 3 In the third paragraph, what does the writer suggest?
 - a The way you dress affects what you think of other people.
 - b In some fields, women who dress like men are more successful.
 - c Teachers know more if they dress well.
 - d People who wear uniforms are better listeners.
- 4 How can putting on a white coat influence you?
 - a It can make you believe you're a doctor.
 - b It can help you concentrate better.
 - c It can help you control other people.
 - d It can make you feel stronger.
- 5 What would be the most suitable sub-heading for this article?
 - a Some stereotypes are false, but the way people look does tell us a lot about them.
 - b Stereotypes are always wrong: we need to challenge them at all times.
 - c The way we look affects what people think of us and how we feel and behave.
 - d Studies show it's better to dress well if you want to be successful in life.

- 4 In pairs, rewrite these statements using the highlighted phrasal verbs from the article. Then say if the statements are true for you.

- 1 I admire people who have their own sense of style.
I look up to people who have their own sense of style.
- 2 I like to take part in conversations about fashion.
- 3 My sister is stylish but she doesn't think she's better than people (like me) who don't care about fashion.
- 4 I'd like to start my own fashion design company one day.
- 5 My parents often make a mistake when they buy me clothes.

- 5 Study *Watch out!* and rewrite sentences 1–5 using compound adjectives. Then in pairs, use compound adjectives to talk about the people you know.

- 1 I've got broad shoulders and curly hair.
- 2 I can't decide whether to wear a shirt with short sleeves or long sleeves.
- 3 I've got pale skin but my best friend has dark skin.
- 4 My hair is short, but my friend has long hair.
- 5 My eyes are blue, but my sister's are brown.
My dad is middle-aged but he isn't grey-haired, he's brown-haired.

WATCH OUT!

We can use compound adjectives to describe clothes and people.

If a person has **grey hair**, we say he/she is **grey-haired**.

If shoes have **high heels**, we say they're **high-heeled** shoes.

If a person is neither young nor old, we say he/she is **middle-aged**.

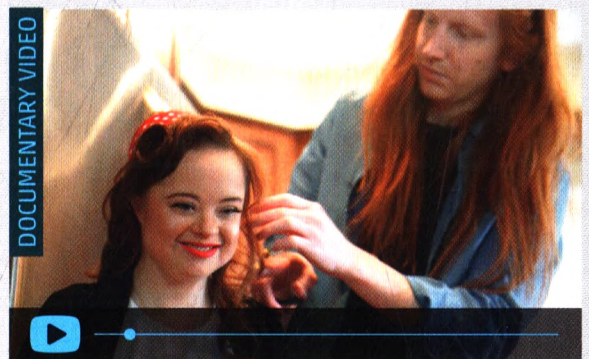
- 6 **SPEAKING** How do these things make you feel? Discuss in pairs.

a uniform your pyjamas a football strip
a formal dress a white coat a suit and tie
cool sunglasses a pair of glasses a superhero costume

When you wear a uniform it makes you feel strong and important, it makes you feel like a soldier.

- 7 **REFLECT | Values** Appearance is not important. It's what inside that counts. Do you agree? Discuss in groups.

2 WATCH AND REFLECT Go to page 162. Watch the documentary *Beauty belongs to everyone* and do the exercises.



Freestyle footballer
Séan Garnier

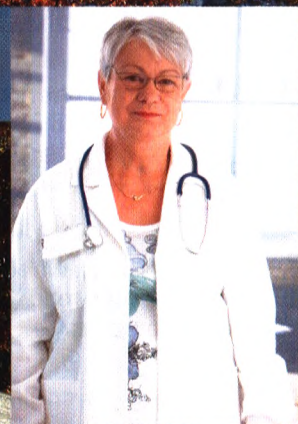
Appearances can be
deceiving!



Katherine Quigg
Engineers can be
elegant too!



Can a white coat
make you more
intelligent?



1.4

The power of appearance

Some teenagers are playing five-a-side football. A man wearing a baggy tracksuit and dirty trainers picks up the ball. He's skinny, grey-haired and he walks like an old man. The boys don't want him to play because they assume he's no good.

- 5 However, he insists on **joining in**. At first, he's useless: he can hardly kick the ball. But then he starts playing brilliantly. He runs circles around the boys and scores an amazing goal. The thing is, he isn't really an old man. He's thirty-five-year-old freestyle footballer Séan
- 10 Garnier, who's disguised to look old for an advert encouraging active lifestyles.

This story shows how you can **get it wrong** if you judge people by their appearance. Unfortunately, it's something we often do. We assume overweight people can't run, young people are irresponsible and pretty young women are not interested in

“ the way
people look
affects what
we think
of them ”

- 20 science. But stereotypical assumptions are frequently wrong. For example, Katherine Quigg is a glamorous young woman. She's also an engineer. After graduating, she realised many people working in STEM¹ were shocked that a stylish woman with a passion for fashion could be an engineer. So she
- 25 **set up** a fashion blog called *Engineering In Style* to prove these people wrong by encouraging stylish young women to work in STEM.

- Studies show that the way people look affects what we think of them and how we behave towards them. We **look up to** the well-dressed and **look down on** those who dress badly. It's a sad fact that if a woman dresses in a masculine style, she has a better chance of getting a job. People consider teaching assistants wearing formal clothes to be more intelligent than those who dress casually. We show more
- 30 respect to people in uniforms and are more likely to listen carefully to a doctor when he or she is wearing a white coat.

- The clothes we wear affect not only what we think of others, but also what we think of ourselves. If we wear lovely clothes, we feel more attractive and if we wear a suit and tie, we feel more important. What's more, clothes can also
- 40 change the way we behave. In one fascinating experiment scientists showed that if you wear a white coat that you believe belongs to a doctor, your ability to pay attention increases sharply. However, if you wear the same white coat
- 45 believing it belongs to a painter, there's no improvement in your ability to concentrate. As the scientists behind the experiment stated, 'The clothes we wear have power not only over others, but also over ourselves.'²

- So our physical appearance and clothes influence the opinions people have of us and their behaviour towards us. This can sometimes make them use unfair stereotypes. But it seems that the clothes we wear also have a powerful effect both on how we feel and how we act. Perhaps that's worth remembering the next time you're trying to decide what to wear.

READERS' LETTERS

This week's star letter is from Trudy in Oxford. She has won the **£100** prize!

The wheel of fashion

I'm a sales assistant in a boutique in a shopping centre in Oxford. The boutique specialises in fashion from the USA and from Europe, especially Italy and France. It's the ideal job for me because I'm really into clothes: I go to fashion shows, I read fashion magazines, I know all about the latest styles and the first thing I do when I get paid every month is buy some new clothes. But in my opinion, the most important thing to know about fashion is that it's like a wheel. It turns round and round. The cool looks of the past that nobody wears any more often become the cool looks of the future. Denim dungarees from the 1980s and bright neon colours from the 1990s are back in fashion. Today I'm wearing a leather jacket. The jacket looks great but it isn't new. My mother bought it thirty years ago! So, don't throw away last year's clothes – they may be out of fashion now but sooner or later, it'll come back into style.



3 1.5 Complete the gaps with Ø (no article), a/an or the. Then listen and check.

They say that ¹ Ø girls care more about clothes than ² Ø boys but I think shopping for clothes is ³ the most boring thing in ⁴ the world. Today I'm wearing ⁵ a old pair of jeans and ⁶ a cotton top. ⁷ The jeans were ⁸ Ø present and ⁹ a friend gave me ¹⁰ a top because it was too small for her. My best friend is from ¹¹ Italy. He loves ¹² the clothes and he'd like to be ¹³ a fashion designer in ¹⁴ the future.

4 In pairs, complete the sentences with Ø (no article), a/an or the.

- 1 I think Ø sport is more fun than Ø fashion.
- 2 I think the best jeans come from Japan.
- 3 I saw a pair of shoes in the shop last Monday that I loved, but when I went back on Tuesday the shoes were gone.
- 4 The last thing I do before I go out in a morning is to look in a mirror by a door. I'd love to be a model.

5 1.6 PRONUNCIATION Study Watch out! Then in pairs, read sentences 1–3 and underline the when it is pronounced /ði:/. Listen to check and repeat.

- 1 The American jeans are cheaper than the European ones.
- 2 The haircut was the worst mistake of my life.
- 3 The expensive shoes are less comfortable than the cheap ones.

WATCH OUT!

We pronounce *the* in two ways:

- 1 /ðə/ – before a consonant or vowels that are pronounced /w/, e.g. *one*, or /j/, e.g. *UK*.
the shop / the ones over there / the universe
- 2 /ði:/ – before a vowel.
the ideal job / the only thing / the umbrella

6 SPEAKING In pairs, discuss the questions.

- 1 Which clothes from the past are back in fashion?
- 2 Which clothes from the past do you like?
- 3 Do you ever borrow clothes from your parents or grandparents? Would you like to? Say why.

1E GRAMMAR

1 'Fashion is like a wheel.' What does that mean? Discuss in groups. Then read the text and look at the photos to check your ideas.

Articles

2 Study the Grammar box and match the underlined words in sentences 1–8 with rules a–g. Use one rule twice. Then find more examples of the rules in the text.

- 1 ☐ She has won the £100 prize.
- 2 ☐ I'm a sales assistant.
- 3 ☐ The boutique specialises in fashion from Europe.
- 4 ☐ I'm really into clothes.
- 5 ☐ The most important thing to know about fashion ...
- 6 ☐ ... is that it's like a wheel.
- 7 ☐ Dungarees from the 1980s are back in fashion.
- 8 ☐ I'm wearing a leather jacket. The jacket looks great.

Articles

- a We use *no article* (Ø) with plurals and uncountable nouns to talk about something/someone in general.
- b We use *no article* (Ø) with continents, most countries and cities.
- c We use *a/an* to talk about a singular countable thing/person when it is one of many or one of a group; not the only one.
- d We use *a/an* with occupations.
- e We use *the* to talk about a specific thing/person, e.g. because he/she/it is the only one or when it's clear which thing/person we mean.
- f We use *the* with superlatives, ordinal numbers, periods (e.g. the 1980s) and some countries (e.g. the USA).
- g We use *a/an* when we mention something/someone for the first time and *the* when we mention it again.

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- 1 What is the longest time you have queued for anything? What was it for? What do you think a fashion victim is? Discuss in groups.
- 2 In pairs, say if you agree or disagree with these opinions. Say why.
 - 1 Shoppers can make money from limited edition models.
 - 2 It's a waste of time to queue for something for hours.
 - 3 We shouldn't judge people by the clothes they wear.
 - 4 In my opinion, fashion victims don't exist.
 - 5 Some people believe brand-name clothes make them look like models in adverts.
- 3 1.7 Watch or listen to the conversation between friends. Which opinion (1–5) in Exercise 2 is not expressed in the video?
- 4 1.8 Listen to another conversation between the three friends and answer these questions.
 - 1 Why is Penny so embarrassed when she meets up with her friends again?
 - 2 What do Penny's friends think of her?
 - 3 Do you think Penny is a fashion victim? Say why.
- 5 Complete the Speaking box with headings a–f.
 - a Ask for explanation or clarification
 - b Ask for repetition
 - c Clarify your message
 - d Get others to speak
 - e Hold attention
 - f Interrupt politely

COMMUNICATION VIDEO



- 6 1.8 Study the Speaking box and complete the conversation from Exercise 4 with two or three words in each gap. Listen again and check.

Sam Wow, it looks great.

Penny I love it! I want it so badly! It's just ...

Pete Sorry ¹ to interrupt but aren't you saving for a holiday?

Penny Yes, but a holiday lasts a week and a jacket is for life!

Pete Are ² _____ that you only have one jacket?

Penny Hold on! Hold on! Let ³ _____. This jacket is the latest fashion. It's really special. It's so cool!

Sam Ah right! Now I ⁴ _____! You just want to be the coolest girl in the group! You're really a fashion victim but you don't like to admit it.

Pete And look at the price – that means no holiday this year, or next!

Penny The ⁵ _____, it's really my style and I just have to have it! Does that ⁶ _____?

Pete OK, I see ⁷ _____. Anyway, it's your money, you decide how to spend it!

Penny Yes, but there is a problem ... It goes on sale tomorrow and the queue is already two blocks long ...

Sam Sorry, I ⁸ _____ that. Did you ⁹ _____ a queue?

Pete You're joking, aren't you?

Sam Do you ¹⁰ _____ you have to go and stand in the queue today?

- 7 Work in groups. Use the phrases from the Speaking box to discuss these statements.

- Shopping for clothes is boring.
- There aren't any good clothes for young people in this town.
- Good clothes are really expensive
- Fashion magazines are boring – they're just advert after advert.

SPEAKING | Participating in conversations

When you're speaking

¹ Clarify your message

What I mean is ...

The thing is, ...

Let me put it another way.

² _____

Just a second, I haven't finished.

Hold on! Let me finish!

Check others understand

Do you know/see what I mean?

Does that make sense?

Do you get it?

³ _____

What do you think?

Tell us what you think.

What's your opinion?

When someone else is speaking

⁴ _____

Excuse me, can I say something?

That's true/a good point, but ...

Sorry to interrupt but ...

⁵ _____

Sorry, I didn't get that. Could you say it again?

I'm sorry, I missed that.

⁶ _____

Do you mean ...?

I'm not sure what you mean.

Are you saying ...?

Did you say/mention ...?

Confirm you understand

Right, I've got that.

Yes, I know/see/get what you mean.

Ah right! Now I get it.



From: Molly
To: Chloe
Re: Saturday fancy dress party

Hey Chloe,
How's it going? Great to see you Saturday night. I ate so much!!! The pizza in that place is the best. Charlie had nine slices! Got your message, thanks. I can't wait for Charlie's fancy dress party! Have you chosen a costume yet? I'm trying to decide what to wear. Actually, hoping you can help pls pls pls 😊 Thinking of one of these, but can't decide. Want something funny. What do you reckon?
Do you fancy going together in the horse costume? Or maybe you have another idea. We could go together, but as something else. Anyway, it doesn't have to be a costume for two, but let me know. Still plenty of time to sort it out. Btw the ones in the pics are from the hire shop, but we could just make our own. Right, I'm off to make some dinner (finally hungry again after all that pizza!) Message me later.
Bye 4 now
Molly, xx



1G WRITING | An informal email

1 REFLECT | Culture Read about the Carnival of Venice. Then in pairs, answer the questions.

- 1 Why did people wear masks? Choose from the reasons listed below.
 - to feel more confident
 - for fun
 - to hide their social status
 - to feel part of a group, e.g. sports fans
 - to forget about personal problems
 - to celebrate a cultural event
- 2 Are there any famous carnivals in your country? Talk about them.

Carnival of Venice

The annual Venice Carnival began in 1162 and became extremely popular in the eighteenth century. Making and wearing masks and costumes has always been an important part of the culture of Venice and of the carnival. Originally, people at the carnival probably covered their faces so no one knew who they were. This meant that rich and poor, ordinary and powerful could celebrate together without worrying about the strict social rules that normally kept them apart. Nowadays, over three million people visit Venice and join in the celebrations.

2 Read Molly's email. Why is she writing to Chloe?

3 Work in pairs. Which costume do you think Molly should wear? Say why.

4 Read Molly's email again. In pairs, identify five features that make it informal.

She starts with 'Hey' instead of 'Dear ...'

5 Study the Writing box and check your ideas in Exercise 4. Then complete the Writing box with examples from Molly's email.

WRITING | An informal email

Beginning your email

- Start with a friendly greeting, e.g. *Hi there, ...*¹ *Hey*
- Mention your last contact with the other person, e.g. *Long time no see.* (when you haven't seen the person for a long time)/² _____
- Mention the message you are replying to, e.g. *Thanks for the invitation.*/³ _____

Sounding informal

- Write in a chatty style, similar to the way you speak.
- Use short, simple sentences.
- Choose informal words and expressions, e.g. *What do you reckon?* instead of *What do you think?* /⁴ _____ instead of *Would you like to ...*
- Use exclamation marks (!), emojis 😊 and abbreviations (LOL = laugh out loud/⁵ _____ = by the way), but don't overuse them.
- Use contractions, e.g. *How's ...?* instead of *How is ...?*/⁶ _____ instead of *I cannot ...*
- Leave out words like pronouns (usually I), and verb *to be*, e.g. *Great to see you ...* instead of *It was great to see you ...*/⁷ _____ instead of *I'm hoping you can help.*

Ending your email

- Give a reason for ending your message, e.g. *Anyway, got to do my homework now.*/⁸ _____
- Send greetings or refer to future contact, e.g. *Give my love to Emma.* or *See you on Saturday.* or *Give me a call next week.*/⁹ _____
- Finish with a friendly goodbye, e.g. *CU soon*/¹⁰ _____

6 Put lines a–g in order to make a short reply from Chloe to Molly.

- a ☐ Maybe you should be Harley and I'll go as the Joker?
- b ☐ Anyway let me know. Homework time now.
- c ☐ I have a suggestion for a costume for the two of us. Shall we go as the Joker and Harley Quinn?
- d ☐ Love Chloe xx
- e ☐ Hey Molly,
- f ☐ And this weekend it's Charlie's fancy dress party. Here we go again!
- g ☐ How are you doing? Just back from the gym. Last weekend was great, wasn't it?

7 Complete Molly's next message to Chloe with the phrases from the box. There are two extra phrases.

Do you fancy ... Can't wait for ... How's it going?
I'm off to sort something out CU soon ~~Hi there~~
Hoping you can help.

From: Molly
To: Chloe
Re: Saturday fancy dress party

¹ *Hi there,*

² _____ Been to the gym AGAIN? Stop making me feel lazy 😊. ³ _____ Charlie's fancy dress party.

I love your suggestion! We'll make perfect super villains! ⁴ _____ coming over later? My mum has a suitcase full of old clothes. She wore some pretty crazy stuff when she was young, so I think we might find our costumes in there. Anyway, let me know, and we'll ⁵ _____.

Got to take Flash 🐶 for a walk now. He's waiting by the door ⁶ _____
Molly, xx

8 In groups, discuss these questions.

- Do you like dressing up and wearing costumes?
- Do you think homemade or hired costumes are better? Say why.
- Have you ever been to a fancy dress party? What did you wear?

9 **SPEAKING** Imagine you are also going to Charlie's party. Choose a costume for yourself. Use your own ideas, one of the ideas in the photos, or one from the list below. Explain your choice to a partner.

a cartoon character a famous person
a horror character a sci-fi character a superhero

10 **WRITING TASK** Reply to Molly's email. Tell her which costume you like best for her, describe the costume you are planning to wear and explain why you chose it.



REMEMBER MORE

1 Match the two parts of the collocations. Then check with the word list.

- | | |
|---------------------------------|-------------|
| 1 ☐ cost | a lessons |
| 2 ☐ get | b respect |
| 3 ☐ show | c a fortune |
| 4 ☐ take | d dressed |

2 Find the opposites of these adjectives on the word list.

- 1 pale/ _____ skin
- 2 skinny/ _____ model
- 3 smart/ _____ clothes
- 4 short/ _____ sleeves
- 5 curly/ _____ hair

3 Complete the phrasal verbs with the prepositions in, up or down. Then check with the word list.

- 1 look _____ on someone (you don't respect)
- 2 look _____ to someone (you respect very much)
- 3 set _____ (a company)
- 4 dress _____ the style (of the 90s)
- 5 dress _____ as someone (e.g. a clown)

4 Complete the compound adjectives from the word list.

- 1 high- _____ shoes
- 2 middle- _____ man
- 3 grey- _____ woman
- 4 well- _____ TV presenter
- 5 heavily- _____ sportsman
- 6 clean- _____ face

ACTIVE VOCABULARY | Phrases

When you want to remember a new word, it helps to create a meaningful phrase with it, e.g. *join in – join in the conversation; leather – elegant leather boots*. You can use an online dictionary to help you, e.g. www.ldoceonline.com. Look at the word list, find ten words you'd like to learn, and make phrases with them. Use a dictionary.

1A GRAMMAR AND VOCABULARY

5.1

- accessories** (n) /ək'sesəriz/
attitude (n) /'ætɪtju:d/
average (adj) /'ævərɪdʒ/
ballroom (n) /'bɔ:lru:m/
ballroom dancing (n) /,bɔ:lru:m 'dɑ:nsɪŋ/
clothing (n) /'kləʊðɪŋ/
cost a fortune /kɒst ə 'fɔ:tʃən/
dance floor (n) /'dɑ:ns flɔ:/
dancing show (n) /'dɑ:nsɪŋ ʃəʊ/
date (n) /deɪt/
dress casually /,dres 'kæʒuəli/
dress up as sb (phr v) /,dres 'ʌp əz ,sʌmbədi/
end-of-year celebration (n) /,end əv jɪə ,selə'breɪʃən/
funeral (n) /'fju:nərəl/
get changed /get 'tʃeɪndʒd/
get dressed /get 'drest/
get dressed up /get ,drest 'ʌp/
get going /get 'gəʊɪŋ/
get undressed /get ʌn'drest/
gossip (v) /'ɡɒsɪp/
influence (n) /'ɪnfluəns/
it's a shame /,ɪts ə 'ʃeɪm/
low-income (adj) /,ləʊ 'ɪŋkʌm/
outfit (n) /'aʊtfɪt/
overdressed (adj) /,əʊvə'drest/
pressure (n) /'preʃə/
prom night (n) /'prɒm naɪt/
regret (v) /rɪ'ɡret/
save for sth (v) /'seɪv fə ,sʌmθɪŋ/
see sb (v) /si: ,sʌmbədi/
smart/formal clothes /,sma:t/'fɔ:məl kləʊðz/
suit (n) /su:t/
take lessons /teɪk 'lesənz/
underdressed (adj) /ʌndə'drest/
well-dressed (adj) /wel 'drest/
What a nightmare! /,wɒt ə 'haɪtmeə/

1B VOCABULARY 5.2

- baggy** (adj) /'bægi/
balding (adj) /'bɔ:ldɪŋ/
belt (n) /belt/
body shape (n) /'bɒdi ʃeɪp/
bow tie (n) /bəʊ 'taɪ/
broad shoulders /brɔ:d 'ʃəʊldəz/
cap (n) /kæp/

- casual** (adj) /'kæʒuəl/
checked (adj) /tʃekt/
clean-shaven (adj) /,kli:n 'ʃeɪvən/
cotton (n) /'kɒtn/
denim (n) /'denəm/
designer sunglasses (n) /dɪ,zʌɪnə 'sʌŋ,ɡlɑ:səz/
elegant (adj) /'eləɡənt/
facial hair (n) /feɪʃəl 'heə/
faded/ripped jeans /,feɪdɪd/,rɪpt 'dʒi:nz/
fake fur jacket (n) /,feɪk fɜ: 'dʒækət/
fashion industry (n) /'fæʃən ,ɪndəstri/
fashionable (adj) /'fæʃənəbəl/
flexible (adj) /'fleksəbəl/
footwear (n) /'fʊtweə/
full figure /,fʊl 'fɪɡə/
full-length (adj) /,fʊl 'leŋkθ/
glamorous (adj) /'ɡləməərəs/
gold (n) /ɡəʊld/
handbag (n) /'hændbæg/
handsome (adj) /'hænsəm/
heavily-built (adj) /,heəvli 'bɪlt/
high-heeled shoes (n) /,haɪ hi:əld 'ʃu:z/
hips (n) /hɪps/
leather (n) /'leðə/
linen (n) /'lɪnən/
logo (n) /'ləʊɡəʊ/
long/straight/curly/wavy/medium-length hair /,lɒŋ/,streɪt/,kɜ:li/,weɪvi/,mi:diəm ,leŋθ 'heə/
looks (n) /lʊks/
loose-fitting (adj) /,lu:s 'fɪtɪŋ/
matching (adj) /'mætʃɪŋ/
material (n) /mə'tɪəriəl/
moustache (n) /mə'stɑ:ʃ/
muscular (adj) /'mʌskjələ/
narrow (adj) /'nærəʊ/
nylon (n) /'naɪlɒn/
overweight (adj) /,əʊvə'weɪt/
pale/dark/tanned skin /,peɪl/,dɑ:k/,tænd 'skɪn/
pattern (n) /'pætən/
plain (adj) /pleɪn/
plus-size model (n) /,plʌs saɪz 'mɒdl/
sandals (n) /'sændəlz/
shape (n) /ʃeɪp/
shiny (adj) /'ʃaɪni/
shoulder bag (n) /'ʃəʊldə bæɡ/
silk (n) /sɪlk/
size zero (n) /,saɪz 'zɪərəʊ/

skinny (adj) /'skɪni/

slim (adj) /slɪm/

striped (adj) /straɪpt/

stunning (adj) /'stʌnɪŋ/

style icon (n) /'stɑɪl aɪkən/

stylish (adj) /'stɑɪlɪʃ/

thin waist /θɪn 'weɪst/

tight (adj) /taɪt/

trainers (n) /'treɪnəz/

unshaven (adj) /ʌn'ʃeɪvən/

vest (n) /vest/

well-built (adj) /wel 'bɪlt/

wellies (n) /'welɪz/

wide (adj) /waɪd/

wool (n) /wʊl/

1C LISTENING AND VOCABULARY

5.3

artistic (adj) /ɑː'tɪstɪk/

bags under the eyes /'bægz ʌndə ði aɪz/

double chin (n) /ˌdʌbəl 'tʃɪn/

full lips /fʊl 'lɪps/

long eyelashes /ˌlɒŋ aɪləʃɪz/

shaped eyebrows /ʃeɪpt aɪbraʊz/

smooth skin /smuːð 'skɪn/

wear make-up /weə 'meɪk ʌp/

wrinkles (n) /'rɪŋkəlz/

1D READING AND VOCABULARY

5.4

ability to do sth /əˌbɪləti tə 'duː sʌmθɪŋ/

act (v) /ækt/

admire (v) /əd'maɪə/

affect (v) /ə'fekt/

assume (v) /ə'sjuːm/

assumption (n) /ə'sʌmpʃən/

behave (v) /bi'heɪv/

behaviour towards sb (n) /bi'heɪvjə təˌwɔːdz sʌmbədi/

challenge (v) /'tʃæləndʒ/

concentrate (v) /'kɒnsəntrɪt/

consider (v) /kən'sɪdə/

cool (adj) /kuːl/

costume (n) /'kɒstjəm/

deceiving (adj) /dɪ'siːvɪŋ/

disguised (adj) /dɪs'gaɪzd/

dress in a style /dres ɪn ə 'stɑɪl/

encourage (v) /ɪn'kʌrɪdʒ/

fashion blog (n) /'fæʃən blɒg/

fashion design (n) /'fæʃən dɪˌzaɪn/

fashion show (n) /'fæʃən ʃəʊ/

football strip (n) /'fʊtbɔːl strɪp/

freestyle (n) /'friːstɑɪl/

get sth wrong /get sʌmθɪŋ 'rɒŋ/

grey-haired (adj) /greɪ 'heəd/

have power over sth /hæv 'paʊə əʊvə sʌmθɪŋ/

heel (n) /hiːl/

improvement in sth (n) /ɪm'pruːvmənt ɪn sʌmθɪŋ/

increase sharply /ɪn'kriːs ʃɑːpli/

influence (v) /ɪnfluəns/

insist on doing sth /ɪn'sɪst ɒn 'duːɪŋ sʌmθɪŋ/

irresponsible (adj) /ɪrɪ'spɒnsəbəl/

join in (phr v) /dʒɔɪn ɪn/

judge sb by sth (v) /dʒʌdʒ sʌmbədi baɪ sʌmθɪŋ/

look down on sb (phr v) /lʊk 'daʊn ɒn sʌmbədi/

look up to sb (phr v) /lʊk 'ʌp tə sʌmbədi/

masculine (adj) /'mæskjələn/

middle-aged (adj) /mɪdəl 'eɪdʒd/

passion for sth (n) /'pæʃən fə sʌmθɪŋ/

persuade sb to do sth /pə'sweɪd sʌmbədi tə 'duː sʌmθɪŋ/

powerful effect on sth /paʊəfəl ɪ'fekt ɒn sʌmθɪŋ/

pretend to be sb /prɪ'tend tə 'bi sʌmbədi/

prove sb wrong /pruːv sʌmbədi 'rɒŋ/

pyjamas (n) /pə'dʒɑːməz/

sense of style /sens əv 'stɑɪl/

set up (phr v) /set 'ʌp/

short/long sleeves (n) /ʃɔːt/ˌlɒŋ 'sliːvz/

show respect /ʃəʊ rɪ'spekt/

state (v) /steɪt/

stereotype (n) /'steriətaɪp/

stereotypical (adj) /steriə'tɪpɪkəl/

tie (n) /taɪ/

tracksuit (n) /'træksuːt/

unfair (adj) /ʌn'feə/

uniform (n) /'juːnəfɔːm/

useless (adj) /'juːsləs/

white coat (n) /waɪt 'kəʊt/

worth (remembering) /wɜːθ (rɪ'membərɪŋ)/

1E GRAMMAR 5.5

be back in fashion/style /bi ˌbæk ɪn 'fæʃən/'stɑɪl/

boutique (n) /buː'tiːk/

dungarees (n) /ˌdʌŋgə'riːz/

fashion designer (n) /'fæʃən dɪˌzaɪnə/

get paid /get 'peɪd/

haircut (n) /'heəkʌt/

in fashion/out of fashion /ɪn 'fæʃən/ˌaʊt əv 'fæʃən/

latest styles /ˌleɪtəst 'stɑɪlz/

look in the mirror /lʊk ɪn ðə 'mɪrə/

neon colours (n) /niːɒn 'kʌləz/

sooner or later /suːnə ə 'leɪtə/

specialise in sth (v) /ˌspeʃəlaɪz ɪn sʌmθɪŋ/

top (n) /tɒp/

wheel (n) /wiːl/

1F SPEAKING 5.6

brand-name (adj) /'brændˌneɪm/

comfort (n) /'kʌmfət/

exist (v) /ɪɡ'zɪst/

fashion victim (n) /'fæʃən vɪktəm/

get sth (v) /'get sʌmθɪŋ/

last (v) /lɑːst/

limited edition (n) /ˌlɪmɪtəd ɪ'dɪʃən/

mean (v) /miːn/

meet up with sb /miːt 'ʌp wɪθ sʌmbədi/

mention (v) /'menʃən/

miss sth (v) /mɪs sʌmθɪŋ/

queue (n, v) /kjuː/

shopper (n) /'ʃɒpə/

want sth badly /wɒnt sʌmθɪŋ 'bædli/

waste of time /ˌweɪst əv 'taɪm/

1G WRITING 5.7

annual (adj) /'ænjʊəl/

be off /bi 'ɒf/

carnival (n) /'kɑːnəvəl/

come over (phr v) /ˌkʌm əʊvə/

confident (adj) /'kɒnfədənt/

cover (v) /'kʌvə/

fancy doing sth /ˌfænsi 'duːɪŋ sʌmθɪŋ/

fancy dress party (n) /ˌfænsi 'dres ˌpɑːti/

hide (v) /haɪd/

hire shop (n) /'haɪə ʃɒp/

keep sb apart /kiːp sʌmbədi əˈpɑːt/

message (v) /'mesɪdʒ/

ordinary (adj) /'ɔːdənəri/

pretty (crazy) /ˌprɪti ('kreɪzi)/

reckon (v) /'rekən/

slice (n) /slaɪs/

social status (n) /ˌsəʊʃəl 'stetəs/

sort sth out (phr v) /sɔːt sʌmθɪŋ 'aʊt/

strict rules /ˌstrɪkt 'ruːlz/

stuff (n) /stʌf/

villain (n) /'vɪlən/

VOCABULARY AND GRAMMAR

1 Choose two words that go with each noun.

- 1 faded / fur / ripped jeans
- 2 loose-fitting / tight / well-built dress
- 3 skinny / high-heeled / matching shoes
- 4 tanned / plain / pale skin
- 5 glamorous / stunning / long girl
- 6 overweight / narrow / muscular man

2 Complete the sentences with the words from the box.

casually denim dressed up silk wavy wide

- 1 He's always casually dressed. He hates formal clothes!
- 2 I can't put my jeans on. My hips are too _____.
- 3 _____ is my favourite material. I've got three shirts made from it and lots of jeans.
- 4 You have to iron clothes made from _____ very carefully because it's so delicate.
- 5 Her hair is neither curly nor straight. It's lovely and _____.
- 6 We are _____ in our party clothes because we're going out!

3 Complete each pair of sentences with the word that matches both sentences.

- 1 Can you help me carry these bags?
He's got bags under his eyes.
- 2 Her clothes are too formal: she's _____ dressed.
I'm a few kilos _____ weight, so I go jogging twice a week.
- 3 He's dressed _____ as a vampire.
I look _____ to people who care about others.
- 4 He hasn't got a beard, he's _____ shaven.
She forgot to load the washing machine, so she hasn't got any _____ clothes.
- 5 Her hair is long and _____ like her mother's.
Go _____ on when you get to the High Street.

4 Complete the conversation with the correct Present Simple or Present Continuous forms of the verbs in brackets.

- A Hi there. ¹ Are you going (go) home?
- B No, I'm not. I ² _____ (go) to the shopping centre.
³ _____ you _____ (want) to come?
- A That ⁴ _____ (sound) like a good idea! I ⁵ _____ usually _____ (not go) there because I never ⁶ _____ (have) time.
- B There's a really good clothes shop there called Sam's. It ⁷ _____ (belong) to my neighbours. They ⁸ _____ (sell) everything at half price at the moment because it's the end of the season.
- A ⁹ _____ they _____ (have) loose-fitting jackets? They ¹⁰ _____ (get) really popular this season.
- B Yes, I ¹¹ _____ (think) so. What's the matter?
- A Wait a second ... I ¹² _____ (think). Oh, no! I can't buy anything! I left my money at home ...

5 Complete the text with *a* (no article), *a/an* or *the*.

DID YOU KNOW THAT ¹ a SECOND-HAND CLOTHES SHOPS ARE POPULAR IN ² _____ UK?



My aunt works as ³ _____ shop assistant in the new second hand shop in town. My best friend bought ⁴ _____ full-length winter coat and ⁵ _____ amazing leather jacket there last week. I love ⁶ _____ things like that! Coats like my friend's 'new' one were popular in ⁷ _____ 1980's and now they're back in fashion! All the clothes in the shop are from countries like ⁸ _____ France and ⁹ _____ USA. I loved ¹⁰ _____ shop where my aunt works the first time I walked in there. The clothes are unique and it's definitely ¹¹ _____ best place to buy cheap clothes. I'm thinking about applying for ¹² _____ Saturday job there!

USE OF ENGLISH

6 Choose the correct words a-c to complete the text.

Our neighbour, Mr. Johnson, is a quiet man in his fifties. Although he's ¹ _____, he hasn't got much grey hair. He's pale-skinned and has a kind face. Mum thinks he was very ² _____ when he was younger.

We hardly ever see him ³ _____ the morning. He's working in London at the moment, so he has to get up very early. He's always very tidy and is never ⁴ _____. He wears different clothes every day.

However, on Saturday nights this quiet, shy man becomes a completely different person! He doesn't wear a suit, but a plain white open-necked shirt, tight black trousers with a wide leather ⁵ _____ and shiny black shoes. The first time we saw him in this outfit we couldn't believe our eyes but then yesterday Mr. Johnson told us he was a Latin dance champion and that he was thinking ⁶ _____ becoming a dancing professional!

- | | | |
|--------------|---------------|------------|
| 1 a young | b middle-aged | c old |
| 2 a pretty | b stunning | c handsome |
| 3 a on | b at | c in |
| 4 a unshaven | b faded | c baggy |
| 5 a belt | b cap | c jacket |
| 6 a in | b of | c on |

READING

7 Read the texts and match people 1–4 with most suitable events A–E. There is one extra event.



Julie looks great in her stylish blue and white top, black skirt and black high-heeled shoes. She hopes she's wearing the right make-up because she wants to make a good impression. She felt confident when she left home but she's beginning to feel nervous. She's carrying a fashion magazine to appear knowledgeable and motivated, but she hopes they won't ask her any difficult

questions about fashion because it's a new area for her. She'd love to learn more about it though.

Jason has a great sense of style. He's wearing his favourite clothes and a leather jacket. As always, he looks very cool. He paid special attention to his outfit today just in case he is caught on camera. Well, you never know! He's very curious which stars will be featured. He's glad his mobile phone has got a really good camera so he can take lots of photos to post on social networks.



Matt is sure he's going to have fun because he loves live music. He's wearing his favourite casual clothes but unfortunately, he doesn't have his black leather jacket with him because he left it at a friend's house. He's carrying a rucksack on his back with everything he'll need for the night and two bottles of water. He hopes it won't rain. It would be a great shame.



Isabel isn't certain she's made the right dress choice. Although the event is being held at a fashionable venue, she decided to dress casually as she knows she'll feel more relaxed. She looks nice in her green top and smart black jeans. She feels a little bit nervous as she has never been to an event like this before. She's looking forward to getting to know people who are interested in the same things she is. She's very organised and is carrying a small case to keep her beauty products in.

SPEAKING

8 In pairs, take it in turns to ask and answer the questions.

- 1 What clothes do you like wearing? Why?
- 2 Do you prefer going out with one or two friends or in a group? Why?
- 3 Tell me about something you like doing with your family.
- 4 What do you usually wear at parties?
- 5 Do you prefer buying clothes alone or with a friend? Say why.

A Rock costume show

All you rockers out there will just love this show! Top models will be showing off outfits that were made famous by rock heroes of the past and present. The audience will vote for their favourite costume! This event is going to be televised so you might be able to see yourself on TV afterwards!

B Musical evening

The 'Five Strings' music school is giving a short concert in the school auditorium next Friday 6 June. We would appreciate it if those attending this event wore smart clothes. Please note we will be filming the performance to put it on our website. Those wishing to stay overnight will be able to book a room in a free student accommodation at a very reasonable price.

C 'Heavy fest' is here again!

This year's heavy metal festival is being held in the town's park from 6–7 July. There will be three stages, an area with food and drink stalls, and there will be a place where you can camp too. You can buy one-day or two-day tickets if you bring your tent! Come casually dressed and wear denim and leather if you can!

D Networking conference

This year's 'You Make a Difference!' conference is for make-up artists who want to meet others, share experiences and learn more techniques in an informal environment. It's taking place in a five-star hotel, and the dress code is smart-casual. We look forward to meeting you!

E Job interview

Soraia's Fashion is looking for a new shop assistant with a sense of style. He or she doesn't need to be glamorous but must be well-dressed and be interested in fashion. Experience is ideal although not essential. We are looking for someone who is keen, enjoys discussing the latest trends and loves learning.

WRITING

9 Read this email you received from a friend and the notes you have made. Reply to your friend using all the notes.

Hi Jamie,

How are you getting on?

Well, I hope.

I'm feeling a bit down. 😞 My school work isn't going so well this term and my girlfriend doesn't seem to like me anymore.

I feel like doing something fun this weekend but I'm not sure what. I'd love to hang out with you and Lisa.

Are you free?

What do you reckon we could do?

All the best,
Jeremy

Fantastic!

What a pity. 😞 You need to do more fun things together.

That would be great!

On Saturday

Go for a walk in the mountains?

02

The digital mind

VOCABULARY	Scientific research, phrases with <i>think</i> and <i>mind</i> , uses of drones, science, technology
GRAMMAR	Present Perfect Simple and Continuous, verb patterns Use of English > page 191
SPEAKING	Making choices
WRITING	A blog post
VIDEO	Grammar ▶ Documentary ▶ Communication ▶



I'VE BEEN THINKING ABOUT OUR PHYSICS PROJECT

- Kit** Hi, Jen. How's it going?
- Jen** I'm fed up. I've been revising Chemistry all day.
- Kit** All day? Seriously? How long have you been revising?
- Jen** I've been revising for hours, ever since I had breakfast. So far, I've read three units of the book and I've memorised almost all the formulas. How have you been getting on?
- Kit** I haven't been revising.
- Jen** No? What have you been doing?
- Kit** I've been thinking about our Physics project.
- Jen** The project? I haven't had time to think about that. Have you come up with any good ideas?
- Kit** I've been working on a text about the Voyager space probes. I've written a first draft.
- Jen** Sounds good. What about the visuals?
- Kit** I've been searching on the Internet and I've found some cool photos. I'll send you what I've done.

The Voyager programme

PHYSICS PROJECT Kit Hart & Jennifer Jordan

The mission of the Voyager space probes is to study the outer planets and to voyage beyond our **solar system** into interstellar space.

They've ¹*travelled / been travelling* for over forty years. Voyager 2 left Earth on August 20 1977, and sixteen days later, on 5 September, Voyager 1 was **launched**.

Voyager 1 has ²*travelled / been travelling* over 21 billion kilometres. No man-made object has ever ³*gone / been going* so far from the Sun. It has ⁴*flown / been flying* past Jupiter and Saturn and their **moons**. Since August 2012 it's ⁵*travelled / been travelling* through our **galaxy** in the direction of the **constellation** Ophiuchus.

Voyager 2 hasn't ⁶*gone / been going* quite as far as its sister **spaceship**. It's ⁷*travelled / been travelling* about 17.6 billion kilometres and it's ⁸*visited / been visiting* four planets: Jupiter, Saturn, Uranus and Neptune. However, it hasn't ⁹*reached / been reaching* interstellar space yet.

Since they began their amazing **voyages**, the probes have ¹⁰*continuously sent / been continuously sending* back radio waves together with images and other scientific data. So far, they've ¹¹*sent / been sending* tens of thousands of photographs and a lot of valuable information about the planets and their satellites.



- Which areas of science do you find most interesting: astronomy, biology, chemistry, earth science, physics? Discuss in pairs.
-  **1.9** Read and listen to the conversation between Kit and Jen on page 18. What are they talking about?

Present Perfect Simple and Continuous

- Study sentences 1 and 2 and answer the questions.
 - I've read three units of the book.
 - Do we know exactly when Jen read those units?
 - Do we know if Jen has finished reading those three units?
 - I've been revising Chemistry all day. I'm fed up.
 - Do we know if Jen has finished revising Chemistry for the day?
 - Do we know how long she's been doing it?
 - Do we know how she feels because of it?
- Study the Grammar box and find more examples of the Present Perfect Simple and the Present Perfect Continuous in the conversation.

Present Perfect Simple and Continuous

- We use the **Present Perfect Simple** to talk about a finished activity in the past if we don't say exactly when it happened or if it happened recently. We focus on the result. We often say how much/many things we've done, how many times something has happened or how far we've travelled.
- We use the **Present Perfect Continuous** to talk about an activity that started in the past and may still be continuing. We focus on the activity, not the result. We often mention how long the activity has been going on. We use this tense for a recent finished or unfinished activity that explains something in the present.

Time expressions: since 2016/January/Monday, for two years/three months/a week

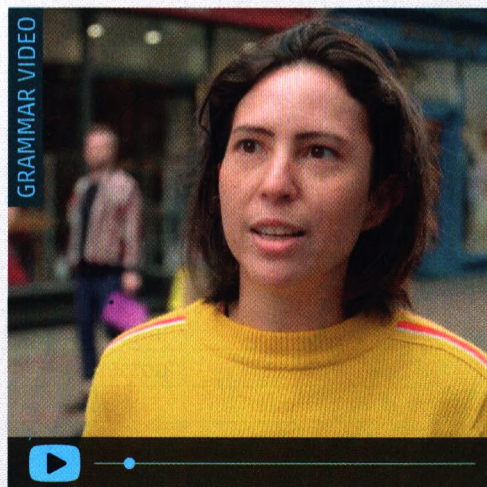
Grammar Reference and Practice > page 174

- Look at Kit's draft of the Physics project on page 18 and choose the correct forms to complete it.
-  **1.10** Complete the conversation with the correct form of the words in brackets. Use the Present Perfect or Present Perfect Continuous. Then listen and check.
 - How long ¹ *have you been studying* (you/study) Biology?
 - I ² _____ (not/study) Biology for long, only since I started high school.
 - What ³ _____ (you/do) in class recently?
 - We ⁴ _____ (do) projects and experiments with light and plants.
 - How many experiments ⁵ _____ (you/do)?
 - So far, we ⁶ _____ (carry) out three experiments.
 - ⁷ _____ (you/ever/think) of studying Biology at university?
 - No, it ⁸ _____ (not/cross) my mind. I ⁹ _____ (always/be) more interested in astronomy. ¹⁰ _____ (you/hear) about the mission to Mars? It's fascinating. I ¹¹ _____ (follow) it on the SpaceX website.
 - Yes, I ¹² _____ (hear) of it but I ¹³ _____ (not follow) it closely.

- In pairs, ask and answer the questions in Exercise 6. Then replace Biology with another science, change partners and ask and answer the questions again.
- Work in pairs. Choose from the prompts below. Then use the Present Perfect Continuous to explain each situation.
 - I've got glue on my hands.
 - I've got a sore back.
 - My eyes hurt.
 - I'm exhausted.
 - I've got glue on my hands.*
 - Why? What have you been doing?*
 - I've been making a model of the International Space Station.*
- Complete these sentences with the highlighted words from Kit and Jen's Physics project on page 18.
 - The Earth is the third planet from the Sun. It has one *moon*.
 - There are eight planets in our _____.
 - Ursa Major is a _____ that looks like a large bear.
 - On 6 February 2018, the Falcon Heavy rocket _____ a red sports car into space.
 - The Millennium Falcon is a very fast _____ in *Star Wars*.
 - With current technology the _____ from the Earth to Mars would take about nine months.
 - There could be 100–200 billion stars in our _____.
- SPEAKING** In pairs, role play the situations. Student A, go to page 196. Student B, go to page 199.

-  **4** Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

What have scientists been working on recently?



2B READING AND VOCABULARY

- 1 In pairs, list three ways humans are better than computers and three ways computers are better than humans. Compare your ideas with another pair.
Computers are better at processing information quickly.
Humans can feel emotions.
- 2 Study Active Reading, skim the text and answer questions 1 and 2. Then discuss questions 3 and 4 with a partner.
- 1 Where would you see a text like this one?
 - 2 What is the main idea?
 - 3 What do you know about the topic?
 - 4 What do you expect to learn from the text?

ACTIVE READING | Skimming and scanning

Skimming and scanning are ways of searching for information in a text quickly and effectively. When you skim or scan a text, you do not need to read every word.

- **Skimming** – looking at photos and reading the title, headings, captions and the first line of each paragraph to get the general idea of what a text is about.
- **Scanning** – reading parts of the text to find specific information such as key words, dates or names.

- 3 Scan the text to complete the notes with one or two words from the article. Then read the text more carefully if necessary.
- 1 Recent developments in AI have altered the way we *interact* with our electronic devices.
 - 2 Some experts believe general AI might be possible by _____.
 - 3 The example of elephants shows that control comes from _____ rather than strength.
 - 4 Unlike human intelligence, artificial intelligence can exist without a _____.
 - 5 One way AI may create problems is by causing _____ as it tries to do something helpful.
 - 6 Research into _____ needs to develop more quickly.
- 4 Do you think AI will make the world a better place in the future? Discuss in pairs.
- 5 Complete the table with the words from the article.

Verbs	Nouns
achieve	<i>achievement</i>
create	
develop	
disagree	
exist	
identify	
	interaction
	possession
proceed	
	proposal
recognise	
require	

- 6 Complete the second sentence so that it means the same as the first one by changing the underlined verb into a noun. Then, in pairs, say if the sentences are true for you and add more details.
- 1 I've achieved something amazing.
It's an amazing *achievement* for me.
 - 2 I've created something wonderful.
It is a wonderful _____.
 - 3 My parents and I disagree strongly on one important issue.
There is a strong _____ between my parents and I on one issue.
 - 4 I always have to identify myself at the school entrance.
I always have to show my _____ at the school entrance.
 - 5 I don't know how to proceed with applying to university.
I don't know the _____ for applying to university.
 - 6 My new phone can recognise my fingerprints.
My new phone has a fingerprint _____.
 - 7 I propose we use more technology to learn English.
I have a _____. Why don't we use more technology to learn English?
I've achieved something amazing. I've won a photography competition. It's an amazing achievement for me.

- 7 **SPEAKING** How could AI help you in the following areas of your life? How might it make things better or worse? Discuss in pairs.
- homework and studying
 - parents and siblings
 - cooking and housework
 - health and fitness
 - friendship and love
- AI could help me with my homework; for example, it could search for information faster!*
- 8 **REFLECT | Society** What would be the benefits and drawbacks of living in a world in which it's impossible to tell the difference between a human and a robot?

5 WATCH AND REFLECT Go to page 163. Watch the documentary *The future of AI* and do the exercises.

Science fiction or science fact?

02

1.11

Most of us have watched or read stories about lifelike robots and super-intelligent machines. However, in today's world, science fiction is quickly becoming science fact. From facial identification systems in our phones, to algorithms that help us search the Internet, the development of Artificial Intelligence (AI) has changed the way we interact with technology.

What is AI?

- 5 There are two types of AI, narrow and general. Narrow AI is already a part of our lives. It focuses on one particular task and can be used for our GPS systems or the voice-recognition systems that let us talk to our devices. General AI is a kind of machine super-intelligence and is still more of an idea than a reality. It is designed to do better than humans in all tasks that require mental effort. There are disagreements about when general AI might become a reality. Some experts say never, while others believe it could happen as early as 2045.

Why are some experts worried?

- The rapid progress of research into general AI worries big names such as Elon Musk and Bill Gates. They have been warning of the possible dangers of AI for some time. One of the biggest questions is who will be in control when machines become more intelligent than people. Elephants are stronger than humans for example, but we can control them. We are able to do this because we possess greater intelligence than them. When our technological creations become more intelligent than us, will we control them or will they control us?

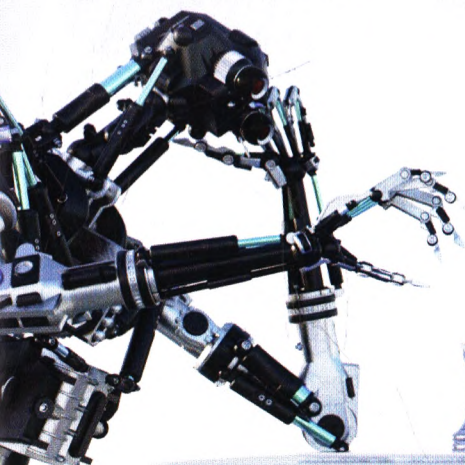
Will there be evil robots?

- Are super-intelligent machines going to take over the world and make us their slaves? Most researchers agree that computers will never experience love or hate in the same way we do. This means that, despite sensational stories in the tabloid press, the rise of the killer robots is definitely more science fiction than scientific fact. A physical body is not a requirement for the existence of super-intelligence. In fact, all that is really necessary is electricity and the Internet. AI is more likely to do something 'evil' because humans tell it to. Either that, or we will programme it to do something helpful, but it will cause harm as it attempts to achieve this.

How can we make sure AI is safe?

- 40 Experts have proposed that we speed up research on AI safety immediately. It may take longer to design important safety procedures than to develop general AI itself. There are many other basic but important questions about a world shared with artificially intelligent beings. For example, how will we earn money if machines can do most jobs? What legal rights and responsibilities will robots and other super-intelligent machines have? What will happen when it becomes impossible to tell the difference between a human and a machine? Ultimately, we need to begin an important conversation about what sort of future we want and how AI can help us get there.

“ One of the biggest questions is who will be in control when machines become more intelligent than people. ”



2C VOCABULARY | Science, phrases with *think* and *mind*

1 Discuss the questions in groups.

- 1 What is the most interesting or boring museum you've ever been to? What did/didn't you like about it?
- 2 Have you ever been to a science and technology museum or exhibition? What was it like?
- 3 Do you read the information museums provide about their exhibits? Say why.

2 Complete the museum information with the words from the box.

cells gravity organism pressure radiation research



- 1 Gravity on the moon is weaker than on Earth – that's why astronauts bounce and float.
- 2 In the deep oceans, the water _____ is too strong for humans to dive there.
- 3 Astronauts in space are exposed to _____ from the Sun.
- 4 Did you know that there are over 37 trillion _____ in the average human body?
- 5 The largest living _____ in the world is not a coral reef, it's actually a fungus that lives in Oregon, in the US.
- 6 According to _____, noise pollution can damage your health.

3 1.12 Listen to some visitors describing their experience at a science museum. Have they enjoyed their visit?

☐ I can talk about science.

4 1.13 Read the visitors' comments. Match the highlighted expressions a–h to their definitions 1–8. Then listen and check.

a blew my mind.

e broadens your mind.

b I didn't think much of

f I've changed my mind.

c I've made up my mind

d think outside the box.

g my mind has gone blank.

h You can't hear yourself think!

- 1 ☐ To invent something life-changing or to do some truly original research, it's sometimes necessary to **think in a new or creative way**.
- 2 ☐ What have I learned? Oh goodness, so much but **suddenly I can't remember anything**.
- 3 ☐ I've **decided** – that I want to study Physics.
- 4 ☐ I thought science was a bit dull but after today I **have a different opinion**.
- 5 ☐ The section on radiation **really impressed me**.
- 6 ☐ I think a visit to any museum **increases your knowledge and understanding of the world**.
- 7 ☐ Stay out of the cafeteria. **It's extremely noisy**.
- 8 ☐ I **wasn't impressed by** the robotics exhibition.

5 1.14 Choose the correct word from the box. Use the definitions in brackets to help you. Then listen and check.

twice again seriously ahead **big**

- 1 I've learned that we should always **think big** (have ambitious plans) even if something seems impossible.
- 2 I've learned that the planet is a living organism and we need to **think** (think about an issue that's important) about how we treat it.
- 3 And after seeing the part about industrial farming, I'll certainly **think** (think carefully before you do something) before I eat meat again.
- 4 If you think museums are boring, this one will definitely make you **think** (reconsider).
- 5 Anyway, **think** (think about what might happen in the future) and wear comfy shoes and you'll be fine.

6 SPEAKING Complete the sentences so that they are true for you. Then compare with a partner.

- 1 I've recently changed my mind about _____.
- 2 The last thing that blew my mind was _____.
- 3 The best way to broaden your mind is to _____.
- 4 I didn't think much of _____ when I went there.
- 5 It's important to think ahead before you _____.
- 6 Young people today need to think seriously about _____.

7 Should entry to museums be free? Say why.

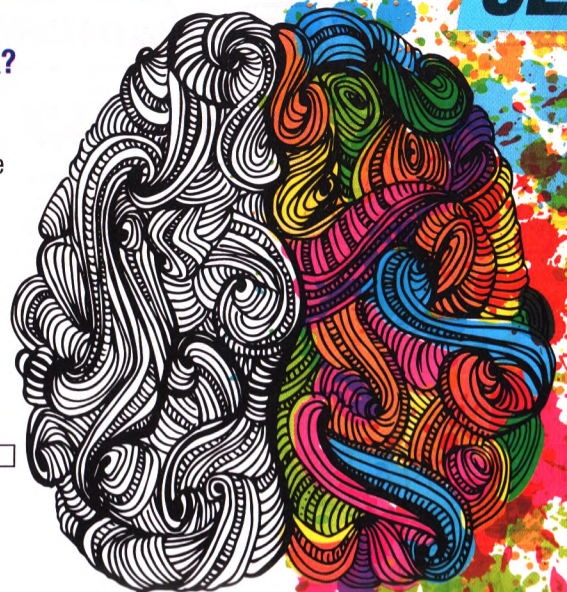
I think entry to museums should be free so that everyone can visit them.

QUIZ true or false?

02

What do you know about your brain and mind and how they work?
Complete our quiz to find out.

- 1 MEMORY** Most people can remember as many as 1000 faces. T ☐ F ☐
- 2 READING** As long as the first and last letters of words are in the right place, most people still manage to read them. This is because your mind looks at the whole word and not each letter. T ☐ F ☐
- 3 AGE** Our brains begin ageing from around the age of twenty. By the time we are sixty, they actually begin to shrink. T ☐ F ☐
- 4 MUSIC** To improve your performance in a range of school subjects, experts recommend that you practise playing a musical instrument regularly. T ☐ F ☐
- 5 BRAIN HEALTH** People who enjoy doing crosswords, or love reading, are more likely to maintain a healthy brain. T ☐ F ☐
- 6 SLEEP** It is safer to let someone sleepwalk because the shock of being woken up can cause serious brain damage. T ☐ F ☐



2D GRAMMAR

- 1** Do the quiz. Then in pairs, check your answers on page 196. Which facts did you find most surprising?

Verb patterns

- 2** Study and complete the Grammar box with the underlined verbs from the quiz.

Verb patterns

We use the **-ing** form after some verbs (*admit, avoid, can't stand, don't mind, fancy, hate, imagine, keep, like, miss*, 1 _____, 2 _____, 3 _____).

We use the infinitive with **to** after some verbs: (*agree, allow, appear, decide, expect, hope, need, learn, offer, promise, refuse, seem, want, would like*, 4 _____).

We use the infinitive without **to** after:

- modal verbs (*must, might, should, will* 5 _____),
- *make* and 6 _____.

We use some verbs with the **-ing** form and infinitives with no difference in meaning (*start, continue*, 7 _____).

Grammar Reference and Practice > page 174

- 3** Replace the underlined verbs with the verbs in brackets and rewrite the sentences. Tick the sentences you agree with or that are true for you. Then compare with a partner.

- 1** ☐ I'm interested in learning to swim. (I'd like to)
- 2** ☐ You must continue to learn new things to exercise your brain. (keep)
- 3** ☐ Parents should read to their young children regularly. (need)
- 4** ☐ I'd like to start reading more regularly. (begin)

- 4** Study *Watch out!* Then match the verb patterns in bold with meanings a or b.

- 1** ☐ I **forgot to buy** my girlfriend a birthday present.
☐ I'll never **forget buying** my first car.
a not remember to do something
b not remember something that you did earlier
- 2** ☐ She **stopped to do** an online quiz.
☐ She **stopped doing** online quizzes.
a no longer do something
b stop doing one thing so you can do another

WATCH OUT!

Some verbs (*forget, regret, remember, stop, try*) can be followed by an -ing form or an infinitive but the meaning is different depending on the form used:

I remembered **to switch off** my computer.
(remember something, then do it)

I remember **switching off** my computer.
(do something and remember it later)

- 5** Complete the text with the correct forms of the verbs in brackets.

How to look after your brain

You can't expect **1 to have** (have) a healthy body if you don't try **2** _____ (exercise) regularly. Similarly, if you want **3** _____ (keep) your brain fit, you need to remember **4** _____ (use) it. Many people enjoy **5** _____ (read), which is both pleasurable and good for your imagination. You could also try **6** _____ (do) sudoku or crossword puzzles regularly, or, if you hate **7** _____ (solve) puzzles, perhaps you'd prefer **8** _____ (learn) a strategic game such as chess or Go. If you don't fancy **9** _____ (try) any of these, you could learn **10** _____ (play) a musical instrument. You will **11** _____ (find) plenty more advice online!

- 6** **SPEAKING** Student A, go to page 196, Student B, go to page 199. Take it in turns to choose a number between 1 and 6, then follow your partner's instructions.

☐ I can use a range of verbs taking the infinitive or the -ing form.



1 Aerial filming and photography



2 Commercial _____



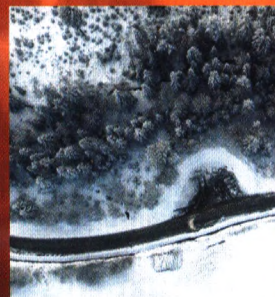
3 _____ and rescue



4 _____ enforcement



5 _____ making



6 _____ forecasting

2E LISTENING AND VOCABULARY

- 1 Work in pairs. Have you ever seen or flown a drone? Where and when? Would you like to fly one? Say why.

I've never flown a drone, but I would like to try to because I'm interested in aerial photography.

- 2 **1.15** Listen to a podcast about drones and choose the best summary of what the interview is about.

- a ☐ Women in the drone industry
b ☐ Different uses of drones
c ☐ Legal issues connected to the use of drones

- 3 Complete the uses of drones shown in the photographs with the words from the box.

deliveries law map photography search weather

- 4 **1.15** Listen again and decide if statements 1–6 are true (T) or false (F), or if the information is not given (NG).

- 1 ☐ Simon Porter began flying drones when he was 19.
2 ☐ The presenter of the podcast has never flown a drone using first-person view.
3 ☐ Some drone racing competitions offer valuable prizes.
4 ☐ Simon says drones can be used to predict earthquakes.
5 ☐ Commercial drone deliveries are not yet legal.
6 ☐ Sally French has appeared on television several times.

- 5 In your opinion, which of the uses of drones are the most important for society?

- 6 **1.16** Listen and write down exactly what you hear.

- 7 **1.17 PRONUNCIATION** How do you say 'ea' in the words in the table? Listen and write the words you hear in the correct columns. Then practise saying the words.

/iə/ <u>area</u>	/iː/ <u>speaker</u>	/ɜː/ <u>search</u>
	<u>leading</u>	

- 8 **SPEAKING** Tick the statements about drones you agree with. Then compare with a partner.

- 1 ☐ I worry about my privacy because of drones.
2 ☐ I would like drones to deliver things to my home.
3 ☐ Drones could cause serious accidents.
4 ☐ Drones are noisier than cars. You can't hear yourself think!
5 ☐ I'd like to travel in a drone taxi in the future if it is possible.
6 ☐ Drones are just harmless fun.



- 1 Do you ever get bored at the weekend or do you always find something fun to do?

I usually find something fun to do at the weekend, such as ...

- 2 6 1.18 Watch or listen to three friends discussing what to do. Answer the questions.

- What are the first four suggestions the friends make? Why do they reject them?
- What do the friends finally agree to do?
- What do they do in the end? Why?

- 3 1.19 Study the Speaking box. Then complete the sentences with the words from the box. Listen and check.

about as ~~don't~~ far idea let's main much of one
reason quite sounds How worse

- Why don't we do something different today?
- That's a terrible _____.
- I don't think _____ of that idea, to be honest.
- How _____ ordering loads of pizza and playing video games all day?
- The _____ reason is that we play video games almost every weekend. And another _____ is we had pizza yesterday.
- What do you think _____ going to see Bryony Fox?
- That is by _____ the worst idea I've ever heard.
- It's not _____ as good as video games and pizza, is it?
- It's not nearly _____ good. It's even _____ than the Science Museum.
- _____ about this? The world's biggest drone show.
- That _____ good.
- Yeah, that's the _____! Come on, _____ go!

SPEAKING | Making choices

Making suggestions

What/How about (... ing)/this?
What do you think of ... ing ...?
Why don't we ...?
Let's ...

Expressing and justifying opinions

You can't go wrong with ...
(That) sounds good/like a good idea.
(Personally,) (I think) that's a great/terrible idea because ...
It's not a bad idea but it's not a good one, either.
I don't think much of that idea, to be honest.
The main reason is ...
Another reason is ...

Comparing options

It isn't nearly as good/bad as ...
It's almost/It isn't quite as good/bad as ...
That's even better/worse than ...
That's by far the best/worst idea.

Reaching decisions

That's the best idea we've had.
That's the one!/(Let's) go for it!

- 4 Use the words in brackets to rewrite the sentences below without changing their meaning.

- 1 Also it's boring. Let's stay in. It's raining.
(another)

Another reason is it's boring.

- 2 And the rain is a bit lighter than it was.
So, let's go! (not/quite/heavy)

- 3 I disagree. I think the exhibition is a good idea. (sound)

- 4 I don't think that's a very good idea.
(think/much)

- 5 It's much more interesting than staying at home. (not/nearly/go/exhibition)

- 6 Mainly because it's too expensive. (reason)

- 7 Why don't we go to the technology exhibition? (How/about)

- 8 Why not? I think it's much better than all the other ideas we've had. (by/far)

- 5 Use the rewritten sentences in Exercise 4 to make a dialogue. Add other sentences if necessary. Then read it out in small groups.

- 6 Make a list of things to do at the weekend on a sunny day and on a rainy day. Then in small groups discuss and reach a decision about what to do. Use the language in the Speaking box.

Sunny day: picnic, playing basketball, ...

Rainy day: cinema, board games, ...

BELINDA'S BLOG



Switch it off!

It's bad for your brain!

'Stop staring at that screen! It's bad for you! Switch it off!' Parents have been telling teenagers things like that for years. But is tech really bad for your brain?

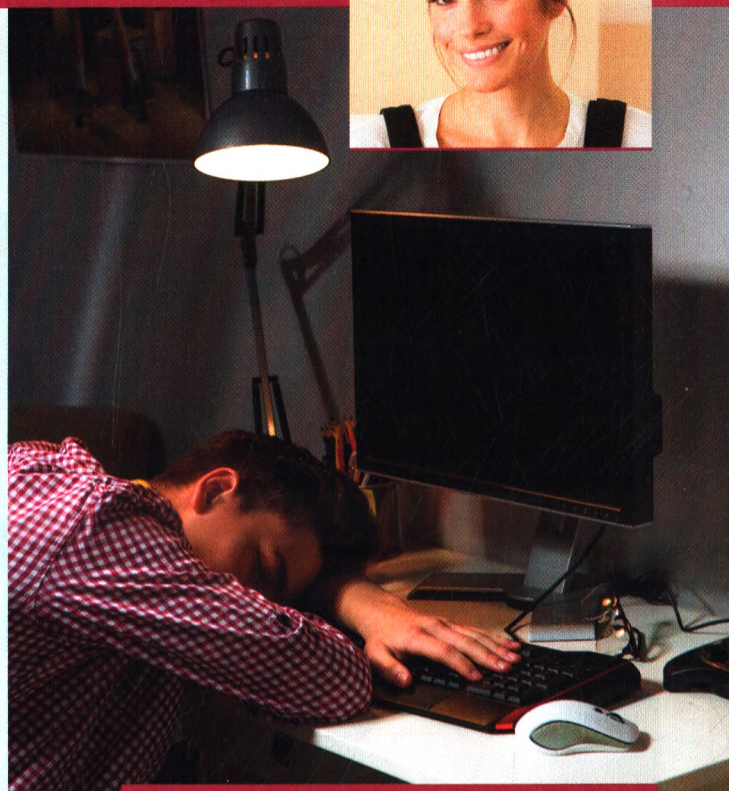
Maybe so. After all, it's true that technology causes **sleep disorders**. The blue light from screens stops you from sleeping and a **lack of sleep** means you feel **stressed** and **depressed** and find it harder to **concentrate**.

Technology may also cause **memory loss**. I read recently that millennials* are more **forgetful** than the over-55s. Apparently, too much information and constant interruptions prevent our short-term working memories from becoming permanent long-term memories. Now, what was I saying? 😊 What's more, the Internet has become our brain's external hard drive: Why memorise anything when you can find it online? Why remember directions when you have GPS?

However, don't throw away your phone and tablet yet. Technology's not all bad. It offers a world of information at the touch of a screen. In addition, it provides stimulation and variety and that's good for your brain. Millennials may have more **distractions**, but we're also way better at **multitasking**.

To sum up, technology is like salt. It's good in moderation. You can't live without it but too much can harm you.

* millennial – a young person who became an adult in this century



What do you think? Click [here](#) to send your comments. (Be polite!)

TamBam 11.24 a.m.

Another interesting post, Belinda, but I don't agree with everything. It's true my parents aren't nearly as good at multi-tasking as I am but there's no way that their memory's better than mine. They're always forgetting stuff.

Marcia 11.28 a.m.

I'm in two minds about this. I realise that too much screen time is bad for me but at the same time I know that these days you've got to be switched-on all the time or you don't know what's going on.

2G WRITING AND VOCABULARY | A blog post

1 Look at the photo and answer the questions below.

- 1 What do you think the blog is about?
- 2 Have you ever ...
 - forgotten what you were doing because you got a message on social media?
 - fallen asleep in front of a computer, tablet or phone screen?
 - spent a weekend without your mobile phone or access to the Internet?If so, say when, why and how you got on.

2 Read Belinda's blog post. What's her opinion on everyday technology?

3 In pairs, use the highlighted words and phrases in the text to complete the sentences. Then tick the sentences that are true for you and compare with your partner

- 1 ☐ I'm not nearly as **forgetful** as my grandmother – I think she's starting to suffer from _____ loss.
- 2 ☐ I don't suffer from a _____ of sleep or any other sleep _____ – I get eight hours a night.
- 3 ☐ I like coffee – it helps me to _____.
- 4 ☐ I'm good at _____. I can do several things at the same time and I find it easy to deal with _____.
- 5 ☐ I often feel _____ before exams but I don't become _____ when I get a bad mark.

- 4 Read the comments to Belinda's blog. Write your own comment to the blog in no more than 50 words. Compare your comments in groups.
- 5 Read the tips on how to write a good blog post and decide how well Belinda has followed them.

How to write a good blog post

- 1 Choose a topic that you know well and care about and that you think will interest and inform your readers.
 - 2 Choose a title that attracts people's attention, e.g. something beginning with 'How to...' or an intriguing question.
 - 3 Use a chatty, informal style with short, clear sentences and paragraphs and avoid repetition.
 - 4 Check your text for mistakes when you're finished.
 - 5 Use images to make your text attractive and easier to understand.
- 6 Look at this table showing the draft and final versions of fragments of the blog post. Match tips 1-5 from Exercise 5 to these fragments (A-D).

	Draft	Final version
A ☐	Parents have said teenagers things like that since years.	Parents have been telling teenagers things like that for years.
B ☐	Technology and health	Switch it off! It's bad for your brain!
C ☒	The effect of computers on your body.	The effect of technology on your mind.
D ☐	In conclusion, technology is very similar to salt because although it is good in moderation and obviously, nobody can live without it, there is no doubt that excessive salt damages your health, may result in death and can kill you.	To sum up, technology is like salt. It's good in moderation. You can't live without it but too much can harm you.

- 7 Study the Writing box and find synonyms for these words and phrases.

- | | |
|--------------------------------|----------------------------------|
| 1 But ... <i>However</i> , ... | 6 In my opinion, ... |
| 2 Clearly, ... | 7 In spite of ... |
| 3 Even though ... | 8 Research has shown that ... |
| 4 In addition, ... | 9 This is largely because of ... |
| 5 In conclusion, ... | 10 Y is a result of X. |

WRITING | A blog post

Introduction

Mention the key point you want to make in your post. Start with one of these:

- an interesting fact, e.g. *There are almost 4 billion Internet users in the world.*
- an inspiring quotation, e.g. *'I do not fear computers. I fear the lack of them.'* (Isaac Asimov)
- a thought-provoking question, e.g. *Is tech really bad for your brain?*

Main body (2-3 paragraphs)

Give one or more arguments supporting your key point:

It's true that ...

It seems to me that ...

(This) means ...

X causes Y.

Studies suggest that ...

According to ...

Most people believe that ...

Obviously, ...

What's more, ...

but ... also ...

This is mainly due to ...

To write a balanced post, mention arguments that don't support your key point:

However, ...

On the other hand, ...

Although ...

Despite ...

Conclusion

Sum up your post and finish with something thought-provoking or amusing:

To sum up, .../In the end, .../So ...

- 8 **SPEAKING** To raise money for charity your school wants students to give up one technological device for a week. In groups, choose one thing to give up. Use the Speaking box in Lesson 2F to help you.

- A *What do you think of giving up our phones for a week?*
- B *Personally, I think that's a terrible idea. How about games consoles? A games console isn't nearly as essential as a phone.*

- 9 **REFLECT | Society** Discuss in groups. How has computer technology made our lives better? Think of things like education, communication, health, sports and leisure, transport, etc.

- 10 **WRITING TASK** Write a blog post about how mobile phones, computers and the Internet have helped people and made their lives easier. Use the information in the Writing box, the tips from Exercise 5 and your ideas from Exercise 9 to help you.

REMEMBER MORE

1 Choose the correct words. Then check with the word list.

- Which adjective describes a model, robot, etc. that looks exactly like a real person or thing? *lifelike* / *life-changing*
- What force makes objects fall to the ground? *gravity* / *radiation*
- What do you do when you plan things that are difficult but very impressive? *think twice* / *think big*

2 Make nouns from these verbs. Then check with the word list.

- require - _____
- propose - _____
- exist - _____
- possess - _____
- interact - _____

3 Complete the phrases with *a* (no article), *an* or *the*. Then check with the word list.

- tell _____ difference between somebody and something
- lack of _____ sleep
- access to _____ Internet
- think outside _____ box

4 Complete the statements with words from the word list. Then decide which of the statements are false.

- ☐ The Great Wall of China is the only **m** _____ structure visible from space.
- ☐ The first **v** _____ to the Moon took 75 hours and 50 minutes.
- ☐ The Sun is the ultimate source of energy for all living **o** _____.
- ☐ Radio **w** _____ travel at the speed of sound.
- ☐ People with **m** _____ **l** _____ can forget days, weeks or even years of their life.

5 Do the task below.

Write your own science quiz similar to the one in Exercise 4 above. Find some interesting facts and write 4–5 true/false sentences or multiple-choice questions. You may challenge your classmates or publish your quiz online.

2A GRAMMAR AND VOCABULARY

5.8

astronomy (n) /ə'strɒnəmi/
beyond (prep) /bɪ'jɒnd/
billion (num) /'bɪljən/
carry out experiments /,kæri ,əʊt ɪk'sperəmənts/
constellation (n) /,kɒnstə'leɪʃən/
continuously (adv) /kən'tɪnjuəsli/
cross sb's mind /,krɒs ,səmbədɪz 'maɪnd/
current (adj) /'kʌrənt/
Earth science (n) /'ɜːθ ,saɪəns/
estimate (v) /'estɪmeɪt/
ever since /'evə ,sɪns/
first draft (n) /fɜːst 'draʊt/
follow sth closely /,fɒləʊ ,səməθɪŋ 'kləʊsli/
formula (n) /'fɔːmjələ/
galaxy (n) /'gæləksi/
get on (phr v) /,get 'ɒn/
glue (n) /gluː/
hurt (v) /hɜːt/
International Space Station (n) /,ɪntə,næʃənəl 'speɪs ,steɪʃən/
interstellar space (n) /,ɪntə'stelə 'speɪs/
launch (v) /lɔːntʃ/
man-made (adj) /,mæn 'meɪd/
memorise (v) /'meməraɪz/
mission (n) /'mɪʃən/
moon (n) /muːn/
object (n) /'ɒbdʒɪkt/
outer planet (n) /aʊtə 'plænət/
radio waves (n) /'reɪdɪəʊ weɪvz/
reach (v) /riːtʃ/
revise (v) /rɪ'vaɪz/
rocket (n) /'rɒkət/
satellite (n) /'sætələɪt/
scientific data (n) /,saɪəntɪfɪk 'dɜːtə/
so far /,səʊ 'fɑː/
Sounds good! /,saʊndz 'ɡʊd/
space exploration (n) /'speɪs eksplə'reɪʃən/
space probe (n) /'speɪs prəʊb/
spaceship (n) /'speɪsʃɪp/
the solar system (n) /ðə 'səʊlə ,sɪstəm/
visuals (n) /'vɪʒuəlz/
voyage (n, v) /'vɔɪdʒ/
valuable (adj) /'væljuəbəl/

2B READING AND VOCABULARY

5.9

achieve (v) /ə'tʃiːv/
achievement (n) /ə'tʃiːvmənt/
algorithm (n) /'ælgərɪðəm/
alter (v) /'ɔːltə/
Artificial Intelligence (AI) (n) /,ɑːtə'fɪʃəl ɪn'telədʒəns (eɪ 'aɪ)/
artificially intelligent /,ɑːtɪ'fɪʃəli ɪn'telədʒənt/
attempt to do sth /ə'tempt tə 'duː ,səməθɪŋ/
basic (adj) /'beɪsɪk/
be in control /bi ɪn kən'trəʊl/
become a reality /bɪ,kʌm ə rɪ'æləti/
being (n) /'biːɪŋ/
cause harm /kɔːz 'hɑːm/
control (n, v) /kən'trəʊl/
create problems /kri'eɪt 'prɒbləmz/
creation (n) /kri'eɪʃən/
despite (prep) /dɪ'spaɪt/
develop (v) /dɪ'veləp/
disagree (v) /,dɪsə'ɡriː/
disagreement (n) /,dɪsə'ɡriːmənt/
electricity (n) /ɪ'lek'trɪsəti/
electronic device (n) /elɪk'trɒnɪk dɪ'vaɪs/
evil (adj) /'iːvl/
exist (v) /ɪɡ'zɪst/
existence (n) /ɪɡ'zɪstəns/
experience (v) /ɪk'spɪəriəns/
facial identification system (n) /feɪʃəl aɪ,dentəfə'keɪʃən ,sɪstəm/
focus on sth (v) /'fəʊkəs ɒn ,səməθɪŋ/
GPS (n) /,dʒiː piː 'es/
human (n, adj) /'hjuːmən/
identify (v) /aɪ'dentəfaɪ/
interact with sth (v) /,ɪntər'ækt wɪð ,səməθɪŋ/
interaction (n) /,ɪntər'ækʃən/
issue (n) /'ɪʃuː/
killer (n) /'kɪlə/
legal rights (n) /,liːgəl 'raɪts/
lifelike (adj) /'laɪf laɪk/
make sure /,meɪk 'ʃʊː/
mental effort (n) /,mentl 'efət/
narrow/general AI /,næəʊ/,dʒenərəl ,eɪ 'aɪ/
possess (v) /pə'zes/
possession (n) /pə'zeʃən/
procedure (n) /prə'siːdʒə/
proceed (v) /prə'siːd/

programme (v) /'prəʊgræm/

progress (n) /'prəʊɡres/

proposal (n) /prə'pəʊzəl/

propose (v) /prə'pəʊz/

rapid (adj) /'ræpəd/

recent developments in sth /rɪ'sənt
dɪ'veləpmənts ɪn ,sʌmθɪŋ/

recognise (v) /'rekəɡnaɪz/

require (v) /rɪ'kwaɪə/

requirement (n) /rɪ'kwaɪəmənt/

research on/into sth (n) /rɪ'sɜːtʃ ɒn/ɪntə ,sʌmθɪŋ/

researcher (n) /rɪ'sɜːtʃə/

rise (n) /raɪz/

sensational story /sen'seɪʃənəl 'stɔːri/

siblings (n) /'sɪblɪŋz/

slave (n) /sleɪv/

speed up (phr v) /spiːd 'ʌp/

strength (n) /streŋθ/

superintelligent (adj) /suːpərɪn'telədʒənt/

technology (n) /tek'nɒlədʒi/

take over (phr v) /teɪk 'əʊvə/

tell the difference (between) /tel ðə 'dɪfərəns
(bɪ,twi:n)/

the tabloid press (n) /ðə ,tæblɔɪd 'pres/

ultimately (adv) /'ʌltəmətli/

unlike (prep) /ʌn'laɪk/

voice recognition system (n) /vɔɪs rekəɡ,nɪʃən
,sɪstəm/

2C VOCABULARY 5.10

ambitious (adj) /æm'bɪʃəs/

blow sb's mind /bləʊ ,sʌmbədɪz 'maɪnd/

bounce (v) /baʊns/

broaden sb's mind /brɔːdn ,sʌmbədɪz 'maɪnd/

can't hear yourself think /kɑːnt hɪə ʃɜːself 'θɪŋk/

cell (n) /sel/

change your mind /tʃeɪndʒ jə 'maɪnd/

coral reef (n) /'kɒrəl riːf/

damage your health /dæmɪdʒ jə 'helθ/

deep (adj) /diːp/

dive (v) /daɪv/

dull (adj) /dʌl/

entry (n) /'entri/

exposed to sth (adj) /ɪk'spəʊzd tə ,sʌmθɪŋ/

float (v) /fləʊt/

fungus (n) /'fʌŋɡəs/

gravity (n) /'ɡrævəti/

impress (v) /ɪm'pres/

increase your knowledge /ɪn,kriːs jə 'nɒlɪdʒ/

industrial farming (n) /ɪn,dʌstriəl 'fɑːmɪŋ/

invent (v) /ɪn'vent/

life-changing (adj) /laɪf ,tʃeɪndʒɪŋ/

living organism (n) /lɪvɪŋ 'ɔːɡənɪzəm/

make up your mind /meɪk ʌp jə 'maɪnd/

noise pollution (n) /'nɔɪz pə,ljuːʃən/

not think much of sth /nɒt θɪŋk 'mʌtʃ əv
,sʌmθɪŋ/

pressure (n) /'prefə/

provide information /prə'vaɪd ɪnfə'meɪʃən/

radiation (n) /reɪdɪ'eɪʃən/

reconsider (v) /rɪ:kən'sɪdə/

research (n) /rɪ'sɜːtʃ/

robotics (n) /rəʊ'bɒtɪks/

sb's mind has gone blank /sʌmbədɪz ,maɪnd əz
ɡɒn 'blæŋk/

stay out of sth (phr v) /steɪ 'aʊt əv ,sʌmθɪŋ/

think again /θɪŋk ə'ɡen/

think ahead /θɪŋk ə'hed/

think big /θɪŋk 'bɪɡ/

think outside the box /θɪŋk aʊt,sɑɪd ðə 'bɒks/

think seriously /θɪŋk 'sɪəriəsli/

think twice /θɪŋk 'twɑɪs/

treat (v) /tri:t/

2D GRAMMAR 5.11

age (v) /eɪdʒ/

brain damage (n) /'breɪn ,dæmɪdʒ/

do crosswords /duː 'krɒswɜːdz/

imagination (n) /ɪ,mædʒə'neɪʃən/

improve your performance /ɪm,pruːv jə
pə'fɔːməns/

maintain (v) /meɪn'teɪn/

pleasurable (adj) /'pleʒərəbəl/

shrink (v) /ʃrɪŋk/

sleepwalk (v) /sliːpwɔːk/

solve puzzles /sɒlv 'pʌzəlz/

strategic game (n) /strə'tiːdʒɪk 'geɪm/

2E LISTENING AND VOCABULARY

5.12

aerial filming/photography (n) /eəɪəl 'fɪlmɪŋ/
fə'tɒɡrəfi/

commercial delivery (n) /kə,mɜːʃəl dɪ'lɪvəri/

earthquake (n) /'z:θkweɪk/

first-person view (n) /fɜːst ,pɜːsən 'vjʊː/

fly a drone /flaɪ ə 'drəʊn/

harmless (adj) /'hɑːmləs/

law enforcement (n) /'lɔː ɪn,fɔːsmənt/

map making (n) /'mæp ,meɪkɪŋ/

predict (v) /prɪ'dɪkt/

privacy (n) /'prɪvəsi/

racing competition (n) /reɪsɪŋ ,kɒmpə'tɪʃən/

search and rescue (n) /sɜːtʃ ənd 'reskjʊː/

weather forecasting (n) /'weðə ,fɔːkɑːstɪŋ/

2F SPEAKING 5.13

by far /baɪ 'fɑː/

light/heavy rain /laɪt/ ,hevi 'reɪn/

science talk (n) /saɪəns tɔːk/

stay in (phr v) /steɪ 'ɪn/

2G WRITING AND VOCABULARY

5.14

access to the Internet /ækses tə ði 'ɪntənət/

be in two minds about sth /bi ɪn ,tuː 'maɪndz
əbaʊt ,sʌmθɪŋ/

concentrate (v) /kɒnsəntreɪt/

directions (n) /dɪ'rekʃənz/

distraction (n) /dɪ'strækʃən/

essential (adj) /ɪ'senʃəl/

fall asleep /fɔːl ə'sliːp/

feel stressed/depressed /fiːl 'strest/dɪ'prest/

forgetful (adj) /fə'ɡetfəl/

harm (v) /hɑːm/

in moderation /ɪn ,mɒdə'reɪʃən/

interruption (n) /ɪntə'rʌpʃən/

lack of sleep /læk əv 'sliːp/

leisure (n) /'leɪʒə/

memory loss (n) /'meməri lɒs/

millennials (n) /mɪ'leniəlz/

multitasking (n) /'mʌltɪ,tɑːskɪŋ/

prevent sb from doing sth /prɪ'vent ,sʌmbɒdi
frəm 'duːɪŋ ,sʌmθɪŋ/

result in sth (phr v) /rɪ'zʌlt ɪn ,sʌmθɪŋ/

screen time (n) /'skriːn taɪm/

short-/long-term memory (n) /ʃɔːt/ ,lɒŋ ,tɜːm
'meməri/

sleep disorder (n) /'sliːp dɪs'ɔːdə/

stare at sth (v) /steɪə ət ,sʌmθɪŋ/

stimulation (n) /stɪmjə'leɪʃən/

suffer from sth (v) /sʌfə frəm ,sʌmθɪŋ/

switched-on (adj) /swɪtʃt 'ɒn/

tech (n) /tek/

variety (n) /və'reɪəti/

VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the sentences.

- The Sun is one of many stars in our *creation / galaxy / voyage*.
- Many rockets and spaceships have been *required / launched / concentrated* from Cape Canaveral in Florida.
- Governments have spent a lot of money on scientific *research / cells / organism*.
- Drones can be used for map *forecasting / multi-tasking / making*.
- People can float in space because there isn't any *pressure / gravity / radiation*.
- Earth is the fifth biggest planet in our solar *universe / system / spaceship*.
- Drones are used to make commercial *search and rescue / deliveries / distractions*.
- My dad loves his high-pressure job, but he sometimes feels *artificial / impressed / stressed*.
- A lack of sleep can cause *memory / enforcement / disorder* loss.

2 Complete the sentences with the correct forms of the words from the box. There are two extra words.

achieve create disagree exist identify interact
possess proceed recognise

- Her kitchen robot is her favourite possession.
- Some people believe in the _____ of life in outer space.
- The first landing on the moon in 1969 was an incredible _____.
- There have been many _____ about how robots can help human beings.
- The award he won gave his project the public _____ it deserved.
- We need to have safety _____ in place to ensure artificial intelligence is used well.
- You have to show photo _____ to get into the research building.

3 Complete the sentences with the missing words.

- I didn't think much of the food in the new restaurant. I thought it would be better.
- He was never interested in Physics, but he has changed his m_____ and now he wants to study it at university!
- Travelling improves your understanding of the world. It really b_____ your mind.
- I think the course could be very useful. You should think s_____ about taking it.
- She always has interesting ideas. She's very good at thinking outside the b_____.
- It's extremely noisy here. I can't hear myself t_____!
- I never forget a face but when it comes to names sometimes my mind goes b_____.
- That film was absolutely brilliant. It really b_____ my mind!

4 Complete the sentences. Use the Present Perfect Simple or the Present Perfect Continuous. Use the Present Perfect Continuous wherever you can.



- I have just finished (just/finish) work. I _____ (work) in the lab all weekend.
- How's the project?
- I think the experiments _____ (go) very well but it's only the beginning.
- _____ (you/make) much progress?
- No, we _____ (not make) much progress yet but it's early days.
- _____ (you/see) the latest 'Science Today' magazine?
- Yes, I have. My colleagues _____ (talk) about it all day.
- I _____ (only/read) one article so far because I _____ (not have) time but I want to read the others.
- The research is fascinating. They _____ (ask) Professor Munroe to make a TV documentary!
- _____ (she/agree)?
- Yes, she has. In fact a journalist _____ (interview) her all afternoon!
- _____ (you/have) dinner yet? I _____ (think) about food since four o'clock!
- No, not yet. Let's go out!

5 Complete the sentences with the -ing form or the infinitive form of the verbs in brackets.

- He keeps making (make) the same mistakes!
- She got up late but she managed _____ (catch) the train.
- My parents didn't let me _____ (go) to bed late when I was a child.
- You should _____ (concentrate) more in your science lessons.
- We started _____ (take) an interest in astronomy after the trip to the planetarium.
- I remember _____ (see) a drone for the first time a couple of years ago.
- I must remember _____ (phone) my grandma this evening.
- Can you imagine _____ (walk) on the moon?
- We hope _____ (study) artificial intelligence at university.
- Now I regret _____ (buy) you a new mobile phone!

USE OF ENGLISH

6 Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.

- 1 I haven't seen a commercial drone before. **FIRST**
This is the first time I've seen a commercial drone.
- 2 I really can't decide which course to study. **MIND**
I can't _____ about which course to study.
- 3 The film is a little better than the book. **QUITE**
The book _____ as the film.
- 4 I have never seen a documentary as interesting as this one. **EVER**
This is the most interesting documentary _____.
- 5 When did you become interested in artificial intelligence? **LONG**
_____ interested in artificial intelligence?
- 6 It's two years since she last went to the cinema! **BEEN**
_____ to the cinema for two years!
- 7 It was silly of him to say he would finish the essay today. **REGRETS**
_____ he would finish the essay today.
- 8 Why don't we have a picnic tomorrow? **HOW**
_____ a picnic tomorrow?

Use of English > page 191

LISTENING

7  **1.20** You are going to listen to a teacher speaking about a school trip. Complete the notes below with one to three words in each gap.

STRATEGY | Note completion

Be careful about distractions in the recording. Sometimes when you think you need to listen for a number (e.g. a price or time), there could be another price or time mentioned in the recording. Make sure you complete the sentence with the correct answer.

Trip to the Digital Age Exhibition

- Coach leaves at **1** 7.30.
- Group members pay **2** _____ each for tickets.
- Lunch recommended in the **3** _____.
- Remember to complete a **4** _____ during the visit.
- **5** _____ is not allowed in the exhibition centre.
- Great activities! Meet robots, watch videos, **6** _____!

8  **1.21** You are going to hear four recordings. Read questions 1–4 and the possible answers. Then listen and choose the correct answer for each recording.

- 1 You hear a radio advertisement. Who might be interested in buying the gadget?
 - a someone who has a limited budget
 - b someone who wants a small phone
 - c someone who needs a videophone

- 2 You hear a man talking about a gadget. What is he doing?
 - a He's persuading a friend to buy it.
 - b He's explaining how to use it.
 - c He's helping a friend with a problem.
- 3 You hear a woman on TV. What is she doing?
 - a She's giving information about a recent event.
 - b She's discussing technological innovations in education.
 - c She's giving information about the people who are attending the event.
- 4 You hear a couple talking about kitchen robots. The woman agrees with her partner that
 - a it's a great idea to buy a kitchen robot.
 - b food cooked by a robot isn't as good as home cooking.
 - c a robot could be useful when they're very busy.

SPEAKING

9 Work in groups of three. A friend is having his/her birthday soon. Look at the ideas below and talk about which objects would be the best present for him/her.

STRATEGY | Collaborative task

When you do this task, use the language for making suggestions (e.g. *How about ...?* *What do you think of ...?*) and for reaching a decision (*Let's go for it!*).

1



2



3



WRITING

10 You see this ad in a magazine about space.

Write an article and win a book about space travel!

- Why do people want to travel into space?
- What are the pros and cons of going on a space trip?
- Would you like to travel in space?

Write your article for the competition.



Structuring your presentation

- 1 How often do you give presentations? Do you find it easy to give presentations? Say why.
- 2 Work in pairs. In which part of the presentation a-c (a = the beginning, b = the main part, c = the end) would you include points 1-7? Say why.
 - 1 ☐ Summarise your points and give your opinion.
 - 2 ☐ Outline the points you're going to cover in the presentation.
 - 3 ☐ Make your points clear.
 - 4 ☐ Indicate when you move on to another point.
 - 5 ☐ Give examples to illustrate your points.
 - 6 ☐ Introduce yourself and welcome the audience.
 - 7 ☐ Ask your audience if they have any questions.
- 3 1.22 Study the presentation plan. Listen to a student and note down what she says about the main points 1-3 in her presentation.

BEGINNING

Introduction:

Introduce yourself and welcome the audience.

Purpose of the presentation:

Outline the reasons for not having a dress code.

MAIN PART

Point 1

Dress code and freedom of choice.

Point 2

What can we learn from not having a dress code?

Point 3

Respecting others.

END

Summary and conclusion

No dress code at school means that you have freedom of choice. You learn to dress appropriately and respect others.

- 4 1.22 Study the Speaking box. Listen to the presentation again and tick the expressions you hear.

SPEAKING | Structuring your presentation

Starting a presentation

- ☐ The purpose of my talk today is ...
- ☐ The subject of my presentation is ...
- ☐ First/Firstly, I'll talk about ... And then I'll explain/discuss/point out/say ...

Presenting main points

- ☐ I've divided my talk into three parts.
- ☐ Firstly, ... Secondly, ... And finally, ...
- ☐ Let's start with ...
- ☐ Let's move on to my second point.
- ☐ My next/second/third point is that ...
- ☐ Lastly, I must say that ...

Adding information

- ☐ In addition to this ... And another thing is ...
- ☐ Let me give you an example.
- ☐ For example, ...

Referring to visuals

- ☐ Have a look at the first slide .../Now let's look at slide two.
- ☐ If you look at the handout ...

Ending your talk

- ☐ To conclude/sum up, I'd like to say that ...
- ☐ Thanks for listening.
- ☐ Now, have you got any questions?

Using body language

5 In pairs, discuss the questions about using body language when giving a presentation.

- 1 Where should a speaker stand?
- 2 Where should they look?
- 3 What should they do with their hands?
- 4 Should they move or stay still?
- 5 What can you do when you feel nervous?

6   **1.23** Watch or listen to a class on using body language in presentations. Complete the advice below with the words from the box.

backwards ~~centre~~ forward point smile stare

LIFE SKILLS | Using body language in presentations

• Posture

Stand facing the audience.

Stand in the ¹ centre of the room.

• Gestures

Use small open gestures to involve your audience.

Don't ² _____ your finger directly at the audience.

• Movement

Move from time to time to keep the people's attention.

Move ³ _____ when making a new point.

Move ⁴ _____ when making a comment or giving an example.

• Facial expressions

Make eye contact with your audience. Don't ⁵ _____ at one person. ⁶ _____ to show enthusiasm.

7   **1.23** Watch or listen again. Match the photos A-D with the descriptions below.

- 1 ☐ Chopping gesture
- 2 ☐ Open palm gesture
- 3 ☐ Open body position
- 4 ☐ Smiling and showing enthusiasm

8 Work in pairs. Choose one of the presentation topics below. Make notes to prepare a presentation plan. Remember to organise your plan in clear sections.

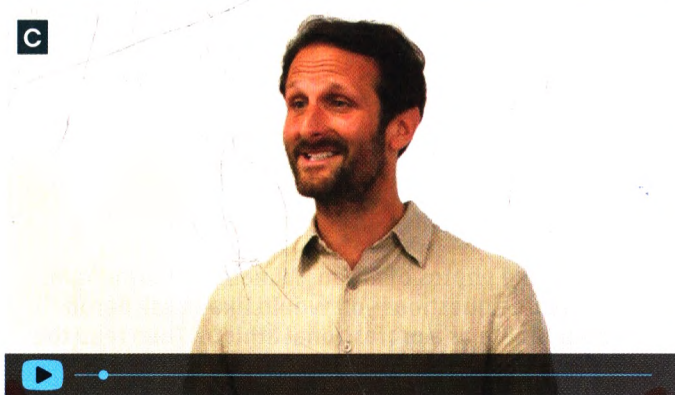
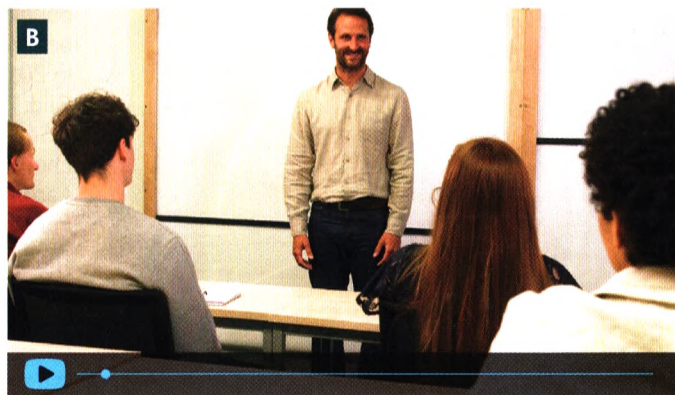
- 1 Some people say that beauty is more than just your physical appearance. How do you define beauty?
- 2 Do you think people could live on another planet? Say why.
- 3 Edith Head, an American costume designer, said: 'You can have anything you want in life if you dress for it.' Do you agree?

9 Do the task below.

LIFE SKILLS | Project

Use your plan from Exercise 8 to give a five-minute presentation.

- Prepare a presentation based on your plan.
- Practise your presentation and observe your body language. Use the tips from the lesson.
- Give your talk to the class and listen to other students' presentations.
- Use the checklist on page 196 to assess each other's presentation. Think about the way the presentations were structured and delivered.



03

Active and healthy

VOCABULARY Sports and fitness, injuries, accidents and emergencies, diet and nutrition

GRAMMAR Past Simple, Past Continuous and Past Perfect; *used to* and *would*
Use of English > page 192

SPEAKING Being polite

WRITING A short story

VIDEO Grammar ▶ Communication ▶ Documentary ▶

Aaron 'Wheelz' Fotheringham



Aaron Fotheringham was born with a disease which made walking impossible. However, by the time he was four, he had learned to get around on crutches. A few years later, he left the crutches behind and began using a wheelchair. He and his brother Brian soon became a regular sight on the streets of their neighbourhood in Las Vegas, Aaron in his wheelchair and Brian on his BMX.

One life-changing day, the boys had just arrived at the local skate park when Brian had an idea. Perhaps his younger brother could try one of the ramps in his chair. Aaron accepted the challenge. On his first attempt he fell, but he was determined to succeed, so he tried again. At the end of the day, he realised he had found a sport that he loved. He called it wheelchair motocross (WCMX).

Aaron started out as an amateur athlete, entering BMX competitions and posting his videos online. At the time he was working on a new trick. His dedication paid off when he eventually managed to do a backflip. No one had ever done that in a wheelchair before! A few years later, 'Wheelz' as he was now known, set another record: the first ever double backflip. In 2010, Aaron turned professional and joined the action sports show Nitro Circus Live. While he was performing in Brazil in 2012, he successfully jumped a fifteen-metre gap. The crowd went wild. Four years later, on the evening of 7 September, the Brazilians were cheering him on again. This time Aaron was there to open the Rio Paralympics.

Though he has suffered a few injuries, Aaron takes safety very seriously. Through his passion, he wants to change the way the world thinks about people in wheelchairs, and to inspire everyone, disabled or not, to overcome their own challenges.



3A GRAMMAR AND VOCABULARY

1 In pairs, answer the questions.

- 1 How many extreme sports can you list in one minute?
- 2 Which have you tried?
- 3 Which would/wouldn't you like to try?

2 Look at the photos of Aaron 'Wheelz' Fotheringham. Write three questions you would like to ask Aaron about his life as a professional athlete. Then read the text. Does it answer your questions?

Past Simple, Past Continuous and Past Perfect

- 3** Identify the tenses of the verbs in bold: the Past Simple, the Past Continuous and the Past Perfect. Then match sentences 1–5 with meanings a–e in the Grammar box.

- 1 ☐ While he **was performing** in Brazil in 2012, he successfully **jumped** a fifteen-metre gap.
- 2 ☐ ... he **fell**, but he **was** determined to succeed, so he **tried** again.
- 3 ☐ The boys **had just arrived** at the local skate park when Brian **had** an idea.
- 4 ☐ At the time, he **was working** on a new trick ...
- 5 ☐ ... on the evening of 7 September the Brazilians **were cheering** him on again.

Past Simple, Past Continuous and Past Perfect

We use the **Past Simple**:

a to describe finished actions and tell the main events of a story in order.

Time expressions: yesterday, last night/week/year/ Wednesday, when I was young, two months ago, in 2017, one day/evening

We use the **Past Continuous**:

b for longer actions interrupted by shorter ones.

For shorter actions we use the Past Simple.

c for temporary situations/habits.

d to describe things which were in progress at a precise time in the past.

Time expressions: as, when, while, at noon, this time last week, all last night

We use the **Past Perfect**:

e to talk about an action in the past that was completed before another action or a time in the past. We often contrast an action in the Past Simple with an earlier one in the Past Perfect.

Time expressions: after, already, as soon as, before, by, by the time, just, once, until

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- 4** In pairs, answer the questions using full sentences. Then check your answers in the text.

- 1 What had Aaron learned to do by the age of four?
- 2 How did Aaron react to his brother's idea in the skate park?
- 3 Why was Aaron's first backflip special?
- 4 What did Aaron do in 2012?
- 5 What did he do the second time he went to Brazil?

- 5** Choose the correct tense to complete each sentence.

- 1 When Aaron arrived at the skate park, his friends *already left / had already left*.
- 2 Aaron broke his wheelchair while he *had practised / was practising* a new trick.
- 3 After Aaron *had broken / was breaking* his first wheelchair, he got a new stronger one.
- 4 The crowds in Brazil were amazed when they *saw / were seeing* how far Aaron jumped.

- 6** Complete the text with the most suitable tense of the verbs in brackets. Use the Past Simple, the Past Continuous or the Past Perfect.

Unlucky Katie

Katie Ormerod is a world-class snowboarder who **qualified for** the 2018 British Winter Olympic team and she ¹ **was** (be) a favourite to **take home a medal**. In 2017, she had injured her back, but by the time the 2018 season started she ² _____ (recover). Katie ³ _____ (arrive) in South Korea before the 2018 Games and ⁴ _____ (start) practising on the Olympic course. She ⁵ _____ (only do) a few practice runs when she ⁶ _____ (fall) and broke her wrist. Thankfully, it wasn't serious so she decided to carry on. Two days later, she ⁷ _____ (train) again when she ⁸ _____ (crash) and broke her heel in two places! This time it was serious, and she was out of the Games.

- 7** Complete the questions with the correct form of the highlighted words in the texts about Aaron and Katie. Then ask and answer the questions in pairs.

- 1 Have you ever suffered an **injury** while doing a sport at school? What happened?
- 2 Do you know anyone who started out as an _____ athlete then turned _____? What do you know about their career?
- 3 Has a team from your school ever won a _____? Had they taken part in an event like that before?
- 4 Has a team from your country ever _____ for the finals of a major sporting competition? What happened?
- 5 Can you name someone from your country who has set a world _____? What was it?
- 6 Does your country usually _____ a lot of medals from the Olympic Games? For which sports?

- 8** **SPEAKING** In pairs, talk about a time when you or someone you know **did well in a sport, a performance or some other kind of challenge**. Use the prompts on page 197 to help you.

I won a silver medal at the school's championships. I'd never run in a competition team before ...

- 8** Read the question below and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

Tell me about a sports injury you had.



3B VOCABULARY | Sports, activities, fitness and exercise

- 1 **THINK BACK** Make a list of sports and fitness activities you enjoy/don't enjoy. Then compare your lists in pairs.

I enjoy: swimming, yoga, ...

I don't enjoy: Zumba, cycling, ...

- 2 Read the leaflet for BFITA and the comments below. Which sports and activities does it mention? What special offer does the leaflet mention? Is BFITA a good club? How do you know?



Special offer
For our 16th anniversary, we're giving away one month's free membership for all 16–18-year-olds.

- Make the most of our tennis and squash courts, a boxing ring, a basketball court and a full-size outdoor football pitch with an athletics track.
- Try our state-of-the-art gymnasium, now with brand new rowing machines!
- Lift weights and build up your muscles in our weightlifting centre.
- Climb our 10-metre-high rock climbing wall.
- Swim in our 25-metre swimming pool and relax in the Jacuzzi, sauna or steam room.
- Find motivation with our expert fitness coaches and personalised training programmes.
- Chill, chat and watch sports in our award-winning café.

GET FITTER with BFITA!

'I've never been a sporty person and I'd never joined a leisure centre before so I had no idea how much fun it would be to keep fit.' (Ali)

I was so unfit. I got out of breath climbing the stairs! But I really got into shape thanks to BFITA. Even the changing room is awesome! (Keira)

'At first, I was totally out of shape. I felt exhausted. But now I feel great. BFITA did me a world of good.' (James)

- 3 Use the words and phrases highlighted in the leaflet to complete the questions. Then ask and answer the questions in pairs.

- Has your school got: a football pitch; a tennis _____; a swimming _____; an athletics _____; a boxing _____; a rowing _____; a rock climbing _____? Which of these things does a school need?
- Should students get a personalised training _____ in their PE class? Say why.
- What are the changing _____ in your school gym like? How could they be better?
- Have you ever joined a leisure _____? If so, what was it like? If not, would you like to?
- Have you ever lifted _____? If so, what's it like? If not, why not?

- 4 **1.24** In pairs, read the leaflet again. Then complete the sentences with the words from the box. Listen and check.

build get (x2) good keep lift shape unfit

John I'm really out of ¹ shape. My gran's fitter than I am! I'm so ² _____ that I ³ _____ out of breath when I run for the bus!

Jackie You really need to ⁴ _____ into shape. Why don't you come to the leisure centre? You can ⁵ _____ up your muscles, do exercises and ⁶ _____ weights – that really helps me ⁷ _____ fit.

John No, thanks.

Jackie Come on! It's done me a world of ⁸ _____. They've got great fitness coaches and a ...

- 5 **1.25** Study *Watch out!* Then complete the sentences with the correct form of the phrases in the box. Listen and check. Does John agree to try the leisure centre? Why?

bang/head break/leg dislocate/shoulder
pull/muscle sprain/wrist twist/ankle

- John's dad dislocated his shoulder during a match.
- John's mum _____ in two places when she was playing hockey.
- John _____ when he scored a goal – he was unconscious for several minutes.
- John's sister _____ when she was jogging on a rocky path.
- Jackie _____ in her leg because she didn't warm up.
- John _____ when he fell in the shower.

WATCH OUT!

We say she **banged her** head or **broke her** leg. NOT ~~the~~ head or ~~the~~ leg.

But we say she **pulled a** muscle in her back NOT ~~her~~ muscle.

This is because we have lots of muscles but only one head, two legs, etc.

- 6 **SPEAKING** Work in pairs. Use the examples below and the vocabulary in Exercises 3–5 to ask and answer the questions.

- How fit are you? What do you do to get/keep fit?
- Do you often get out of breath? When?
- Do you think it's a good idea to build up your muscles?
- Do you find it easy to get into shape?
- Can you think of something that does you a world of good?
- Have you ever twisted your ankle/broken your leg/ ...? How did it happen?

- 7 **Imagine you joined the BFITA Leisure Centre a week ago. Write a description of your first week there. Mention the things you have done and an injury you had. Use the vocabulary in this lesson and the past tenses from lesson 3A.**



3C LISTENING AND VOCABULARY

- 1 Look at the photos and the Fact Box. In what situations do you need to call an emergency number?

FACT BOX Emergency phone numbers

In the UK, the emergency number for police, ambulance and fire service is 999, but you can also use the European number, 112. In the USA, dial 911.

- 2 In pairs, work out the meaning of the highlighted words. In each emergency decide if you should call the police, ambulance or fire service, or if you should deal with it yourself.

- A car **knocked down** a girl, she's got a few **cuts and bruises** and she's **in shock**.
- A neighbour **fainted** and is **unconscious**; it might be a **heart attack**.
- The school **fire alarm** is ringing.
- You want to **report a crime** – someone has **set fire** to a car.
- You **hurt your head**, you're not **bleeding** but it's quite **painful**, and you're seeing double – you think you have a **concussion**.
- Your cat is stuck up a tree.
- Your little brother **burned** his hand when he was cooking.
- A shop in your street is **burning down**.

1 *You should call the police and the ambulance service.*

- 3 **1.26** Study Active Listening. Then listen and choose the correct answer.

You are going to hear a P.E. teacher talking to her students. What's her main purpose?

- to persuade them to run as fast as they can
- to advise them to be careful
- to complain about their attitude towards P.E.

ACTIVE LISTENING | Identifying the speaker's purpose

When someone speaks, they have a purpose for speaking. It may be to inform, to explain, to express an opinion, to agree, to complain, to advise, to persuade or to make an arrangement, an offer, a request, or a suggestion.

The context, the language the speakers use and their tone of voice can help you identify their purpose. Understanding the speaker's purpose can help you to take part in a conversation and respond appropriately.

- 4 **1.27** Listen and choose the correct answers. Use Active Listening to help you with questions 1 and 4.

- You are going to hear a school pupil talking to a teacher. What's his main purpose?
 - to express an opinion
 - to offer to call an ambulance
 - to inform her about an accident
- You are going to hear the teacher calling 999. Where is Eric?
 - on a path near the river
 - at the foot of a hill
 - on a railway line
- You are going to hear a man from the school calling Eric's mother. How does she seem by the end of the conversation?
 - fine
 - worried
 - relieved
- You are going to hear a bus driver talking to a policeman. Why is he talking to him?
 - to explain what happened
 - to complain about something
 - to persuade him to do something
- You are going to hear a conversation between Eric and his father. What does Eric think of his mother's driving?
 - she drives too fast
 - she's a safe driver
 - she doesn't always pay attention

- 5 **1.28** Complete the sentences with the words and phrases from the box. Listen to the extracts and check.

blood concussion cuts and bruises elbow fainted heart hurt painful shock ~~sprained~~ twisted

- The bus driver sprained her wrist. It was really _____. She didn't know if the car driver was badly _____.
 - Eric got some _____, broke his leg, _____ his ankle, and suffered a _____.
 - Eric's mum lost a little _____, dislocated her _____ and banged her head. She was in _____ but she's better now.
 - Eric's dad didn't have a _____ attack, he _____ because of stress.
- 6 **SPEAKING** In pairs, use the tenses in lesson 3A to retell the story in this lesson from two different points of view. Student A, imagine you are Eric. Student B, imagine you are Eric's mum.

Today's specials

Starters

Rabbit pâté
Tuna salad

Mains

Salmon risotto
Steak and chips

Vegan dishes

Onion and lentil pâté
Mushroom lasagne



3D GRAMMAR

- 1 Write six ways in which you, your life, your friends or your family are different from before. Then compare your sentences in pairs.

When I was little I was super active, and now I hardly ever leave the house.

I watched TV every day when I was little but now I hardly ever watch it.

I believed in Santa Claus but now I don't.

- 2 1.29 Look at the photo and the menu. Then listen to a conversation and answer the questions.

- How has Colin's life changed since he had a skiing accident?
- What do Colin and Daisy order?
- What problem do they have?

Used to and would

- 3 1.29 In pairs, complete extracts 1–7 with phrases or sentences a–g. Listen again and check.

- I used to come here a lot. e.
 - They didn't use to have many vegetarian dishes c.
 - I used to be into winter sports. a whenever I could.
 - But one day, someone knocked me over on the ski slope and b.
 - After the yoga class d and that's where I got into healthy eating.
 - I used to love my leather biker's jacket and my cowboy boots. f.
 - g. I used to have a pair just the same.
- a but now they've even got vegan options.
b I got a serious back injury.
c I'd go skiing and snowboarding
d I'd wear them almost every day.
e It's different now.
f we'd often go to a vegetarian café nearby
g Your canvas shoes are very nice.

- 4 Study the sentences in Exercise 3. Then decide when we use *used to* and *would*. Tick the correct boxes in the Grammar box.

Used to and would

We use *used to* and *would* to talk about things that were true but are not true anymore.

	used to	would
• for habitual/repeated actions in the past		
• for past states with verbs like <i>have</i> , <i>be</i> , <i>believe</i> , <i>love</i> ...		

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WATCH OUT!

I used to go skiing every year when I was younger. = I went skiing many times.

One day someone knocked me over on a ski slope. = It happened once.

- 5 1.30 Study the Grammar box and *Watch out!* again. Then rewrite the text changing the underlined verbs to *used to* wherever possible. Listen and check.

I had used to have a very unhealthy diet when I was growing up. I loved cakes and biscuits. I ate chips with almost every meal. I never ate fresh fruit and I didn't drink water, just cola. I believed it was good for you. We didn't sit at the table to eat, we ate in front of the TV. So I was overweight and unfit. But then one day, my friend Dev invited me to eat with his family. It was amazing. We had a fantastic meal with salad and lots of fresh fruit. That was the day I changed the way I eat.

- 6 1.31 Now rewrite the text in Exercise 5 changing *used to* to *would* wherever possible. Listen and check.

- 7 **SPEAKING** In pairs, use *used to* and *would* to talk about changes in your life. Remember to use the Past Simple if something only happened once.

- A *Did you use to do any sports that you don't do any more?*
B *I used to be in a football team but ...*

1 In pairs, take turns to describe what you can see in the photo and answer the questions below.

- 1 What kind of shop is it? What is happening?
- 2 What do you think the shop assistant and the customer are talking about?
- 3 How are the people in the photo feeling?

2 9 1.32 Watch or listen to a conversation in a health food store. Does Marie find her first day in the shop easy?

3 1.33 Study the Speaking box and complete the polite requests and refusals with one word in each gap. Listen and check.

- 1 Would you mind telling me where the organic kale is?
- 2 That's very _____ of you, dear, but I think I'll manage.
- 3 I'd like to _____ whether your fruit and veg is locally grown.
- 4 Have you got any _____ whether it's local?
- 5 I'm sure they look lovely but I'm _____ it's local or nothing for me.
- 6 I _____ if you have any free-range eggs.
- 7 _____ you possibly tell me where I can find those eggs?
- 8 No, that's _____, thanks. I'll be fine.
- 9 Do you _____ to know if you've got any wholemeal bread in there?



4 Rewrite the questions as indirect questions.

- 1 Are these apples organic? → I wonder ...
I wonder if/whether these apples are organic.
- 2 What time does the juice bar in the gym close? → I was wondering ...
- 3 Does this bread contain gluten? → Have you got any idea ...?
- 4 Could I have soy milk? → Do you think ...?
- 5 Where can I buy freshly-squeezed apple juice? → Would you mind ...?
- 6 How much is a wholemeal loaf? → I'd like to know ...
- 7 Who writes the 'Healthy Living' blog? → Do you happen to know ...?

5 1.34 PRONUNCIATION Listen to how the underlined words are pronounced. Then practise saying the sentences.

- 1 Could you tell me how much it is?
- 2 Would you mind telling me what this is?
- 3 I don't know really.
- 4 I'm going to ask my colleague.
- 5 You've got to eat more fruit.

6 Check that you understand the adjectives in the box. In groups, use them to prepare polite questions about your teacher's eating habits. Use the phrases from the Speaking box.

free-range freshly-squeezed locally grown organic wholemeal

Would you mind telling me whether you buy any organic food?

7 In pairs, role play the situations at the back of your book. Student A, go to page 196. Student B, go to page 199.

SPEAKING | Being polite

Asking politely

We often use indirect questions to make polite requests or to ask for opinions and information in English. Use the polite phrases below and affirmative word order.

Indirect questions

I wonder if/whether you could help me.
= Could you help me?

Could you (possibly) tell me how much this is?
= How much is it?

Do you think it will take long?
= Will it take long?

Other phrases

I was wondering ...

I'd like to know ...

Have you got any idea ...?

Do you (happen to) know/have/sell, etc. ...?

Would you mind telling me ...?

Refusing politely

That's very kind of you, but ...

They look/sound very nice, but I'm afraid ...

No, that's alright thanks.

Thanks for the offer, but ...

Thank you, but I'm alright.

3F READING AND VOCABULARY

- 1** Make a list of healthy and unhealthy foods that you eat. Then compare your lists in groups. Who do you think has the healthiest/unhealthiest diet?

😊 *Healthy things I usually eat: bananas, yoghurt, ...*

😞 *Unhealthy things I usually eat: crisps, muffins, fried bacon, ...*

- 2** Look at the photo and the title of the article. What do you think the text is about? Read it quickly to check.

- 3** Read the text again. Match sentences A–H with gaps 1–5 in the article. There are three extra sentences.

- A** And perhaps even more importantly, it has brought a community together.
B It might seem expensive but it can actually cost less.
C In 2011, three women decided to do something about it.
D Nobody in that area had tried anything like that before.
E The idea is to have a chain of healthy food from the ground to your plate.
F The kids uploaded the video to YouTube and it went viral.
G They get some support from government and generous individuals.
H What's more, most people didn't realise how unhealthy their diets were.

- 4** Use these prompts to write questions about AFC. Add some questions of your own if you like. Then in pairs, ask and answer your questions.

- | | |
|-------------------------------|--------------------------------------|
| 1 What / think / AFC? | 5 What / aims / organisation? |
| 2 What / rap / about? | 6 What / three steps? |
| 3 Where / AFC / start? | 7 Where / money / from? |
| 4 How / start? | 8 How / successful? |

What do you think of Appetite for Change?

- 5** In pairs, read the Fact Box. Which statement do you think is false? Which one is the most interesting/shocking? How is the situation in your country similar/different?

FACT BOX American eating habits

- Last year Americans ate over 400 million hamburgers – that's enough to circle the world.
- 52% of Americans believe doing their taxes is easier than figuring out how to follow a healthy diet.
- The average American consumes 22 teaspoons of sugar every day, most of it in drinks and candy bars.
- Junk food first became popular in the US in the 1920s, but it really took off in the 1950s thanks to TV advertising.
- Native Americans were already eating popcorn over 5,000 years ago.
- In 2014, 1% of Americans were vegans, now it's 6% and rising.

- 6** Complete the sentences below with the words from the box. Then ask and answer the questions in pairs.

calories diet fizzy foods fresh full ingredients junk outlets processed

- Do you know much about the food you eat? Which foods are high in calories? Which are _____ of vitamins?
- In your family, do you cook meals with raw _____ or do you buy ready-made _____ foods that are high in fat, sugar and salt?
- Do you think you have a healthier or unhealthier _____ than your parents? Say why.
- What are your favourite comfort _____? When and where do you eat them?
- Do you prefer _____ drinks, freshly-squeezed orange juice or still water?
- How often do you eat _____ food like burgers, hot dogs, or kebabs?
- How many fast food _____ are there in your neighbourhood?
- Is it hard to buy _____ produce like fruit and vegetables where you live?

- 7** **SPEAKING** The Education Authority wants to encourage healthy eating at schools in your area. In pairs, discuss the ideas below. Which are the best? Say why. Can you think of any better ideas?

- Ban unhealthy snacks, fizzy drinks, sweets, crisps and junk food from schools.
- Show videos and films that demonstrate the negative effects of unhealthy diets.
- Organise a cooking competition for students in the area.
- Include 'Diet and Nutrition' as part of the P.E. class and have all students sit an exam on it.
- Open an affordable café serving healthy food in every school.

- 8** **REFLECT | Society** People today consume more unhealthy food and drink than ever before. Do you think that's true? Say why. Discuss in groups.

▶ 10 WATCH AND REFLECT Go to page 164. Watch the documentary *Pushing yourself to the limit* and do the exercises.





GROW FOOD, EAT WELL, BE HEALTHY

1.35

A group of kids from a historically underprivileged neighbourhood in the American mid-west made a music video of a hip-hop track. It was called 'Grow Food!' and the lyrics urged people to grow their own food and cook their meals with natural ingredients; to drink water and milk, not fizzy drinks full of sugar; to give up fake food that puts 'poison in your brain' and to eat better options, like broccoli, salad and fresh fruit instead. ¹_____ So far, it's had over half a million views. That's pretty amazing, and so is the organisation that inspired it.

North Minneapolis is similar to many urban areas across North America. There is a lack of shops, development projects, and healthy food options. Many of the residents suffer from bad health, partly because of unhealthy diets with too much junk food. ²_____ Along with young community members, they concluded there were thirty-eight fast food outlets within two miles of where they lived, but there was nowhere you could sit down to eat a nutritious meal. They knew that poor diets were causing serious health problems, for example, heart conditions, high blood pressure and obesity. The community also suffered from high unemployment, which is a major cause of crime. The solution, they thought, was to encourage healthy living, to strengthen families and to create economic prosperity. So they set up a non-profit, community-owned association called 'Appetite for Change' (AFC).

AFC's mission is 'to use food as a tool to build health, wealth and social change'. ³_____ They achieve this in three steps.

- 35 **1 Urban Agriculture.** AFC turns unused urban land into cooperative farms where kids and adults grow and pick fresh produce.
- 2 Good Food Policy.** The organisation argues in favour of healthy eating and persuades people to swap junk food high in calories for natural food full of vitamins and to eat meals made with raw ingredients rather than processed foods.
- 40 **3 Community Cooks Project.** AFC organises cooking workshops in which people come together to cook a meal, to eat and to talk about the changes they want to see in their community.

45 All of this costs money, of course, so how does AFC pay for it? ⁴_____ In addition, they run two successful money-making projects:

- Small local businesses rent the Kindred Kitchen to help them run their food trucks, catering businesses and meal preparation services.
- 50 • The Breaking Bread café sells delicious healthy comfort foods and gives job opportunities to young members of the community.

AFC has been a great success. It has improved people's health and created jobs. ⁵_____ Its strongest supporters are young people concerned about the unhealthy food full of fat, sugar and salt that damages the health of their friends, families and neighbours. The lyrics of their rap send out their message loud and clear.

“ PLEASE CHANGE THE FOOD
IN MY SCHOOL, MAKE IT GOOD.
GET THAT FAKE FOOD UP OUTTA MY 'HOOD.
HOPE THE MESSAGE NOT MISUNDERSTOOD.
GROW AND COOK YOUR OWN FOOD -
YES, YOU COULD! ”

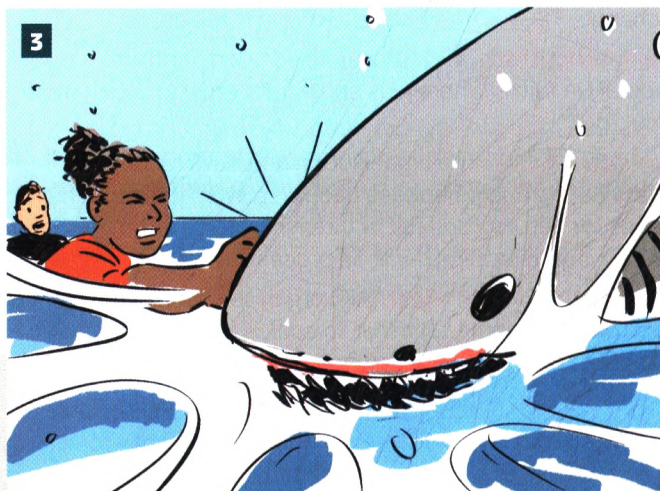
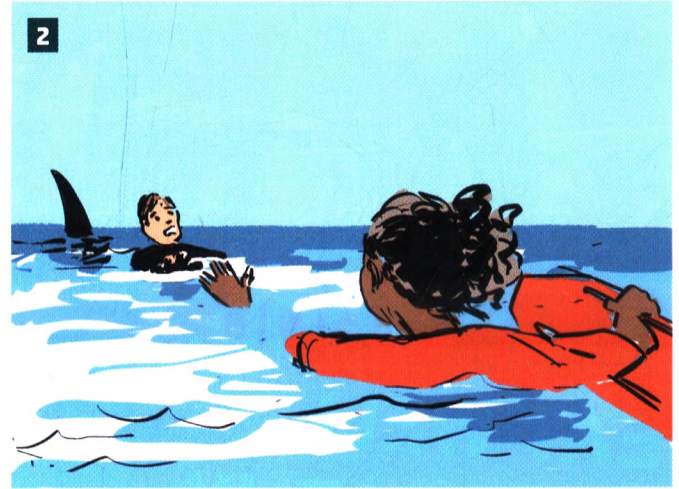
3G WRITING | A short story

- 1 In pairs, use the pictures and the words in the box to tell a story. Then read the story below and compare it to yours.

lifeguard surfer fin shark punch

- 2 How do you think the surfer, the lifeguard, the people on the beach and the shark felt after the events on the beach?

I think the surfer was probably terrified.



That day the skies were clear, the sun was hot, and the sea was a beautiful deep blue. Ava was on the beach lying on the golden sand, listening to the radio and happily watching the surfers riding the powerful waves. It was busy, and families were playing in the warm, shallow water near the beach.

‘This is the life’ she thought, and turned over to get some sun on her back. She had just fallen asleep when a noise woke her. **From nowhere**, a lifeguard ran past her at full speed, shouting at people to get out of the way. Everyone on the beach sat up and watched as she dived in and swam towards a guy who was kicking his legs, waving his arms and shouting something. **All of a sudden**, the huge, dark fin of a shark appeared. People in the water started screaming. They grabbed their children and swam for their lives. Now wide awake, Ava watched through her fingers **as** the lifeguard reached the panicking man **then** raised her arm and... punched the shark in the face! Amazingly, it turned and swam away.

While the crowds cheered, the fearless lifeguard carried the shocked surfer back to safety. She had saved his life. **That was the day Ava decided** to become a lifeguard.

3 Study the Writing box and answer questions 1–7 about the story on page 42.

- 1 From which point of view is the story written, first or third-person?
- 2 Where does the story take place?
- 3 What information does the writer give in the first line?
- 4 What is the main event in the story?
- 5 Which tenses has the writer used to describe the action?
- 6 Which sentences introduce the lifeguard and the shark? How does the writer make them dramatic?
- 7 How does the writer finish the story?

WRITING | A short story

General

Short stories are usually written in either the first or third person point of view.

Beginning

Catch the reader's attention: use a detail related to the place where the story begins or a statement by one of the main characters.

That day the skies were clear, the sun was hot, and the sea was a beautiful deep blue.

Say where and/or when the story happened. Use longer sentences to set the scene.

Ava was at the beach lying on the golden sand, listening to the radio and happily watching the surfers riding the powerful waves.

Middle

Describe the action. Use mainly the Past Simple with the occasional Past Continuous and Past Perfect. Avoid long strings of the Past Simple.

Use direct speech to express the characters thoughts or give them a voice.

'This is the life' she thought.

Use a variety of verbs to report speech e.g. scream, whisper, ask, shout, etc.

From nowhere, a lifeguard ran past her at full speed, shouting at people to get out of the way.

Use shorter sentences and/or dramatic linkers to add drama.

All of a sudden, the huge, dark fin of a shark appeared.

End

Describe how you or the main characters felt at the end, what you/they learned from the story, or decisions you/they made because of what happened.

That was the day Ava decided to become a lifeguard.

4 Add the words in bold from the story to the appropriate group of linkers.

- **Start the action:** (at) first, in the beginning, ¹ *that day* / morning/evening;
- **Move the action:** ² _____, next, later, after that/a while, by the time;
- **Introduce a dramatic moment:** suddenly, just then, out of the blue, without warning, ³ _____, ⁴ _____;
- **Describe events that happen at the same time:** when, at the same time (as), ⁵ _____, ⁶ _____;
- **Finish the action:** finally, eventually, in the end.

5 Read the story below ignoring the gaps. How is it connected to the story on page 42? From which point of view is it written, first person or third person?

¹ *That afternoon* the water was cool and clean. The waves looked gorgeous ² _____ they moved above me. I'd just eaten a delicious octopus lunch and I decided to head to the beach to see what the two-legged creatures were doing. ³ _____ I got there, some of them were standing on those strange long things and riding on the waves. I'm really not sure why they do that, but I watched them for a while. ⁴ _____ I noticed one of them, it was male I think, kicking its legs and making those bubbles I love. Friends are always telling me not to go too close, but... those beautiful bubbles! ⁵ _____, a female came out of nowhere. ⁶ _____, it punched me in the face! Right on the end of my nose where it really hurts. What on earth is wrong with these creatures? They really shouldn't be allowed in our water. I considered a second lunch if you know what I mean, but ⁷ _____, I decided to be the grown up one and just swim away. Horrible, violent creatures.

6 Complete the story in Exercise 5 with the linkers from the box. Sometimes more than one answer is possible.

all of a sudden as in the end ~~that afternoon~~
then when without warning

7 The underlined adjectives in the story on page 42 help the reader to visualise characters, events and objects. Find and underline similar adjectives in the story in Exercise 5.

cool, clean, ...

8 Work in pairs. Follow the instructions on page 197 to tell another story.

9 WRITING TASK Write a short story. Use your own ideas or write the story you told in Exercise 8. Use the Writing box and the tips in this lesson to help you.

REMEMBER MORE

1 Find names of places on the word list where you can ...

- 1 play football: _____
- 2 go running: _____
- 3 play basketball: _____
- 4 play squash: _____

2 Complete the sentences with verbs from the word list.

If you're not careful, you could ...

- 1 _____ your head against the door.
- 2 _____ your hand in hot water.
- 3 _____ your muscle playing volleyball.
- 4 _____ your leg skiing.

3 Write the missing negative prefixes. Then check with the word list.

- 1 You _____ understood what I said.
- 2 Sandy never gets any exercise, so she's really _____ fit.
- 3 There are huge areas of _____ used land in this part of the country.
- 4 _____-profit associations use all their money to help people.

4 Complete the sentences with the adjectives from the word list.

- 1 At 3 a.m. I was still wide _____. I was too excited to fall asleep.
- 2 I always buy vegetables from shops which sell _____ - _____ produce from organic farms.
- 3 _____ drinks, such as cola, are bad for your teeth.
- 4 _____ - _____ eggs are believed to be healthier than factory-farmed eggs.

ACTIVE VOCABULARY | Flashcards

Use 'smart' flashcards to review new vocabulary. On one side of the card, write a short sentence that you will find easy to remember including the word or phrase you want to learn, e.g. *I always start my workout on a **rowing machine**.* On the back of the card, write the word translated into your language. When you are doing a vocabulary review, look at the translation on each card and try to recall the word or phrase and the example sentence that you have written.

3A GRAMMAR AND VOCABULARY

5.15

amateur (adj) /'amətə/
athlete (n) /'æθli:t/
attempt (n) /ə'tempt/
break your wrist/heel /breɪk jə 'rɪst/'hi:l/
carry on (phr v) /,kæri 'ɒn/
challenge (n) /'tʃæləndʒ/
championships (n) /'tʃæmpjənʃɪps/
cheer on (phr v) /,tʃɪər 'ɒn/
course (n) /kɔ:s/
crutches (n) /'krʌtʃɪz/
dedication (n) /,dedə'keɪʃən/
determined to do sth /dɪ'tɜ:mənd tə 'du: ,sʌmθɪŋ/
disabled (adj) /dɪ'seɪbld/
disease (n) /dɪ'zi:z/
enter/win a competition /,entər/,wɪn ə ,kɒmpə'tɪʃən/
flip/backflip (n) /flɪp/'bækflɪp/
gap (n) /gæp/
have/suffer an injury /hæv/,sʌfər ən 'ɪndʒəri/
injure (v) /'ɪndʒə/
inspire (v) /ɪn'spaɪə/
overcome (v) /,əʊvə'kʌm/
Paralympics (n) /,pærə'lɪmpɪks/
passion (n) /'pæʃən/
pay off (phr v) /,peɪ 'ɒf/
qualify for sth (v) /'kwɒləfaɪ fə ,sʌmθɪŋ/
ramp (n) /ræmp/
recover (v) /rɪ'kʌvə/
run (n) /rʌn/
set a (world) record /set ə (wɜ:ld) 'rekɔ:d/
skate park (n) /'skeɪt pɑ:k/
snowboarder (n) /'snəʊbɔ:də/
start out as sb (phr v) /,stɑ:t əʊt əz ,sʌmbədi/
succeed (v) /sək'sɪd/
take home a medal /teɪk ,həʊm ə 'medl/
turn professional /tɜ:n prə'feʃənəl/
wheelchair motocross (WCMX) (n) /ˌwi:tʃtʃeə 'məʊtəʊkrɒs (ˌdʌbəlju: ,sɪ: ,em 'eks)/
world-class (adj) /wɜ:ld 'kla:s/

3B VOCABULARY 5.16

athletics track (n) /əθ'letɪks træk/
award-winning (adj) /ə'wɔ:d ,wɪnɪŋ/
bang your head /bæŋ jə 'hed/
basketball court (n) /'bɑ:skɛtbɔ:l kɔ:t/
boxing ring (n) /'bɒksɪŋ rɪŋ/

break your leg /breɪk jə 'leg/
build up your muscles /bɪld ʌp jə 'mʌsəlz/
changing room (n) /'tʃeɪndʒɪŋ ru:m/
chill (v) /tʃɪl/
climb the stairs /klaɪm ðə 'steəz/
dislocate your shoulder /dɪslə'keɪt jə 'ʃəʊldə/
do exercises /du: 'eksəsaɪzɪz/
do sb the world of good /du: ,sʌmbədi ðə 'wɜ:ld əv ,ɡʊd/
exhausted (adj) /ɪɡ'zɔ:stɪd/
fitness coach (n) /'fɪtnəs kəʊtʃ/
football pitch (n) /'fʊtbɔ:l pɪtʃ/
full-size (adj) /fʊl 'saɪz/
get into shape /get ,ɪntə 'ʃeɪp/
get out of breath /get ,aʊt əv 'breθ/
get/keep fit /get/,ki:p 'fɪt/
gymnasium (n) /dʒɪm'neɪzɪəm/
hockey (n) /'hɒki/
Jacuzzi (n) /dʒə'ku:zi/
leisure centre (n) /'leɪʒə ,sentə/
lift weights /lɪft 'weɪts/
make the most of sth /meɪk ðə 'məʊst əv ,sʌmθɪŋ/
membership (n) /'membəʃɪp/
motivation (n) /,məʊtə'veɪʃən/
out of shape /aʊt əv 'ʃeɪp/
outdoor (adj) /aʊt'dɔ:/
personalised (adj) /'pɜ:sənəlaɪzd/
pull a muscle /pul ə 'mʌsəl/
rock climbing wall (n) /rɒk ,klaɪmɪŋ wɔ:l/
rowing machine (n) /'rəʊɪŋ məʃɪn/
sauna (n) /'sɔ:nə/
school gym (n) /,sku:l 'dʒɪm/
sporty (adj) /'spɔ:ti/
sprain your wrist /spreɪn jə 'rɪst/
state-of-the-art (adj) /,stet əv ði 'ɑ:t/
steam room (n) /'sti:m ru:m/
swimming pool (n) /'swɪmɪŋ pu:l/
tennis/squash court (n) /'tenəs/'skwɒʃ kɔ:t/
training programme (n) /'treɪnɪŋ ,prəʊgræm/
twist your ankle /twɪst jə 'æŋkəl/
unconscious (adj) /ʌn'kɒnʃəs/
unfit (adj) /ʌn'fɪt/
weightlifting (n) /'weɪt,lɪftɪŋ/
Zumba (n) /'zʊmbə/

3C LISTENING AND VOCABULARY

5.17

ambulance service (n) /'æmbjələns ,sɜ:vəs/

badly hurt /bædli 'hɜ:t/

bleed (v) /bli:d/

burn down (phr v) /bɜ:n 'daʊn/

burn (your hand) /bɜ:n (jə 'hænd)/

call an ambulance /kɔ:l ən 'æmbjələns/

concussion (n) /kən'kʌʃən/

cuts and bruises (n) /kʌts ənd 'bru:zɪz/

dial (v) /daɪəl/

elbow (n) /'elbəʊ/

emergency number (n) /ɪ'mɜ:dʒənsi ,nʌmbə/

faint (adj) /feɪnt/

fire alarm (n) /'faɪər ə,lɑ:m/

fire service (n) /'faɪər ,sɜ:vəs/

heart attack (n) /'hɑ:t ə,tæk/

hurt your head /hɜ:t jə 'hed/

in shock /ɪn 'ʃɒk/

knock down (phr v) /nɒk 'daʊn/

lose some blood /lu:z səm 'blʌd/

painful (adj) /'peɪnfəl/

relieved (adj) /rɪ'li:vɪd/

report a crime /rɪ'pɔ:t ə 'kraɪm/

ring (v) /rɪŋ/

see double /si: 'dʌbəl/

set fire to sth /set 'faɪə tə ,sʌmθɪŋ/

unconscious (adj) /ʌn'kɒnʃəs/

3D GRAMMAR 5.18

dish (n) /dɪʃ/

knock over (phr v) /nɒk 'əʊvə/

mushroom lasagne (n) /ˌmʌʃru:m lə'sænjə/

onion (n) /'ɒnjən/

rabbit/lentil pâté (n) /'ræbɪt/lentl 'pæteɪ/

salmon risotto (n) /sæmən rɪ'zɒtəʊ/

ski slope (n) /'ski: sləʊp/

starter (n) /'stɑ:tə/

steak (n) /steɪk/

tuna salad (n) /tju:nə 'sæləd/

vegan options (n) /'vi:gən ɒpʃənz/

3E SPEAKING AND VOCABULARY

5.19

free-range eggs (n) /fri: ,reɪndʒ 'egz/

freshly-squeezed juice /frefli ,skwi:zd 'dʒu:s/

gluten (n) /'glu:tɪn/

imported (adj) /ɪm'pɔ:tɪd/

locally grown (adj) /ləʊkəli 'grəʊn/

organic (adj) /ɔ:'gænik/

soy milk (n) /'sɔɪ mɪlk/

wholemeal bread/loaf (n) /,həʊlmi:l 'bred/'ləʊf/

3F READING AND VOCABULARY

5.20

affordable (adj) /ə'fɔ:dəbəl/

appetite for sth (n) /'æpətaɪt fə ,sʌmθɪŋ/

ban (v) /bæn/

bring together (phr v) /brɪŋ tə'geðə/

candy bar (n) /'kændi bɑ:/

catering business (n) /'kɛtərɪŋ ,bɪznəs/

comfort food (n) /'kʌmfət fu:d/

community (n) /kə'mju:nəti/

concerned about sth (adj) /kən'sɜ:nd ə,bʌʊt ,sʌmθɪŋ/

consume (v) /kən'sju:m/

co-operative farm (n) /kəʊ,ɒpəreɪtɪv 'fɑ:m/

do your taxes /du: jə 'tæksɪz/

economic prosperity /ekə,nɒmɪk prɒ'sperəti/

fake (adj) /feɪk/

fast food outlet (n) /fɑ:st 'fu:d ˌaʊtlet/

figure out (phr v) /fɪgər ˈaʊt/

fizzy drink (n) /fɪzi 'drɪŋk/

foodstuff (n) /'fu:dstʌf/

fresh produce (n) /fref 'prɒdju:s/

full of vitamins /fʊl əv 'vɪtəmi:nz/

ground (n) /graʊnd/

grow (v) /grəʊ/

have/follow a healthy diet /hæv/,fɒləʊ ə ,helθi 'daɪət/

have an unhealthy diet /hæv ən ʌn,helθi 'daɪət/

heart condition (n) /'hɑ:t kən,dɪʃən/

high blood pressure (n) /haɪ 'blʌd ,prefə/

high in calories/fat/sugar/salt /haɪ ɪn 'kæləriz/ 'fæt/'ʃʊgə/'sɔ:lt/

hot dog (n) /'hɒt dɒg/

in favour of sth /ɪn 'feɪvər əv ,sʌmθɪŋ/

junk food (n) /dʒʌŋk 'fu:d/

kebab (n) /kə'bæb/

land (n) /lænd/

misunderstand (v) /ˌmɪsʌndə'stænd/

native American (n) /ˌneɪtɪv ə'merəkən/

non-profit association (n) /ˌnɒn ,prɒfɪt ə'səʊsi'eɪʃən/

nutrition (n) /nju:'trɪʃən/

obesity (n) /əʊ'bi:səti/

pick (v) /pɪk/

poison (n) /'pɔɪzən/

poor diet /pɔ: 'daɪət/

processed food (n) /ˌprəʊsest 'fu:d/

raw ingredients (n) /ˌrɔ: ɪn'ɡri:diənts/

ready-made (adj) /ˌredi 'meɪd/

rent (v) /rent/

solution (n) /sə'lu:ʃən/

step (n) /step/

still water (n) /stɪl 'wɔ:tə/

strengthen (v) /'streŋθən/

supporter (n) /sə'pɔ:tə/

swap sth for sth (v) /'swɒp ,sʌmθɪŋ fə ,sʌmθɪŋ/

take off (phr v) /ˌteɪk 'ɒf/

teaspoon (n) /'ti:spu:n/

tool (n) /tu:l/

unused (adj) /ʌn'ju:zd/

urban (adj) /'ɜ:bən/

urge sb to do sth /ɜ:dʒ ,sʌmbədi tə 'du: ,sʌmθɪŋ/

vegan (n) /'vi:gən/

wealth (n) /welθ/

workshop (n) /'wɜ:kʃɒp/

3G WRITING 5.21

at full speed /ət ,fʊl 'spi:d/

bubble (n) /'bʌbəl/

clear (adj) /klɪə/

consider (v) /kən'sɪdə/

cool (adj) /ku:l/

creature (n) /'kri:tʃə/

deep blue (n) /ˌdi:p 'blu:/

fearless (adj) /'fiələs/

fin (n) /fɪn/

golden (adj) /'gəʊldən/

gorgeous (adj) /'gɔ:dʒəs/

grab (v) /græb/

head to sth (v) /'hed tə ,sʌmθɪŋ/

octopus (n) /'ɒktəpəs/

panic (v) /'pænik/

powerful (adj) /'paʊəfəl/

punch sb in the face /ˌpʌntʃ ,sʌmbədi ɪn ðə 'feɪs/

ride on the waves /ˌraɪd ɒn ðə 'weɪvz/

shallow (adj) /'ʃæləʊ/

shark (n) /ʃɑ:k/

surfer (n) /'sɜ:fə/

terrified (adj) /'terəfaɪd/

two-legged (adj) /tu: 'legɪd/

wide awake (adj) /ˌwaɪd ə'weɪk/

VOCABULARY AND GRAMMAR

1 Complete the collocations with the words from the box.

amateur ankle ~~challenge~~ competition medal
record professional

- 1 accept / overcome a challenge
- 2 start out as an _____
- 3 enter / do well in a _____
- 4 become a / turn _____
- 5 set a _____
- 6 take home a _____
- 7 twist / sprain / break your _____

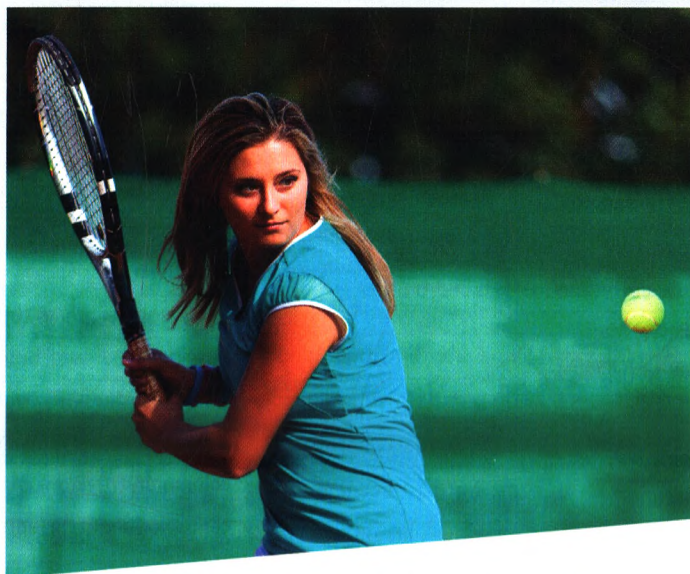
2 Choose the correct word in each sentence.

- 1 When she's depressed, she eats fizzy / comfort / poor food.
- 2 As part of his healthy diet he has locally grown / raw / wholemeal bread for breakfast.
- 3 They are very health conscious and never eat processed / organic / fresh food.
- 4 After a competition the athletes always eat foods that are high in junk / ingredients / calories.
- 5 The new stadium will have a world-class athletics track / ring / court.
- 6 She always uses the rowing pitch / wall / machine to warm up before a training session.
- 7 The goalkeeper dislocated / banged / pulled his head hard when he fell.
- 8 We got out of breath / weights / muscles after thirty minutes of running.
- 9 There's nothing like freshly-squeezed fat / food / juice to start the day.

3 Complete the sentences with the Past Simple, Past Continuous or Past Perfect forms of the verbs in brackets.

- 1 By the time they arrived at the stadium, the game _____ (already/start).
- 2 While she _____ (travel) round South America, she _____ (visit) Rio de Janeiro.
- 3 I _____ (rock climb) yesterday evening between 6 and 7 o'clock, which is why I _____ (not hear) your call.
- 4 What _____ (you learn) to do by the time you _____ (be) five years old?
- 5 I _____ (run) after the ball when suddenly I _____ (pull) a muscle. It _____ (feel) as if someone _____ (shoot) me!
- 6 It _____ (be) a lovely day when I woke up. The sun _____ (shine) and the birds _____ (sing), but then all of a sudden it _____ (start) to pour with rain.
- 7 I _____ (ask) for freshly squeezed orange juice so I was upset when I _____ (see) the waiter pouring me an orange drink from a bottle.
- 8 They _____ (decide) to follow a healthier diet after they _____ (see) a documentary about the effects of processed foods.

4 Tick the correct verb forms 1-10 and correct the incorrect ones.



When I was at school I ¹would love ☒ loved/used to love sports. I ²used to play ☒ for the school netball and hockey teams, which ³was ☐ fun. However, our head teacher ⁴would believe ☐ that academic subjects were more important than sports, so she didn't spend much money on sports facilities. The P.E. teachers ⁵used to organise ☐ a sports day every year but it ⁶wouldn't be ☐ very good. Luckily for me, though, when I was eleven, my family ⁷used to move ☐ to a new house, which was next door to the local tennis club. I ⁸would spend ☐ hours there in the summer playing with my friends. I wasn't very good but I ⁹used to enter ☐ the club tournament every July and once I even ¹⁰would win ☐ the junior championship! I don't play tennis these days but I still love sports.

USE OF ENGLISH

5 Complete the text with one word in each gap.

Lee's blog

I'm a nurse in the accidents and emergencies department at a big hospital. However, I started my professional life working ¹as a secretary in a big company! Although I never really enjoyed working in an office, I ²_____ regularly tell my family and friends how interesting my job was.

One lunchtime I was crossing a road near my office listening to music on my earphones ³_____ a car knocked me down. I can't remember much about what happened because I fainted as ⁴_____ as the car hit me. Luckily, a very kind passer-by ⁵_____ seen everything and called for an ambulance right away. She realised I was ⁶_____ shock and lent me her jacket to keep me warm. Amazingly, ten minutes later I was in hospital.

That was ⁷_____ day my life changed forever. I trained as a nurse and now I have a very rewarding job. It's true that I ⁸_____ to earn a lot more before, but money isn't everything!

6 Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.

- 1 I'd like to know what time the restaurant opens. **MIND**
Would you mind telling me what time the restaurant opens?
- 2 When I was a child, I would spend hours in this park. **TO**
When I was a child, I _____ in this park.
- 3 Thanks for the offer, but I don't need any help. **KIND**
_____ you, but I don't need any help.
- 4 He wanted to get fit, so he went running every day. **INTO**
He went running every day because he wanted _____.
- 5 Could you help me, please? **IF**
I _____ help me?
- 6 When he was young, my father used to go fishing every weekend. **WOULD**
My father _____ every weekend when he was young.

Use of English > page 192

READING

7 Read texts 1–4 and choose the correct answers a, b or c.

STRATEGY | Multiple choice

Read each text and identify what kind of text it is and where it would appear. Before you read the questions, think what the main message of each text is.

To: Katy
From: Jenny

Got your invitation to dinner this morning. Thanks! Really looking forward to it – you're such a good cook! Please remember that Ed doesn't eat meat! We'll bring a chocolate cake for dessert. See you about 7.30. Be great to catch up!

- 1 Jenny is writing to
 - a invite Katy to a meal she's going to cook.
 - b suggest that Katy makes a chocolate dessert.
 - c remind Katy that someone is a vegetarian.

Is competition a good or bad thing?

Come to the weekly debate after school in the Main Hall. Arrive before 4.15 as only 100 people can be seated. Debate starts at 4.30.

- 2 a Students should arrive early as numbers are limited.
 - b People who arrive after 4.30 will not be allowed into the debate.
 - c The debate is part of a school competition.

Jack

Met Aunt Gina while I was walking the dog and we've gone for a coffee. Dinner is in fridge. Heat lasagne in microwave for ten minutes. There's also some salad to go with it. Back soon.

Dad

- 3 a Jack's dad will cook dinner this evening.
 - b Jack knows the recipe for lasagne.
 - c Jack's dad is telling Jack what to do for dinner.

**Road ahead closed apart from
resident access due to Great South Run
Sat 9.30–15.30.
Access vehicles should not exceed 15kph.**

- 4 a People who live in this road will not be allowed to drive along it on Saturday morning.
 - b There will be a speed limit in force for any vehicles on the road on Saturday morning.
 - c A sporting event will close the road to pedestrians and all vehicles on Saturday morning.

SPEAKING

8 In pairs, role play the situation below. Then change roles and do the task again.

Student A

You are speaking to a teacher about your class project for the school health week. You'd like to set up a lunchtime health food café in school. In the conversation discuss the points below:

- Explain what you'd like to do and give examples of healthy food the café could sell.
- Say you will ask parents and teachers to donate food.
- Suggest the money the café makes goes towards paying for new school sports equipment.
- Explain that students would like to organise everything themselves and thank the teacher for his/her offer to help.

Student B

You are Student A's teacher. You are discussing Student A's class project for your school's health week. Use the phrases below to help you. You start first.

- Have you got any ideas for our school health week?
- Would you mind telling me who is going to pay for the food?
- Would you like the teachers to help?
- Thank you. That's a very good idea.

WRITING

9 Write a story beginning with this sentence.

I walked into the gym and looked around.

04

Time to move

VOCABULARY	Air travel, holiday phrases, travel essentials, travel phrases, urban transport
GRAMMAR	Modal and related verbs, defining and non-defining relative clauses Use of English > page 192
SPEAKING	Agreeing and disagreeing
WRITING	A formal email of enquiry
VIDEO	Grammar ▶ Documentary ▶ Communication ▶

Your career in the sky starts here

Here are some of the weird and wonderful things our customers ask for during their flights. Thanks to all the patient flight attendants who contributed to this list.

Do we have to fly so high?
I'm afraid of heights.

Could we go back to the airport? I left my hat in the café. It's only been ten minutes so we can still turn the plane around.

Excuse me, when I went to the bathroom, I couldn't find the showers. Where are they?

I'm so uncomfortable!
May I lie on the floor?

I really must get some sleep.
Please ask the pilot to turn off the engines.

You ought to warn passengers about the lack of air.
Can I open a window?

Can you ask that baby to stop crying!? I can't hear myself think!

Please tell the pilot we mustn't fly so close to Windsor Castle because the planes annoy the Queen.

I was just looking out of the window and I saw another plane.
Someone should tell the pilot.

Excuse me, but why can't we fly over New York? I've always wanted to see it.

I understand we may not smoke in our seats, but could you tell me where the smoking area is, please?

4A GRAMMAR AND VOCABULARY

- 1 What do you think are the best and worst parts of the job of a flight attendant? Discuss in pairs.
- 2 Read the passenger comments and choose the funniest one. What would you say in reply to them?

Modal and related verbs

3 Look at the underlined modal verbs on page 48 and answer the questions. Check your answers in the Grammar box.

Which modal verbs do we use to ...

- 1 say something is necessary? _____, _____
- 2 say something is not allowed? _____, _____, _____
- 3 say something is a duty, or to give advice? _____, _____
- 4 ask for permission to do something? _____, _____, _____
- 5 ask someone else to do something? _____, _____
- 6 say something is possible? _____
- 7 describe an ability (or lack of it) in the present or past? _____, _____

Modal and related verbs

- We use **must** and **have to** to talk about necessity. We often use **must** when we think something is necessary, and **have to** when it is a rule or a law.
- We use **mustn't**, **can't** and **may not** to talk about things that are not allowed.
- We use **should** and **ought to** to talk about duty, or to give advice.
- We use **can**, **could** and **may** to ask for permission.
- We use **can** and **could** to make requests.
- We use **can** to talk about possibility.
- We use **can/could** to talk about ability in the present/past.

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4 Study Watch out! Then choose the best option to complete the travellers' comments.

- 1 The hotel room was really noisy. I *can* / *could* hear the sea the whole time.
- 2 There was too much sand on the beach. We *must* / *had to* shower every evening!
- 3 *Can't* we / *Do we have to* go through security? It's so boring.
- 4 *Can* / *May* you explain why the time is different in Spain?
- 5 Since we landed, I *haven't been able to* / *couldn't* hear properly.
- 6 I *must* / *have to* buy a travel pillow. My neck aches.
- 7 Someone *ought to* / *may* warn guests that there are fish in the sea.
- 8 The flight attendant says we *don't have to* / *may not* smoke on the plane.

WATCH OUT!

We only use **must** in the present tense. In other tenses we use **have to**:

We *didn't have to* wait long.

Will I *have to* share a room?

We use **can** to talk about ability in the present and **could** to talk about ability in the past. In other tenses we use **be able to**.

We *won't be able to* land in this weather.

5 2.1 Listen to a podcast and complete the collocations with the verbs from the box.

book choose fasten fold go go through leave
put(x2) raise switch watch

- 1 *book* a flight
- 2 _____ an aisle/window seat
- 3 _____ your luggage unattended
- 4 _____ security
- 5 _____ to your gate
- 6 _____ your hand luggage in the overhead locker
- 7 _____ your seatbelt
- 8 _____ your phone to flight mode
- 9 _____ the safety demonstration
- 10 _____ your seat in an upright position
- 11 _____ away your tray table
- 12 _____ your window blind

6 2.2 Complete the advice with the verbs from the box. There is one extra verb. Then listen and check.

can have to may mustn't ought to *should*

- 1 You *should* book your flight as early as possible to get the best price.
- 2 Passengers _____ usually choose an aisle or a window seat.
- 3 You _____ bring any dangerous items with you in your luggage.
- 4 Once you have a boarding pass, you _____ go through security.
- 5 Towards the end of the flight, you will _____ put your seat in the upright position, fold away your tray table and raise your window blind.

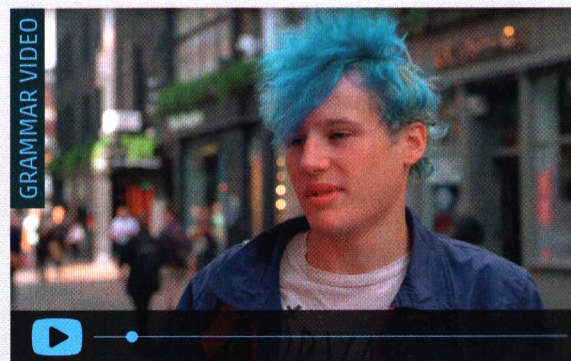
7 SPEAKING In pairs, choose a place and write what you *can't*, *mustn't*, *may not*, *should* and *have to* do there. Read your list to another pair. Can they guess your place?

A *You mustn't lean over the side.*

B *Is it a boat?*

11 Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

If you are travelling by tube, what should you and what mustn't you do?



How to survive a holiday with your parents



 2.3

1 When was the last time you hit the dance floor with your mum, heard stories about when your dad was a rebellious teenager, or buried your annoying younger brother in the sand? Well, these were just some of the highlights of this year's family holiday to Spain.

2 When my parents invited me to join them on holiday, my first thought was that I'd rather spend a week at the dentist having all my teeth pulled out. Then I thought again. 'In September, I'll be leaving home and heading for university and I won't see them nearly as often after that. My bank account is almost empty, so I can't afford my own week in the sun. Plus, although my brother can sometimes be a pain, he's more fun than he is annoying, and he does tend to think I'm pretty cool.' Perhaps, I thought, I ought to grab the opportunity and, for the last time, head off with my family on holiday.

3 So, how was it? Well, I survived, and to be fair, it was surprisingly fun. What had seemed like a terrible idea, turned out to be a memorable experience. What made it a success? Read on for my three golden rules ...



Rule 1 ☐

4 As you read this, your parents are probably searching online for tips on 'how to survive a holiday with teenagers'. Packing a positive attitude can help things go smoothly for everyone. Try to appreciate simple pleasures such as sun, sea and a lack of homework. Plan to ask your parents some questions. What were family holidays like when they were teenagers? They'll appreciate you showing some interest, and you might uncover some juicy gossip. Even if you aren't 100% happy, try not to go on about it all the time. So the evening entertainment at the hotel isn't exactly Beyoncé live? Well, at least you're not revising for exams.

Rule 2 ☐

5 Things will probably go wrong, but try to see the funny side. In Spain, we decided to go off the beaten track and visit the ruins of an ancient castle. We hired a car, planned the route, hit the road and got lost almost immediately. Using his non-existent Spanish, my dad asked a farmer the way. Whatever my dad said, the farmer thought it was hilarious. Soon we were all laughing along with him, though we still don't really know why! We turned back and eventually found the castle we were looking for, but the farmer who made us laugh is what we'll really remember from that day.

Rule 3 ☐

6 Your parents may well need a break more than you do, so let them have it. If you are sharing a room and want to spend ages in the bathroom, pick a time when they aren't there. If they want a lie-in, be careful not to wake them up too early. One or two kind gestures from you such as volunteering to do some shopping, or bringing everyone a cold drink will help make the holiday better for them. Oh, and remember your headphones and a good book. There will be times when you need some peace and quiet, too.

So those are my golden rules for enjoying a holiday with your family. In the end, it's all about being patient, looking for fun and respecting each other's needs. Well that, and taking as many embarrassing photos of them as possible :) !

- 1 Work in pairs. Make a list of good and bad things about holidays with your parents. Then compare your list with another pair. Are there more pluses or minuses?

😊 *Your parents probably pay for everything.*

😞 *You might have to share a room with them.*

- 2 Read paragraphs 1–3 of the blog post. Did the blogger go on a holiday with his family? Was it the right decision?

- 3 Study Active Reading. Then read paragraphs 1–3 of the blog again and answer the questions below.

- 1 What exaggeration in the text shows the blogger's initial feelings about the invitation to join his parents on holiday?
- 2 What comparison in the text shows the blogger's attitude to his younger brother? Is it positive or negative?
- 3 Which adverb does the blogger use to say that the holiday was more enjoyable than he had expected?
- 4 Does the sentence that includes the adjectives *terrible* and *memorable* express a positive or negative attitude?

ACTIVE READING | Identifying author's attitudes

Writers use these techniques to express positive, negative and neutral attitudes:

- choice of words, e.g. *awful* or *surprisingly*,
- exaggeration, e.g. *the bed was as hard as rock*,
- comparisons to express their attitude, e.g. *'fishing is more fun than it looks'*.

When trying to identify attitude, look at full sentences, not just single words, e.g. *It seemed like an awful* (negative word) *idea, but actually we have never had so much fun* (positive attitude).

- 4 Do the following extracts express a positive (+), negative (–), or neutral (0) attitude?

- 1 ☐ What was supposed to be the trip of a lifetime was actually a very frustrating experience.
- 2 ☐ The turquoise waters were as warm and welcoming as a bath.
- 3 ☐ Our day trip to the spice plantation was unexpectedly dull.
- 4 ☐ The 'world's greatest wildlife park' was OK, but certainly not great.
- 5 ☐ The rooms were fine and the food reasonable.
- 6 ☐ It wasn't nearly as much fun as we had hoped.

- 5 Read paragraphs 4–6 of the blog and match sentences a–d to the Rules 1–3. There is one extra sentence. Which rule do you think is most useful?

- a Make space for each other.
- b Make plans to escape.
- c Leave negativity at home.
- d Pack a sense of humour.

- 6 Read the whole blog again and choose the correct answers a–d.

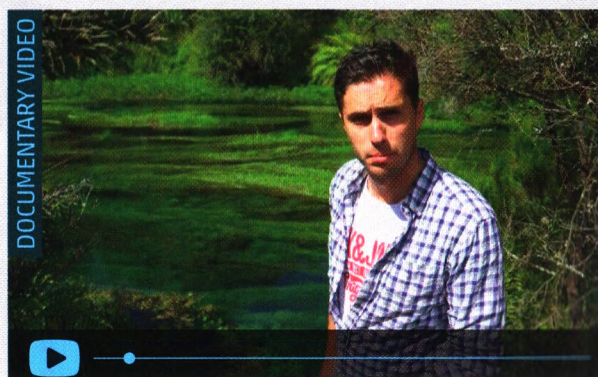
- 1 Which is NOT a way to make a holiday with parents better?
 - a Avoid a negative attitude.
 - b Enjoy uncomplicated things.
 - c Always say how you feel.
 - d Find out some things about your family.
- 2 The blogger compares hotel entertainment to the work of a famous singer in order to
 - a say how professional it is.
 - b criticise it.
 - c advise how to improve it.
 - d say how enjoyable it is.
- 3 In 'Rule 2' the blogger felt that the day was memorable because
 - a his father made a hilarious joke.
 - b they met a fascinating person.
 - c they visited an interesting place.
 - d a stressful situation became a funny one.
- 4 In 'Rule 3' the blogger suggests teenagers can make a holiday more relaxing for their parents by
 - a helping to buy things for the family.
 - b never spending a long time in the bathroom.
 - c getting up early.
 - d letting them read in peace.

- 7 Complete the sentences with the correct form of the highlighted phrases in the text.

- 1 I don't know how people managed before sat nav. I would get lost all the time without it.
- 2 We're lost! This man looks like a local. Let's stop and _____.
- 3 It's cheaper to _____ for a day than to buy train tickets.
- 4 I like to _____ when I go on holiday. I enjoy being far away from the rest of the world.
- 5 There's no need to _____. I've got my maps app!
- 6 We're lost! This is not the right way. Let's _____ and ask someone in that village we have just gone through.
- 7 So, are you ready? Let's _____! It's time to go!

- 8 **SPEAKING** Work in groups. Prepare a presentation for parents called 'How to survive a holiday with teenagers'.

▶ **12 WATCH AND REFLECT** Go to page 165. Watch the documentary *Off the beaten track* and do the exercises.



4C VOCABULARY | Travel essentials, travel phrases

1 Discuss the questions in pairs.

- When you go on holiday, do you prefer to travel light or pack for every possibility? Do you usually pack a backpack or a suitcase?
- Do you find lists, apps or websites helpful when deciding what to pack? Say why.
When I go on holiday, I prefer to pack for every possibility. I usually pack in a suitcase.

2 Read the packing tips below. Which are the most difficult to follow and why? Can you add any more tips?

3 Look at the picture and match letters A-L to the items in the packing list.

4 2.4 Listen to a conversation between Alice and Suzy. Where is Alice going? What is the weather going to be like there?

5 2.5 Complete the sentences with travel essentials from the packing list. Then listen and check.

- I've got **sunblock** so my beautiful fair skin doesn't get burnt in that hot sunshine.
- Have you got a _____ so you don't get a stiff neck?
- You ought to take some _____ in case it's really noisy on the plane.
- Have you got some _____? I read that Oregon has some very hungry mosquitoes.
- I've got a little _____ in case of minor injuries.
- Are the electric plugs the same or do you need a _____?

6 2.6 Choose the correct words to complete the travel phrases. Then listen again and check.

- I wish I could **escape** (leave / escape) **the crowds** and go off the beaten track for my holidays.
- Are you **stopping** _____ (on / off) somewhere on the way?
- I'm **taking a** _____ (direct / straight) **flight** to Portland.
- What time do you have to _____ (go / set) **off**?
- I'll _____ (reach / arrive) **my destination** at 8 a.m. **local** _____ (time / hour).
- Have you got a guidebook? How are you going to **find your** _____ (route / way) **around**?
- I'll be staying **within easy** _____ (distance / reach) of the shops.
- Let me know you've **arrived** _____ (safely / safe).

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

- I always take _____ with me on long journeys in case ...
- No one should go on holiday without _____ because ...
- I think it's important to stay within easy reach of _____ on holiday ...
- The first thing I do when I reach my destination after a long journey is _____.
- Before I set off on holiday, I always _____.

I always take a power bank in case I can't plug in to charge my phone and a pocket guide book for times when I don't have access to the Internet.

How to pack like a pro

Heading off for a gap year or a backpacking adventure? Consult our packing tips and tick off the items on our packing list.

- Go small** – Whether you're running through the airport to catch your flight, or climbing on the roof of the train to the next Indian town, you'll be glad you packed small and light.
- Pack fours** – 4 t-shirts, 4 pairs of socks, 4 pairs of underwear. One to wear, one as a spare, one to wash, and one to dry.
- Think flexibility** – trousers that you can unzip to become shorts, a jacket that is also a travel pillow, a scarf that may be used as a hat, bag, towel etc.



Packing list

Electronics

- ☐ phone & charger
- ☐ headphones
- ☐ travel adapter
- ☐ power bank

Health and hygiene

- ☐ first aid kit
- ☐ insect repellent
- ☐ sunblock
- ☐ travel pillow
- ☐ ear plugs

Other

- ☐ penknife
- ☐ torch
- ☐ pocket guidebook

Hi Suzy,
Oregon's great! I'm staying with a guy who is a friend of Jamie's. He's the American that visited Jamie's family last year, remember? Not the guy you didn't like, the other one. The one whose sister looks like Emma Stone. His name's Ryan. The town where he lives is on the west coast. It's an area which is great for hiking. The Siuslaw National Forest, where you can walk for miles, is right on his doorstep! Ryan, who is really into photography, by the way, is a great guy. I'm attaching a photo he took. The photo, which he took with his phone, believe it or not, shows a sea fountain that we visited yesterday. Thor's Well, whose name comes from the Norse god Thor, looks like a big hole in the ocean. Water shoots way up before falling back into the hole, which is about 7 metres deep. It's amazing. Got to go. Ryan and his sister are taking me for a drive. I'll send more photos tomorrow, that's a promise.
Love,
Alice

4D GRAMMAR

- 1 Which places in the USA would you most like to visit? Say why.
- 2 Read the email. Where is Alice? What did she do yesterday? What is Thor's Well?

Relative clauses

- 3 Look at the underlined pronouns in the email and answer questions 1–2.
 - 1 Which pronouns do we use for a) things, b) places, c) people, d) possessions/relations?
 - 2 Is the subject the same or different in the two clauses in sentences a–b? When can we leave out the relative pronoun in the relative clause?
 - a He's the guy (who/that) you didn't like.
 - b He's the American who/that visited Jamie last year.
- 4 Look at sentences 1–2. Which relative clause tells you who Ryan is? Which relative clause gives more information about him? Study the Grammar box to check your answers.
 - 1 I'm staying with a guy who is a friend of Jamie's.
 - 2 Ryan, who is really into photography, is a great guy.

Relative clauses

Defining relative clauses show which person, thing or place we are talking about.

Non-defining relative clauses give extra information about people, things and places.

We use commas before and after a non-defining relative clause.

We can't leave out the relative pronoun (*who*, *which*) in non-defining relative clauses.

We can't use the relative pronoun *that* instead of *who/which* in non-defining relative clauses.

Grammar Reference and Practice > page 178



04

- 5 Find four defining and four non-defining relative clauses in Alice's email.
- 6 In pairs, use non-defining relative clauses to combine the ideas into single sentences.
 - 1 Oregon is the ninth largest state in the USA. It is just north of California.
Oregon, which is just north of California, is the ninth largest state in the USA.
 - 2 The President is a powerful political figure. He/She lives in a big white house in Washington.
 - 3 Taylor Swift was born in 1989. Her songs often tell stories about her life.
 - 4 The bald eagle is not in danger of extinction. It is the national symbol of the USA.
 - 5 Hollywood is in Los Angeles. They make the world's most famous movies there.
 - 6 The Grand Canyon is 446 km long, 29 km wide and 1.86 km deep. It is in Arizona.
- 7 **2.7 PRONUNCIATION** Study *Watch out!* Then listen and repeat the sentences in Exercise 6.

WATCH OUT!

When you listen to a non-defining relative clause, you can hear the commas because the speaker pauses slightly before and after the clause and often pronounces the clause in a lower tone.

- 8 **SPEAKING** In pairs, use defining relative clauses to write a quiz about your country. Write two pieces of information for each person, thing or place in your quiz. Then do your quiz with another pair.
It's in the north-west. It's a place where people often go hiking.
- 9 In groups, use non-defining relative clauses to combine the sentences from your quiz in Exercise 8.
The Lake District, where people often go hiking, is in the north-west.



A Air pollution in India



B A busy bike lane in Amsterdam, Holland

4E LISTENING AND VOCABULARY

1 In pairs, describe the photos. Then answer the questions below.

- Which photo is most like the place where you live?
- On a scale from 1 (very clean) to 10 (very polluted) how clean is the air you breathe?
- What is the air like in the centre of your nation's capital city during rush hour?

Photo B is more like my city because there are a lot of bikes.

2 **2.8** You are going to hear a radio presenter talking about air pollution. Tick the words you hear from the box below. Then use the words you ticked to complete the sentences below.

- ☐ congestion ☐ diesel ☐ environment
☐ fuels ☒ exhaust fumes ☐ motorway
☐ pollution ☐ renewable ☐ smog
☐ sustainable ☐ toxic

- Cyclists and pedestrians should wear masks in busy streets to avoid breathing in exhaust fumes from cars and other vehicles.
- If a company pollutes our rivers or produces _____ air, their executives should go to prison.
- It's better not to buy cars with _____ engines because they cause more _____ than petrol cars.
- It's clear that _____ energies are better for the _____.
- As long as fossil _____ are cheaper, people will keep using them even though they are not _____.
- _____, which is a mixture of smoke and fog, is bad for your health, so it's a good idea to get an app which tells you when it's safe to go out.

3 **2.8** Listen again. In pairs, say if the statements are true or false.

- ☐ In Delhi, India, in November 2017, nobody was allowed to go outside because of air pollution.
- ☐ Due to poor visibility at that time there were a lot of road accidents.
- ☐ The World Health Organisation claims that no other city in the world has pollution as bad as Delhi.
- ☐ Traffic causes most of the air pollution in London.
- ☐ The speaker thinks the best solution is to wear masks.

4 **2.9** Listen to the call-in and match each caller with three ideas. There are three extra ideas.

Monica ☐ ☐ ☐ Ciaran ☐ ☐ ☐ Michelle ☐ ☐ ☐

- Allow drivers to use their phones in traffic jams.
- Build more and better bike lanes.
- Cut down on noise pollution.
- Encourage car sharing schemes.
- Go on foot.
- Learn from other places.
- Make everyone use bikes.
- Make more safe parking areas for bikes.
- Obey the traffic regulations.
- Respect each other.
- Stop cyclists from riding on pavements.
- Use electric and hybrid vehicles.

5 Choose the correct options to complete the sentences.

- Cyclists should ride on the bike lane/pavement if there is one.
- Cyclists should always give way to/run over pedestrians.
- Cyclists should always stop at one-way systems/red lights even if there are no cars coming.
- If a driver knocks down/picks up a pedestrian on a zebra crossing, he/she should lose his driving licence for a year.
- Carpooling/Congestion helps cut down pollution by sharing our journeys to work or school.
- The speed limit/traffic jams in cities should never be more than 20 km per hour.

6 **SPEAKING** In pairs, say if you agree or disagree with the sentences in Exercise 5. Say why.

1 In pairs, ask and answer the questions.

- When was the last time you were in a traffic jam? How bad was it?
- What can you do to kill time when you're stuck in a traffic jam?

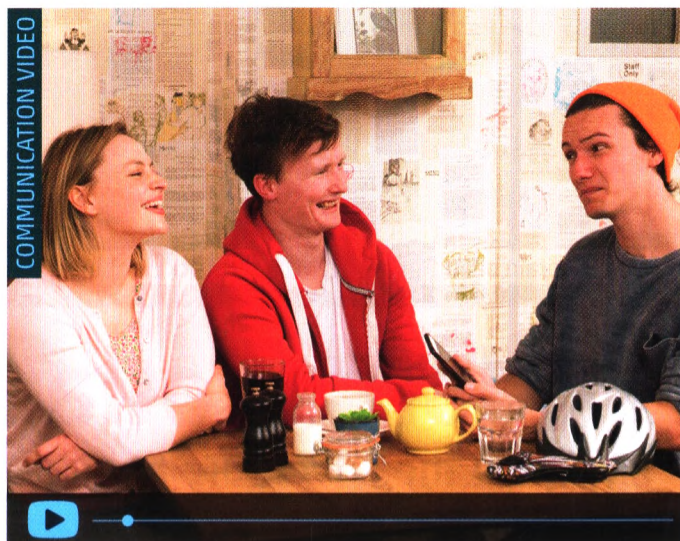
I was in a traffic jam this morning on my way to school. It wasn't too bad.

2 In pairs, make a list of all the transport options available in a big city like London.

Buses, ...

3 13 2.10 Watch or listen to the conversation. Which of the transport options you listed in Exercise 2 do the friends mention? Why do Brian and Zoe laugh at Alex?4 2.11 Study the Speaking box and complete the extracts from the conversation with two words in each gap. Listen and check.

- I'm sorry but I don't agree! I take the bus a lot.
- I _____ Zoe. She's right. The bus service isn't bad.
- You can't _____! Buses are a joke.
- Come _____! Cycling's much cheaper.
- OK, you've got _____, but the problem with bikes is they're too easy to steal.
- I _____ you mean, but you don't need to have your own bike.
- You _____ right, Alex. Maybe I'll try it.
- That's _____ I feel. It's a crime against the environment to use a car.
- What? _____, right? Of course, they cause pollution.
- A** I don't think that's realistic.
B I don't _____ either.

5 2.12 Choose the correct answers a, b or c to complete these mini-dialogues. Then listen and check.

- It's better to walk than to take the bus.
 - I don't think so either.
 - I agree up to a point. But not when it's raining.
 - You're joking, right? The bus service is hopeless.
- The trains on that line are old and dirty.
 - That's for sure. They used to be a lot cleaner.
 - Maybe that's true, but I don't think they're very good.
 - You can't be serious! They're terrible!
- Cycling's dangerous.
 - I agree with you 100%. It's the best way to get around.
 - I see what you mean but it's not safe.
 - Come off it! It's fine as long as you wear a helmet.

6 The council of your nearest big town or city wants to improve urban transport. There is only enough money for one of these ideas. In groups, discuss which ones you would choose.

- Pedestrianise more streets in the centre.
- Develop a free public bike-hire system and build more bike lanes.
- Offer free public transport.
- Start a park and ride scheme (big car parks outside a city with shuttle buses to bring people into the centre).

7 REFLECT | Society In Tallinn, Estonia public transport is free for all residents. Do you think that's a good idea? Say why. Do you think that could happen in your country?

SPEAKING | Agreeing and disagreeing

Agreeing

You're (absolutely) right.
That's exactly how I feel.
I don't think so either.
That's for sure.
You're not wrong.
I agree with ... (100 per cent).

Partly agreeing

I agree up to a point.
You've got a point, but ...
Maybe that's true, but ...
You might be right, but ...
Yes, but don't you think that ...
I see what you mean, but ...

Disagreeing

I'm sorry, but I disagree/
don't agree.
You're joking, right?*

You can't be serious.*
Come off it!*

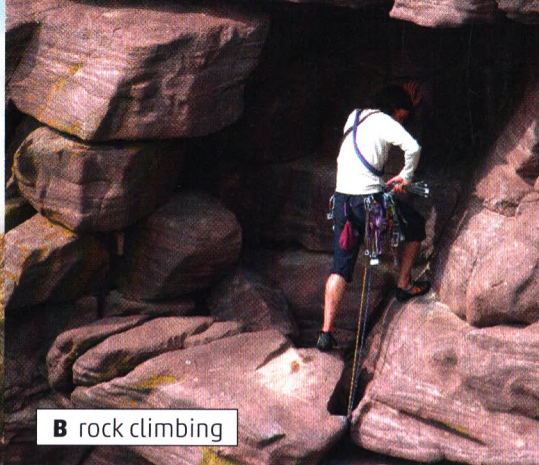
Come on, get real!*

No way!*

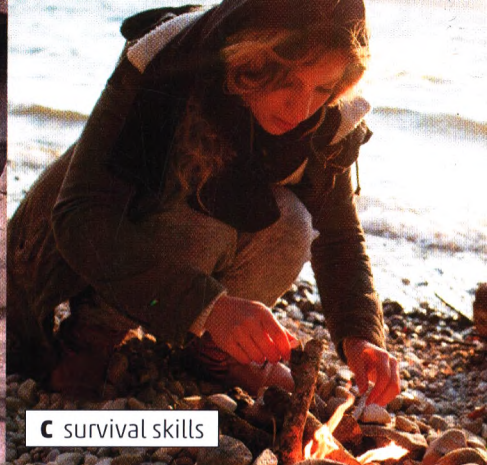
* informal, perhaps rude for people you don't know well



A mountain biking



B rock climbing



C survival skills

Explore Scotland with AYE

and have the adventure holiday of a lifetime

Who are we?

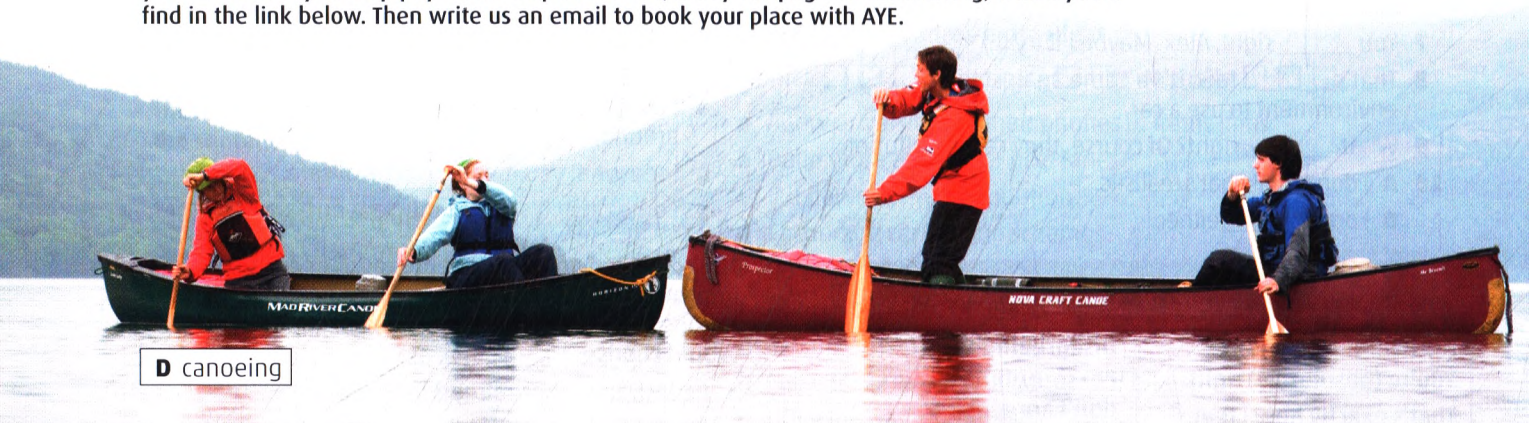
Adventures for Young Explorers (AYE) is a non-profit making organisation that organises expeditions to some of the wildest and most beautiful parts of the Scottish Highlands. Our aim is to challenge young people, to change who they are and who they can be in the future.

Expeditions

Climbing in the Cairngorms; Mountain biking from coast to coast; Survival skills on the Isle of Skye; Canoeing from Loch Tay to the North Sea. Those are just four of the many adventure holidays and expeditions that we organise for young people in the Highlands every year.

How to apply

Places are limited so apply early. Don't get left behind! And remember, it's a good idea to raise your own money to help pay for the expedition. So, study our page on fundraising, which you'll find in the link below. Then write us an email to book your place with AYE.



D canoeing



Damian Hartley

To: CooperClare@aye.com

Re: Cairngorms climbing expedition

Dear Ms Cooper,

I am writing to enquire about the Cairngorms climbing expedition, which begins on Sunday 1 June. I would really like to take part. However, I have a few queries.

On your website, it states that you must be aged 16 to 21 to participate. I will turn 16 on 5 July, four days after the expedition begins. Could you let me know if I would be allowed to take part or if I would have to choose another expedition later in the year?

With regard to dates and times, I wonder if you could confirm what time the expedition will end on July 8. I have an exam on 9 July. Therefore, I need to be in Stirling by 3 p.m. in order to travel back to Manchester.

As for food, could you confirm there are vegetarian options available during the expedition?

Finally, I am keen to raise funds to help finance the expedition. Unfortunately, the relevant page on your website is under construction. I would greatly appreciate it if you could send me some information on fund-raising.

I am really looking forward to the expedition and I hope to hear from you soon.

Best regards,

Damian Hartley

4G WRITING | A formal email of enquiry

- 1 Look at the website and read the information. In groups, discuss which of the expeditions A-D you would most like to participate in. Say why.
- 2 Imagine you want to participate in the 'Climbing in the Cairngorms' expedition. In groups, make a list of what information you would look for on the website.
Dates, ...
- 3 Read the email. Which of your ideas from Exercise 2 does Damian enquire about?
- 4 **2.13** Find four queries Damian has in the email and predict the answers. Then listen and check.
- 5 Study the Writing box. Tick the things which Damian does in his email. Then complete the box with the underlined words and phrases from Damian's email.
- 6 Read another student's email and rewrite it in a more formal style. Use the phrases below to help you. Add anything that's missing and cut any irrelevant information.
 - ~~Dear Ms Cooper,~~
 - Finally,
 - However, I am not sure which expedition would be the most suitable for me.
 - I am a keen musician and it might be fun to play some music.
 - I am interested in taking part in
 - I am looking forward to hearing from you soon.
 - I wonder if you could let me know how far
 - Kind regards,
 - Therefore, I would greatly appreciate it if you could
 - With regard to

WRITING | A formal email of enquiry

Subject

☒ Fill in the subject box with your reason for writing.

Greeting

☐ If you know the person's name, write *Dear* + name.
If you don't know the person's name, write *Dear Sir/Madam*.

Opening

☐ State clearly why you are writing:

¹ *I am writing to enquire about ...*

I would (really) like to ...

I am interested in/keen to ...

² _____ /some doubts.

Be polite

☐ Write in a polite style with complete sentences, use full forms instead of contractions and use more formal linkers:

however, furthermore and ³ _____.

You can use indirect questions and formal requests:

⁴ _____ ...

I wonder if you could confirm what time ...

⁵ _____ ...

You shouldn't use slang words, smileys (😊), abbreviations (*lol, btw, pls*), exclamation marks (!) or leave out words like pronouns, articles or the verb *to be*.

Signal topics

☐ Signal new topics:

⁶ _____ ..., *Concerning* ..., ⁷ _____ ...,

Turning to ... and Finally.

Be relevant

☐ Don't include irrelevant information, ask silly questions or try to be funny.

Ending

☐ Conclude your email in a formal way, by writing:

⁸ _____ ...

I hope to hear from you soon.

⁹ _____ (Kind) regards,

Yours sincerely (if you know the person's name) or *Yours faithfully* (if you don't) and your name.

Hi Clare,
How's it going? Well, I hope.

I fancy doing something different so I was thinking of trying one of your adventure holidays this summer.

There are two things I quite fancy doing: 'Mountain biking from coast to coast' and 'Survival skills on the Isle of Skye,' but I can't decide which one is more my cup of tea. 😞 So, can you answer a few questions about them to help me decide?

First off, the mountain biking trip. I kind of like cycling but I'm worried I'm not fit enough. I could do with losing a kilo or two!! So how far do we have to cycle every day and are there a lot of steep hills? (Even though my name is Hill, I prefer cycling where it's flat. 😊)

Now, about the survival skills thing – it sounds cool but how many people are there in each group, and what are the sleeping arrangements?

Is it OK to bring pets? I've got the cutest little kitten and I don't want to leave her.

Oh! One more thing, I'd like to bring my trumpet with me. What do you reckon? I'm really into music and I could knock out some tunes in the evenings.

Right, I'm off to the library now. Got an exam coming up soon. 😞

Write back soon, pls 'cause I really need to plan something for my hols. Don't want to go to my gran's again!! Hope to CU this summer.

Bye 4 now.
Hayley

- 7 **SPEAKING** In groups, use the Speaking box in lesson 4F to agree on the best expedition or adventure holiday you could realistically do in your country.

- 8 **WRITING TASK** Use the Writing box to write an email of enquiry about another expedition. Include at least three queries from your list in Exercise 2.

REMEMBER MORE

- 1 Add more words and phrases from the word list to the vocabulary maps.**

THINGS TO TAKE ON HOLIDAY

power bank

congestion

PROBLEMS IN CITIES

- 2 Which preposition completes all three sentences?**

- When we are on holiday, we often go ____ the beaten track.
- Even if I set ____ very early, I am often late for school.
- I'm going to stop ____ in Paris for a day or two.

- 3 Match the two parts of the collocations. Then check with the word list.**

- | | |
|-----------------------------------|---------------------|
| 1 ☐ raise | a the opportunity |
| 2 ☐ escape | b your window blind |
| 3 ☐ grab | c your destination |
| 4 ☐ reach | d the crowds |

- 4 Complete the sentences with the correct words formed from the words in bold. Then check with the word list.**

- Remember never to leave your luggage ____ at the airport. It could be taken away and destroyed. **ATTEND**
- The production of ____ energy such as solar power should be widely promoted. **NEW**
- At the camp we learned various ____ skills which can help you in critical conditions. **SURVIVE**
- You should always watch the ____ demonstration before the plane takes off. **SAFE**

- 5 Do the task below.**

Imagine you had the worst possible holiday. Say where you went and what unfortunate things happened on the way to and/or at your destination. Use words and phrases from the word list.

4A GRAMMAR AND VOCABULARY

5.22

afraid of heights /ə'freɪd əv 'haɪts/

annoy (v) /ə'noɪ/

book a flight /'bʊk ə 'flaɪt/

choose a window seat/an aisle seat /tʃuːz ə 'wɪndəʊ si:t/ən 'aɪl si:t/

contribute to sth (v) /kən'trɪbjʊt tə ,sʌmθɪŋ/

delay (n) /dɪ'leɪ/

engine (n) /'endʒɪn/

fasten your seat belt /'fɑːsən jə 'si:t belt/

fold away your tray table /'fəʊld ə'weɪ jə 'treɪ ,teɪbəl/

go through security /gəʊ θruː sɪ'kjʊərəti/

go to your gate /gəʊ tə jə 'geɪt/

item (n) /'aɪtəm/

lean over the side /liːn əʊvə ðə 'saɪd/

leave your luggage unattended /liːv jə ,lʌɡɪdʒ ,ʌnətendəd/

look out of the window /lʊk aʊt əv ðə 'wɪndəʊ/

ought to (v) /'ɔːt tuː/

put your hand luggage in the overhead locker /'pʊt jə 'hænd ,lʌɡɪdʒ ɪn ðə əʊvə'hed 'lɒkə/

put your seat in an upright position /'pʊt jə 'si:t ɪn ən ,ʌpraɪt pə'zɪʃən/

raise your window blind /reɪz jə 'wɪndəʊ blaɪnd/

smoking area (n) /'sməʊkɪŋ ,eəriə/

switch your phone to flight mode /swɪtʃ jə ,fəʊn tə 'flaɪt məʊd/

turn sth around (phr v) /tɜːn ,sʌmθɪŋ ə'raʊnd/

warn (v) /wɔːn/

watch the safety demonstration /wɒtʃ ðə 'seɪfti demən'streɪʃən/

weird (adj) /wiəd/

4B READING AND VOCABULARY

5.23

advise (v) /əd'vaɪz/

ancient castle /eɪnfənt 'kɑːsl/

ask the way /ɑːsk ðə 'weɪ/

at least /ət 'liːst/

be a pain /bi ə 'peɪn/

bury (v) /'beri/

compare sth to sth (v) /kəm'peə ,sʌmθɪŋ tə ,sʌmθɪŋ/

criticise (v) /'krɪtəsaɪz/

escape (v) /ɪ'skeɪp/

evening/hotel entertainment (n) /iːvnɪŋ/həʊtel ,entə'teɪnmənt/

frustrating (adj) /frʌ'streɪtɪŋ/

gesture (n) /'dʒestʃə/

get/be lost /get/,bi 'lɒst/

go off the beaten track /gəʊ ɒf ðə bi:tən 'træk/

go on about sth (phr v) /gəʊ ɒn ə'baʊt ,sʌmθɪŋ/

go smoothly /gəʊ 'smuːðli/

golden rule (n) /gəʊldən 'ruːl/

grab the opportunity /græb ði ɒpə'tjuːnəti/

head off (phr v) /hed 'ɒf/

highlights (n) /'haɪlaɪts/

hire a car /haɪə ə 'kɑː/

hit the dance floor /hɪt ðə 'dɑːns flɔː/

hit the road /hɪt ðə 'rəʊd/

in peace /ɪn 'piːs/

juicy gossip /dʒuːsi 'ɡɒsɪp/

lie-in (n) /'laɪ ɪn/

local (n) /'ləʊkəl/

make space /meɪk 'speɪs/

maps app (n) /'mæps æp/

memorable (adj) /'memərəbəl/

negative attitude /,negətɪv 'ætɪtjuːd/

negativity (n) /,negə'tɪvəti/

non-existent (adj) /,nɒn ɪg'zɪstənt/

pack a positive attitude /pæk ə ,pɒzətɪv 'ætɪtjuːd/

peace and quiet (n) /piːs ən 'kwaɪət/

plan the route /plæn ðə 'ruːt/

pull out a tooth /pʊl aʊt ə 'tuːθ/

reasonable (adj) /'riːzənəbəl/

rebellious (adj) /rɪ'beljəs/

relaxing (adj) /rɪ'læksɪŋ/

respect sb's needs /rɪ'spekt ,sʌmbədɪz 'niːdz/

sense of humour /sens əv 'hjuːmə/

show interest /ʃəʊ 'ɪntrəst/

simple pleasures /sɪmpəl 'pleʒəz/

spice plantation (n) /'speɪs plæn'teɪʃən/

stressful (adj) /'stresfəl/

surprisingly (adv) /sə'praɪzɪŋli/

tend to do sth /tend tə 'duː ,sʌmθɪŋ/

to be fair /tu bi 'feə/

trip of a lifetime /trɪp əv ə 'laɪftaɪm/

turn back (phr v) /tɜːn 'bæk/

turn out (phr v) /tɜːn 'aʊt/

turquoise (adj) /'tɜːkwɔɪz/

uncover (v) /ʌn'kʌvə/

unexpectedly (adv) /ʌnɪk'spektɪdli/

wildlife park (n) /'waɪldlaɪf pɑːk/

4C VOCABULARY 5.24

arrive safely /əˈraɪv 'seɪfli/
 backpack (n) /'bækpæk/
 backpacking (n) /'bækpækɪŋ/
 catch a flight /kætʃ ə 'flaɪt/
 charge (v) /tʃɑːdʒ/
 charger (n) /'tʃɑːdʒə/
 earplugs (n) /'ɪəplʌgz/
 electric plug (n) /ɪˌlektɹɪk 'plʌg/
 escape the crowds /ɪˌskeɪp ðə 'kraʊdz/
 find your way around /faɪnd jə weɪ ə'raʊnd/
 first aid kit (n) /fɜːst 'eɪd kɪt/
 flexibility (n) /fleksə'bɪləti/
 gap year (n) /'ɡæp jɪə/
 get burnt /get 'bɜːnt/
 hygiene (n) /'haɪdʒiːn/
 insect repellent (n) /ɪnsekt rɪˌpelənt/
 local time (n) /ləʊkəl 'taɪm/
 minor injury /maɪnə 'ɪndʒəri/
 mosquito (n) /mə'skiːtəʊ/
 pack for every possibility /pæk fər ˌevri ˌpɒsə'bɪləti/
 packing list (n) /'pækɪŋ lɪst/
 penknife (n) /'pennaɪf/
 plug in (phr v) /plʌg 'ɪn/
 pocket guidebook (n) /pɒkət 'ɡaɪdbʊk/
 power bank (n) /'paʊə bæŋk/
 pro (n) /prəʊ/
 reach your destination /riːtʃ jə destə'neɪʃən/
 set off (phr v) /set 'ɒf/
 stop off (phr v) /stɒp 'ɒf/
 sunblock (n) /'sʌnblok/
 sunshine (n) /'sʌnʃaɪn/
 take a direct flight /teɪk ə dɪˌrekt 'flaɪt/
 torch (n) /tɔːtʃ/
 towel (n) /'taʊəl/
 travel adapter (n) /'trævəl əˌdæptə/
 travel light /trævəl 'laɪt/
 travel pillow (n) /'trævəl ˌpɪləʊ/
 unzip (v) /ʌn'zip/
 within easy reach /wɪðɪn ˌiːzi 'riːtʃ/

4D GRAMMAR 5.25

bald eagle (n) /bɔːld 'iːɡəl/
 coast (n) /kəʊst/
 Grand Canyon (n) /ˌɡrænd 'kænjən/
 great for (hiking) /ɡreɪt fə ('haɪkɪŋ)/

guy (n) /ɡaɪ/
 hole (n) /həʊl/
 in danger of extinction /ɪn ˌdeɪndʒər əv ɪk'stɪŋkʃən/
 national symbol (n) /ˌnæʃənəl 'sɪmbəl/
 ocean (n) /'əʊʃən/
 political figure (n) /pəˌlɪtɪkəl 'fɪɡə/
 right on the doorstep /raɪt ɒn ðə 'dɔːstep/
 sea fountain (n) /'siː ˌfaʊntən/
 state (n) /steɪt/

4E LISTENING AND VOCABULARY 5.26

air/noise pollution (n) /'eə/'nɔɪz pəˌluːʃən/
 bike lane (n) /'baɪk leɪn/
 busy street /ˌbɪzi 'striːt/
 capital city (n) /ˌkæpətl 'sɪti/
 carpooling/car sharing (n) /'kɑːpuːlɪŋ/'kɑː ʃeərɪŋ/
 car sharing scheme (n) /'kɑː ʃeərɪŋ skiːm/
 congestion (n) /kən'dʒestʃən/
 cut down on sth (phr v) /kʌt 'daʊn ɒn ˌsʌmθɪŋ/
 cyclist (n) /'saɪklɪst/
 diesel engine (n) /'diːzəl ˌendʒɪn/
 electric/hybrid vehicle (n) /ɪˌlektɹɪk/'haɪbrəd 'vɪːkəl/
 environment (n) /ɪnˈvaɪrənmənt/
 executive (n) /ɪɡˌzekjətɪv/
 exhaust fumes (n) /ɪɡˌzɔːst fjuːmz/
 fossil fuel (n) /'fɒsəl ˌfjuːəl/
 give way to sb /ɡɪv 'weɪ tə ˌsʌmbədi/
 junction (n) /'dʒʌŋkʃən/
 knock down a pedestrian /ˌnɒk ˌdaʊn ə pəˈdestriən/
 mask (n) /mɑːsk/
 motorway (n) /'məʊtəweɪ/
 obey (v) /əʊˈbeɪ/
 on foot /ɒn 'fʊt/
 one-way system (n) /wʌn weɪ 'sɪstɪm/
 parking area (n) /'pɑːkɪŋ ˌeəriə/
 pavement (n) /'peɪvmənt/
 pedestrian (n) /pəˈdestriən/
 pick up (phr v) /pɪk 'ʌp/
 pollute (v) /pəˈluːt/
 renewable energy (n) /rɪˌnjuːəbəl ˌenədʒi/
 ride (v) /raɪd/
 run over (phr v) /rʌn ˈəʊvə/
 rush hour (n) /'rʌʃ aʊə/

share a journey /ʃeə ə 'dʒɜːni/
 smog (n) /smɒɡ/
 speed limit (n) /'spiːd ˌlɪmɪt/
 stop at red lights /ˌstɒp ət ˌred 'laɪts/
 sustainable (adj) /sə'steɪnəbəl/
 toxic (adj) /'tɒksɪk/
 traffic jam (n) /'træfɪk dʒæm/
 traffic regulations (n) /'træfɪk ˌregjʊˌleɪʃənz/
 visibility (n) /ˌvɪzə'bɪləti/
 WHO / World Health Organisation (n) /ˌdʌbəljʊː ˌɜːtʃ 'əʊ/ wɜːld helθ ɔːˌɡənəɪˈzeɪʃən/
 zebra crossing (n) /ˌzebrə ˌkrɒsɪŋ/

4F SPEAKING 5.27

bike/car hire system (n) /'baɪk/'kɑː haɪə ˌsɪstəm/
 bus service (n) /'bʌs ˌsɜːvəs/
 crime against sth (n) /kraɪm əˈɡenst ˌsʌmθɪŋ/
 get around (phr v) /get ə'raʊnd/
 helmet (n) /'helmət/
 kill time /kɪl 'taɪm/
 park and ride scheme (n) /ˌpɑːk ænd 'raɪd skiːm/
 pedestrianise (v) /pəˈdestriənəɪz/
 public transport (n) /ˌpʌblɪk ˌtrænsˌpɔːt/
 realistic (adj) /rɪə'lɪstɪk/
 shuttle bus (n) /'ʃʌtl bʌs/

4G WRITING 5.28

canoeing (n) /kəˈnuːɪŋ/
 confirm (v) /kənˈfɜːm/
 enquire (v) /ɪnˈkwaɪə/
 flat (adj) /flæt/
 fundraising (n) /'fʌndˌreɪzɪŋ/
 get left behind /get ˌleft brɪˈhaɪnd/
 hill (n) /hɪl/
 hols (n) /hɒlz/
 keen (adj) /kiːn/
 limited (adj) /lɪˈmɪtəd/
 mountain biking (n) /'maʊntən ˌbaɪkɪŋ/
 query (n) /'kwɪəri/
 raise funds /reɪz ˌfʌndz/
 relevant (adj) /ˌreləvənt/
 sleeping arrangements (n) /'sliːpɪŋ əˌreɪndʒmənts/
 steep (adj) /stiːp/
 survival skills (n) /səˈvaɪvəl skɪlz/
 under construction /ˌʌndə kənˈstrʌkʃən/

VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the sentences.

- If you want a good price, you should *leave* / *book* / *switch* a flight in advance.
- Please *close* / *put* / *fasten* your seatbelt. The plane is going to take off.
- You should *throw* / *fold* / *hide* away your tray table before take-off and landing.
- You should answer questions the staff ask when you go *by* / *through* / *between* security at the airport.
- Can you raise your window *blind* / *curtain* / *cover* so I can see the view, please?
- They had a good trip and arrived home *carefully* / *safely* / *securely*.

2 Match the words from the box with the definitions.

charger first aid kit penknife power bank
sunblock torch travel adapter travel pillow

- You need this when your phone runs out of power. *charger*
- This protects your skin from the sun.
- It stores electrical energy that you can use later to charge your devices.
- Take this object with you so that you can see at night.
- You need this to charge your electronic devices in a foreign country.
- A small, pocket-sized gadget you can cut things with.
- Put your head on this when you are travelling by plane or train.
- You need one at home and one in the car for health emergencies.

3 Complete the sentences with one word in each gap.

- Before the plane takes off you must put your seat in an *upright* position and switch your phone to **f** mode.
- We **h** a car for a week on our last holiday to Spain. We always **h** the road early to avoid traffic.
- Dad loves choosing places no one knows for our holidays, but I don't really like going off the **b** track.
- It was easy to find their way **a** so they didn't need a map.
- When they're driving, they always plan the **r** so they can **e** the crowds. They hate going to busy places.
- Although her office is within easy **r**, she leaves home early because of the traffic **c** in the city centre.

4 Rewrite the sentences with the correct form of the verbs from the box. Sometimes more than one answer is possible.

can/can't could/couldn't must/mustn't may/may not
(not) have to ought (not) to (not) be able to should (not)

- I feel it's important to get up early tomorrow.
I must get up early tomorrow.
- Please ask the people in the room next door to stop shouting.
- It's necessary to wear a swimming hat in the pool.
- I wasn't able to speak English well when I started this job but now I am.
- You are not allowed to bring pets to the hotel.
- It would be a good idea if the hotel changed the towels every day.
- It wasn't necessary for me to show my passport the last time I stayed.
- If it rains tomorrow, it won't be possible for us to go to the beach.

5 Combine the two sentences to create one sentence with either a defining relative clause (1-4) or with a non-defining relative clause (5-8). Put the pronoun in brackets if it can be omitted.

- I saw an advertisement on the website. It wasn't up to date.
The advertisement (which/that) I saw on the website wasn't up to date.
- People enjoy travelling off the beaten track. They can get lost!
- We stayed in a hotel last summer. It was heated by renewable energy sources.
- Some people have heavy hand luggage. They ought to be careful when they put it in the overhead lockers.
- Toxic air is still produced by some factories. It is a big contributor to global warming.
- Jo Brown was on a flight that couldn't land because of smog. He is a well-known football player.
- Wind power is growing in popularity. It's a form of sustainable energy.
- Cycling is a popular means of transport. It's environmentally-friendly.

USE OF ENGLISH

6 Complete the sentences with the correct words formed from the words in bold.

- The key to getting on well with your parents on holiday is *flexibility*. **FLEXIBLE**
- You should never leave your luggage at the airport. **ATTEND**
- Please watch the safety carefully. **DEMONSTRATE**
- You need good skills for some types of adventure holiday. **SURVIVE**
- There are a lot of flies here. Has anyone got any insect ? **REPEL**
- They were very late because of the traffic in the city centre. **CONGEST**
- Countries should invest in energies such as wind and water power. **RENEW**

7 Choose the correct words a-d to complete the text.

I've just got back from the ¹_____ of a lifetime to Spain. It was a great holiday but it didn't start well.

I was going to go with my friend Jack but unfortunately, he was too ill to travel. So, I set ²_____ for the airport alone! I checked in and went through security. It took so long that I thought I was going to miss my flight! ³_____, I needn't have worried as it was two hours late! Once I was on the plane, things didn't get any better. I had booked ⁴_____ seat so I could get off the plane more quickly after landing. Unfortunately, someone had made a mistake, so I had to sit in a window seat. Finally, when we were almost at our ⁵_____, the captain announced, 'We are sorry but we won't be able to land for another fifty minutes due to a bad storm.' Despite this terrible start, everything went ⁶_____ and I had a fantastic holiday.

- | | | | |
|--------------|-----------|---------------|---------------|
| 1 a voyage | b journey | c trip | d walk |
| 2 a on | b up | c down | d off |
| 3 a Although | b However | c Furthermore | d Therefore |
| 4 a a side | b a fold | c an aisle | d a window |
| 5 a aim | b target | c objective | d destination |
| 6 a badly | b worse | c smoothly | d good |

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LISTENING

8 2.14 You are going to hear people talking in five different situations. For questions 1-5 choose the best answers a, b or c.

- You are going to hear a tour guide talking to visitors to the Greek island of Rhodes. What is she doing?
 - giving the visitors information about Rhodes
 - welcoming the visitors
 - giving the visitors details about their accommodation
- You are going to hear a radio traffic report. What are the presenters the most surprised about?
 - the bad weather on the M25
 - a car crash on the M26
 - the reason for traffic congestion on the M26
- The speaker is announcing that
 - there is a change of gate for flight 285.
 - flight 285 is delayed for technical reasons.
 - flight 285 is ready for boarding.
- You are going to hear a telephone conversation between two friends. Why is the boy calling?
 - To ask the girl to lend him something.
 - To ask for advice about travelling on a long flight.
 - To tell the girl he's going away.
- You are going to hear a business woman who travels a lot talking about flying. What is her attitude to flying?
 - She finds it exciting.
 - She thinks it's a practical way of travelling.
 - She says it pollutes the environment.

SPEAKING

9 Your friend is going on holiday without their parents for the first time. In pairs, talk about why each piece of advice is important and then decide which is the best advice.

STRATEGY | Collaborative task

Make sure you ask your partner questions about their opinion. It is important to use language for agreeing and disagreeing (*I'm sorry but I disagree.*, *That's exactly how I feel.*) You do not have to agree with your partner.



10 Discuss these questions with a partner.

- Do you think you would follow any of this advice if you went on holiday without your family? Say why.
- Why do you think many people prefer to choose active holidays?
- Some people say there are more important things to spend your money on than holidays. How far do you agree with this opinion?

WRITING

11 You have seen this advertisement for cycle tours.

City cycle tours!

Get to know the city and keep fit at the same time! We organise day and half-day tours for all ages. Interested? Then send Brian Philips an email to find out more!

We look forward to hearing from you!

Write an email asking for more information. Ask about the meeting point and time, how long and difficult the ride is, the price and the lunch arrangements.



1 In pairs, discuss the questions.

- 1 Describe a situation when you took part in a debate at home or at school.
- 2 How do you think debating skills can be useful a) at school b) in future jobs?

2 Read the announcement. Would you like to join the club? Say why.

Roundhills Debating Club

**Do you like taking part in discussions?
Are you looking for a chance to broaden your horizons?**

If yes, don't hesitate and join Roundhills Debating Club!

We meet every Thursday at 15.30 in the School Hall.

We discuss topics that are important to young people, which last year ranged from the best pizza topping to how to take exams.

Still not sure you'd like to join? Here's why it's useful to learn how to debate.

- 1 It boosts your confidence. You won't feel scared the next time you have to give a presentation.
- 2 You can also improve your communication skills.
- 3 You learn to look at both sides of complex questions and think critically. This will help you do better at school and write excellent essays.

And finally, debating is just great fun!

Come and find out for yourself!

3 Read the text *What is a debate?* with rules for members of the debating club. Are the statements below about a debate true or false? Explain why the false ones are incorrect.

- 1 ☐ Every debate has two sides.
- 2 ☐ All the speakers speak for and against the debate statement.
- 3 ☐ In a debate, the speakers try to persuade the second team to accept their point of view.
- 4 ☐ A timekeeper may extend the time limit for a speaker.
- 5 ☐ The audience may decide on the outcome of a debate.
- 6 ☐ The speakers in both teams take turns to talk.
- 7 ☐ Rebutting means finding additional arguments to prove a team is right.

4 Work in pairs. Read the debate statement below and make a list of arguments for and against a vegan diet.

Everyone should become a vegan.

5 2.15 Listen to part of a debate on the statement in Exercise 4. Answer the questions. Are the students' arguments similar to yours?

- 1 What two arguments in favour of the statement does the first speaker give?
- 2 What two arguments against the statement does the second speaker give?
- 3 Who do you think has stronger arguments and should win the debate? Say why.

What is a debate?

A competitive debate is an argument with some rules. It involves two teams of two or more people. The teams are given a controversial statement to discuss and a set period of time to prepare.

Proposition and opposition

The team which argues in favour of the statement are called 'proposers'. The team which argues against the statement are called the 'opposers'.

Goal of the debate

The goal of a debate is for the teams to prepare a good argument in a short time. The speakers in a team must work together to convince the audience and judges that they are right.

Length of speeches

Participants can only speak for a specified period of time, for example 3-5 minutes.

Chairperson and timekeeper

A chairperson opens the debate, introduces each speaker and makes sure everybody follows the rules. The timekeeper checks the time and gives signals to speakers to show that they will soon run out of time.

Judges and audience

Usually a panel of judges gives points to the teams and decides who should win. Sometimes the audience votes to choose the winner.

Structure of the debate

A typical debate has the following format:

- Teams hear the topic and take positions (for and against).
- Teams discuss their topic and come up with arguments.
- The speakers for the proposition and opposition present the main arguments.
- Teams discuss the arguments of the opposing team and try to 'rebut' them, that is explain why their arguments are wrong.
- Speakers from both teams present their rebuttals.
- This continues until all speakers have spoken and the last speakers sum up their points.

- 6  **2.15** Study the Speaking box. Then listen again and tick the expressions you hear.

SPEAKING | Debating

Presenting the motion and the speakers

- ☐ We are going to speak in favour of/against the motion that ...
- ☒ Today I hope to persuade you to agree that ...
- ☐ This morning we have the easy task of convincing you that ...
- ☐ First, I will talk about ... I shall also argue that ... The next speakers will explain why ...
- ☐ I, as the first speaker will be talking about ... My colleagues will later discuss ...

Presenting your arguments

- ☐ My first/second argument is ...
- ☐ Let me come to my first/second/next argument.
- ☐ Let the facts speak for themselves.
- ☐ Perhaps I should also mention that ...
- ☐ To begin with, ...
- ☐ In addition, ... What's more, ...

Stating a strong opinion

- ☐ I firmly believe that ...
- ☐ We are convinced that ...
- ☐ It is our belief that ...

Supporting an opinion with examples/evidence

- ☐ New studies confirm that ...
- ☐ Recent research has shown that ...

Summarising

- ☐ So, to sum up, ...
- ☐ All in all, ...
- ☐ To conclude, let me stress that ...

- 7 Read the advice. Why do you think these points are important when debating?

LIFE SKILLS | How to take part in a debate

- Be calm and confident.
- Speak clearly and slowly.
- Prepare well. Use logical arguments to support your point of view.
- Don't get personal. Challenge what someone says, but don't attack the person saying it.
- Pay attention to the time.
- Be polite at all times.
- Work as a team and support each other.

- 8 **DEBATE** Read the statement. In small groups, make a list of arguments for and against that you could use in a debate.

It's better to spend holidays in your own country than abroad.

- 9 Do the task below.

LIFE SKILLS | Project

Work in two teams and prepare for a debate in the next class. Use the tips from the lesson and the language from the Speaking box to help you.

- Use the statements in Exercise 4 or 8, or choose a topic on page 197.
- Discuss points and examples for your side of the debate.
- Decide who will present each point.
- Research information online and prepare your speeches.
- Debate the statement against another team in class, in front of other students.
- The class votes on the winner of the debate. Use the checklist on page 197 to assess the participants.

05

The next step

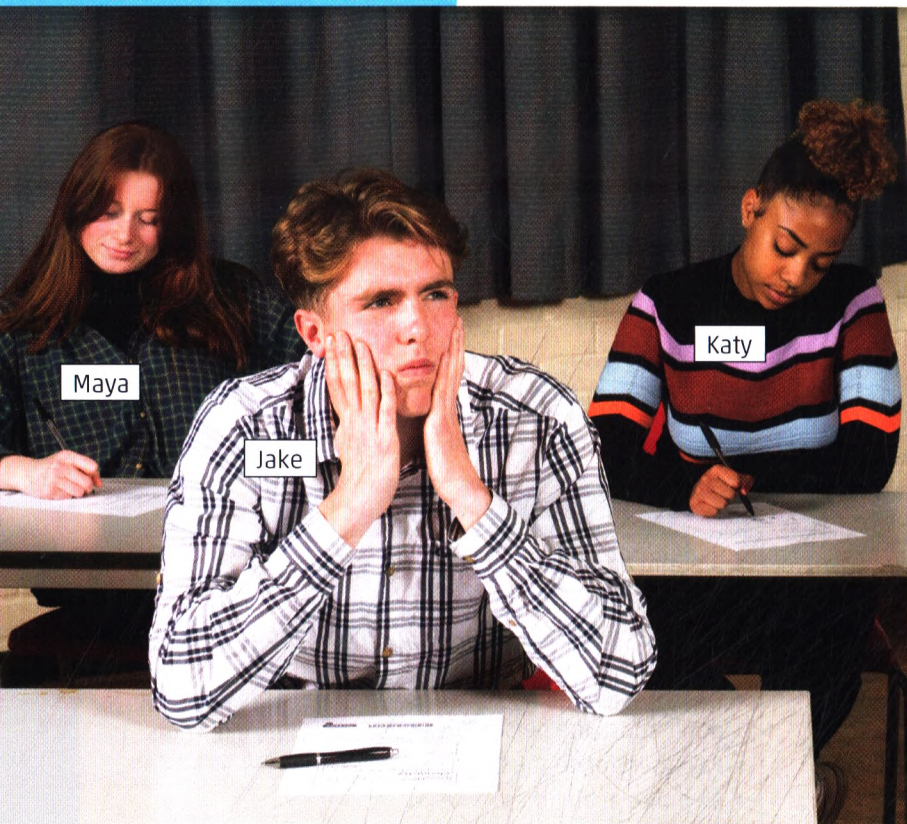
VOCABULARY Personality adjectives, studying, work and jobs

GRAMMAR Talking about the future, Future Continuous and Future Perfect
Use of English > page 193

SPEAKING Describing strengths and weaknesses

WRITING Personal statement as part of a university application

VIDEO Grammar ▶ Communication ▶ Documentary ▶



Katy OK, ^aI'll get the tickets. ... What? Oh, yeah, I'll ask them but ^bI don't think they'll come. Bye!

Katy What are you two doing after the exam? ^cI'm meeting Andy at Mario's and then we're going to see a movie. Do you want to come?

Jake No, thanks. After this exam, ^dI'm going to lie down in a dark room.

Katy Well, I'm sure you'll enjoy that. What about you, Maya?

Maya What time does the film start?

Katy ^eIt starts at six.

Maya I can't make it then. I'm meeting Mo at the library at seven.

Katy Why are you going to the library?

Maya To study.

Jake Are you going to revise for the Maths exam?

Maya No, I don't need to. I'll definitely pass Maths. I'm going to study French.

Katy Any last-minute predictions?

Jake Yes, I'll fail, ^fyou might pass and ...

Katy What do you mean I might pass? I'm going to walk this exam.

Jake No, you're overconfident. And Maya will probably get every single question right.

Maya I definitely won't get a 100 percent, Jake. Chemistry's hard. And I'm sure you won't fail. You never fail.

Jake That's not true. I failed Art in Year 9. Anyway, I'm not going to pass this exam. I know it.

Teacher OK, ^gthe exam is about to begin so please stop talking and turn over your exam papers.

Jake Oh no! I haven't studied this. ^hI'm going to fail!

5A GRAMMAR AND VOCABULARY

- 1** In pairs, choose the adjectives that best describe a person who does well in exams.

competitive curious dedicated determined eager to learn
gifted hard-working inventive mature overconfident
responsible sensible sharp

You need to be eager to learn to do well in exams.

- 2** How do you feel before exams? Choose the sentence which is most true for you. Then talk about your answers in pairs.

- I usually feel confident that I'm going to pass but occasionally, I get a nasty surprise.
- I enjoy exams. I think it's exciting to have a chance to show everything I've learned.
- I get butterflies in my stomach, I can't sleep the night before and I'm sure I'm going to fail.

- 3** **2.16** Read and listen to the dialogue. Then match the speakers: Katy, Jake and Maya to sentences 1–3 in Exercise 2.

Talking about the future

- 4 In pairs, read the underlined sentences a-h in the text and match them to the explanations 1-8. Then study the Grammar box and check.

- 1 ☐ In my opinion, this won't happen.
- 2 ☐ That's my plan.
- 3 ☐ That's what the website says.
- 4 ☐ I promise to do that.
- 5 ☐ It's not impossible but it's not guaranteed.
- 6 ☐ I've seen the questions, I know I can't pass.
- 7 ☐ It's going to start very soon.
- 8 ☐ We've arranged to do that.

Talking about the future

When we have already decided or planned something in the future, we use:

- the **Present Simple** for timetables and scheduled events
- the **Present Continuous** for personal arrangements
- **going to + infinitive** for plans and intentions

When we announce a decision we have just made or offer/promise to do something, we use **will + infinitive**.

When we predict the future, we use:

- **going to + infinitive** for predictions based on evidence
- **will + infinitive** for predictions based on opinions and beliefs
- **may/might/could + infinitive** to talk about possibilities

When we talk about something in the very near future, we use **be about to + infinitive**.

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- 5  **2.17** Complete the conversation with the correct future form of the verbs in brackets. Then listen and check.

Katy Please help me study for the Physics exam. I'll buy you a cake.

Maya I can't. I ¹ 'm going (go) to my gran's. It's her sixtieth birthday. I've got to get to the station. I ² _____ (take) the train. It ³ _____ (leave) at half past.

Katy No problem. I ⁴ _____ (come) with you!

Maya What? I'm not sure but my gran ⁵ _____ (be) a bit surprised to see you. She's never met you.

Katy Don't be silly. I ⁶ _____ (not/go) to your gran's! I'm just ⁷ _____ (walk) with you to the station.

Maya So it's arranged? You ⁸ _____ (come) round to mine on Sunday at four, right?

Katy Yes! I'm sure I ⁹ _____ (pass) if you help me.

Maya Sorry, I've got to run! The train ¹⁰ _____ (leave).

- 6 Study **Watch out!** Then rewrite the underlined phrases in sentences 1-5 in the negative so that they make sense.

- 1 I think I'll pass all my exams but I think I'll pass most of them.
- 2 I'll probably start studying seriously next weekend. I've got too much to do.
- 3 I'll definitely leave before the end of the exam. It's a tough subject.
- 4 I think I'll go to university when I leave school. I want to get a job.
- 5 I'll certainly fail Maths – it's my best subject.

WATCH OUT!

We often use *think* and *be sure* before *will*:

I'm sure you'll enjoy that.

In negative sentences *I don't think they'll come* is more usual than *I think they won't come*.

The adverbs *definitely*, *probably* and *certainly* come after *will* but before *won't*:

It will probably happen. It probably won't happen.

- 7 Tick the sentences in which the correct future structure is used and correct the ones which are wrong.

- 1 ☐ I'm sure I'm about to pass my next English test.
I'm sure I'll pass ...
- 2 ☐ I'm sitting an exam tomorrow – it starts at 9 a.m.
- 3 ☐ I promise I'm not cheating in any of my exams.
- 4 ☐ We'll get a surprise test next week – it's a possibility.
- 5 ☐ It's an important exam so I'm going to study all night.
- 6 ☐ Look at the time – the bell will ring for the end of the class.

- 8 **SPEAKING** In pairs, ask and answer the questions. Use the language from the Grammar box and **Watch out!** Student A, go to page 196. Student B, go to page 199.

- 9 Do you think exams are the best way to measure students' ability? Say why. What other ways might be better?

-  **14** Read the question below and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

What skills do you think you will need to learn for your future career?



5B VOCABULARY |

Phrasal verbs related to studying

- 1 **2.18** Complete the text with the correct forms of the phrasal verbs from the box. Then listen and check.

catch up on come up with drop out hand in
get down to go over put off

Are you tired of ¹ putting off (delaying) your exam revision? Do you need to ² _____ (start) work in comfortable surroundings? At Riverside Café, we've ³ _____ (created) just what you need. Drop in to one of our Sunday Study Sessions in May, and enjoy a comfortable, quiet atmosphere with unlimited coffee and cake for just £3.99. Whether you have piles of notes to ⁴ _____ (study), an important essay to ⁵ _____ (give to your teacher) next week, or lots of reading to ⁶ _____ (do something you haven't been able to do recently), Riverside Café's Sunday Study Session is the place to be. Don't ⁷ _____ (leave school before you've completed your studies) of school; drop in to Riverside Café instead!

- 2 Match the highlighted phrasal verbs with definitions a-f. Then check with a partner.

- 1 ☐ My history teacher says I need to **pull my socks up** or I won't pass the exam.
- 2 ☐ I think I'll be able to **keep up with** Maya. I'm as dedicated as she is.
- 3 ☐ I tend to **pick up** languages easily but I really have to work hard at Maths.
- 4 ☐ Two of my classmates **put together** a great presentation on the Amazon rainforest.
- 5 ☐ I really hope algebra **comes up** in the test tomorrow.
- 6 ☐ You're going to **fall behind** if you miss any more classes.

- | | |
|-----------------------|----------------------|
| a research and write | d work as quickly as |
| b appear | e work harder |
| c progress too slowly | f learn |

- 3 Add the missing words, then match beginnings 1-6 with endings a-f. In pairs, say if the sentences are true for you.

- 1 Although it's tempting to put ¹ off revision until the last minute ...
- 2 Sometimes it can be difficult to keep ² _____ with all my schoolwork ...
- 3 If I'm absent from a lesson for any reason ...
- 4 I quite enjoy putting ³ _____ presentations ...
- 5 It's a good idea to go ⁴ _____ your notes before an exam ...
- 6 I don't pick ⁵ _____ new English words easily ...

- a ☐ ... but success depends mostly on which questions come ⁶ _____ on the day.
- b ☐ ... and occasionally I fall ⁷ _____.
- c ☐ ... but I'm less keen on standing up and presenting them.
- d ☐ ... so I have to come ⁸ _____ with different ways of remembering them.
- e ☐ ... it's better to get ⁹ _____ to work as soon as possible.
- f ☐ ... I always try to catch up ¹⁰ _____ what I've missed and hand in the homework.

5C GRAMMAR

- 1 Look at the online information about a university open day for future students. Which parts of the day look most interesting to you?
- 2 **2.19** Listen to Tom and Natalie discussing their plans for the open day. Complete Tom's plan with the events from the online information in Exercise 1.

08.50 - 09.05 listen to welcome speech

09.10 - 09.45 _____

10.00 - 11.00 _____

11.30 - 12.30 _____

12.30 - 13.00 have lunch

13.00 - 14.00 _____

14.00 - 15.00 _____

Future Continuous and Future Perfect

- 3 Look at extracts 1-3 from the conversation and answer questions a-b. Then study the Grammar box and check your answers.

1 At 9.00 we'll be listening to the welcome speech.

2 We'll have finished the talks by 11.00.

3 For the next four years you will be studying for your undergraduate degrees.

- a Which sentences refer to an action in progress and which to a completed action?
- b Which sentences refer to a point in time and which to a period of time?

Future Continuous and Future Perfect

a We use the **Future Continuous** for actions that will be in progress at a certain time in the future.

b We also use the **Future Continuous** for actions that will be in progress over an extended time in the future.

will/won't + be + -ing

Time expressions: at this time next month, tomorrow at 5 p.m., etc.

c We use the **Future Perfect** for actions that will be completed before a certain time in the future.

will/won't + have + past participle

We often use **by + a time phrase** with the **Future Perfect**.

*I'll have had enough of open day **by eleven o'clock**.*

Other time expressions: by the time I'm twenty, two hours from now, etc.

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- 4 Find more examples of the two tenses on the university website. Match them to rules a-c in the Grammar box.



Undergraduate Open Day

Saturday 10 May 8.45 a.m.–3.00 p.m.

Right now you are working harder than ever. But soon you will have finished your exams. Over the next few months you'll be deciding which universities to apply to. These are exciting times.

Will you be studying at Langchester at this time next year? Find out more at our open day. Meet our students and talk to our academic staff.

EVENTS

visit the information desks

explore the campus and library

attend subject talks

see the sports facilities

tour the halls of residence

click [here](#) for times and locations

5 Choose the correct forms to complete the sentences.

- 1 What will you *be doing* / *have done* at midday tomorrow?
- 2 I can't meet you at 7 p.m., I'll *have had* / *be having* a driving lesson.
- 3 I'm not going camping next weekend because I won't *be finishing* / *have finished* my science project.
- 4 At this time next year, I'll *be studying* / *have studied* at university.
- 5 Will you *have decided* / *be deciding* what you want to study at university by the end of the month?
- 6 For the next four years, you'll *be living* / *have lived* in student accommodation.

6 Look at Tom's plan in Exercise 2 and write sentences with the Future Perfect or the Future Continuous and *at* or *by*.

- 1 09.00 / Tom / listen to the welcome speech.
At 09:00 Tom will be listening to the welcome speech.
- 2 09.50 / he / explore the campus and library.
- 3 10.30 / he / attend the talk on veterinary medicine.
- 4 12.30 / he / see the sports facilities.
- 5 13.05 / Tom and Natalie / have lunch.
- 6 13.30 / they / visit the information desks.
- 7 14.30 / the two friends / tour the halls of residence.

7 2.20 Complete the conversation between Tom and Natalie. Use the Future Continuous or the Future Perfect forms of the verbs in brackets. Then listen and check.

Natalie Shall we meet tomorrow and go over our options for next year? How about Riverside Café? They ¹ *will be serving* (serve) unlimited coffee and cake for just £3.99 all the way through May! I heard it on the radio.

Tom Do you ever think about anything else except coffee?

Natalie Occasionally. Shall we say 10? ² _____ (you/wake up) by then or ³ _____ (you/still/lie) in bed?

Tom Cheeky! Actually, I ⁴ _____ (play) football at 10, we start at 9, but we ⁵ _____ (finish) by 11.30, so I could meet you at 12.

Natalie No, sorry. I ⁶ _____ (have) lunch with my parents at 12. How about 1.30 at the café?

Tom I might get there a bit earlier to catch up on some reading, but I ⁷ _____ (wait) for you inside at half one.

Natalie With a huge pot of coffee, please!

8 **SPEAKING** In pairs, ask and answer the questions.

- | | |
|---------------------------|------------------------------|
| What will you be doing: | What will you have done: |
| 1 at 9 p.m. this evening? | 5 by the end of this lesson? |
| 2 at midday on Saturday? | 6 24 hours from now? |
| 3 at this time next week? | 7 in one year's time? |
| 4 next year? | 8 by the time you are 25? |

A *What will you be doing at 9 p.m. this evening?*

B *I'll be watching a film.*

9 Work in groups. Plan an open day for students who want to study at your school. Write a schedule for the day and prepare a short welcome speech. Use the Future Continuous and the Future Perfect to give information about the day.

5D SPEAKING



1 Look at the photos. Colin and Chen have just arrived at their interviews for a gap year placement with a video games company. Who do you think will make a better impression? Say why.

2 Complete these interview tips with *do* or *don't*. Can you add any more tips?

- 1 Do arrive ten minutes early so you are relaxed and ready when your name is called.
- 2 _____ dress smartly and make sure you smell nice.
- 3 _____ listen carefully and try to remember names.
- 4 _____ use your phone during the interview.
- 5 _____ read from your CV or application form.
- 6 _____ give details and examples.
- 7 _____ talk about irrelevant details.

3 15 2.21 Watch or listen to Colin's interview. Does he follow any of the tips in Exercise 2?

4 16 2.22 Watch or listen to Chen's interview. What does she do better than Colin?

5 16 2.22 Complete the Speaking box with the words from the box. Then watch or listen again and check. What are Chen's strengths and weaknesses?

develop difficult fast ~~manage~~ pressure tend

SPEAKING | Describing strengths and weaknesses

Describing strengths

I have good communication/English/organisational skills.

I'm self-motivated.

I ¹ manage my time carefully.

I work well/better under ² _____/in a team.

I'm good at multi-tasking/meeting deadlines.

I'm a ³ _____ learner.

I enjoy solving problems.

Describing weaknesses

My biggest weakness is probably Maths.

I ⁴ _____ to spend too much time checking my homework.

I find it ⁵ _____ to talk to large groups of people.

I'm trying to ⁶ _____ my public speaking skills.

I'm working on my typing skills.

6 2.23 PRONUNCIATION How do you pronounce 'ss'? Add these words to lists 1 and 2. Then listen and check.

impossible impression missing professional
progress session

1 /s/ weakness, ...

2 /ʃ/ pressure, ...

7 Complete the extract from an interview with answers a-e.

Lilly Tell me, how do you manage your time, Mark?

Mark ¹ b

Lilly I see. And, how good are you at meeting deadlines?

Mark ² _____

Lilly That's great. Are you a fast learner?

Mark ³ _____

Lilly Very good. Now, tell me about a time you worked well in a team.

Mark ⁴ _____

Lilly Well done! Finally, what's your biggest weakness, and what are you doing to improve it?

Mark ⁵ _____

a Two classmates and I worked on a Science project together and we won the first prize.

b I use a weekly planner and I write lists.

c It's probably my handwriting. I'm trying to make it neater and I type whenever possible.

d Yes, I think so. I picked up quite a lot of conversational Spanish on our two-week holiday this year.

e Very good, I think. I never hand in schoolwork late unless I'm ill.

8 In pairs, take turns to role play a job interview. Student A, ask the questions in Exercise 7. Student B, ask the questions on page 199.

- 1 **THINK BACK** In groups, write a list of jobs you know. Divide the jobs from your list into: full-time jobs, part-time jobs you can do at weekends and temporary summer jobs.

Receptionist, doctor, ...

- 2 Look at the cartoon and read the definition below. Use a dictionary to help you. What pros and cons of the gig economy can you think of?



gig economy

In the gig economy people often have several **part-time** jobs instead of one **full-time** job. The jobs are often **temporary**, not **permanent**. Gig economy workers are often **self-employed**.

- 3 **2.24** Listen to a radio show about the gig economy and answer the questions.

- 1 Who is the guest on the show?
- 2 How does he feel about the gig economy?
 - a mostly positive
 - b mostly negative
 - c totally negative

- 4 Match phrases 1-8 with definitions a-h.

- | | |
|--------------------------------------|---------------------------------------|
| 1 ☐ commute | 5 ☐ low wages |
| 2 ☐ deadline | 6 ☐ shift |
| 3 ☐ freelance | 7 ☐ temporary |
| 4 ☐ overtime | 8 ☐ unemployed |

- a extra work, often paid more
- b lasting for only a short time, not permanent
- c period of work, often 8 hours, sometimes at night
- d poor pay
- e out of work
- f self-employed, working for several employers or clients
- g travel to and from work
- h the time/date you must finish a job by

- 5 Study Active Listening and look at the notes. Which advice did the writer follow/not follow?

Gig economy & world of work – changes & future

- Gig economy dates from crisis in ¹ 2009
- Many people, especially young – several part-time jobs, frequent temporary jobs
- Companies want flexibility → ² _____ workers; zero-hours contracts; unpaid shifts
- Pros for workers: work experience; meet people; no need to ³ _____ – work from home; variety, your own boss
- Cons for workers: hard to refuse work; long hours, low wages, no ⁴ _____ or holiday pay OR not enough work/money
- In last year ⁵ _____ of population work in gig economy = 2.8 million people *check*
- + 50% of gig economy workers aged from 18-⁶ _____
- Tendency will continue

ACTIVE LISTENING | Taking notes

- Don't try to write down every word, just the key points.
- Don't write complete sentences when a few words will do. You can omit words such as articles and auxiliary verbs.
- Use abbreviations, e.g. *min* = *minute*, *yr* = *your*; symbols, e.g. &, %, =, → and numbers, e.g. 4 not *four*.
- Be careful not to confuse words which sound similar, e.g. numbers such as *fifteen* and *fifty*.
- Don't jump to conclusions. The first reference to something may not tell the whole story so keep listening.
- If you're not sure of what you hear, write something that makes sense in the context and check it later.

- 6 **2.24** Listen to the show again and complete the notes in Exercise 5 with one or two words in each gap.

- 7 **2.25** Listen to a caller on the radio show. Take notes of what she says, following the advice from Active Listening. Compare your notes in pairs.

- 8 **SPEAKING** In groups, discuss the questions. Justify your opinions.

When you finish studying, would you rather:

- have one full-time job or several part-time jobs?
- have a permanent job 'for life' or lots of different jobs and careers?
- work for an employer or be self-employed/work freelance?

When I finish studying, I'd rather have two part-time jobs to have two sources of income.

5F READING AND VOCABULARY



1 Look at the photos and the title of the text. Then answer the questions in pairs.

- Why do you think the man in the photo is worried? Is he right to be worried?
- How old will you be in 2030? What job do you think you will be doing?

2 In pairs, scan the texts. How many different jobs can you find? Which jobs do you think will have disappeared by 2030? Which ones will still exist?

3 Work in pairs. Student A, read text A. Student B, read text B. Answer the questions below.

Text A

- What examples of automation does the author mention in the first paragraph?
- Why does the author not recommend training to be a lorry driver or technical translator?
- What kind of work do robots not do well?
- Why does the author mention the Industrial Revolution?
- How does the author think automation will improve our lives?

Text B

- How many people could become unemployed because of automation?
- What kind of jobs can robots and machines take over more easily?
- Why does the author think that robots will take over most jobs in the future?
- Why does the author think work is good for us?
- How probable does the author think a Universal Basic Income is?

4 Read your partner's text and check his/her answers to the questions. Then discuss which text – A or B – you find more convincing and why.

5 Complete the questions with the words from the box. Then ask and answer the questions in pairs.

blue conditions generate interact opportunities
process repetitive risk salary unemployment

- Do you think white collar jobs should be better paid than blue collar jobs?
- Which jobs do you think are most at risk from automation?
- Which professions do you think offer the best career opportunities?
- Will there be more automation in the future or will new technologies replace even more jobs?
- Would you rather have a job in which you interact with people or one in which you have to collect and process data?
- Would you rather have an unpredictable, challenging job with poor working conditions or a boring, repetitive job with a high salary? Why?

6 **SPEAKING** In pairs, rewrite these predictions for the year 2030 using the words in brackets. Do you agree with them or not? Then use the words in brackets to make predictions about your future.

- There is likely to be less demand for secretaries. (probably)

There will probably be less demand for secretaries.

- Some jobs are sure to be safe. (definitely)
- Most families will probably have robot servants. (likely)
- Teachers probably won't lose their jobs. (unlikely)
- We'll definitely have a shorter working week. (sure)

7 **SPEAKING** In pairs, describe your dream job and your nightmare job. Use the vocabulary from lesson 5E and from Exercise 5 to help you. Guess from your partner's descriptions, what jobs he/she is describing.

In my dream job I have to interact with people. The salary isn't bad but it's not the most important thing.

8 **REFLECT | Society** In groups, read the quote and say if you agree with it or not. Justify your opinion.

“The only way to enjoy life is to work. Work is much more fun than fun.”
Noel Coward (English writer)

17 WATCH AND REFLECT Go to page 166. Watch the documentary *Handcrafts in the 21st century* and do the exercises.



THE WORLD OF WORK IN 2030

Automation is coming to the workplace but will the results be good or bad?
Read on for two very different points of view.

A A world where work is fun

Tracy Bright

Many people worry that automation will bring mass unemployment. But look around you: automation is here already. We've got self-service checkouts, self-parking cars and ultra-intelligent personal assistants inside our phones. And yet, there are still plenty of jobs available.

As technology progresses, machines and robots will take over more jobs so it's probably not a good career move to train to be a lorry driver or technical translator. But don't worry: not all jobs are in danger of extinction. Unpredictable jobs are unlikely to be lost. It's hard to program machines to work as gardeners, plumbers or construction workers. And robots are no good at creating things or managing or interacting with people. So we'll still need entertainers, executives, social workers, teachers and therapists. And with an increasingly aging population, there will definitely be plenty of jobs in health care.

Another reason to look on the bright side is that new technologies generate new jobs. The Industrial Revolution destroyed many jobs in the 18th and 19th centuries. But it also created new jobs with better working conditions. Over the last few decades personal computers have destroyed 3.5 million jobs in the USA but they've created over 19 million new ones. Automation will lead to millions of new technology jobs, jobs that are not common today such as data detectives and personal memory managers.

By 2030 automation will have made the economy more efficient. We'll definitely have a shorter working week and more leisure time as we share the work that's available. Machines and robots will do the boring jobs and we'll be free to do jobs we enjoy. We'll be living in a world where work is fun.

In 2030 robots will be doing the dirty work and people will be free to do work that's fun.

B The robots are coming and they want your job

Stephen Glum

According to a recent report* 400-800 million workers around the world will lose their jobs by 2030 because of automation. Obviously, the jobs most at risk are those which are predictable and repetitive. These are often blue collar jobs with low skills and low wages: drivers, fast food workers and machine operators in factories. But white collar jobs in offices and banks, especially those which involve collecting and processing data, will also be in danger. In the near future, the report claims, there is likely to be less demand for secretaries, administrative assistants or bank tellers.

Many people assume that some jobs are sure to be safe. They argue we'll always need humans to carry out tasks that robots will never be able to do. They also say that technological changes will create lots of new career opportunities. But what if they're wrong?

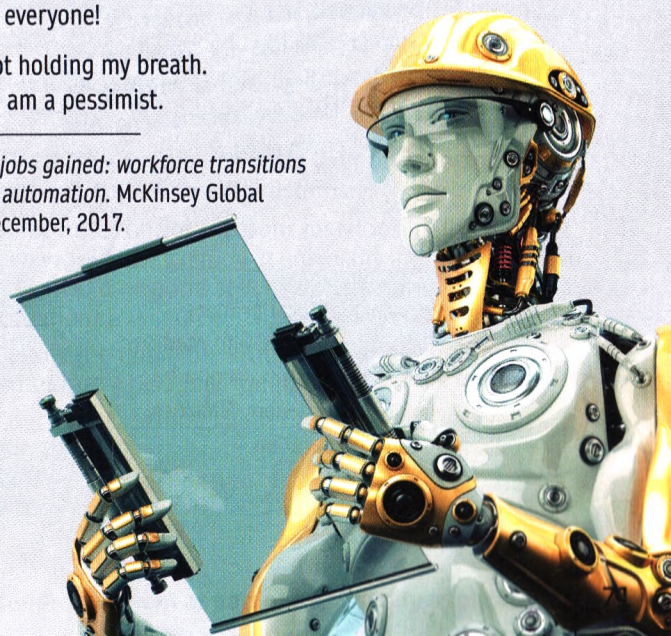
I believe that by 2030 technology will have advanced so far that robots will be doing almost every job you can imagine. There will be robot singers, graphic designers, sports stars, childcare workers and doctors. There will even be nano-robots that we inject into our bodies to protect our health.

What will our lives be like when there are no jobs? Work is good for our well-being. It improves our self-esteem. To a large extent, our jobs define who we are. They give us our identity, a status and a social life. On a more basic level, how will people survive if they don't earn a salary? Perhaps automation will make our economies so productive that a generous government will provide a Universal Basic Income: free money for everyone!

But I'm not holding my breath. After all, I am a pessimist.

* Jobs lost, jobs gained: workforce transitions in a time of automation. McKinsey Global Institute December, 2017.

I admit it. When it comes to the future of work, I'm a pessimist.



5G WRITING | Personal statement as part of a university application

1 In groups, discuss the questions.

- 1 What university course would you like to do, and why?
- 2 What will you have to do to apply for a place on that course?
- 3 What skills, achievements and interests could help you receive an offer to study your chosen course?

2 2.27 Listen to some information about personal statements and tick the sentences that are true.

A personal statement ...

- a ☒ is necessary to apply for a place on a course at a UK university.
- b ☐ is another name for a CV.
- c ☐ is a formal piece of writing.
- d ☐ says why you are excited about the subject you want to take.
- e ☐ is organised like an interesting article.
- f ☐ provides evidence of relevant skills and achievements.
- g ☐ explains how these skills and achievements could help you do better on the course.

3 Look at Lucy's notes on her personal statement and answer the questions.

- 1 What subject do you think Lucy wants to study at university?
- 2 What relevant skills and experience does she have?
- 3 What long-term ambitions does she mention?

Art. Music. DJing. Sport. Family. My younger brothers ask so many questions and I love answering them. I want to learn how to do it professionally. My gran - 'A grown up that cares and shows interest can make any child a great success.'

Volunteered at a summer activity camp for kids last year. Good for my confidence. Enjoyed it as much as the children! Used my guitar playing. Also arts and crafts skills.

Work experience at local primary school. Helped individuals with reading. Supervised at play time. Learnt a bit about running a classroom. Patience, discipline and preparation.

Just passed my driving test - learn new skills easily.

Love sport. Teamwork, power of hard work. Could run sports teams at school in future.

Teaching = difficult but satisfying. Eager to learn. Head teacher one day?

4 Read Lucy's personal statement. Which two things from her notes hasn't she included and why?

20 June 2018
Dept. of Teacher Studies
Langchester University

Subject: Application for admission to Bachelors of Primary Education

Dear Sir/Madam,

'A grown-up that cares and shows interest can make any child a great success.'

That's something that my grandmother used to say to me and for me it summarises why I am so excited about studying Primary Education. I want to help children create their own success stories.

I have two younger brothers, who are very curious and always asking questions. I find it fulfilling when I can help them learn the answers. By studying Primary Education, I hope to make this satisfaction part of my professional life.

Last year I volunteered at a summer activity camp for eight- to ten-year-olds. I probably enjoyed it as much as the children! I used my guitar playing skills, and my love of arts and crafts. By the end of the week, it was clear that the children liked working with me, and as a result I felt more confident.

During work experience at a primary school this past spring I helped children with reading, supervised at play time and learnt about running a classroom. This taught me that working with children is not only fun and rewarding, but also requires patience, discipline and preparation.

I am quite competitive and I enjoy sport. I play for a successful football team and, through my sporting achievements I have learned the value of teamwork. In the future, I hope to run sports teams to help children learn that same life lesson.

I know that teaching is a challenging career choice, but I am hard-working, determined and eager to learn. I am confident that I have the patience and dedication to succeed as a teacher and perhaps even to become a head teacher.

Yours sincerely,
Lucy Johnson



5 Study the Writing box. Find examples of how Lucy followed tips 1–7 in her personal statement.

WRITING |

Personal statement as part of a university application

General

- Be positive and don't be too modest. The idea of a personal statement is to advertise yourself.
- Don't just describe your experience, reflect on it and say how it will help you on the course or in the job.
- Do not include irrelevant information.
- Write in a formal, concise style.

Opening paragraph(s)

- ¹Begin with a sentence or quote that catches the reader's attention and makes them want to read more.
- ²Say why you are interested in the course you are applying for and what excites you about the subject.

Main body

- ³Give details of any relevant work experience, volunteering or other experience, and the skills you learnt while doing it.
- ⁴Mention any activities or hobbies that are connected to the subject you want to study.
- ⁵Mention any training or achievements and say how they will help you on the course or in your career.

Conclusion

- ⁶Emphasise your enthusiasm and say why you deserve a place on the course.
- ⁷Mention any long-term ambitions connected to employment or further studies.

6 Match justifications a–e with general statements 1–5.

- ☐ After having lessons for years, I play the piano very well.
 - ☐ I volunteered to collect litter in the local community.
 - ☐ I update my blog twice a week, every week.
 - ☐ I play for the school hockey team and we won the league.
 - ☐ I really enjoy video gaming.
- Doing this made me realise that sometimes you have to solve problems that you didn't create yourself.
 - The process has shown me that to get good at something, you have to work hard and practise a lot.
 - The experience has taught me that success often comes through working closely with others.
 - Doing something so regularly takes dedication and has taught me to respect deadlines.
 - This hobby has taught me to think strategically and to concentrate for long periods of time.

7 WRITING TASK Prepare to write your own personal statement. Follow the instructions.

- Make notes on your reasons for choosing the subject you would like to study at university and why you feel you would be good at it. Use Lucy's notes in Exercise 3 as a model.
- Follow the tips in the Writing box and develop your notes into a personal statement.
- Check your spelling, grammar and punctuation carefully.

REMEMBER MORE

1 Complete the text with one word from the word list in each gap.

I like challenges and I'm ¹**e** _____ to learn Science. I can say I try not to fall ²**b** _____ with any school work. But last week the teacher gave us ³**p** _____ of exercises to do – over 100, I suppose. Since I can't work under ⁴**p** _____, I didn't ⁵**h** _____ them in on time (but I was only two days late!) The teacher gave me fifty more to do for failing to meet the ⁶**d** _____. I got a really ⁷**n** _____ surprise!

2 Complete the sentences with verbs from the word list.

- 1 No one can _____ up with Bob. He can swim 100 metres in sixty seconds.
- 2 You'd better _____ your socks up, if you don't want to fail the Maths test tomorrow.
- 3 Whenever I go to England, I _____ up a lot of useful colloquial expressions.
- 4 We were all happy that the irregular verbs didn't _____ up in yesterday's test.

3 Match the two parts of the compound nouns. Then check with the word list.

- | | |
|---------------------------------------|------------|
| 1 ☐ gig | a time |
| 2 ☐ zero-hours | b choice |
| 3 ☐ career | c economy |
| 4 ☐ leisure | d contract |

4 Find words with opposite meanings on the word list.

- 1 strengths – _____
- 2 present at the lesson – _____ from the lesson
- 3 permanent job – _____ job
- 4 low salary – _____ salary
- 5 white-collar job – _____ - _____ job

ACTIVE VOCABULARY | Stories

Write a short story using the new words and phrases you want to learn. Try to make it close to your personal experience and add some humour to it. That way, you'll find it easier to recall the words later – just retell your story.

5A GRAMMAR AND VOCABULARY

5.29

- bell** (n) /bel/
- competitive** (adj) /kəm'petətɪv/
- curious** (adj) /'kjʊəriəs/
- dedicated** (adj) /dedəkertəd/
- determined** (adj) /dɪ'tɜːmænd/
- eager to learn** /iːgə tə 'lɜːn/
- get a (nasty) surprise** /get ə (nɑːsti) sə'praɪz/
- get butterflies in your stomach** /get 'bʌtəflaɪz ɪn jə 'stʌmək/
- get sth right** /get ,sʌmθɪŋ 'raɪt/
- gifted** (adj) /'ɡɪftəd/
- hard-working** (adj) /hɑːd 'wɜːkɪŋ/
- inventive** (adj) /ɪn'ventɪv/
- lie down** (phr v) /laɪ 'daʊn/
- mature** (adj) /mə'tʃʊə/
- overconfident** (adj) /əʊvə'kɒnfɪdənt/
- responsible** (adj) /rɪ'spɒnsəbəl/
- sensible** (adj) /'sensəbəl/
- sharp** (adj) /ʃɑːp/
- turn over** (phr v) /tɜːn 'əʊvə/

5B VOCABULARY 5.30

- absent from sth** (adj) /'æbsənt frəm ,sʌmθɪŋ/
- Algebra** (n) /'ældʒəbrə/
- atmosphere** (n) /'ætməsfiə/
- catch up on** (phr v) /kætʃ 'ʌp ɒn/
- come up** (phr v) /kʌm 'ʌp/
- come up with** (phr v) /kʌm 'ʌp wɪð/
- delay** (v) /dɪ'leɪ/
- drop in to sth** (phr v) /drɒp 'ɪn tə ,sʌmθɪŋ/
- drop out of school** /drɒp ,aʊt əv 'skuːl/
- fall behind** (phr v) /fɔːl bɪ'hænd/
- get down to sth** (phr v) /get 'daʊn tə ,sʌmθɪŋ/
- go over sth** (phr v) /gəʊ 'əʊvə ,sʌmθɪŋ/
- hand in** (phr v) /hænd 'ɪn/
- keep up with sb/sth** (phr v) /kiːp 'ʌp wɪð ,sʌmbədi/ ,sʌmθɪŋ/
- pick up** (phr v) /pɪk 'ʌp/
- piles of sth** (n) /'paɪəlz əv ,sʌmθɪŋ/
- pull your socks up** /pʊl jə 'sɒks ʌp/
- put off** (phr v) /pʊt 'ɒf/
- put together a presentation** /pʊt tə'geðə ə ,prezən'teɪʃən/
- research** (v) /rɪ'sɜːtʃ/
- study session** (n) /'stʌdi ,seʃən/
- surroundings** (n) /sə'raʊndɪŋz/
- unlimited** (adj) /ʌn'lɪmɪtəd/

5C GRAMMAR 5.31

- academic staff** (n) /ˌækə'demɪk 'stɑːf/
- campus** (n) /'kæmpəs/
- cheeky** (adj) /'tʃiːki/
- open day** (n) /'əʊpən deɪ/
- sports facilities** (n) /'spɔːts fə'sɪlɪtɪz/
- subject talk** (n) /'sʌbdʒɪkt tɔːk/
- undergraduate** (n) /ˌʌndə'grædʒuət/
- welcome speech** (n) /'welkəm spiːtʃ/

5D SPEAKING 5.32

- conversational (Spanish)** /kɒnvə'seɪʃənəl ('spæniʃ)/
- develop your skills** /dɪ'veləp jə 'skɪlz/
- fast learner** /fɑːst 'lɜːnə/
- find it difficult to do sth** /faɪnd ɪt ,dɪfɪkəlt tə 'duː ,sʌmθɪŋ/
- handwriting** (n) /'hænd'raɪtɪŋ/
- have good communication/English/organisational skills** /hæv ,ɡʊd kə'mjuːnə'keɪʃən/'ɪŋɡlɪʃ/,ɔː'gənəɪ'zeɪʃənəl skɪlz/
- irrelevant** (adj) /ɪ'reləvənt/
- manage your time carefully** /mænɪdʒ jə ,taɪm 'keəfəli/
- meet the deadlines** /miːt ðə 'dedlaɪnz/
- neat** (adj) /niːt/
- placement** (n) /'pleɪsmənt/
- schoolwork** (n) /'skuːlwɜːk/
- self-motivated** (adj) /self 'mɒtəveɪtəd/
- solve a problem** /sɒlv ə 'prɒbləm/
- strengths and weaknesses** (n) /streŋkθs ən 'wiːknəsɪz/
- type** (v) /taɪp/
- typing/communication/public speaking skills** (n) /'taɪpɪŋ/kə'mjuːnə'keɪʃən/,pʌblɪk 'spiːkɪŋ skɪlz/
- unless** (conj) /ʌn'les/
- weekly planner** (n) /wiːkli 'plænə/
- work well under pressure/in a team** /wɜːk ,wel ˌʌndə 'preʃə/ɪn ə 'tiːm/

5E LISTENING AND VOCABULARY

5.33

- client** (n) /'klaɪənt/
- commute** (v) /kə'mjuːt/
- crisis** (n) /'kraɪsɪs/
- date from** (phr v) /'deɪt frəm/
- deadline** (n) /'dedlaɪn/
- employer** (n) /ɪm'plɔɪə/
- freelance** (adj) /'friːləns/
- frequent** (adj) /'friːkwənt/

full-time/part-time job /fʊl taɪm/pɑːt taɪm
'dʒɒb/

gig economy (n) /gɪɡ ɪ'kɒnəmi/

holiday pay (n) /'hɒlədi peɪ/

low wages /,ləʊ 'weɪdʒɪz/

out of work /,aʊt əv 'wɜːk/

overtime (n) /'əʊvətaɪm/

permanent job /,pɜːmənənt 'dʒɒb/

poor pay /,pɔː 'peɪ/

pros and cons /,prəʊz ən 'kɒnz/

self-employed (adj) /self ɪm'plɔɪd/

shift (n) /ʃɪft/

source of income /,sɔːs əv 'ɪŋkʌm/

temporary job /tempərəri 'dʒɒb/

tendency (n) /'tendənsi/

unemployed (adj) /,ʌnɪm'plɔɪd/

unpaid (adj) /,ʌn'peɪd/

variety (n) /və'raɪəti/

work freelance /,wɜːk 'friːlɑːns/

zero-hours contract (n) /,zɪərəʊ ,əʊəz 'kɒntrækt/

5F READING AND VOCABULARY

5.34

administrative assistant (n) /əd'mɪnəstrətɪv
ə'sɪstənt/

advance (v) /əd'vɑːns/

aging population /,eɪdʒɪŋ ,pɒpjə'leɪʃən/

at risk /ət 'rɪsk/

automation (n) /,ɔːtə'metɪʃən/

bank teller /'bæŋk ,telə/

career move (n) /kə'riə muːv/

career opportunities (n) /kə'riə ,ɒpə'tjuːnətɪz/

carry out a task /,kæri ,aʊt ə 'tɑːsk/

challenging (adj) /'tʃæləndʒɪŋ/

childcare worker (n) /'tʃaɪldkeə ,wɜːkə/

claim (v) /kleɪm/

collect/process data /kə'lekt/,prəʊses 'dɜːtə/

common (adj) /'kɒmən/

data detective (n) /'dɜːtə dɪ'tektɪv/

decade (n) /'dekeɪd/

define (v) /dɪ'faɪn/

demand for sb/sth (n) /dɪ'mɑːnd fə ,sʌmbədi/
,sʌmθɪŋ/

destroy (v) /dɪ'strɔɪ/

efficient (adj) /ɪ'fɪjənt/

entertainer (n) /,entə'teɪnə/

gain (v) /geɪn/

gardener (n) /'gɑːdnə/

generate jobs /,dʒenə'reɪt 'dʒɒbz/

graphic designer (n) /,græfɪk dɪ'zaɪnə/

high salary /,haɪ 'sæləri/

hold your breath /həʊld jə 'breθ/

in danger /ɪn 'deɪndʒə/

in the near future /ɪn ðə ,nɪə 'fjuːtʃə/

identity (n) /aɪ'dentəti/

increasingly (adv) /ɪn'kriːɪŋli/

Industrial Revolution (n) /ɪn,dʌstriəl ,revə'lʊːʃən/

inject sth into sth (v) /ɪn'dʒekt ,sʌmθɪŋ ,ɪntə
,sʌmθɪŋ/

interact with people /,ɪntər,ækt wɪð 'piːpl/

involve (v) /ɪn'vɒlv/

leisure time (n) /'leɪzə taɪm/

look on the bright side /lʊk ɒn ðə 'braɪt saɪd/

lorry driver (n) /'lɒri ,draɪvə/

low skills /,ləʊ 'skɪlz/

machine operator (n) /mə'ʃiːn ,ɒpə'reɪtə/

manage people /,mænɪdʒ 'piːpl/

mass unemployment /,mæs ,ʌnɪm'plɔɪmənt/

new technologies /,njuː tek'nɒlədʒɪz/

no good at sth /,nəʊ 'ɡʊd ət ,sʌmθɪŋ/

plumber (n) /'plʌmə/

poor working conditions /,pɔː 'wɜːkɪŋ
kən,dɪʃənz/

predictable/unpredictable (adj) /prɪ'dɪktəbəl/
,ʌnpri'dɪktəbəl/

productive (adj) /prə'dʌktɪv/

program (v) /'prəʊgræm/

progress (v) /prə'ɡres/

repetitive job /rɪpetətɪv 'dʒɒb/

report (n) /rɪ'pɔːt/

robot servant (n) /,rəʊbɒt 'sɜːvənt/

self-esteem (n) /,self ɪ'stiːm/

self-parking car (n) /,self ,pɑːkɪŋ 'kɑː/

self-service checkout (n) /,self ,sɜːvɪs 'tʃekʌʊt/

social life (n) /'səʊʃəl laɪf/

social worker (n) /'səʊʃəl ,wɜːkə/

sports star (n) /'spɔːts stɑː/

status (n) /'steɪtəs/

technical translator (n) /,teknɪkəl træn'slɜːtə/

therapist (n) /'θerəpɪst/

to a large extent /tu ə ,lɑːdʒ ɪk'stent/

train to be sb /,treɪn tə 'biː ,sʌmbədi/

transition (n) /træn'zɪʃən/

ultra-intelligent (adj) /,ʌltrə ɪn'telədʒənt/

well-being (n) /wel 'biːɪŋ/

white/blue collar job (n) /,waɪt/,bluː 'kɒlə dʒɒb/

workforce (n) /'wɜːkfɔːs/

working conditions (n) /,wɜːkɪŋ kən'dɪʃənz/

working week (n) /,wɜːkɪŋ 'wiːk/

workplace (n) /'wɜːkpleɪs/

5G WRITING 5.35

admission (n) /əd'mɪʃən/

arts and crafts (n) /,ɑːts ənd 'kraːfts/

as a result /əz ə rɪ'zʌlt/

Bachelor of Education (n) /,bætʃələʊ əv
,edʒʊ'keɪʃən/

career choice (n) /kə'riə tʃɔɪs/

collect litter /kə'lekt 'lɪtə/

confidence (n) /'kɒnfədəns/

discipline (n) /'dɪsəplɪn/

do sth professionally /,duː ,sʌmθɪŋ prə'feʃənəli/

get good at sth /,get 'ɡʊd ət ,sʌmθɪŋ/

life lesson (n) /laɪf ,lesən/

long-term ambitions /,lɒŋ ,tɜːm æm'bɪʃənz/

motivational speaker (n) /,məʊtɪ'veɪʃənəl 'spiːkə/

patience (n) /'peɪʃəns/

period of time /,pɪəriəd əv 'taɪm/

personal statement (n) /,pɜːsənəl 'steɪtmənt/

preparation (n) /,prepə'reɪʃən/

Primary Education (n) /,praɪməri ,edʒʊ'keɪʃən/

professional life (n) /prə'feʃənəl laɪf/

quote (n) /kwəʊt/

relevant skills/achievements/experience
,reləvənt 'skɪlz/ə'tʃiːvmənts/ɪk'spiəriəns/

require (v) /rɪ'kwaɪə/

rewarding (adj) /rɪ'wɔːdɪŋ/

run a classroom/a team /,rʌn ə 'klaːsrʊm/ə 'tiːm/

satisfaction (n) /,sætɪs'fækʃən/

satisfying (adj) /'sætɪsfɑɪɪŋ/

success story (n) /sək'ses ,stɔːri/

summarise (v) /'sʌməraɪz/

supervise (v) /'suːpəvaɪz/

think strategically /,θɪŋk strə'tiːdʒɪkli/

value (n) /'væljuː/

work closely with sb /,wɜːk 'kləʊsli wɪð
,sʌmbədi/

VOCABULARY AND GRAMMAR

1 Complete the dialogue with the correct forms of the words from the box.

determined down to drop out ~~fall behind~~ hand
keep up pull put salary unemployed

- A I've ¹ fallen behind with my Geography homework. I still haven't done last week's project.
B Why don't you ² _____ it in on Monday?
A I don't know if I'll have enough time. I'm finding it hard to ³ _____ with the class.
B What's wrong? I know you're usually so ⁴ _____. You never give up. So ⁵ _____ your socks up and do it this weekend!
A Starting is the hardest part. I find it really difficult to get ⁶ _____ work at the moment.
B I understand but you mustn't ⁷ _____ it off any longer.
A Maybe I'll ⁸ _____ of school and look for a job.
B Don't be silly! Go and ask the teachers for help. If you don't finish school, you won't have qualifications and you won't get a job with a good ⁹ _____ and you might even end up being ¹⁰ _____.

2 Which adjectives match these definitions?

- 1 A person who likes winning. competitive
2 Someone who always wants to know more about everything. c _____
3 This person has too much faith in themselves. o _____
4 A person who has lots of ideas. i _____
5 A person with natural talent. g _____
6 This describes someone with a grown-up attitude. m _____

3 Replace the underlined words in the text with the expressions from the box.

are sometimes self-employed ~~commute~~ do shift work
full-time job overtime permanent work part-time

In some ways the world of work in the past and at present is similar. For instance, many people don't live near their workplace and have to ¹ travel to work commute in their car or by public transport. Some people work ² extra hours and others, such as nurses and factory-workers, ³ have schedules that change. Just like in the past, young people and students often find temporary employment for a month or two before they get a ⁴ job to dedicate all their time to. Of course, some people with limited time decide not to ⁵ work every day.

However, our attitudes towards work and expectations are very different from the past. Then, people wanted a ⁶ regular job, whereas these days young people change jobs more often to climb the career ladder and ⁷ sometimes work for themselves. Are jobs for life a thing of the past?

4 Complete the sentences with the Future Perfect or the Future Continuous.

- 1 The presentation won't have finished (not finish) by five o'clock.
2 What do you think you _____ (do) this time next year?
3 They _____ (not land) in Australia by 7 p.m.
4 _____ the professor _____ (come) to a decision by tomorrow?
5 At this time tomorrow we _____ (sit) in the exam room with the question paper in front of us!
6 I can't have coffee at ten tomorrow because I _____ (play) tennis.

5 Choose the correct words to complete the three conversations.

- A ¹ What time *may / does* the train leave?
B ² At five thirty but it's five thirty already! *It is going to be / is being* late.
A ³ We *will go / are going* to the cinema after school. Would you like to come?
B ⁴ Great! What time *do you meet / are you meeting*?
A ⁵ I think I *will have / will have had* a gap year when I finish school. I'm sick of studying.
B ⁶ That's a big decision. Are you sure you *may not / won't* regret it?

USE OF ENGLISH

6 Complete the text. Write one word in each gap.

'What are you going to do when you ¹ leave school?' is a question teens are often asked. Some young people have a clear vision of what they want ² _____ future life to be like and might reply, 'By the time I'm twenty-three, I'll have finished university and I'll ³ _____ working in finance'. ⁴ _____, a considerable number of young people don't have such concrete plans. The value of getting work experience for those in ⁵ _____ a dilemma is sometimes overlooked. For instance, if a teen is thinking about following a career in administration, what better way to find out if he or she likes working in an office ⁶ _____ to get a temporary summer job in one? Although doing a repetitive holiday job with low wages might not sound like much fun, it can teach a young person the value of hard work and how to work ⁷ _____ pressure. This all contributes to their ability to understand themselves and to choose an appropriate university course or job.

READING

- 7 Read the text. Match sentences A–F with gaps 1–5 in the text. There is one extra sentence.

STRATEGY | Gapped text

Skim the text first ignoring the gaps to get its general meaning. Then try to choose the missing information to complete the text, paying special attention to the words that come before and after the gap.

THE BEST SUMMER EVER?

As soon as the boat sailed, I knew I had made a mistake. It wasn't as if I'd never had a job before. Throughout my second year at university I had worked as a waitress at an Italian restaurant in town. ¹ _____ As well as helping me financially, it was something I really enjoyed. I got on well with the rest of the staff and met lots of different people.

I also had a passion for travelling and I was really excited when my mother phoned me just before the end of summer term. 'I've found you a summer job on a cruise ship!' she said. 'It's only four weeks and you'll have finished before university starts again.' Wow! This was a real opportunity. ² _____ In my opinion it was going to be the best summer ever.

You've probably guessed by now. I hadn't considered the actual work side of this. When I arrived on board, I found out I was sharing a very small cabin with three other girls. They were kind enough, but they hardly had time to say hello before they had to rush off to start their shifts. ³ _____ After all, I was experienced in restaurant work. At the door of the dining area, however, I hesitated. In front of me was an enormous space. It was at least ten times bigger than the Italian restaurant I'd worked in!

Someone important-looking, in a spotless uniform, came up to me.

'You're the new girl?' he asked. ⁴ _____ 'As you're new, you will be responsible for the two tables the furthest from the kitchen.' He pointed to two tables set for six people each. 'There are three courses, and of course, the passengers like to be served at the same time. And they will be expecting hot food.'

My mind started to swim; twelve people, three courses, miles to walk back and forth to the kitchen. That's when the ship started to move. I could feel the floor becoming slightly unsteady under my feet. I pictured myself: a tray in each hand, piled with bowls of soup, trying to maintain my balance and reach my tables safely. ⁵ _____ I turned to say, 'Thanks but I ...' when a loud bell sounded, and people started to flood into the restaurant. The ship had sailed, and I couldn't escape.

- A I hurried off too, to the restaurant to get my instructions, full of confidence.
- B No, this was not what I had expected.
- C I would get to travel the Mediterranean, visit loads of different countries completely free AND get paid for doing it!
- D And before I had a chance to respond, he was leading me through all the tables towards the very back of the restaurant.
- E As soon as he showed me the way to the kitchen, I realised that waitressing on a cruise would not be such an easy job as I had imagined.
- F The money I earned there helped towards paying for my books and allowed me to have a bit of a social life.

SPEAKING

- 8 Look at the photos. In pairs, take turns to describe them.

- Talk about the person.
- Talk about the place.
- Talk about other things in the photo.



WRITING

STRATEGY | Competition entry

Start and end the letter in a formal way. Begin the letter by explaining your reason for writing.

- 9 You have read this advertisement on a university website.

Free language course!

The university is offering a free place on a two-week English course in the UK. All expenses paid!

To apply, write a letter telling us about your language learning background, why you would like to study English in the UK and why we should choose you.

Write your letter. Use the beginning below.

Dear Sir/ Madam,

I would like to apply for the free place on the English course in the UK that I saw advertised on your website. ...

06

Do the right thing

VOCABULARY Truth and lies, communicating, relationships, conflicts and problems

GRAMMAR The first and the second conditionals, the zero conditional and alternatives to *if* **Use of English** > page 193

SPEAKING Asking for, giving and reacting to advice

WRITING A for-and-against essay

VIDEO Grammar ▶ Documentary ▶ Communication ▶



Part 1

- Louise** It's our anniversary next weekend so what would you say if I booked a trip to Paris?
- Paul** Hmm, it would be great but there's so much going on next weekend ... Would it be OK if we didn't go? Maybe some other time?
- Louise** Well, it wouldn't be the end of the world if we stayed here but ...
- Paul** I'd love to go, but there's Jodie's concert on Saturday and Dylan's match on Sunday. They'd be so disappointed if we weren't there. How would you feel if you were a teenage kid and your parents missed your big day?
- Louise** OK, if I were a kid, I'd feel bad. But, Paul, it's our wedding anniversary!

Part 2

- Jodie** OK, let me do the talking.
- Dylan** Why?
- Jodie** Because I can lie through my teeth. If I talk to them, they'll believe me. They'll fall for it. But if you talk, they'll know you're lying.
- Dylan** I don't know about that.
- Jodie** You can't fool anyone. If you open your mouth, they'll see right through you.
- Dylan** But what will I do if they ask me a question? Won't they be suspicious if I don't speak?
- Jodie** If they ask you a question, I'll cover for you.
- Dylan** How?
- Jodie** I'll make something up. I know! I'll say you've lost your voice.
- Dylan** If you say that, they definitely won't go.

1 **2.28** Look at the photo and read and listen to the dialogues. Then in pairs, answer the questions.

- 1 What is the relationship between the four people?
- 2 Why does Louise want to go to Paris?
- 3 Why does Paul want to stay at home?
- 4 Does Jodie think Dylan is good at lying?
- 5 What do Jodie and Dylan want their parents to do?

2 Match the highlighted words and phrases from Part 2 of the dialogue with the definitions. Can you usually tell when people are lying?

- 1 Believe a lie. *fall for*
- 2 Not believe someone's lies.
- 3 Invent, e.g. a story or excuse.
- 4 Say something totally false.
- 5 Say something to protect someone.
- 6 Trick someone, make them believe you're telling the truth.

The first and second conditionals

3 Read these sentences from the dialogues and answer the questions.

Jodie If I talk to them, they'll believe me.

Louise If I were a kid, I'd feel bad.

- 1 Is it possible that Jodie will talk to her parents?
- 2 How does she think they'll react if she talks to them?
- 3 Is Louise a kid?
- 4 Is it possible for her to be one?
- 5 Can she imagine how it feels to be a kid?
- 6 Whose sentence is about a situation that is likely to happen?
- 7 Whose sentence is about an imaginary or impossible situation?

4 Study the Grammar box. Then find more examples of conditional sentences in the dialogues.

The first and second conditionals

We use the **first conditional** for situations in the future that are possible or likely:

The condition	The result
<i>if</i> + Present Simple,	<i>will</i> + infinitive

We use the **second conditional** for situations in the present or future that are imaginary, impossible or very unlikely:

The condition	The result
<i>If</i> + Past Simple,	<i>would</i> + infinitive

We sometimes use *were* instead of *was* after *I/he/she/it*, especially in more formal or written English and to give advice: *If I were you, I'd apologise.*

Grammar Reference and Practice > page 182

5 **2.29** In pairs, say why you think Jodie and Dylan want their parents to go away. Then listen and check.

6 **2.29** In pairs, match fragments 1–6 with a–f to form six sentences. Then listen again and check.

- 1 ☐ She's right. If the concert's off,
 - 2 ☐ Yeah, well, we would be able to go to Paris
 - 3 ☐ You won't become a good player
 - 4 ☐ If I were you,
 - 5 ☐ You're right. If we don't book soon,
 - 6 ☐ Well, if your gran can't look after you,
- a I'd book your tickets straight away.
b if Dylan didn't have a match.
c the price will go up.
d if you start missing matches.
e we'll be able to go to Paris.
f we won't be able to go to Paris.

7 **2.30** Listen and write down the first conditional sentences. What other sentences like that do parents often say to their children?

- 1 *If I find out you're lying, I'll be very upset.*

8 Complete the first part of these second conditional sentences with the correct forms of the verbs in brackets. Then finish them so that they are true for you.

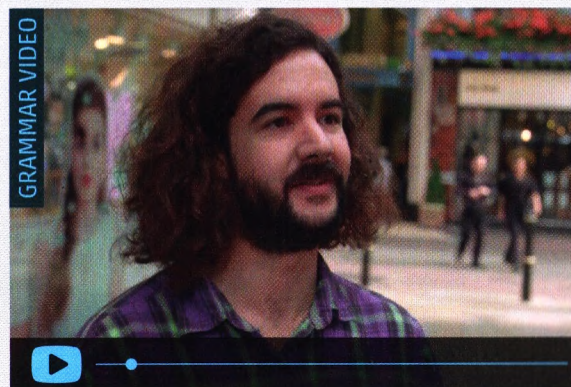
- 1 If I won (win) the lottery, *I'd buy a zoo*.
- 2 If I _____ (be) an animal, _____.
- 3 If I _____ (can) be anyone in the world, _____.
- 4 If my parents _____ (go) away for the weekend, _____.
- 5 If I _____ (not/have) to study so much, _____.

9 Complete the questions with the verbs/phrases from Exercise 2. Then in pairs, ask and answer the questions.

- 1 If you accidentally broke a window at home, would you tell the truth or would you _____ a story?
- 2 If you told your parents a lie, would they _____ it or would they _____ you?
- 3 If a friend wanted to stay out late, would you _____ him/her?

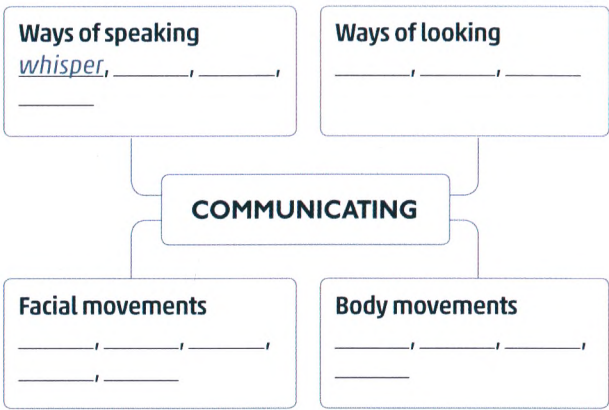
18 Read the question below and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

If you could go anywhere for a weekend, where would you go and who with?



6B READING AND VOCABULARY

- 1 **SPEAKING** In pairs, answer the questions.
- 1 What would you do if you found a sports bag at a bus stop and you were the only person there?
 - 2 What would you do if you opened the bag and found \$5,000 inside?
 - 3 Would your decision be different if you knew the money belonged to a poor/rich person/a criminal? Say why.
 - 4 If you decided to keep the money, would you make up a story about where you got it or would you tell the truth?
 - 5 If you lied about where you got the money, would your friends and family fall for your story or would they see right through you?
- 2 Look at the picture and the title of the story. In pairs, say what you think the person in the picture will do. Read the story quickly to check your ideas.
- 3 Read the story again. Match sentences A–H with gaps 1–5 in the story. There are three extra sentences.
- A They didn't know the story was covered by news channels nationwide.
 - B Lola thanked him for returning her money.
 - C Had they made the right decision?
 - D It probably belongs to a criminal!
 - E Then he glanced at the money on the table.
 - F 'Thanks to all the publicity in the media, we raised over \$12,000!'
 - G 'I didn't know then what I know now,' he said.
 - H 'But nobody will ever know you took it,' she said.
- 4 In pairs, ask and answer the questions.
- 1 In your opinion, did Trent do the right thing?
 - 2 What do you think Trent and Freya will do with the rest of the money?
 - 3 What would you do if you were in their position?
- 5 In pairs, check the meaning of the highlighted words and phrases in the text. Then add their infinitive forms to the vocabulary map.



- 6 Choose the correct verbs.
- 1 If you don't want someone to hear you, you *sigh* / *whisper*.
 - 2 If you're in pain, you *groan* / *murmur*.
 - 3 It's rude to *glance* / *stare* at someone.
 - 4 He *gazed* / *winked* into the eyes of the girl he loved.
 - 5 You *frown* / *grin* when you're not happy.
 - 6 You *hug* / *shiver* when you're cold or frightened.
 - 7 Parents don't like it if you *raise* / *roll* your eyes at them.
 - 8 If you don't want to do something, you *shake* / *shrug* your head.
- 7 In pairs, speak, look or move in ways that match the verbs above. Guess what your partner is doing.
- Student A speaks very quietly.
B *You're whispering.*
A *Yes, your turn.*
Student B smiles widely.
A *You're grinning.*
- 8 **2.32 SPEAKING** In pairs, discuss what you would do in the situation below. Then listen. What happened to the couple who actually were in that situation?
- 1 What would you do if you found a lottery ticket on the pavement?
 - 2 If you kept the ticket and it turned out to be the winning ticket, what would you do then?
- 9 **REFLECT | Values** In groups, discuss the quotes. Which do you agree/disagree with? Say why.

“ Crime never pays in the end. ”
Anonymous

“ Integrity is doing the right thing even when no one is watching. ”
C.S. Lewis, English author

19 WATCH AND REFLECT Go to page 167. Watch the documentary *Why do we lie?* and do the exercises.

DOCUMENTARY VIDEO

IF YOU KEEP IT, WE'LL BE RICH

2.31

'If you keep it, we'll be rich,' **whispered** Freya.

Trent **glanced** at the bag. There was enough money in it for them to pay off all their debts, to get a decent place to live and to mend his broken bicycle.

5 'I don't know, Freya,' he **sighed**. 'With my luck, it'll just cause problems if I keep it.'

Freya **raised an eyebrow**. ¹ _____

That was true, he thought. He'd found the bag at a bus stop. Nobody had seen him pick it up, he was sure of that.

10 And there were no security cameras there.

'We really need the money, Trent' insisted Freya, **staring** at the bag.

Trent **frowned**. 'But if I kept it, I'd feel bad ... dishonest. What if the money belongs to someone that needs it more than we do?'

15 Freya **rolled her eyes**. 'Nobody can need the money more than we do!' she **groaned**. 'We're out of work and we live in a lousy trailer, for goodness' sake!' She **shivered**. It was cold.

Trent wasn't convinced. 'We should give it back to the rightful owner,' he **murmured**.

'But we don't know whose money it is,' argued Freya. 'If we knew who it belonged to, we could give it back to them but we don't know! Anyway, which honest person would carry \$5,000 in cash in a sports bag? ² _____ So we should keep it, right?'

25 Trent **gazed** into her eyes. Then he made up his mind. He took her hand in his and **shook his head**.

The next day, Trent took the money to the police. Then he returned to his usual life, washing car windscreens during the day and sleeping in the trailer at night.

30 Three days later, Trent and Freya woke up to find a TV crew at the door. Standing behind them was a young woman.

'Trent Jamieson?' asked the reporter, who Trent vaguely recognised from the days when he owned a TV.

35 'Yes,' he replied. There was a red light flashing on the camera. 'This is Lola García.' The reporter pulled the young woman forward. 'It was her money you found.'

Lola explained the money had come from selling her car.

'I had to sell it to pay my fees,' she said. 'They were going to throw me out of college. I can't thank you enough.'

40 Trent **shrugged his shoulders**. 'It was the right thing to do,' he said.

Neither Trent nor Freya saw the TV report. ³ _____

So there was no way they could know what Lola was doing.

45 Two weeks later the TV crew returned to the campsite with Lola. This time she had a large envelope in her hands and a huge smile on her face.

'I wanted to reward you for your honesty so I set up a crowdfunding site,' she said. ⁴ _____

50 Lola **hugged** Trent, Freya **grinned** and the reporter **winked** at the cameraman.

There was more good news to come. A businessman who'd seen the story on TV was so impressed with Trent's honesty that he offered him a job as a security guard. Trent and Freya moved into an apartment and the day before he started work, Trent got his bike fixed.

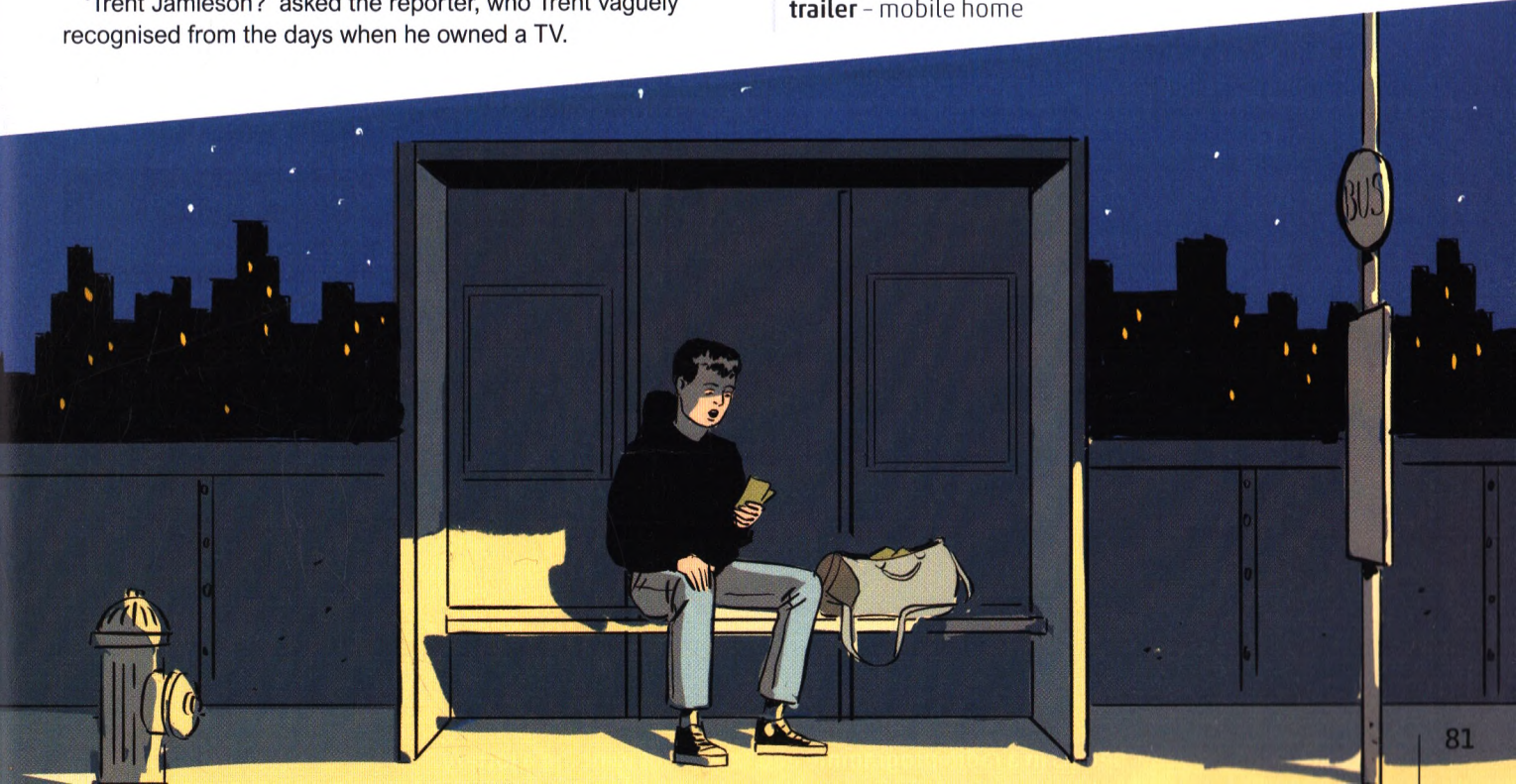
55 'What shall we do with the rest of the money?' asked Freya when Trent came home, tired but happy, from his first day at work.

60 Trent thought for a second. ⁵ _____ 'We should give it to someone who really needs it,' he said. 'I mean, it's not really ours, is it?'

GLOSSARY

lousy - awful

trailer - mobile home



6C LISTENING AND VOCABULARY

- 1 Which of these things is the least likely to happen to a person in their lifetime? Discuss in pairs.

becoming an astronaut being struck by lightning
winning a lottery jackpot winning an Oscar
winning an Olympic gold medal

- 2  **2.33** Listen to the beginning of a radio programme and check your ideas from Exercise 1.

- 3 Work in pairs. Which of the following do you think are good choices for a lottery winner? Say why.

buy expensive cars donate to charity
give the money to your parents
go on expensive holidays make investments
remain anonymous stay active stop working

- 4  **2.34** Listen to the rest of the programme and check your ideas from Exercise 3.

- 5  **2.34** Listen again and choose the correct answers.

- 1 Dale Glover's book *After the Jackpot* is about
 - a how to win the lottery.
 - b the history of lotteries.
 - c people who won the lottery.
- 2 Dale suggests that the example of Jane Park shows
 - a a millionaire's lifestyle isn't right for everyone.
 - b having too much money is as bad as having too little.
 - c relationships are easier when people are rich.
- 3 Which of the following is not true of Jane's relationships after her win?
 - a Her relatives are extremely jealous.
 - b She can't always tell if people are being honest with her.
 - c People she doesn't know are mean to her online.
- 4 When you win a lottery, it's never a good idea to
 - a stay anonymous.
 - b stop being active.
 - c donate to charity.

- 6 Complete the table with the noun forms of the adjectives. Use a dictionary if necessary.

Adjectives	Nouns
happy	<i>happiness</i>
lonely	
sad	
embarrassed	
disappointed	
excited	
envious	
jealous	
sympathetic	

- 7 Complete the sentences with nouns from the table in Exercise 6.

- 1 *Jealousy* is a useless emotion and I try not to waste time on it.
- 2 I think we need to experience sadness, so we can appreciate _____.
- 3 I don't feel any _____ for famous people. I'd prefer to be anonymous.
- 4 I'd never buy a lottery ticket because I know it's almost certain to end in _____.
- 5 If I lived alone, I don't think I'd be able to cope with the _____.
- 6 I find it very difficult to hide my _____ when someone gives me a compliment in public.
- 7 I feel _____ for anyone who is attacked on social media whether they are famous or not.
- 8 I enjoy the _____ of doing the lottery even though I know I'm not likely to win.

- 8 In pairs, say if the sentences in Exercise 7 are true for you or if you agree with them.

- 9  **2.35 PRONUNCIATION** Listen and find the schwa /ə/ sounds in the words below. Then read out the sentences in Exercise 7 and focus on pronouncing the schwa sound.

- loneliness, sadness, happiness
- jealousy, sympathy
- disappointment, embarrassment, excitement

- 10 **SPEAKING** What would you do if you suddenly received a huge amount of money? Discuss in groups.

For each statement say whether you agree strongly (AS), agree (A), disagree (D), or disagree strongly (DS).

- 1 ☐ If people are unhappy, I enjoy making them feel better.
- 2 ☐ When I upset someone, I feel bad.
- 3 ☐ I find it hard to guess how someone is feeling unless they are a close friend.
- 4 ☐ After I have an argument with someone, I'm usually the first one to try to make up with them.
- 5 ☐ I'm not really interested in how other people feel unless it affects me directly.
- 6 ☐ I don't share personal information with people until I know them very well.
- 7 ☐ Before I discuss my problems with others, I try to solve them myself.
- 8 ☐ As soon as someone starts crying, I begin to feel irritated.
- 9 ☐ I can talk to almost anyone as long as they show an interest in having a conversation with me, too.
- 10 ☐ Provided that they aren't dangerous, I generally prefer animals to people.



6D GRAMMAR

1 In pairs, discuss the meaning of the word 'empathy'. Then ask and answer these questions:

- 1 Who is the most empathetic person you know? Say why.
- 2 Do you find it easy or difficult to empathise with others?

2 In pairs, do the quiz. Then check your scores on page 197. Do you agree with your results?

The zero conditional and alternatives to *if*

3 Look at sentences a–b and answer the questions. Then read the Grammar box and *Watch out!* and check.

- a If people **are** unhappy, I **enjoy** making them feel better.
- b I **enjoy** making people feel better when they **are** unhappy.

- 1 Do the sentences refer to something that is true only in the present, only in the future, or always?
- 2 In sentence a, which clause gives the condition and which gives the result?
- 3 Which tenses are used in each clause?
- 4 Which word could you use instead of *if* without significantly changing the meaning of the sentence?
- 5 When you change the order of the clauses (sentence b), what change to punctuation do you need to make?

The zero conditional and alternatives to *if*

We use the **zero conditional** to talk about real situations that are always true.

The condition	The result
<i>If</i> + Present Simple,	Present Simple

In all conditional sentences the *if* clause can come before or after the result clause. When the *if* clause is first, it is followed by a comma.

Alternatives to *if*

In zero conditional sentences we can use *when* instead of *if* with little or no change in meaning.

In conditional sentences we can also replace *if* with *unless*, *as soon as*, *as long as*, *until*, *provided that*, *before*, *after*.

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WATCH OUT!

Remember that *unless* = if not.

I don't share personal information with people unless I know them well.

I don't share personal information with people if I don't know them well.

4 Use the prompts and *if* or *when* to write zero conditional sentences. Be careful with commas.

- 1 I / nervous about something / I / start sweating
When I'm nervous about something, I start sweating.
- 2 I / feel embarrassed / my cheeks / go red
- 3 my dad / eat a lot of chocolate / he / feel stressed
- 4 my mum / talk very quickly / she / get excited
- 5 my sister / ask / her friends for advice / she / have a personal problem

5 Make *Wh-* questions about the situations in Exercise 4. Then in pairs, ask and answer the questions.

- 1 *What do you do when you feel nervous?*

6 Choose the best alternative to *if* to complete the sentences.

- 1 I don't tend to say very much *before* / *as soon as* I have my morning coffee.
- 2 I don't find people attractive *after* / *unless* they are good listeners.
- 3 *As soon as* / *As long as* I see my best friend, I know how he or she is feeling.
- 4 *Before* / *As long as* I trust someone, I'm comfortable asking for personal advice.
- 5 *After* / *Before* I tell someone my problems, I usually feel better.
- 6 I don't truly relax *until* / *provided that* I'm alone in my room.

7 **SPEAKING** In pairs, say if the statements in Exercise 6 are true for you.

6E SPEAKING

- What's the best and worst way to tell a friend that you have to cancel an arrangement to meet?
- 20 2.36 Watch or listen to Part 1 of a story and answer the questions.
 - Why does Sally ask for Claire's advice?
 - What advice does Claire give to Sally in the end?
 - What would you do if you were Sally?
 - How do you think Jane will feel when Sally calls her to explain?
- 21 2.37 Watch or listen to Part 2 of the story. How are Jane's and Sally's situations similar?
- Complete the Speaking box with the words from the box.

better helpful problem thought
were wonder



SPEAKING | Asking for, giving and reacting to advice

Asking for advice

I ¹ wonder if you could give me some advice.

What do you think I should/ought to do?

Do you think I need to/should ...?

I've got a bit of a ² _____ and I don't know what to do.

I've no idea how/what to ...

I'd really appreciate your advice.

I'm at (a bit of) a loss.

Giving advice

You could/ should(n't)/ought (not) to...

I (don't) think you should ...

You'd ³ _____ (just) tell her the truth.*

You'd better not do this ...

It's probably (not) a good idea to ...

The first/best thing to do is ...

If I ⁴ _____ you, I'd go to Paris.

Reacting to advice

Thanks. That's really ⁵ _____.

You're right, that's good advice, thanks.

I never thought of that, (it's a) good idea.

I don't know if it'll work but I'll give it a try.

I ⁶ _____ of that but I'm pretty sure ...

I thought about doing that but ...

* strong advice, similar to 'you have to'

5 Choose the correct answers to complete the dialogues.

- A** I really can't go to Pam's party ... I'm thinking of making an excuse and telling her I'm not feeling well. Do you think that's a good idea?

B **a** No, I don't think you should do that.
b That's really helpful, thanks.
- A** What do you think I should do: text my friend to cancel our plans, or give her a call?

B **a** I never thought of that, good idea.
b If I were you, I'd call her.
- A** I'm afraid my friend won't understand. I've no idea what to tell him.

B You'd better talk to your mom, she'll know what to do.

A **a** I'd really appreciate your advice.
b I don't know if she can help me but I'll give it a try.
- A** I'm at a loss. How can I tell Susan that she can't visit me this Saturday? I have a cold!

B **a** I thought about doing that, but it will not work.
b You should explain the situation and invite her on a different weekend.

6 In pairs, offer advice in these situations. Use the language from the Speaking box.

- Your friend is thinking of shaving his/her head.
- Your cousin wants to become a vegan.
- Your friend wants to drop out of school and get a job in a burger bar.

A *I'm thinking of shaving my head.*

B *If I were you, I wouldn't do it.*

7 In groups, ask for and give advice about real or invented problems. Use the language from the Speaking box.

A *My parents won't let me buy a motorbike. What should I do?*

B *If I were you I'd listen to them, it's a dangerous sport.*

**Dilemma**

Pbea3

My older sister **is in a serious relationship** but her boyfriend has changed recently. He spends most of his time with his friends and ignores her! She's **crazy about** him but he's making her unhappy. Everyone thinks she should **break up with** him but I'm worried it will **break her heart** if they **split up**. What should I tell her? How can I help her?

**Ex-friend**

Joyoloyo

I've **fallen out with** my best friend. She makes lots of promises but in the end she always **lets me down**! Now another friend told me she's been **talking about me behind my back**. I'm **through with** her. I've forgiven her before but this time we won't **make up**. We're finished.

**Afraid**

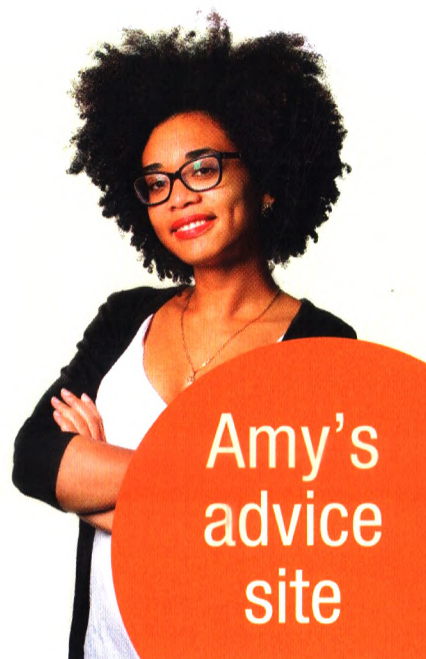
LukU

I've **fallen in love with** a girl. I know I should **ask her out** but I'd be **heartbroken** if she refused to **go out with** me or if we didn't **hit it off**. What should I do?

**Help!**

phillingXJ

This guy at school is really mean! He **bosses me around** and **makes fun of** me. If I complain, he just laughs at me and **insults** me. I've had enough! I can't **put up with** it anymore. I'm worried I'll **lose my temper**, do something stupid and **get into trouble**.



- 1 What kind of advice would you ask these people for? Discuss in groups.**

a blogger a teacher your best friend your parents

I'd ask my dad about computer stuff and my best friend about ...

- 2 Read the texts from Amy's advice site. In pairs, decide which person has the most serious problem. What advice do you think Amy will give them?**

- 3 Look at the highlighted words and phrases in the texts and add them to the lists below.**

1 Happy relationships: *be in a serious relationship*, ...

2 Problems and conflicts: *break up with sb*, ...

- 4 In pairs, complete Amy's advice to LukU with one word in each gap. Do you agree with her? Say why.**



LukU,

Keep cool. You've got to realise that when you ask someone ¹*out*, it doesn't always lead to a serious ²_____. The girl might not agree to ³_____ out with you but you won't know if you don't try. I'm sure it won't really ⁴_____ your heart if she says no. If she says yes, don't worry if you don't ⁵_____ it off immediately. Just because you're ⁶_____ about someone doesn't mean they'll ⁷_____ in love with you straight away. Give it time.

- 5 In pairs, choose the correct options to complete Amy's advice. Do you agree with her? Say why.**

Joyoloyo,

I know how you feel. It's hard to ¹_____ with it when a friend insults you or ²_____. However, before you decide to end this friendship maybe you should give her another chance. When I was younger, I ³_____ with my best friend because she was always ⁴_____ me around and telling me what to do. But a few weeks later, when I ⁵_____, she stood by me in my time of need. She didn't ⁶_____. We ⁷_____ and now we're still best friends.

- | | |
|-----------------------------|---------------------------------|
| 1 a fall out | b put up |
| 2 a hits it off | b talks behind your back |
| 3 a fell out | b made up |
| 4 a breaking | b bossing |
| 5 a got into trouble | b lost my temper |
| 6 a ask me out | b let me down |
| 7 a made up | b were through |

- 6 Write a reply giving advice to either Pbea3 or phillingXJ. Use the vocabulary in this lesson and the phrases in the Speaking box in lesson 6E to help you.**

- 7 SPEAKING** In pairs, ask and answer these questions.

- Have you ever lost your temper and got into trouble? Do you know anyone who has? What happened?
- Do you know anyone who likes to boss other people around? Who? What do you think of him/her?
- How would you feel if you heard a good friend talking about you behind your back?
- Have you ever fallen out with a friend? What happened? Did you make up again?

Is honesty always the best policy?

-

- 1 In pairs, discuss these questions.
 - 1 A 'white lie' is a lie about a small or unimportant thing, usually told to avoid hurting someone's feelings. Can you think of some common examples?
 - 2 Is it possible to always tell the truth?
- 2 Read the essay and answer the questions.
 - 1 Does the writer mention any of the things you discussed in Exercise 1?
 - 2 What is the writer's personal opinion and do you agree with it?
- 3 Match paragraphs 1-4 with descriptions a-d.
 - a ☐ Arguments against always telling the truth.
 - b ☐ The author's view on always telling the truth.
 - c ☐ Arguments for always telling the truth.
 - d ☐ An introduction to the topic of honesty and dishonesty.
- 4 Study the Writing box. Then find more arguments for and against always telling the truth with reasons and/or examples in the essay.

WRITING | A for-and-against essay

A for-and-against essay should be formal in tone.

Paragraph 1

Begin with some general points, or say that an issue is controversial:

Most of us say we value honesty, yet we are all dishonest occasionally.

End with a statement or question that mentions both sides of the issue:

Should you always attempt to tell the truth, or can it sometimes be acceptable to lie?

Paragraph 2

Give several arguments for the issue and support with examples and reasons:

To begin with, lying is morally wrong because it deceives and misleads people.

Paragraph 3

Give several arguments against the issue and support with examples and reasons:

What is more, people sometimes lie or make up stories to avoid upsetting someone vulnerable. For example, it may be easier for a child to accept that the family dog 'has gone to live on a farm', than to try to deal with the death of a much-loved pet.

Paragraph 4

Summarise the debate briefly:

To conclude, honesty is generally the best policy, but there are times when lying can make things easier for other people.

Add your own opinion:

Personally, I believe it's usually better to tell a harmless white lie than to hurt someone.

- 5 Look at the linking words and phrases underlined in the essay and put them in the correct group.
 - **Introducing new arguments:** ¹ To begin with; First of all; Secondly; Furthermore; ² _____; Another point is; Some/Most of us know/agree/say; Finally;
 - **Giving examples and support:** For example; ³ _____; Such as; According to; ⁴ _____;
 - **Introducing a contrast:** However; On the other hand; ⁵ _____; ⁶ _____, Nevertheless;
 - **Introducing a conclusion:** In summary; In conclusion; ⁷ _____;
 - **Introducing your own opinion:** In my opinion; Ultimately, I think; ⁸ _____.
- 6 Choose the most suitable linking phrase in each sentence. In one sentence both are possible.
 - 1 *Although / In summary* other teenagers may sympathise, they don't always have the experience necessary to offer good advice.
 - 2 When we make a mistake, we learn from it and *for this reason / furthermore*, young people should be allowed to make their own decisions now and again.
 - 3 There is almost no chance of winning, *nevertheless / another point is* people seem to enjoy taking part in lotteries.
 - 4 *On the other hand / Such as*, there are also some strong arguments for lotteries.
 - 5 *Another point is / What is more*, no one understands what a teenager is going through better than another teenager.
- 7 **REFLECT | Values** Is it unethical for parents lie to their young children about the existence of mythical figures, such as the Tooth Fairy? Discuss in groups.
- 8 Work in pairs. Match the sentences in Exercise 6 with the essay topics a-c.
 - a ☐ Young people should always do exactly as their parents tell them.
 - b ☐ Friends are the best source of advice for teenagers.
 - c ☐ National lotteries do more harm than good.
- 9 **WRITING TASK** Choose one of the topics in Exercise 8 to write a for-and-against essay about. Follow the instructions.
 - 1 Make notes on arguments for and against the topic you have chosen.
 - 2 Think of supporting examples and reasons to include in your essay.
 - 3 Use the Writing box and the phrases in Exercise 5 to write your essay.

Topic: National Lotteries do more harm than good.
Arguments for:
 1 A lot of money from lotteries goes to charity.
 2 _____
Arguments against:
 1 Lotteries give people false hope.
 2 _____

REMEMBER MORE

1 Complete the sentences with the correct verbs. Then check with the word list.

- Bob will ____ Beth's heart if he tells her he doesn't love her anymore.
- I'm not sure restarting my phone will help, but I will ____ it a try.
- Tracy is very sociable but she would never ____ behind anybody's back.
- Mum tried hard not to ____ her temper when she saw our test results.

2 Complete the sentences with the verbs from the word list.

When you ...

- ____ your shoulders, you show that you're not interested or you don't care.
- ____ your head, you show that you don't agree with someone.
- ____ your eyes, you show that you're annoyed or bored.
- ____ through your teeth, you say something that is completely false.

3 Which verb from the word list completes these phrases?

	for something in love out with somebody
	a promise something up up with somebody
	into trouble excited

4 Do the task below.

Look at the word list and choose 5–8 verbs or phrases you want to learn. Write a sentence with each of them. Begin your sentence with a name that starts with the same letter as your verb, e.g. *Mark murmured something in my ear.*

6A GRAMMAR AND VOCABULARY

5.36

- break a window** /breɪk ə 'wɪndəʊ/
cover for sb (phr v) /'kʌvə fə ,sʌmbədi/
fall for sth (phr v) /'fɔ:l fə ,sʌmθɪŋ/
false (adj) /fɔ:ls/
find out (phr v) /faɪnd 'aʊt/
fool (v) /fu:l/
insist on sth (phr v) /ɪn'sɪst ɒn ,sʌmθɪŋ/
invent a story/an excuse /ɪn'vent ə 'stɔ:ri/ən ɪk'skju:s/
lie (n, v) /laɪ/
lie through your teeth /laɪ θru: jə 'ti:θ/
lose your voice /lu:z jə 'vɔɪs/
make sth up (phr v) /meɪk ,sʌmθɪŋ 'ʌp/
miss (v) /mɪs/
see right through sb /si: raɪt 'θru: ,sʌmbədi/
straightaway (adv) /streɪtə'weɪ/
suspicious (adj) /sə'spɪʃəs/
tell the truth/a lie /tel ðə 'tru:θ/ə 'laɪ/
trick (v) /trɪk/
upset (adj) /ʌp'set/
wedding anniversary (n) /'wedɪŋ ænə'vɜ:səri/
win the lottery /wɪn ðə 'lɒtəri/

6B READING AND VOCABULARY

5.37

- cameraman** (n) /'kæməɾəmən/
convinced (adj) /kən'vɪnst/
cover a story /kʌvə ə 'stɔ:ri/
crowdfunding site (n) /'kraʊdfʌndɪŋ saɪt/
decent (adj) /di:sənt/
dishonest (adj) /dɪs'ɒnəst/
do the right thing /du: ðə raɪt 'θɪŋ/
envelope (n) /'envələʊp/
facial/body movements /'feɪʃəl/'bɒdi ,mu:vmənts/
fees (n) /fi:z/
fix (v) /fɪks/
flash (v) /flæʃ/
frown (v) /fraʊn/
gaze (v) /geɪz/
give back (phr v) /gɪv 'bæk/
glance at sth (v) /'glɑ:ns ət ,sʌmθɪŋ/
grin (v) /grɪn/
groan (v) /grəʊn/
honesty (n) /'ɒnəsti/
hug (v) /hʌg/

- insist** (v) /ɪn'sɪst/
integrity (n) /ɪn'tegrəti/
keep (v) /ki:p/
lottery ticket (n) /'lɒtəri ,tɪkət/
lousy (adj) /'laʊzi/
mend (v) /mend/
murmur (v) /'mɜ:mə/
nationwide (adv) /,neɪʃən'waɪd/
news channel (n) /'nju:z ,tʃænl/
own (v) /əʊn/
pay (v) /peɪ/
pay off debts /peɪ ɒf 'detz/
publicity (n) /pʌ'blɪsəti/
pull sb forward (phr v) /pʊl ,sʌmbədi 'fɔ:wəd/
raise an eyebrow /reɪz ən 'aɪbrəʊ/
reporter (n) /rɪ'pɔ:tə/
return (money) (v) /rɪ'tɜ:n ('mʌni)/
reward sb for sth (v) /rɪ'wɔ:d ,sʌmbədi fə ,sʌmθɪŋ/
rightful owner /raɪtfəl 'əʊnə/
roll your eyes /rɒl jər 'aɪz/
rude (adj) /ru:d/
security camera (n) /sɪ'kjʊərəti ,kæməɾə/
security guard (n) /sɪ'kjʊərəti gɑ:d/
set up a website /set ʌp ə 'websaɪt/
shake your head /ʃeɪk jə 'hed/
shiver (v) /'ʃɪvə/
shrug your shoulders /ʃrʌg jə 'ʃəʊldəz/
sigh (v) /saɪ/
stare at sb (v) /steə ət ,sʌmbədi/
trailer (n) /'treɪlə/
TV crew (n) /ti: vi: 'kru:/
TV report (n) /ti: vi: rɪ'pɔ:t/
vaguely (adv) /'veɪgli/
whisper (v) /'wɪspə/
windscreen (n) /'wɪndskri:n/
wink (v) /wɪŋk/
winning ticket /wɪnɪŋ 'tɪkət/

6C LISTENING AND VOCABULARY

5.38

- be struck by lightning** /bi ,strʌk baɪ 'laɪtnɪŋ/
cope with sth (v) /'kəʊp wɪð ,sʌmθɪŋ/
disappointed (adj) /dɪsə'pɔɪntɪd/
disappointment (n) /dɪsə'pɔɪntmənt/
do the lottery /du: ðə 'lɒtəri/
donate to charity /dəʊ'neɪt tə 'tʃærəti/

embarrassed (adj) /ɪm'bærəst/

embarrassment (n) /ɪm'bærəsmənt/

envious (adj) /'enviəs/

envy (n) /'envi/

excited (adj) /ɪk'saɪtɪd/

excitement (n) /ɪk'saɪtmənt/

give sb a compliment /,gɪv ,sʌmbədɪ ə
'kɒmpləmənt/

happiness (n) /'hæpɪnəs/

hide (v) /haɪd/

honest with sb (adj) /'ɒnəst wɪð ,sʌmbədɪ/

jealous (adj) /'dʒeləs/

jealousy (n) /'dʒeləsi/

loneliness (n) /'ləʊnlɪnəs/

lonely (adj) /'ləʊnli/

lottery jackpot (n) /'lɒtəri ,dʒækpɒt/

lottery win (n) /'lɒtəri wɪn/

make investments /,meɪk ɪn'vestmənts/

mean to sb (adj) /'mi:n tə ,sʌmbədɪ/

millionaire (n) /,mɪljə'neə/

remain/stay anonymous /rɪ'meɪn/,steɪ
ə'nɒnɪməs/

sad (adj) /sæd/

sadness (n) /'sædnəs/

sympathetic (adj) /,sɪmpə'tetɪk/

sympathy (n) /'sɪmpəθi/

waste time on sth /,weɪst 'taɪm ɒn ,sʌmθɪŋ/

6D GRAMMAR 5.39

be in touch with your feelings /bi ɪn ,tʌtʃ wɪð jə
'fi:əlɪŋz/

cry (v) /kraɪ/

empathetic (adj) /,empə'tetɪk/

empathise with sb (v) /'empəθaɪz wɪð ,sʌmbədɪ/

get excited /,get ɪk'saɪtəd/

good listener /,ɡʊd 'lɪsənə/

irritated (adj) /'ɪrɪteɪtɪd/

make up (with sb) (phr v) /,meɪk 'ʌp (wɪð
,sʌmbədɪ)/

nervous about sth (adj) /'nɜ:vəs ə,baut
,sʌmθɪŋ/

personal problem/advice /,pɜ:snəl 'prɒbləm/
əd'vaɪs/

personal information (n) /,pɜ:snəl ɪnfə'meɪʃən/

sb's cheeks go red /,sʌmbədɪz ,tʃi:ks ɡəʊ 'red/

share information /,ʃeə ɪnfə'meɪʃən/

show an interest in sb/sth /ʃəʊ ən ɪn'trest ɪn
,sʌmbədɪ/,sʌmθɪŋ/

sweat (v) /swet/

trust (v) /trʌst/

upset (v) /ʌp'set/

6E SPEAKING 5.40

be at (a bit of) a loss /,bi ət (ə ,bɪt əv) ə 'lɒs/

cancel your plans /,kænsəl jə 'plænz/

explain the situation /ɪk'spleɪn ðə ,sɪtʃu'eɪʃən/

feel well /,fi:l 'wel/

give sb a call /,gɪv ,sʌmbədɪ ə 'kɔ:l/

give sth a try /,gɪv ,sʌmθɪŋ ə 'traɪ/

helpful advice /,helpfəl əd'vaɪs/

make an excuse /,meɪk ən ɪk'skju:s/

shave your head /,ʃeɪv jə 'hed/

6F VOCABULARY 5.41

ask sb out (phr v) /,ɑ:sk ,sʌmbədɪ 'aʊt/

be crazy about sb /,bi 'kreɪzi ə,baut ,sʌmbədɪ/

be in a serious relationship /,bi ɪn ə ,sɪəriəs
rɪ'leɪʃənʃɪp/

be through with sb /,bi 'θru: wɪð ,sʌmbədɪ/

boss sb around (phr v) /,bɒs ,sʌmbədɪ ə'raʊnd/

break sb's heart /,breɪk ,sʌmbədɪz 'hɑ:t/

break up with sb (phr v) /,breɪk 'ʌp wɪð
,sʌmbədɪ/

complain (v) /kəm'pleɪn/

dilemma (n) /də'lemə/

do sth stupid /,du: ,sʌmθɪŋ 'stju:pəd/

ex-friend (n) /,eks 'frend/

fall in love with sb /,fɔ:l ɪn 'lʌv wɪð ,sʌmbədɪ/

fall out with sb (phr v) /,fɔ:l 'aʊt wɪð
,sʌmbədɪ/

forgive (v) /fə'ɡɪv/

get into trouble /,get ɪntə 'trʌbəl/

go out with sb (phr v) /,ɡəʊ 'aʊt wɪð
,sʌmbədɪ/

have enough /,hæv ɪ'nʌf/

heartbroken (adj) /'hɑ:t,breʊkən/

hit it off /,hɪt ɪt 'ɒf/

ignore (v) /ɪɡ'nɔ:/

insult (v) /ɪn'sʌlt/

laugh at sb (phr v) /'lɑ:f ət ,sʌmbədɪ/

lead to sth (v) /'li:d tə ,sʌmθɪŋ/

let sb down (phr v) /,let ,sʌmbədɪ 'daʊn/

lose your temper /,lu:z jə 'tempə/

make a promise /,meɪk ə 'prɒməs/

make fun of sb /,meɪk 'fʌn əv ,sʌmbədɪ/

make up (phr v) /,meɪk 'ʌp/

put up with sb/sth (phr v) /,pʊt 'ʌp wɪð
,sʌmbədɪ/,sʌmθɪŋ/

split up (phr v) /,splɪt 'ʌp/

stuff (n) /stʌf/

talk behind sb's back /,tɔ:k bɪ'hænd ,sʌmbədɪz
'bæk/

6G WRITING 5.42

appear (to be) /ə,pɪə tə 'bi/

deal with sth (phr v) /'di:l wɪð ,sʌmθɪŋ/

death (n) /deθ/

deceive (v) /dɪ'si:v/

destroy (v) /dɪ'strɔɪ/

dishonesty (n) /dɪs'ɒnəsti/

distance (n) /'dɪstəns/

do more harm than good /,du: mɔ: ,hɑ:m ðən
'ɡʊd/

do wrong /,du: 'rɒŋ/

false hope (n) /,fɔ:ls 'həʊp/

financial gain /fə,nænfəl 'geɪn/

gain (n) /geɪn/

go through sth (phr v) /,ɡəʊ 'θru: ,sʌmθɪŋ/

guilt (n) /ɡɪlt/

harmless (adj) /'hɑ:mles/

hurt sb's feelings /,hɜ:t ,sʌmbədɪz 'fi:əlɪŋz/

make sth easier /,meɪk ,sʌmθɪŋ 'i:ziə/

mislead (v) /,mɪs'li:d/

morally wrong /,mɒrəli 'rɒŋ/

much-loved (adj) /,mʌtʃ 'lʌvd/

mythical figure (n) /,mɪθɪkəl 'fɪɡə/

now and again /,naʊ ənd ə'ɡen/

offer advice /,ɒfə əd'vaɪs/

pet (n) /pet/

policy (n) /'pɒləsi/

public figure (n) /,pʌblɪk 'fɪɡə/

regardless of sth (adv) /rɪ'ɡɑ:dləs əv ,sʌmθɪŋ/

set a poor example /,set ə ,pɔ:ɪ ɪɡ'zɑ:mpəl/

tell the whole truth /,tel ðə ,həʊl 'tru:θ/

unacceptable (adj) /,ʌnək'septəbəl/

unethical (adj) /,ʌn'eθɪkəl/

value (v) /'vælju:/

vulnerable (adj) /'vʌlnərəbəl/

well-mannered (adj) /,wel 'mænəd/

white lie (n) /,waɪt 'laɪ/

VOCABULARY AND GRAMMAR

1 Complete the story with one word in each gap.

'Will you ¹cover for me this afternoon at the club, Georgie?', Michael asked me today. He was supposed to help at the gymnastics club after school. Michael was very good at ²m things up but he hadn't made an ³e to her about why he couldn't be there. He had told her the ⁴t. He didn't try to lie to me either because I always saw straight ⁵t him and, anyway, I knew the story.

Michael had fallen for a girl who he really liked, and they started ⁶g out. The problem was he got really ⁷j when she spoke to other boys. She is a really nice girl who would never ⁸l anyone down and disappoint them, but Georgie started to boss her ⁹a so she ¹⁰b up with him. Although she had broken his ¹¹h, I hadn't felt much ¹²s for him at the time because of the way he'd behaved.

But now that Michael was going to ask her to forgive him, I changed my mind and said 'Yes, I will cover for you.'

2 Choose the correct words to describe the pictures.



1 frown / grin



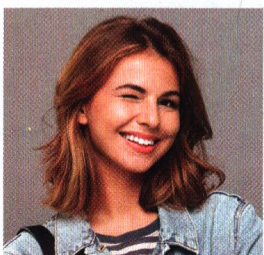
2 hug / glance



3 shake your head / shiver



4 raise an eyebrow / shrug shoulders



5 roll your eyes / wink



6 stare / whisper

3 Complete the sentences with the words from the box.

ask back crazy fun go love put temper trouble up with

- If you fancy someone, you should ask them out but don't worry if they won't go out with you.
- If I were you, I wouldn't make trouble of your sister. You might get into trouble!
- Just because you're crazy about someone doesn't mean they'll fall in love with you.
- You should never put up with a friend talking behind your back.
- If you lose your temper with your best friend and fall out with him or her, you should apologise.
- Splitting with someone can make you feel lonely at first – but it is only temporary.

4 Complete sentences 1–4 with the zero conditional form of the words in brackets, and sentences 5–8 with the first conditional form of the words in brackets. Then choose the correct word in *italics* for each sentence.

- Until / When* people I don't know talk (talk) to me, I (get) very nervous.
- They always (say) what they think *if / before* they (disagree) with someone.
- If / Unless* a stranger (knock) on the door, the dogs (start) barking.
- After / Provided that* I (lose) my temper, I usually (feel) embarrassed.
- She (win) the race *unless / as long as* she (train) hard.
- Unless / After* you (win) the lottery, you (be able) to buy a car.
- He (not buy) a new house *as long as / unless* he (get) a well-paid job.
- Provided that / Until* you can (pay) me back by Saturday, I (lend) you the money.

5 Complete the conversation with the second conditional form of the verbs in brackets.

- Alex** Hi Jack. What ¹would you do (do) if you ²saw (see) someone bullying a friend at school?
- Jack** Why? Has something happened?
- Alex** Yes, it has and I've no idea what to do.
- Jack** Well, if I ³saw (be) you, I ⁴go (go) straight to your class teacher and I ⁵explain (explain) what you saw.
- Alex** I thought about that, but if I ⁶go (go) to the teacher, my best friend ⁷be (be) through with me.
- Jack** Really? Your best friend?
- Alex** Yes, he's, unfortunately, the bully.
- Jack** How come he's your friend then? I ⁸put up (not put up) with that sort of behaviour.
- Alex** He's got problems at home.
- Jack** That's no excuse. If I ⁹have (have) problems, I ¹⁰go (not go) round bullying people.
- Alex** I'm really at a loss.
- Jack** If you ¹¹speak (speak) to him about it and ¹²ask (ask) him to apologise to the student he was bullying, it might help him too.
- Alex** Thanks!

USE OF ENGLISH

6 Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.

1 Jane doesn't focus so she makes a lot of mistakes. **FOCUSED**

If Jane focused, she would make fewer mistakes.

2 I'm not brave enough to tell them I lied. **BRAVER**

_____, I would tell them I lied.

3 I think you should tell her how you feel. **YOU**

If _____ tell her how you feel.

4 She looked very surprised when she heard the news. **EYEBROW**

She _____ in surprise when she heard the news.

5 You should start revising because the exams begin next week. **HAD**

You _____ because the exams begin next week.

6 The price of the tickets is going up, so we must buy them soon. **UNLESS**

_____ soon, they will be more expensive.

7 I forgive people quickly provided that they say sorry. **LONG**

I forgive people quickly _____ say sorry.

Use of English > page 193

LISTENING

7  **2.38** You are going to hear a woman talking about her work. Complete the notes below with a word or a short phrase.

STRATEGY | Notes completion

Read each gap and check what kind of information or word is missing. Write exactly what you hear and do not change the words in any way.

- As well as working as an agony aunt, June is also a ¹_____.
- June communicates through social networks and her ²_____.
- In the last century, teens needed information about ³_____.
- Modern technology has created some new problems for teenagers today such as cyber-⁴_____.
- She says some teens don't want to talk to ⁵_____ about problems.
- June thinks the key problem people suffer from nowadays is ⁶_____.
- June thinks agony aunts need to be ⁷_____.

SPEAKING

8 In pairs, role play the situation below. Then change roles and do the task again.

Student A

You recently had an argument with your classmate. You'd like to make up and you talk about this with a friend from the UK. In the conversation discuss the points below:

- Talk about your relationship with your classmate.
- Explain the reason for the argument and ask for advice.
- Accept Student B's advice.
- Say what you can do to get on better with the classmate.

Student B

You are Student A's friend from the UK. You are discussing how to resolve his/her conflict with a classmate. Use the phrases below to help you. You start first.

- *How do you usually get on?*
- *So, what happened exactly?*
- *If I were you, I'd apologise.*
- *What can you do to improve your relationship?*

WRITING

9 Read the task below and write an essay.

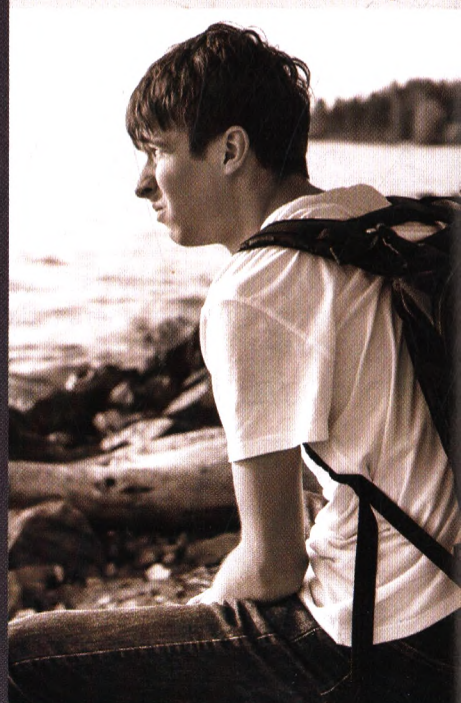
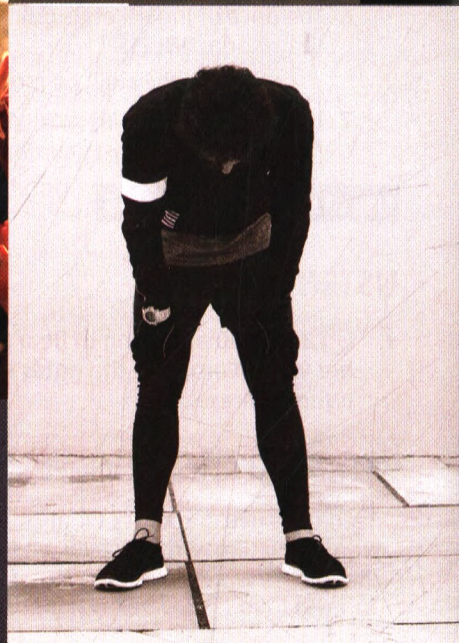
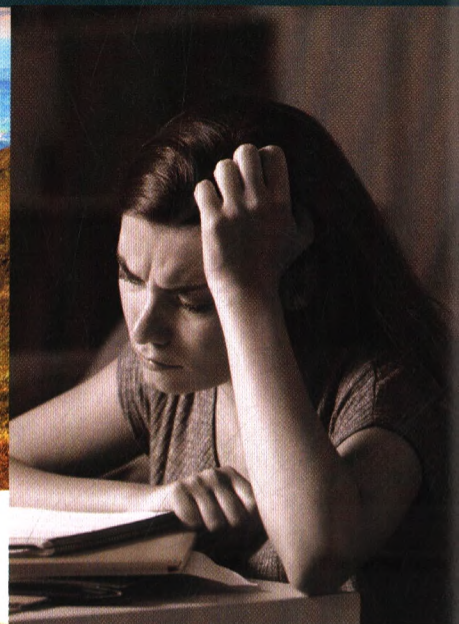
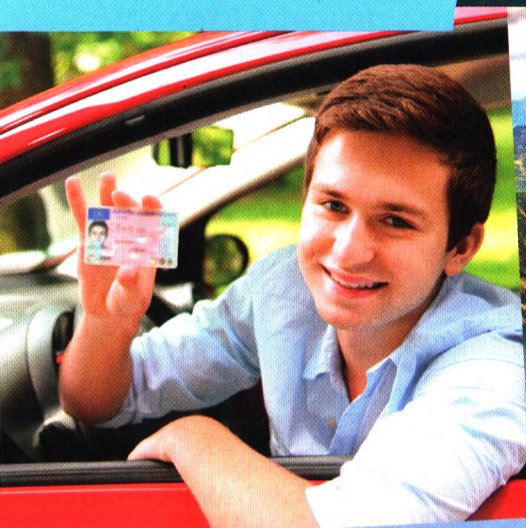
STRATEGY | Essay

Read the essay question and make a note of the points you need to include in the answer. In the task, you need to address the two aspects mentioned in the task as well as discuss one aspect of your own.

Parents shouldn't try to control the lives of their children who are over sixteen. Do you agree?

Write about:

- 1** going out at night
- 2** using technology
- 3** _____



1 In pairs, discuss the questions.

- 1 Compare the colourful and black and white photos. What goals did the people have? Have they achieved them or failed?
- 2 How important do you think it is to set yourself goals for the future?
- 3 What are some of your educational and personal goals for this year?

2 Do you have plans to achieve the goals you mentioned in Exercise 1? What are you going to do and when?

3 Read the forum entries about failed goals. Match statements 1–4 with entries a–c. There is one extra statement.

The speaker ...

- 1 ☐ failed to achieve a goal because of a lack of preparation.
- 2 ☐ wasn't sure which goal he/she wanted to achieve.
- 3 ☐ did not do enough research to achieve a goal.
- 4 ☐ chose a goal that was impossible to reach.

4 Work in pairs. Why did the people fail to achieve their goals? What didn't they do? What advice would you give them?

5 2.39 Listen to an expert talking about setting goals. What is she talking about? Choose the correct answer.

- a Where to get advice on what our goals should be.
- b How important it is to have big ambitions.
- c How to make our goals easier to achieve.
- d What to do if we fail to achieve a goal.



Nick04

A I'm finishing my first year of English at uni soon and it definitely hasn't turned out as I'd hoped. When I was at school, I joined a student drama club. It was my passion to act and I dreamt of a career on the stage. But everyone told me it was too challenging and I should choose a more traditional job. So I thought I could study something to do with languages because I was pretty good at English and I thought maybe I could be a teacher. Both of my parents are teachers and they seem to enjoy their jobs. My favourite subject at school was History though, but I just didn't think there'd be many jobs available. So I went for English in the end. Most universities have English courses and I didn't think too much about what was on the course as long as I got a degree. But the course is boring, and I often skip classes. I may not come back next year ...



Charli3

B When my friend suggested we take part in the City half-marathon which takes place once a year, I thought it was a great idea. I have to admit I'm not that fit really – I don't do a lot of sport. But you see marathons on television with thousands taking part so I thought I could manage it. After all, I wasn't out there to break any records! Of course, I had these great plans to train regularly and I went running after school with my friend for a couple of evenings – but then school work got in the way so I didn't really do much. The result is that I did the half-marathon last Saturday – but my legs went to jelly after a couple of kilometres and I had to stop. It was a bit embarrassing – but I guess I'm just not built for running long distances. I shall stick to exercises at home in the future!



Buster56

C Just got back from my trip to Spain, France and Italy and I have to say it wasn't a success. I went with my Spanish friend and the idea was to travel by train and buses along the coast, stopping off at interesting places on the way. Sounds a cool idea, doesn't it? Well, we thought so. I cut down my spending a bit in the month before we left so I'd have enough money and we checked out the route which looked definitely doable. The problem was that the fares and accommodation were more than we had thought and I ran out of money pretty early on. It's a pity we didn't check how much these things cost and didn't plan a budget or how much time we needed to save enough money. We didn't enjoy ourselves nearly as much as we'd hoped to. I stayed in Barcelona at my friend's house for a week, but we were both disappointed.

6 2.39 Listen again. Complete the gaps with the words from the box. There are two extra words.

deadlines easy how important possible ~~what~~ when

LIFE SKILLS | How to set SMART goals

S (SPECIFIC) Define exactly ¹ what you want to achieve.

M (MEASURABLE) Think about how and ² _____ you'll know that you've achieved your goal.

A (ACHIEVABLE) Set goals that are ³ _____ to achieve.

R (RELEVANT) Choose a goal which matters and is ⁴ _____ to you.

T (TIME-BOUND) Set yourself ⁵ _____ for achieving the goal.

7 Would you now give the same advice to the authors of the forum entries? Say why.

8 Match statements a–e with questions 1–5 from the SMART diagram.

- a** I want to reach my goal by the end of the term when we have a big test.
- b** I will do the following to help me achieve the goal:
 - record new words after each lesson in a notebook,
 - draw mind maps and pictures,
 - ask my friends to help me revise vocabulary before tests,
 - write an article in English for the school's website.
- c** I will keep track of the marks I get in English tests to check if I get higher scores. I'd like to improve my average score by 10%.
- d** I want to improve and expand my English vocabulary. I usually get lower marks in my English tests because I find it difficult to learn new words.
- e** I want to pass my exams in English well. I also need English to chat with my friends online.

Make a SMART goal

Your goal: improve my English, learn new vocabulary

- S** **Specific** What do you exactly want to achieve? ¹ _____
- M** **Measurable** How will you know when your goal is met? ² _____
- A** **Achievable** What steps can you take to achieve your goal? ³ _____
- R** **Relevant** Why is your goal important to you? ⁴ _____
- T** **Time-bound** How long will it take you to reach your goal? ⁵ _____

9 Do the task below.

LIFE SKILLS | Project

- Think of a goal related to education or your personal life.
- Follow the tips from this lesson about SMART goals and answer the questions in the SMART chart in Exercise 8.
- Present your SMART goal to the class in the next lesson.
- Discuss each other's goals. Do you think they are easy to achieve? Can you think of other steps to reach them?

07

In the spotlight

VOCABULARY	TV news, viewing habits, success and failure, describing art, films, books and plays
GRAMMAR	Reported speech, reported questions Use of English > page 194
SPEAKING	Describing a personal experience
WRITING	A review of a play
VIDEO	Grammar ▶ Documentary ▶ Communication ▶

And finally ...



1

And finally, a popular new trend in the UK. Hair-facing is a way of brushing your hair so it covers your face completely. To find out more about it, we talked to some teenagers at their school in Brighton. They told us that hair-facing was becoming really popular there. They agreed the trend would last because it was fun. One girl explained she had only started hair-facing a few days before. She confessed she had always looked down on it until she had tried it. Another girl claimed she felt more relaxed with her hair over her eyes. A teacher said he didn't like the fashion. He complained that he couldn't see his pupils' faces so he didn't know if they were sleeping in class. He said he would ban it if he could. However, another teacher told him not to criticise it if he'd never tried it.



2

And finally, the second World Dog Surfing Championships are taking place in California. Earlier today, we spoke to one of the organisers. He said that about fifty dogs were competing in this year's championships. That doesn't sound like a lot but he asked us to remember that only five dogs had taken part the year before. He also pointed out that the event had attracted more spectators and media interest than ever. He explained there were different prizes depending on the weight of the dogs and the size of the waves. He admitted the dogs couldn't surf as well as humans but claimed that the dogs were learning fast and predicted that the performances would be better than the previous year's. He added that there were also prizes for the best dressed dogs.

7A GRAMMAR AND VOCABULARY

1 Read the information below and work out the meaning of the highlighted words. What is an 'And finally, ...' report?

TV news programmes always begin with the **headlines** followed by the most important stories or **breaking news**. They often finish with a curious or amusing **news item** which the **newsreader** usually introduces with the words 'And finally, ...'. These **reports** tend to be **human interest stories** or to involve animals.

2 In pairs, ask and answer the questions.

- What TV or newspaper headlines do you remember from this week's news?
- Can you remember a time when a newsreader interrupted a programme to report some breaking news? What was it?
- Which curious or funny human interest stories can you remember from the news?

3 Look at the photos and read both 'And finally, ...' news items. Which one do you think is true and which fake? Say why.

Reported speech

- 4  **3.1** Listen to two interviews. Then read news item 1 again. How are quotations below reported in the text? How are the reported sentences different from the originals?

- 'Hair-facing is becoming really popular here.'
They told us that hair-facing was becoming really popular there.
- 'It'll last because it's fun.'
- 'I only started hair-facing a few days ago.'
- 'I had always looked down on it.'
- 'I feel more relaxed with my hair over my eyes.'
- 'I can't see my pupils' faces.'
- 'I would ban it.'
- 'Don't criticise it!'

- 5 Study the Grammar box and check your answers to Exercise 4. Then read news item 2 again and find more examples of reported speech.

- 6 Choose the correct reporting verbs in sentences.

- 'After I had read the headlines last night my throat felt dry so I decided to take a drink,' Jack *told* / *said* us.
- 'There's always a glass of water on the desk while I'm reading the news but I don't usually touch it,' he *asked* / *pointed* out.
- 'I was in a hurry and spilt the water all down my shirt,' he *said* / *told*.
- 'Don't laugh,' his producer *added* / *warned* him.
- 'Once I started laughing, I couldn't stop,' Jack *explained* / *predicted*.
- 'It's the first time anything like that has ever happened to me,' he *claimed* / *replied*.
- 'It won't happen again in tomorrow's programme,' he *admitted* / *promised*.
- 'I can't believe I'm the human interest story on my own TV channel,' Jack *agreed* / *confessed*.

- 7  **3.2** Rewrite the quotes in Exercise 6 in reported speech to complete the news story. Listen and check.

Jack told us that after he had read the headlines the night before his throat had felt dry so he ...

- 8 In pairs, transform the sentences to reported speech using the words in brackets.

- 'I watched the news last night.' (Rose/tell/friends)
Rose told her friends that she'd watched the news the previous night.
- I hadn't watched the TV news for ages. (She/claim)
- I don't think I'll watch it again in the near future. (She/add)
- I can get all the news I need on my phone. (She/explain)
- Check all the information you get online because a lot of it is false. (Mo/warn/the others)
- I don't believe everything I see on the news. (He/point out)

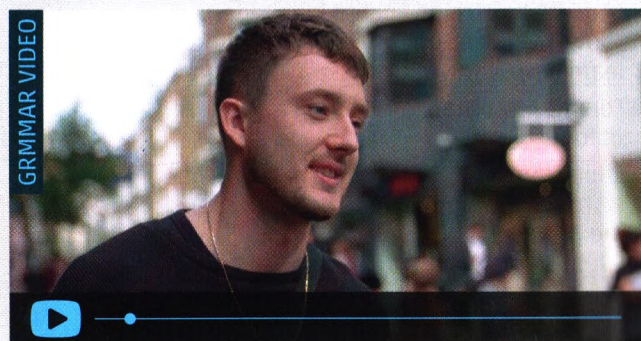
- 9 **REFLECT | Society** Which news sources (TV, radio, the Internet, newspapers, etc.) do you trust the most/least? Say why.

- 10 **SPEAKING** Work in pairs. Use reported speech to talk about a time when someone said something that made you feel annoyed, confused, embarrassed, happy or relieved.

I was annoyed about something and my sister told me to calm down. That made me laugh because she gets annoyed more than anyone I know.

-  **22** Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

What's the one thing your parents always told you to do?



Reported speech

Direct speech Reported speech

Present Simple	→ Past Simple
Present Continuous	→ Past Continuous
Past Simple	→ Past Perfect
Present Perfect	→ Past Perfect
will	→ would
can	→ could
must	→ had to

The Past Perfect, *would*, *could*, *should* and *might* don't change in reported speech.

With **imperatives** we use *(not) to* before the verb.

'Remember!'	→ She asked/told me to remember.
'Don't forget!'	→ She asked/told me not to forget.

These expressions usually change:

Time: *now* → *then/at that time*; *a few days ago* → *a few days before*; *yesterday* → *the day before/the previous day*; *last year* → *the year before/the previous year*; *tomorrow* → *the day after/ the next day*.

Places and things: *here* → *there*; *this* → *that*; *these* → *those*.

People: *I/you* → *he/she, me/you* → *him/her*; *my/your* → *his/her*; *we* → *they*; *our* → *their*

Reporting verbs: *add, admit, agree, ask, claim, complain, confess, explain, point out, predict, promise, reply, say, tell, warn.*

7B VOCABULARY | Viewing habits

1 Work in pairs. What types of shows do you like watching? Which are your favourite shows and why? How many episodes do you usually watch in one sitting?

2 Look at the statistics on viewing habits in the UK at the bottom of the page and match the highlighted phrases to the definitions. Which statistic do you find most surprising?

- 1 A multi-part television show. *series*
- 2 One part of a multi-part television show.
- 3 Watching television for a long time in one sitting.
- 4 Total amount of time spent watching television.
- 5 Bits of information about what happens in a film or television show you haven't watched yet.
- 6 TV shows and films that you can watch whenever you want.
- 7 An internet-based television service you pay for each month.
- 8 People who watch television.

3 In pairs, ask and answer questions based on the information from the survey. Add more details about services, shows, times, etc.

- A Do you use subscription streaming services?
- B No, I tried one for a month, but I hardly watched it.

4 Use a dictionary to check the meaning of the words from the box. Then use them to complete the sentences. Which of them are true for you? Compare with a partner.

credits dialogue seasons subtitles
title sequence trailers

- 1 When I'm binge-watching a TV show on a subscription streaming service, I always skip the title sequence at the beginning of the episode and go straight to the action.
- 2 When I go to the cinema, I like to stay and watch the _____ at the end so I'm often the last to leave.
- 3 I'm not into TV shows or films that are full of _____.
I prefer action to discussion.
- 4 I find that watching English language shows with the English _____ helps me learn new words and phrases.
- 5 For me, most shows get boring after three or four _____.
- 6 I think most _____ show too much of the story and that spoils the film or series for me.

Viewing Habits in the UK

- 76 percent of 16-24-year-olds reported using subscription streaming services.
- 79 percent of adults admitted binge-watching multiple episodes in one sitting.
- 55 percent of 18-24-year-old viewers said binge-watching was one of their main hobbies.
- 35 percent said that binge-watching a series made it better.
- 74 percent said they sometimes watched more on-demand content than they intended to and 32 percent said that this cost them sleep and left them feeling tired.
- 25 percent of binge viewers said they were afraid that spoilers would reveal the endings of their favourite shows.
- 47 percent of 16-24-year-olds said they were trying to cut down their screen time in some way.
- 3 percent of adults admitted they had pretended to be sick so they could stay at home and binge-watch.

5 Form adjectives with the words from boxes A and B. Then match them to the descriptions of shows below.

- A little feature eagerly thought award well
- B -reviewed -known -length -winning -provoking -awaited

- 1 This show got really good reviews.
well-reviewed
- 2 This show won lots of awards.
- 3 People have been waiting for this show to start and are excited about it.
- 4 This show really makes you think.
- 5 Not many people have watched or heard about this show.
- 6 Some of the episodes in this show are as long as a film.

6 Work in pairs. Use the adjectives in Exercise 5 to talk about your favourite TV shows.

... is one of my favourite shows. It was really well-reviewed. In fact it's award-winning, thought-provoking and some of the episodes are feature-length. The best thing about it is ...

7 3.3 PRONUNCIATION Match the words in the box to the correct syllable stress patterns. Then practise saying them.

binge-watching dialogue discussion
statistics subscription subtitles

••. surprising	•.. episode

8 REFLECT | Culture According to studies, sixty-eight percent of adults in the UK say that watching TV shows and films brings the family together. Do you agree? Do you think people feel the same way in your country? Say why.

- Which artists/performers do you follow on social media? Whose posts are the most interesting and why?
-  **3.4** Study the ideas for promoting one's work on social media. Then listen to four interviews and match speakers 1–4 with ideas a–d.

How to promote your work on social media

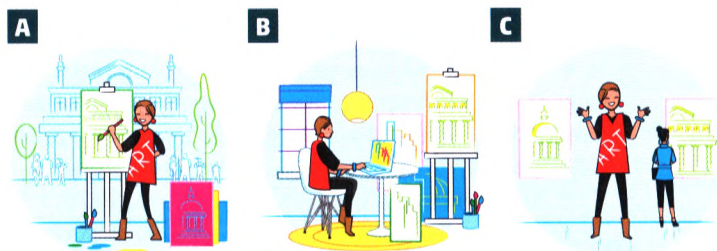
- a pay for pop-up ads on the Internet
- b start a dedicated social media page for your work
- c upload some videos to your own YouTube channel
- d self-publish your writing online

Speakers

- 1 ☐ Keira, an artist
- 2 ☐ Andy, an actor and comedian
- 3 ☐ Selena, an author
- 4 ☐ Tracy, a singer and musician

-  **3.4** Listen again and choose the correct answer for each question.

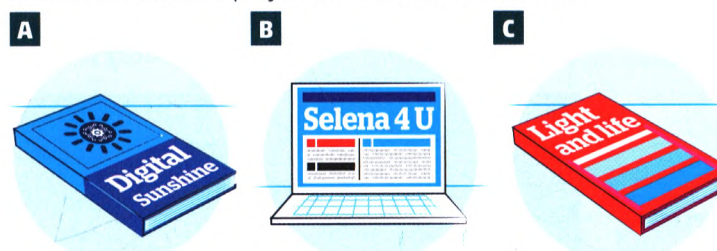
- Where is Keira now?



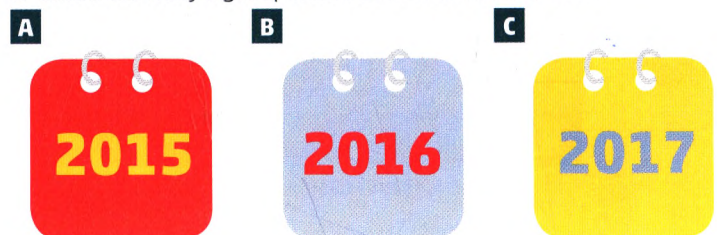
- What was Andy doing when he made a key decision in his life?



- Which of Selena's projects was the most successful?



- When did Tracy's group make their first music video?



- Decide if the highlighted phrases refer to success or failure. Then match them with the definitions below.

- It's not easy to become popular so how did you **make a name for yourself**?
- A few months ago I **got my first break** when the people at this gallery contacted me.
- Although the play **was a huge flop**, I got good reviews. It started off OK but in the end, it **came to nothing**. I didn't get many views at first but then it really **took off**.
- That was **a bit of a setback** but I didn't give up. A major publisher took it on and I **haven't looked back** since. I'm the author of a **best-seller**.
- It only sold about a hundred copies. What **a disaster**! So after that we **went back to square one**. The video **went viral** in January 2017 and now we're big stars! Every show's **a sell-out**.

- a A big failure. *a huge flop*
- b Start to do well.
- c Become famous.
- d Have no success.
- e A slight disappointment.
- f Keep on progressing.
- g A big literary success.
- h Receive an opportunity.
- i Return to the beginning.
- j Quickly become successful online.
- k An event where all the tickets are sold.
- l A catastrophe.

-  **3.5** Choose the correct words or phrases to complete what film director, Tony, said in an interview. Listen and check.

I made my first film three years ago but I was too young and the film was a complete ¹disaster / sell out. ... I ²got my first break / took off with a music video. Fortunately, it ³was a setback / went viral. It was a huge success. ... Yes, the video really helped me ⁴came to nothing / make a name for myself. After that I haven't ⁵looked back / gone back to square one. ... I'm working on an adaptation of Selena Starr's new ⁶best-seller / flop. It's the best novel I've ever read.

- Use the reporting verbs in the order below to report what Tony said in Exercise 5.

~~point out~~ admit tell explain agree add say claim

In the interview, Tony pointed out he had made his first film ...

- SPEAKING** What are the pros and cons of being an artist or performer? Discuss in pairs.

7D READING AND VOCABULARY

- 1** Work in groups. How many art disciplines can you name in sixty seconds? Can you name a famous artist from each discipline?

painting, sculpture ...

- 2** Look at the two works of art pictured in the article. Which do you think is a real piece of art and which isn't? Read the article quickly to find out.

- 3** Read the article again and choose the correct answers.

- 1** The two incidents described in the first two paragraphs illustrate that
 - a** all modern art is worthless.
 - b** only an artist can create a work of art.
 - c** it is often difficult to decide what art is.
 - d** social media can help us understand art.
- 2** In the third paragraph, the author suggests that
 - a** it is easier to recognise classic examples of fine art than of modern art.
 - b** all art demonstrates the artistic skills of the artist.
 - c** modern art is generally worth more money than classical art.
 - d** if experts say something is art, it must be art.
- 3** Belgian researchers showed that
 - a** only an expert can answer the question 'What is art?'
 - b** both experts and non-experts struggle to recognise true art.
 - c** passport photographs are art.
 - d** non-experts were worse at identifying real works of art.
- 4** The concluding paragraph suggests that the answer to 'What is art?'
 - a** may be different for each of us.
 - b** has finally been answered in this article.
 - c** depends on the individual artist.
 - d** is impossible to answer.
- 5** The author writes 'you are probably not going to like this' in the final paragraph because she
 - a** doesn't think the reader will like her works of art.
 - b** doesn't provide the reader with the solution to the challenge she set.
 - c** asked the reader to think like an expert.
 - d** played a trick on the reader.

- 4** Work in pairs. Which of the modern pieces mentioned in the article do you think are or are not art? Do you agree with the author of the article when she says her creations are not art?

I think the piece 'Where shall we go dancing tonight?' is art because it makes a comment on an important issue.

- 5** In pairs, work out the meaning of the highlighted adjectives in the text. Which of them are always positive? Which can be positive, neutral or negative depending on the context?

realistic – positive, neutral or negative, depending on the context

- 6**  **3.7** Listen to two visitors to an art gallery and answer the questions.

- 1** Which adjectives from Exercise 5 can you hear?
- 2** Which exhibit from the article are they talking about?

- 7** Replace the underlined sections in the sentences with the phrases from the box.

Call that art? I could do better myself. I don't get it. It gets you thinking. It leaves me cold. it speaks to me

- 1** What 's this then? Ha! I don't think it's art. There's nothing to it. *Call that art?*
- 2** I don't understand what the artist is trying to say. It's just a pair of glasses on the floor!
- 3** Well, it has a special meaning for me. It's about the experience of viewing art.
- 4** Well, I don't feel anything. I have no interest in it.
- 5** The artist is saying... 'make up your own mind about art'. There is a lot to consider.
- 6** It doesn't demonstrate any skill. Are you sure it's really part of the exhibition?

- 8** Use adjectives from Exercise 5 and expressions from Exercise 7 to describe the artworks on page 198.

- 9** **SPEAKING** Work in groups. Do you agree or disagree with these statements about art? Explain your answers.

- Whether you like it or not, if it gets you talking, it's art.
- If experts and critics agree that something is great art, then it must be.
- There is a lot of skill, but little art in painting a picture or making a sculpture that looks 100% real.
- Art is whatever the artist says it is.

- 23 WATCH AND REFLECT** Go to page 168. Watch the documentary *Living art* and do the exercises.





What is and isn't art?

by Sandi Jones

3.6

Modern art is rubbish; at least that's what cleaners at a gallery in Bolzano, Italy were probably thinking when they threw away an installation called 'Where shall we go dancing tonight?' To be fair, the installation was a room designed to look like there had been a party there the night before. It was filled with empty bottles and party decorations, and was meant to be a comment on corruption in Italy in the 1980s. Unfortunately, it was so **realistic** that the cleaners missed the message and threw the whole thing away. Interestingly, rather than asking the artist to go back to square one, the gallery owners went through the bins and rebuilt the piece more or less as it was originally.

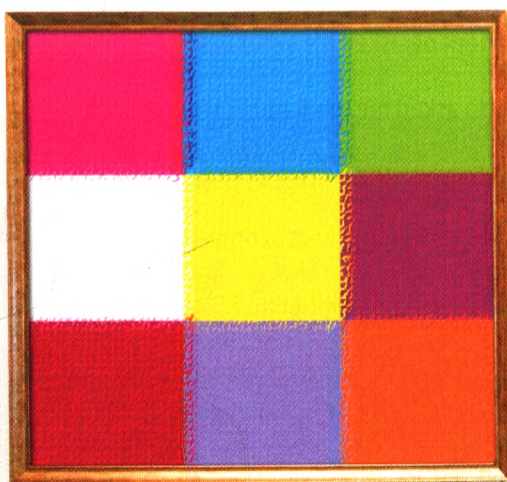
On the other side of the world, at the Museum of Modern Art in San Francisco, two teenage visitors were impressed by many of the **sophisticated** and occasionally **shocking** works of art on display there. However, they found some of the pieces to be more **puzzling** than inventive, and others to be the sort of thing they could probably do themselves. And that's what they did. When nobody was looking, one of them placed their glasses on the floor below an official-looking piece of paper. Within minutes, people began to stop in front of the **'unique'** exhibit to discuss and photograph it. At the same time, the two teenagers photographed the people and posted the images on Twitter, where they quickly went viral.

These parallel stories raise a familiar question; 'what is and isn't art?' Most would agree that Michelangelo's **spectacular** ceiling of the Sistine chapel, the **expressive** face of Da Vinci's Mona Lisa and the **atmospheric** paintings of Claude Monet are great examples of classical art. Such works demonstrate great skill, express the artists' emotions, and often make political, social or historical points. When it comes to more modern and **abstract** art, however, opinions are divided. Does, for example,

Andy Warhol's unchanging 8-hour single shot film of the Empire State Building really demonstrate artistic skill? What is there to say about Damien Hirst's series of over a thousand paintings of dots of different colours and sizes? Are these artists revealing their inner-thoughts and connecting with others, or are they making huge amounts of money from exploiting the audience? If their work gets you talking, does that make it art? If the artist, the critics and the experts say a work of art is **meaningful**, should we simply agree?

Sometimes even specialists struggle to decide whether something is art or not. Belgian researchers showed experts and non-experts a series of photographic portraits, some of which were valuable works of art and others simple passport photographs. The results revealed that the experts were no better at identifying the recognised works of art than the non-experts. In fact, the researchers reported that the experts were more likely to mistake the valuable works of art for the simple photographs. And, what about you? Can you tell what is art and what isn't? Have a go: which of the two pieces in the photographs at the bottom of the page do you think is a real work of art?

This article has asked far more questions than it has answered, so drawing conclusions is difficult. Presumably you weren't expecting a definitive answer to 'What is and isn't art?' in a short article like this, anyway. Perhaps it's safe to say that it is for the individual to decide. Some modern art is **breathtaking**, skilful and **profound**, and some classical art lacks exactly those qualities. Finally, what about the challenge from the previous paragraph? Which of the works of art is 'real'? Well, you are probably not going to like this, but the answer is neither of them! I'm not an artist and I did them both on my laptop in less than two minutes. Art?





So You Think You Can Dance
audition in Dallas, Texas

7E GRAMMAR

1 In pairs, discuss the questions.

- Would you like to appear on a TV talent show? Which one? Say why.
- Read the definition below. Have you ever auditioned for anything? How did you feel? Were you successful?

audition (v) – give a short performance to show you are suitable for a part in a play or a place in a competition

2 3.8 Listen to a phone call. What kind of talent show has Bella just auditioned for?

Reported questions

3 Study the examples and choose the correct options. Check your answers in the Grammar box and Watch out!

Direct questions

Did you audition last year?

Where are you from?

Reported questions

They asked if I'd auditioned the year before.

They wanted to know where I was from.

- When we report questions, we usually use *tell / ask / want to know* as the reporting verb.
- When we report *yes/no questions / wh- questions*, we use *if* or *whether*.
- When we report questions, the subject comes *before / after* the verb. We *use / don't use* auxiliary verbs (*do, does, did*).
- When we write reported questions, we *use / don't use* a question mark.

Reported questions

Direct questions

• Yes/No questions

Do you need anything? → They kept asking me **if/whether** I **needed** anything.

Have we met before? → She wanted to know **if/whether** we **had met** before.

• Wh- questions

Why is it called the green room? → I asked them **why it was called** the green room.

Where have you been? → They wanted to know **where** I **had been**.

Grammar Reference and Practice > page 183

WATCH OUT!

When we report questions, we do not use question word order. In reported questions, the subject comes before the verb.

*I asked them **why it was called** the green room.*

NOT I asked them ~~why was it called~~ the green room.

4 Report the questions Michael asked Bella during their phone call.

- Are you OK?

Michael wanted to know if Bella was OK.

- How did it go?

- What happened?

- Were you nervous?

- Did you wait a long time?

5 3.9 Listen to the second part of the conversation between Michael and Bella. What went wrong during the audition? Did Bella get through to the next round of the competition?

6 Change the reported questions that Bella was asked during the audition into direct questions.

- A girl came and asked if I was ready.

Are you ready?

- One of them wanted to know how long I had been dancing for.

- Another one asked me what type of dance I was going to do.

- He also asked me what music I had chosen.

- One of the judges asked if I had hurt myself.

- She asked me if I wanted to start again.

7 SPEAKING Follow the instructions below.

- Write three *yes/no* questions and three *wh-* questions to ask a classmate about their hobby, talent or skill.

What are you really good at?

- Swap questions with another student. Work with a different partner and interview each other by reporting the questions you received. Make a note of your partner's answers.

Mark wanted to know what you are really good at.

- Talk to the person who wrote the questions and report the answers using reported speech.

Maria told me she was really good at playing the drums.

- 1 Work in groups. Think of different kinds of performances and talk about what can go wrong during a play, concert or fashion show. Use the prompts below to help you.

a costume tears can't stop laughing
feel ill while on stage forget their lines
trip and fall over there are sound or light problems

- 2  24  3.10 Watch or listen to three actors discussing times when things went wrong. What happened? Which of their experiences would you find the most embarrassing?

SPEAKING | Describing a personal experience

Say when and where it took place

Have I ever told you about the time ...?

You won't believe what happened ... last night!

It happened a few weeks ago/last year.

It was maybe a year ago.

I was appearing in a talent show/play ...

Connect the different parts of your story

At first, ..., but then...

The next thing I know, ...

Suddenly, ...

As soon as .../Immediately after .../We'd just ...

On the first day/The following night/In the end

Although/Because/Despite/So

Say how you felt

I couldn't believe it.

I felt like crying.

I (just) felt (really/so) silly/embarassed!

I was so nervous/embarassed.

It was really/so embarrassing!

We were so relieved.

Use direct speech and reported speech

He said, 'Yes. This role requires you to shave your head.'

He said that the role required me to shave my head.

- 3  3.11 Study the Speaking box and complete the extracts from the dialogue with one word in each gap. Listen and check.

1 You guys won't *believe* what _____ last night.

2 It was really _____.

3 _____ night was our first performance.

4 _____, I couldn't hear anything.

5 The _____ thing I know, I woke up backstage.

6 I felt like _____, to be honest.

7 I was _____ in a talent show.

8 _____ first, I was really excited. _____ then, when I got to the first day of rehearsals, the director turned to me and said, 'Okay, ready to shave your head?'

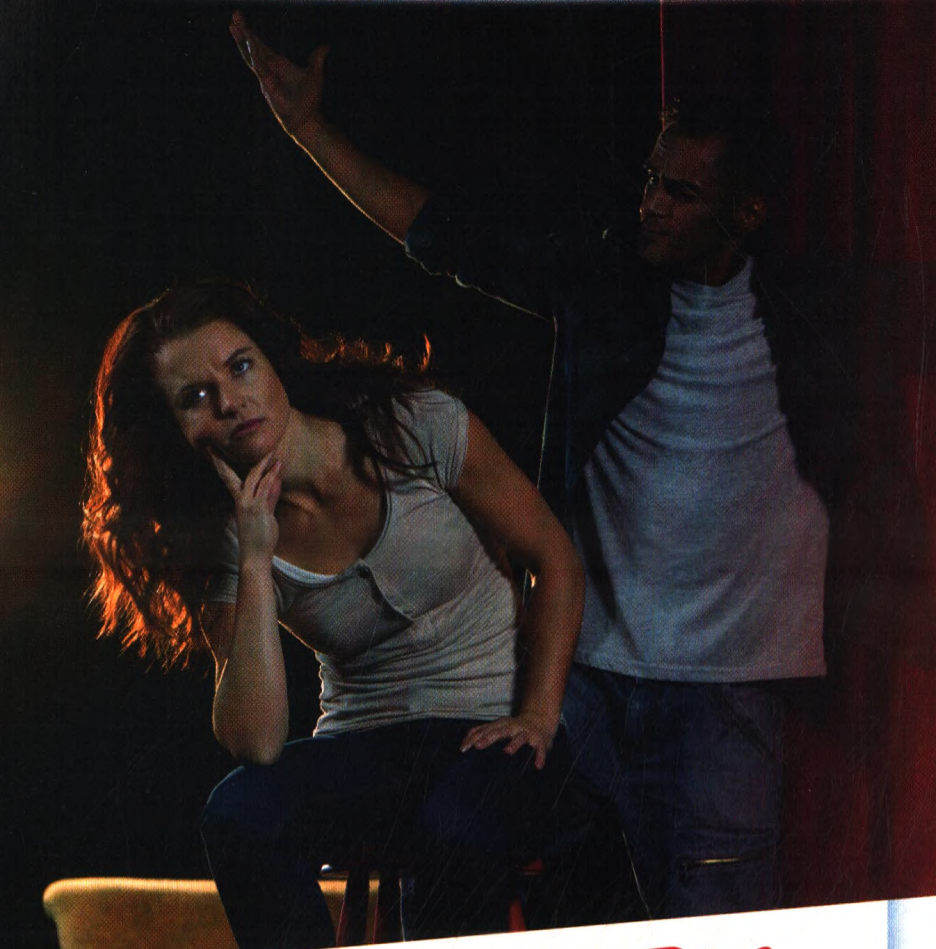
- 4  3.12 Use the Speaking box to help you choose the correct words to complete the story. Then listen and check.

Have I ever told you about the time when I made a TV advert? It happened a few years ¹ago / before. I was working with a well-known entertainer. ²Although / Because she's a celebrity, she was really nice. We'd ³just / soon started and things were going well. But then she had to say the line 'It's really rather refreshing, Roger'. ⁴Although / Despite trying her best, she just couldn't get it right. ⁵Immediately / Suddenly, she started laughing. Of course that made me laugh, too. At first, the director was calm, ⁶but / so then he got really angry. He told us we ⁷had / have to stop laughing. Then he said 'time is money,' but that just made us laugh more. Finally, we calmed down and started to record the advert. Unfortunately, as soon as I walked in front of the camera, I tripped and fell. I couldn't ⁸believe / understand it. I felt so ⁹embarrassed / relieved. But in the ¹⁰end / finish, it all worked out.

- 5 Describe a personal experience where something went wrong or you were embarrassed by something.

- Think of an embarrassing or funny event when things went wrong for you or make up a story. Make notes about what happened and how you felt.
- Use the Speaking box to help you tell your story.
- Tell your stories in small groups. Guess which stories are true and which are invented. Whose story is the funniest?





MACDEATH

- 1** If anyone's ever told you that Shakespeare was boring, then you must see *Macdeath*, this year's winner in the short play competition. It's an utterly breathtaking version of Shakespeare's tragedy, *Macbeth*, starring Joel, Mary and Tommy from Year 11.
- 2** The play features all the major scenes, including the witches, the death of Banquo, Lady Macbeth's sleepwalking and the death of Macbeth. All in just ten minutes with only three actors and a few basic props!
- 3** The set is simple but atmospheric, the lighting is dramatic, the dialogues are sharp and quite witty, and the actors are so talented! Joel is totally convincing in the role of Macbeth. Mary plays a seriously terrifying witch and a stunning Lady Macbeth. And I was amazed to see Tommy play so many parts so well. He's particularly impressive as Banquo's ghost.
- 4** It has been quite a good competition this year but *Macdeath* is the best play I've seen. It's spectacular and unique. Several spectators said they were surprised that such young students could create such a thoroughly entertaining show. I can't recommend it highly enough. It's on again next Friday. Get your tickets now. It's sure to be a sell-out!

FOURTH ANNUAL SHORT PLAY COMPETITION

- Each play should have no more than six actors and should take no more than ten minutes.
- The three winning groups will perform their plays in the Assembly Hall every Friday in April.
- The group behind the winning play will receive an all expenses paid trip to London's West End to see a play and will also represent the school in the South of England short play competition in May.

- 1** Look at the photo and use the words in the box to say what you need to do or have before you put on a play.

audition cast costume lighting
lines make-up part/role prop
rehearse/rehearsal set stage wig

You need to have an audition to choose the cast, to find the right actor for each part.

- 2** In pairs, ask and answer the questions.

- 1** Have you ever taken part in a play? If so, what was it like? What part did you play? If not, would you like to? Say why.
- 2** When was the last time you saw a play? What did you think of it?
- 3** How is a play different from and similar to a film? Which one do you prefer and why?

- 3** Read the poster. In pairs, discuss how easy or difficult it would be to take part in this competition. Give reasons.

I don't think it would be too hard to write a play but it might be hard to convince my friends to take part in performing it.

- 4** Read the review. What does the reviewer think of the play? Find some adjectives that describe the reviewer's impressions of the play.

5 Read the review again and match points a–d below with paragraphs 1–4.

- a ☐ Give your opinion on the acting, dialogue, directing, lighting, etc. You may also mention other aspects such as the price and the location.
- b ☐ Summarise your opinions and make a recommendation.
- c ☐ Give key information: the name of the play and the author, the actors' names, where and when it took place, etc.
- d ☐ Describe the performance. Mention the plot, the characters and the setting but don't give any spoilers.

6 Study the Writing box and find more examples of these categories in the review of *Macdeath*.

- Adverbs + adjectives: *utterly breathtaking*, ...
- Other adjectives: *boring*, ...

WRITING | A review of a play

- Begin with an interesting opening sentence:
If anyone's ever told you that theatre was boring, then you must see ...
Well, that's ten minutes of my life that I'll never get back.
- Use a variety of adjectives, e.g. *breathtaking*, *hilarious*, *forgettable*, *dull* but avoid vague adjectives like *good*, *bad*, *nice*.
- Modify some of the adjectives (but not all) with adverbs, e.g. *utterly*, *completely*, *really*, *rather*, *slightly*, *very*.
- Summarise your opinion:
It stands head and shoulders above the other plays.
Unfortunately, this play is a complete flop. It left me cold.
I have mixed feelings about this play.
- Make recommendations:
I can't recommend it highly enough. Get your tickets now.
If I were you, I'd stay at home and watch something on TV.

7 Find examples of *quite*, *so* and *such* in the review. Then study *Watch out!* and rewrite the sentences.

- 1 The concert was so loud. → *It was such a loud* concert.
- 2 The show was quite long. → It was _____ show.
- 3 The actors are so funny. → They are _____ actors.
- 4 The seat I had was quite good. → I had _____ seat.
- 5 The play was so amusing. → It was _____ play.

WATCH OUT!

Adverbs like *really*, *quite* and *so* come before adjectives:
She is **really/quite/so** good.

We use *such* (not *so*) before an adjective + noun phrase:
They are **such** good actors. NOT ~~They are so good actors.~~

Be careful with the position of the indefinite article (*a/an*) in sentences with *such* and *quite*.

He is **a really good** actor.

He is **quite a good** actor. NOT ~~He is a quite good actor.~~

He is **such a good** actor. NOT ~~He is a such good actor.~~

8 Read the review of *Ro & Jules* and complete it with phrases a–j.

- | | |
|-------------------------|--------------------------------|
| a confusing version | g sound natural |
| b extremely hard | h very silly and rather boring |
| c forgetting his lines | i were you |
| d quite a disappointing | j you'd better avoid |
| e seems longer | |
| f so quiet | |

Ro & Jules

If you like Shakespeare, ¹*you'd better avoid* *Ro & Jules*, one of the short plays in this year's competition. It's a ²_____ of Romeo and Juliet, with Melanie, Nick and Jeremy from Year 10.

The play lasts just over ten minutes but it ³_____. The problem is the group has tried to include too many scenes. As a result, it's sometimes ⁴_____ to understand everything.

The set looks professional and the lighting is cool but unfortunately, the dialogues don't ⁵_____. The actors all try hard but Melanie is unconvincing in the role of Juliet. She manages to be both ⁶_____ at the same time. Nick is quite good as Romeo but his voice is ⁷_____ it's hard to hear what he's saying. Jeremy plays many parts, all with great energy. It's just a pity he has a special talent for ⁸_____.

It's been ⁹_____ competition this year so *Ro & Jules* isn't the worst play I've seen. However, a few spectators said they found it uninspiring. It's on again next Friday. If I ¹⁰_____, I'd read the play first so you know what's going on.

9 Rewrite the review of *Macdeath* to make it more negative or rewrite the review of *Ro & Jules* to make it more positive. Then compare your version with a partner.

10 REFLECT | Culture Live theatre and other performances have survived despite the invention of cinema, radio, TV and the Internet. Why do you think that is?

11 WRITING TASK Write a review of a play, live show or other performance you have seen. Use the Writing box, *Watch out!* and the vocabulary in this lesson and in lessons 7C and 7D to help you.

REMEMBER MORE

- 1 Add more words and phrases from the word list to the vocabulary map.

subtitles

FILMS AND SERIES

PEOPLE

binge viewer

- 2 Match the two parts of the adjectives. Then check with the word list.

- | | |
|-------------------------------------|-------------|
| 1 ☐ award- | a demand |
| 2 ☐ little- | b awaited |
| 3 ☐ on- | c provoking |
| 4 ☐ eagerly- | d winning |
| 5 ☐ thought- | e known |

- 3 Complete the sentences with the correct verbs. Then check with the word list.

- A role in a popular show helped Aaron to ____ a name for himself and become popular.
- The vlogger's efforts to ____ media interest ____ to nothing.
- I decided to start a new life and not ____ back or focus on missed opportunities.
- I'm sure she's going to ____ a great performance in the show.

ACTIVE VOCABULARY | Drawing idioms

A good way to remember an idiom is to draw a sketch which shows its different parts. The picture will help you recall the idiom and create a mental picture of it in your mind. For example, you could draw the idiom *go back to square one* to look like the picture below. Try to draw another idiom from the word list.



7A GRAMMAR AND VOCABULARY

5.43

- attract media interest /əˈtrækt ˌmiːdiə ˈɪntrəst/
- breaking news (n) /ˈbreɪkɪŋ ˈnjuːz/
- brush your hair /ˈbrʌʃ jə ˈheə/
- calm down (phr v) /ˈkɑːm ˈdaʊn/
- confess (v) /kənˈfes/
- criticise (v) /ˈkrɪtɪsaɪz/
- feel dry /fiːl ˈdraɪ/
- get annoyed /get əˈnɔɪd/
- headline (n) /ˈhedlaɪn/
- human interest story (n) /ˈhjuːmən ˈɪntrəst ˌstɔːri/
- look down on sth (phr v) /lʊk ˈdaʊn ɒn ˌsʌmθɪŋ/
- news item (n) /ˈnjuːz ˌaɪtəm/
- news source (n) /ˈnjuːz sɔːs/
- newsreader (n) /ˈnjuːzrɪːdər/
- organiser (n) /ˈɔːgənaɪzər/
- point out (phr v) /ˌpɔɪnt ˈaʊt/
- report (n, v) /rɪˈpɔːt/
- spectator (n) /ˈspektətər/
- surf (v) /sɜːf/
- surfing (n) /ˈsɜːfɪŋ/
- throat (n) /θrəʊt/
- trend (n) /trend/
- TV news programme (n) /ˌtiː ˌviː ˈnjuːz ˌprəʊɡræm/

7B VOCABULARY 5.44

- award-winning (adj) /əˈwɔːd ˌwɪnɪŋ/
- binge viewer (n) /ˌbɪndʒ ˈvjuːər/
- binge-watch (v) /ˌbɪndʒ ˈwɒtʃ/
- credits (n) /ˈkredɪts/
- cut down (phr v) /ˌkʌt ˈdaʊn/
- dialogue (n) /ˈdaɪəlɒɡ/
- eagerly-awaited (adj) /ˌiːɡəli əˈweɪtɪd/
- episode (n) /ˈepəʊd/
- feature-length (adj) /ˌfiːtʃə ˈleŋθ/
- in one sitting /ɪn wʌn ˈsɪtɪŋ/
- little-known (adj) /ˌlɪtl ˈnəʊn/
- on-demand content (n) /ɒn dɪˈmɑːnd ˌkɒntent/
- reveal the ending /rɪˌviːl ði ˈendɪŋ/
- screen time (n) /ˈskriːn taɪm/
- season (n) /ˈsiːzən/
- series (n) /ˈsɪəriːz/
- skip (v) /skɪp/
- spoiler (n) /ˈspɔɪlər/
- statistics (n) /stəˈtɪstɪks/
- subscription streaming service (n) /ˌsʌbˌskɪpʃən ˈstriːmɪŋ ˌsɜːvəs/

- subtitles (n) /ˈsʌbˌtaɪtlz/
- thought-provoking (adj) /ˈθɔːt ˌprəʊvəʊkɪŋ/
- title sequence (n) /ˌtaɪtl ˈsɪkwəns/
- trailer (n) /ˈtreɪlə/
- viewing habits (n) /ˈvjuːɪŋ ˌhæbɪts/
- well-reviewed (adj) /ˌwel rɪˈvjuːd/

7C LISTENING AND VOCABULARY

5.45

- adaptation (n) /ˌædæpˈteɪʃən/
- best-seller (n) /ˌbestˈselər/
- catastrophe (n) /kəˈtæstrəfi/
- come to nothing /ˌkʌm tə ˈnʌθɪŋ/
- dedicated (adj) /ˈdedəkeɪtəd/
- disaster (n) /dɪˈzɑːstər/
- get many views /get ˌmeni ˈvjuːz/
- get your first break /get jə ˌfɜːst ˈbreɪk/
- go back to square one /ɡəʊ ˌbæk tə ˌskweə ˈwʌn/
- go viral /ɡəʊ ˈvaɪrəl/
- huge flop /ˌhjuːdʒ ˈflɒp/
- keep on doing sth /kiːp ɒn ˈduːɪŋ ˌsʌmθɪŋ/
- key (adj) /kiː/
- make a name for yourself /ˌmeɪk ə ˈneɪm fə ˌjɔːself/
- not look back /nɒt ˌlʊk ˈbæk/
- pop-up ad (n) /ˈpɒp ʌp æd/
- promote (v) /prəˈməʊt/
- publisher (n) /ˈpʌblɪʃər/
- self-publish (v) /ˌself ˈpʌblɪʃ/
- sell-out (n) /ˈsel-aʊt/
- setback (n) /ˈsetbæk/
- take off (phr v) /ˌteɪk ˈɒf/
- take on (phr v) /ˌteɪk ˈɒn/
- YouTube channel (n) /ˈjuːtjuːb ˌtʃænl/

7D READING AND VOCABULARY

5.46

- abstract art (n) /ˌæbstrækt ˈɑːt/
- artistic skill /ɑːtɪstɪk ˈskɪl/
- atmospheric (adj) /ˌætˈmɒsˈferɪk/
- brehtaking (adj) /ˈbreɪtˌteɪkɪŋ/
- ceiling (n) /ˈsiːlɪŋ/
- chapel (n) /ˈtʃæpəl/
- classical art (n) /ˌklæsɪkəl ˈɑːt/
- connect with sb/sth (v) /kəˈnekt wɪð ˌsʌmbədi ˌsʌmθɪŋ/
- corruption (n) /kəˈrʌpʃən/
- critic (n) /ˈkrɪtɪk/
- definitive answer /dɪˌfɪnətɪv ˈɑːnsər/

demonstrate a skill /ˌdemənstreɪt ə 'skɪl/

discipline of art /ˌdɪsəplən əv 'ɑ:t/

divided (adj) /dɪ'veɪdɪd/

dot (n) /dɒt/

draw conclusions /ˌdrɔː kən'kluːzənz/

exhibit (n) /ɪg'zɪbɪt/

exploit (v) /ɪk'splɔɪt/

express emotions /ɪk'spres ɪ'məʊʃənz/

expressive (adj) /ɪk'spresɪv/

familiar (adj) /fə'mɪliə/

get sb talking /ˌget ˌsʌmbədi 'tɔːkɪŋ/

have a go /ˌhæv ə 'ɡəʊ/

incident (n) /ɪn'sɪdənt/

individual (n) /ɪndə'vɪdʒuəl/

inner thoughts /ɪnə 'θɔːts/

installation (n) /ɪnstə'leɪʃən/

inventive (adj) /ɪn'ventɪv/

lack (v) /læk/

leave sb cold /ˌliːv ˌsʌmbədi 'kəʊld/

make a comment on sth /ˌmeɪk ə 'kɒment ɒn ˌsʌmθɪŋ/

make a political/social/historical point /ˌmeɪk ə pə'lɪtɪkəl/ˌsəʊʃəl/hɪ'stɒrɪkəl/'pɔɪnt/

meaningful (adj) /ˌmiːnɪŋfəl/

mistake sth for sth (phr v) /mə'steɪk ˌsʌmθɪŋ fə ˌsʌmθɪŋ/

modern art (n) /ˌmɒdn 'ɑ:t/

more or less /ˌmɔː ə 'les/

non-experts (n) /ˌnɒn ˌeksɜːts/

on display /ɒn dɪ'spleɪ/

originally (adv) /ə'rɪdʒɪnəli/

parallel (adj) /'pærəlel/

photograph (v) /'fəʊtəgrɑːf/

piece (n) /piːs/

place (v) /pleɪs/

play a trick on sb /ˌpleɪ ə 'trɪk ɒn ˌsʌmbədi/

presumably (adv) /ˌpriːzjuːməbli/

profound (adj) /prə'faʊnd/

puzzling (adj) /'pʌzɪŋ/

quality (n) /'kwɒləti/

raise a question /ˌreɪz ə 'kwɛstʃən/

realistic (adj) /rɪə'lɪstɪk/

rebuild (v) /rɪˈbɪld/

recognised work of art /ˌrekəɡnaɪzd ˌwɜːk əv 'ɑ:t/

set a challenge /ˌset ə 'tʃæləndʒ/

shocking (adj) /'ʃɒkɪŋ/

shot (n) /ʃɒt/

skilful (adj) /'skɪlfəl/

sophisticated (adj) /sə'fɪstəkertəd/

spectacular (adj) /spek'tækjələ/

struggle to do sth /ˌstrʌɡəl tə 'duː ˌsʌmθɪŋ/

throw away (phr v) /θrəʊ ə'weɪ/

to be fair /tə bi 'feə/

unchanging (adj) /ʌn'tʃeɪndʒɪŋ/

unique (adj) /juː'niːk/

worthless (adj) /'wɜːθləs/

7E GRAMMAR 5.47

appear on a show /əˌpiə ɒn ə 'ʃəʊ/

audition for sth (v) /ɔːˌdɪʃən fə ˌsʌmθɪŋ/

give a performance /ˌɡɪv ə pə'fɔːməns/

part (n) /pɑːt/

play the drums /pleɪ ðə 'drʌmz/

talent show (n) /'tælənt ʃəʊ/

7F SPEAKING 5.48

backstage (adv) /ˌbæk'steɪdʒ/

fall over (phr v) /fɔːl əʊvə/

feel ill /fiːl 'ɪl/

feel like (crying) /fiːl laɪk ('kraɪɪŋ)/

forget your lines /fəˌget jə 'laɪnz/

refreshing (adj) /rɪ'frefɪŋ/

rehearsal (n) /rɪ'hɜːsəl/

relieved (adj) /rɪ'liːvd/

require sb to do sth /rɪˌkwaɪə ˌsʌmbədi tə 'duː ˌsʌmθɪŋ/

silly (adj) /'sɪli/

tear (v) /teə/

trip (v) /trɪp/

try your best /ˌtraɪ jə 'best/

turn to sb (phr v) /'tɜːn tə ˌsʌmbədi/

work out (phr v) /wɜːk 'aʊt/

7G WRITING AND VOCABULARY

5.49

acting (n) /'æktɪŋ/

amusing (adj) /ə'mjuːzɪŋ/

audition (n) /ɔːˌdɪʃən/

cast (n) /kɑːst/

completely (adv) /kəm'pliːtli/

confusing (adj) /kən'fjuːzɪŋ/

convince (v) /kən'vɪns/

convincing (adj) /kən'vɪnsɪŋ/

costume (n) /'kɒstjʊm/

dialogue (n) /'daɪələʊg/

directing (n) /daɪə'rektɪŋ/

disappointing (adj) /ˌdɪsə'pɔɪntɪŋ/

dramatic (adj) /drə'mætɪk/

entertaining (adj) /ˌentə'teɪnɪŋ/

extremely (adv) /ɪk'striːmli/

feature (v) /'fi:tʃə/

forgettable (adj) /fə'getəbəl/

ghost (n) /ɡəʊst/

hilarious (adj) /hɪ'leəriəs/

impressive (adj) /ɪm'presɪv/

include (v) /ɪn'kluːd/

lighting (n) /'laɪtɪŋ/

lines (n) /laɪnz/

make-up (n) /'meɪkʌp/

mixed feelings (n) /ˌmɪksd 'fiːlɪŋz/

part/role (n) /pɑːt/rəʊl/

particularly (adv) /pə'tɪkjələli/

perform a play /ˌpəfɔːm ə 'pleɪ/

plot (n) /plɒt/

prop (n) /prɒp/

rather (predeterminer) /'rɑːðə/

rehearse (v) /rɪ'hɜːs/

represent (v) /ˌreprɪ'zent/

scene (n) /siːn/

seem (longer) (v) /siːm ('lɒŋgə)/

set (n) /set/

setting (n) /'setɪŋ/

sharp (adj) /ʃɑːp/

sleepwalking (n) /'sliːpˌwɔːkɪŋ/

slightly (adv) /'slɑːtli/

sound (natural) (v) /saʊnd ('nætʃərəl)/

stage (n) /steɪdʒ/

stand head and shoulders above sb/sth /ˌstænd ˌhed ənd ʃəʊldəz ə'bʌv ˌsʌmbədi/ˌsʌmθɪŋ/

starring /'stɑːrɪŋ/

take part in a play /teɪk pɑːt ɪn ə 'pleɪ/

terrifying (adj) /ˌterə'faɪɪŋ/

thoroughly (adv) /'θʌrəli/

totally (adv) /'təʊtli/

tragedy (n) /'trædʒədi/

unconvincing (adj) /ˌʌnkən'vɪnsɪŋ/

uninspiring (adj) /ˌʌnɪn'spaɪərɪŋ/

utterly (adv) /'ʌtəli/

version (n) /'vɜːʃən/

wig (n) /wɪɡ/

witch (n) /wɪtʃ/

witty (adj) /'wɪti/

VOCABULARY AND GRAMMAR

1 Complete the conversation with the words from the box.

break breaking headlines looked back newsreader
on-demand programme spoilers

- A** Can we watch the eight o'clock news?
B OK, but just the ¹ headlines if that's OK. A good film is about to start on Channel 2.
A I'd like to hear the ² _____ news about the new political scandal.
B I'm sorry, you know I don't want to miss the film. I didn't see it at the cinema. Peter Smith got his first big ³ _____ with this film. He hasn't ⁴ _____ since.
A Well, I saw it at the cinema. I can show you a site that tells you all about what happens.
B I hate ⁵ _____! I don't want to know what happens. I want to find out for myself!
A Well, I'm sure you'll be able to see it at the weekend. There's so much ⁶ _____ content these days you can see almost anything whenever you want.
B Ok, I give in. Let's watch the news ⁷ _____. And, anyway, I like the ⁸ _____. She's got a lovely voice.

2 Choose the correct words to complete the sentences.

- 1** Even though I've been acting for ages, I always get nervous before an *episode / audition*.
2 The director believes the actors should only have a few meaningful *props / sets*.
3 The first night was disappointing as the leading actor kept forgetting his *plot / lines*!
4 They were pleased they had booked the tickets in advance as the play was a *flop / sell-out*.
5 The painting was so *abstract / realistic* that no one could understand what it was about.
6 Despite the initial setbacks, the show really *came to nothing / took off*.
7 Despite being a *little-known / award-winning* actor, he managed to get the part.

3 Use the prompts to report what the people said.

- 1** 'I don't like watching the news because it's depressing.'
(She explained ...)
She explained she didn't like watching the news because it was depressing.
2 'Don't forget to come to our play this evening!'
(He told me ...) _____
3 'We saw you on the news programme last night!'
(They said ...) _____
4 'I can't go to the theatre with you next week.'
(She confessed ...) _____
5 'If you watch too much TV, Tom, you will have eye problems.'
(The optician warned ...) _____
6 'We think the news report was very thought-provoking.'
(They agreed ...) _____
7 'You must work very hard if you want to make a name for yourself, Jane.'
(We pointed out...) _____

4 Report the questions using the object pronouns in brackets.

- 1** Why did you decide to become an actor? (me)
She asked me why I had decided to become an actor.
2 Have you ever binge-watched your favourite series? (them)
He _____.
3 What do you think will happen in the next episode? (her)
I _____.
4 Do you think this is a fake news item? (him)
We _____.
5 Where are you going now? (me)
They _____.
6 Did you like the new art installation? (them)
She _____.

USE OF ENGLISH

5 Complete the text with the correct words formed from the verbs in bold.

TV today

People watch TV for all sorts of reasons. Some people watch it for ¹ information (**INFORM**), whereas others do it for ² _____ (**ENTERTAIN**). In addition, it also provides company for those with no family or job.
 These days, though, deciding which programme to watch is a major challenge as there is such a big ³ _____ (**CHOOSE**)! The news headlines always attract a large number of ⁴ _____ (**VIEW**), as do sports programmes and films. On the other hand, many people are addicted to drama series, even if the acting is sometimes ⁵ _____ (**CONVINCE**) and the plot puzzling. Some drama series shown on TV in the UK have been running for decades! However, perhaps two of the most ⁶ _____ (**EAGER**)-awaited types of programmes are reality shows and talent contests. The quality of some of these ⁷ _____ (**PRODUCE**) is undoubtedly excellent.
 Whether people watch TV in real time at home, use ⁸ _____ (**SUBSCRIBE**) streaming services or access it via a mobile device, the only conclusion we can draw is that it's as popular as ever!

READING

- 6 You are going to read a magazine article about popular British sitcoms. For questions 1–6 choose from paragraphs A–D. You may choose the paragraphs more than once.

STRATEGY | Matching

Scan the texts quickly to find the information. Remember that the information will be rephrased, so don't look for the exact words.

Which sitcom

- 1 ☐ was written by a married couple?
- 2 ☐ stars an actor who was already known worldwide from another television show?
- 3 ☐ is set in several different periods?
- 4 ☐ features an actor who went on to have great global success?
- 5 ☐ introduces famous sayings and anecdotes and is set during a war?
- 6 ☐ presents the financial misfortunes of the characters?

Best British Sitcoms

In a recent opinion poll, the British public voted for their favourite British sitcom. Here is the final top four!

A *Only Fools and Horses* tells the story of the ups and downs of an ambitious market trader, Derek 'Del Boy' Trotter, his brother Rodney and their grandfather, later replaced by Uncle Albert. Del and Rodney are continually trying to get rich through doing all sorts of strange business but most of their attempts fail. Much of the show's humour comes from Del's lack of good manners and Rodney's stupidity, and, of course, from Uncle Albert, whose war anecdotes have already entered the English language.

B *Blackadder* is set in more than one historical era and follows the misfortunes of Edmund Blackadder, played by Rowan Atkinson. In each series he is a member of a British family at different important events in British history from the Middle Ages to World War I. Apart from Atkinson, the show also stars Hugh Laurie, who later became hugely popular worldwide thanks to his role as Doctor House. In addition to its biting humour, *Blackadder* is also a hit due to its large, often reappearing cast.

C *Dad's Army*, set during World War II, focuses on the adventures of a group of British soldiers who are totally unprepared for a real war. There is Private Frazer, a Scotsman who is always complaining about everything; Lance Corporal Jones, who is far too old for the army; and Private Pike, a mummy's boy who, in contrast, is not old enough to be a soldier. The show is famous for the brilliant acting and the memorable catch-phrases.

D *Fawlty Towers* presents the hilarious adventures of Basil, an exceptionally rude hotel owner; Sybil, his domineering wife; a British waitress, Polly; and a Spanish waiter, Manuel. The latter is in a constant struggle to master the English language, with varying degrees of success! It achieved remarkable global acclaim thanks to the fantastic script-writing of John Cleese, an ex-member of the world-famous comedy series *Monty Python's Flying Circus*, and his then wife Connie Booth, as well as brilliant acting from the cast including Cleese himself in the leading role.

SPEAKING

- 7 Work in pairs. Take turns to describe the photos.

STRATEGY | Long turn

Look at the picture carefully and think what it shows and what the people are doing. If you are not sure about what is happening, use phrases like *Maybe he/she/it ...*, *The photo probably shows ...*, *Perhaps they are ...*

- Talk about the people.
- Talk about the place.
- Talk about other things in the photos.

Student A



Student B



WRITING

- 8 You have recently seen this advertisement on a website for students of English.

Write a review of your favourite TV series!

Write about the plot and characters. Tell us what you think of them, why you liked the series and if you would recommend it to viewers of all ages.

The best reviews will be published on our website.

Write your review.

VOCABULARY	Advertising, spending habits, money, payments, trading and banking
GRAMMAR	The passive, <i>have/get</i> something done Use of English > page 194
SPEAKING	Complaints
WRITING	An opinion essay
VIDEO	Grammar ▶ Documentary ▶ Communication ▶

KYLE's BLOG

Watch out for ads at school!

Last year some drinks machines were installed in the school corridors. The machines were welcomed by most students even though only one brand of drinks is sold (and they're not recommended for your health).

Last month, our school lockers were repainted with colorful adverts and our school buses were turned into mobile billboards. Huge ads were printed on the sides of the vehicles.

Now, TV screens have been installed on the buses, and when I got to school yesterday, I saw that more screens and posters were being put up in the corridors and restrooms! The plan is that news programs with frequent commercials will be shown for 12 minutes a day!

Studies show that children's minds are affected by too much advertising. It can cause low self-esteem and encourage consumerism. We are already bombarded with advertising slogans, jingles and corporate logos on public transport, on the streets and in the media. Our phones and computers are polluted with pop-up ads and spam emails. So why can't schools be kept free from ads?

Write in and tell me your views.

kaMa185m 19.17

I agree. Products shouldn't be promoted in schools. This must be stopped!

madja25 19.29

I see your point, Kyle but the money from ads is needed to pay for facilities like computers for the library or a new gym or pool.

8A GRAMMAR AND VOCABULARY

1 In pairs, work out the meaning of the highlighted words. Then talk about some of the adverts you have seen or heard so far today.

- A **billboard** or **poster** that you saw on your way to school.
- A **jingle** from the radio (sing it!).
- A **logo** that is really well known.
- A TV or radio **commercial** that made you laugh.
- An **advertisement/advert/ad** that you love/hate.
- An **advertising slogan** that everybody knows.
- A **pop-up ad** you saw on your phone screen.
- A **spam email** you received.

The first ad I heard today was on the radio. It was for a car. It had a really annoying jingle but the slogan was good, it was ...

WATCH OUT!

American English	British English
colorful	colourful
billboard	hoarding
restroom	bathroom/toilet
program	programme

2 Read the blog and answer the questions in pairs.

- 1 Where have the ads appeared at Kyle's school?
- 2 Why is he against advertising in schools?
- 3 Why is madja25 in favour of it?
- 4 What do you think of having advertising in schools?

The passive

3 Compare the active and passive sentences and answer the questions below.

Active

Last year a company **installed** some drinks machines in the school corridors. Most students **welcomed** the machines even though they **sell** only one brand of drinks.

Passive

Last year some drinks machines **were installed** in the school corridors. The machines **were welcomed** by most students even though only one brand of drinks **is sold**.

- In passive sentences we focus more on ...
a an action. b who does the action.
- To form the passive we use *be* + *the* ...
a infinitive. b past participle.
- To mention the agent (the person, organisation or thing responsible for the action) we use ...
a by. b for.

4 Study the Grammar box and check your answers to Exercise 3. Then find examples of passive sentences in the blog for each tense in the Grammar box.

The passive

We use the passive when the action is more important than the agent. We often use it when we do not know or care who did something. We use the word *by* before the agent to say who is responsible for the action.

We form the passive with the verb *to be* and the past participle:

This product **is made** in France. (Present Simple)

A new logo **is being designed**. (Present Continuous)

That commercial **was filmed** in Paris. (Past Simple)

Someone coughed while the jingle **was being recorded**. (Past Continuous)

The company's new advertising slogan **has been announced**. (Present Perfect)

Our new commercial **will be shown** tomorrow. (future with *will*)

Our brand name **can't (must/may/should) be changed**. (modal verbs)

Grammar Reference and Practice > page 185

5 Do these sentences sound more natural in the active or in the passive? What is more important in each sentence – the person or the action?

- a I don't notice ads anymore.
b Ads are not noticed by me anymore.
- a A company in Japan made my phone.
b My phone was made in Japan.
- a Someone filmed that commercial in Prague.
b That commercial was filmed in Prague.
- a Then we'll watch a film.
b Then a film will be watched by us.

6 3.13 Complete the dialogue with the correct passive form of the verbs in brackets. Then listen to check.

- Kyle** Myra, have you seen what's happening? A huge picture of a hamburger ¹ is being painted (paint) on the outside of the gym!
- Myra** So? The gym ² _____ (not/paint) for years. It needs a coat of paint.
- Kyle** Yeah, but all last month we ³ _____ (encourage) to eat a healthy diet! How's a huge hamburger going to do that? Personally, I think all the adverts should ⁴ _____ (remove) from the school.
- Myra** The school's signed a contract and nothing can ⁵ _____ (do).
- Kyle** But it wasn't democratic! The decision ⁶ _____ (take) in a private meeting last month. ⁷ _____ (we/consult)? No, we weren't.
- Myra** I like the adverts. They're colourful. And next week every student ⁸ _____ (give) a free backpack. Anyway, I don't think teenagers ⁹ _____ (influence) by adverts.
- Kyle** You can't be serious! Of course, they are.

7 Look at the underlined verbs and rewrite the sentences in the passive.

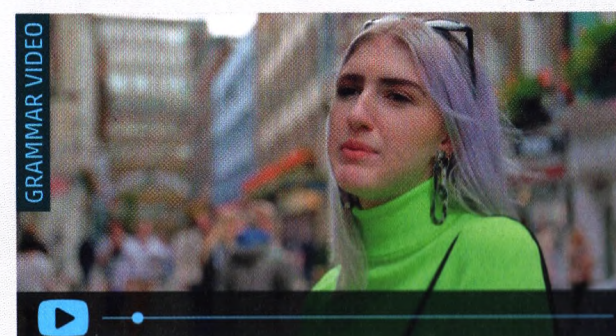
- Channel One showed the first TV commercials in US schools in 1989.
The first TV commercials were shown in US schools in 1989 by Channel One.
- Head teachers may accept adverts in schools in England but most teachers don't welcome them.
- Some companies in England are installing drinks machines with adverts in schools.
- In Scotland, the government does not permit advertising on drinks machines in schools.
- Some fast-food chains will offer free meals to US students with good grades.

8 SPEAKING In groups, discuss the statements below. Justify your opinions.

- Too many commercials are shown on TV.
- Lots of jobs are being created in advertising so it's a good career choice.
- Large billboards next to motorways should be banned.
- I don't mind when TV series are interrupted by commercials.

25 Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

Should adverts be shown to children and teenagers?





Check out these survey results I found online on teenagers' spending habits.

Teens spend a higher percentage of their money on food than on anything else – **21%**. Clothing comes close behind food at **20%** but if you add up the amount spent on accessories, personal care and cosmetics (**10%**) and on shoes (**9%**), then you can see how much value teens give to looks and fashion. Entertainment and having fun is obviously very important to teens, too, so it's no surprise that they spend **8%** on electronics and gadgets, **7%** on video games and systems, **5%** on music and movies (CDs and DVDs) and another **5%** on concerts, cinema and sports events. More surprisingly, they spend **8%** on cars. They don't spend too much on books and magazines (just **2%**) or on furniture and room accessories (another **2%**). They also spend **4%** of their money on a category called other. I wonder what that could be.

8B LISTENING AND VOCABULARY

1 In pairs, answer the questions.

- Where do teens usually get their money from?
- What do young people usually spend their money on?
- Do you ever manage to save any of your money?

2 Study the results of a survey in the text. What did the teens in the survey spend the largest and smallest percentage of their money on? How does the information compare to your spending habits?

I never spend money on furniture and I probably spend more than seven percent of my money on video games.

3 3.14 Listen to a podcast. Which categories of products mentioned in the survey results in Exercise 2 do the speakers talk about/spend their money on?

4 Match the highlighted phrases 1–8 with definitions a–h. Which phrases are about 'good value for money' and which are about 'poor value for money'?

- I always look for things **1 on special offer**, you know, like **2 two for the price of one**.
- The coffee is **3 a rip-off** considering it's just hot water and a few coffee beans.
- The latest games are really expensive so I have to choose very carefully before I **4 spend a fortune on one**.
- The products are usually very expensive...my dad thinks it's all **5 a waste of money**.
- It takes time to **6 go bargain hunting**, but it pays off when you **7 get a good deal**.
- I **8 paid next to nothing** for a pair of designer jeans last weekend.

- ☐ spend a lot of money
- ☐ go shopping especially to find things that are good value for money
- ☐ get a lot for your money
- ☐ a bad use of money
- ☐ buy one, get one free
- ☐ cheaper than usual for a limited time
- ☐ pay very little for something
- ☐ much more expensive than it should be

5 3.14 Listen again and match speakers 1–5 with what they say about spending and saving (a–f). There is one extra option.

Speaker:

- 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

- He/She saves money by buying used items.
- He/She spends money in the company of friends.
- He/She ignores their brother's advice on saving money.
- He/She is saving their money for a major item.
- He/She likes to read up before spending his/her money.
- He/She buys his/her favourite product online.

6 SPEAKING Choose the correct option in the questions. In pairs, discuss the questions.

- Which shops are the best in your city if you want to go *deal / bargain hunting*?
- When was the last time you bought something on *special offer / price*? What was it and why was it such a *good value / deal*?
- Have you ever bought a product that was a *value / rip-off*? What was it?
- What product or service is the biggest waste of *money / price* in your opinion?
- If you had lots of money, what kind of products or services would you happily *spend / pay* a fortune on?

7 REFLECT | Society Should teenagers receive pocket money from their parents or earn it? Say why.

1 In groups, discuss the sayings. What do you think they mean? How true are they?

- Money doesn't grow on trees.
- A fool and his money are soon parted.

2 Read sentences 1–8 and try to work out the meaning of the highlighted phrases. Then choose the correct definition for each one.

- My sister **spends money like water**.
 a spend money without thinking
 b be careful with money
- How can I finish developing my app? I've **run out of money**!
 a go to the bank quickly
 b have no money left
- Sometimes I wonder if you think we're **made of money**!
 a be very generous
 b be very rich
- I'm a bit **short of money** right now. Can I borrow twenty quid?
 a not have much money
 b have enough money
- Look at the car he's driving. He must **be rolling in money**!
 a be quite poor
 b be very rich
- My dad believes in **getting his money's worth**; he hates getting ripped off.
 a pay what you should and no more
 b avoid paying
- A tiny minority of people in the world **have money to burn**.
 a be very rich
 b dislike money
- Have you got any money on** you?
 a wear expensive clothes
 b have cash with you

3 3.15 In pairs, think about the meaning of the highlighted words and phrases. Then match sentences 1–8 in Exercise 2 with sentences a–h below. Listen and check.

- But I wouldn't say he's **mean**, just **careful with money**.
- No, he isn't. Actually, he's got huge **debts** and his company is **in the red**.
- Not much. Just some **loose change**.
- Sometimes I think she **has more money than sense**.
- Sorry, I can't lend you a penny. I'm **broke**.
- I can think of two ways to **raise money**: one- **take out a loan**; two – try **crowdfunding**.
- While almost half the world's population **live in poverty**. It's not right!
- You know we can't **afford** a holiday in Florida so stop going on about it!

4 **SPEAKING** Use the vocabulary in Exercises 2 and 3 to complete sentences 1–9 with one word in each gap. In pairs, discuss the questions.

- Do you spend money like water or are you careful _____ money?
- What do you usually do when you _____ out of money?
- Do you always check your _____ after buying something?
- What can you do if you want to buy something you can't _____?
- If you had _____ to burn, what would you buy first?
- Have you ever felt you didn't get your money's _____? Tell me about it.
- Do you think most teenagers believe their parents are _____ of money?
- Do you know of anyone who's _____ money through crowdfunding? Who? What for?
- Think of a celebrity who is rolling _____ money. Do you think he/she has more money than _____? Why?

5 **REFLECT | Society** People often say that money can't buy happiness ... but it helps. Do you agree? Discuss in groups.



8D READING AND VOCABULARY

- 1 Check you understand the highlighted words and phrases. Then ask and answer the questions in pairs.
 - 1 How do you/your parents usually pay for things?
In cash or with a bank card?
 - 2 Where do you carry your notes and coins – in a purse/wallet or in your pocket?
 - 3 Do you ever buy anything from vending machines?
• What?
 - 4 Have you ever bought anything online or paid for something with your phone? What was it?
 - 5 Have you ever taken money out of an ATM?
- 2 Read the text on page 113 quickly. Where do you think you might find a text like this one?
- 3 Choose the best sentence A–C to fill gap '0' in the first paragraph of the text.
 - A But was the lack of cash a problem?
 - B Life wasn't as easy then as it is now.
 - C So how did people buy things?
- 4 How did you decide the correct answer in Exercise 3? How does it link with the sentences that come before and after? Study Active Reading to check your answers.

ACTIVE READING | Understanding links in a text

When working on their texts, writers use:

- **lexical links** to connect sentences by repeating words, using synonyms (e.g. cash = money), related words (e.g. coins, notes = buy) and paraphrases (e.g. barter = swapping one thing for another),
- **logical links** to connect ideas (e.g. reason and consequence),
- **linking words** to connect ideas (e.g. They tried something to fix the problem. However, it didn't work).
- **referencing words** to refer back to someone or something (e.g. he/him/his, that, which, there, then),
- **questions and answers** within the text.

- 5 Read the text again. Match sentences A–H with gaps 1–7 in the text. There is one extra sentence.
 - A For example, the Ancient Romans used handwritten agreements to pay.
 - B Are we heading towards a cash-free society where all payments are made electronically?
 - C This is because money has more than one function in society.
 - D Therefore, people began to give value to small things that were easy to carry.
 - E Since then M-commerce has become a hugely popular way of paying for things.
 - F Why would anyone exchange a beautiful gold bowl for something less valuable?
 - G Leather money was mainly used in times of crisis or war when metal for coins was in short supply.
 - H These little pieces of plastic were revolutionary.

- 6 Read the whole text again. Which fact about the history of money do you find the most interesting or surprising?
- 7 Find these words in the text on page 113. Then use them to complete the tips below.

account cashpoint charged contactless currency
credit exchange PIN prepaid purchase(v) withdraw

Coming to the UK?

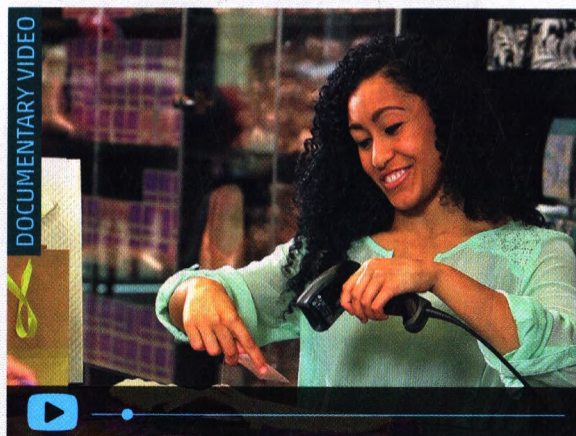
Read these money tips first

- Don't ¹exchange money at the airport – you'll probably get a better exchange rate at a bank.
- Take some cash in the local ²_____ (pounds in the UK). You'll need it for small transactions, for example, when you ³_____ food and drink.
- Get a 'travel-friendly' debit or ⁴_____ card. You may be ⁵_____ up to three percent if you use the wrong kind of card to ⁶_____ cash from an ATM.
- A ⁷_____ card that you can load with cash before you travel is a great idea.
- Don't let anyone see your ⁸_____ number when you enter it in a shop or at a ⁹_____.
- Don't lose your ¹⁰_____ credit card! Anyone can spend up to £30* with it several times without knowing your PIN code.
- For longer stays (study or work) you may want to open a British bank ¹¹_____. If so, you'll need a passport or ID card and proof of your UK address.

* this amount may rise in the future

- 8 **SPEAKING** In groups, ask and answer the questions.
 - 1 How old do you think you should be before you can open a bank account or get a credit card?
 - 2 How do you think people will pay for things in the future? Will there ever be a cash-free society?
 - 3 What do you think of online swapping services?

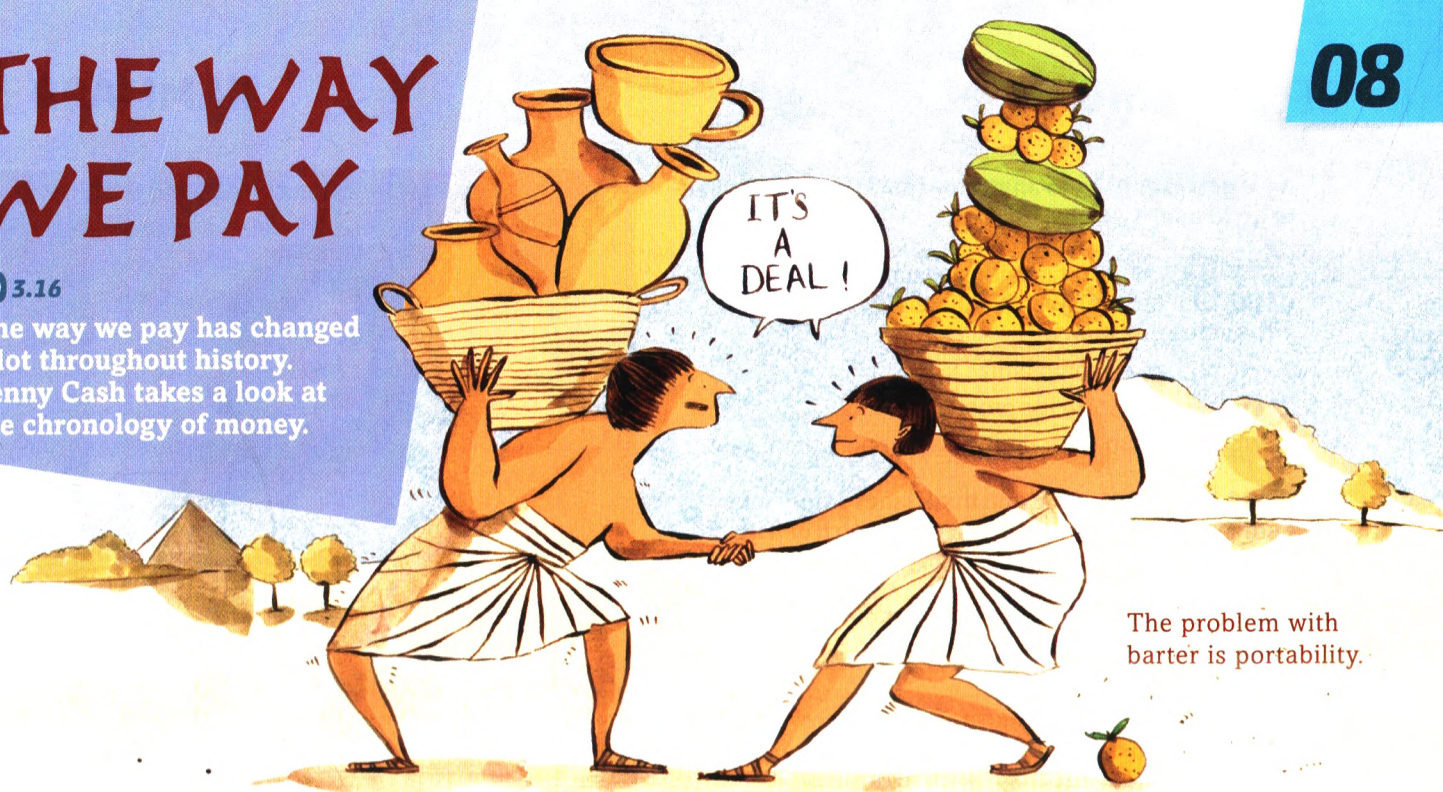
▶ **26 WATCH AND REFLECT** Go to page 169. Watch the documentary *Buy or borrow?* and do the exercises.



THE WAY WE PAY

3.16

The way we pay has changed a lot throughout history. Penny Cash takes a look at the chronology of money.



1 Barter: a long time ago

In the beginning, there was no money. No coins, notes or credit cards. ⁰ Barter: swapping one thing for another. 'I'll give you a rabbit for that bowl,' said the hunter to the potter. 'Make it two and it's a deal,' replied the potter.

2 Currency: 3,000 BCE

The problem with barter is portability. It might be all right carrying a rabbit or two around when you go shopping but what if you have a deer to trade? It could break your back. ¹ The solution was money. The first currency was probably invented 5,000 years ago in Mesopotamia. A grain called the shekel was used as money. Later, the Chinese started keeping shells in their purses. Animals, feathers, seeds, salt and cocoa beans have all been used as money.

3 Coins: 1,000 BCE

Things like shells and feathers, however, are fragile, they can break. Consequently, from about 3,000 BCE, the Chinese started making shells from metal. Eventually, these metal shells were replaced by metal coins. But there was a problem: cheap metal coins were no good for buying expensive items. ² The solution was to make coins from precious metals such as gold and silver. The Greeks and Turks started doing this about 2,700 years ago.

4 Notes: 806 CE

The first notes weren't made of paper but of animal skin. ³ The first proper paper banknotes were probably printed in China in 806 CE. At first, people were suspicious of paper money and wouldn't accept it but gradually, of course, they got used to it.

5 Cheques: 1717

A cheque is basically an 'I Owe You', a piece of paper promising to pay in the future. Such forms of payment have been around for thousands of years. ⁴ The first bank to issue a modern printed cheque with a serial number that you could check was the Bank of England in 1717. However, although cheques were commonly used until the 1990s, they're seldom used today.

6 Cards: 1950s & 1960s

The first credit cards were introduced in the US in the 1950s. ⁵ They allowed us to go shopping without cash and to get money from ATMs (first introduced in 1967). Ever since then, we've been suffering trying to remember our PIN numbers. Incidentally, don't get excited if you see 'Free Cash Withdrawals' on a UK cashpoint. It means you won't be charged to withdraw your money, not that they're giving away cash. The

1980s saw the introduction of debit cards where payments come directly from the user's bank account. The first contactless cards were produced in 2007. They save time and have one huge advantage: you don't need to remember your PIN for small transactions.

7 E-commerce: 1990s

Online commerce has taken off in the last few decades thanks to the Internet. The first online sale dates from 1994 when someone bought a CD by British singer Sting. The first mobile phone payment was made in 1997 when a fizzy drink was purchased from a vending machine in Finland. ⁶ Especially for young people and in developing countries. With a prepaid card, you don't even need a bank account.

8 The future

What does the future hold? ⁷ That's the financial future they're planning to have in Sweden. However, strangely, in one way, electronic communications have sent us back to the past. It's becoming common to swap goods and services on the Internet without exchanging money. Barter has made a comeback!

8E SPEAKING

- 1 Have you ever been to an escape room? Would you like to go to one? Say why.
- 2 27 3.17 Janet is calling a company called M.Y.E. (Make Your Escape). Watch or listen to Part 1 and answer the questions.
 - 1 What is Janet's complaint?
 - 2 Does Bradley solve the problem?
 - 3 Why is Janet so frustrated? What happens at the end?
- 3 28 3.18 How do you think Janet's story will end? Make predictions in pairs. Then watch or listen to Part 2 and check.
- 4 Look at the phrases a–f. Do you use them to make a complaint or to respond to it? Add them to the right sections in the Speaking box.
 - a I'll see what I can do.
 - b Would you like a refund?
 - c I want to talk to the manager.
 - d I wonder if you could help me.
 - e I've got a (slight) problem with the booking.
 - f There was a problem with our website but we've sorted it out.

SPEAKING | Complaints

Making a complaint

(I'm) Sorry to bother you, but ...

I'd like to make a complaint/return this/cancel my booking, please.

Would you mind doing that for me, please?

I'm not happy about/satisfied with ...

1 I wonder if you could help me.

2 _____

3 _____

Responding to a complaint

I'm (so/very) sorry (about that).

I/We can offer you store credit/another time.

Can I have your receipt/booking reference?

It was (entirely) our fault.

I'm afraid we're fully booked.

Sorry, there's nothing I can do about it.

4 _____

5 _____

6 _____

- 5 **REFLECT | Culture Study Watch out!** Do people start complaints in the same way in your country?

WATCH OUT!

In Britain, it is typical to start making a complaint by apologising to avoid having a confrontation with someone, even if you are angry:

I'm sorry to bother you but there's a mistake in my bill.

I'm afraid my MP3 player isn't working properly.



- 6 3.19 Listen to these conversations and match the complaints with the replies.

- 1 ☐ I wonder if you can help me.
- 2 ☐ I'd like to return these jeans, please.
- 3 ☐ I'm not satisfied with this laptop. There's a problem with the screen.
- 4 ☐ I complained about my meal and the waiter was rude to me.
- 5 ☐ I've been waiting for 20 minutes to book in. I want to talk to the manager.
- 6 ☐ I wonder if you could exchange these for another pair. I can't find the receipt.
- a I'm sorry about that. I've spoken to him. It won't happen again.
- b We'll be happy to replace it or would you like a refund?
- c I'm so sorry, the hotel is very busy today. I'll get her at once.
- d Sorry, in that case, there's nothing I can do about it.
- e Sure, what can I do for you?
- f Yes, of course. Have you got the receipt?

- 7 3.20 **PRONUNCIATION** Look at the underlined vowels in the words and put them in the correct place in the table. Listen and check.

afraid available complaint designed escape height
~~l~~ike mind mistake neighbour price replacing
 satisfied slight website weight

/eɪ/	/aɪ/
<u>a</u> fraid	<u>l</u> ike

- 8 In pairs, read the situations on page 198. Take turns to make and respond to complaints. Use the expressions from the Speaking box.

1 Look at the photos and answer the questions.

- What services are shown in the photos?
- Do you or your parents do these things yourselves, or do you pay someone else to do them for you?
- What else do you or your parents pay other people to do?

2 3.21 Listen to a radio show and tick five more services that the hosts Max and Kerry mention.

- ☐ beauty treatments ☒ car servicing ☐ cleaning
☐ dog walking ☐ eye-testing ☐ hairdressing
☐ house decoration ☐ photography
☐ shopping delivery ☐ social media management

Have/Get something done

3 Look at the sentences from the dialogue and answer the questions. Then study the Grammar box and check.

- a I'm servicing my car next week.
Do you manage your social media accounts?
- b I'm **getting** my car **serviced** next week.
Do you **have** your social media accounts **managed**?
- Which sentences – a or b – describe something we do ourselves and which describe something someone else does for us?
 - How do we form the structure in the b sentences? Choose the correct option:
have or get + object + the infinitive / past participle

Have/Get something done

When we pay someone to do a job for us instead of doing it ourselves, we use:
the correct form of *have/get* + object + past participle.
Get is more informal than *have* and is not normally used with the Present Perfect tense.
I **had** my bike **repaired**. (at a bike shop)
When **are we getting** our photo **taken**?
(by a photographer)
You **haven't had** (NOT: got) your nails **done** for a long time. (by a beautician)

Grammar Reference and Practice > page 185

4 Complete the sentences about Kerry and Max with *have* + object + past participle. In which sentence is *get* not a possible alternative to *have*?

- Max doesn't cut his own hair, he *has it cut*.
- Kerry doesn't deliver her own shopping, she _____.
- Max will decorate his own Christmas tree this year, he won't _____.
- Kerry is not going to service her own car next week, she is going to _____.
- Kerry manages her own social media accounts, she doesn't _____.
- Max thinks people should walk their own dogs and not _____.
- Kerry hasn't done her own nails, she _____.

5 Complete the sentences with the correct form of the words in brackets.

- My mum *has her hair dyed* (have/hair/dye) once a month.
- I'm going to the beautician tomorrow and _____ (get/ears pierced).
- Have you _____ (have/phone/fix)?
- How long has it been since you _____ (have/this passport photograph/take)?
- You'll _____ (have/back and neck/massage) by the physiotherapist.
- Last month Tom was on a special diet and _____ (get/meals/deliver).
- Is it lazy to _____ (have/car/wash)?

6 **SPEAKING** In pairs, look at the services in the box and answer the questions.

cut or dye your hair fix your computer paint your nails
 pierce your ears repair your watch
 service your bike or skateboard take a profile photo

- Do you do any of these things yourself?
I service my bike myself. I don't have it serviced.
- Which of these things have you had done recently? When and where?
- Which of them are you going to have done soon?
- Can you recommend any good places to have these things done?



Is it better to spend your money on experiences or possessions?

- 1 Most young people have to be careful with money, so deciding what to do with it requires thought. It is my firm belief that spending money on experiences brings greater happiness than spending it on possessions.
- 2 My first reason for this opinion is that experiences change you as a person. We are the result of everything we've seen and done in our lives, and not of the things we've bought. In other words, unlike an experience, a thing can never become part of us. For example, getting a new phone didn't change me, but the camping trip with my friends last summer certainly did.
- 3 Another reason I prefer experiences is that they bring people together. Sharing a new experience strengthens relationships and creates lasting memories. For instance, I am still in touch with some of the teenagers I met on our family holiday three years ago, but I hardly remember any of the things I bought or was given back then.
- 4 My final point is that, while some people say that they get pleasure simply from owning things, I think that using your possessions is more enjoyable. For example, I spend most of my spare money on new parts for my old mountain bike, but I love the experience of cycling, not owning bike parts!
- 5 To sum up, experiences make us who we are and strengthen our relationships. As far as I'm concerned, this makes them a better thing to spend money on than possessions. Consider this next time you want to buy yourself something.



8G WRITING | An opinion essay

- 1 Which of the following would you rather spend your money on? Say why.
 - A subscription to a music streaming service or tickets to a concert?
 - A new pair of trainers or a backpacking trip with friends?
 - A trip to the cinema or a new computer game?

I'd rather spend my money on tickets to a concert because I love listening to live music.
- 2 Read the title of the essay. In pairs, give your opinion and justify it.

- 3 Read the essay. Do you agree or disagree with the writer? Say why.
- 4 Look at the essay again. In which paragraphs does the writer do the following things?
 - a ☐ Summarise their opinion.
 - b ☐ State their overall opinion for the first time.
 - c ☐ Consider an opposing opinion and state why they disagree with it.
 - d ☐ Provide further viewpoints and examples which support their overall opinion.
 - e ☐ Leave the reader with a statement or question to consider.
 - f ☐ Restate the essay question in their own words.

- 5 Study the Writing box. Then find examples of the main point, supporting arguments and a personal example in paragraphs 3 and 4 of the essay.

WRITING | An opinion essay

It is very important to support your opinions and provide examples in an opinion essay. Each paragraph in the body of the essay should include:

The main point

My first reason for this opinion is that experiences change you as a person.

Supporting arguments

We are the result of everything we've seen and done in our lives, and not of the things we've bought. In other words, unlike an experience, a thing can never become part of us.

A personal example

For example, getting a new phone didn't change me, but the camping trip with my friends last summer certainly did.

- 6 Match main points 1–3 with supporting arguments a–c and personal examples i–iii to make three paragraphs from an essay. What do you think the essay question was?

Main points

- 1 My first reason for this opinion is that making a present for someone means you don't have to spend a lot of money.
☐ ☐
- 2 Another reason is that you can give someone something really personal.
☐ ☐
- 3 A third reason is that doing something creative such as making presents is an enjoyable way to spend your time.
☐ ☐

Supporting arguments

- a If you like spending time in the kitchen, make your friend some food, or if you enjoy art, paint them a picture.
- b The present can be based on a shared experience or a joke between you and your friend.
- c It doesn't cost a lot to cook something for someone or to make some simple jewellery, for example.

Personal examples

- i I made my friend some very spicy chilli oil because we are always competing to see who can eat the spiciest food.
- ii I can easily make a cake for a lot less than it costs to buy one.
- iii I'd rather spend time making a present than walking round the shops trying to find something suitable.

- 7 Add the underlined linkers in the essay on page 116 to the correct group.

Phrases to give your overall opinion

This essay will argue that ...

¹ It is my firm belief that

² _____

Phrases to add further support

³ _____

⁴ _____

It is also worth pointing out that ...

⁵ _____

Phrases to emphasise your opinion by repeating it

To put it another way ...

⁶ _____

Phrases to introduce an opposing opinion

It is true that ...

Some people do not agree and feel that ...

⁷ _____

- 8 Complete each sentence with one word. Then, in pairs, say whether they belong in the introduction, the supporting body paragraphs, or the opposing opinion paragraph.

- 1 For example, studies show that people spend more when using a credit card. *supporting body paragraph*
- 2 This essay will _____ that the world would be a better place without credit cards.
- 3 It is also worth _____ out that credit cards tempt people to spend more than they can afford.
- 4 To _____ it another way, credit cards make you feel you have more money than you really do.
- 5 My first _____ for this opinion is that buying things on credit can make them much more expensive in the long term.
- 6 It is _____ that credit cards are useful for online shopping, but a bank transfer is usually also an option and doesn't require you to borrow money.

- 9 **WRITING TASK** You are going to write an opinion essay. Read the question and follow the instructions. Use the Writing box and Exercise 7 to help you.

When it comes to receiving presents, is it better to ask for what you want or to wait for a surprise?

- 1 Decide what your overall opinion on the topic is and make a list of supporting arguments, reasons and examples.
- 2 Consider an opposite opinion and note down why you disagree with it or how you feel about it.
- 3 Organise your ideas into a simple 5-paragraph plan and write your essay.

REMEMBER MORE

1 Complete the money phrases with the missing words. Then check with the word list.

- You can't have both a new smartphone and a laptop – I'm not _____ money!
- They _____ money _____ water. They really should try to save some.
- Unless you've got money _____, you should really get a less expensive car.
- We didn't need a new dishwasher. It was a total _____ money. The old one is still working.

2 Complete the text with the correct prepositions. Then check with the word list.

My parents say I'm not careful ¹ _____ money. The fact is, I rarely have money ² _____ me, but that's because I usually pay ³ _____ a bank card, not ⁴ _____ cash. I love shopping and I often buy things which are ⁵ _____ special offer. As a result, I'm often short ⁶ _____ money or even broke. I promised my parents to change. I'll start next month, when the sales are over.

3 Complete the missing letters in the mini crossword. What is the mystery word?

- 1** M – an advertisement on television or radio, or at the cinema
- 2** L – to charge someone too much money for something
- 3** -C – buying and selling goods and services using a computer and the Internet
- 4** T – money that one person has borrowed from another and now owes it to this person
- 5** – an identity card
- 6** N – a business deal or action, such as buying or selling something

4 Do the task below

Write your own mini-crossword like the one in Exercise 3 above. Decide what your mystery word is and write clues for each answer. Use the words from the wordlists and an online dictionary (e.g. www.ldoceonline.com) to help you.

8A GRAMMAR AND VOCABULARY

5.50

- advertisement/advert/ad** (n) /əd'vɜːtəsmənt/ 'ædvɜːt/æd/
- advertising slogan** (n) /'ædvɜːtɪzɪŋ s'ləʊɡən/
- bathroom/toilet (BrE)/rest room (AmE)** (n) /'bɑːθrʊm/'tɔɪlət/'rest ru:m/
- bombard sb with sth** (phr v) /bɒm'baɪd ,sʌmbədi wið ,sʌmθɪŋ/
- brand** (n) /brænd/
- brand name** (n) /'brænd neɪm/
- coat of paint** /kəʊt əv 'peɪnt/
- colourful (BrE)/colorful (AmE)** (adj) /'kʌləfəl/
- commercial** (n) /kə'mɜːʃəl/
- consult** (v) /kən'sʌlt/
- consumerism** (n) /kən'sjuːməɪzəm/
- corporate** (adj) /'kɔːpərət/
- cough** (v) /kɒf/
- democratic** (adj) /,demə'kræɪtɪk/
- drinks machine** (n) /'drɪŋks məʃiːn/
- facilities** (n) /fə'sɪlətɪz/
- free from sth** (adj) /'friː frəm ,sʌmθɪŋ/
- frequent** (adj) /'friːkwənt/
- hoarding (BrE)/billboard (AmE)** (n) /'hɔːdɪŋ/ 'bɪlbɔːd/
- install** (v) /ɪn'stɔːl/
- interrupt** (v) /,ɪntə'rʌpt/
- jingle** (n) /'dʒɪŋɡəl/
- logo** (n) /'ləʊɡəʊ/
- mobile** (adj) /'məʊbaɪl/
- notice** (v) /'nəʊtɪs/
- permit** (v) /pə'mɪt/
- pop-up ad** (n) /'pɒp ʌp ɒd/
- poster** (n) /'pəʊstə/
- programme (BrE)/program (AmE)** (n) /'prəʊɡræm/
- promote a product** /prə'məʊt ə 'prɒdʌkt/
- put up** (phr v) /pʊt 'ʌp/
- remove** (v) /rɪ'muːv/
- repaint** (v) /,rɪ:'peɪnt/
- school bus** (n) /'skuːl bʌs/
- school corridor** (n) /'skuːl 'kɒrədɔː/
- school locker** (n) /'skuːl 'lɒkə/
- sign a contract** /saɪn ə 'kɒntrækt/
- spam email** (n) /spæm 'iːmeɪl/
- take a decision** /teɪk ə dɪ'sɪʒən/
- the media** (n) /ðə 'miːdiə/
- watch out for sth** (phr v) /wɒtʃ 'aʊt fə ,sʌmθɪŋ/
- welcome** (v) /'welkəm/

8B LISTENING AND VOCABULARY

5.51

- for a limited time** /fər ə ,lɪmɪtɪd 'taɪm/
- get a good deal** /get ə ,ɡʊd 'diːl/
- go bargain hunting** /ɡəʊ 'bɑːɡən ˌhʌntɪŋ/
- good value for money** /ɡʊd ,væljuː fə 'mʌni/
- on special offer** /ɒn ,speʃəl 'ɒfə/
- pay next to nothing for sth** /peɪ ,nekst tə 'nʌθɪŋ fə ,sʌmθɪŋ/
- read up** (phr v) /,riːd 'ʌp/
- rip-off** (n) /'rɪp ɒf/
- save money** /seɪv 'mʌni/
- spend a fortune on sth** /spend ə 'fɜːtʃən ɒn ,sʌmθɪŋ/
- two for the price of one** /tuː fə ðə ,praɪs əv 'wʌn/
- waste of money** /ˌweɪst əv 'mʌni/

8C VOCABULARY 5.52

- afford** (v) /ə'fɔːd/
- be made of money** /bi ,meɪd əv 'mʌni/
- be rolling in money** /bi ,rɒlɪŋ ɪn 'mʌni/
- borrow** (v) /'bɒrəʊ/
- broke** (adj) /brəʊk/
- careful with money** /ˌkeəfəl wið 'mʌni/
- cash** (n) /kæʃ/
- check your change** /tʃek jə 'tʃeɪndʒ/
- crowdfunding** (n) /'kraʊdfʌndɪŋ/
- debts** (n) /dets/
- get your money's worth** /get jə ,mʌnɪz 'wɜːθ/
- have money on you** /hæv 'mʌni ɒn ju/
- have money to burn** /hæv 'mʌni tə bɜːn/
- have more money than sense** /hæv mɔː ,mʌni ðən 'sens/
- in the red** /ɪn ðə 'red/
- lend** (v) /lend/
- live in poverty** /lɪv ɪn 'pɒvəti/
- loose change** /luːs 'tʃeɪndʒ/
- mean** (adj) /miːn/
- penny** (n) /'peni/
- quid** (n) /kwɪd/
- raise money** /ˌreɪz 'mʌni/
- rip off** (phr v) /,rɪp ɒf/
- run out of money** /rʌn ˌaʊt əv 'mʌni/
- short of money** /ʃɔːt əv 'mʌni/
- spend money like water** /spend ,mʌni laɪk 'wɔːtə/
- take out a loan** /teɪk ˌaʊt ə 'ləʊn/

8D READING AND VOCABULARY

5.53

agreement (n) /ə'ɡri:mənt/
amount (n) /ə'maʊnt/
Ancient Romans (n) /,eɪnfənt 'rəʊmənz/
ATM/cashpoint (n) /,eɪ ti: 'em/'kæʃpɔɪnt/
banknote/note (n) /'bæŋknoʊt/nəʊt/
barter (n) /'bɑ:tə/
bowl (n) /bəʊl/
break your back /breɪk jə 'bæk/
cash withdrawal (n) /'kæʃ wɪð'drɔ:əl/
charge (v) /tʃɑ:dʒ/
cheque (n) /tʃek/
chronology (n) /krə'nɒlədʒi/
cocoa bean (n) /'kəʊkəʊ bi:n/
coin (n) /kɔɪn/
commonly used /kəmənli 'ju:zd/
consequently (adv) /'kɒnsəkʁwəntli/
credit/debit/prepaid/contactless card (n) /'kredɪt/'debɪt/'pri:'peɪd/'kɒntæktləs kɑ:d/
currency (n) /'kʌrənsi/
deer (n) /dɪə/
developing countries (n) /dɪ'veləpɪŋ 'kʌntrɪz/
e-commerce/online commerce (n) /'i: kɒmɜ:s/ 'ɒnlain kɒmɜ:s/
electronic communications /,elɪktrɒnɪk kə'mju:nɪ'keɪʃənz/
enter your PIN /,entə jə 'pɪn/
eventually (adv) /ɪ'ventʃuəli/
exchange money /ɪks'tʃeɪndʒ 'mʌni/
exchange rate (n) /ɪks'tʃeɪndʒ reɪt/
feather (n) /'feðə/
form of payment /fɔ:m əv 'peɪmənt/
fragile (adj) /'frædʒaɪl/
give away (phr v) /gɪv ə'weɪ/
give value to sth /gɪv 'vælju: tə sʌmθɪŋ/
gradually (adv) /'ɡrædʒuəli/
grain (n) /ɡreɪn/
handwritten (adj) /,hænd'rɪtɪn/
head towards sth (v) /hed tə'wɔ:dz sʌmθɪŋ/
hugely popular /,hju:dʒli 'pɒpjələ/
hunter (n) /'hʌntə/
ID card (n) /aɪ 'di: kɑ:d/
in short supply /ɪn ʃɔ:t sə'plaɪ/
incidentally (adv) /ɪnsə'dentəli/
introduce (v) /ɪntrə'dju:s /
introduction (n) /ɪntrə'dʌkʃən/

IOU (I owe you) /aɪ əʊ 'ju: /
issue (v) /'ɪʃu:/
lack of sth /'læk əv sʌmθɪŋ/
load your card with cash /,ləʊd jə kɑ:d wɪð 'kæʃ/
make a comeback /,meɪk ə 'kʌmbæk/
make payments electronically /,meɪk 'peɪmənts ,elɪk'trɒnɪkli/
m-commerce (n) /'em kɒmɜ:s/
online swapping service (n) /,ɒnlain 'swɒpɪŋ ,sɜ:vəs/
open a bank account /,əʊpən ə 'bæŋk ə'kaʊnt/
pay in cash /,peɪ ɪn 'kæʃ/
pay with a bank card /,peɪ wɪð ə 'bæŋk kɑ:d/
PIN (n) /pɪn/
portability (n) /pɔ:tə'bɪləti/
potter (n) /'pɒtə/
precious metal (n) /,preʃəs 'metl/
proof of address /,pru:f əv ə'dres/
proper (adj) /'prɒpə/
purchase (v) /'pɜ:tʃəs/
purse (n) /pɜ:s/
rabbit (n) /'ræbɪt/
replace (v) /rɪ'pleɪs/
revolutionary (adj) /,revə'lju:ʃənəri/
sale (n) /seɪl/
seed (n) /si:d/
seldom (adv) /'seldəm/
serial number (n) /'sɪəriəl nʌmbə/
shell (n) /ʃel/
swap sth for sth (v) /'swɒp sʌmθɪŋ fə sʌmθɪŋ/
trade (v) /treɪd/
transaction (n) /træn'zækʃən/
vending machine (n) /'vendɪŋ məʃi:n/
wallet (n) /'wɒlət/
withdraw cash/money /wɪð'drɔ: 'kæʃ/'mʌni/

8E SPEAKING 5.54

booking reference (n) /'bʊkɪŋ ,refərəns/
bother (v) /'bɒðə/
cancel your booking /kænsəl jə 'bʊkɪŋ/
confrontation (n) /,kɒnfrən'teɪʃən/
entirely (adv) /ɪn'taɪəli/
escape room (n) /ɪ'skeɪp ru:m/
frustrated (adj) /frʌ'streɪtɪd/
get sb (v) /'get sʌmbədi/
make your escape /,meɪk jə ɪ'skeɪp/
receipt (n) /rɪ'si:t/

refund (n) /'ri:fʌnd/
slight problem /slɑɪt 'prɒbləm/
store credit (n) /stɔ: 'kredɪt/

8F GRAMMAR 5.55

beauty treatment (n) /'bjʊ:ti ,tri:tmənt/
car servicing (n) /'kɑ: ,sɜ:vəsɪŋ/
do sb's nails /,du: sʌmbədɪz 'neɪlz/
dog walking (n) /'dɒg ,wɔ:kɪŋ/
dye sb's hair /,daɪ sʌmbədɪz 'heə/
hairdressing (n) /'heədresɪŋ/
house decoration (n) /'haʊs dekeɪ'reɪʃən/
manage sb's account /,mænɪdʒ sʌmbədɪz ə'kaʊnt/
massage sb's back/neck /,mæsə:dʒ sʌmbədɪz ,bæk ən 'nek/
physiotherapist (n) /fɪziəʊ'therəpɪst/
service sb's car/bike/skateboard /,sɜ:vəs sʌmbədɪz 'kɑ:/'baɪk/'skeɪtbɔ:d/
shopping delivery (n) /'ʃɒpɪŋ dɪ'lɪvəri/
social media management (n) /səʊʃəl 'mi:diə ,mænɪdʒmənt/
test sb's eyes /,test sʌmbədɪz 'aɪz/

8G WRITING 5.56

bank transfer (n) /'bæŋk ,trænsfɜ:/
camping trip (n) /'kæmpɪŋ trɪp/
firm belief /fɜ:m bə'li:f/
lasting memories /lɑ:stɪŋ 'memərɪz/
possessions (n) /pə'zeshənz/
shared experience /ʃeəd ɪks'piəriəns/
spare money /speə 'mʌni/
tempt (v) /tempt/

VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the sentences.

- I haven't got any money in my bank account, so I need to pay by *debit / credit / ID card*.
- Some cashpoint machines charge you for *raising / paying / withdrawing* cash.
- A lot of students in the UK have to take out a *debt / loan / fortune* so they can go to university.
- My new watch broke. What a complete *bargain / waste of money / good deal*!
- Before you exchange money, you should always check what the *coin / note / exchange* rate is.
- When I was on holiday, I quickly *ran / walked / stayed* out of money because I was spending it like *milk / water / air*.
- I pay for lunch at school with a prepaid card so I don't need to take loose *money / notes / change*.

2 Complete the dialogues with the words from the box.

slogan ~~advert~~ sense spam advertising jingle

- A Have you seen the new ¹ *advert* for dog food?
 B Dog food? I can't say I have.
 A The ² _____ is great! It's really memorable and it's only three words!
 B But you haven't got a dog.
 A True. But I've got a new job in ³ _____!
 A Did you like the email I sent you yesterday?
 B I didn't know you'd sent me one. Why?
 A I sent you a file with a really catchy ⁴ _____ I heard on the radio last week.
 B Oh, sorry. Yes, I did get it. I thought it was ⁵ _____ so I deleted it.
 B Are you really thinking of buying that expensive car?
 A Yes, I am!
 B It's very nice but I think you've got more money than ⁶ _____. I would never pay so much money for a car!

3 Rewrite the sentences in the passive. Change the form of the underlined verbs and make any other necessary changes.

- We have ordered the book for you.
The book has been ordered for you.
- I took photos while they were interviewing the actors.
- We are cooking your steak at this very moment!
- Do people make a lot of shoes in Portugal?
- Companies often aim smart phone ads at teenagers.
- The first commercials TV showed weren't very sophisticated.
- Can you please do something about this now?
- I wonder if you could exchange these jeans for another pair?
- They will create twenty new jobs in advertising next year.

4 Rewrite the sentences with the correct form of *have/get*. Omit the agent (*by ...*) wherever possible.

- That garage has been servicing Dad's car for twenty years.
Dad has been getting his car serviced at that garage for twenty years.
- Can we ask professionals to decorate our house this time?
- He asks his personal assistant to manage his schedule for him.
- The physiotherapist massaged her back so she's much better now.
- I'm going to ask someone to fix my bike today because I have no time for it myself.
- Has a hairdresser ever dyed your hair?
- Will you ask the shop to replace your hard disk?

USE OF ENGLISH

5 Choose the correct words a-d to complete the text.

Black Friday is the eagerly-awaited November day when prices in many retail outlets around the world are slashed. It's the one day in the year when people don't need to be careful ¹ _____ money.

Black Friday began in America in the mid-twentieth century, when many shops decided to hold sales the day after Thanksgiving. It only became well known in the UK in 2013, when it ² _____ introduced by an American-owned hypermarket. The prices were so low that fights were reported on TV among shoppers determined to get a good ³ _____!

'Cyber Monday', the Monday that follows Black Friday, should also not be ⁴ _____. This is the day when all sorts of goods can be found on special ⁵ _____ online.

Black Friday and Cyber Monday have had a huge impact on shopping habits as billboards and TV ⁶ _____ encourage people to buy more and spend money faster than ever. ⁷ _____, you may be surprised to learn that people don't actually spend much more than they did in the past!

- | | | | |
|-----------------|---------------|-------------|-----------|
| 1 a for | b in | c of | d with |
| 2 a is | b was | c has | d had |
| 3 a offer | b sale | c value | d deal |
| 4 a remembered | b mentioned | c forgotten | d left |
| 5 a offer | b purchase | c charge | d price |
| 6 a information | b commercials | c jingles | d spam |
| 7 a Furthermore | b However | c Although | d Despite |

6 Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.

- 1 They borrowed money from a bank to buy a new car. **OUT**
They took out a loan to buy a new car.
- 2 The optician checked my eyes. **TESTED**
I _____ by the optician.
- 3 I'm sorry but the hotel is full. **FULLY**
I'm sorry but we _____.
- 4 They stuck a billboard on the wall outside our school. **UP**
A billboard _____ on the wall outside our school.
- 5 She decided not to go on holiday because she had too many debts. **RED**
She decided not to go on holiday because _____.
- 6 They have asked her to pay ten pounds for the transaction! **CHARGED**
She _____ for the transaction!
- 7 The headmaster thinks people shouldn't advertise near schools. **BANNED**
The headmaster thinks _____ near schools.
- 8 I think I'll ask the hairdresser to dye my hair next week. **DYED**
I think I _____ next week.

Use of English > page 194

LISTENING

- 7**  **3.22** You are going to hear a radio interview with a man who has earned a lot of money using cryptocurrencies. Read questions 1–6 and the possible answers. Then listen and choose the correct answer for each question.

STRATEGY | Multiple choice

Remember that the questions in the task are usually given in the same order as the information in the recording. When you listen for the first time, underline any key words you hear and mark the possible answer.

- 1 What is David's main job?
 - a He does volunteer work for a charity.
 - b He runs an IT consulting company.
 - c He works with cryptocurrencies.
- 2 Cryptocurrencies are used to do business because
 - a there are many of them.
 - b nobody controls them.
 - c transactions are cheap and safe.
- 3 What does David think is the biggest disadvantage of using cryptocurrencies?
 - a The value is unstable.
 - b Hackers often steal them.
 - c You can easily lose them due to computer failure.
- 4 How did David first make money?
 - a He sold all his cryptocurrency units.
 - b He carefully saved his money in the bank.
 - c He bought and sold cryptocurrency units at the right moment.

- 5 David believes that
 - a laws in some countries are difficult to understand.
 - b buying and selling cryptocurrencies can be risky.
 - c using cryptocurrencies is getting easier.
- 6 What does David say about his ambitions?
 - a He has achieved his ambition.
 - b His dream is to open his own company.
 - c He would like to work with cryptocurrencies full-time.

SPEAKING

- 8** In pairs, role play the situation below. Then change roles and do the task again.

Student A

You recently ordered a T-shirt from Tee-Riffik, an Internet clothing company. However, there were a few problems with your order. Call the Tee-Riffik helpline and make a complaint.

- Complain that you have received the wrong T-shirt.
- Politely mention any other problem you have with the order.
- Ask the helpline person to send you the correct item as soon as possible.
- Thank him/ her for their help.

Student B

You work in the complaints department of Tee-Riffik, an internet clothing company. An unhappy customer calls you with a problem. Listen to the customer and deal with his/her complaint. Use the phrases below to help you. You start first.

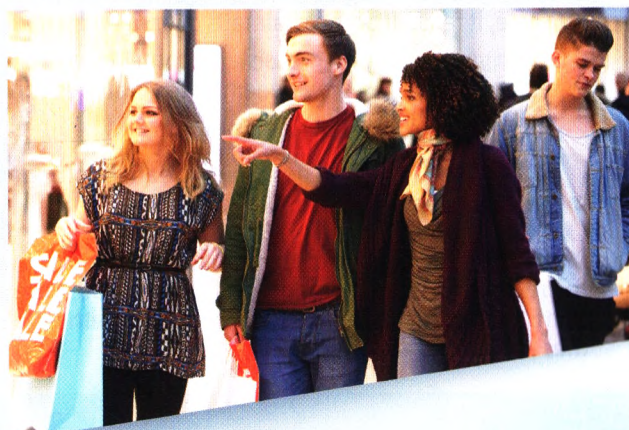
- Hello, how can I help you?
- I'm so sorry about that.
- It was entirely our fault. We'll be happy to replace it, or would you like a refund?
- I'll post it for you today.

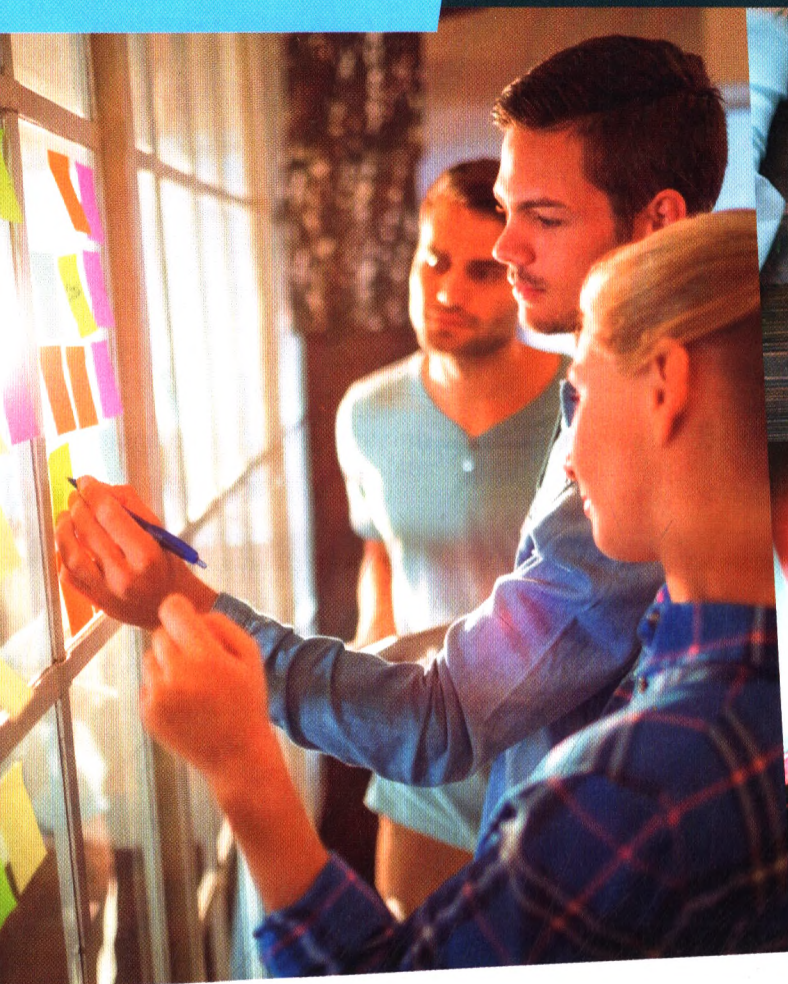
WRITING

- 9** Read the task below and write an essay.
Teenagers these days spend too much money on unimportant things. What do you think?

Write about:

- 1 clothes
- 2 technology
- 3 _____ (your own idea)





1 Look at the photos above. Which of the activities do you think requires more creativity than the others? Which of them could you do easily? Say why.

2 In pairs, discuss the questions.

- 1 Who is the most creative person you know? Say why.
- 2 Do you think a person can train to become more creative? Say why.
- 3 Give an example of a situation in which you had to find a solution to a difficult problem.

3 In small groups, choose one of the problems below and brainstorm possible solutions. Be as creative as you can.

- A The benches in the park get wet when it's raining. People often do not realise the benches are wet so they sit down and get soaked.
- B When you put a bag over the back of the chair in a café, it falls off or the chair falls over.
- C When you go shopping, assistants come up to you all the time to ask if you need help. Sometimes you do, sometimes you don't.

4  **3.23** Listen to people describing creative solutions to the problems in Exercise 3. What are they?

5 Draw an image of each of the solutions described in the recording. Check on page 198 to see if you were right. Then compare in pairs and discuss whether these solutions are good or bad.

6 In pairs, discuss the statements below. Which statements do you think are true about creativity? Say why.

- 1 Only those people who are born with artistic talent can be creative.
- 2 Before you can create something perfect, you have to fail.
- 3 To be creative, we need to wait for a special moment of inspiration.
- 4 Constantly learning new things helps us to develop creativity.
- 5 Innovation often comes from formulating the problem in a new way.
- 6 When you have a new idea, it is best to keep it in your head.
- 7 Creative innovations require more luck than effort.

WHAT DO WE MEAN WHEN WE TALK ABOUT CREATIVITY?



Creativity means different things to different people. Many of us think that a creative person is someone with a good imagination and a particular talent – usually artistic, for example a writer, painter, musician or an engineer. We also tend to think that creativity is something we are born with. It turns out, though, that these common beliefs are often wrong. Psychologists believe that anyone can develop their creativity and become good at coming up with new ideas. Here are some surprising insights from research on creativity.

It turns out that in order to be creative you need confidence and determination. We all often have some valuable new ideas, but do not have the courage to share them with others. This is because we are afraid of being judged or making mistakes. How many times have you not raised your hand in class because you didn't think your idea was good enough? However, failure is actually necessary for eventual success. Some people say that Thomas Edison made around 1,000 failed trials before he invented the light bulb! To be creative, you need to take risks and be prepared to fail.

We also tend to think that creativity involves a moment of sudden inspiration. However, creativity rarely comes from one brilliant idea. Professor Keith Sawyer describes the creative process as a 'zig-zag' path in which one smaller idea that we have leads to another one with some unexpected changes of direction. A great invention can begin with one idea, which is not necessarily very good, but which then sparks another idea that is amazing.

Research also suggests that creativity is a skill that can be trained. For example, being open to new ideas and experiences is quite important. Creative people are very curious about the world and keep asking lots of questions. They always go beyond what they've learned from teachers and books. The enemy of creativity, on the other hand, is to continue in our old routines and use the same logic as we have always done. We need to develop what psychologist Edward De Bono calls 'lateral thinking' and learn to look at problems in different ways. For example, think about a student drama society that has problems with funding. A logical solution to the problem might be to try to cut costs. However, if you use lateral thinking, you might think of various solutions: a new idea to raise money, finding a company to sponsor the society or an unusual way to attract new members.

Finally, it's not enough just to have some good ideas, you need to put them into practice, too. The best way to boost your creativity is to make things. If you enjoy writing, start writing a regular blog. If you're into music, play or create a piece of music every week. In this way, you can reflect on your ideas to make them even better. It's important to enjoy doing what you do as it takes a lot of time and preparation before you'll be ready to come up with something truly innovative.

So, don't think you're not a creative person; you can learn to be one! Don't wait for a sudden flash of inspiration, though. Creativity is for everyone, but it's not easy!

- 7 Read the article and check your answers to Exercise 6. Explain why some of the statements are incorrect.
- 8 Study the Life Skills box and match the tips for developing creativity 1–5 with examples a–e.

LIFE SKILLS | How to be more creative

- 1 ☐ Learn new things.
 - 2 ☐ Notice more things.
 - 3 ☐ Share ideas with others.
 - 4 ☐ Make something out of your ideas.
 - 5 ☐ Try approaching problems in a different way.
- a When you're working on a school essay, ask others what they think of your ideas.
 - b Take a language or music course.
 - c When you have a new idea, write it down, draw a picture, or build a model.
 - d When you go to school, switch off your phone and look around. Try to observe as much as you can.
 - e Think of a new way of doing things. For example, for a school project, instead of just researching information online, conduct some interviews.

- 9 **DEBATE** How far do you agree with the opinion that technology is improving young people's creativity? Discuss in groups. Think about the points below:

- amount of time spent in front of computers,
- using new programmes and applications,
- interacting with others,
- using imagination.

- 10 Do the task below.

LIFE SKILLS | Project

- Work in pairs. Think of as many different uses for an umbrella as you can (apart from protecting you from the rain).
- Choose your best idea and present it to the class.
- Prepare a presentation, poster, draw a diagram or build a real-life model.
- Compare ideas and vote for the most innovative solution.

09

The power of nature

VOCABULARY	Water and the ocean, natural disasters and dealing with them, environmental responsibility, urban and rural life, sustainable homes
GRAMMAR	The third conditional, <i>I wish</i> / <i>If only</i> for regrets Use of English > page 195
SPEAKING	Expressing and responding to regrets
WRITING	An article
VIDEO	Grammar ▶ Communication ▶ Documentary ▶



Today on our weekly programme *Amazing Stories*: listen to the story of a Spanish family who survived the Asian tsunami and were later the subject of hit film *The Impossible*.

They would not have survived if others hadn't helped them.



FACT BOX Indian Ocean tsunami

On 26 December 2004 a huge earthquake happened deep **underwater** in the Indian Ocean. The earthquake caused a series of giant **waves** called a **tsunami**. The tsunami travelled across the surface of the ocean in all directions and hit the **shores** of fourteen countries. It caused strong **currents** which pulled people out to sea. Indonesia, Sri Lanka, India and Thailand were worst affected. Many people **drowned** and in total around 230,000 people lost their lives. Among the thousands of tragedies that day were a few incredible stories of **survival**. Eight years after the **disaster**, the dramatic story of the Belón family from Spain was made into a powerful film called *The Impossible*.



- 1 Work in groups. Look at the map and the photos from the film *The Impossible*. What is the film about? Do you know anything about the disaster or the film?
- 2 Use a dictionary to check the highlighted words in the Fact Box. Then read the Fact Box and check your answers to Exercise 1.
- 3  3.24 Listen to the story of the Belón family. Why do you think the film about them was called *The Impossible*?

The third conditional

- 4 Look at sentences a and b from the story and answer questions 1-4.
 - a The Belóns would not have survived if others hadn't helped them.
 - b If Maria had been underwater any longer, she might have drowned.
 - 1 Do the sentences talk about the past, present or future?
 - 2 Did the Belóns survive? Did others help them?
 - 3 What tense is used after *if* in the sentences? What verb forms are used in the other clause?
 - 4 Why is the punctuation different in sentences a and b?

The third conditional

We use the **third conditional** to describe unreal situations in the past.

Unreal past event	Unreal past result
<i>If + Past Perfect,</i>	<i>would/could/might have + Past Participle</i>

If a brave Thai man **hadn't carried** Maria, they **could/would/might not have got** to a hospital.

Real past event – a brave Thai man carried Maria

Real past result – they got to a hospital

Question form

What **would you have done** if you **had been** in their situation?

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- 5 Match sentence beginnings 1-6 with endings a-f.
 - 1 ☐ If the Belóns had stayed at home,
 - 2 ☐ There wouldn't have been a tsunami
 - 3 ☐ If the giant wave had come at night,
 - 4 ☐ The Belóns could have run to the roof of the hotel
 - 5 ☐ If Maria hadn't held onto a tree,
 - 6 ☐ Could Quique have saved his sons
 - a most people would've been in bed.
 - b if they had had more time.
 - c if there hadn't been an earthquake.
 - d if they hadn't called for help?
 - e they would probably have watched the disaster on the news.
 - f she might have drowned.

- 6 Use the third conditional to complete the text with the correct form of the verbs in brackets.

A British schoolgirl, Tilly Smith, saved over 100 people from the Indian Ocean tsunami in 2004. But if Tilly ¹ **hadn't done** (not do) a school project on tsunamis, she ² **wouldn't have been** (not be) able to save them. After all, she ³ _____ (not warn) her parents against the tsunami if she ⁴ _____ (not recognise) the warning signs. Fortunately, her parents trusted her because if they ⁵ _____ (not believe) her, they ⁶ _____ (might not warn) the other people on the beach. It's clear that many more people ⁷ _____ (drown) if Tilly ⁸ _____ (not be) on the beach that day! But if Tilly ⁹ _____ (have) a different geography teacher, ¹⁰ _____ (she become) a hero? Perhaps not.

- 7  3.25 Listen to a survival story about a group of boys trapped in a cave in Thailand. Then use each pair of sentences to write one sentence in the third conditional.

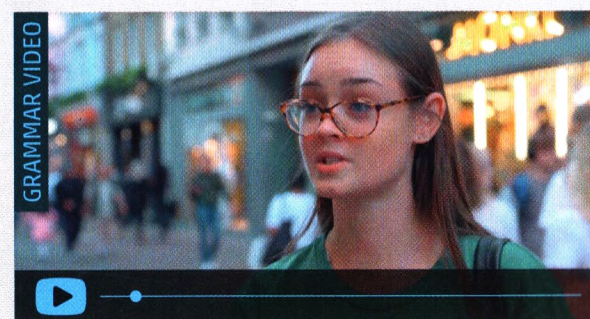
- 1 It was the wet season. The cave flooded.
If it hadn't been the wet season, the cave wouldn't have flooded.
- 2 The boys and their coach didn't read the sign. They went into the cave.
- 3 Rescuers found the boys' bikes and shoes. They knew they were in the cave.
- 4 The exit was blocked by water. The boys were trapped.
- 5 The boys didn't know how to dive. The rescue wasn't fast.
- 6 The boys were assisted by rescuers. They were able to swim out of the cave.

- 8 **SPEAKING** Complete the third conditional sentences so they are true for you. Then compare with a partner.

- 1 If I hadn't met *my friend Alice*, I wouldn't have *learned how to sail*.
- 2 If _____, I'd have been very unhappy.
- 3 If I'd known that _____, I might have _____.
- 4 I would've felt _____ if _____.
- 5 If my parents _____, I would've _____.
- 6 Last weekend would've been better if _____.

- 29  Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

If you had known years ago everything you know today, what would you have done differently?



9B LISTENING AND VOCABULARY

- 1 Match the natural disasters in the box with their effects below. Have there been any disasters like these in the news recently? What happened?

avalanche drought earthquake flood forest fire
hurricane tornado volcanic eruption

- 1 A storm over a tropical sea, causes incredible destruction when it hits land. *hurricane*
- 2 A long thin cloud and violent wind, destroys everything in its path.
- 3 After heavy rainfall, rivers break their banks and water covers the land.
- 4 Hot gases pour out of the top of a mountain and lava covers the earth.
- 5 Snow, ice and rocks fall down a mountainside.
- 6 The ground shakes, buildings fall down, people are trapped.
- 7 A lack of water. Plants die and the grass turns brown.
- 8 Trees and plants burn and houses may go up in flames.

- 2 3.26 Listen to Part 1 of an interview. What is it about?

- 3 3.26 In pairs, look at the notes and think about the missing words. Then listen again and complete the notes with no more than two words in each gap.



Advice for surviving earthquakes

- If you're inside, ¹ *stay* inside, don't run outside.
- Get ² _____ a desk or table, cover your head, hold onto the table legs.
- Don't ³ _____ in a doorway.
- To leave a ⁴ _____, go down the stairs, don't take the lift.
- If you're outside, move ⁵ _____ from buildings. Get to an open space & don't go near power lines.
- If you ⁶ _____, stop your car. It's safer to stay inside. Don't park on or under a ⁷ _____.

- 4 3.27 Listen to Part 2 of the interview and choose the correct answers.

- 1 Wendy says that Evans Monsignac probably would have died if he hadn't
 - a weighed so much.
 - b drunk unclean water.
 - c had bottled water to drink.
- 2 What does Wendy say about the TV series?
 - a It concentrates on major disasters with many victims.
 - b It explains why natural disasters happen.
 - c It describes how societies prepare for and deal with disasters.
- 3 Which of these things do children in Japan not do to prepare for earthquakes?
 - a Practise regularly what to do at school.
 - b Experience earthquake simulations with the fire service.
 - c Carry emergency survival packs with them at all times.
- 4 When a major earthquake hits Japan,
 - a high buildings swing from side to side.
 - b many people get injured.
 - c televisions and radios stop working.
- 5 How does Wendy feel about her new TV series?
 - a She's amazed how good it is.
 - b She's confident viewers will enjoy it.
 - c She's disappointed it's on so late.

- 5 Complete the news report with the words from the box.

destruction drills evacuate flames panic rescue
ruins shook survivors trapped victims warnings

The earthquake was a surprise. There hadn't been any ¹ *warnings* of seismic activity. The ground ² _____ and a few people screamed but most of them didn't ³ _____. Because of regular earthquake ⁴ _____ the workers knew to go down the stairs to ⁵ _____ the office block. There was a loud explosion and smoke and ⁶ _____ rose above the building. Everyone ran to safety. The ⁷ _____ was terrible. Unfortunately, there were hundreds of ⁸ _____. Three days later two ⁹ _____ were found under the building. They had been ¹⁰ _____ in the basement. The emergency workers worked tirelessly to ¹¹ _____ them. As they emerged from the ¹² _____, people cheered.

- 6 **SPEAKING** In groups, choose a natural disaster and agree on ten items to put in a survival pack that could help you survive. Explain your choices.

- A *whistle is useful because it can help emergency workers find you.*
- A *first-aid kit is essential when you are trapped.*
- What about a torch?*

- 7 **REFLECT | Values** Do news programmes and websites in your country show videos of death, injury and destruction after natural disasters? Do you think they should?

1 Look at the photo below. What problem does it show? Is it a problem in your country?

2 Read the information and check you understand the highlighted phrases. Who is it for? Where might you see information like this?

Whether you are here to walk, climb, cycle or ski, the community of Bear Peaks is proud to welcome you. These mountains are an area of natural beauty and home to hundreds of different species of plants and animals. Please **respect the guidelines** to avoid **damaging the environment**.

- **Minimise the impact of** your visit by using free public transport while you are here.
- Keep to the marked paths and trails and do not harm or **disturb the wildlife**.
- Carry reusable water containers to **reduce plastic waste**. Say no to wasteful **single-use plastic products**.
- Collect and **sort your rubbish**, then **dispose of it** in the recycling bins in the village.
- Do not light fires. These can cause forest fires, especially in times of drought.
- Please **keep noise to a minimum** for the benefit of wildlife and those who live here.

Please help to make Bear Peaks mountain tourism sustainable.

A thoughtful visitor is a welcome visitor!

3 Choose the correct words. Then, in pairs, ask and answer the questions.

- 1 Why are visitors to national parks asked to *keep / respect* green guidelines?
- 2 In what ways do visitors to areas of natural beauty *disturb / minimise* wildlife?
- 3 After you have *sorted / reduced* your rubbish, where should you *collect / dispose of* it when you are in a national park?
- 4 Which *single-use / minimum* plastic products could be banned in order to *benefit / reduce* plastic waste in national parks?
- 5 How should visitors behave in order to *avoid / keep* noise to a minimum in national parks?
- 6 What can tourists do to *minimise / damage* the environmental impact of their journeys to and around national parks?

4 Complete the table with words from the text in Exercise 2. Can you think of more adjectives endings in *-able* and *-ful*?

Verbs	Adjectives
1 sustain	<i>sustainable</i>
2	<i>disposable</i>
3 reuse	
4	<i>avoidable</i>
5 think	
6	<i>helpful</i>
7	<i>harmful</i>
8 waste	
9	<i>respectful</i>

5 Complete the reader's comment with the correct form of the words from Exercises 2 and 4. The first letters are given.

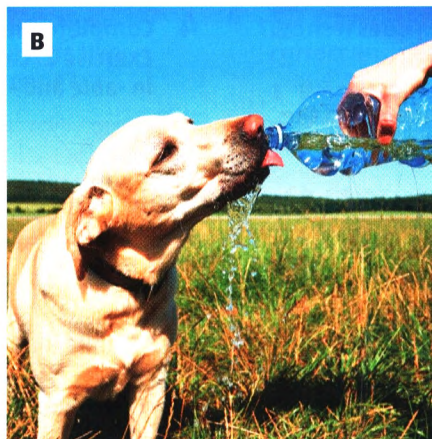
Respecting the environment is not rocket science!

We could all avoid ¹*damaging* the environment if we were a little more ²*t*_____ and a lot less ³*w*_____. Firstly, why don't we all stop using ⁴*d*_____ plastic products such as shopping bags? They have been found at the top of the highest mountains and the bottom of the deepest oceans. At best, they disturb ⁵*w*_____ and at worst they cause their death and suffering. I think if we had known how ⁶*h*_____ they were, they probably would not have been allowed in the first place. The solution is easy. ⁷*R*_____ non-plastic bags are a sustainable alternative to ⁸*s*_____ -use plastic shopping bags. So let's use them! Secondly, why do some people find it so difficult to ⁹*s*_____ rubbish and ¹⁰*d*_____ of it in recycling bins? If people were more ¹¹*r*_____ of recycling rules, they could minimise the ¹²*i*_____ of the waste they produce. Let's work together to respect simple green ¹³*g*_____ and make the world a cleaner and greener place to be!

6 **SPEAKING** Discuss the questions in groups.

- 1 Why do some people drop litter instead of disposing of it responsibly?
I think some people drop litter because they have no manners and lack education.
- 2 What is the best way to get people to respect the environment: education, punishment or a mix of both?
- 3 In what ways has the natural environment in your country been damaged?





1 Match sentences 1–3 with photos A–C.

- 1 ☐ I wish it wasn't so hot ...
- 2 ☐ I wish I hadn't tried to jump ...
- 3 ☐ If only it would stop snowing ...

2 Match sentences 1–3 in Exercise 1 with their continuations a–c.

- a ☐ ... but I didn't think it was so far.
- b ☐ ... but it's 30° in the shade.
- c ☐ ... but I don't think it will.

I wish/If only for regrets

3 Look at the sentences in Exercises 1–2 and answer the questions. Then study the Grammar box to check.

- 1 Which situation refers to:
 - a) a regret in the past,
 - b) a desire for the future,
 - c) a regret in the present?
- 2 How do the verb tenses change to express regret?

I wish/If only for regrets

We use *I wish/if only* to talk about regrets – things that we would like to be different but that are impossible or unlikely to change. *If only* tends to have a stronger meaning than *I wish*.

We use:

- *I wish/If only* + the Past Simple for regrets in the present.
- *I wish/If only* + the Past Perfect for regrets about the past.
- *I wish/If only* + *would* when something or someone does (or fails to do) something that annoys us. We'd like it to change but we don't think it will.

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WATCH OUT!

We use *I wish/if only* + *would* for things that we can't change ourselves so we don't use them in the first person.

I wish you wouldn't do that. NOT I wish I wouldn't do that.

4 Read the Grammar box again and study **Watch out!** Then choose the correct answers below and match sentences 1–6 to photos A–C.

- 1 ☐ I wish I *had never left* / *have never left* China.
- 2 ☐ I wish I *can* / *could* go for a swim.
- 3 ☐ If only my legs *had been* / *were* longer.
- 4 ☐ If only we *left* / *hadn't left* our nice cool home.
- 5 ☐ I wish I *had* / *would have* some bamboo to eat.
- 6 ☐ I wish my mum *stopped* / *would stop* collecting nuts and come and help me.

5 In groups, look at the photos on page 198 and follow the instructions.

6 3.28 Use the correct form of the verbs in brackets to complete these extracts from a conversation during a countryside hike. Then listen and check.

Don I wish I ¹ was (be) at home. It's so cold! ... If only it ² _____ (not/be) so windy! ... I wish my bag ³ _____ (not/weigh) so much. ... If only the dog ⁴ _____ (stop) barking. ... We're in the middle of nowhere. I wish we ⁵ _____ (go) to Boston. ... I wish my friends ⁶ _____ (be) here. ... I wish I ⁷ _____ (can) use my phone. ... If only the battery ⁸ _____ (not/run) out.

Dad I wish you ⁹ _____ (stop) complaining!

7 Write sentences with *I wish/if only* for these situations.

- 1 We don't have a pet. *I wish we had a pet.*
- 2 I have to share a room with my brother.
- 3 My sister keeps 'borrowing' my things.
- 4 I painted my room black.
- 5 I am allergic to cats.
- 6 We forgot to take some food with us!
- 7 The neighbour's dog barks at night.

8 **SPEAKING** In groups, complete the sentences so they are true for you.

- 1 I wish I were ... *on holiday.*
- 2 If only I could ...
- 3 I wish I'd ...
- 4 If only my parents were ...
- 5 I wish my brother/sister/friend would/wouldn't ...

1 Describe the photo and answer the questions.

- 1 Have you ever gone camping? If so, did you enjoy it? If not, would you like to?
- 2 What things do you need on a camping trip?
- 3 Would you like to camp in the wild? Say why.

2 3.29 Faith and Amber go camping. Watch or listen and answer the questions.

- 1 What goes wrong?
- 2 Where are they camping?

3 Look at phrases a-f. Do they express regret or are they a response to it? Add them to the right sections in the Speaking box.

- a How stupid of me!
- b It's not the end of the world.
- c I can't believe I did/didn't ...
- d It's no use crying over spilt milk.
- e There's nothing you/we can do about it.
- f It was so careless of me.

COMMUNICATION VIDEO



SPEAKING | Regrets

Expressing regrets

I wish/If only ...

I should(n't) have ...

It's a pity/shame that ...

¹How stupid of me!² _____³ _____

Responding to regrets

Forget it./It's no problem.

It doesn't matter.

There's no point worrying about it.

It's not a big deal.

Calm down!/Chill out!

⁴ _____⁵ _____⁶ _____4 3.30 PRONUNCIATION Listen to the pronunciation of the unstressed *have/not have* and repeat. Which letter is not pronounced in *shouldn't've* and *wouldn't've*?

- 1 I shouldn't've scared you like that.
- 2 We should've brought better sleeping bags.
- 3 If I'd known, I would've bought another torch.
- 4 I wouldn't've slept out here if I'd known what it was like.

5 3.31 PRONUNCIATION Listen to eight sentences and say if they are positive or negative. Then repeat them with the same pronunciation.

- 1 *negative*

6 3.32 Complete the second sentence so that it has a similar meaning to the first one. Use between two and five words including the word in bold. Listen and check.

- 1 It's a pity we didn't check the weather forecast. **SHOULD**
We should have checked the weather forecast.
- 2 We can't do anything about it now. **NOTHING**
There's _____ about it now.
- 3 How stupid of us! **WAS**
It _____ us!
- 4 It's not a big deal. **END**
It's not _____.
- 5 I regret not bringing something to drink. **WISH**
I _____ something to drink.
- 6 There's no point worrying about it. **MILK**
It's no _____.

7 Work in pairs. Take turns to use the phrases in the Speaking box to express regrets about the situations below. Respond appropriately.

- You get lost while walking in the country. You don't have a map.
- On a camping trip there's a bear outside your tent.
- You're hiking in the mountains without a coat. It's very cold.
- You spent a fortune on a haircut. It looks horrible.
- You visit England. You can't understand anyone.

A *If only I'd remembered to bring a map.*B *Chill out, we'll find the way.*

9F READING AND VOCABULARY

1 Look at the photos, read the Fact Box and answer the questions.

- 1 Where is Easdale?
- 2 Why did so many people leave the island?
- 3 How big is the population now?

FACT BOX Easdale island

Easdale is the smallest inhabited island in the Inner Hebrides, off the west coast of Scotland. In the 19th century over 500 people worked in the island's slate* quarries**. However, in 1850 a great storm flooded most of the quarries. The slate industry began to die. By the 1960s, the population of the island had dropped to only four people. Since then, the island has come back to life. There are now over seventy inhabited houses.

* a dark rock used to make roof tiles

** a large hole in the ground where stone is extracted

2 In pairs, look at the title of the text. How do you think a music video could change someone's life? Read the text to check your ideas.

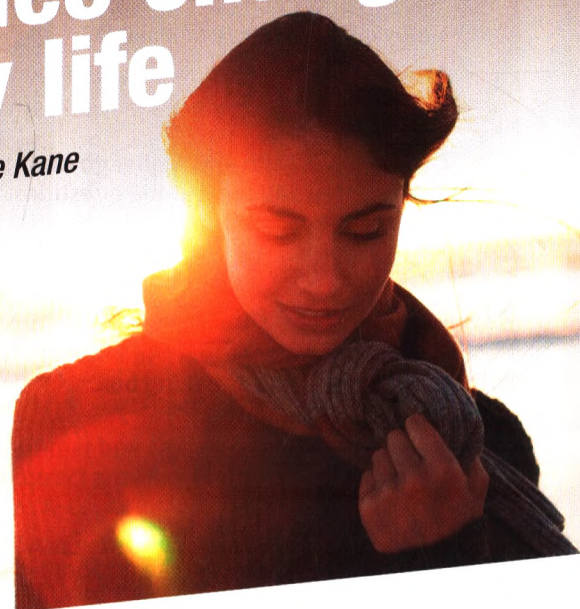
3 Read the text and choose the correct answers.

- 1 Which of these sentences is true about the music video Carrie saw?
 - a It was about living in London.
 - b It made her feel unhappy.
 - c It was filmed in a beautiful place.
 - d It reminded her of a dream she'd had.
- 2 What was the main reason Carrie decided to go to Easdale?
 - a She was fed up with commuting to work.
 - b She wanted to help the residents to make a video.
 - c She'd never visited such a lovely place.
 - d She was impressed by someone's comment.
- 3 Which of these things did Carrie do during her holiday on Easdale?
 - a She bought a meal for some of the islanders.
 - b She took part in an annual event.
 - c She did some rock climbing.
 - d She decided never to return to London.
- 4 Which of the following is mentioned in the text as a fact, not an opinion?
 - a London is more polluted than it used to be.
 - b People who live on the coast feel better.
 - c It's impossible to find a job on Easdale.
 - d Carrie doesn't earn a lot of money.
- 5 Carrie's main purpose in writing the text was to
 - a explain why she went to live in a new place.
 - b compare life in urban and rural communities.
 - c persuade people to be kinder to their neighbours.
 - d describe her work and life in her new home.

4 What do you think of Carrie's decision? Discuss in pairs.

How a music video changed my life

by Carrie Kane



3.33

I'm a city girl, born and bred in London. I used to love the **hustle and bustle** of the big city, the **trendy boutiques** and the **vibrant nightlife**. I never thought I'd leave. But then two years ago, I left university and got a dead-end job. I lost touch with most of my friends and for the first time in my life, I began to feel unhappy. Then one day, I saw a music video for a song called *Queen of Peace* by Florence + the Machine. As soon as I'd watched it, I played it again. And again. It's a great song but the best thing about it was the place where it was filmed. It was magical and **remote** with wild seas and huge skies. That night I dreamt I was there, walking on a **winding path** overlooking the deep blue ocean. The next day, my **commute** to work was even more miserable than usual. The station was **crowded and noisy**. The passengers on the train were packed like sardines in a can. On the streets, the traffic noise seemed louder than ever before, the fumes seemed thicker and there were so many people rushing to work. But despite the crowds, I felt lonely. When I got back home, I watched the song again. I discovered it had been filmed on a Scottish island called Easdale. I searched online for photos and information. I came across another video called *Easdale, a Wild Community*. The residents had made it to persuade people to visit their island, or even to stay. I watched it and admired the **breathtaking scenery**, the friendly people and the **sense of community**. One of the islanders said something that made me think: 'You can't be an island on an island like this.' There and then, I made up my mind to go there. I booked my trip straightaway. Three days later, after a long journey, I arrived on Easdale. When I got off the ferry, I saw some people using wheelbarrows to carry their shopping home. I was puzzled but then I realised why: there were no cars on the island. The air smelled clean and pure. After settling into my B&B, I walked around the island. It didn't take long since it's



only the size of thirty football pitches. The entire population could fit inside a London double-decker bus.

Over dinner in the pub I got chatting to some locals.

40 They told me that the next day was Atlantic Adventure Day, which takes place every August. It was fantastic. I went on a boat trip, swam with dolphins, ate wonderful food and I think I met everyone on the island. It was the perfect start to my holiday.

45 On my last day on Easdale, I walked up a hill along a winding path overlooking the deep blue ocean. I sat on a rock and watched the waves. It was lovely, peaceful. I thought about my life in London and made a decision. A month later I left London and moved to
50 Easdale. I've been here ever since.

It hasn't always been easy. I'm an urban girl living in a rural world. I used to live on the top floor of a **tower block**. Now I live in a **picturesque cottage** on the shore of the North Atlantic. I sometimes dream of London, especially the nightlife. But nothing can compare to the **peace and quiet** of this beautiful, tiny, **isolated** island and its **tight-knit community**. Studies show that living by the sea makes you happier and healthier. It's certainly true for me.

60 It isn't easy to earn a living here. Many islanders have jobs on the mainland; some work on the ferry, in the pub or in the folk museum; others have their own businesses. I make jewellery and sell it online. I don't consider myself rich but I get by. I love my new life and all the friends I've made. I wish I'd left London sooner. And just to think, I would never have come here if I hadn't watched that music video.

- 5 **3.34 Study Active Reading.** Then listen to a poor summary of the text and say which of the six points the speaker does not respect.

ACTIVE READING | Summarising texts

When you summarise a text, you should ...

- 1 mention all the key points (underline them and/or make notes),
- 2 check you get the key points right,
- 3 ignore unimportant information/minor details,
- 4 avoid unnecessary repetition,
- 5 rephrase the text (don't repeat it word for word),
- 6 use linkers to connect your ideas.

- 6 **3.35 Follow the tips in Active Reading to summarise the text to a partner.** Then listen to a good summary and compare it to yours.

- 7 In pairs, add the highlighted words and phrases from the text to the categories below. Can you add more?

Urban life: *hustle and bustle*, ...

Rural life: *remote*, ...

Both: *sense of community*, ...

- 8 Read the definitions below and match them with some of the phrases from Exercise 7.

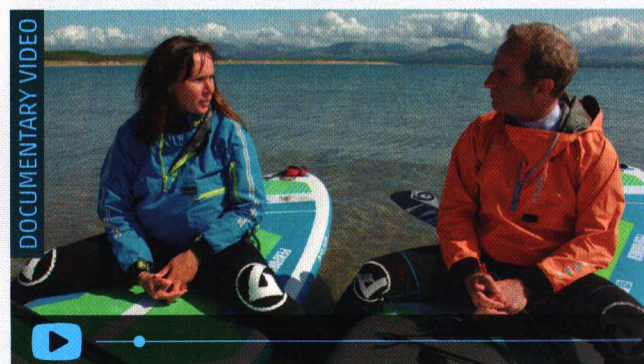
- 1 A group of residents who get on well. *tight-knit community*
- 2 A small charming house in the country.
- 3 Clubs and pubs full of energy and life.
- 4 Fashionable shops.
- 5 Lots of movement and activity.
- 6 Amazing landscape.
- 7 A walking track which has a lot of bends in it.

- 9 **SPEAKING** Discuss the questions in groups.

- 1 What are the pros and cons of living on a small, remote island compared to a large city?
- 2 What would you include in a video to attract people to come and live in your community?

- 10 **REFLECT | Society** Scientific studies show that living by the sea makes you happier and healthier. Why do you think that could be?

31 WATCH AND REFLECT Go to page 170. Watch the documentary *Living by the coast* and do the exercises.



1 What do you think a green home is? Discuss in pairs.

2 Match the words from box A with words from box B to form features of green houses. Then use them to complete the sentences.

A energy geothermal modest
rainwater recycled sensor solar

B building materials collection
efficiency heating lights panels size

energy efficiency

- 1 A building with high energy efficiency needs very little gas, electricity or other fuel to keep it working.
- 2 Save money by reusing old wood, stone, bricks and other _____.
- 3 If your house is a _____, it's cheaper to heat and light.
- 4 _____ uses the Earth's natural heat from underground to keep your house warm.
- 5 Houses that have a _____ system save money on water bills.
- 6 _____ are usually placed on the roof to catch the sun's energy.
- 7 _____ reduce energy consumption and bills because they only come on when they are needed.

3 Read the notice on an ecology website for young people. Then in groups, discuss the questions it contains.

4 Read Dominic's article. Does he mention any of the things you discussed in Exercise 3?

Articles wanted!

You are the future and the future is green!

We're keen to hear your ideas on the perfect green home.

- Why are sustainable homes important?
- What is the most environmentally friendly building you know of, have seen or have read about?
- What green features do sustainable homes have inside and outside?

Write an article answering these questions and we will publish the most interesting articles on our website!

Congratulations to **Dominic Hamilton!**
Winner of this month's competition.

Building a Greener Future

Have you ever thought about your dream home? Would it also be a green home? You and I are the next generation of home owners. If we want to slow down global warming and rescue the environment, we need to make the homes of the future sustainable. After all, 'change begins at home', they say.

My uncle's house is a good example of a green home. As it was built using recycled materials, it was cheap to construct. It's a country cottage, so also a modest size, which makes it less wasteful. Energy efficiency is high because the house has solar panels and geothermal heating. Clean energy and no bills – sounds good, right?

Are you one of those people who forget to switch off the lights? If so, you'd probably like the sensor lights in my uncle's house. When you go out, so do the lights. Moreover, each room also has specially chosen plants in order to clean the air. Step into the garden, and you'll find it's full of trees, flowers, birds and insects. There are some beehives, too. It's also the perfect place to grow food inexpensively since a rainwater collection system provides the water.

Clearly, it will take time and money for all houses to become as green as my uncle's. However, instead of dreaming of a more sustainable world, let's build it together so that future generations can be proud of us.



- 5 Study the Writing box. Then read Dominic's article again and find more examples of places where he has spoken directly to the reader.

WRITING | An article

An article should be interesting and conversational in style.

Title

Begin with an eye-catching title that makes the topic clear.

Introduction

Catch the readers' attention with an engaging introduction. Address them directly and perhaps include a quote, or ask a question related to the topic. Asking a question will make them want to read on to find the answer:

Have you ever thought about your dream home? Would it also be a green home?

After all, 'change begins at home', they say.

Body

Support your ideas with interesting examples and add humour. Use imperatives and questions to involve the reader (but don't overuse them):

Are you one of those people who forget to switch off the lights?

Step into the garden, and you'll find it's full of trees, flowers, birds and insects.

Conclusion

It is not necessary to summarise your main points in an article. Instead, you can leave the reader with an instruction, or an interesting question to think about:

However, instead of just dreaming of a more sustainable world, let's build it together so that the next generation can be proud of us.

- 6 Complete the questions for involving the reader with the words from the box. Then in pairs, ask and answer the questions.

are can have how so what **would**

- Would you feel comfortable living near an active volcano?
- _____ you ever thought about growing your own food?
- _____ you one of those people who love the coast? If _____, have you considered a job involving the sea?
- _____ would you feel if your parents wanted to move to a remote island?
- _____ you imagine living in a tent for six months?
- _____ would life be like if you were a pet dog or cat?

- 7 Look at the sentences containing underlined linkers in the article. Does each sentence express a reason or a purpose?

As it was built using recycled materials, it was cheap to construct. *reason*

- 8 Choose the correct linkers to complete the sentences.

- We all need to consider living a greener lifestyle *since / so that* we minimise our impact on the natural environment.
- We should stop drinking bottled water at home *in order to / because* it creates so much plastic waste.
- Although it's convenient to be taken to school by car, we should try to use public transport more often *in order to / as* reduce air pollution.
- Since / So that* we don't have sensor lights in our house, we must remember to switch off the lights when we leave a room.
- We could easily grow our own fruit *in order to / as* we live in a warm and wet climate.

- 9 Complete the sentences so that they are true for you. Then compare with a partner.

- As I don't like cheese, I never eat pizza.
- I never _____ because _____.
- My parents sometimes _____ in order to _____.
- Our teacher always _____ since _____.
- At the moment I'm _____ so that _____.

- 10 REFLECT | Society Planet Earth is home to billions of plants and animals, so we should do everything we can to minimise our harmful impact on it. Discuss in pairs.

- 11 WRITING TASK Read the notice below. Follow the instructions to write your own article.

- Read the task carefully. Then, in pairs, discuss the questions it contains and make notes.
- Follow the tips in the Writing box and develop your notes into an article. Make sure you have answered all the questions asked in the task.
- Include information and language from Exercises 6 and 7.

Articles wanted!

Your local government is keen to hear your ideas on green lifestyles.

- Why is it important to live a green lifestyle?
- What changes could you and your family make at home to make your lifestyles more sustainable?
- What other changes could you make to help reduce the harmful impact of your life on the environment?

Write an article answering these questions and we will publish the most interesting articles on our website.

REMEMBER MORE

1 Match the two parts of the compound nouns. Then check with the word list.

- | | |
|--------------------------------------|--------------|
| 1 ☐ rainwater | a efficiency |
| 2 ☐ solar | b bag |
| 3 ☐ shopping | c block |
| 4 ☐ tower | d panels |
| 5 ☐ energy | e collection |

2 Complete the sentences with the correct words formed from the words in bold. Then check with the word list.

- The fire caused massive ____ of wildlife in the forest. **DESTROY**
- All ____ of the earthquake have been rescued. **SURVIVE**
- It was really ____ of you to remember my birthday. **THOUGHT**
- He took fantastic ____ photos of fish and other sea creatures in the Red Sea. **WATER**

3 Complete the sentences with verbs from the word list.

In order to save the planet, it's important to ...

- r** ____ plastic waste, e.g. use reusable bags when shopping.
- s** ____ rubbish: put used bottles, plastic and paper into separate containers
- m** ____ your impact on the environment, e.g. use green energy instead of traditional energy sources
- k** ____ noise to a minimum for the benefit of wildlife

4 Do the task below.

Imagine you're taking part in a competition called 'Simple ways to save the planet', in which young people present their ideas how everyone can take better care of the environment, similar to Exercise 3 above. Write your ideas using words from the word list.

9A GRAMMAR AND VOCABULARY

5.57

cave (n) /keɪv/
current (n) /'kʌrənt/
dive (v) /daɪv/
diving (n) /'daɪvɪŋ/
drown (v) /draʊn/
earthquake (n) /'ɜːθkweɪk/
flood (v) /flʌd/
giant waves /dʒaɪənt 'weɪvz/
in total /ɪn 'təʊtl/
incredible (adj) /ɪn'kredəbəl/
lose your life /luːz jə 'laɪf/
natural disaster (n) /ˌnætʃərəl dɪ'zɑːstə/
powerful film /paʊəfəl 'fɪlm/
rescue (n) /'reskjʊː/
rescuer (n) /'reskjʊːə/
shore (n) /ʃɔː/
surface (n) /'sɜːfəs/
survival story/story of survival /sə'vaɪvəl ,stɔːri/
survive (v) /sə'vaɪv/
trap (v) /træp/
tsunami (n) /tsʊ'nɑːmi/
underwater (adv) /ˌʌndə'wɔːtə/
warning sign (n) /'wɔːnɪŋ saɪn/
wet season (n) /'wet ,siːzən/

9B LISTENING AND VOCABULARY

5.58

avalanche (n) /'ævələntʃ/
bottled water (n) /'bɒtlɪd 'wɔːtə/
cover (v) /'kʌvə/
destruction (n) /dɪ'strʌkʃən/
doorway (n) /'dɔːweɪ/
drill (n) /drɪl/
drought (n) /draʊt/
earthquake simulation (n) /'ɜːθkweɪk sɪmjə'leɪʃən/
emerge (v) /ɪ'mɜːdʒ/
emergency worker (n) /ɪ'mɜːdʒənsi ,wɜːkə/
destroy everything in sth's path /dɪ'strɔɪ ,evriθɪŋ ɪn ,sʌmθɪŋz 'pɑːθ/
explosion (n) /ɪk'spləʊʒən/
evacuate (v) /ɪ'vekjueɪt/
flame (n) /fleɪm/
flood (n) /flʌd/
forest fire (n) /'fɒrɛst faɪə/
from side to side /frəm ,saɪd tə 'saɪd/

gas (n) /gæs/
go up in flames /gəʊ ʌp ɪn 'fleɪmz/
grass (n) /grɑːs/
heavy rainfall /'hevi 'reɪnfɔːl/
hit land /hɪt 'lænd/
hurricane (n) /'hʌrəkən/
lava (n) /'lɑːvə/
mountainside (n) /'maʊntənsaɪd/
panic (v) /'pænɪk/
pour out (phr v) /pɔːr 'aʊt/
power line (n) /'paʊə laɪn/
rescue (v) /'reskjʊː/
river breaks its banks /rɪvə ,breɪks ɪts 'bæŋks/
ruins (n) /'ruːnz/
run to safety /rʌn tə 'seɪfti/
scream (v) /skriːm/
seismic activity (n) /saɪzmɪk æk'tɪvəti/
shake (v) /ʃeɪk/
smoke (n) /sməʊk/
storm (n) /stɔːm/
survival pack /sə'vaɪvəl pæk/
survivor (n) /sə'vaɪvə/
swing (v) /swɪŋ/
top of a mountain /tɒp əv ə 'maʊntən/
tornado (n) /tɔː'neɪdəʊ/
trapped (in the basement) /træpt (ɪn ðə 'beɪsmənt)/
tropical sea /trɒpɪkəl 'siː/
turn brown /tɜːn 'braʊn/
victim (n) /'vɪktəm/
violent wind /vaɪələnt 'wɪnd/
volcanic eruption /vɒl,kænɪk ɪ'rʌpʃən/
warning (n) /'wɔːnɪŋ/
whistle (n) /'wɪsəl/
work tirelessly /wɜːk 'taɪələsli/

9C VOCABULARY 5.59

alternative (n) /ɔː'lɪtə'nətv/
area of natural beauty /ˌeəriə əv ,nætʃərəl 'bjʊːti/
avoid (v) /ə'vɔɪd/
avoidable (adj) /ə'vɔɪdəbəl/
collect/sort rubbish /kə'lekt/,sɔːt 'rʌbɪʃ/
damage the environment /dæmɪdʒ ðɪ ɪn'vaɪrənmənt/
disposable (adj) /dɪ'spəʊzəbəl/
dispose of sth (phr v) /dɪ'spəʊz əv ,sʌmθɪŋ/
disturb the wildlife /dɪ'stɜːb ðə 'waɪldlaɪf/
drop litter /,drɒp 'lɪtə/

environmental impact /ɪnˌvaɪərənˌmentl ˈɪmpækt/

environmental responsibility /ɪnˌvaɪərənˌmentl rɪˌspɒnsəˈbɪləti/

for the benefit of sb /fə ðə ˈbenəfɪt əv ˌsʌmbədi/

harmful (adj) /ˈhɑːmfəl/

helpful (adj) /ˈhelpfəl/

keep noise to a minimum /kiːp ˌnɔɪz tə ə ˈmɪnɪməm/

light a fire /ˌlaɪt ə ˈfaɪə/

marked path (n) /ˌmɑːkt ˈpɑːθ/

minimise the impact of/on sth /ˌmɪnɪmaɪz ðə ˈɪmpækt əv/ɒn ˌsʌmθɪŋ/

national park (n) /ˌnæʃənəl ˈpɑːk/

produce waste /prəˌdjuːs ˈweɪst/

recycling bin (n) /rɪˈsaɪklɪŋ bɪn/

reduce plastic waste /rɪˌdjuːs ˌplæstɪk ˈweɪst/

respect the guidelines /rɪˌspekt ðə ˈgaɪdlaɪnz/

respectful of sth (adj) /rɪˈspektfəl əv ˌsʌmθɪŋ/

reusable (adj) /rɪˈjuːzəbəl/

reuse (v) /rɪˈjuːz/

shopping bag (n) /ˈʃɒpɪŋ bæɡ/

single-use plastic products (n) /ˌsɪŋɡəl juːs ˈplæstɪk ˌprɒdʌkts/

species of plants/animals /spiːʃiːz əv ˈplɑːnts/ ˈæniməlz/

sustain (v) /səˈsteɪn/

sustainable (adj) /səˈsteɪnəbəl/

thoughtful (adj) /ˈθɔːtfəl/

trail (n) /treɪl/

use public transport /juːz ˌpʌblɪk ˈtrænsˌpɔːt/

waste (v) /weɪst/

wasteful (adj) /ˈweɪstfəl/

water container (n) /ˈwɔːtə kənˌteɪnə/

welcome (adj) /ˈwelkəm/

9D GRAMMAR 5.60

bamboo (n) /ˌbæmˈbuː/

bark (v) /bɑːk/

I bet /aɪ ˈbet/

run out (phr v) /ˌrʌn ˈaʊt/

9E SPEAKING 5.61

bear (n) /beə/

careless/stupid of sb (adj) /ˈkeələs/ˈstjuːpəd əv ˌsʌmbədi/

chill out (phr v) /tʃɪl ˈaʊt/

go wrong /gəʊ ˈrɒŋ/

in the wild /ɪn ðə ˈwaɪld/

it's a pity/shame /ɪts ə ˈpɪti/ˈfeɪm/

it's no use crying over spilt milk /ɪts ˌnəʊ juːs ˈkraɪɪŋ əʊvə ˌspɪlt ˈmɪlk/

it's not the end of the world /ɪts nɒt ði ˌend əv ðə ˈwɜːld/

scare (v) /skeə/

9F READING AND VOCABULARY

5.62

be packed like sardines in a can /bi ˌpækt laɪk ˌsɑːˈdiːnz ɪn ə kæn/

born and bred /ˌbɔːn ənd ˈbred/

breathtaking scenery /breɪtˌteɪkɪŋ ˈsiːnəri/

come across sth (phr v) /ˌkʌm əˈkrɒs ˌsʌmθɪŋ/

come back to life /kʌm ˌbæk tə ˈlaɪf/

commute (n) /kəˈmjʊt/

crowded (adj) /ˈkraʊdəd/

dead-end job (n) /ˌded ˌend ˈdʒɒb/

die (v) /daɪ/

double-decker bus (n) /ˌdʌbəl ˌdekə ˈbʌs/

drop to (v) /ˈdrɒp tə/

earn a living /ɜːn ə ˈlɪvɪŋ/

entire (adj) /ɪnˈtaɪə/

event (n) /ɪˈvent/

extract (v) /ɪkˈstrækt/

fumes (n) /fjuːmz/

hustle and bustle /ˌhʌsəl ənd ˈbʌsəl/

inhabited (adj) /ɪnˈhæbɪtɪd/

islander (n) /ˈaɪləndə/

isolated (adj) /ˈaɪsələɪtəd/

lose touch with sb /luːz ˈtʌtʃ wɪð ˌsʌmbədi/

mainland (n) /ˈmeɪnlənd/

miserable (adj) /ˈmɪzərəbəl/

noisy (adj) /ˈnɔɪzi/

overlooking (adj) /əʊvəˈlʊkɪŋ/

peace and quiet (n) /piːs ənd ˈkwaɪət/

peaceful (adj) /ˈpiːsfəl/

picturesque cottage /ˌpɪktʃəˌresk ˈkɒtɪdʒ/

pure (adj) /pjʊə/

puzzled (adj) /ˈpʌzəld/

remote (adj) /rɪˈməʊt/

resident (n) /ˈrezədənt/

rural (adj) /ˈrʊərəl/

rush to sth (v) /ˈrʌʃ tə ˌsʌmθɪŋ/

sense of community /sens əv kəˈmjuːnəti/

settle into sth (phr v) /ˌsetl ˈɪntə ˌsʌmθɪŋ/

slate quarry (n) /ˈsleɪt ˌkwɒri/

smell (v) /smel/

stone (n) /stəʊn/

thick (adj) /θɪk/

tight-knit community /ˌtaɪt ˌnɪt kəˈmjuːnəti/

top floor (n) /ˌtɒp ˈfloː/

tower block (n) /ˈtaʊə blɒk/

trendy boutiques /ˌtrendi buːˈtiːks/

unpleasant (adj) /ʌnˈplezənt/

vibrant nightlife /ˌvaɪbrənt ˈnaɪtlaɪf/

wheelbarrow (n) /ˈwiːlbærəʊ/

winding path /ˌwaɪndɪŋ ˈpɑːθ/

9G WRITING AND VOCABULARY

5.63

active volcano /æktɪv vɒlˈkeɪnəʊ/

brick (n) /brɪk/

change begins at home /tʃeɪndʒ bɪˌɡɪnz ət ˈhəʊm/

come on (phr v) /kʌm ˈɒn/

construct (v) /kənˈstrʌkt/

convenient (adj) /kənˈviːniənt/

country cottage (n) /ˌkʌntri ˈkɒtɪdʒ/

energy consumption (n) /ˈenədʒi kənˌsʌmpʃən/

energy efficiency (n) /ˈenədʒi ɪˈfɪʃənsi/

environmentally friendly (adj) /ɪnˌvaɪərənˌmentəli ˈfrendli/

feature (n) /ˈfiːtʃə/

geothermal heating (n) /ˌdʒiːəʊθɜːməl ˈhiːtɪŋ/

global warming (n) /ˌɡləʊbəl ˈwɔːmɪŋ/

go out (phr v) /gəʊ ˈaʊt/

heat (n, v) /hiːt/

homeowner (n) /ˈhəʊməʊnə/

inexpensively (adv) /ɪnɪkˈspentsɪvli/

light (v) /laɪt/

live a (green) lifestyle /lɪv ə (ˌɡriːn) ˈlaɪfstɑɪl/

modest size /ˌmɒdəst ˈsaɪz/

rainwater collection (n) /ˈreɪnwɔːtə kəˌlekʃən/

recycled building materials /rɪˌsaɪkəld ˈbɪldɪŋ mæˌtɪəriəlz/

sensor lights (n) /ˌsensə ˈlaɪts/

slow sth down (phr v) /sləʊ ˌsʌmθɪŋ ˈdaʊn/

solar panels (n) /ˈsəʊlə ˌpænelz/

underground (adv) /ˌʌndəˈɡraʊnd/

water/electricity bills (n) /ˈwɔːtə/ɪˌlekˈtrɪsəti bɪlz/

VOCABULARY AND GRAMMAR

1 Find the odd word out in each group. Say why it is different.

- 1 current / flames / shore / wave
- 2 drought / earthquake / tornado / panic
- 3 trap / survivor / victim / rescuer
- 4 breathtaking / wasteful / picturesque / trendy
- 5 rescue / warning / evacuate / scenery
- 6 hill / island / cave / community

2 Choose the correct word in each sentence to complete the text.

Littleton Camp Site

- Bring your own tent or rent a comfortable ¹energy / rainwater / waste-efficient cottage built from geothermal building materials.
- All cottages have solar ²materials / panels / paths.
- Buy food from our farm shop, have a BBQ in the picturesque picnic area and enjoy the peace and ³bustle / hustle / quiet of the national park.
- The camp site is quite isolated so please don't expect a vibrant ⁴nightlife / commute / eruption.
- We kindly request visitors to ⁵respect / damage / reuse the environment and other campers.
- Please be thoughtful and keep ⁶impact / noise / energy to a minimum.
- Single-use plastic products are ⁷harmful / sustainable / helpful to the environment so please use alternatives.
- ⁸Reduce / Disturb / Sort your rubbish before putting it in the recycling bins.

3 Complete the text with the correct forms of the verbs in brackets.

Yesterday was a disaster! First, I got up late. If I ¹hadn't got up (get up) late, I ²_____ (not miss) the bus. And then, when I finally got to school, the class had already started. It was an interesting class about sustainable building projects. If I ³_____ (arrive) on time, I ⁴_____ (could/learn) a lot! 'Oh well', I thought, 'I'll catch up this evening'. Except as I was cycling home after school, I got caught in a storm. I ⁵_____ (not fall) off my bike if there ⁶_____ (no be) a flood! And if I ⁷_____ (not have) the accident, I ⁸_____ (not break) a finger! I ⁹_____ (might/ go) back to school at that point but it was too late. So I waited in a café, soaking wet, for my mum to pick me up and had to eat a hamburger with one hand.

4 Write sentences with I wish/If only about these situations.

- 1 You are unhappy as the city centre is crowded.
I wish/If only the city centre wasn't so crowded!
- 2 Your neighbours argue all the time.
- 3 You don't like living in the city.
- 4 You saw some people dropping litter. You regret not asking them to pick it up.
- 5 You think people shouldn't drive in the city.
- 6 You are sad because you can't swim.
- 7 You regret not studying for the Maths test.

Animals and their sixth sense

Dogs can track criminals and find missing people. Dolphins are trained to find lost swimmers and detect underwater mines. Are animals the best and cheapest detectives?

There is a famous case of a dog which helped its owner to discover she had cancer. It involved a Dalmatian called Trudi. One day she came towards her owner, Ms Gill Lacey, and started sniffing at her leg like never before. Trudi was doing it so much that the woman couldn't move away. It was as if the dog was trying to bite off the small brown mark that had always been there on Ms Lacey's leg. Intrigued by the dog's behaviour, the woman went to see a doctor. As she quickly discovered, the Dalmatian was right to be worried: the mark turned out to be a dangerous kind of skin cancer. Once she had it removed, Trudi lost interest in the woman's leg!

There have been many cases like Trudi's, but until recently doctors have been ignoring the owners' anecdotes. The latest studies, however, demonstrate that, in most cases, dogs can effectively sniff out skin and prostate cancer.

It is not only dogs that help save people's lives. As unbelievable as it sounds, we can now detect explosives with the help of honey bees! Researchers have recently experimented with bees' phenomenal sense of smell. It took the bees as little as a few hours of training to correctly identify the presence of an explosive or a drug just as police dogs can. They were able to do this by flying above the surface under which the dangerous substance had been hidden. Do these findings mean that we are now going to use honey bees at airports to check passengers' luggage and pockets? We will most probably find out in the very near future.

It is widely believed that the other exceptional abilities animals have help them sense approaching natural disasters. There are lots of examples of animals behaving strangely before earthquakes. Historians recorded that many animals such as rats and snakes abandoned the Greek city of Helice in 373 BC days before a terrible earthquake. In 2011, a university study in Japan

USE OF ENGLISH

5 Complete the text with one word in each gap.

Many of us love city life. We can't imagine living ¹away from the exciting hustle and bustle of crowded streets or noisy restaurants. However, people are becoming increasingly aware of the impact of this way of life ²_____ the environment and ourselves.

So, what are the alternatives? One option to consider is living in an ecovillage. Ecovillages are communities ³_____ residents aim to live a sustainable lifestyle. They recycle or dispose ⁴_____ the waste they produce without damaging the environment. They aim to grow their ⁵_____ food and provide power using renewable energy. When these villages began in ⁶_____ mid-twentieth century, they were usually tight-knit communities united by similar environmental beliefs. These days there are many more all ⁷_____ the world including some very hi-tech community projects which use solar and biogas power or recycled building material. ⁸_____ only governments and city authorities would follow their example!



showed that some domestic cats were restless and tried to escape their homes before a very big, destructive earthquake.

Despite such widespread anecdotal evidence, many scientists don't take the stories seriously because they can't be measured in a scientific study.

While the incredible sensory powers of some animals have been scientifically demonstrated, it still remains unclear how an animal's sixth sense works. Some theories say that we also possessed a similar sixth sense at one time, but we lost this ability because it was no longer needed. Whatever the truth is, observing the behaviour of animals can be of great use to us. Although information gained this way will never replace the results of professional sensors like seismographs or satellites, it shouldn't be ignored.

READING

6 Read the article and choose the correct answers a, b, c or d.

- 1 Trudi's behaviour intrigued Ms Gill Lacey because she
 - a started to come towards her more often.
 - b had never sniffed her leg before.
 - c tried to bite her.
 - d showed unusual interest in her leg.
- 2 The ability of dogs to sniff out cancer in humans
 - a is anecdotal.
 - b is ignored by doctors.
 - c has been confirmed by research.
 - d works perfectly for all types of cancer.
- 3 What does the text suggest about honey bees?
 - a They are better at finding explosives than dogs are.
 - b They are sometimes used at airports during security checks.
 - c With some training they can detect explosives and drugs.
 - d Their sense of smell can improve as a result of experiments.

- 4 Why does the writer give examples of strange animal behaviour?
 - a To show wild animals have better instincts than domesticated ones.
 - b To explain why some people think animals have a sixth sense.
 - c To demonstrate that animals are scared of earthquakes.
 - d To prove anecdotes are more important than scientific studies.
- 5 It is certain that animals' sixth sense
 - a will soon be used instead of scientific methods.
 - b hasn't been properly explained yet.
 - c shouldn't be taken seriously.
 - d has always been unique to animals.

SPEAKING

7 In pairs, role play the situation below. Then change roles and do the task again.

Student A

You are on a backpacking trip with a friend. You have just arrived at a hostel and are deciding what to do but you like different things. Talk to him/her and discuss the points below.

- Suggest going for a walk in the mountains.
- You left your games console at home and are upset about this.
- You don't want to go shopping. You can do that at home! You are feeling frustrated.
- Suggest visiting the old castle nearby.

Student B

You are on a backpacking trip with a friend. You have just arrived at a hostel and are deciding what to do but you like different things. You start the conversation. Use the phrases below to help you.

- *So, what shall we do this afternoon?*
- *I'd rather not walk in this rain. We could play computer games on your console.*
- *There's nothing we can do about it. Why don't we go shopping?*
- *Calm down. It doesn't matter. But we've got to decide on something!*

WRITING

8 You have seen this advertisement on a travel website.

Write an article recommending a great destination in your country for nature lovers!

Tell us about:

- a good destination for students and what scenery and wildlife you can see there,
- what activities you can do there,
- the best time of the year to visit and why.

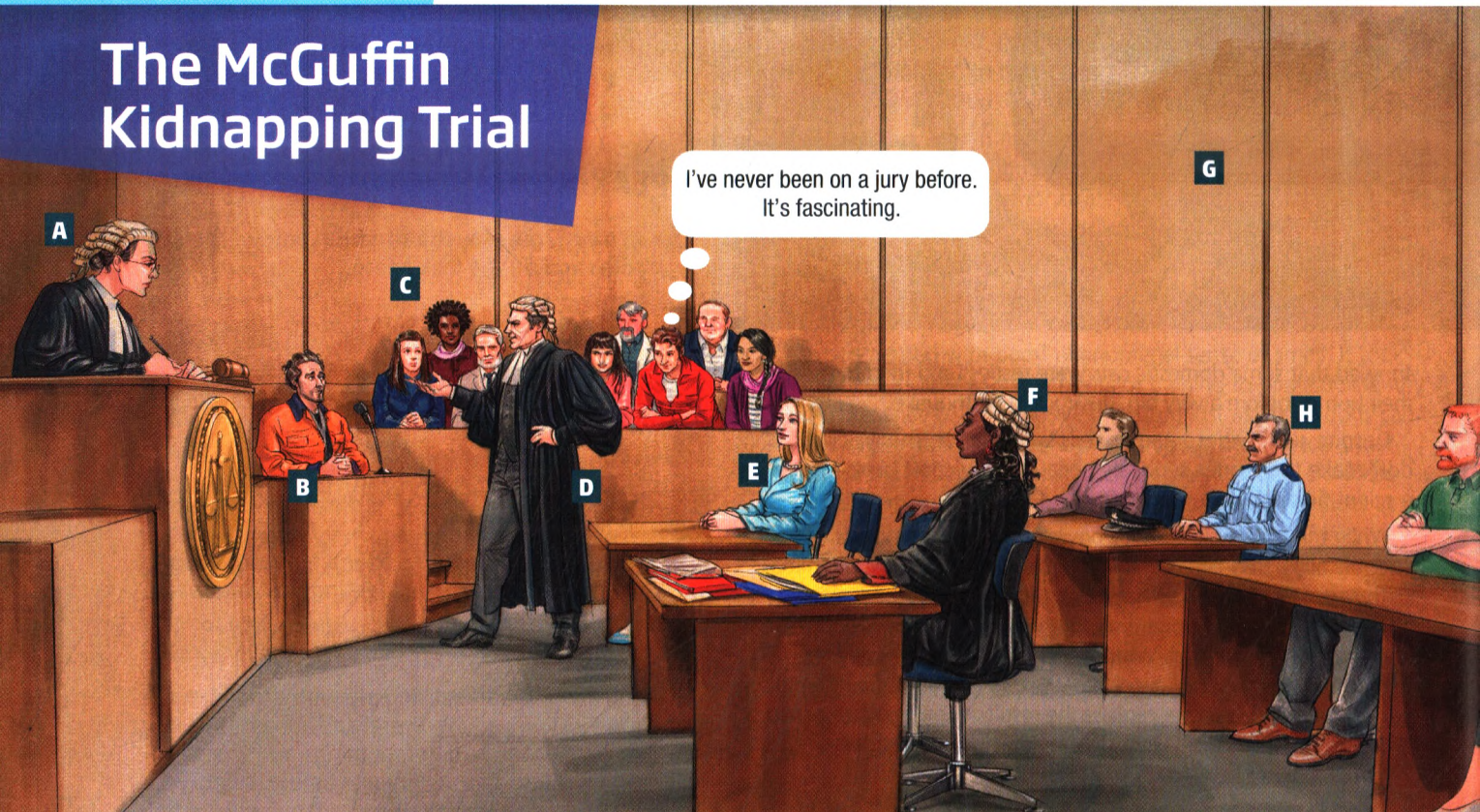
Write your article.

10

Justice for all

- VOCABULARY** The courtroom, law and punishment, phrasal verbs, voting
GRAMMAR Modal verbs for speculating about the present and the past
Use of English > page 195
SPEAKING Comparing and contrasting photographs
WRITING A formal letter
VIDEO Grammar ▶ Documentary ▶ Communication ▶

The McGuffin Kidnapping Trial



- 'She looks calm but she must feel nervous inside. She's on **trial** for kidnapping! Even if she's **innocent**, she can't feel good. She knows she could get a long prison **sentence**!'
- 'It can't be easy to **defend** someone who is **accused of** such a terrible crime. He might not believe she's innocent, but he has to sound totally convinced she didn't do it.'
- 'He must be expecting a guilty **verdict** after all the police work he's done and the **evidence** he's found. But he may have doubts. It seems unlikely but McGuffin's lawyer could have a surprise witness.'
- 'It must be a challenge to control a trial. It's definitely **not** easy. She may not like Mary McGuffin, she might suspect she's **guilty**, but she has to keep an open mind. She looks thoughtful: she could be thinking about the verdict, or she might be wondering if it's time for a break.'

10A GRAMMAR AND VOCABULARY

- Look at the illustration and match people and places A-H with the words from the box.

☐ a police detective ☐ a witness ☐ the accused
☐ the courtroom ☐ the judge ☐ the jury
☐ the lawyer for the defense ☐ the lawyer for the prosecution

- Do you know what the role of a jury is in a court case? Would you like to be a member of the jury? Say why.

- Read one jury member's thoughts 1-4 above. In pairs, work out the meaning of the highlighted words and use them to complete the text below.

When someone is ¹ **accused of** a serious crime, they have the right to a fair ² _____. They have a lawyer to ³ _____ them and at the end of the trial the judge tells the jury to consider the presented ⁴ _____ carefully before reaching a ⁵ _____. If the accused is found ⁶ _____, they may walk free. If they are found ⁷ _____, however, the judge may give them a prison ⁸ _____.

- 4 Read the jury member's thoughts 1–4 again. For each point, decide who the jury member is thinking about.

Modal verbs for speculating about the present

- 5 Match the underlined parts of sentences 1–5 with phrases a–e.

- 1 ☐ She must feel nervous inside.
 - 2 ☐ She can't feel good.
 - 3 ☐ She may not like Mary McGuffin.
 - 4 ☐ She might suspect she's guilty.
 - 5 ☐ She could be thinking about the verdict.
- a It's possible she is. d I'm sure she does.
b It's possible she does. e I'm sure she doesn't.
c It's possible she doesn't.

- 6 Study the Grammar box and *Watch out!*. Then find more examples of modal verbs for speculation in the texts 1–4 on page 138.

Modal verbs for speculating about the present

To speculate about the things in the present we use *must/could/might/may/can't* + the infinitive or *be* + *-ing*.

must = we are almost certain something is true

could/might/may = we think something is possibly true (*might* is slightly less probable than *could/may*)

can't = we are almost certain something is impossible/not true

Grammar Reference and Practice > page 188

WATCH OUT!

When we speculate, the negative of *must* is *can't*, not *mustn't*. It **must** be true. (I'm sure it is.)

No, it **can't** be true. (I'm sure it isn't.) NOT ~~It mustn't be true.~~

- 7 Choose the correct options in the texts below.

“ The witness is sweating. I'm not sure why. He ¹*can't* / *might* be lying. Or he ²*could* / *must* be ill. Or he ³*may* / *must* just feel nervous. Whatever, he ⁴*can't* / *must* wish he was somewhere else. It certainly looks that way. ”

“ The jury member next to me has her eyes closed but she ⁵*can't* / *must* be sleeping, not during a trial! She ⁶*could* / *must* be concentrating, that's one possibility, or, on the other hand, she ⁷*can't* / *may* be wondering what's for lunch. ”

“ Mary McGuffin ⁸*can't* / *must* feel exhausted. It's been such a long trial. Sometimes she looks so sweet and calm that I'm sure she ⁹*can't* / *may* be guilty. ”

- 8 Complete the second sentence so that it means the same as the first one. Use the modal verbs from the Grammar box.

- 1 It's possible she's innocent but it's also possible she's guilty.
She may be innocent but she _____ guilty.
- 2 I'm sure this isn't the last day of the trial.
This _____ the last day of the trial.
- 3 I'm sure the victim and his family want the trial to end as soon as possible.
The victim and his family _____ the trial to end as soon as possible.
- 4 It's possible her husband knows if she's innocent or not.
Her husband _____ if she's innocent or not.
- 5 I'm sure the police detective isn't lying.
The police detective _____ lying.
- 6 I'm sure the lawyer is keeping something back for the last day.
The lawyer _____ something back for the last day.

- 9 In pairs, take turns to speculate about the sentences below. Use at least two different modal verbs each time.

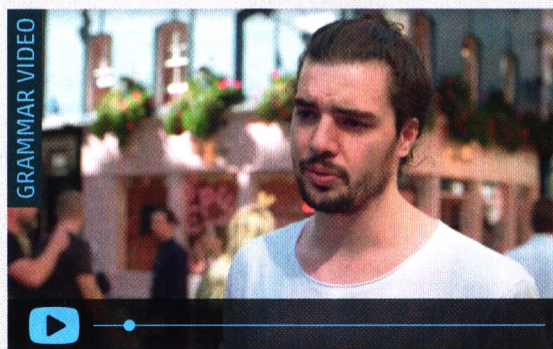
- 1 I didn't sleep at all last night.
 - 2 I haven't eaten a thing for eight hours.
 - 3 My brother doesn't study much, but he always gets good marks.
 - 4 My friend Tom says his aunt is a judge, but she's only thirty years old.
 - 5 My neighbour says she works for the police, but she doesn't wear a uniform.
- A *I didn't sleep at all last night.*
B *You must be tired. / You may want to take a nap.*

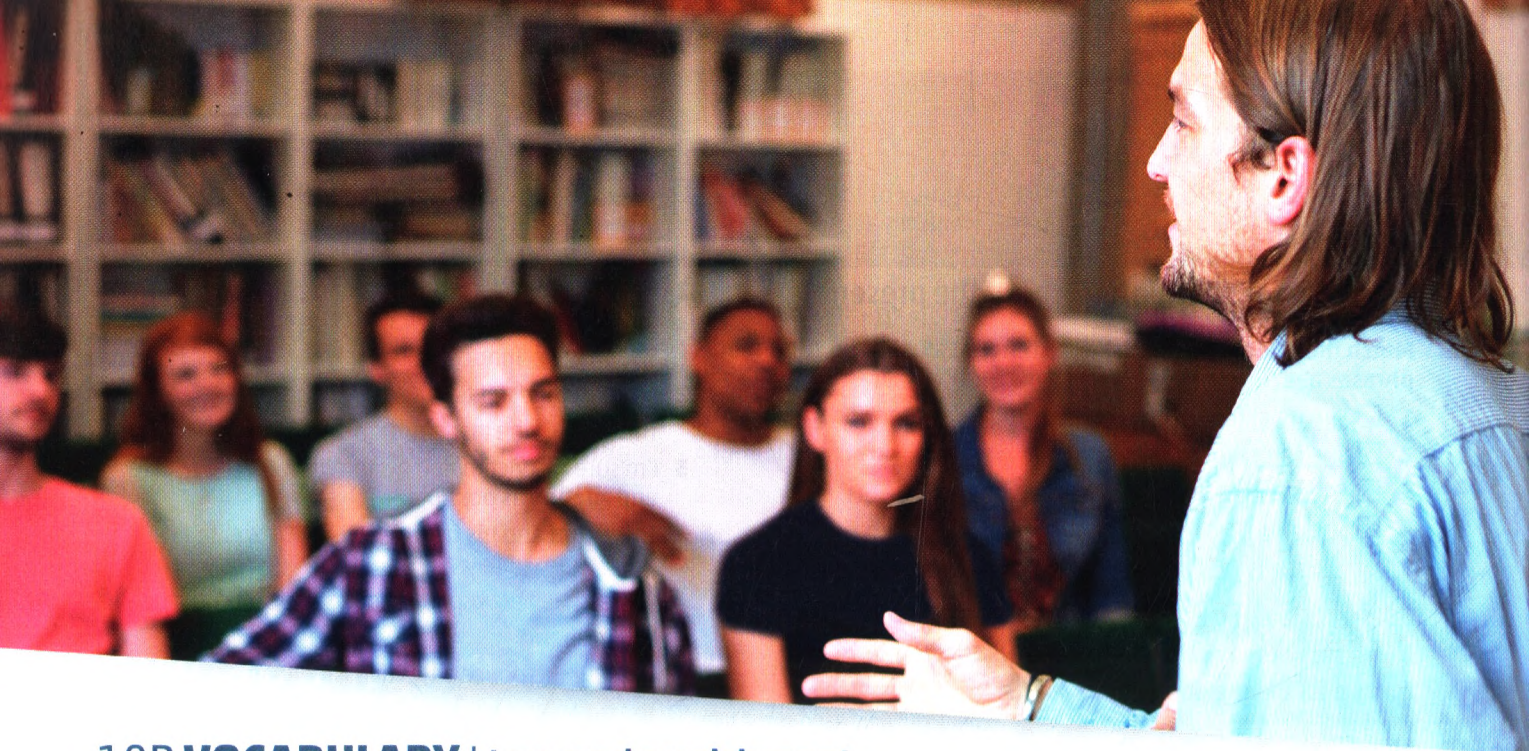
- 10 **SPEAKING** In pairs, use modal verbs to speculate about your family and friends. Where are they right now? What are they doing?

- A *Where's your gran?*
B *She could be at the shops. Or she might be at home. She may be reading a book but she can't be working in the garden, not in this weather.*

▶ 32 Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the same question about the man on page 140.

Tell me about this photograph. Who could this man be?





10B VOCABULARY | Law and punishment

- 1 **THINK BACK** Check if you know the words in the box. Then put the crimes in the correct column in the table.

assault burglary drug dealing hacking kidnapping murder pickpocketing (bank) robbery shoplifting (car) theft

Minor crimes	Serious crimes
pickpocketing ...	assault ...

- 2 **4.1** Listen to the beginning of a talk and answer the questions.
- Which crime from Exercise 1 did Rex commit? Did the police catch him?
 - Why is Rex talking to students?
- 3 **4.2** Check you understand the highlighted phrases. Then put the notes from Rex's criminal record in a logical order. Listen and check.

In 2010, Rex Hardcastle was caught shoplifting.

- ☐ Police gave him a warning.
- ☒ He was caught on security camera.

In 2014, Rex Hardcastle tried to rob a post-office.

- ☐ He was questioned by detectives.
- ☐ He was charged with attempted robbery.
- ☐ Once he was under arrest, he was held in custody at the police station.
- ☐ He made a statement describing what had happened.
- ☐ He was released on bail by the judge to wait for his trial.
- ☐ The police caught him and arrested him.

- 4 **4.3** Listen to the final part of Rex's story. What punishment was he expecting? What did he get?

- 5 Match the punishments in the box with the definitions.

community service a curfew an electronic tag a fine imprisonment a life sentence rehabilitation a suspended sentence

- Unpaid work in the community. *community service*
- Money paid as punishment.
- A course that helps criminals give up their life of crime.
- A device (usually around your ankle) so the police can track your movements.
- Having to be at home at certain times.
- The threat of a prison sentence if you commit another crime.
- Time in prison.
- A very long prison sentence, possibly forever.

- 6 **SPEAKING** Work in groups. Discuss and decide on suitable punishments for the crimes listed below. Compare with another group.

- A young woman has been caught shoplifting electronic goods for the third time.
 - A drunk driver runs over a man and seriously injures him.
 - A teenager breaks a young boy's arm in a fight.
 - A student illegally downloads over 100GB of music.
 - A man posts death threats to a politician online.
 - A woman leaves her dog tied to a tree in the forest because she is going on holiday.
- A So what do you think about the first one?
- B Well, shoplifting is a minor crime but this is the third time she has been caught so perhaps a suitable punishment would be ...

- 7 Choose one of the crimes in Exercise 6 and write a short story about it using as many words from this lesson as possible.

1 In pairs, ask and answer the questions below.

- How can burglars get into someone's house?
- What kind of things do they usually steal?
- What can you do to avoid burglary?

2 4.4 Listen to a conversation between a young woman and her parents and answer the questions below.

- What did the burglars take?
- When did the burglary occur?
- How did the burglars get into the house?

Modal verbs for speculating about the past

3 Complete the explanations of the sentences below with 'It's possible' or 'I'm sure'. Then study the Grammar box and **Watch out!** to check.

- They must have broken in while we were at the shops.
_____ this happened.
- They can't have got in through the front door.
_____ this didn't happen.
- They might not have broken in.
_____ this didn't happen.
- They could have found a key.
_____ this happened.

Modal verbs for speculating about the past

To speculate about things in the past we use modal verbs *must/could/might/may/can't* + *have* + past participle.

must have done = we are sure that something was true/happened

can't have done = we are sure that something wasn't true/didn't happen

might/may/could have done = it's possible that something was true/happened

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WATCH OUT!

They **might not have** needed to break in.

NOT They ~~might have not~~ needed to break in.

4 Use the correct modal verb in brackets to rewrite these sentences from the dialogue.

- It's possible they got in through the back door. (can't/might)
They might have got in through the back door.
- It's possible they broke a window. (may/must)
- I'm sure they didn't get in through a window. (can't/must)
- I'm sure they saw the open door and walked right in. (can't/must)

5 4.5 How did the burglars get out of the house? Make deductions in groups. Listen and check your ideas.

They must have gone out through the front door.

No, they can't have done that because ...

6 Use the prompts to write the deductions from the conversation in Exercise 5.

- They / must / go out / front door.
They must have gone out through the front door.
- They / can't / leave by / front door.
- They / might / climb through / window.
- They / can't / get out / that way.
- They / must / be / here/ when / you / get home.
- They / could / hide / behind / living room curtains.
- They / can't / hide / there.
- The burglars / may / not / leave.

7 4.6 Use **can't**, **must** or **might** to rewrite the sentences. Listen to check.

- I'm sure that was scary. *That must have been scary.*
- I'm sure the burglars weren't professionals.
- It's possible it was their first burglary.
- It's possible they didn't plan it.
- I'm sure they thought they had a chance to escape.
- I'm sure they didn't expect to find the burglars in a cupboard.

8 In pairs, make past deductions about these situations.

- After a shopping trip you realise you no longer have your purse/wallet.
Someone must have stolen it.
- Your uncle logs into his bank account online. All his money is gone. He doesn't know why.
- When you get to school, a friend has a bloody nose and a teacher is talking seriously to another friend.
- You get home and notice you haven't got your phone on you.
- The police have arrived at your neighbour's house.

9 **SPEAKING** Tell a partner about a real or invented crime story. Then, make deductions and observations about what happened.

That must have been awful.





SCOTTISH MUM HUGS BIKE THIEF

 4.7

A Findlay Sandlan had been saving up for a bike for months. With the money he got for his sixteenth birthday he finally had enough, so he went out and bought himself a brand-new mountain bike. With security in mind, he also
5 bought a lock. Findlay had been the proud owner of the bike for just a few days when he left it locked outside a fast-food restaurant in Glasgow city centre and went in with his friends for an ice cream. To his shock, when he returned ten minutes later, someone had **made off with**
10 his bike and only the broken lock remained. Findlay phoned his parents, who came to collect him and then went on social media to express their anger at what had happened. Though the Sandlans were understandably upset, their loss is far from unusual. Nearly 400,000 bikes
15 are stolen each year in the UK. So how did Findlay's story end up on the international news?

B On the evening of the theft, Vonnie Sandlan, Findlay's mum, shared details of the stolen bike on social media and selling sites with the hope that someone would
20 **come forward with** information. She also reported the incident to the police, but wasn't confident that they would have the time or resources to **look into** the theft. Findlay must have gone to bed that night feeling very miserable. However, when Vonnie went online the
25 next morning, there was a message from someone who had seen the missing bike for sale on a website. After checking it was definitely her son's bike, Vonnie decided to pretend to be a customer and go and meet the thief. However, before she did, she sensibly
30 contacted the police and got their support for her plan.

C Vonnie and her husband met the thief outside a shopping centre, while their friend filmed the meeting from a nearby bus stop. Vonnie smiled and thanked the teenager for coming to meet them on a rainy day. Once she'd looked
35 at the serial number and checked again that the bike was definitely Findlay's, she decided it was time to confront the boy. 'This is my bike' she said, and the young thief looked at her. 'Really?' he asked and then burst into tears! He then admitted stealing the bike, claimed it was his first crime and
40 revealed that he was only fifteen years old. Luckily for the boy, Vonnie is the former president of the National Union of Students in Scotland and a senior officer at the organisation Colleges Scotland. This means she works to provide educational opportunities for young people from just the
45 sort of deprived and difficult environment the young thief had grown up in.

D Instead of **turning him in** to the police, Vonnie ended up giving the tearful teen a life lecture. She offered him the sort of advice you'd expect from a concerned parent rather than a victim of
50 crime. The fifteen-year-old must have been very surprised to hear her describe the moment as a turning point for him. She reminded him that it could have been a lot worse if his victim had decided to **chase after** him and **beat him up** instead of talking to him. She told him to think of his future and said if
55 school wasn't working out for him, he should try college or do an apprenticeship. She also advised him to stop stealing because he was terrible at it and was going to end up in Barlinnie, the name of the local prison. And then she gave him a hug! Vonnie hopes that, after **getting away with** it this time,
60 the teenager will stop stealing and focus on his education. At the very least, she feels the experience may have taught him that crime doesn't pay, and could help him avoid spending time in prison in the future.

1 Read the Fact Box about bike crime in Britain and answer the questions.

- 1 Does your country have a similar problem?
- 2 Have you or anyone you know been a victim of bike crime?
- 3 What happened?

FACT BOX Bike crime in Britain

- According to crime data over 376,000 bicycles are stolen each year in the UK. That's roughly one every 90 seconds!
- Black bikes are stolen twice as often as white ones.
- London is the most targeted city followed by Edinburgh and Oxford.

Top 10 most targeted cities:

- | | |
|-------------|---------------|
| 1 London | 6 Manchester |
| 2 Edinburgh | 7 Cambridge |
| 3 Oxford | 8 Cardiff |
| 4 Bristol | 9 Bournemouth |
| 5 Liverpool | 10 Reading |

2 Look at the title of the article. Why do you think a mum hugged the thief who stole her son's bike? Read the article quickly and check.

3 Read the article again and for questions 1–8 choose from paragraphs A–D. Each paragraph may be chosen more than once.

In which paragraph does the author ...

- 1 ☐ suggest Vonnie had some professional experience that would help her face the thief?
- 2 ☐ suggest bike crime is very common?
- 3 ☐ suggest the incident could help the boy have a better life in the future?
- 4 ☐ mention something Vonnie did before going to meet the thief to try and stay safe?
- 5 ☐ tell the reader something about the bicycle thief's background?
- 6 ☐ mention how Findlay funded the purchase of his bike?
- 7 ☐ suggest Vonnie is a kind and caring person?
- 8 ☐ explain Vonnie's doubts about the police's ability to recover Findlay's bike?

4 Read the article again and answer the questions.

- 1 How did Findlay feel before and after his bike was stolen?
- 2 How did his parents feel after Findlay's bike was stolen?
- 3 How did Vonnie find the bike for sale online?
- 4 How did Vonnie know that the bike the thief was trying to sell to her was her son's?
- 5 What three pieces of advice did Vonnie give the young thief?
- 6 What does Vonnie hope will happen to the thief?

5 Do you think Vonnie was right to go and meet the thief or should she have let the police handle the situation? Explain your answer.

6 Check you understand the highlighted phrasal verbs in the article. Then, use them in the correct form to replace the underlined phrases in the questions below. In pairs, ask and answer the questions.

- 1 Would you take a friend to the police if you knew they had committed a crime? Say why. *turn a friend in*
- 2 Would the police in your country investigate a minor crime such as bike theft? Say why.
- 3 What are the dangers of running after someone who has just picked your pocket?
- 4 Has there ever been a break-in at your school or in another building you use? What did the thieves steal?
- 5 Would you volunteer to give information about a crime if it meant you have to testify in court? Say why.
- 6 How should society punish a teenager who kicks or hits someone until they are badly hurt?
- 7 Would you climb over a fence to get into a festival or concert if you thought you could avoid being punished for it?

7 REFLECT | Values What are the arguments for and against giving young people like the thief in the article a second chance after they commit a crime?

8 SPEAKING Work in groups. Choose one of the headlines below and follow the instructions to prepare a short news report explaining what happened.

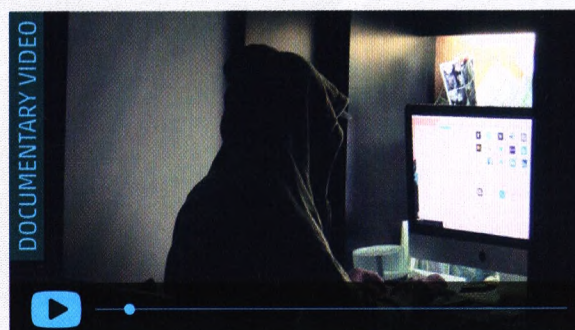
- Say where and when the story took place and who was involved.
- Describe the crime and possibly interview some of those involved.
- Say what happened to the criminals after they were caught.

A Parents turn 18 year-old son in to police after party wrecks family home

B Grandmother comes forward with information about drug-dealing neighbours

C Entire class of students chase after thief who broke into their school during lunch break

33 WATCH AND REFLECT Go to page 171. Watch the documentary *Keeping cyberspace safe* and do the exercises.





- 1 Read the notice. What does the role of a student representative involve? Do you know anyone who would make an excellent candidate? Say why.

STUDENT REPRESENTATIVE ELECTIONS

On **Friday 14 October** elections for student representatives for years 6 to 10 will be held. Successful candidates will represent their peers at school council meetings and help to organise student events during the school year.

- 2 **34** **4.8** Watch or listen to Eliza discussing a poster for her election campaign with her friends and answer the questions.
- What issue does she want to focus on in her campaign?
 - Which of the two photographs do Tom and Adam prefer? Who does Eliza agree with? Why?
 - Do you agree with Eliza? Say why.
 - Why did Eliza leave the meeting early?



- 3 **34** **4.8** Watch or listen again and choose the correct word to complete the phrases. Then check your answers in the Speaking box.
- In one *area* / *respect* the photos are similar because they both illustrate the issue clearly.
 - The most *main* / *striking* difference is that Eliza is actually in the first one.
 - Another* / *Again* obvious difference is the focus of each picture.
 - This one shows the problem, *also* / *whereas* the other one suggests how it might be solved.
 - This one looks as *like* / *if* it was just downloaded without any real effort.
 - That's why I think it *should* / *might* be more suitable.
 - Perhaps* / *Possible* it would be better to focus on the solution.

SPEAKING | Comparing and contrasting photographs

Describe similarities and differences

Both pictures show ...

There are ... in both pictures.

This one ..., whereas the other one ...

They are also alike/different in that ...

In one respect they are similar/different because ...

The main/The most striking /Another obvious similarity/difference is that ...

Speculate

Perhaps/Maybe ...

It could be/might be/must be ...

This one looks/doesn't look as if it ...

There might/might not have been ...

Someone must have taken this photo ... because ...

- 4 **4.9** Look at the photographs on page 199 and complete the comparison using the phrases from the Speaking box. Listen and check.

OK, so ¹ both pictures show the issue we want to focus on. They are ² _____ in that they feature young people, our target group, obviously. The most striking ³ _____ that this one with the male student is quite abstract, ⁴ _____ the other one shows a student actually voting on an issue. This photo ⁵ _____ as if it was taken in a school or at a university, which is a nice setting. However, ⁶ _____ the abstract one would be a better choice because it suggests phrases like 'have your say'. That is exactly the message of our campaign. I think it ⁷ _____ very effective as a campaign poster.

- 5 **4.10 PRONUNCIATION** Work out how you pronounce the underlined 'th' sounds (ð and θ) in this sentence, then practise saying it.

With the themes in both these photographs, I think that there are three things to think about.

- 6 Work in pairs. Go to page 199 and follow the instructions.

10F LISTENING AND VOCABULARY

10

- 1 At what age can people do these things in your country? Is this the right age limit? Say why.

be arrested and taken to court drive a car get married
join the armed forces open a bank account vote

- 2 Read the Fact Box and check you understand the highlighted phrases.

FACT BOX Voting in the UK

Voting in the UK

- General elections take place every five years in the UK unless Parliament votes to hold one earlier.
- Since 1969 anyone over the age of 18 has had the right to vote.
- Prisoners convicted of criminal offences are not allowed to vote.

The youth vote

- The law was changed in 2013 to allow Scottish 16- and 17-year-olds to vote in a referendum on their country's independence. Turnout for this age group was 89%.
- Current opinion polls in the UK show that only a minority of people think the overall voting age should be reduced to 16.

- 3 REFLECT | Society Compare the information in the Fact Box in the section 'Voting in the UK' to the situation in your country.

General elections are held every four years in my country.
We also have elections for our President every four years ...

- 4 4.11 Listen to a radio discussion and choose the correct answer.

What is the main reason Polly takes part in the discussion?

- To highlight the importance of political education in schools.
- To express her organisation's support for a change in European election laws.
- To offer political advice to young callers to the show.

- 5 4.12 Dictation. Listen to an extract from the discussion and write down exactly what you hear.

- 6 What language does the speaker use in the extract in Exercise 5 to a) present a fact and b) give an opinion? Study Active Listening and check.

ACTIVE LISTENING | Facts, opinions and speculation

It is important to recognise when information is presented as fact, opinion or speculation.

Fact: Statistics show .../Findings confirm .../Research demonstrates .../According to a recent survey ...

Opinion: We believe .../Many people claim .../I'd argue .../Experts suggest ...

Speculation: I imagine .../Perhaps/Maybe .../It will probably/almost certainly .../The government might/may/could ...

Remember: just because something is presented as fact, that doesn't always mean it is true!



- 7 4.13 Listen to four more extracts. Is the information presented as fact, opinion or speculation?

- 8 4.11 Listen to the discussion again and complete each gap with one or two words.

- Polly wants to decrease the minimum voting age in Europe.
- The Austrian system encourages young people to take part in _____.
- Polly says that if we provide young people with a good _____ system and relevant information, they can understand important election issues.
- Liam suggests that letting 16- and 17-year-olds vote would help solve the problem of _____.
- Before the Scottish _____, some young people influenced the way their parents voted.
- Polly gives several examples of laws that affect 16-year-olds to justify her organisation's belief that they should be able to _____.

- 9 Do you think 16- and 17-year-olds should have the right to vote in elections that decide their future? Discuss in pairs.

- 10 SPEAKING Discuss the question 'Should 16-year-olds be allowed to take their driving test?' Go to page 199 and follow the instructions.

10G WRITING | A formal letter

- 1 **REFLECT | Society** Work in pairs. What makes a good citizen? Look at the points below and decide which ones seem most important to you and say why. Compare your ideas with another pair.

A good citizen ...

- loves their country.
- obeys the law.
- is honest and trustworthy.
- respects the rights of others.
- takes responsibility for their actions.
- is tolerant.
- helps others in need.
- takes care of the environment.
- pays taxes.
- votes in elections.



- 2 Read the tweet written by a local politician. Why does he think that young people are bad citizens? Do you agree with it?

Youssef Turner Young people today are bad citizens. They are lazy, narrow-minded and rude. They are more interested in their smartphones than helping others, doing volunteering work or serving our local community in some way. Social media are making students selfish and they are losing contact with the real world.



- 3 Read a letter to the editor which a student has written to respond to the tweet. Answer the questions.

- 1 Does the author agree with the politician?
- 2 What examples does she give to support her opinion?
- 3 What suggestions does she give to encourage teenagers to be more engaged and active citizens?

Dear Sir or Madam,

I am writing in response to Youssef Turner's tweet, published January 1st. I would like to express my opinion on the negative image he painted of young people and suggest ways to encourage young people to be more active citizens.

First of all, I would like to say that I do not support the opinion that teenagers are selfish. In my community, young people are actively helping others. My friends are helping to clean up a local park to build a community garden.

Secondly, we often volunteer in social media campaigns. At the moment we are sending emails and sharing posts in order to encourage people to make donations for the school library. As a result of these activities, we have been made aware of how important it is to care for others and the impact we can make on the world.

I would like to highlight some ways to encourage young people to engage in their local communities. Young people's understanding could be greatly improved if politicians made regular visits to schools to explain local issues and what we can do to help. Moreover, I also propose that Citizenship Day be held at schools every year so that we can learn more about the rights and responsibilities of citizens.

To sum up, I would like to stress that many young people are already involved in community projects. Clearly, Mr Turner can't have researched his facts. All things considered, I strongly believe that politicians should support young people rather than criticise them. We have a lot to offer and a lot to learn.

Yours faithfully,
Henrietta Day

4 Tick the points below which apply to a formal letter. Then find examples of the formal language in the letter in Exercise 3.

- 1 ☒ Use of full forms instead of contractions
- 2 ☐ Appropriate greeting and closing, e.g. *Dear Mr Gates/Yours sincerely*
- 3 ☐ Shorter, simpler vocabulary, e.g. *Okay, anyway, all right, well ...*
- 4 ☐ More complex vocabulary, e.g. *However, with regard to, considerable ...*
- 5 ☐ Use of phrasal verbs
- 6 ☐ Use of impersonal structures, e.g. passive forms
- 7 ☐ Use of abbreviations, slang words, emojis, exclamation marks

5 Study the Writing box. Then complete the gaps 1–7 with the underlined phrases from the letter.

WRITING | A formal letter

- Explain why you are writing and describe briefly the problem you want to raise:
 I am writing to express my opinion on ...
 I would like to express my disappointment ...
¹ I am writing in response to ...
- Divide the letter into clear sections, e.g. introduction, main points, conclusion:
² _____
³ _____
 Third, ...
⁴ _____
 All things considered, ...
- State your opinion on the topic and give arguments and examples to support your view.
 I completely disagree with ... (because) ...
 I am totally in favour of ...
 We fully support your idea to ...
⁵ _____
- Include suggestions on what to do about the problem:
 I really think we should ...
⁶ _____
⁷ _____
 Perhaps ... would also be an interesting option.

6 Rewrite the sentences in a more formal style using the words in brackets.

- 1 I want to tell you what I think about organising a Citizenship Day at school. (write/express/opinion)
I am writing to express my opinion on organising a Citizenship Day at school.
- 2 I really don't think your plan is a good idea for a number of reasons. (support)
- 3 I like the ideas you propose but I think we could be more ambitious. (favour/proposal)
- 4 Why don't you invite the mayor to the school? (perhaps/option)
- 5 So in the end, we must accept a solution that suits everybody. (thing/considered)

7 Work in pairs. How can you express criticism and be polite? Make a list of *dos* and *don'ts* using ideas in the box below. Compare your ideas with another pair.

make suggestions give compliments
 give constructive feedback express anger
 offer advice accuse the other person of something
 respect others' points of view attack the person
 suggest solutions use strong/respectful language

Dos: *Make suggestions on how things can be improved ...*

Don'ts: *Don't directly accuse someone of something ...*

8 Complete the phrases for expressing criticism with the words from the box.

appreciate expected express helpful led mistakes

- 1 I'd like to express my disappointment at ...
- 2 We were _____ to believe that ...
- 3 We _____ the hard work that has been done before, but ...
- 4 Unfortunately, the organisation of the event was not as good as we had _____ ...
- 5 Let's learn from the _____ in the past.
- 6 It would be _____ if you could ...

9 **WRITING TASK** Write a formal letter. Read the task below and follow the instructions.

- 1 Read the task carefully and brainstorm ideas in pairs.
- 2 Divide the letter into clear paragraphs and make sure you have all the required information.
- 3 Use the tips in the Writing box and the phrases from Exercise 8 to help you.
- 4 Check your spelling, grammar and punctuation.
- 5 Make sure you use a formal register (more complex vocabulary, impersonal structures, etc.)

There's an election campaign in your school. Students are choosing representatives for the student council. Write an open letter to all students in the school in which you:

- say why you're disappointed with the work of the current council,
- encourage students to take part in the election campaign.



REMEMBER MORE

1 Who is likely to say these words in a court of law? Write the correct roles. Then check with the word list.

- 'I'm innocent. I swear!' _____
- 'We have reached a verdict.' _____
- 'Yes, I saw the man driving away from the scene of the crime.' _____
- 'Does the defence have any questions?' _____

2 Complete the phrasal verbs with the correct prepositions. Then check with the word list.

- The lady next door turned the criminal _____. He's now under arrest.
- The mugger robbed his victim and beat her _____.
- Don't think you can cheat and get away _____ it!
- The police are looking _____ the case of the missing teenager.

3 Choose the correct words. Then check with the word list.

- The number of people who vote in an election is called the *target group* / *turnout*.
- When people vote to answer an important social or political question they take part in a *general election* / *referendum*.
- A collection of numbers and figures about people and facts is called *statistics* / *a survey*.
- If you are eighteen, you have the *right to vote* / *voting age*.

ACTIVE VOCABULARY | Spaced repetition

Repeating new words multiple times in one day is less effective than repeating them a few times over a period of several days or even weeks. When you have a list of words to learn, use them in short, personal sentences or phrases, e.g. *If I park illegally, I will get a fine*. Then in an hour, try to recall your words or sentences, and then recall them again right before you go to sleep. Challenge yourself the next morning and go back to your list in a day or two.

10A GRAMMAR AND VOCABULARY

5.64

- be accused of sth** /bi ə'kju:zd əv ,sʌmθɪŋ/
be on trial for sth /bi ɒn 'traɪəl fə ,sʌmθɪŋ/
courtroom (n) /'kɔ:tru:m/
defend (v) /dɪ'fend/
doubts (n) /daʊts/
evidence (n) /'evədəns/
fair trial /feə 'traɪəl/
find sb guilty/innocent /,faɪnd ,sʌmbədi 'gɪlti/ 'ɪnəsənt/
guilty verdict (n) /'gɪlti ,vɜ:dɪkt/
judge (n) /dʒʌdʒ/
jury (n) /'dʒʊəri/
jury member (n) /'dʒʊəri ,membə/
keep an open mind /ki:p ən ,əʊpən 'maɪnd/
keep sth back (phr v) /ki:p ,sʌmθɪŋ 'bæk/
lawyer for the prosecution/defence /,lɔ:ɪə fə ðə ,prɒsɪ'kju:ʃən/dɪ'fens/
police detective (n) /pə'li:s dɪ'tektɪv/
prison sentence (n) /'prɪzən ,sentəns/
reach a verdict /ri:tʃ ə 'vɜ:dɪkt/
suspect (v) /sə'spekt/
the accused (n) /ði ə'kju:zd/
walk free /wɔ:k 'fri:/
witness (n) /'wɪtnəs/

10B VOCABULARY 5.65

- arrest** (n, v) /ə'rest/
be caught on security camera /bi ,kɔ:t ɒn sɪ'kjʊərəti ,kæmərə/
be questioned by detectives /bi ,kwɛstʃənd baɪ dɪ'tektɪvz/
be under arrest /bi ,ʌndə ə'rest/
catch (v) /kætʃ/
charge sb with sth (v) /'tʃɑ:dʒ ,sʌmbədi wɪð ,sʌmθɪŋ/
community service (n) /kə'mju:nəti ,sɜ:vəs/
curfew (n) /'kɜ:fju:/
death threat (v) /'deθ θret/
drug dealing (v) /'drʌg ,di:liŋ/
electronic tag (v) /elɪk'trɒnɪk 'tæg/
fight (n) /faɪt/
fine (n) /faɪn/
give sb a warning /,gɪv ,sʌmbədi ə 'wɔ:nɪŋ/
hold sb in custody /,həʊld ,sʌmbədi ɪn 'kʌstədi/
imprisonment (n) /ɪm'prɪzənmənt/
life sentence (n) /laɪf 'sentəns/
make a statement /,meɪk ə 'steɪtmənt/

rehabilitation (n) /ri'həbɪlə'teɪʃən/

release sb on bail /rɪ'li:s ,sʌmbədi ɒn 'beɪl/

run over (phr v) /rʌn 'əʊvə/

suspended sentence (n) /sə'spendɪd 'sentəns/

track sb's movements /,træk ,sʌmbədɪz 'mu:vmənts/

10C GRAMMAR 5.66

- break in** (phr v) /breɪk 'ɪn/
climb through sth (v) /klaɪm 'θru: ,sʌmθɪŋ/
expect to do sth /ɪkspekt tə 'du: ,sʌmθɪŋ/
have a bloody nose /hæv ə ,blədi 'nəʊz/
occur (v) /ə'kɜ:/

10D READING AND VOCABULARY

5.67

- admit doing sth** /əd,mɪt 'du:ɪŋ ,sʌmθɪŋ/
be involved /bi ɪn'vɒlvəd/
beat sb up (phr v) /bi:t ,sʌmbədi 'ʌp/
bike thief (n) /'baɪk θi:f/
brand-new (adj) /brænd 'nju: /
break-in (n) /'breɪk ɪn/
burst into tears /bɜ:st ɪntə 'tiəz/
caring (adj) /'keəriŋ/
chase after sb (phr v) /tʃeɪs ,ɑ:ftə ,sʌmbədi/
collect (v) /kə'lekt/
come forward with information /kʌm ,fɔ:wəd wɪð ɪnfə'meɪʃən/
confront (v) /kən'frʌnt/
crime data (n) /'kraɪm ,dɛtə/
crime doesn't pay /'kraɪm ,dʌzənt 'peɪ/
deprived environment (n) /dɪ'praɪvɪd ɪn'vaɪrənmənt/
do an apprenticeship /du ən ə'prentəsɪp/
educational opportunities /edʒu,'keɪʃənəl ,ɒpə'tju:nəti:z/
end up doing sth /end ʌp 'du:ɪŋ ,sʌmθɪŋ/
express your anger at sth /ɪkspres jə 'æŋgə ət ,sʌmθɪŋ/
fund a purchase /fʌnd ə 'pɜ:tʃəs/
get away with sth (phr v) /get ə'weɪ wɪð ,sʌmθɪŋ/
hug sb/give sb a hug /'hʌg ,sʌmbədi/,gɪv ,sʌmbədi ə 'hʌg/
incident (n) /'ɪnsədənt/
investigate (v) /ɪn'vestəgeɪt/
lock (n, v) /lɒk/
look into sth (phr v) /lʊk 'ɪntə ,sʌmθɪŋ/
loss (n) /lɒs/
make off with sth (phr v) /,meɪk 'ɒf wɪð ,sʌmθɪŋ/

minor crime /ˌmaɪnə 'kraɪm/
mountain bike (n) /'maʊntən baɪk/
pick sb's pocket /ˌpɪk ˌsʌmbədɪz 'pɒkət/
president (n) /'prezədənt/
proud owner of sth /ˌpraʊd 'əʊnər əv ˌsʌmθɪŋ/
recover (v) /rɪ'kʌvə/
remain (v) /rɪ'meɪn/
remind (v) /rɪ'maɪnd/
resources (n) /rɪ'zɔːsɪz/
reveal (v) /rɪ'viːl/
roughly (adv) /'rʌfli/
sensibly (adv) /'sensəbli/
target (v) /'tɑːɡət/
tearful (adj) /'tiəfəl/
testify in court /ˌtestəfaɪ ɪn 'kɔːt/
turn sb in (phr v) /ˌtɜːn ˌsʌmbədɪ 'ɪn/
turning point (n) /'tɜːnɪŋ pɔɪnt/
volunteer to do sth /ˌvɒləntɪə tə 'duː ˌsʌmθɪŋ/
work out for sb (phr v) /ˌwɜːk 'aʊt fə ˌsʌmbədɪ/
wreck (v) /rek/

10E SPEAKING 5.68

alike (adj) /ə'laɪk/
campaign (n) /kæm'peɪn/
clearly (adv) /'kliəli/
effective (adj) /ɪ'fektɪv/
have your say /hæv jə 'seɪ/
hold an election /həʊld ən ɪ'lekʃən/
illustrate an issue /ɪlə'streɪt ən 'ɪʃuː/
in one respect /ɪn 'wʌn ɪ'spekt/
message of the campaign /ˌmesɪdʒ əv ðə kæm'peɪn/
obvious (adj) /'ɒbvɪəs/
school council (n) /ˌskuːl 'kaʊnsəl/
striking (adj) /'straɪkɪŋ/
student representative (n) /ˌstjuːdənt ˌreprɪ'zentətɪv/
successful candidate (n) /sək'sesfəl 'kændɪdət/
target group (n) /ˌtɑːɡɪt 'ɡruːp/
theme (n) /θiːm/
vote on sth (v) /vəʊt ɒn ˌsʌmθɪŋ/
whereas (conj) /weə'ræz/

10F LISTENING AND VOCABULARY

5.69

age group (n) /'eɪdʒ ɡruːp/
armed forces (n) /ɑːmd 'fɔːsɪz/
caller (n) /'kɔːlə/

convicted of sth /kən'vɪktɪd əv ˌsʌmθɪŋ/
criminal offence (n) /ˌkrɪmɪnəl ə'fens/
decrease (v) /dɪ'kriːs/
demonstrate (v) /ˌdemənstreɪt/
election law (n) /ɪ'lekʃən lɔː/
findings (n) /'faɪndɪŋz/
general elections (n) /ˌdʒenərəl ɪ'lekʃənz/
highlight (v) /'haɪlaɪt/
importance (n) /ɪm'pɔːtəns/
independence (n) /ɪndə'pendəns/
justify a belief /ˌdʒʌstəfaɪ ə bə'liːf/
law (n) /lɔː/
minimum (adj) /'mɪnɪməm/
minority of people /maɪ'nɒrəti əv 'piːpəl/
opinion polls (n) /ə'pɪnjən pəʊlz/
overall (adj) /əʊvər'ɔːl/
parliament (n) /'pɑːləmənt/
political education (n) /pə'lɪtɪkəl ˌedʒu'keɪʃən/
reduce (v) /rɪ'djuːs/
referendum on sth (n) /ˌrefə'rendəm ɒn ˌsʌmθɪŋ/
survey (n) /'sɜːveɪ/
take sb to court /teɪk ˌsʌmbədɪ tə 'kɔːt/
the right to vote /ðə ˌraɪt tə 'vəʊt/
turnout (n) /'tɜːnaʊt/
voting age (n) /'vəʊtɪŋ eɪdʒ/
voting system (n) /'vəʊtɪŋ ˌsɪstəm/
youth (n) /juːθ/

10G WRITING 5.70

aware of sth (adj) /ə'weər əv ˌsʌmθɪŋ/
be led to believe that ... /bi ˌled tə bə'liːv ðæt .../
care for sb (phr v) /'keə fə ˌsʌmbədɪ/
citizen (n) /'sɪtɪzən/
citizenship (n) /'sɪtəzənʃɪp/
considerable (adj) /kən'sɪdərəbəl/
criticise (v) /'krɪtɪsaɪz/
directly (adv) /də'rektli/
engage in sth (v) /ɪn'ɡeɪdʒ ɪn ˌsʌmθɪŋ/
engaged (adj) /ɪn'ɡeɪdʒd/
express your disappointment/criticism /ɪkspres jə ˌdɪsə'pɔɪntmənt/'krɪtɪsɪzəm/
express your opinion /ɪkspres jə ə'pɪnjən/
give constructive feedback /ɡɪv kən'strʌktɪv ˌfiːdbæk/
help sb actively /help ˌsʌmbədɪ 'æktɪvli/
in need /ɪn 'niːd/
learn from your mistakes /lɜːn frəm jə mə'steɪks/

local issues /ləʊkəl 'ɪʃuːz/
lose contact with sth /luːz 'kɒntækt wɪθ ˌsʌmθɪŋ/
make a donation /ˌmeɪk ə dəʊ'neɪʃən/
make a visit /ˌmeɪk ə 'vɪzɪt/
mayor (n) /meə/
narrow-minded /ˌnærəʊ 'maɪndɪd/
obey the law /əʊbeɪ ðə 'lɔː/
paint a negative image /ˌpeɪnt ə ˌnegətɪv 'ɪmɪdʒ/
pay taxes /ˌpeɪ 'tæksɪz/
point of view /pɔɪnt əv 'vjuː/
propose (v) /prə'pəʊz/
respectful language /rɪ'spektfəl ˌlæŋɡwɪdʒ/
selfish (adj) /'selfɪʃ/
serve (v) /sɜːv/
stress (v) /stres/
strong language /ˌstrɒŋ ˌlæŋɡwɪdʒ/
support an idea /sə'pɔːt ən aɪ'dɪə/
take responsibility for sth /teɪk rɪ'spɒnsə'bɪləti fə ˌsʌmθɪŋ/
tolerant (adj) /'tɒlərənt/
trustworthy (adj) /'trʌstwɜːði/
understanding (n) /ˌʌndə'stændɪŋ/
vote in elections /vəʊt ɪn ɪ'lekʃənz/

VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the texts.

Finally, a ¹ *witness / judge / jury* has come forward in the Jeremy Brown case. She made a statement last night which proved the accused had ² *made / turned / beaten* up Mr Brown, who was attacked at a bus stop last weekend. The accused, a middle-aged man, was ³ *released / arrested / kidnapped* last night and charged with ⁴ *pick-pocketing / assault / shoplifting*.

An elderly lady was caught stealing a pet dog from outside a shop this morning by ⁵ *thieves / police officers / lawyers*. The lady was taken to the local police station. She was given a ⁶ *referendum / compliment / warning* as this was her first offence. The next day, Mrs Smith told the local newspaper, 'The dog was cold, and it was raining. I'd do the same thing again. But I was lucky. I got away with it. I didn't even get a ⁷ *fine / curfew / life sentence*.'

2 Complete the sentences with the words from the box.

arrest ~~caught~~ community defence elections
fair guilty innocent lawyer polls question
verdict

- The youths who were caught drug dealing are now under _____.
- We should believe people accused of a crime are _____ until they are found _____.
- Everyone should have the right to a _____ trial, even if most people think they are guilty.
- The jury took five days to reach a _____ of not guilty. The lawyer for the _____ was delighted.
- Electronic tags and _____ service offer alternatives to imprisonment for less serious offences.
- 18-year-olds in the UK have the right to vote in general _____.
- Opinion _____ are interesting but don't always predict the winners of elections.
- The _____ for the prosecution asked the judge if she could _____ the defendant.

3 Use the words in brackets to complete the sentences.

- The burglar (must/escaped/window) must have escaped through the window. There are fingerprints on the glass.
- I don't know where Jason is. He (might/work/late) _____ today.
- The trial (can't/finish/yet). _____ It's too early!
- I don't think the witness is telling us everything. She (could/hide/something). _____
- We saw the accused in town yesterday. The court (must/release/bail) _____.
- The witness went to the police station yesterday. She (could/make/statement) _____ but I'm not sure.
- The light on my web cam is on again. I think a hacker (may/spy/me) _____.

4 Rewrite the sentences using *can't/must/could/may/might*. Sometimes more than one answer is possible.

- It's possible she's a thief. (She ...)
 She could/may/might be a thief.
- I'm confident she didn't do anything serious. (She ...)
- I really don't believe it's true. (It ...)
- I'm sure the police are wrong. (The police ...)
- I'm certain the witness made a mistake. (The witness ...)
- It's possible she's speaking to her lawyer. (She ...)
- It's possible she didn't steal anything. (She ...)
- It was impossible for her to climb through that small window. (She ...)

USE OF ENGLISH

5 Complete the text with the correct words formed from the verbs in bold.

STRATEGY | Word formation

Think carefully about how to change the word so that it fits grammatically into the sentence – is it an adjective or an adverb, etc.? You should also consider the meaning. For example, do you need a word with a negative or positive meaning?

Lucky for some!

One hot day last July a ¹ *youth* (**YOUNG**) stole a young woman's handbag from her car at a petrol station. Luckily, the young man was caught on the ² _____ (**SECURE**) cameras as he rode off on his motorbike.



The three witnesses who saw everything that happened made a ³ _____ (**STATE**). They told the police the young man had somehow managed to unlock the door of the woman's car while she was paying. Detectives investigating the ⁴ _____ (**THIEF**) later decided he must have had a stolen key.

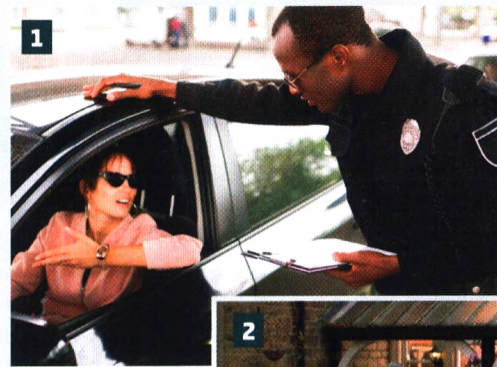
Upset and ⁵ _____ (**TEAR**), the victim of the crime went back to work. Now imagine her surprise when, two hours later, a young man walked into her shop and tried to pay with her own credit card! She called the police immediately. 'Apparently the thief was ⁶ _____ (**EMPLOY**), but not having a job is no justification for committing a crime', she told journalists. The lawyer for the ⁷ _____ (**PROSECUTE**) was satisfied with the result. 'The thief wasn't sent to prison but received a ⁸ _____ (**SUSPEND**) sentence', she said.

LISTENING

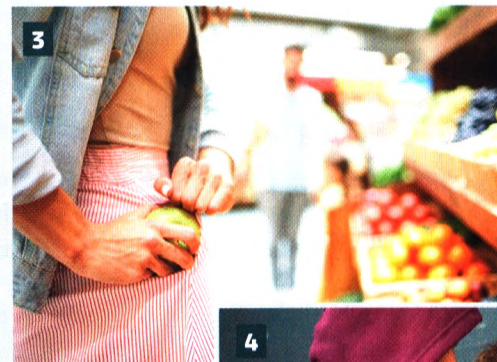
6  **4.14** You are going to hear part of a radio interview with Jackie Smith, a journalist. For questions 1–5 choose the best answer a, b or c.

- 1 What concerns Jackie the most about crime these days?
 - a All kinds of crimes are going up fast.
 - b Violent crime is increasing.
 - c The numbers of first offenders joining organised crime are on the rise.
- 2 When answering the second question, Jackie
 - a gives different reasons for the increase in violent crime.
 - b emphasises that social media and some kinds of music are mainly responsible.
 - c disagrees with what some criminologists say.
- 3 What does Jackie say about young offenders?
 - a Most of them begin to commit crimes when they are children.
 - b They often have a troubled background.
 - c Their families are often to blame.
- 4 According to Jackie, what is the best way to prevent serious crime?
 - a education and rehabilitation programmes
 - b tougher punishments
 - c community service
- 5 According to Jackie, a good youth club
 - a must be a place where young people can see their friends.
 - b should be run by young people themselves.
 - c must have activities young people are interested in.

Student A's photos



Student B's photos



SPEAKING

7 Talk about your photos for about a minute. Then take turns to ask and answer questions related to the photos.

STRATEGY | Long turn

When you compare the photographs, describe both the similarities and differences.

Student A

Photos 1 and 2 show people being arrested. Compare the photographs and say what you think might have happened.

Then ask Student B this question:
What crimes are common where you live?

Student B

Photos 3 and 4 show people committing crimes. Compare them and say what you think is happening. Then ask Student A this question:
Which do you think is the worst crime in general? Say why.

WRITING

8 You have seen this advertisement in your local newspaper.

What does it mean to be a good citizen?

Write and tell us your views. You should write about:

- being honest,
- following rules and laws,
- respecting others,
- volunteering.

Write a letter to the newspaper.

A Dutch teen inventor about to launch innovative project to clean the world's oceans

B THIS GROUND-BREAKING DISCOVERY WILL MAKE THE OCEANS CLEAN AGAIN

- 1 Do you keep up with the news? If yes, how? If not, why not? Discuss in pairs.
- 2 Read headlines A-B above. Which article would you choose to read? Say why.
- 3 Read the two online news items on page 153 and match headlines A-B with the texts 1-2.
- 4 Read the news items again and answer the questions.
Which text:
 - 1 ☐ suggests an easy solution to a complex problem?
 - 2 ☐ uses more neutral language?
 - 3 ☐ contains various opinions on the topic?
 - 4 ☐ quotes a source you can't check?
 - 5 ☐ mainly aims to give information?
 - 6 ☐ asks the reader to do something?
- 5 In pairs, discuss the questions.
 - 1 What do you think is the main purpose for writing each text?
 - 2 Do the photos provide evidence to the claims in the texts?
 - 3 Do you think these are real news stories or fake? Why? What evidence can you find in the texts?
 - 4 How would you check out the stories to see if they are real or not?
- 6  **4.15** Listen to an extract from a radio programme about fake news. Answer the questions.
 - 1 What is fake news?
 - 2 What is the main reason why people spread fake news?
 - 3 How is false information often used during elections?
 - 4 Why is fake news a bigger problem today than in the past?
 - 5 What recent fake news does Professor Ashton describe?

- 7 Match tips 1-7 in the box with extra information a-g.

LIFE SKILLS | How to identify fake news

- 1 ☐ Check the source.
 - 2 ☐ Check the facts.
 - 3 ☐ Check the style.
 - 4 ☐ Check the author.
 - 5 ☐ Check the image source.
 - 6 ☐ Check other reports of the same news.
 - 7 ☐ Check your beliefs.
- a Can you find it on other news websites?
 - b Is it a real person? What else has he/she written?
 - c Research the facts on other websites or use a fact-checking website.
 - d Does it contain any grammar, spelling or structural mistakes?
 - e Is it used anywhere else? Use reverse image check - upload a photo you think is fake and find its origin and other places it's used.
 - f Could your opinions or preferences encourage you to believe a story without checking?
 - g Is the website real, what's its history, its main purpose? Has it got a long, complex domain name?
- 8 Study the news items on page 153 again. In pairs, discuss what you could do to check the stories out. Use the information from the Life Skills box to help you.
 - 9 **REFLECT | Society** What impact do you think fake news may have on the things in the box? Discuss in pairs.

education democracy social media your life

- 10 Do the task below.

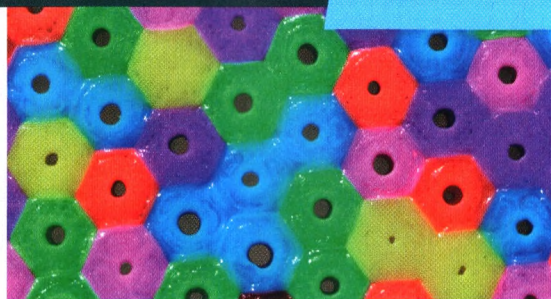
LIFE TASK | Project

- Work in small groups. Write a fake news story and find a real news story online.
- Present both stories to the class.
- Ask students to decide which story is real and which is fake.
- Use the tips from the lesson to help you.

1 ☐

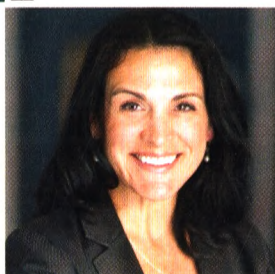
Sponsored Content

Hey – check this out! A really simple answer created by students can help solve the problem of unwanted plastics in the world's seas. Unbelievable! [Donate](#) now! Plastics are killing our fish – help us kill the plastic!



- 5 A student initiative at a university in the south of England has made a significant breakthrough in ridding our oceans of plastic. We are only too well aware of the damage plastics are doing to our sea life, and the processes these clever students have developed can identify different types of plastics found in rivers and use a simple chemical formula to dissolve them. 'The idea came to me one evening and I knew we had to follow it through!' says Sally Smith. The university has invested millions in the project and experts say it will definitely work. 'It's a miracle!' says an expert
- 10 in ocean plastics, Mary Waters. But to keep it going, the project needs more money. That's where you come in. More research will mean that this process can start to be used. It would only take six months to completely clear the oceans of plastics. The project needs another £500,000. Find out more about how YOU can help these students in their fight to save the oceans by clicking [here](#).

By Danny Shark

2 ☐

By Jackie Edwards, science correspondent

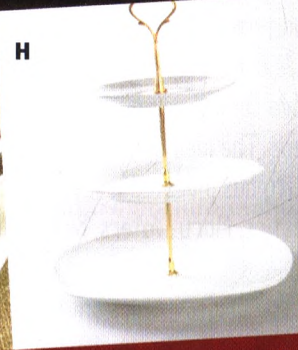
A **recent study** has found an increasing build-up of plastic waste in the Pacific Ocean. The most affected area is a large stretch of ocean lying between California and Hawaii known as The Great Pacific Garbage Patch, where around 80,000 tonnes of plastic are estimated to be currently floating in the water.

- 5 This mass of waste will present a huge challenge to the team led by a young Dutch inventor, Boyan Slat. They have recently launched an ambitious clean-up project to collect plastic from this vast area.
- 10 As part of the project, a giant barrier, 600 m long, made up of sections of tube will float on the surface of the water, with a three-metre-deep screen, hanging below it. It will move slowly with the wind and currents in a U shape collecting
- 15 plastics in its centre. Ships will visit the system every six weeks to remove the waste. The system is expected to remove 50% of the plastics in the area within five years.

- However, some oceanographers are sceptical that
- 20 the project can successfully remove such large amounts of plastic. Critics also fear that marine life may suffer during this process and that the money and energy involved would be better spent in stopping litter from entering the oceans in the
- 25 first place. The efficiency of the system will not be known for a few years.

For more articles about innovative solutions to environmental problems click [here](#).





The most popular drink in Britain

4.16

1 ☐ Ask anyone around the world what they think is typically British and they would probably mention tea. And it's true. In Britain a cup of tea is far more popular than a cup of coffee and 80 percent of Britons drink it every 5 day. In fact, an amazing 165 million cups of tea are drunk daily – which adds up to an incredible 60.2 billion cups a year! The traditional 'cuppa' is normally drunk with milk in a china cup, but today a mug is more popular and it's a custom to 'dunk' a biscuit in your tea. Tea has also made 10 its way into the English language – with phrases like 'a storm in a teacup' and 'not for all the tea in China!'

2 ☐ So, why did tea become so popular in Britain? Firstly, European explorers brought tea from China to Europe. In 1662, Catherine of Braganza, King Charles II's wife, 15 made the drink fashionable and instantly popular in England. Less alcohol was sold, and the government was angry because they lost money from taxes. As a result, they started to tax tea heavily, and, at one point, the tax was 119 percent. It was so expensive that smuggling tea 20 became common and often other things were added to tea – like used tea leaves or even dung!

3 ☐ The big, heavy ships that brought tea from China to England in the 1800s took nearly a year! In the 1850s the British started to use 'clippers'. These were much faster 25 ships, very tall with lots of sails and the first one made the journey in 97 days. In 1869, the Suez Canal in Egypt opened and the distance to bring the tea got shorter. The clippers stopped because they couldn't sail through it and different types of ships were used instead.

4 ☐ The British tradition of 'afternoon tea' started with the Duchess of Bedford in 1841. She got hungry in the middle of the afternoon and asked for some bread and butter and a cup of tea. It soon became the fashion to enjoy tea with small sandwiches or cakes between 4 and 5 o'clock. 35 Today it is very popular in tea shops where tea and

scones, with jam and cream, is known as a cream tea. You can also pay a lot of money in top hotels where tea might be served with cucumber sandwiches and delicate fancy cakes on the traditional three-tier stands.

5 ☐ Traditional tea drinkers in Britain make tea from leaves in a teapot. A teapot is often covered with a tea cosy to keep it warm. When the tea is ready, it is poured through a strainer into a cup. However, today 96 percent of cups of tea are made with tea bags. It's easy and quick, 45 and believe it or not the invention of the tea bag was an accident! Thomas Sullivan, a tea seller in the USA, used to send samples of his tea to customers in small silk bags. Some customers thought the idea was to put the bag in hot water and the tea bag was born!

6 ☐ Tea drinking in the UK is not standing still – new traditions with new types of tea are becoming very popular. Back in the 1980s a new tea drink was developed in Taiwan and has now spread all over the world. Bubble tea uses cooked tapioca balls (often called 'pearls') and 55 refreshing fruit teas which are shaken up to create a creamy topping. It can be drunk ice cold or piping hot. The sweet, chewy balls are sucked up through a big straw. Nitro tea is when the bubble tea is kept cold with nitroglycerin, which makes the tea also a little fizzy. Then 60 there's Chai tea which was originally an Indian drink. This is a sweet and spicy drink made from tea with both warm water and milk. It is supposed to be very healthy! And the future of tea drinking in Britain? Who knows – but it will certainly never disappear from our tables!

GLOSSARY

dung – solid waste from animals, especially cows

dunk – to put something into a liquid quickly and then take it out (e.g. a biscuit in your tea)

piping hot – very hot

topping – something you put on top of food to make it look nicer or taste better

What do you know about tea in Britain?

- 1 How many Britons drink tea every day?
A 41% B 80% C 93%
- 2 How many cups of tea are drunk every day in Britain?
A 60 million B 165 million C 210 million
- 3 When did tea first become popular in Britain?
A 16th century B 17th century C 18th century
- 4 How long did it take for the first ships to bring tea to Britain?
A 3 months B 1 year C 2 years
- 5 Where was the tea bag invented?
A USA B China C UK
- 6 Which of these is not a kind of tea?
A chai tea B bubble tea C tapioca

- 1 Match the words below with the photos A–I on page 154.

☐ china cup ☐ scones ☐ straws ☐ tea bags ☐ tapioca balls
☐ tea cosy ☐ teapot ☐ tea strainer ☐ three-tier stand

- 2 Work in pairs. Answer the questions in the questionnaire above. Then scan the text to check your answers.

- 3 Read the text again and match the headings to the text. There is one extra heading.

- | | |
|--------------------------------------|-------------------------------|
| A How tea got to Britain | E The story of tea in Britain |
| B The changing face and taste of tea | F An accidental invention |
| C The important job of tea tasting | G A very British habit |
| D Not only a drink | |

- 4 Complete the conversations with the correct common phrases a–e related to tea.

A ¹ *How do you take your tea?*

B With milk and five sugars, please.

A Do you fancy going to the opera with me tonight?

B Thanks for inviting me but ² _____

A Are you and Dave still not talking after your argument?

B Oh, we're fine now. ³ _____

A Wow! That looks exciting. Would you like to have a go?

B No way! ⁴ _____

A ⁵ _____

B Cool. I'd love one.

a It was just a storm in a teacup.

b I wouldn't try that for all the tea in China!

c I'm afraid it's not my cup of tea!

d Fancy a cuppa?

e How do you take your tea?

- 5 Tell your partner about these situations.

- 1 A recent disagreement that was 'a storm in a tea cup'.
- 2 Something that you wouldn't do 'for all the tea in China.'
- 3 Something you refused to do recently because it wasn't your 'cup of tea.'
- 4 A time recently when you really 'fancied a cuppa'.

- 6  4.17 Listen to a radio programme with a tea expert. Tick the things we should do. Which is the strangest, in your opinion?

- 1 ☐ You should take the tea bag out after one minute.
- 2 ☒ Tea is ready to drink when it reaches sixty degrees.
- 3 ☐ You should always pour milk first.
- 4 ☐ Stir your tea across the cup.
- 5 ☐ It's good manners to hold your cup with an extended little finger.

- 7 Complete the sentences with the correct verbs from the box.

boil slurp strain squeeze spill sip gulp stir

- 1 You should strain the tea, otherwise you get leaves in the bottom of the cup!
- 2 It's a good idea to _____ the tea bag against the side of the cup with a spoon.
- 3 Never _____ your tea because it's bad manners to make noises when you drink.
- 4 If your tea is too hot, _____ it slowly.
- 5 You should _____ your tea in a clockwise direction, otherwise it's bad luck.
- 6 If you fill your mug right to the top, you might _____ the tea.
- 7 The water must _____ before you pour it onto the tea.
- 8 Don't _____ piping hot tea quickly or you'll burn your tongue.

- 8 In pairs, invent two new rules for drinking or making tea. Compare with the class.

- 9 REFLECT | Culture In groups, answer the questions.

- 1 What's the most popular hot drink in your country? Is it your favourite too?
- 2 How do people in your country usually take their tea/coffee/hot chocolate? How about you?
- 3 Some people say that having good table manners isn't very important today. Is it true in your country and do you agree with this opinion?

Three big British cities with big musical influences

Britain has always played an important part in modern music but there are three cities which will always be remembered for their influence.

4.18

Liverpool

How important was Liverpool in the development of modern popular music? Extremely! People say that today's music would be very different without the influence from this north western British city. It all started in the 1950s with a type of music called 'skiffle'. This had its roots in jazz, blues and folk, and was made popular by the singer Lonnie Donegan. Everyone knows about the Beatles – the most famous British band ever – and possibly the most influential. But not many people know that they started as a skiffle group 'the Quarrymen' before moving into rock'n roll. Also, amazingly, they were just one of 350 rock'n roll bands playing in the Liverpool dance halls between 1960 and 1964. The sound that these bands developed was called 'the Merseybeat' after the river Mersey that flows through Liverpool. This sound is now considered one of the most important musical movements of the 20th century. It brings together rock'n roll, rhythm and blues, and early skiffle. The Beatles quickly became international stars and started what is called 'the British Invasion' of the USA followed later by other very important British bands like the Rolling Stones. Their influence spread and helped create the sound of modern popular music. The Beatles famously used to play in a Liverpool club called the Cavern. Other famous artists also played there, including Cilla Black and Lulu, famous female artists who also found international fame after the British Invasion.

Manchester

Manchester, another big city, east of Liverpool, has always been an important centre for

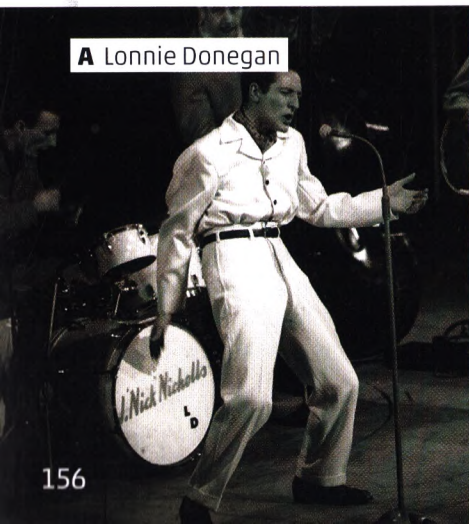
British music, but it is best known for a musical and cultural scene in the late 1980s which was called Madchester. A new genre of music was developing which was a mix of guitar music and electronic dance music. This type of music was called 'baggy' because of the baggy jeans that became the uniform of the fans. This was linked to a completely new type of musical experience that was happening at that time in Manchester – clubbing with DJs. For the first time DJs were becoming as famous as the artists whose tracks they were playing. The Hacienda was the club to go to, and people travelled there from all over the UK. Sadly, it is now a block of expensive flats. The groups from the Madchester period include the Smiths, the Stone Roses, Happy Mondays and many, many more, some of which are still performing today. Of course, one of the most popular bands influenced by the atmosphere and music from that time was the Britpop band Oasis, with the notorious Gallagher brothers – who hit the headlines for all the wrong reasons. They were typical of the laid-back, rebellious spirit of Madchester.

London

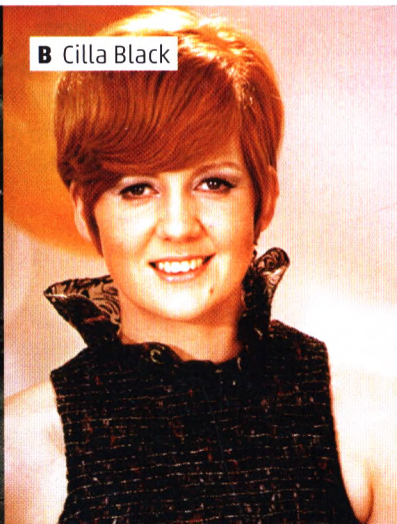
Of course, London is remembered as the capital of the 'Swinging Sixties' with the amazing fashions and pop music. But more recently it has become famous for a completely different type of music – Grime! The London music scene is buzzing with the rise of one of the most exciting and influential types of music for decades. 'Grime' was born in the London streets and council estates. It is directly associated with angry, teenage, mixed race or black, working class. The music developed from Jamaican roots – garage, jungle, hip-hop and ragga styles of music – and the lyrics are delivered in machine-gun rapping. These artists use the music to show their frustration with society and the politicians whose decisions have affected them. They demand answers. It started in the early noughties (a cooler way of saying 2000s) as an underground movement with its music first played on pirate radio stations such as Rinse FM. Then it went on to get mainstream recognition with artists such as Dizzee Rascal and more recently, Stormzy and Lady Leshurr. Grime artists are very young as a group, Dizzee Rascal and Kano getting their first hits with 'I Luv U' and 'Boys love Girls' when they were only sixteen. Grime is passionate, confrontational and impossible to ignore.



A Lonnie Donegan



B Cilla Black



C The Beatles



- 1 Work in pairs. Give an example of a singer or band for each style of music and then add more styles to the box. Which do you prefer? Say why.

blues folk grime hip-hop jazz rap rock'n roll skiffle

- 2 Which cities on the map do you think singers/bands in photos A-F are linked to? Can you guess? Read the text and check.

A *Lonnie Donegan – Liverpool*

- 3 Read the text again and decide if statements 1–7 are true or false.

- 1 ☐ The Beatles originally had a different name.
- 2 ☐ The Merseybeat sound was named after a member of a Liverpool band.
- 3 ☐ The Rolling Stones were part of the early British Invasion of the USA.
- 4 ☐ Baggy Music was the title of a song in the 1980s.
- 5 ☐ The Hacienda Club in Manchester is still open today.
- 6 ☐ Grime artists are usually young.
- 7 ☐ Grime was first played on illegal stations.

- 4  **4.19** Listen to three conversations about a music award ceremony and answer the questions. There is one extra option for each question.

- 1 In which conversation 1, 2 or 3, did a speaker:
 - a ☐ watch the televised event that took place last week?
 - b ☐ watch the event live in the arena?
 - c ☐ watch some clips on social media?
 - d ☐ watch the televised event by accident?
- 2 Which singer, Dua Lipa (DL), Annie Lennox (AL) or Stormzy (SZ):
 - a ☐ wants to represent women?
 - b ☐ has not always sung alone?
 - c ☐ has a political message in his/her songs?
 - d ☐ often wears unusual clothes?

- 5 Complete the sentences with the correct words from the box.

go household rising show stand strong top ~~wonders~~

- 1 One of my favourite **one-hit-wonders** was 'Crazy' by Gnarl Barkley in 2006! Whatever happened to them?
- 2 It was 'Chasing Pavements' in 2008 that made Adele a **name**. She's never looked back since then.
- 3 It was a good gig with lots of great performers, but Ed Sheeran definitely **stole the**.
- 4 The Stereophonics are my mum's favourite band, and they're still **going** today.
- 5 I love watching shows where the judges spot **stars** in the music business.
- 6 When did George Ezra **the charts** with 'Shotgun'? Was it in 2018?
- 7 The 2015 Brit Awards will **down in music history** as the night Madonna fell off the stage!
- 8 Music artists are very aware of social problems these days and **up for** a lot of minority groups.

- 6 Tell your partner about these things.

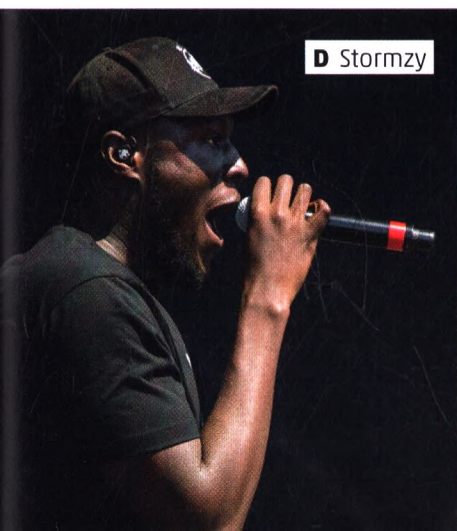
- 1 An artist who has topped the charts recently.
- 2 An artist who stole the show at an event you saw live or on TV.
- 3 A one-hit-wonder you loved or hated.
- 4 A favourite artist of your parents that is still going strong today.

- 7 In pairs, ask and answer the questions.

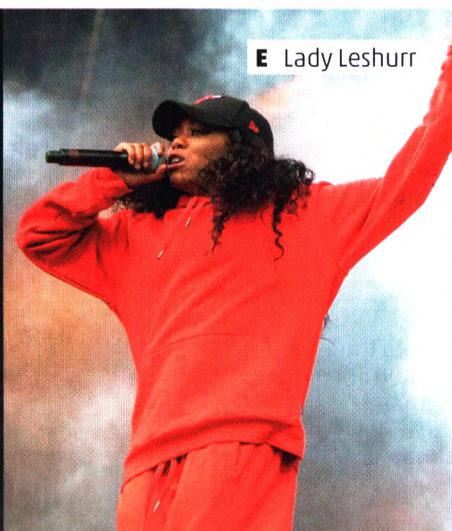
- 1 What are the pros and cons of watching live music as opposed to streaming events?
- 2 Do you like watching music award ceremonies? Say why.
- 3 What musical genres are popular in your country at the moment?

- 8 **REFLECT | Culture** Choose a music artist either from your country or another who you think has made or will make a difference to the music scene. Research this artist and prepare to give a short presentation to the class. Think about:

- the artist's background,
- the music genre,
- his/her influences,
- why he/she has been/will be important.



D Stormzy



E Lady Leshurr



F Oasis

- 1 You are going to read a fragment of a novel about time travel. In pairs, talk about books, comics, films or TV programmes on this topic that you have read or seen.
- 2 Read the text quickly and say why the Time Traveller invited his friends to his home.
- 3 Read the text again. Match sentences A–G with gaps 1–5 in the text. There are two extra sentences.

- A He passed his hand through the space in which the machine had been.
 B At that moment, the idea suddenly seemed possible.
 C And if it travelled into the future, it would still be here now.
 D Why did you do that?
 E Are you serious about this?
 F He placed it on a low table in front of the fire.
 G Except for the lamp, the table was empty.

- 4 Order sentences a–h to make a summary of the text. Then read the text again to check your answers.

- a ☐ When the model disappeared, the witnesses were amazed.
 b ☐ He confessed that he wasn't entirely sure if the model time machine had gone to the future or the past.
 c ☐ To show his friends that he wasn't trying to cheat them, he got one of them, the Psychologist, to press the lever.
 d ☐ The Time Traveller explained that once he pressed a lever, the machine would travel into the future and disappear.
 e ☐ Before the experiment began, all of the witnesses could examine the device carefully to make sure there were no tricks.
 f ☐ Then the Time Traveller revealed that in his laboratory there was a full-size version of the machine, in which he intended to travel through time.
 g ☐ When his friends wondered why the model was not visible, the Psychologist explained that it was because it was travelling so fast it couldn't be seen.
 h ☐ A man who wanted to travel through time invited several friends to his house to witness an experiment with a small model time machine he had built.

- 5 If you were one of the Time Traveller's friends, would you try to prevent him from travelling in his time machine? Discuss in pairs.

- 6 In pairs, check you understand the highlighted verbs in the text on page 159. Then use their correct forms to complete the story below.

The passenger fell into the sea and ¹ vanished under the waves. Immediately, the ship ² _____ around to go back and look for him. Everyone ³ _____ into the sea but there was no sign of the man. The captain ⁴ _____ the man was dead but then suddenly, one of the passengers saw the man. She ⁵ _____ her arm and ⁶ _____ where the unfortunate man was. Then a sailor ⁷ _____ a lever and the lifeboat dropped to the water. The man was cold and shaking but once they got him on board, he soon ⁸ _____.

- 7 Choose the correct adverbs and adjectives.

- 1 You're *absolutely* / *slightly* right. I couldn't agree more.
 2 Only a *shiny* / *tiny* percentage of the world's population can understand quantum mechanics.
 3 The drawings of the model were very *cheerfully* / *delicately* done.
 4 I am *attentively* / *genuinely* convinced that time travel is possible.
 5 It was a *subtle* / *visible* plan but it worked.

- 8 **SPEAKING** In groups, discuss the questions.

- 1 If you could travel in time, would you go to the future or the past? Say why.
 2 If you went to the future, how many years would you travel?
 3 If you went to the past, which historical period and place would you visit first? Say why.
 4 Do you believe that time machines will exist one day?
 5 How do you think your country/the world will change in the next 100 years?

- 9 **WRITING TASK** Imagine that you are the Time Traveller in *The Time Machine* and live in the year 1895. You travel in time to the present day. Write a diary entry about your impressions of how life now is different to life in 1895. Include the following:

- your first impressions when you left the time machine
- the things that you find the most surprising
- what you like and dislike about the world in the present day

FROM PAGE TO LIFE

There are three film versions of *The Time Machine*: from 1960, 1978 and 2002. The director of the 2002 film was Simon Wells, a great grandson of H.G. Wells. It starred Guy Pearce. However, the 1960 version with Rod Taylor got much better reviews. There is also a *Time Machine* Marvel comic. Wells was the first person to use the phrase 'time machine'. It is now the general name for all time travelling machines such as the car in *Back to the Future*, or the Tardis in the BBC series *Doctor Who*.

GLOSSARY

- bullet** – a small piece of metal that you fire from a gun
framework – the main structure of a building, vehicle or object
impression – the mark left by something, e.g. a shoe on wet ground
mechanism – a part of a machine or set of parts that does a certain job
prototype – a model of an invention used to test the design

The Time Machine



4.20

The thing the Time Traveller held in his hand was a shiny metal framework, only slightly larger than a small clock, and very delicately made. ¹ _____

⁵ The only other object on the table was a small lamp. Its bright light fell upon the mechanism. There were also perhaps a dozen candles about the room. I sat in an armchair between the ¹⁰ Time Traveller and the fireplace. Filby sat behind him, looking over his shoulder. The Medical Man watched him from the right, the Psychologist from the left. We were all watching attentively. Any kind of trick, however subtle, seemed impossible under these conditions.

¹⁵ The Time Traveller looked at us. 'This little model,' he said, 'is a prototype for a machine to travel through time.' The Medical Man got up and **peered** at it. 'It's beautifully made,' he said.

'It took two years to make,' replied the Time Traveller.

Once we had all examined the model, he said: 'I am going ²⁰ to **press** this lever, and the machine will vanish, pass into future Time, and disappear. Have a good look at the thing. Look at the table too, and satisfy yourselves there are no tricks.'

There was a minute's pause perhaps. Then the Time Traveller reached towards the lever. 'No,' he said suddenly.

²⁵ He took the Psychologist's hand and told him to **extend** his finger so that it was the Psychologist who sent the model Time Machine on its voyage. We all saw the lever turn. I am absolutely certain there was no trick. There was a breath of wind, and the lamp flame jumped. One of the candles was ³⁰ blown out, and the little machine suddenly **swung** round, became indistinct like a ghost for a second; and it was gone - **vanished!** ² _____

Everyone was silent for a minute. The Psychologist **recovered** and looked under the table. The Time Traveller

³⁵ laughed cheerfully.

'Well?' he said. We stared at each other.

'Look,' said the Medical Man, ³ _____ 'Do you genuinely believe that that machine has travelled into time?'

'Certainly,' said the Time Traveller. 'What is more, I have ⁴⁰ a big machine nearly finished in there.' He **indicated** the laboratory and continued. 'And when that is put together, I mean to have a journey myself.'

'You mean to say that that machine has travelled into the future?' said Filby.

⁴⁵ 'Into the future or the past - I don't, for certain, know which.' Suddenly, the Psychologist spoke. 'It must have gone into the past if it has gone anywhere.'

'Why?' said the Time Traveller.

'Well, I **presume** that it has not moved in space. ⁴ _____

⁵⁰ Because to get to the future, it must travel through this time.'

'But,' said I, 'If it travelled into the past, it would have been visible when we came first into this room; and last Thursday when we were here!'

'No,' said the Time Traveller. Then he turned to the

⁵⁵ Psychologist. 'Think. You can explain it.'

'Of course,' said the Psychologist. 'It's simple. We cannot see this machine, any more than we can see a bullet flying through the air. If it is travelling through time a hundred times faster than we are, if it gets through a minute while

⁶⁰ we get through a second, the impression it creates will be only a tiny part of what it would make if it were not travelling in time.' ⁵ _____ 'You see?' he said, laughing.

FACT BOX Herbert George Wells

Herbert George Wells was born in Bromley, England, in 1866. He was a prolific author, who wrote dozens of novels, short stories, biographies and social and political articles. He is best known for his science fiction novels, which include *The Time Machine*, *The War of the Worlds*, *The Island of Doctor Moreau* and *The Invisible Man*. His books involve space and time travel, alien invasion, invisibility and experimentation by a mad scientist. Along with Jules Verne, Wells has often been called the father of modern science fiction. *The Time Machine* tells the story of a Victorian inventor who builds a device for travelling through time. He travels far into the future to the year 802,701, where he discovers a very strange and dangerous world.

1 Have you read, or do you know anything about *The Mystery of Edwin Drood*, by Charles Dickens? If not, look at the photo from the film based on this book and read the Fact Box about its author. Discuss what the book might be about.

2  **4.21** Listen to the first part of a conversation between two students and answer the questions.

- 1 Why does the boy like Dickens?
- 2 What are two reasons for the book being special?
- 3 What is frustrating about *The Mystery of Edwin Drood*?

3  **4.22** Listen to the second part of the conversation and complete the sentences with one or two words.

- 1 Dickens died of a stroke in 1870.
- 2 People have come up with more than _____ different ideas about the ending of the book.
- 3 A modern musical about the story is called _____.
- 4 A Drood Enquiry was started by a _____.
- 5 More than _____ people voted in the enquiry.
- 6 The cathedral choirmaster, the main suspect, is named Mr _____.
- 7 The choirmaster loved his nephew's fiancée, named _____.

4 Read the extract from the book and answer the questions.

- 1 Why is it 'an unusual expedition'?
- 2 What can quicklime do?
- 3 Why are the 'citizens of Cloisterham' mentioned?
- 4 How do Jasper and Durdles get into the crypt?
- 5 What does Durdles dream about?
- 6 Why is he surprised when he wakes up?

5 Complete the sentences with the correct verbs from the box. Use the words and phrases in brackets to help you.

clinked creep descends glanced groped

- 1 In the dark, I groped (reach out) for my phone on the bedside table.
- 2 The heavy silver bracelet _____ (made a metallic noise) when it fell on the stone floor.
- 3 If I get home late, I _____ (go quietly) upstairs so that I don't wake my parents.
- 4 I _____ (looked quickly) at my sister but she was still reading and didn't notice me.
- 5 My ears always hurt when an airplane _____ (goes down).

6 Read the extract again. Discuss the questions in pairs.

- 1 What do we learn about these characters: Durdles and Jasper?
- 2 What do you think was in the bottle?
- 3 What do you think is the link between Durdles' dream and the reality?
- 4 Why do you think Jasper is smiling at the end of the extract?
- 5 Is there anything in the extract that might be a clue to what happened to Edwin Drood?

7 In pairs, discuss how the words in bold help Dickens build atmosphere in the book. What images and impressions do they create?

- 1 **prowling** around old graves and ruins like a ghoul (line 8)
- 2 the moonlight **strikes** in (line 39)
- 3 there are **lanes** of light (line 42)
- 4 the footsteps **die away** (line 58)
- 5 something clinks and **gropes about** (line 61)
- 6 I might as well have tried to **wake the dead** (line 72)
- 7 he **gathers** himself up again (line 80)

8 **SPEAKING** In pairs, discuss the questions.

- 1 Why do you think crime novels are so popular?
- 2 Would you prefer to read a crime novel or watch a film based on the book? Say why.
- 3 Which is your favourite crime novel/film/series?

9 **REFLECT | Values** What do you think should happen to Jasper if he were guilty of killing Edwin Drood? Discuss in pairs.

10 **WRITING TASK** Choose one of the topics for your writing task.

- 1 Write Jasper's account of what he did while Durdles was asleep.
- 2 Write Durdles' account of the evening for a police statement later.
- 3 Write a short story with this title: *A nighttime visit to a country church*.



FROM PAGE TO LIFE

The Mystery of Edwin Drood has inspired many films, starting with two silent movies in 1909 and 1914. There have been two feature films and in 2012 the BBC produced an excellent TV miniseries. The book was also made into several plays and a popular musical called 'Drood', which started in 1985 and still tours.

GLOSSARY

- choirmaster** – person who trains a choir
crypt – underground room in church used as burial place
ghoul – evil spirit, believed to feed on dead bodies
grope – try to find something in the dark by feeling with your hands
lane – path, narrow road
mound – large pile or quantity
pillar – tall, strong support for a building (often stone)
prowl – move quickly and hunt
quicklime – chemical compound used to burn things

The Mystery of Edwin Drood

4.23

Mr Jasper, the cathedral choirmaster is writing a book about the cathedral. He has arranged for Durdles, the stonemason and keeper of the crypt, to show him around at night to see the effect of moonlight on the architecture.

'Are you ready?'

'I am ready, Mr Jasper. Let the old ones come out if they dare, when we go among their tombs. My spirit is ready for them.' He takes a lantern, puts a match or two in his pocket to light it with, should there be a need, and they go out together.

Surely an unusual sort of expedition! That Durdles himself, who is always prowling among old graves and ruins like a ghoul – that he should be creeping around without a purpose, is nothing extraordinary; but that the choirmaster or anyone else should think it might be useful to be with him, and to study moonlight effects in such company is another matter.

'Watch out for that mound by the gate, Mister Jasper.'

'I see it. What is it?'

'Lime.'

Mr Jasper stops, and waits for him to come up, for Durdles is slow. 'What you call quicklime?'

'Ay!' says Durdles: 'With a little careful stirring, quick enough to eat your bones*.'

They go on. Among those hidden corners there is very little movement after dark. Ask any citizens of Cloisterham, met by chance in the streets in day time, if they believed in ghosts, and they would tell you no; but ask them to choose at night between these scary passages and the wider roads past the shops and you would find that nearly all would choose the busier routes. The reason for this could be found in the thought: 'If the dead do, under any circumstances, become visible to the living, these quiet, isolated places would be very good for the purpose. Therefore, I, the living, will get out of them as soon as I can.'

Therefore, when Mr Jasper and Durdles pause to glance around them, before descending into the crypt by a small side door, to which the latter has a key, the whole area of moonlight in their view is completely empty.

They enter, locking themselves in, descend the rough steps and are down in the crypt.

The lantern is not wanted, for the moonlight strikes in at the high windows, making patterns on the ground. The heavy pillars which support the roof create masses of black shade, but between them there are lanes of light. Up and down these lanes they walk.

Durdles drinks quickly from the bottle given him by Mr Jasper and soon he becomes so very uncertain, both of foot and speech, that he half drops, half throws himself down, by one of the heavy pillars. He begs his companion for a rest.

'If you wish,' replies Jasper, 'I'll not leave you here. Sleep while I walk up and down.'

Durdles is asleep at once; and in his sleep he dreams a dream.

It is not much of a dream, considering the vast world of dreamland and its wonderful creations; it is only strange for being unusually restless and unusually real. He dreams of lying there, asleep, and yet counting his companion's footsteps as he walks up and down. He dreams that the footsteps die away into distance of time and space, and that something touches him, and that something falls from his hand. Then something clinks and gropes about, and he dreams that he is alone for such a long time that the lanes of light take new directions as the moon moves along her path. From deep sleep he passes into a dream of slow cold unease; and painfully awakes to an awareness that the lanes of light are really changed, just as he had dreamed – and of Jasper walking among them.

'Awake at last?' says Jasper.

The great bell strikes twice in the tower.

'Two!' cries Durdles; 'Why didn't you try to wake me Mister Jasper?'

'I did. I might as well have tried to wake the dead.'

'Did you touch me?'

'Touch you? Yes, shook you.'

As Durdles remembers the touching in his dream, he looks down on the floor and sees the key of the crypt lying close to where he himself lay.

'I dropped you, did I?' he says, picking it up, and recalling that part of his dream. As he gathers himself up again into an upright position, he is again conscious of being watched by his companion.

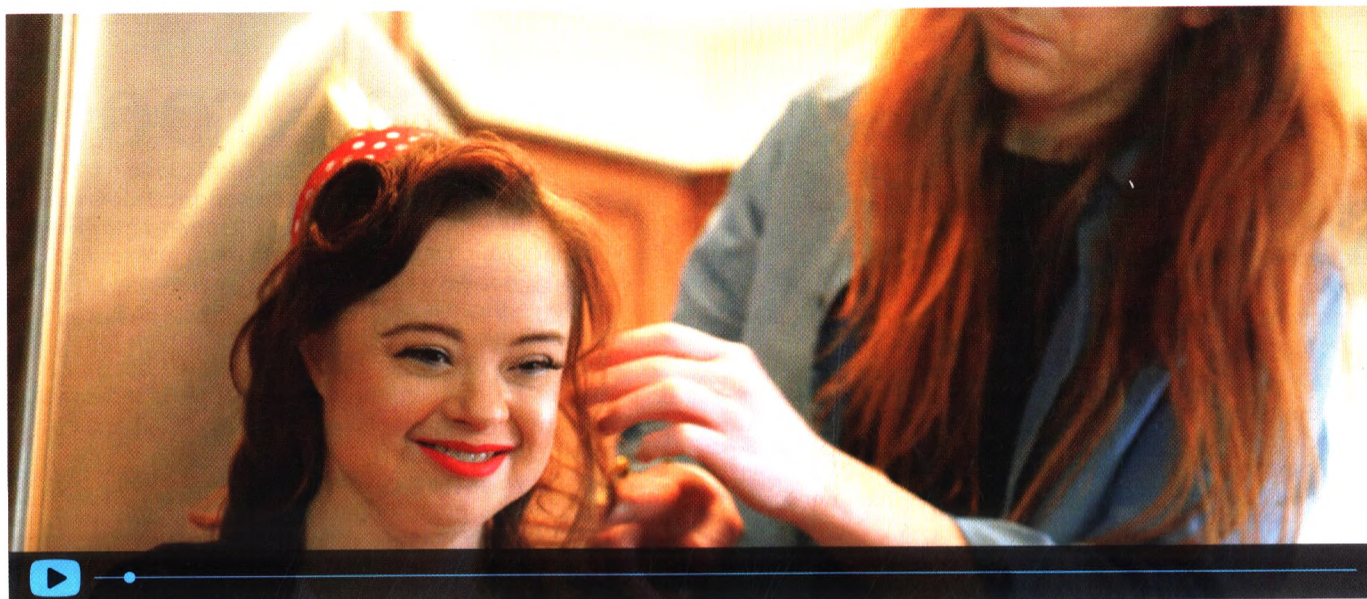
'Well?' says Jasper, smiling. 'Are you quite ready? Please don't hurry.'

*eat your bones – melt, slowly destroy bones

FACT BOX Charles Dickens (1812–1870)

Charles Dickens is one of England's most famous and greatest novelists. He wrote fifteen major books and many short stories about life in Victorian England. His work gives us an understanding of what it was like to be poor and live in London at that time. His skill is in creating wonderfully memorable characters and writing with both humour and compassion. He wrote many of his major works in sections in magazines, with the story developing as people were reading them. *The Mystery of Edwin Drood* is set in Cloisterham, a cathedral town that has strong links with London. Edwin Drood was Dickens' final book and was left unfinished when he died.





1 SPEAKING In pairs, look at the photo of Katie and answer the questions.

- Can you guess what the video is about?
- What do you think you will learn about Katie and her life?

2 **2 Watch the video and decide whether the statements are true or false.**

- ☐ Katie is the first model with Down Syndrome.
- ☐ Katie thinks you don't need to be beautiful to be a fashion model.
- ☐ Katie likes dressing up but she doesn't enjoy it when people style her hair or put on her make-up.
- ☐ 'Best Buddies' makes it easier for disabled people to get jobs.
- ☐ Katie had an unhappy childhood because of her disabilities.
- ☐ Her parents think that Katie has a positive effect on other people with disabilities.

3 In pairs, think of other inspirational people with disabilities and discuss what they did to change attitudes.

Beethoven composed fantastic music even when he was deaf.

4 **2 Complete the sentences with the words from the box. Then choose the correct meaning for each phrase. Finally, watch the video again and check.**

bursting door face shoot sunshine

- She's **the face** of a collection of hair products.
She's someone whose image is used to advertise the products / who sells her own products.
- Katie might be small but she's very confident, kind and **with energy**.
She has got a lot of energy / can't control her energy.
- Alan Randall does her hair and cuts it and styles it for the **photo**.
A photo or series of photos that a friend takes for fun / a professional takes for a magazine or other publication.
- The opportunity that Katie's had, I think, it's **opening up the** for so many people with disabilities.
It is making it easier for them to do different things / them realise they are special.
- Katie **brings** to everybody she meets.
She helps them understand things / makes them feel happy.

5 SPEAKING In pairs or small groups, discuss the questions.

- What are the most important qualities for someone to succeed in the fashion industry?
- How can the following groups help people with disabilities to lead happier lives?
 - the people with disabilities or communities themselves
 - their family and friends
 - the government
 - organisations such as 'Best Buddies'
- Do you agree or disagree with these quotes from the video? Say why.
 - 'Beauty belongs to everybody.'
 - 'Beauty is more than just outward appearance.'
 - 'Katie's story can change attitudes towards disabled people.'

6 WRITING TASK Write an email to a friend in a different country. Describe Katie and what she does and say why you think her story is important.

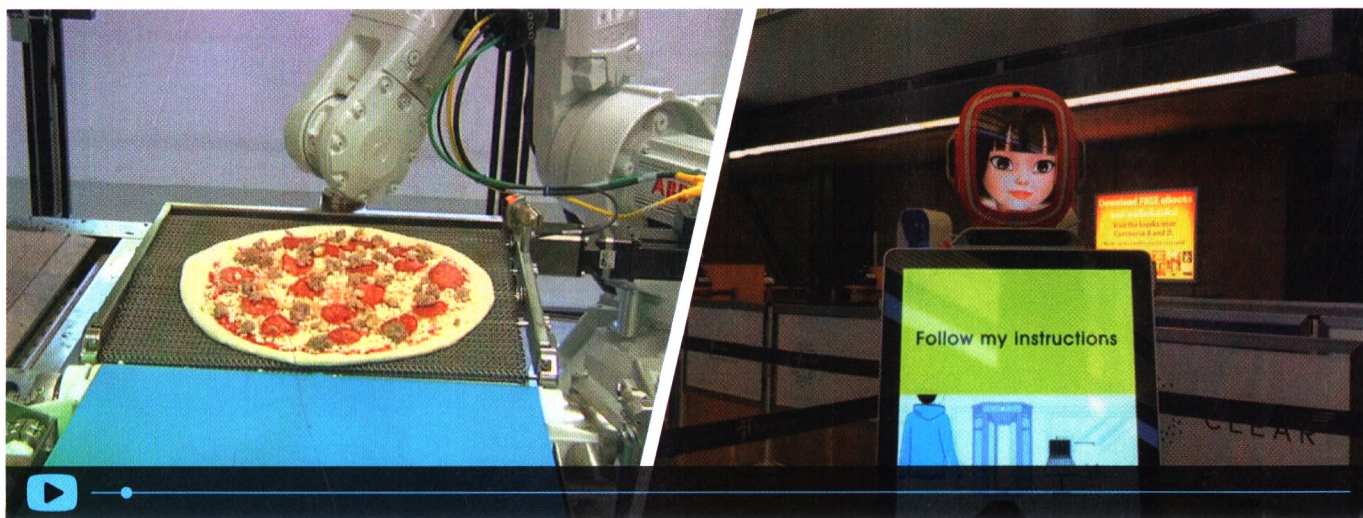
GLOSSARY

disabled – having either a physical or mental health condition

Down syndrome – a genetic disorder which affects growth, facial features and intellectual ability

overcome – to deal with a problem successfully

promote someone – to help someone by making others aware of them



1 SPEAKING In pairs, look at the photos and answer the questions.

- 1 What can you see in the photos? What activities are these robots doing?
- 2 What other jobs do you think robots will be able to do in the near future?

2 **5** Watch the video and choose the correct answers.

- 1 What is one of the tasks that robots do in the pizza kitchen?
 - a making the pizza bread
 - b putting pizzas in the oven
 - c making the pizza sauce
- 2 Which of these advantages of robots does the narrator mention?
 - a Robots can replace sick human workers.
 - b Robots' costs are lower compared to humans'.
 - c Robots can do more important jobs.
- 3 What inspires Italian makers of AI robots to design their machines?
 - a nature
 - b computer systems
 - c science fiction
- 4 According to the narrator, in which of these dangerous situations can robots help humans?
 - a They can stop natural disasters.
 - b They can search for earthquake survivors.
 - c They can work in nuclear power stations.
- 5 Why is the iCub able to do more than just simple tasks?
 - a It can think.
 - b It can speak.
 - c It can interact with humans.
- 6 At present, which of these things can robots and AI systems do?
 - a perform creative tasks
 - b work as architects or doctors
 - c learn more quickly than humans

3 Are you worried that robots will make it difficult for you to find a job in the future? Say why.

4 **5** Complete the phrases with the words from the box. Then watch the video again and check.

creatively frees freshly precise react spread

- 1 All our pizzas are freshly baked when you order them.
- 2 You make the pizza dough and I'll spread the sauce on it.
- 3 The good thing about 'employing' a robot is that it freely up people to do other jobs.
- 4 These robots can make precise movements which means they can do more advanced tasks.
- 5 This robot can react to its surroundings and change its behaviour if necessary.
- 6 Unfortunately, this robot can't think creatively or critically.

5 SPEAKING In pairs or small groups, discuss the questions.

- 1 Do you think robots will help or threaten humanity in the future? Say why.
- 2 Do you think there should be international laws about making AI? What should they aim to achieve?

6 Read the question narrator asks at the end: 'In the future, will robots be able to replace humans in more advanced jobs?' Give your opinions and reasons for your answers.

7 WRITING TASK An American writer, Isaac Asimov, in his book *Runaround*, wrote three rules for robots to follow. What do you think of them? Write a blog entry in which you suggest updating or expanding Asimov's rules. Give reasons for your ideas.

- 1 A robot can't hurt a human or allow a human to come to harm by doing nothing.
- 2 A robot must always follow orders from a human – but not if they break rule 1.
- 3 A robot must protect itself – but not if it breaks rule 1 or 2.

GLOSSARY

flexibility – the ability to change or be changed easily

precise – exact and accurate

reproduce functionalities – copy natural abilities of e.g. humans and give them to something else

threaten – to put in danger



1 **▶ 10 SPEAKING** In pairs, look at the photo of a woman running an ultramarathon and answer the questions. Then watch the video to check your answers.

- How is an ultramarathon different from a normal marathon?
- What problems could the runner have during the race?

2 **▶ 10** Watch the video again and complete the information.

Long trail ultramarathon

- **Distance:** 440 km – over ¹ ten times longer than a normal marathon
- **Current world record:** ² _____ days, _____ hours and 30 something minutes
- Nicky has been training for the race for ³ _____ years.
- **Number of people on her support team:** ⁴ _____
- Nicky beat the previous women's world record by over ⁵ _____.

3 What is the toughest exercise or sport you have done? How did you feel while you were doing it and afterwards?

4 **▶ 10** Complete the sentences with the correct words formed from the words in bold. Then watch again and check.

- This is one of the toughest sports in the world. It's long, it's hard and it can be painful. **PAIN**
- The long trail is a _____ course. Participants run up and down the hill. **HILL**
- The support team are there to provide _____, especially when she gets tired or demotivated, and to give her _____ help when she feels unwell or gets injured. **ENCOURAGE, MEDICINE**
- Her _____ is planned by the team doctor, who is preparing her meal plans and how much she needs to eat. **NUTRIENT**
- Fighting tiredness is a real test of physical _____ and willpower. **ENDURE**
- She is close to an incredible _____ – she is the fastest woman ever to finish the trail. **ACHIEVE**

5 **SPEAKING** In pairs or small groups, discuss the questions.

- What other extreme or dangerous sports can you think of that require a lot of training? Can you order them from the easiest to the most difficult and from the safest to the most dangerous?

parachuting, waterfall kayaking, mountain climbing ...

- What's your opinion of ultramarathons and people who complete them? How would you react if a friend suggested training for one?

- Can Nicky's example really inspire people to do sports or lead a healthier lifestyle? Say why.

Yes, because she makes it look fun.

No, because the idea of an ultramarathon would put people off.

6 **WRITING TASK** Write a description of an ultramarathon giving facts about the course and what the runners do during the four or five days it takes.

GLOSSARY

crave – to want something very much

endurance – ability to withstand pain or extreme conditions

equivalent – the same as

favour something – to prefer something

school of thought – an idea held by a group of people

to the limit – to the maximum amount/degree/level possible

willpower – strong determination



- 1 **SPEAKING** In pairs, say what you know about New Zealand. How similar or different is it from your country? Then watch the video and say what new information you discovered about New Zealand.
- 2 **12** Watch the video and complete the sentences with one or two words or numbers in each gap.
 - 1 Karl and Matt are going to travel around New Zealand for seven weeks.
 - 2 Matt met Karl in _____ but now he lives and works in _____, the capital of New Zealand.
 - 3 Matt's plan is to take Karl to the places that _____ don't normally visit.
 - 4 The Maori culture is about _____ years old.
 - 5 A 'Marae' is the Maori word for a _____.
 - 6 Matt enjoyed a whole _____ of visiting his country as a tourist.
- 3 If you had to show a foreigner one touristy place and one traditional place in your country, where would you take them? Say why.
- 4 **12** Watch the video again and pay attention to the phrases in the box. Then match them to their synonyms 1–6.

at the crack of dawn backpacking trail hit the road
 move back to off the beaten track
 perspective as a tourist

- 1 a hiking route *backpacking trail*
- 2 away from touristy places
- 3 return to a place after being away
- 4 very early in the morning
- 5 start a journey
- 6 looking at a place as a visitor

- 5 **SPEAKING** In pairs or small groups, discuss the questions. Then share your opinions with another group.

- 1 What would visitors to your country be impressed by the most? Give reasons for your answers.
beaches – very clean, white sand, good waves for surfing
our capital city – great museums, friendly people
- 2 Do you prefer to visit touristy or non-touristy parts of a foreign country? Say why.
- 3 Read the comments that Karl makes. Do you agree with him? Say why.

- 1 'We're going completely off the beaten track, there'll be no phone reception, no nothing, which will be a nice break so I'm really looking forward to it.'
- 2 'It's always a good start to the day when you wake up and do something you've never done before.'
- 3 What makes you proud of your country?
- 4 What makes a journey a valuable experience? Give examples of places you have visited that have helped you learn something about the world or about yourself.

- 6 **WRITING TASK** Imagine you went to the places shown in the video. Write an email to a friend in a different country saying what you have done, what you have seen and how you felt while you were there.

GLOSSARY

heritage – traditions, beliefs and values of a society

indigenous – native, local

Kiwi – a nickname for a New Zealander

Maoris – the original inhabitants of New Zealand

spiritual – religious, relating to the spirit not the body or mind



- 4 **17** Complete the sentences with the correct words formed from the words in bold. Watch again and check.
- In the era of increasing automation many predictable and repetitive jobs may disappear. **PREDICT, REPEAT**
 - There are some professions, though, which are likely to survive as they require _____, _____ and highly developed skills. **CREATIVE, INNOVATE**
 - Shawn's job requires _____. **DETERMINE**
 - She has to be _____ because machines now make a lot of glasswork. **COMPETE**
 - Nathan also very much desires to be _____. **INFLUENCE**
 - Nathan and Shawn have learned skills that have produced _____ objects in our society. **ICON**
- 5 **SPEAKING** In pairs or small groups, discuss the questions.
- Is it important for old skills and talents to continue to exist when machines can do the work more quickly, more easily and, perhaps, better?
Yes, what if machines stop working?
No, it's just a bit of history like people dressing up as knights.
 - What skills are we losing because of technology that it is important for us to keep?
 - What is the difference between being a craftsman and an artist?
 - Read the question narrator asks at the end and give your opinions: 'People will continue to love and enjoy their work for years to come. That's a real legacy, isn't it?'
Yes, because the object will exist after the maker has died.
No, because people may not appreciate the items in the future.
- 6 **WRITING TASK** Imagine you are applying for a training programme as a craftsperson. Write a personal statement.

GLOSSARY

craft – a job or activity in which you make things with your hands, and that you usually need skill to do

curious – wanting to know more

customised – made for specific needs of a customer

entrepreneur – a person who runs their own business

freelance – working independently, selling services to different companies, people

legacy – something significant left by ancestors for future generations

mass-produced – made in factories in large quantities

unique – unlike any other

- 1 **SPEAKING** In pairs, look at the photos and answer the questions.
- What jobs do you think they show?
 - Which of these jobs appeals the most to you? Say why.
 - Do you know any other handcrafts? What are the pros and cons of doing jobs like those?
- 2 **17** Watch the video and answer the questions.
- What does Eric build? *customised motorbikes*
 - What does Shawn make from glass?
 - When did the tradition of glass blowing begin?
 - Does she see herself as an artist or a craftsman?
 - When did people start making clocks?
 - What does Nathan make by hand?
 - How long does Nathan expect his clocks to continue working?
- 3 Think about the skills Shawn and Nathan needed to learn. If you had the chance to learn how to do one of these jobs, which one would you choose and why?

In fact, overall, nearly 70% of the forty thousand people who took part in the matrix experiments lied when the circumstances made it easy to do so.



- 1 SPEAKING** You are going to watch a video about an experiment on honesty. Before you watch, look at the quotation on the photo above and discuss these questions in pairs.

- 1 Why do you think people lie?
- 2 What might be the circumstances that make lying easier?

- 2** **19** Watch the video and choose the correct words or numbers.

- 1 'Fudge factors' are *small unimportant lies / excuses for being dishonest*.
- 2 In the experiment, people have *half a second / one and a half seconds* to make a decision.
- 3 Seventy percent of the people taking part *were / weren't* completely honest.
- 4 Fibs and white lies are *the same / two different* things.
- 5 Telling lies when we are children can help *get children out of trouble / develop children's imagination*.
- 6 The girl gives an example of a *good reason to lie / an unimportant reason for lying*.

- 3** What do you think of the experiment? Would you have been completely honest or not? Say why.

- 4** Complete the text with one word from the box in each gap.

trouble twist root brain line ~~mission~~ dilemma

Dan Ariely says that he is on a ¹mission to find out why people lie. He asks: How can it be that people lie but think they are honest. He thinks of a simple experiment but there's a ² twist – the participants can earn more money if they lie. This creates a moral ³ dilemma. Most of the participants crossed the ⁴ line from honesty to dishonesty. Dan studies children to try to get to the ⁵ root of why we lie. Lies can get children into ⁶ trouble but they still do it. In the end, he finds out that lying is connected with the development of the ⁷ brain.

- 5 SPEAKING** In pairs or small groups, discuss the questions.

- 1 What other ways of testing people's honesty can you think of? Present one idea to the class explaining how it works and how it tests people's honesty. Have a class vote on the idea people like best.

We could drop some money on the floor and see if people give it back to us.

- 2 There is a phrase in English: *to be economical with the truth*, which means being dishonest without actually lying. Look at the example below. Did the child lie? Were they honest? Discuss other ways of being economical with the truth.

Mother: Did you get any marks from school today?
Child (who got a B in History and an E in Maths): Yes, I got a B in History.
Mother: Oh, that's very good. Well done.

- 3 At the end of the video the narrator asks the question: 'What do you think? Is it ever OK to lie?' Answer that question. Then think of different people in your life (parents, teachers, friends, etc.). How important is it that they are honest with you? Give reasons for your answers.

- 6 WRITING TASK** Imagine you are Dan. Write a blog entry to explain what the experiment was about, what happened and what you think it shows about people's honesty.

GLOSSARY

excuses – reasons people give for doing or not doing something

fib – a small, unimportant lie often told by children

justify – to give a reason why you did something

regardless of – without being influenced or affected by

reward – something that you get because you have done something good or helpful or have worked hard



1 SPEAKING In pairs, look at the photo and answer the questions.

- 1 Do you like the picture in the photo? Give reasons for your answer.
- 2 Can you guess how this piece of art was made? Do you think it is an oil painting, a drawing, a computerised image or something else?

2 **▶ 23 Watch the video and choose the correct answers.**

- 1 Lisa tries to make *the real world* look like a painting / *her paintings* look like the real world.
- 2 Lisa / Another artist paints the backgrounds.
- 3 Lisa takes photos of her paintings because *they're only temporary* / *she's also a photographer*.
- 4 The model, Christopher *studies* / *feels he's a part of the history* of art.
- 5 Lisa is famous *only in America* / *in many countries*.
- 6 The art expert thinks that Lisa is *doing something new* / *copying someone else's style*.

3 Would you like to be in a painting like this? Say why.

4 **▶ 23 Complete the phrases with the words in the box. Then watch the video again to check.**

exhibits bold boundaries canvas dimensional headlines shadow standards toe

- 1 She's **making headlines** with her artwork.
- 2 She paints her models **from head to toe**.
- 3 She uses **bold brush strokes** to **capture depth and** just as she sees it in real life.
- 4 Lisa paints on people in a way that makes them look like **two-dimensional** paintings.
- 5 For Lisa, **the world is a canvas**.
- 6 Lisa sometimes paints people **for live art**.
- 7 Michael Schwartz is an art expert and gallery owner who thinks Lisa's **work is pushing boundaries**.
- 8 When a woman **challenges the standards** and creates something so unusual, that's really important.

5 SPEAKING In pairs or small groups, discuss the questions.

- 1 Do you think an artist needs to have talent or is a good imagination enough?

If there is no talent, then anyone can create the same thing so it isn't unique anymore.

*Some art works such as Tracey Emin's **unmade bed** is as interesting and important as an oil painting or sculpture.*

- 2 How important is it for schools to teach students about art and its history? Give reasons for your answers.
- 3 Read the question the narrator asks at the end and give your opinions: 'Will her paintings be remembered if they only last a day before they are gone for good?'

Yes, we can still have photos of them.

No, photos won't show how amazing the paintings really look.

6 WRITING TASK Imagine you have been to a live art exhibition of Lisa's paintings. Write a review of the exhibition.

GLOSSARY

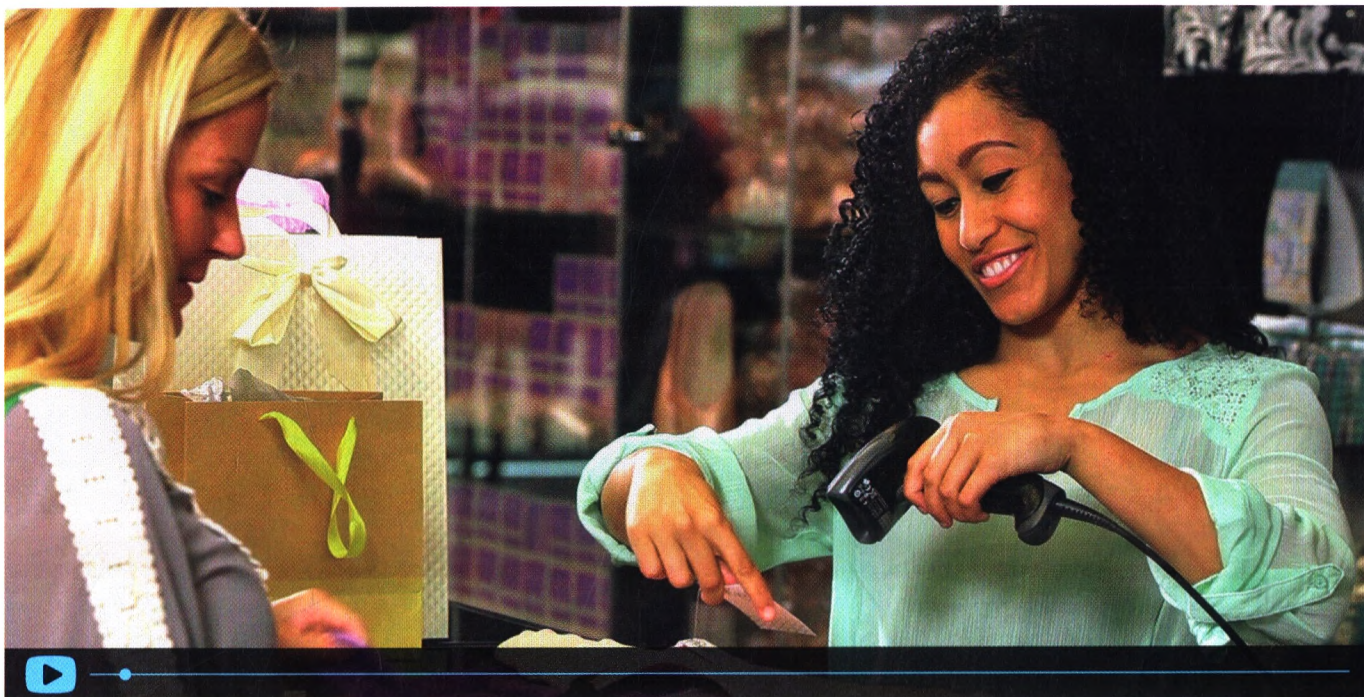
acrylic (paint) – made from chemicals, not natural materials

atmospheric – giving a particular feeling e.g. pleasing or mysterious

critical acclaim – positive opinions from critics and experts

neat (*American English slang*) – good

pushing boundaries – challenging what is acceptable or normal



4 SPEAKING In pairs, look at the photo and answer the questions.

- How often do you buy things in shops or on the Internet?
- Which of the things that you buy do you share with friends or family?

2 **26** Watch the video and decide if the statements are true or false.

- ☐ The sharing economy is a new idea.
- ☐ Some people even share pets.
- ☐ To unlock the car you need the keys.
- ☐ The amount you pay for a shared car depends on how long you want it for.
- ☐ The housing scheme was set up by the government.
- ☐ The houses in the scheme are free if you agree to renovate them.

3 What possessions of your own would you be happy to rent to other people and what possessions would you definitely not rent out? Say why.

4 **26** Complete the sentences with the words from the box so that they have the same meaning as the original.

booking boost fortune pick rent stretch

- I haven't got enough money.
My money doesn't stretch far enough for my needs.
- You can pay to use someone else's car, clothes or tools.
You can _____ a car for a few hours.
- You can reserve the item you want for a certain time.
You can make a _____ so that you have the item at a certain time.
- The app tells you where to collect the car from.
The app tells you where to _____ it up.
- You don't have to spend a lot of money on clothes.
It isn't necessary to spend a _____ on clothes.
- Housing schemes can make communities stronger.
Housing schemes can give communities a _____.

5 SPEAKING In pairs or small groups, discuss the questions.

- What advantages and disadvantages does the sharing economy have?

Advantages

cheaper than buying

Disadvantages

possible damage to car/clothes etc.

- The narrator also mentioned sharing time and skills. What skills can be shared in sharing economy? What skills can you share?

Someone who is good at languages could teach other people. For example, I could teach someone English and French.

- Read the question the narrator asks at the end and give your opinions: 'But is it likely that in the future we may not need to own anything at all?' Give reasons for your answers.

6 WRITING TASK Write an opinion essay about the advantages and disadvantages of a sharing economy. Say whether, overall, you think it is a good idea or not.

GLOSSARY

designer outfit – a set of clothes made by a famous fashion designer

renovate – to make changes to a flat/house so that it looks new again

repair – to fix broken things

scheme – a plan of action

solution – a way of overcoming a problem



1 SPEAKING You are going to watch a video about people who have moved away from cities to a quiet island. Before you watch, look at the photo and discuss these questions in pairs.

- 1 Why do you think the people decided to move there?
- 2 What do you think they can do in their free time?

2 **31** Watch the video and answer the questions.

- 1 Where is Anglesey?
- 2 What aspects of Welsh culture can you enjoy in the community?
- 3 According to Therese, what adds something special to a location?
- 4 Where is Sian from?
- 5 How long did she work in advertising for?
- 6 What did Sian use to wear?

3 Would you like to live on an island like Anglesey? Say why.

4 **31** Complete the sentences with the words from the box. Then watch the video again and check.

detached pace quality pressure reconnect vibrant

- 1 People in big cities often lead **high pressure** lifestyles.
- 2 It is important for people in urban areas **to** **reconnect** with nature.
- 3 We live in **a** **detached** community with lots of cultural activities going on.
- 4 A small flat in a city can cost as much as **a** **house** in the countryside.
- 5 The **pace** of life here is much slower than in London and the **quality** of life is much better.

5 SPEAKING In pairs or small groups, discuss the questions.

- 1 People often move to cities when they are young and then somewhere quieter when they are older. What do young people like about cities and what do older people dislike about them?

Young like

nightlife ...

Older dislike

noise ...

- 2 In which town, village or area would you like to live in your country? Give reasons for your answer.
- 3 Read the question narrator asks at the end and give your opinions: 'What does good quality of life mean to you?' Use the headings below and your own ideas.

- | | |
|-------------|--------------|
| • free time | • excitement |
| • friends | • house |
| • money | • work |

6 WRITING TASK Imagine you live on Anglesey. The local council wants to attract visitors so they ask you to write an article describing life on the island and the fun things you can do there.

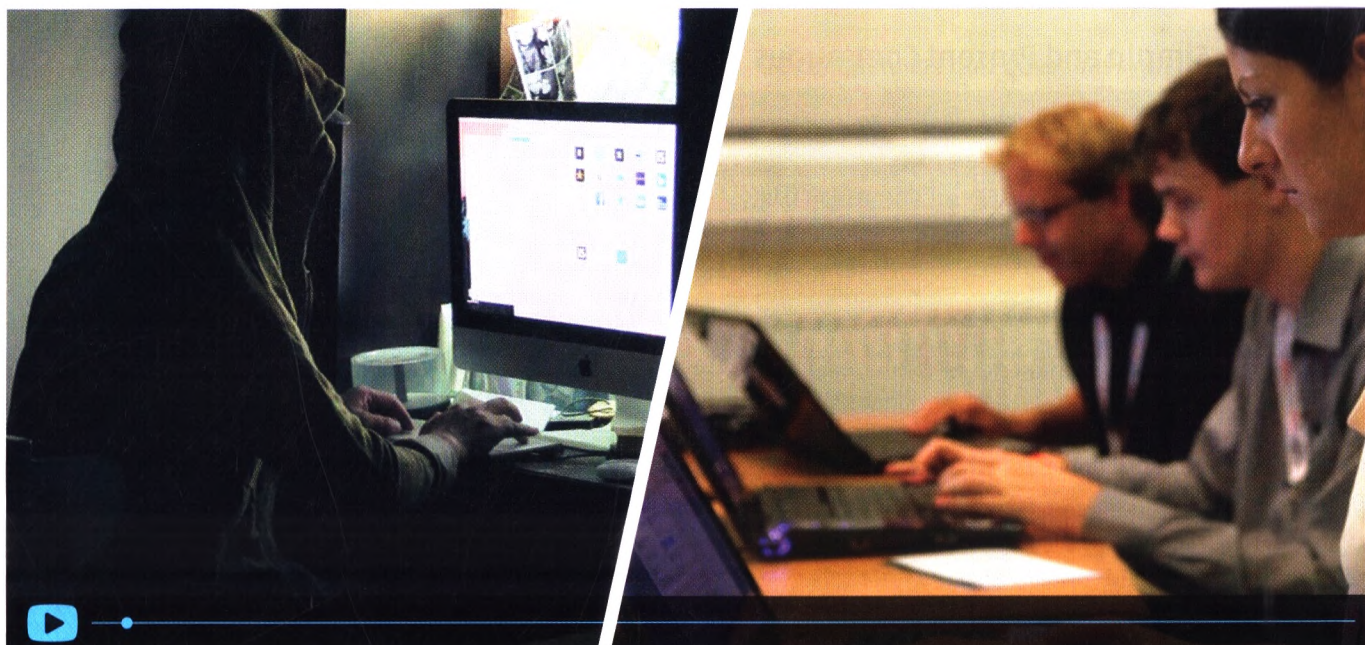
GLOSSARY

deadlines – times set at which work has to be completed

hectic – very busy and full of activity

profound – having a strong influence or effect

remote – far away from towns or places where people live



1 SPEAKING You are going to watch a video about cyberspace security. Before you watch, look at the photos and discuss these questions in pairs.

- 1 What sort of problems do you think the video will talk about?
- 2 In what ways can young people be made interested in working in cyber security?

2 **33** Watch the video and put the events in the order that we see them.

- a ☐ We learn why Nigel Harrison set up Cyber Security Challenge.
- b ☐ We find out who won the Cyber Centurion Challenge.
- c ☐ The narrator explains what the Cyber Centurion Challenge is.
- d ☐ We listen to some of the participants in the Cyber Centurion Challenge.
- e ☒ The narrator explains what cyberspace is.
- f ☐ The narrator tells us why hacking is a problem.
- c ☐ The narrator tells us of a competition for school children.

3 How worried are you about hacking and data theft? What do you do to keep yourself safe online?

4 **33** Match the beginnings to the correct endings and then choose the correct word. Watch the video again to check your answers.

- 1 ☐ Cyberspace is the online world of
- 2 ☐ Hackers / Gamers are experts
- 3 ☐ Nigel wants these events to force / inspire
- 4 ☐ Cyber Centurion requires a
- 5 ☐ The students have to safeguard / rescue
- a purpose / deliberate -built website.
- b computer data / networks and the Internet.
- c the network from criminal hackers.
- d at getting into computer systems.
- e more people to consider jobs in cyber security.

5 SPEAKING In pairs or small groups, discuss the questions.

- 1 Are you optimistic or pessimistic about the future of cyber security? Give reasons for your answer.

Optimistic

Cyber experts will one day create a completely safe computer code that can't be hacked.

Pessimistic

Politicians don't understand the problem well enough and won't spend enough money on solving it.

- 2 Look at three different examples of hacking and say what you think should happen to each person?

A hacked into the government's defence department and left a message on their computer saying: 'I got in here, which means our enemies could!'

B hacked into a famous person's Twitter account and wrote messages pretending they were from that person. None of them were rude or hurt anyone.

C hacked the Education Ministry and found this year's exam papers and then put them online where everyone could see the questions before the exam.

6 Read what narrator says at the end and give your opinions: 'These students could go on to have careers protecting cyberspace from criminal hackers in the future – a job which experts believe will be in high demand.'

7 WRITING TASK Use your ideas from Exercise 3 to write a blog post on dangers people may face online and how they can keep themselves safe.

GLOSSARY

aspire to – to have an aim or ambition to do something

flaws – mistakes or weaknesses

purpose-built – created for one specific reason

vulnerabilities – weaknesses

1A Present Simple and Present Continuous

Present Simple			
Affirmative		Negative	
I/You/ We/They	like casual clothes.	I/You/We/They	do not (don't) like casual clothes.
He/She/It	likes casual clothes.	He/She/It	does not (doesn't) like casual clothes.

Yes/No questions

Does he **like** casual clothes?

Wh- questions	Subject questions
---------------	-------------------

When **do** you **wear** casual clothes? Who **likes** casual clothes?

We use the Present Simple to talk about:

- facts and general truths: *Water boils at 100 Celsius.*
- routines and habits: *We usually go to rock concerts.*

Common time expressions used with the Present Simple:

always, every day, regularly, most days, usually, often, sometimes, hardly ever, never.

Present Continuous					
Affirmative			Negative		
I	am ('m)	dancing.	I	am not ('m not)	dancing.
You/We/ They	are ('re)		You/We/ They	are not (aren't)	
He/She/It	is ('s)		He/She/It	is not (isn't)	

Yes/No questions

Are you **dancing**?

Wh- questions	Subject questions
---------------	-------------------

Where **are** they **dancing**? Who **is** dancing?

We use the Present Continuous for:

- actions happening right now:
I'm taking a selfie with my best friend.
- temporary situations happening around now:
At the moment, she's preparing for the prom.
- changing situations:
Superheroes are becoming more popular these days.

Common time expressions used with the Present Continuous:

at the moment, now, this week, these days, at present.

State verbs

We use the Present Simple (not the Present Continuous) with state verbs such as:

- attitude verbs (describing feelings, emotions, preferences, etc.), e.g. *hate, like, love, prefer*;
- mental/thinking verbs, e.g. *believe, know, need, remember, think, understand, want*;
- sense/perception verbs, e.g. *feel, hear, see*.

Some state verbs (e.g. *think, have, look*) can be used in the continuous form, but with a change in meaning:

*Do you **see** what I mean? (understand)*
*I **am seeing** my girlfriend tonight. (meet)*
*She **has** a new dress. (own)*
*I'm **having** a shower. (take)*

1E Articles

We use **no article (Ø)**

- with plurals and uncountable nouns to talk about something/someone in general:
*Susan reads a lot of **books** on modern design.*
*I'm really into **fashion**.*
- with days, months, seasons, holidays, parts of the day:
*Summer holidays in the United Kingdom start in **July**.*
- with continents and countries:
*My parents are from **Italy**.*

Exceptions: in **the** United Kingdom, in **the** United States, in **the** Netherlands, in **The** Hague

We use **a/an**:

- before a singular countable noun:
*Have you got **a** sister?*
- when we mention something/someone for the first time or to refer to any one of a kind or group:
*I'm wearing **a** leather jacket.*
- with occupations: *I'm **a** shop assistant.*

We use **the**:

- to talk about a specific or unique thing/person, e.g. because he/she/it is the only one or when it's clear which thing/person we mean:
*I like **the** colour of that dress.*
*Who is **the** Queen of Denmark?*
- when we mention something/someone for the second time:
*I'm wearing a leather jacket. **The** jacket looks great.*
- with the superlative forms of adjectives: **the best**
- with ordinal numbers: **the second**
- to refer to a period in time: **the 1960s**

1 1A Complete the text using the verbs in brackets in the Present Simple or the Present Continuous tense.

From: Clare

To: Dave

Hi Dave!

Guess what? I've won a fashion magazine competition!

I ¹***'m staying*** (stay) in London now and I ² _____ (work) as a trainee for a fashion magazine which ³ _____ (set) the trends. Sounds exciting, doesn't it? I usually ⁴ _____ (work) only four hours a day but this week it's London Fashion Week so we ⁵ _____ (work) full time.

Well, you know I ⁶ _____ (not work) on the texts at my job but I often ⁷ _____ (assist) with photo shoots. At the moment, we ⁸ _____ (design) the cover of next month's issue. The cover ⁹ _____ (show) a young girl in a floral dress. You wouldn't believe how many girls and women in the streets ¹⁰ _____ (wear) them now! My boss is an elderly man and his outfits are always very formal and elegant. He ¹¹ _____ (never wear) casual clothes to work. But you should see him now – he ¹² _____ (look) so overdressed in his designer silk suit!

That's all for now. ¹³ _____ (you/have) a good time in Barcelona now? Is it very hot out there?

Take care,
Clare

- 2 **1A** Tick the sentences which have the correct verb forms. Correct the ones which are wrong.
- ☐ I *am not understanding* teenage fashion these days.
 - ☒ Look at that girl in light-green dress! She *seems* bored.
 - ☐ I'm *seeing* this famous make-up artist today.
 - ☐ I'm *thinking* of becoming a jewellery designer.
 - ☐ I'm *having* a great idea – let's start a fashion blog!
 - ☐ What *are you thinking* about my new designer jeans?
 - ☐ I'm *knowing* the truth about her eyelashes. They are fake!
 - ☐ Sonia *hates* going to fancy dress parties.

- 3 **1A** Use the Present Continuous tense to describe trends. Write about the things in the box.

your hair style of jeans fashion blogs clothes (price) school parties

My hair is getting longer and longer.

- 4 **1E** Choose the correct articles to complete the sentences.

¹ - / The people in ² - / the Netherlands don't pay too much attention to their outfits. When they go out on ³ a / the weekday or at ⁴ a / the weekend, they like to dress casually. They usually wear ⁵ - / the jeans and ⁶ a / the cotton T-shirt, both in ⁷ - / a summer and winter. ⁸ - / the Dutch women rarely wear ⁹ - / the heels. They prefer ¹⁰ - / the flat shoes because comfort matters to them ¹¹ - / the most.

- 5 **1E** Complete the text with: *a, the* or *ø* (no article).

When Mr Hart entered ¹ the classroom, everybody stopped talking. ² _____ person we saw did not match ³ _____ image of ⁴ _____ typical teacher at West Hill School. Mr Hart, ⁵ _____ short man in his early 40s, was wearing ⁶ _____ linen patterned shirt and ⁷ _____ flared jeans, ⁸ _____ popular hippie outfit from ⁹ _____ mid-60s. Mark, ¹⁰ _____ bravest soul in class, couldn't help laughing. Mr Hart looked at ¹¹ _____ amused student and said 'Lesson one: do not judge ¹² _____ book by its cover'. And this was ¹³ _____ starting point of ¹⁴ _____ fascinating discussion about ¹⁵ _____ stereotypes and ¹⁶ _____ prejudices.

- 6 **1E** Complete the quiz questions with the: *a, the* or *ø* (no article). Then do the quiz. Check your answers at the bottom of the page.

QUIZ

- Which city is *the* fashion capital of _____ Europe?
a Paris
b Milan
c both
- Who was famous for popularising _____ 'little black dress' in _____ 1920s?
a Coco Chanel
b Christian Dior
c Carolina Herrera
- _____ first pair of Levi's jeans was sold in _____ USA for:
a \$ 6
b \$ 60
c \$ 100
- _____ kilt is _____ skirt worn by _____ men and it comes from:
a England
b Scotland
c Canada



2A Present Perfect Simple and Present Perfect Continuous

Present Perfect Simple

- We use the Present Perfect Simple to talk about a finished activity in the past if we don't say when it happened. We focus on the result, which can often be measured: *I've designed and built many websites.* (I have done this work in the past, now I have experience in it.)
- If we say how many things or how much we've done, how many times something has happened or how far we've travelled, we use the Present Perfect: *Paul has lived in Spain for many years.*
I have read his blog three times already, now I can remember almost every word.
- Questions in the Present Perfect Simple often begin with *how many*:
How many books has she written?

Present Perfect Continuous

Affirmative			Negative		
I/You/ We/ They	've (have)	been studying.	I/You/ We/They	haven't (have not)	been studying.
He/She/ It	's (has)		He/She/ It	hasn't (has not)	
Yes/No questions			Short answers		
Have	I/you/ we/ they	been studying?	Yes, I/you/we/they have . No, I/you/we/they haven't .		
Has	he/ she/it		Yes, he/she/it has . No, he/she/it hasn't .		
Wh- questions			Subject questions		
How long	have	I/you/ we/ they	Who	has	been studying?
	has	he/ she/it			

- We use the Present Perfect Continuous to talk about an activity that started in the past and may still be continuing. We focus on the activity, not the result: *I have been revising for the test all day.*
- We often mention how long the activity has been going on: *I have been waiting for the exam results for two weeks.*
- We use this tense for an unfinished or recently finished activity that explains something in the present: *I've been revising for the Maths exam for hours. I am exhausted.*
- Questions in the Present Perfect Continuous often begin with *how long*:
How long have you been waiting for the bus?

Since and for

We use *since* (from a point in time) and *for* (through a period of time) with both the Present Perfect Simple and the Present Perfect Continuous:

She's lived here since 2012.

They've been working on the project for ten years.

2D Verb patterns

Verb + -ing

- We use the *-ing* form after these forms: *admit, avoid, can't stand, don't mind, fancy, hate, imagine, keep, like, miss*:
Just imagine winning the competition!
He keeps asking me lots of difficult questions.

Verb + infinitive

- After these verbs we use the infinitive with *to*: *agree, allow, appear, decide, expect, hope, need, learn, offer, promise, refuse, seem, want, would like*:
Our teacher doesn't allow us to use calculators in class.
Would you like to study Science?

Infinitive without to

- We use the infinitive without *to* after modal verbs: *can, might, must, should, will*.
You should answer his question right now.
I will study Science, that's certain!
- We use the infinitive without *to* after these verbs: *help, let, make*.
They let me play the game.
My parents made me tidy up the room.

Some verbs (e.g. *remember, forget, stop, try, regret*) can be followed by the *-ing* form or the infinitive **with a change in meaning**:

remember + infinitive (to remember something, then do it):
I remembered to switch off the lights.

remember + gerund (to do something and remember it later):
I remember switching off the lights.

forget + infinitive (to forget about something, so you don't do it):
I forgot to buy the birthday present.

forget + gerund [to do something and (not) forget it later]:
I'll never forget buying my first computer.

stop + infinitive (to stop something in order to do something else):
I stopped to read the book.

stop + gerund (to no longer do something):
I stopped reading the book.

try + infinitive (to make an effort to do something difficult):
He tries to read one chapter before bed every single night.

try + gerund (to do something and see what happens):
He should try reading one chapter before bed.

regret + infinitive (be sorry about doing something):
I regret to say that you failed the test.

regret + gerund (be sorry about something that happened in the past):
I regret spending so much money on that tablet.

like + infinitive (to do something because it is a good idea):
I like to spend at least three hours a day in the library.

like + gerund (to enjoy something):
I like working at home.

1 2A Complete the dialogues with the Present Perfect or Present Perfect Continuous form of the verbs in brackets.

- 1 A** Your eyes look red. What have you been doing (you/ do)?
B I _____ (play) computer games for four hours. That's why my eyes look tired.
- 2 A** I _____ (study) the whole map of Asia since 9 o'clock and I still don't know where Bhutan is. Can you help me?
B Sure. I can try.
- 3 A** _____ (you/ever fly) a drone?
B No, I haven't. But I'd like to one day.
- 4 A** Where _____ (you/be)? I _____ (try) to reach you for over an hour!
B Sorry, I _____ (not hear) the phone. I _____ (listen) to a fascinating podcast about the history of the universe.
- 5 A** There is something wrong with this 3D printer. It _____ (print) this badge for 40 minutes and it's still not ready. Do you think it _____ (break) down?
B I wouldn't worry. It always takes ages to print anything!

2 2A Complete the second sentence so that it has a similar meaning to the first sentence.

- 1** The engineers started working together a short time ago.
The engineers haven't been working together for a long time.
- 2** This is his third attempt to pass the science test.
He _____ attempts to pass the science test so far.
- 3** We are still doing the experiment.
We _____ the experiment yet.
- 4** My smartwatch broke down in the morning and then again in the afternoon today.
My smartwatch _____ twice so far today.
- 5** She is playing on her mobile phone. That's why she can't hear us.
She can't hear us because she _____ on her mobile phone for an hour.
- 6** I joined a science club two months ago.
I _____ a member of the science club for two months.

3 2A Complete the phrases with *since* or *for*. Then choose four phrases and write sentences about yourself.

- 1** since my birthday
2 _____ a week
3 _____ 5 minutes
4 _____ ten days
5 _____ 2017
6 _____ a long time
7 _____ the day I started this school
8 _____ a year
9 _____ ages
10 _____ 1st January

4 2D Complete the sentences with the correct form of the verbs in brackets. Then answer the questions.

- 1** Do you think teachers should let students use (use) smartphones in class instead of calculators? Why?/Why not?
- 2** Which do you enjoy more: _____ (play) board games or computer games? Why?
- 3** Do you mind _____ (do) homework on Saturdays? Why?/Why not?
- 4** Do you think you will miss _____ (go) to this school when you graduate? Why?/Why not?
- 5** Which gadgets can you imagine _____ (live) without? Why?
- 6** Who, in your opinion, appears _____ (be) the greatest scientist of all the times? Why?
- 7** What do you hope _____ (achieve) in the future?
- 8** Do you think you could manage _____ (live) without electricity? Why?/Why not?

5 2D Choose the correct structure to complete the sentences.

- 1 a** We stopped *to have* / *having* a rest at the service station on the motorway.
b Please, stop *to waste* / *wasting* so much time on these silly avatars and computer games!
- 2 a** I can't remember *to change* / *changing* my password but I think I did it because I can't open my account now.
b Please remember *to get* / *getting* paper for the printer on your way home.
- 3 a** I really tried *to design* / *designing* my own website, but it was too hard.
b Try *to switch off* / *switching off* your mobile phone before going to bed. I'm sure it will help you sleep better.
- 4 a** Martin will always regret *to give up* / *giving up* his place on this amazing space programme!
b We regret *to inform* / *informing* you that you have failed your university entry exam.
- 5 a** Don't forget *to bring* / *bringing* a ruler and a calculator for the Maths exam tomorrow.
b I will never forget *to meet* / *meeting* professor Brian Cox, a famous mathematician.
- 6 a** When reading a text for school, Martha likes *to scan* / *scanning* it first. This way she can find specific information such as dates or names.
b Albert liked *to jog* / *jogging* until he broke his leg.

3A Past Simple, Past Continuous and Past Perfect

Past Simple			
Affirmative		Negative	
I/You/He/She/It/We/They	jumped and fell.	I/You/He/She/It/We/They	did not (didn't) jump and fall.
Yes/No questions			
Did she jump and fall?			
Wh- questions		Subject questions	
Why did you jump and fall?		Who jumped and fell?	

We use the Past Simple:

- to describe finished actions: *I **broke** my leg yesterday evening.*
- to tell the main events in a story in order:
*I **ran** to the school gym, **opened** the door, and **saw** him!*

Common time expressions used with the Past Simple:

yesterday, yesterday morning/afternoon/evening, last night/year/week/Saturday, when I was five/ten, ten years ago, in September, in 2011:

*Where were you **yesterday**?*

*She went to the swimming pool **a week ago**.*

Past Continuous					
Affirmative			Negative		
I/He/ She/It	was	performing.	I/He/ She/It	was not (wasn't)	performing.
You/We/ They	were		You/We/ They	were not (weren't)	
Yes/No questions					
Was he performing?					
Wh- questions			Subject questions		
Where were they performing?			Who was performing?		

We use the Past Continuous:

- for longer activities interrupted by shorter ones in the past:
*I **was jogging** in the park when I saw an accident.*
- for temporary situations in the past:
*We **were meeting** at the gym twice a week.*
- to describe things which were in progress at or around a fixed time in the past:
*At 9 a.m. I **was relaxing** in the steam room.*
- to set the scene in a story or give background information:
*I **was cycling** to school one morning when ...*

Past Perfect					
Affirmative			Negative		
I/You/ He/She/ It/We/ They	had	won a medal.	I/You/ He/She/ It/We/ They	had not (hadn't)	won a medal.
Yes/No questions			Short answers		
Had	I/you/ he/she/ it/we/ they	won a medal?	Yes, I/you/he/she/it/we/they had . No, I/you/he/she/it/we/they had not (hadn't) .		
Wh- questions					
Why	had	I/you/he/she/it/ we/they	won a medal?		
Subject questions					
Who	had	won a medal?			

We use the Past Perfect:

- to talk about an action in the past that was completed before another action or a time in the past:
*When I arrived at the skate park, my friends **had already left**.*
- to talk about what happened before another event in the past. It is used with the Past Simple or Continuous:
*The road was dangerous because it **had snowed** during the night. (It snowed. Then, as a result the road became dangerous.)*
*We were driving slowly because we **had seen** an accident. (We saw an accident and drove more carefully afterwards.)*

Common time expressions used with the Past Perfect:

after, already, as soon as, before, by, by the time, just, once, until.

3D Used to and would

Used to and would	
Affirmative	<i>I used to go to the gym every Monday. I would go to the gym every Monday.</i>
Negative	<i>I didn't use to go skiing every year. He wouldn't go skiing every year.</i>
Yes/No questions	<i>Did he use to be in a football team?</i>
Wh- questions	<i>What did he use to like?</i>
Subject questions	<i>Who used to eat unhealthy food?</i>

- We use *used to* and *would* for habitual/repeated actions in the past:
*As a teenager, I **used to/would** go to the swimming pool every Sunday.*
- We use *used to* (not *would*) for past states (with state verbs – go to 1A, page 172):
*I **didn't use to** love yoga. (But I do now.)*
*She **used to think** positive thoughts. (But she doesn't any more.)*
- We don't use *would* **when asking** about past actions:
***Did you use to** do any sports when you were younger?*
- We use the Past Simple (not *used to* or *would*), if something happened only once in the past:
*I **went** skiing last winter.*
*but: I **used to/would** go skiing every year when I was younger.*

1 3A Choose the most suitable tense.

Lance Armstrong, an American cyclist who ¹*was winning / won* the Tour de France seven times, ²*lost / was losing* all his titles in 2012 when a US Anti-Doping Agency ³*discovered / was discovering* that he ⁴*had used / used* drugs during his cycling career. While he ⁵*was trying / had tried* to fight back against the Agency's decision, all Armstrong's sponsors ⁶*left / had left* him. At first, he ⁷*didn't want / had not wanted* to admit he ⁸*used / had used* illegal substances but he finally ⁹*had told / told* the truth when he ¹⁰*answered / was answering* Oprah Winfrey's questions in her TV show in 2013.



2 3A Complete the sentences with the words from the box.

after before by the time just once until

- 1 The patient was lucky. The ambulance arrived before it was too late to help him.
- 2 _____ months of training, our team won the race!
- 3 _____ as they reached the stadium, the game started.
- 4 They watched the game _____ the end though it was rather boring.
- 5 _____ we got to the swimming pool, the competition had already finished.
- 6 _____ she started going to Zumba classes, she quickly got into shape.

3 3A Imagine you saw a celebrity at a sports event. Write a story to describe the event. Use the questions below to help you.

- 1 What sport event did you go to?
- 2 Why did you decide to go there?
- 3 Who did you go with?
- 4 What was the celebrity doing when you saw him/her? What was he/she wearing?
- 5 Did you speak to him/her?
- 6 What happened next? How did you feel about the whole incident?
- 7 Had anything similar happened to you before?

4 3D Choose the most suitable form. In some cases, both forms are possible.

- 1 When I was at school, I *didn't use to keep / didn't keep* fit but now I do sports three times a week.
- 2 I *would never like / never used to like* judo but now I'm crazy about it.
- 3 My grandfather *would cook / used to cook* delicious meals for the whole family when he lived with us.
- 4 Ben *used to swim / swam* very well at the school competition last year.
- 5 I *used to eat / would eat* frozen food every day when I was at university. Now I eat only fresh products.
- 6 When you were a small child, *did you use to believe / would you believe* that processed food is full of vitamins?

5 3D Complete the text with the correct forms of *used to* or *would* and the verbs in brackets. Sometimes both forms are correct. Where neither is possible, use the Past Simple.



When I was in my teens, I ¹*didn't use to like* (not like) any sports. I ²_____ (often/watch) football league shows on TV with my friends but that was it. My favourite form of 'exercise' was playing video games. I ³_____ (spend) hours on my computer every day, which made my parents mad. They ⁴_____ (think) that I really needed to take up a sport to be fitter. Everything changed once I ⁵_____ (fall) in love with Cori, who was a big fan of CrossFit. I wanted to impress her so I ⁶_____ (start) doing it, too. At first, I ⁷_____ (go) to the club once a week but then CrossFit (and Cori) ⁸_____ (become) my healthy obsession. Now I work out four times a week, and I'm still going out with Cori.



4A Modal and related verbs

Function	Present	Past	Future
necessity	<i>must, have (got) to, need to</i>	<i>had to, needed to</i>	<i>will have to, will need to</i>
prohibition	<i>can't, mustn't, may not</i>	<i>couldn't/wasn't, weren't allowed</i>	<i>won't be allowed, will be forbidden</i>
permission	<i>can, may</i>	<i>could</i>	<i>will be able to</i>
advice	<i>should, ought to</i>		

- We use *must* when the obligation comes from the speaker:
*I really **must** stop eating sweets.*
- We use *have to* when the obligation comes from somebody else or is necessary because it is a rule or a law:
*You **have to/need to** fasten your seatbelt.*
*The doctor says I **have to** give up smoking.*

The difference between *have to* and *must* is very slight, however, and often they are interchangeable.

- We use *mustn't*, *can't* and *may not* to talk about things that are not allowed:
*You **mustn't** smoke here.*
- We use *should* and *ought to* to talk about duty, or to give advice. *Ought to* is more formal than *should*:
*We **should** turn around now.*
*You **ought to** warn the passengers.*
- We use *can*, *could* and *may* to ask for permission. *Could* and *may* are more polite than *can*:
***Can** I open the window?*
***Could** we go back to the airport?*
***May** I take your luggage?*
- We use *can* and *could* to make requests:
***Can/Could** you open the door for me?*
- We use *can* to talk about possibility:
*It **can** be useful later.*
- We use *can* to talk about ability in the present and *could* to talk about ability in the past:
*Of course I **can** ski. I **could** ski before I was five.*

To make sentences in other tenses we use *be able to* instead of *can*:

*I've never **been able to** go abroad alone.*
*We **won't be able to** catch our flight.*
*I'd like **to be able to** travel around the world.*

We only use *must* in the present tense. In other tenses we use *have to*:

*I **had to** remember my boarding pass.*
*We'll **have to** buy sun cream before we leave.*
*We **didn't have to** wait in the queue.*

4D Relative clauses

We use **defining relative clauses** to give an important information about a person, thing, place, etc., so that it's clear which one we are talking about:
*This is the picture **that I took in Spain**.*

We use the following relative pronouns:

- who** and **that** to refer to people:
*I have a friend **who/that** works as a flight attendant.*
- which** and **that** to refer to objects:
*The headphones **which/that** I use are very good.*
- where** to refer to places:
*This is the office **where** I work.*
- whose** to show possession:
*I don't know **whose** suitcase this is.*
- why** to give a reason or explanation:
*Can you tell me **why** you are late?*

If the subject is different in the two clauses, we can leave out the relative pronoun:

*Are you reading the pocket guide book (**which/that**) I bought?*

If the subject is the same in the two clauses, we can't leave out the relative pronoun:

*He's the Italian **who/that** visited us last summer.*

Non-defining relative clauses give additional information about the person, thing, place, etc. we are talking about. The sentence still makes sense without this information. We must use commas before and after a non-defining relative clause:
Marco Polo, who was one of the first Europeans to reach China, was born in Venice in 1254.

We can't leave out the relative pronoun (*who*, *which*, *that*, etc.) in non-defining relative clauses.

We can't use the relative pronoun *that* instead of *who/which* in such clauses:

*My Dad gave me a camera, **which** was really easy to use.*

1 4A Complete the sentences with correct forms of *can*, *be able to* and *have to*. Sometimes more than one answer is possible.

- I could/was able to ride a scooter when I was fifteen.
- I would like _____ travel where I want.
- We got lost and we _____ spend the night in a motel.
- Do you think people _____ reduce noise pollution in the future?
- _____ you _____ pay extra for excess luggage?
- The pilot _____ land safely although the weather was bad.
- So far, we _____ to travel across Europe for free.

2 4A Choose two most suitable modal verbs.

Tips for Railway Museum Visitors

Please follow our guidelines for an enjoyable experience!

- You ¹can / must / may use cameras around the museum to take photographs. Please note that no photos of children ²may / mustn't / can be taken without parental permission. Drone cameras ³mustn't / can't / have to be used in the museum.
- You ⁴must / may / can take photographs, but you ⁵have to / can / must get permission for commercial photographs.
- For the protection of our exhibits, you ⁶mustn't / ought not to / may not eat or drink in the galleries. If you have brought your own picnic food, you ⁷ought to / should / can't use the outdoor picnic tables that are on the site.
- Please do not touch any items on display as even the cleanest of hands ⁸may / should / can damage the objects.
- You ⁹must / can / may see many of the trains in the rail gallery. However, some of them are very old and ¹⁰must / have to / ought to be kept behind barriers for their protection.

3 4A Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.

- She is a very good pilot. **CAN**
She can fly a plane very well.
- Passengers are asked to sit during take-off. **MUSTN'T**
Passengers _____ during take-off.
- Excuse me, is it OK if I sit here? **MAY**
Excuse me, _____ here?
- I think the best option is to take the 8.50 train. **SHOULD**
You _____ the 8.50 train.
- It is necessary to switch off your phone when on the plane. **HAVE TO**
You _____ your phone when on the plane.
- It will be necessary to pay for the tickets next week. **NEED**
You _____ pay for the tickets next week.

4 4D Complete the sentences with a suitable relative pronoun or leave the space blank wherever possible.

- This is the pocket guidebook _____ I told you about.
- My friend, _____ mother is a flight attendant, is afraid of flying.
- The power bank, _____ you bought online, does not work.
- Do you know _____ charger this is? Is it yours or Hanna's?
- The bag in _____ we packed our beach clothes got lost at the airport.
- You must explain to me _____ you were driving around the roundabout for five minutes.

5 4D Complete the text with non-defining relative clauses A–E.

Twenty-six-year-old Cory Lee from the USA has travelled to some of the world's most exotic locations with his wheelchair.

At the age of fifteen Cory went on first international trip, ¹C. Since then Cory, ²_____, has travelled to over nineteen countries across five continents. Cory wrote out a list of all the places he wanted to visit. So far he's been to the Sydney Opera House, the Blue Lagoon in Iceland, Kruger Park in South Africa and many other fascinating places. The Blue Lagoon, ³_____, has been one of his favourite adventures so far. In 2013, Cory started a travel blog, ⁴_____, to document his adventures. He also wants to inform other disabled people in wheelchairs, ⁵_____, about wheelchair-friendly destinations. Through his travelling and his blog he wants to show that a wheelchair user doesn't have to stay at home and give up on their dreams.

- A who like traveling but have never tried air international travel
- B where he went swimming in its hot seawater
- C which marked the start of his life adventure
- D whose dream has been to see the world
- E which has got readers all over the world

6 4D Rewrite each pair of sentences as one sentence using the relative pronouns given. Add commas where necessary.

- We went on a canoeing holiday last August. It was a great adventure. **THAT**
The canoeing holiday that we went on last August was a great adventure.
- Rod's flight was overbooked. He had to take another plane. **WHOSE**

- Liz is a good driver. She agreed to drive all the way to Paris. **WHO**

- We breathe this air every day. It is very polluted. **THAT**

- The man's car has been stolen. He is answering the police officer's questions. **WHOSE**

- The new parking area is next to the school building. It is always full. **WHICH**

5A Talking about the future

Future plans and decisions

When we have already decided or planned something in the future, we use:

- the Present Simple for timetables and scheduled events:
*The films **starts** at 6 p.m.*
- the Present Continuous for arrangements:
*I'm **sitting** an exam tomorrow, so I can't go to the cinema.*
- going to + infinitive for personal plans and intentions:
*When **are you going to study** for the test?*

When we announce a decision we have just made or offer/promise to do something at the moment of speaking, we use **will** + infinitive:

*Sounds exciting! I'll **arrange** the meeting.*

Predictions

When we predict the future, we use:

- going to + infinitive for predictions based on evidence:
*They are playing really well. They're **going to win** the game.*
- will + infinitive for predictions based on opinions and beliefs:
*You can borrow my notes, but I'll **probably need** them back tomorrow.*
- may/might/could + infinitive to talk about possibilities and uncertain predictions:
*I **might go** to university next year, I still have a chance.*
*She **may win** this time. = She **might win** this time.*

When we talk about something in the very near future, we use **be about to** + infinitive:

*Watch out! This cyclist **is about to crash**!*

Degrees of certainty

We use adverbs of certainty, e.g. *definitely, certainly, probably, possibly* to say how sure we are about something in the future. The adverbs go:

- between **will** and the main verb in positive sentences:
*They'll **definitely** get married next year.*
- before **won't** in negative sentences:
*They **probably** won't get married next year.*

We can also use other phrases to express degrees of certainty:
*It's a long journey, they're **sure** to be hungry when they arrive.*
*It's **unlikely/likely** to snow at this time of the year.*

We often use **think** and **be sure** before **will**:

*I'm **sure** you'll enjoy that.*

In negative sentences *I **don't think** they'll come* is more usual than *I **think** they **won't** come.*

The adverbs *definitely, probably* and *certainly* come after **will** but before **won't**:

*It **will** probably happen.*

*It probably **won't** happen. NOT It **won't** probably happen.*

5C Future Continuous and Future Perfect

Future Continuous

Affirmative			Negative		
I/You/ He/She/ It/We/ They	'll (will)	be working at 9 a.m.	I/You/ He/She/ It/We/ They	won't (will not)	be working at 9 a.m.

Yes/No questions			Short answers		
Will	I/you/ he/ she/ it/we/ they	be working at 9 a.m.?	Yes, I/you/he/she/it/we/they will . No, I/you/he/she/it/we/they won't .		

Wh- questions			Subject questions		
What	will	I/you/ he/ she/it/ we/they	be doing at 9 a.m.?	Who	will be working at 9 a.m.?

- We use the Future Continuous to talk about actions which will be in progress at a particular time in the future:
*We **will be applying** for the course tomorrow at 10 a.m.*
- We also use Future Continuous for actions that will be in progress over a longer period of time in the future:
*I'll **be studying** in London for a year.*
*I **won't be coming** home so often then.*
Time expressions: *at this time next month/week/year, tomorrow at 5 p.m., etc.*

Future Perfect

Affirmative			Negative		
I/You/ He/She/ It/We/ They	'll (will)	have finished the talks by 5 p.m.	I/You/ He/ She/ It/We/ They	won't (will not)	have finished the talks by 5 p.m.

Yes/No questions			Short answers		
Will	I/you/ he/she/ it/we/ they	have finished the talks by 5 p.m.?	Yes, I/you/he/she/it/we/they will . No, I/you/he/she/it/we/they won't .		

Wh- questions			Subject questions		
What	will	I/you/he/ she/it/ we/they	have finished by 5 p.m.?	Who	will have finished the talks by 5 p.m.?

- We use the Future Perfect to talk about actions or situations which will be completed before a particular time in the future:
*We **will have finished** the exam by 3 o'clock.*
- We often use **by** + a time phrase with the Future Perfect:
*I'll **have had** enough of studying by the time I'm 25.*
- We sometimes use the Future Continuous followed by the Future Perfect:
*At 9 p.m. tomorrow we'll **be watching** a match. By 11 p.m. the match **will have finished**.*
- Other time expressions:** *by 12 o'clock, two hours from now, within 100 years, in 10 years' time, etc.*

1 5A Complete the dialogue with the correct forms of the verbs in brackets. Use *will*, *going to*, the Present Continuous or the Present Simple.

- A** What ¹*are you doing* (do) this afternoon? Let's go out and have some fun. It's Friday after all.
- B** Sorry, I can't. I ²_____ (have) a job interview. It ³_____ (start) at 5.
- A** Really! What job ⁴_____ (you/apply) for?
- B** A data detective.
- A** A data detective? What does a data detective do? ⁵_____ (you/spy) on anybody?
- B** Of course not! I ⁶_____ (analyse) important information buried in mountains of data.
- A** Sounds really interesting! I'm sure you ⁷_____ (enjoy) it.
- B** OK. Cool. So when do you think you ⁸_____ (be) free? Is tomorrow evening OK?
- A** Well, I ⁹_____ (see) my grandparents tomorrow afternoon but they ¹⁰_____ (probably/not keep) me that long. So yes, tomorrow evening is perfect. We ¹¹_____ (celebrate) my new job!

2 5A Choose the most suitable option.

- 1** My dance instructor is certain that his job *might not / won't* disappear in the future.
- 2** I still don't know what I *am buying / will buy* with the money I have earned this summer.
- 3** Look at Peter! He is so pale. He *is about to / could* faint!
- 4** Do you think robots *are likely to / are about to* mark our tests one day?
- 5** Don't take that summer job. I think you probably *won't / may not* like it.
- 6** Don't get stressed. I'll *help / am helping* you to prepare for the job interview.

3 5C Complete the blog entry using the verbs in the Future Continuous or Future Perfect.

Will my future be perfect?

Hi, I don't know about you but I'm rather a hard-working and determined person and I have already made plans for my future. By next June I ¹*will have graduated* (graduate) from university and hopefully, I ²_____ (already, find) a job in an international company. I'm sure I ³_____ (work) on exciting and challenging projects and ⁴_____ (earn) a good salary. In five years' time, I ⁵_____ (be promote) to an executive position and I ⁶_____ (manage) important projects. But, back to reality which, I must admit, bothers me a lot. Well, I'm sitting a very important exam tomorrow so I must finally get down to work! If not, this time next year I ⁷_____ (queue) at the job centre!

I wonder if you have similar worries.

Leave a friendly comment.

4 5C Complete the sentences with the correct Future Continuous or Future Perfect form of the verbs in brackets.

- 1** Students in the future *will be doing* (do) more project-based activities than now.
- 2** _____ you _____ (finish) your essay by 4 p.m.?
- 3** Students _____ (not use) paper textbooks in 20 years' time.
- 4** At 1 p.m. we _____ (raise) funds for the charity event. The fundraising _____ (finish) by 3 p.m.
- 5** This time next month I _____ (trek) in Norway.
- 6** By 1 December my uncle _____ (retire) from his position in a bank.
- 7** At 9 a.m. tomorrow Tom _____ (take) his driving test.
- 8** We _____ (not update) our school website by the end of this school year.

5 5C Complete the sentences about the Year 11 trip to Prague. Use the prompts and the Future Continuous and the Future Perfect.

Year 11 trip to Prague

Monday

- | | |
|----------------------|----------------------------------|
| 6–11 a.m. | coach to Prague |
| 11 a.m. – 11.30 a.m. | checking into student hostel |
| midday – 4 p.m. | sightseeing tour of the Old Town |
| 5 p.m. | back to the hostel and free time |
| 7 p.m. – 8 p.m. | dinner |

Tuesday

- | | |
|-------------------------|-------------------------|
| 8 a.m. – 9 a.m. | breakfast at the hostel |
| 9 a.m. – 11 a.m. | visit to Prague Castle |
| 11.30 a.m. – 12.30 p.m. | walk to Petřín Hill |
| 1 p.m. – 2 p.m. | lunch in the Old Town |
| 2.30 p.m. – 7.30 p.m. | coach back home |

- 1** At 8 a.m. on Monday the students *will be travelling to Prague by coach*.
- 2** At 11.30 a.m. they _____.
- 3** At 2 p.m. the group _____.
- 4** By 5 p.m. the students _____.
- 5** At 7.30 p.m. they _____.
- 6** At noon on Tuesday the students _____.
- 7** At 1 p.m. on Tuesday they _____ and by 2 p.m. they _____.
- 8** At 7.30 p.m. on Tuesday they _____.

6A The first and second conditionals

We use the first conditional to talk about situations that are possible or likely to happen.

First Conditional	
The condition	The result
if + Present Simple,	will + infinitive
If the weather is nice tomorrow,	we will go to the beach.
If you come to the party,	I will be very happy.

The First Conditional *if* clause is about the future, but we always use the Present Simple, not *will*, after *if*.
If Lucy has (**NOT will have**) some free time, we'll go out together.

We use the second conditional to talk about unlikely or impossible situations in the present or future.

Second Conditional	
The condition	The result
If + Past Simple,	would + infinitive
If I won a lot of money,	I'd buy a sports car.
If your best friend lied to you,	what would you do?

We sometimes use *were* instead of *was* after *I/he/she/it*, especially in more formal or written English and to give advice:
If she **were** my daughter, I'd **buy** her a present.

1 6A Write a conditional sentence for each situation.

- You sleep too little. That's why you are tired.
If you **slept more**, you **would not be** tired.
- I might fall in love. I would have to find the right person.
I _____ the right person.
- It is very likely that my class will win the competition. Then, we will go on a trip to Paris.
If we _____ on a trip to Paris.
- You don't have many friends because you don't go out and meet people.
If you _____ more friends.
- In your situation, I would not look for advice on the Internet.
If I _____ for advice on the Internet.
- I cannot understand you because you don't speak clearly.
If you _____ to understand you.
- You might fall out with Brian. He hates it when you're late.
If you _____ with Brian.

2 6A Answer the questions. Use the first or the second conditional.

- What will happen if you are late for a class?
- What will you do if you get the highest mark in your class in English?
- What would you do if your best friend gave you a present you didn't like?
- If you could have dinner with a famous person, who would it be?
- If you could change your name, what would it be?
- What would you do if you won a car in a lottery?

6D The zero conditional and alternatives to *if*

We use the zero conditional to talk about real situations that are always true.

Zero Conditional	
The condition	The result
If + Present Simple,	Present Simple
If you heat ice,	it melts .

What **happens** when you **press** this button?

In all conditional sentences the *if* clause can come before or after the result clause. When the *if* clause is first, it is followed by a comma:

The grass **gets** wet if it **rains**. If it **rains**, the grass **gets** wet.

Alternatives to *if*

In zero conditional sentences we can use *when* instead of *if* with little or no change in meaning:

She always takes her dog to the beach **if/when** it's sunny.

In zero conditional sentences we can also replace *if* with: *unless*, *as soon as*, *as long as*, *provided that*, *until*, *before*, *after*.

- Unless* is used instead of *if + not*. It means 'if the condition doesn't happen or isn't met':
You shouldn't mention this to anyone **unless** they are your close friends. (if they aren't your close friends)
- As soon as* is used for conditions that are definitely going to happen:
As soon as a child starts crying, I begin to feel irritated.
- As long as* and *provided that* both mean 'if the condition is agreed or met'. We use them to stress the condition on which something happens:
As long as you trust me, you can tell me about it.
Provided that this is safe, I can try it.
- Until*, *before* and *after* are used if something happens at a specific time:
I will wait **until** I have heard from you.
I want to get home **before** it gets dark.
I will talk to her **after** I get back from school.

3 6D Complete the sentences with correct forms of the verbs from the box.

be borrow finish get tell

- When Alan asks me out, he **is** always on time.
- If my best friend _____ into trouble, I try to help her.
- When I _____ money, I always give it back on time.
- As soon as she _____ a lie, she blushes.
- When I _____ doing homework, I feel relieved.

4 6D Rewrite each pair of sentences as one sentence, using the most suitable linking word in brackets. Add extra words where necessary.

- Don't show me the answers. I will try to do the crossword myself first. (until/while) **Don't show me the answers until I do the crossword myself first.**
- We will call our parents. We will arrive at the campsite. (as soon as/unless)
- You can borrow my bike. You must promise to give it back tomorrow. (as long as/after)
- I can take care of your cat Kiko. You must leave enough food for it. (provided/when)

7A Reported Speech: statements, imperatives, time expressions

We can report or repeat someone's words using direct speech or reported speech:

- direct speech: *My spelling isn't very good.*
- reported speech: *He said (that) his spelling wasn't very good.*

In reported speech the main verb 'moves back' one tense.

Reported speech	
Direct speech	Reported speech
Present Continuous 'I'm watching the news.'	→ Past Continuous He said (that) he was watching the news.
Present Simple 'You need a dictionary.'	→ Past Simple She said (that) he needed a dictionary.
Past Simple 'I crashed my car.'	→ Past Perfect He told me (that) he had crashed his car.
Present Perfect 'I've confessed !'	→ Past Perfect She said (that) she had confessed .
will 'I'll write the report now.'	→ would He said (that) he would write the report then.
can I can't remember his name.'	→ could She said (that) she couldn't remember his name.
must 'We must tidy our rooms.'	→ had to They said they had to tidy their rooms.

These tenses and verbs don't change:

Past Perfect/*would/could/should/might*

'I **had lived** here for ten years.' → He said he **had lived** there for ten years.

'I **would like** a glass of water.' → She said she **would like** a glass of water.

'You **shouldn't** go there.' → He said I **shouldn't** go there.

Imperatives

To report an imperative we use **tell/ask someone to do something**.

The negative is **tell/ask someone not to do something**:

'Remember!' → She told me to remember.

'Don't forget!' → She told me not to forget.

Other changes

	Direct speech	Reported speech
Location	here	there
	this/these	that/those
Time	now	then
	today	that day
	yesterday	the day before
	last week	the week before
	tomorrow	the next/following day
	a week/month/year ago	a week/month/year before
Pronouns	I, we	he/she, they
Possessive adjectives	my, our	his/her, their

Reporting verbs

Say, tell and reply are the most common reporting verbs.

We can also use other reporting verbs: *add, admit, agree, ask, claim, complain, confess, explain, point out, predict, promise, reply, say, tell, warn, wish*:

He **promised** that it wouldn't happen again.

She **explained** that her new phone had a great camera.

They **complained** that their new TV was broken.

Tell and say

Look at the different use of *tell* and *say* in these sentences:

Mary **told** Sue (that) she looked great in her new dress.

NOT Mary ~~told~~ (that) she looked great in her new dress.

John **said** (that) he had lost his wallet.

NOT John ~~said~~ him (that) he had lost his wallet.

7E Reported questions

In reported questions, we change:

- tenses in the same way as for reported statements,
- location, pronouns, time references etc.

When we report questions, we use an affirmative sentence word order (not a question word order), so in reported questions the subject comes before the verb:

I **asked** them **why it was** called the green room.

NOT I **asked** them **why was** it called the green room.

Yes/No questions

We use *if* or *whether* to report Yes/No questions.

Direct questions	Reported questions
'Do you know her?'	They kept asking me if/whether I knew her.
'Have you always lived in the city?'	They wanted to know if/whether I had always lived in the city.

Wh- questions

We use a question word such as *who, what, when, where* etc. to report *wh-* questions.

Direct questions	Reported questions
'Who are you?'	She wanted to know who I was.
'When will the article appear online?'	They asked us when the article would appear online.

1 7A Complete the sentences in reported speech. Choose the most suitable verb.

- 1 'You were right. The news story about a singing fish was a fake.'

Amy admitted / **pointed out** that the news story about a singing fish had been a fake.

- 2 'I think that our video will go viral next week.'
My friend **predicted** / **complained** that _____.

- 3 'The new season of this show has been a hit since last week's premiere.'

My sister **told me** / **agreed** that _____.

- 4 'You know, more and more teenagers are watching films with English subtitles.'

Bob **pointed out** / **promised** that _____.

- 5 'And the last news item. The missing child has been found here, in Brighton.'

The newsreader **warned** / **added** that _____.

2 7A Read the conversation. Complete the text to report the underlined parts of the dialogue.

- Reporter** I heard you ¹decided to get rid of your smartphone? Incredible! Most pop stars ²can't imagine their lives without their phones.
- Pop singer** Well, it ³was my New Year's resolution. I ⁴got tired of answering 50 messages every morning! I ⁵love my fans but I ⁶want to wake up and have a cup of tea, like most people.
- Reporter** I ⁷can perfectly understand you! I ⁸should do the same, actually.
- Pop singer** Do it and you'll love it. The moment I ⁹put my phone away I ¹⁰started talking to people, rather than grabbing my phone and snapchatting.
- Reporter** I bet all your fans ¹¹must be very upset!
- Pop singer** I don't think so. ¹²I'm still on Instagram and ¹³have an old low-tech phone so they can call me. Well, if they have my number, that is!
- Reporter** So good luck with your New Year's resolutions!

The reporter started the interview by pointing out that the pop singer ¹had decided to get rid of his smartphone. He added that most pop stars

²_____ their lives without their phones. The pop singer explained that it ³_____ his New Year's resolution and that he ⁴_____ answering fifty messages every morning. Then he added that although he ⁵_____ his fans he ⁶_____ to wake up and have a cup of tea just like most people do. The reporter admitted that he ⁷_____ him and told the pop singer that he ⁸_____ the same. The pop singer encouraged him to try getting rid of his phone. He explained that the moment he ⁹_____ his phone, he ¹⁰_____ to people, rather than grabbing his phone and snapchatting. The reporter commented that the pop singer's fans ¹¹_____ very upset. The artist didn't agree with the reporter and explained that he ¹²_____ Instagram and ¹³_____ an old low-tech phone. He joked that his fans could call him if they had his number.

3 7E Reorder the words in brackets to make reported questions.

- I asked my friend what time the show was on (the show/what time/was on/my friend).
- He wanted to know _____ (to/had said/what/the reporter/I).
- My friend kept asking me _____ (had watched/I/all of the episodes/whether).
- The teacher asked me _____ (I/ wanted/a news report/to write/if/for the school paper).
- The reporter asked my friend _____ (she/interested/what/was/in).

4 7E Read the email. Complete sentences 1–7 below to report the underlined questions.

From: Katherina
To: Melanie

Hi, Melanie!

I've just checked your school website and read about the charity play that your drama club had been working on.

The article says it was a great success. Congratulations!

But tell me, ¹why have you changed the name of the play into Great Adventure? I liked the original title very much.

²Did the art teacher ask you to do it or was it your idea?

The article says that more than 100 people had bought the tickets to watch the show. Wow! ³How many people came? Was it 105 or 165, or more? It looks like you have

raised a nice sum to help the animal shelter. ⁴Have you heard back from the manager of the shelter?

I think you did a fantastic job and it was worth all the

effort and time you spent on it. ⁵Will I be able to see the play one day?

⁶Are you going to share the video from the event online? Please do, I'd love to see it! Just one more question before I go: ⁷when are you planning to come and visit me?

Love,
Katherina

- Katherina wanted to know why they had changed the name of the play into Great Adventure.
- She then asked Melanie _____.
- She also asked her friend _____.
- She wanted to know _____.
- She asked _____.
- She then asked _____.
- Finally, she wanted to know _____.

8A The passive

To form the passive, use the verb *to be* + the Past Participle.

Passive tense		<i>to be</i>	Past Participle	
Present Simple	<i>This car</i>	<i>is/isn't</i>	<i>made</i>	<i>in Germany.</i>
Present Continuous	<i>The guests</i>	<i>are being / aren't being</i>	<i>driven</i>	<i>to the airport today.</i>
Past Simple	<i>The commercial</i>	<i>was/wasn't</i>	<i>filmed</i>	<i>in June.</i>
Past Continuous	<i>The rooms</i>	<i>were being / weren't being</i>	<i>cleaned</i>	<i>when the inspector arrived.</i>
Present Perfect	<i>The gym</i>	<i>has been / hasn't been</i>	<i>used</i>	<i>for years.</i>
Future with will	<i>Your package</i>	<i>will be / won't be</i>	<i>delivered</i>	<i>before noon.</i>
Modal verbs	<i>Adverts</i>	<i>can/can't must/mustn't may/may not should/shouldn't</i>	<i>be banned</i>	<i>in schools.</i>

We use the passive when:

- the action is more important than the person or thing that does the action:
*The parcel **will be delivered** on Monday.*
- we don't know who does/did the action:
*The documents **have been stolen** from the office.*
- we need to describe a process:
*First, the seeds **are put** into large sacks and then they **are delivered** to the factory.*
- we want to be formal:
*You **will be met** tomorrow by our designer.*

We use *by* to say who or what does/did the action:

*This logo was designed **by a famous artist**.*

8F Have/Get something done

When we pay someone to do a job for us instead of doing it ourselves, we use **have/get + object + past participle**:

*I **have** my hair **cut** every month.*

*They're **having** the house **designed** by an architect.*

*We **have had** our flight **confirmed**.*

*You should **have** that car **serviced**.*

Get is more informal than *have* and is not normally used with the Present Perfect tense:

*I **got** my bike **repaired**. (at a bike shop)*

*When **are** we **getting** our meal **served**? (at the restaurant)*

1 8A Choose the correct option to make passive sentences.

- Your pizza will be ready in a minute. *It is baked / is being baked* now.
- Do you think food adverts for children *should be banned / must be banned*? They usually promote unhealthy snacks.
- Can't be done anything / Can't anything be done* about vending machines at school? They keep breaking down, so the sooner the better.
- I *was given / gave* this shirt for my birthday.
- When *had been / were* the photos taken? Last week or last year?
- My tweet about saving money *has been shared / has shared* by 200 people so far.
- At 5 p.m. trucks with electronic goods *were still being unloaded / were still unloading*.

2 8A Complete the quiz questions with the words in the brackets in the correct passive form. Then do the quiz. Check your answers at the bottom of the page.

- When *is Buy Nothing Day celebrated* (Buy Nothing Day/celebrate) in Europe each year?
 - the last Friday in November
 - the last Saturday in November
 - the last Sunday in November
- Where _____ (the first hamburger/make)?
 - in the USA
 - in England
 - in Germany
- How many drinks of cola _____ (be/sell) each day worldwide?
 - 1.1 billion
 - 1.9 billion
 - 2.1 billion
- How much cotton _____ (use) to make a shirt?
 - 300 grams
 - 500 grams
 - 1 kg
- Which slogan _____ (use) to promote New York City since 1977?
 - New York is my love
 - I love New York
 - New York, new life
- Where _____ (the world's largest teddy bear collection/can/find)?
 - the USA
 - the UK
 - Germany

Quiz answers: 1a 2a 3b 4b 5b 6a

3 8A Complete the text with the verbs in brackets in the correct passive form.

The world's largest online market, eBay, ¹*was launched* (launch) by Pierre Omidyar from California in 1995. It started as a small project, but now, eBay ²_____ (visit) every day by over 250 million users who can choose from more than a billion products that ³_____ (list) there. The first item sold on eBay was a broken laser pointer that Omidyar was going to throw away. Instead, it ⁴_____ (buy) by a collector for \$14,834. Since then, one of the highest transactions that ⁵_____ (make) on eBay was a 405-feet-long yacht. It ⁶_____ (buy) in 2017 by the billionaire investor, Warren Buffet, for a staggering sum of \$2,679 million! eBay is growing bigger and bigger and more categories of products ⁷_____ (add) each month. Now all transactions ⁸_____ (can make) on mobile devices, too. The future of eBay looks promising, but some market specialists worry that the website ⁹_____ (use) mainly by big companies rather than individual collectors.

4 8F Complete the second sentence so that it means the same as the first. Use *have/get something done*.

- My family dentist took my front tooth out yesterday.
I *had my front tooth taken out* by my family dentist.
- Someone has redecorated our flat.
We _____.
- My friend is going to dye my hair.
I _____.
- My parents should ask someone to manage their company account on social media.
My parents _____.
- I have never asked anybody to deliver my shopping.
I _____.
- My granny asks someone to clean her house every week.
My granny _____ every week.
- Have you asked a beautician to pierce your ears?
Have you _____ by a beautician?

5 8F Complete the sentences with *have/get something done*. In which sentence can't you use *get*?

- When was the last time you *had/got your room painted* (your room/paint)?
- What is this plumber doing in your kitchen?
Oh, I _____ (a new dishwasher/install).
- _____ (you/garden/tidy)? It looks so lovely and clean now.
- I must go to the cleaners. I need to _____ (my suit/clean) by Tuesday.
- I'd like to _____ (the car/wash) by midday.

9A The third conditional

We use the third conditional to talk about unreal or hypothetical situations in the past. We often use it to express:

- blame: *If you **had worked** harder, you **would have passed** the exam.* (You didn't work hard and as a result you didn't pass the exam.)
- regret: *If we'd **arrived** earlier, we **would have parked** near the entrance.* (We arrived late, we parked far from the entrance.)
- relief: *If we **hadn't left** early, we **would have been** late for the film.* (We left early, we weren't late for film.)

The condition	The result
<i>If + Past Perfect,</i>	<i>would (could/might) have + Past Participle</i>
<i>If I had gone to a better university,</i>	<i>I would have had better career opportunities.</i>
<i>If she hadn't studied biology,</i>	<i>she wouldn't have become a doctor.</i>

Yes/No questions	Short answers
<i>If he had asked you to marry him, would you have said yes?</i>	<i>Yes, I would have. / No, I wouldn't have.</i>

Wh-questions

*What **would** you **have done** if you **had been** me?*

The main clause often has **would have**. You can also use **could have** or **might have** to show that there was a possibility of the imagined result.

*If you **had called** me, I **might/could have been** able to help.*

9D I wish/If only for regrets

We use *wish/if only* to talk about wishes and regrets – things that we would like to be different but that are impossible or unlikely to change. *If only* tends to have a stronger meaning than *I wish*.

We use:

- I wish/If only + the Past Simple** for regrets in the present:
*I **wish** people **cared** more about the environment.*
***If only** we **were** still on holiday.*
- I wish/If only + the Past Perfect** for regrets about the past:
*I **wish** I **had studied** harder.*
***If only** I **had gone** to bed earlier yesterday.*
- I wish/If only + would + infinitive** to talk about a present situation that we would like to be different, often when we find it annoying. It usually refers either to other people or things we can't change or control:
*I **wish** you **wouldn't bite** your nails.*
***If only** it **would stop** raining.*

1 9A Complete the dialogue using the third conditional.

- A We're so lucky! Now, that we've got your backpack with money and documents in it we can start enjoying our holidays in the Alps!
- B Absolutely! Can you imagine what ¹would/could have happened (happen) if we ² _____ (reach) the chalet five minutes later?
- A Don't tell me! We ³ _____ (miss) the chalet owner! When we got there, he was about to drive down to the local police with our stuff.
- B I know. And if you ⁴ _____ (not learn) German at school, we ⁵ _____ (not be) able to explain to him what had happened and we ⁶ _____ (not get) our things back.
- A True. I still can't believe nobody took the backpack. You had left it on the bench in front of the chalet.
- B I'm sorry, but if you ⁷ _____ (not beg) me to take a photo of you and the mountains, I ⁸ _____ (not put) it on that bench. I had to open it to get my phone from the bag!
- A I ⁹ _____ (can/hold) it for you if you ¹⁰ _____ (ask) me!
- B Let's stop blaming each other. If we ¹¹ _____ (not find) the backpack, our holidays ¹² _____ (finish) that afternoon.

2 9A Write a third conditional sentence for each situation.

- 1 The hotel was destroyed by an avalanche. A lot of people were injured.
If the hotel hadn't been destroyed by an avalanche, nobody would have been injured.
- 2 The plane couldn't take off due to bad weather.
If _____ good, the plane _____ off.
- 3 The man didn't drown because the lifeguard swam very fast.
The man _____ if the lifeguard _____ very fast.
- 4 The family left the forest after the warnings so they didn't get hurt in the forest fire.
The family could _____ in the forest fire, if they _____ the forest on time.
- 5 You caught me when I fell on the slope so I didn't break my leg.
If you _____ when I fell on the slope, I might _____ my leg.
- 6 The city was flooded after the heavy rainfall.
The city _____ if the rain _____ so heavy.

3 9A Complete the questions with the third conditional forms. Then answer the questions.

- 1 If you hadn't lost your wallet (lose/not/your wallet), you you would've had much more fun (have/much more fun) on your last vacation.
- 2 What _____ (can/happen) to life on Earth if dinosaurs _____ (not die) out?
- 3 What _____ (happen) if Columbus _____ (not discover) America?
- 4 If you _____ (meet) your favourite actor on your way to school today, what _____ (you say) to him/her?

4 9D Complete the sentences using the correct tense.

- 1 Your friend had asked you to look after her flowers while she was away. You didn't, so they died.
If only I had looked after your flowers.
- 2 You don't like to do the washing up but you have to do it every day.
I wish I _____.
- 3 Your best friend never remembers your birthday! It upsets you a lot.
I wish she _____.
- 4 Your flatmate is always bringing plastic bags from the supermarket when he goes shopping! You think this is very irresponsible.
If only he _____.
- 5 You can't cook like a chef and you would like to.
If only I _____.
- 6 You spent a fortune on a new mobile phone and you are not satisfied with it.
I wish I _____.

5 9D Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.

- 1 It would be nice if my dog was able to fetch toys. **COULD**
I wish my dog could fetch toys.
- 2 What a pity we forgot the insect repellent. **HADN'T**
If _____ the insect repellent.
- 3 I regret not learning to swim when I was a child. **HAD**
I _____ to swim when I was a child.
- 4 It's a shame you don't sort the rubbish! **WOULD**
I _____ the rubbish.
- 5 I would love to have more time for my friends. **HAD**
If _____ for my friends.
- 6 Don't play your music so loud! **WISH**
I _____ music so loud.
- 7 I regret saying that you are lazy. **SAID**
I wish I _____ you are lazy.

6 9D Complete the questions with the correct form of the verbs in brackets. Then answer the questions in pairs.

- 1 Which famous person do you wish you could meet (can meet) one day?
- 2 What special abilities do you wish you _____ (have)?
- 3 What do you wish people _____ (not do) to the environment?
- 4 What do you wish you _____ (not do) last week?
- 5 What do you wish your parents _____ (not ask) you to do every single day?

10A Modal verbs for speculating about the present

We use *must*, *could*, *might*, *may* and *can't* to say how certain we are about something in the present.

- When we're almost certain something is true, we use **must**:
*They live in a big house – they **must** earn a lot of money.*
*Jane **must** be happy working as a police detective.*
- When we think something is possible, we use **could/might/may** (*might* is slightly less probable than *could* or *may*):
*You **could** be a witness of a crime.*
*She **might** be innocent.*
*It **may** get windy tomorrow.*
- When we're almost certain something isn't possible, we use **can't**:
*He **can't** be a professor – he's only eighteen years old.*
*She **can't** be abroad. I've just seen her!*

When we speculate, the negative of *must* is *can't*, not *mustn't*:

*It **must** be true. (I'm sure it is.)*

*No, it **can't** be true. (I'm sure it isn't.) **NOT mustn't** be.*

After *may/might/could* we can use a continuous form (*be + ing* form):

*The man **might/could/may be lying**. (Perhaps he is not telling the truth.)*

10C Modal verbs for speculating about the past

When speculating about a past situation or event, we use a modal verb + *have* + the past participle form of the main verb.

	Modal auxiliary	have + Past Participle	
They	must	have broken	<i>the window.</i>
She	may	have sent	<i>the email.</i>
You	can't	have forgotten	<i>your password.</i>

We use:

- must have** to express a strong belief that something happened:
*You **must have lost** your mobile phone at the restaurant.*
= It is almost certain that you lost your phone at the restaurant.
*The house is dark, so they **must have gone out**.*
- can't have/couldn't have** to express a strong belief that something didn't happen:
*He **can't have gone** home.*
= It's impossible that he went home.
*She **couldn't have swum** across the sea.*
- might have/may have/could have** when we think that it's possible that something happened:
*He **might have lost** his car keys.*
It's possible that he lost his car keys.
*She **may have missed** the bus.*
*They **could have gone** to Italy.*

1 10A Complete the dialogues with modal verbs. Sometimes more than one answer is correct.

- A** Who is this woman in the photo? Is it the famous actress who played an undercover MI6 agent in *Atomic Blonde*?

B No, it ¹**can't** be her. She's blond. Oh, I know! It ²_____ be SoSo, this famous YouTuber.

A Well, yeah... I guess it ³_____ be her. She looks a bit older, though.
- A** What are these police officers doing outside my neighbour's house?

B I suppose they ⁴_____ be watching the area. There's been a number of pickpocketing incidents around here.

A I can't believe Mr Dilks ⁵_____ be involved with them! He's such an honest man.

B Well, you never know. He ⁶_____ or _____ be one of the suspects. We must wait and see what happens.
- A** Where's Timmy?

B I'm not sure but I think he ⁷_____ be in his room upstairs. He ⁸_____ be rehearsing his role for the school play. He plays a lawyer who is defending a serial criminal.

A You ⁹_____ be serious! Timmy neither looks nor speaks like a lawyer!

2 10A Complete the sentences with modal verbs and the correct form of the words in brackets. Sometimes more than one answer is correct.

- The lights are on in your friend's house but she isn't answering the door.

A She **must be watching her favourite show** (watch/favourite/show). It's on now.

B She _____ (sleep/now). It's 7 p.m. and she never goes to bed before midnight.
- You wake up in the middle of the night. You hear a strange noise.

A It _____ (be/burglar). All the doors and windows in the house are locked.

B My cat _____ (run) up and down the stairs. He's full of energy at night.
- The witness who is answering the judge's questions seems very nervous and he's speaking very quietly.

A He _____ (feel/guilty).

B He _____ (tell/truth). Otherwise, he wouldn't be so nervous.
- You see a neighbour driving a very expensive car.

A She _____ (have/very good job) and a high salary.

B This _____ (be/she/car). I saw her this morning in a different car.

- 3 **10D** Read the text and complete sentences 1–6 below with the correct form of the words in brackets. Then write three predictions of your own about what might have happened.

What might have happened?

Hanna lives in a quiet neighbourhood where crimes, even petty ones, rarely happen. One day, however, when she got back home, a neighbour called her to say there was a big black TV set lying in her garden. Hanna was very surprised to see that it was her own TV set. She immediately called the police. They interviewed Hanna's neighbours, but none of them had noticed anything unusual. However, the officers found some footprints in the garden. What might have happened?



- 1 Someone may have tried (may/try) to steal Hanna's TV set.
- 2 Hanna _____ (must/forget) to close the balcony door. It was open when she came back home.
- 3 The thief _____ (can't/work) on his/her own. The TV was too heavy to carry for one person.
- 4 The thieves _____ (might get) scared. That's why they left the TV in the garden.
- 5 The neighbour _____ (must/hear) something. The thieves must have made a lot of noise when they were escaping.
- 6 The footprints _____ (may/leave) by the thief or anyone from Hanna's family.
- 7 _____
- 8 _____
- 9 _____

- 4 **10D** Complete a sentence for each situation, using the word in bold.

- 1 I am sure that the woman was at the crime scene. The police found her earring there. **MUST**
She must have been at the crime scene.
- 2 Perhaps the man took part in the bank robbery. He suddenly became very rich. **MIGHT**
He _____ in the bank robbery.
- 3 I'm sure that woman did not mean to hurt your cat. She likes animals. **CAN'T**
That woman _____ to hurt your cat.
- 4 My neighbour was at home. Maybe she saw the thieves. **COULD**
My neighbour _____ the thieves.
- 5 I'm sure the burglar received a suspended sentence. It was his first offence. **MUST**
The burglar _____ a suspended sentence.
- 6 It's impossible that you have forgotten the man's name. I only told you the story five minutes ago. **CAN'T**
You _____ the man's name.
- 7 I can't find my purse. The only explanation is that I had left it in the shop. **MUST**
I _____ my purse in the shop.
- 8 It's possible that Emma didn't hear the burglars. She was watching TV. **MAY**
Emma _____ the burglars.

Irregular Verbs

5.71

awake /ə'weɪk/	awoke /ə'wəʊk/	awoken /ə'wəʊkən/
be /bi:/	was/were /wɒz/wɜ:/	been /bi:n/
beat /bi:t/	beat /bi:t/	beaten /'bi:tən/
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
bet /bet/	bet /bet/	bet /bet/
bite /baɪt/	bit /bɪt/	bitten /'bɪtən/
bleed /bli:d/	bled /bled/	bled /bled/
blow /bləʊ/	blew /blu:/	blown /bləʊn/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
build /bɪld/	built /bɪlt/	built /bɪlt/
burn /bɜ:n/	burned /bɜ:nd/ or burnt /bɜ:nt/	burned /bɜ:nd/ or burnt /bɜ:nt/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzən/
come /kʌm/	came /keɪm/	come /kʌm/
cost /kɒst/	cost /kɒst/	cost /kɒst/
creep /kri:p/	crept /krept/	crept /krept/
cut /kʌt/	cut /kʌt/	cut /kʌt/
deal /di:l/	dealt /delt/	dealt /delt/
dig /dɪg/	dug /dʌg/	dug /dʌg/
do /du:/	did /dɪd/	done /dʌn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/
dream /dri:m/	dreamed /dri:md/ or dreamt /dremt/	dreamed /dri:md/ or dreamt /dremt/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪvən/
eat /i:t/	ate /et/	eaten /'i:tən/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/
feed /fi:d/	fed /fed/	fed /fed/
feel /fi:l/	felt /felt/	felt /felt/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /flu:/	flown /fləʊn/
forbid /fə'bɪd/	forbade /fə'bæd/	forbidden /fə'bɪdn/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/
forgive /fə'gɪv/	forgave /fə'geɪv/	forgiven /fə'gɪvən/
freeze /fri:z/	froze /frəʊz/	frozen /'frəʊzən/
get /get/	got /got/	got /got/
give /gɪv/	gave /geɪv/	given /'gɪvən/
go /gəʊ/	went /went/	gone /gɒn/
grow /grəʊ/	grew /gru:/	grown /grəʊn/
have /hæv/	had /hæd/	had /hæd/
hang /hæŋ/	hung /hʌŋ/	hung /hʌŋ/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/
hit /hɪt/	hit /hɪt/	hit /hɪt/
hold /həʊld/	held /held/	held /held/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/
keep /ki:p/	kept /kept/	kept /kept/
know /nəʊ/	knew /nju:/	known /nəʊn/
lead /li:d/	led /led/	led /led/
lean /li:n/	leaned /li:nd/ or leant /lent/	leaned /li:nd/ or leant /lent/
learn /lɜ:n/	learned /lɜ:nd/ or learnt /lɜ:nt/	learned /lɜ:nd/ or learnt /lɜ:nt/
leave /li:v/	left /left/	left /left/
lend /lend/	lent /lent/	lent /lent/
let /let/	let /let/	let /let/
lie /laɪ/	lay /leɪ/	lain /leɪn/

light /laɪt/	lighted /'laɪtəd/ or lit /lɪt/	lighted /'laɪtəd/ or lit /lɪt/
lose /lu:z/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
mean /mi:n/	meant /ment/	meant /ment/
meet /mi:t/	met /met/	met /met/
overcome /,əʊvə'kʌm/	overcame /,əʊvə'keɪm/	overcome /,əʊvə'kʌm/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /pʊt/	put /pʊt/	put /pʊt/
read /ri:d/	read /red/	read /red/
ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
rise /raɪz/	rose /rəʊz/	risen /'rɪzən/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /si:/	saw /sɔ:/	seen /si:n/
seek /si:k/	sought /sɔ:t/	sought /sɔ:t/
sell /sel/	sold /səʊld/	sold /səʊld/
send /send/	sent /sent/	sent /sent/
set /set/	set /set/	set /set/
shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
shrink /ʃrɪŋk/	shrank /ʃræŋk/	shrunk /ʃrʌŋk/
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sink /sɪŋk/	sank /sæŋk/	sunk /sʌŋk/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /sli:p/	slept /slept/	slept /slept/
smell /smel/	smelled /smeld/ or smelt /smelt/	smelled /smeld/ or smelt /smelt/
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
speed /spi:d/	speeded /'spi:dəd/ or sped /sped/	speeded /'spi:dəd/ or sped /sped/
spend /spend/	spent /spent/	spent /spent/
spill /spɪl/	spilled /spɪld/ or spilt /spɪlt/	spilled /spɪld/ or spilt /spɪlt/
split /splɪt/	split /splɪt/	split /splɪt/
spoil /spɔɪl/	spoiled /spɔɪld/ or spoilt /spɔɪlt/	spoiled /spɔɪld/ or spoilt /spɔɪlt/
spread /spred/	spread /spred/	spread /spred/
stand /stænd/	stood /stʊd/	stood /stʊd/
steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/
stick /stɪk/	stuck /stʌk/	stuck /stʌk/
strike /straɪk/	struck /strʌk/	struck /strʌk/
sweep /swi:p/	swept /swept/	swept /swept/
swim /swɪm/	swam /swæm/	swum /swʌm/
swing /swɪŋ/	swung /swʌŋ/	swung /swʌŋ/
take /teɪk/	took /tʊk/	taken /'teɪkən/
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
tear /teə/	tore /tɔ:/	torn /tɔ:n/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
understand	understood	understood
/ʌndə'stænd/	/ʌndə'stʊd/	/ʌndə'stʊd/
upset /ʌp'set/	upset /ʌp'set/	upset /ʌp'set/
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
wear /weə/	wore /wɔ:/	worn /wɔ:n/
win /wɪn/	won /wʌn/	won /wʌn/
withdraw	withdrew	withdrawn
/wɪð'drɔ:/	/wɪð'dru:/	/wɪð'drɔ:n/
write /raɪt/	wrote /rəʊt/	written /'rɪtn/

Unit 1

1 Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.

- 1 Clare is the best singer in school. **BETTER**
No one in our school sings better than Clare.
- 2 There are very few occasions when Peter gets dressed up. **HARDLY**
Peter _____ dressed up.
- 3 Celebrity shows are more and more popular these days. **GETTING**
Celebrity shows _____ more and more popular these days.
- 4 Do you know how many people join the fashion design courses each year? **PART**
Do you know how many people _____ the fashion design courses each year?
- 5 Checked jackets, which were once trendy, are back in fashion this winter. **STYLE**
Checked jackets _____ this winter.
- 6 My friend wants to start a blog about fashion. **SET**
My friend _____ a blog about fashion.
- 7 Who is the owner of this handbag? **BELONG**
Who _____ to?
- 8 I admire people who are kind and fair to others. **LOOK**
I _____ who are kind and fair to others.

2 Complete the text with the correct form of the words in the box. There are two extra words.

appear change ~~confident~~ little look style
matter much

How to appear more intelligent

Is it possible to look more intelligent than you are? In fact, there are many ways to appear smarter and boost your ¹ confidence in relations with other people. One way has to do with physical ² _____ and clothing. Studies have shown that people who wear formal outfits are seen as more intelligent – but ³ _____ interesting than those who wear casual clothes. The colour of your clothes also ⁴ _____. Black, for example, is associated with being clever while red with being arrogant. In fact, choosing smart, ⁵ _____ outfits in 'boring' colours such as, for example, black, grey, beige and white can help you increase your IQ by a few points. It is also true of glasses. They were not fashionable in the past, but now this trend ⁶ _____. Nowadays many people wear glasses in order to look more honest, trustworthy and intelligent.

Unit 2

1 Complete the sentences with the correct words formed from the words in bold.

- 1 My knowledge (**KNOW**) of astrology is very limited. I don't know much about the galaxies in the universe.
- 2 The scientist's new _____ (**CREATE**) can help us understand dreams.
- 3 It is believed that the blue light from screens causes sleep _____ (**ORDER**).
- 4 We had a _____ (**AGREE**) about the role of computers in education. Everyone was of a different opinion.
- 5 I have finally found a computer that meets all my _____ (**REQUIRE**).
- 6 No one wants to take _____ (**RESPONSIBLE**) for the failure of this project.
- 7 Winning the science competition is one of his greatest _____ (**ACHIEVE**).
- 8 The main _____ (**ENTER**) to the building is monitored by CCTV cameras.

2 Choose the correct words a–c to complete the text.

Augmented reality*

If you have ever tried to catch Pokemons on your mobile, you will have a vague idea what augmented reality (AR) is. But AR isn't used just for playing games. This innovative technology ¹ _____ for some time now, and it is bringing huge profits. It appeals especially to people who can't imagine ² _____ their smartphones down. However, some psychologists fear that it may soon ³ _____ control of our lives and we might not be able to function in the real world without it. A lot of modern ⁴ _____ such as smartphones and tablets already make use of AR. We can download an app to browse the world around us just like we browse the web. Recently some companies ⁵ _____ it possible to see their products in 3D models in their own physical world. One of them is IKEA, whose app ⁶ _____ customers visualise what their furniture will look like in their own living rooms. AR technology is developing so fast that we will soon take it for granted.

*A situation in which computer-generated information or images are combined with things in the real world.

- | | | |
|---------------|-----------------------|-----------------|
| 1 a develops | b has been developing | c is developing |
| 2 a putting | b to put | c put |
| 3 a make | b get | c take |
| 4 a robots | b devices | c systems |
| 5 a have made | b make | c are making |
| 6 a allows | b succeeds | c lets |

Unit 3

- Complete the sentences with the correct forms of the words in brackets. Add extra words where necessary.
 - When I joined the 'Young chef competition', I had already finished (already/finish) a cookery course.
 - My older sister _____ (use/order/meal) at a fast food restaurant every Saturday but now she eats only homemade food.
 - I sprained my wrist while I _____ (work/gym) on Saturday.
 - The boy burnt his hand while he _____ (try/set fire) an old garden shed.
 - When you were a kid, _____ (you/use/play) any team sports?
 - Our team played very well but they still _____ (not/qualify/final) of the school basketball championships.
 - The students stopped talking as _____ (soon/teacher/enter) the classroom.
 - I lost ten kilos when I _____ (give/junk food) and fizzy drinks.
- Choose the correct words a–c to complete the text.

My first personal training session

I was nervous before my first personal training session as I didn't know what to expect. I tried to keep fit but I didn't have any training routine. I ¹ _____ go to the gym to do some exercise twice a week, but didn't feel much fitter. ² _____ I arrived at the club, I was greeted by David, my new fitness coach. He explained to me how the ³ _____ works and how to warm up. David was really motivating and encouraging. He showed me the best techniques to lift weights and do push-ups. David also showed me how to use the Bosu ball. I ⁴ _____ the ball before I joined the club and I wasn't sure what to do with it. But it was great fun! The day after the session I had a sore feeling in my body. I was afraid I had ⁵ _____ a muscle but my coach explained to me that it often happens after a workout. He also told me that if I want to build muscles, I should have meals which are high ⁶ _____ protein. Working with a personal trainer was a really rewarding experience – it really helped me to ⁷ _____ into shape fast.

- | | | |
|------------------|---------------|--------------|
| 1 a would | b could | c should |
| 2 a Soon | b Until | c The moment |
| 3 a track | b machine | c equipment |
| 4 a wasn't using | b hadn't used | c used to |
| 5 a sprained | b pulled | c dislocated |
| 6 a with | b on | c in |
| 7 a get | b be | c keep |

Unit 4

- Complete the second sentence so that it means the same as the first one. Use between two and five words in each gap.
 - Laptops have to be switched off during take-off. Passengers must switch off their laptops during take-off.
 - My uncle learned to fly a plane when he was 25. My uncle _____ to fly a plane since he was 25.
 - You shouldn't walk to the station. Going by bus is a better option. You ought _____ a bus to the station.
 - You mustn't carry any sharp objects in your hand luggage. You are not _____ carry any sharp objects in your hand luggage.
 - I had enough food on the plane as free snacks were served. I _____ buy food on the plane.
 - Peter lent me his car. I'm driving it. I'm driving the car _____ from Peter.
 - This is the girl who lent me the bike helmet. I'm wearing it now. This is the girl _____ I'm wearing now.
- Complete the text with one word in each gap.

WHAT TO DO IF YOU LOSE YOUR PASSPORT

A passport is one of the most valuable things we pack when we go ¹ on holiday abroad. If it gets lost or stolen, you won't be ² _____ to hire a car or, at worst, return home.

So if you want to avoid having trouble, you ought to take some steps before you set ³ _____ on your trip. It is a good idea to scan and print your passport and other forms of identification and leave copies with a family member or a close friend. ⁴ _____ could save you time and money if the worst happens. You ⁵ _____ not, under no circumstances, carry the copies of the documents with you. Otherwise the person ⁶ _____ steals them will have more than he or she has ever dreamt of having. It's also a good idea to travel with an extra passport photo in case you ⁷ _____ to apply for an emergency travel document.

If your passport does go missing, ⁸ _____ first thing to do is to get it cancelled, even if you hope that it will be found. Cancelling the passport as ⁹ _____ as possible is the best way to guarantee that no one else will use it illegally.

Unit 5

- 1 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary.
 - 1 I'm pretty sure that we will have carried out the project (carry/project) by the end of this lesson.
 - 2 Watch out! The teacher _____ (be/about/enter) the classroom.
 - 3 You should really _____ (get/work) or you'll fail the exam.
 - 4 Do you know when we _____ (have/hand/essay) on climate change? I hope it's not too late.
 - 5 Tomorrow at 8 a.m. we _____ (sit/exam) in French.
 - 6 The weather looks good so we _____ (be/likely/go) backpacking at the weekend.
 - 7 Fiona is not happy with her studies and _____ (be/drop) university before the end of the term.
- 2 Complete the text with the correct words formed from the words in bold.

NO PAIN, NO GAIN!

For many young people the idea of working while studying can seem very ¹ challenging (**CHALLENGE**). First of all, handling both a job and studies at the same time requires a lot of ² _____ (**FLEXIBLE**) and discipline. The most important skill to learn is managing your time ³ _____ (**EFFECTIVE**). At the start of each semester, study the syllabus of the courses you're attending and note down the dates of all the examinations and deadlines for papers. Keeping a to-do list and managing deadlines will help you develop some ⁴ _____ (**ORGANISE**) skills. Research shows that we worry about things that we haven't done, so putting a task on a to-do list and setting a time to complete it in your ⁵ _____ (**WEEK**) planner makes you worry less. There will be days when you feel tired or you won't have enough ⁶ _____ (**STRONG**) to study and go to work. So remember to take a break from time to time, which will have a positive effect on your ⁷ _____ (**EFFICIENT**) at work and at college. Finally, in a moment of ⁸ _____ (**WEAK**), don't forget this old saying: No pain, no gain!

Unit 6

- 1 Choose the word which best completes both sentences.
 - 1 Are you sure Tom and Anna are about to ____ up? They look so happy together.
Be careful or you'll ____ your leg!
a split **b** hit **c** break
 - 2 My parents can ____ right through me when I'm not telling the truth.
Can you ____ your brother? Why is he climbing that old tree?
a notice **b** see **c** observe
 - 3 The teenager got a 6-month suspended ____ for shoplifting.
The student has made five grammar mistakes in one single ____.
a punishment **b** verdict **c** sentence
 - 4 Don't ____ your eyes. It is rather impolite.
When the woman heard the judge say she was innocent, tears began to ____ down her cheeks.
a roll **b** move **c** pull
- 2 Complete the text with one word in each gap.

How to talk so parents will listen

Do your parents usually listen to what you say and respect your opinions? Or perhaps they often ¹ lose their temper and interrupt while you are talking. Some parents are not very good listeners. But remember that communication is a two-way street and ² _____ way you talk can help you communicate with your parents.

So here are some tips to follow:

- Be as clear ³ _____ you can about what you think and tell them what you want. Give details that can help your parents see the problem from your perspective. ⁴ _____ they understand what you really need, they won't be able to help.
- Try to see their ⁵ _____ of view and understand their feelings. People feel frustrated ⁶ _____ others ignore them. ⁷ _____ you feel OK if your friends didn't listen to you? Remember that your parents always want what is best for you. Even if you think they won't understand you, give ⁸ _____ a try.
- Do not argue or shout. If you speak in a friendly way, your parents ⁹ _____ take what you say seriously. Do whatever ¹⁰ _____ takes to keep calm. If you start feeling angry or upset, do something before you get ¹¹ _____ trouble: go for a walk or count to ten. Always avoid saying things that may ¹² _____ their feelings. Remember, a lot depends ¹³ _____ you too!

Unit 7

1 Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.

1 There are never any tickets left for Rihanna's concerts. **SELL-OUT**

Rihanna's concerts are always a sell-out.

2 'Big Brother' became successful right from the start. **TOOK**

'Big Brother' _____ right from the start.

3 'Ok. I'll give you this role, Peter.' **PROMISED**
The theatre director _____ that role.

4 'Do you want to watch the news with me, Kate?' **WHETHER**

My mother _____ to watch the news with her.

5 'Don't forget to write a review of the play, Pam.' **NOT**
The teacher told _____ to write a review of the play.

6 'This news item is definitely fake and I can prove it.' **POINTED**

He _____ was fake and that he could prove it.

2 Choose the correct words a-d to complete the text.

Reality TV is a form of entertainment that a lot of people seem to enjoy.

We secretly follow the latest episodes of our favourite shows but, at the same time, we love to ¹ _____ that they are a bit mindless and brainwashing. So why do we really like reality shows? Well, researchers ² _____ they give us a sense of connection with people who have the same values and behave in a similar way. That's why reality shows are full ³ _____ dramatic stories of people who, like us, have a job and face ordinary problems. Very often they are lonely and unhappy. In fact, stories like these are likely to be true and we love to feel that we are not the only people in the world ⁴ _____ life is not a bed of roses. Moreover, what 21st century ⁵ _____ are looking for in shows like *The X Factor* or *The Voice* is a chance to do something good for other people. When we vote for our favourite contestants we think that we help them make a name ⁶ _____ themselves in show business. However, one of the most important reasons why reality TV is ⁷ _____ popular is the fact that we can see people like ourselves and imagine that we too could become celebrities by being on television.

- | | | | |
|--------------------|-------------------|----------------------|--------------------|
| 1 a tell | b warn | c report | d claim |
| 2 a tell | b complain | c say | d warn |
| 3 a with | b in | c about | d of |
| 4 a who | b whose | c which | d that |
| 5 a viewers | b spoilers | c newsreaders | d reporters |
| 6 a with | b on | c for | d to |
| 7 a such | b slightly | c so | d utterly |

Unit 8

1 Choose the word which best completes both sentences.

1 When I study for a test, I use my _____ from the lessons.
I gave the shop assistant two ten-pound _____.

a banknotes **b** notes **c** notebooks

2 I _____ my arm when I was playing with my dog.
I'm _____. Can you lend me 10 pounds?

a twisted **b** spoiled **c** broke

3 I usually use a _____ card to pay for things.
They opened a museum on the south _____ of the river.

a side **b** credit **c** bank

4 Watch out! The iron is very hot and you could _____ a hole in your new shirt.

Every time I see her she's wearing something new.
She must have money to _____!

a spend **b** burn **c** make

2 Complete the sentences with the correct passive form of the words in brackets. Add extra words where necessary.

1 The thief stole the money while it was being transported (it/transport) to the bank.

2 Next year _____ (students/offer) free snacks in our school canteen.

3 I _____ (get/washing machine/fix) next week.

4 It is useless _____ (have/you/old mobile/repair). You'd better get a new one.

5 Great news! I _____ (just/ask/sing) at the event in the city centre.

3 Complete the text with one word in each gap.

Showrooming and webrooming

Have you ever seen something you liked in a shop, checked the price on your smartphone and then bought ¹ it cheaper online? This phenomenon is called showrooming. The trend refers to people ² _____ visit a shop in order to examine a product before they buy it online at a lower price.

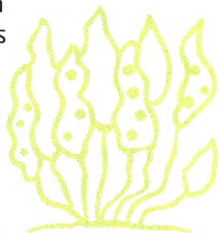
In the past, shop owners were worried that showrooming could destroy their business. They were afraid to lose customers who wanted to get ³ _____ money's worth and shopped online. Some big shops thought the best way to sort ⁴ _____ this problem would be to introduce a special fee for 'only looking'. But thanks to the rise of webrooming (checking the product online before buying it in a shop), they don't need to worry anymore. According ⁵ _____ a recent survey, almost seventy percent of people webroom while only forty-six percent of shoppers showroom. Webroomers point out that they like to touch and feel a product before they buy it. They cannot imagine buying clothes online and they say that jeans or shoes must ⁶ _____ tried on first. Some people just prefer to ⁷ _____ in cash and save on delivery costs. Others don't like to wait for the product. What type of customer are you?

Unit 9

- Complete the second sentence so that it means the same as the first one. Use between two and five words.
 - I was tired in the morning because I'd studied till midnight.
If I hadn't studied till midnight, I wouldn't have been tired in the morning.
 - It's a pity I forgot my keys.
If only I _____ my keys!
 - You are always leaving dirty dishes in the sink.
I wish you _____ in the sink.
 - Your advice helped us a lot.
Your advice was really _____ us.
 - We must use solar panels. In this way, we will reduce emission of greenhouse gases.
We must use solar panels in order _____ of greenhouse gases.
 - There is peace and quiet in the countryside. We should move there.
We should move to the countryside because it _____ there.
 - It was wrong of you to leave the water running for so long.
You shouldn't _____ for so long.
- Complete the sentences with the correct words formed from the words in bold.

Plastic made from plants

Kevin Kumala, a diver and surfer from Bali, decided to say 'no' to all the plastic bags floating in the sea and scattered around the ¹ picturesque (**PICTURE**) beaches on the island. Kevin, who is also a biologist, came up with a brilliant idea to stop the ² _____ (**DESTROY**) of these natural areas of beauty. One rainy day, he saw several ³ _____ (**MOTORCYCLE**) wearing plastic ponchos to protect themselves from the rain. These toxic plastic coats were used only a few times and then thrown away, which damaged the environment, so he created a kind of plastic which would be ⁴ _____ (**REUSE**) and biodegradable. He started to make ponchos and bags from cassava, a cheap and popular vegetable found in Indonesia. A bag made from this plant will break down in three to six months and disappear from land or sea. For a standard plastic bag, the process takes years. Kumala's bag is ⁵ _____ (**TOTAL**) organic and it dissolves in hot water at 80 degrees. Kevin created a plastic product that is ⁶ _____ (**HARM**) to sea animals and people. A few years ago he started his own company Avani Eco which now sells shopping bags, lunch boxes and salad ⁷ _____ (**CONTAIN**), all of which are made from 'vegetable plastic'.



Unit 10

- Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.
 - They arrested the man and released him after two days. **IN**
The man was held in custody for two days before being released.
 - The shoplifter avoided punishment for the crime as there was no proof. **AWAY**
The shoplifter _____ the crime as there was no proof.
 - It's possible my neighbour left the front door open. **LEFT**
My neighbour _____ the front door open.
 - I'm sure the burglar was wearing a dark jacket. **MUST**
The burglar _____ a dark jacket.
 - The detective is investigating the case of the missing child. **LOOKING**
The detective _____ the case of the missing child.
- Choose the correct words a-d to complete the text.

A crime in the name of love

Some crimes are truly terrifying but some are completely ridiculous. Like the one committed by 21-year-old Keith who clearly ¹ _____ have known what he was doing. The young man broke ² _____ a fast food restaurant soon after the place had closed. At precisely half past ten, he was ³ _____ on security cameras trying to fry some chicken wings! When the guards saw him, they immediately called the police. The police arrested the man and took him to the nearest police station, where he was held ⁴ _____ for a few hours. The detectives questioned Keith and charged him ⁵ _____ attempted robbery. Keith was utterly shocked that the situation had got out of control. As he claimed, he was only trying to surprise his girlfriend with her favourite meal: fried chicken wings in marinara sauce. However, he did not have the necessary equipment and tools at home, ⁶ _____ he decided to visit the local restaurant in search of help. The court found the man ⁷ _____ of third-degree burglary. The unlucky chef was sentenced to community ⁸ _____. He was ordered to clean the dishes at the very same fast food restaurant he had broken into!

- | | | | |
|---------------|----------------|-------------|--------------|
| 1 a shouldn't | b couldn't | c might | d may |
| 2 a in | b down | c into | d up |
| 3 a caught | b reached | c taken | d found |
| 4 a on bail | b under curfew | c in prison | d in custody |
| 5 a with | b for | c about | d on |
| 6 a because | b although | c so | d since |
| 7 a free | b accused | c clear | d guilty |
| 8 a sentence | b service | c verdict | d warning |

STUDENT A

1B Exercise 7, page 6

Study this photo for one minute. Then close your book and answer Student B's questions.



Student A: Use the vocabulary in lesson 1B to ask your partner questions about his/her photo, for example:

- 1 What kind of shoes is he wearing?
- 2 What's his hair like?
- 3 Is he skinny?
- 4 Do you think he's a likeable person?

2A Exercise 10, page 19

- 1 You are training for a mission to Mars. You have been at a training camp in the Atacama desert in Chile for the last three months. You have an online interview with a student. Answer his/her questions.
- 2 You are interviewing an astronaut who is on a mission to Mars. Ask him/her what he/she has been doing, how he/she has been feeling and the things he/she has done and seen.

2D Exercise 6, page 23

Tell me about ...

- 1 something you can't stand doing.
- 2 something you learnt to do recently.
- 3 something your parents let you do.
- 4 something you stopped doing recently.
- 5 something you remember liking as a child.
- 6 something you should do but keep avoiding.

3E Exercise 7, page 39

- 1 You are a customer at the counter in a café. Politely ask the café owner the following questions and follow the instructions below:
 - Is there any gluten-free food?
 - Does the chocolate cake contain nuts?
 - Politely refuse the chocolate cake. You are allergic to nuts. Order the cookies.
 - Is the orange juice freshly-squeezed? Order lemonade.
 - What's the wi-fi password?

- 2 You are a waiter or waitress in a restaurant. Answer the customer's questions using this information:
 - The soup-of-the-day is organic mushroom soup.
 - Recommend the salmon in chilli sauce.
 - The card machine is not working at the moment.
 - The toilets are down the stairs, through the first door on the left.

5A Exercise 8, page 65

- 1 What time do we finish school today?
- 2 What are you doing after school?
- 3 Are you going to revise this weekend?
- 4 What else are you going to do this weekend?
- 5 Is it going to rain this weekend?
- 6 Do you think your parents will do something surprising this weekend?

ALL STUDENTS

2D Exercise 1, page 23

Answers to the quiz: 1 False: Most people can remember around 10,000 faces. 2 True 3 True 4 True 5 True 6 False: Experts say it's safer to wake them up before they hurt themselves.

Life Skills 1-2, Exercise 9, page 33

Answer the questions below to assess your friend's presentation. Use the scale from 5 (very good) to 1 (poor).

Content and ideas

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

Did the presenter:

- explain the purpose of the talk?
- present the key points clearly?
- give examples?
- choose the visuals well?
- make the topic interesting for the audience?

Organisation

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

Was the presentation:

- divided into clear sections (beginning/middle/end)?
- easy to follow?

Language

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

Did the presenter:

- use correct grammar?
- use a range of vocabulary?
- use some of the expressions from the Speaking box?

Body language and delivery

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

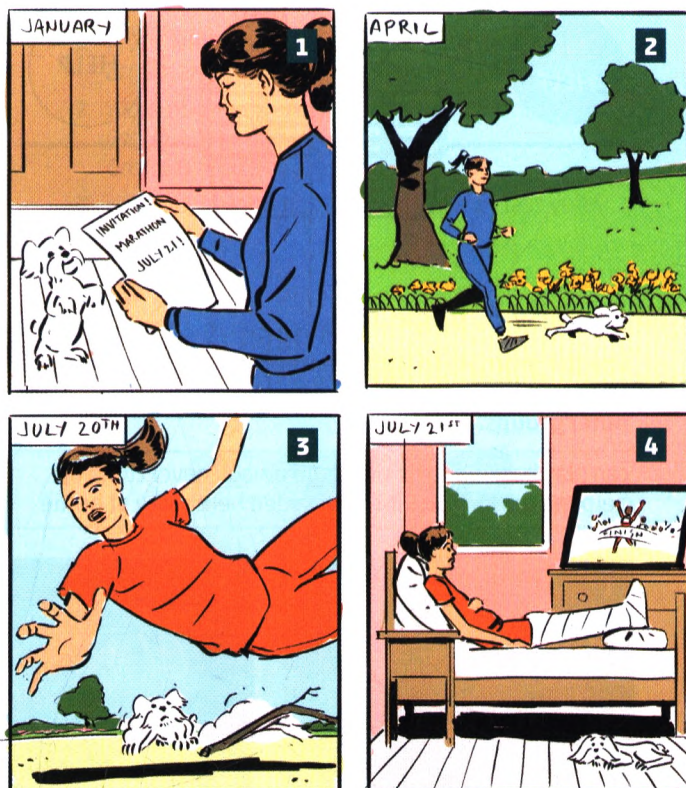
Did the presenter:

- make eye contact with the audience?
- use gestures to make key points?
- move during the presentation?
- smile and use facial expressions?
- speak clearly?

3A Exercise 8, page 35

- 1 What happened?
- 2 Had you/they ever done well at this sport, performance or challenge before?
- 3 What had you/they done before the event to prepare?
- 4 How did you/they feel before, during and after?
- 5 Did you/they take home a medal, cup or prize?
- 6 How did you/they celebrate?

3G Exercise 8, page 43



- 1 In pairs, look at the pictures and decide from whose perspective you are going to tell the story (the woman or the dog). Are you going to tell the story from the first or third person point of view?
- 2 Use the vocabulary in the box and the past tenses from lesson 3A to help you.

disappointed qualify for a marathon guilty
have your leg in plaster train (v) trip/fall over

- 3 Remember to include linkers and adjectives.

Life Skills 3-4, Exercise 9, page 63

Choose one of these topics for your debate. After the debate, assess it using this checklist.

- 1 Diets are a waste of time.
- 2 Students should travel free on all public transport.
- 3 Girls and boys should compete in the same sports/athletic competitions.
- 4 Tourists do more harm to an area than good.
- 5 Junk food should be banned in schools.

Content

- Are the arguments strong? ☐
- Do you find them convincing? ☐
- Are the arguments relevant to the debate? ☐
- Do the speakers give examples to support their arguments? ☐

Language

- Is it easy to understand the speakers? ☐
- Do they use expressions from the Speaking box? ☐
- Do they use varied vocabulary and correct grammar? ☐

Style

- Do the speakers use body language to emphasise their points? ☐
- Do they maintain eye contact with the audience? ☐
- Do they speak clearly and in a natural way? ☐

Overall points: _____ / 10

Winning team: _____

Main reason for decision: _____

Best participant: _____

6D Exercise 2, page 83

- 1 AS (3 points) A (2 points) D (1 point) DS (0 points)
- 2 AS (3 points) A (2 points) D (1 point) DS (0 points)
- 3 AS (0 points) A (1 point) D (2 points) DS (3 points)
- 4 AS (3 points) A (2 points) D (1 point) DS (0 points)
- 5 AS (0 points) A (1 point) D (2 points) DS (3 points)
- 6 AS (0 points) A (1 point) D (2 points) DS (3 points)
- 7 AS (0 points) A (1 point) D (2 points) DS (3 points)
- 8 AS (0 points) A (1 point) D (2 points) DS (3 points)
- 9 AS (3 points) A (2 points) D (1 point) DS (0 points)
- 10 AS (0 points) A (1 point) D (2 points) DS (3 points)

Maximum score = 30 points

1-10 – You sometimes show empathy, but you could consider others more often than you do. Try looking at things from other people's points of view more regularly.

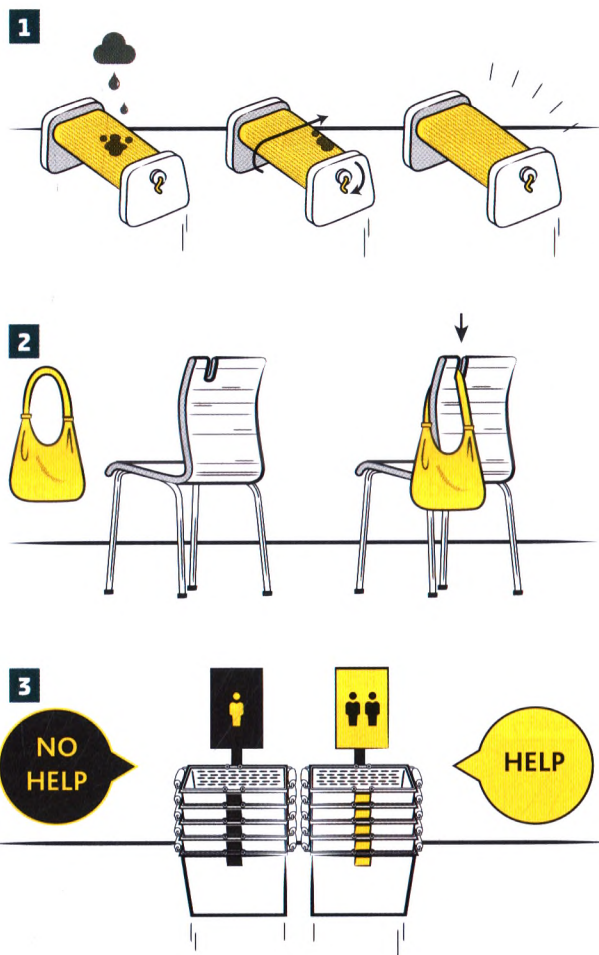
11-20 – You are empathetic and probably a good listener. Friends can rely on you for your support and understanding.

21-30 – You are a real people person. You are very good at reading emotions. You go out of your way to help others feel better.

7D Exercise 8, page 98



Life Skills 7–8, Exercise 5, page 123



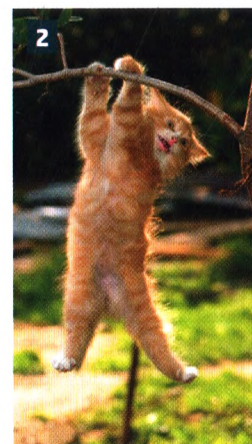
8E Exercise 8, page 114

- 1 **Customer in a restaurant:** You sat down twenty minutes ago and nobody has taken your order. Complain.
Waiter: You are very apologetic. Explain the problem and try to satisfy the customer.
- 2 **Customer:** You ordered some games online. When the parcel arrives, you find they've sent you the wrong games. Phone to make a complaint.
Customer service employee: You have had a long hard day but you try to be polite and professional with all your customers. Find out exactly what the problem is and try to sort it out.
- 3 **Customer:** You bought an extra-large T-shirt with a logo of your favourite heavy metal group from an online store but they sent you a small pink T-shirt with a picture of a pony on the front! Complain.
Customer service employee: Apologise and respond appropriately.
- 4 **Customer in a shop:** You bought a new phone but there's something wrong with it. You have the receipt. You take it back to the shop and ask for a refund. Ask to speak to the manager if you have any problems.
Shop assistant: You find out what's wrong, apologise and ask for a receipt. When the customer gives you the receipt, you see it's for the wrong shop so you refuse to help him/her. When he/she asks to speak to the manager, explain that it's the wrong receipt and there's nothing you can do about it.

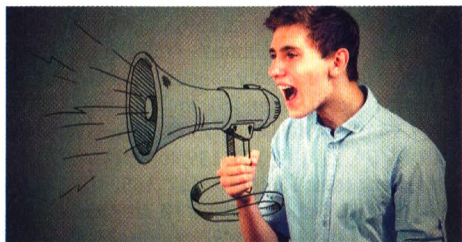
9D Exercise 5, page 128

Use the prompts to write sentences with *I wish/if only*. Then think of more sentences and compare them with other groups.

can play baseball the others go away never climb up
help me get down not so crowded here stay at home



10E Exercise 4, page 144



10E Exercise 6, page 144

Imagine you are a candidate in school elections. Compare and contrast the two images above and then choose one for your campaign poster.

10F Exercise 10, page 145

- 1 Work with a partner and write down several arguments for and against the question.
- 2 Work in groups and debate the question. Group A argue for the topic. Group B argue against the topic.
- 3 When everyone has finished, take a class vote.

STUDENT B

1B Exercise 7, page 6

Student B: Study this photo for one minute. Then close your book and answer Student A's questions.



Student B: Use the vocabulary in lesson 1B to ask your partner questions about his/her photo, for example:

- 1 What clothes is she wearing?
- 2 What's her hair like?
- 3 Is she wearing any accessories? What?
- 4 Do you think she's a likeable person?

2A Exercise 10, page 19

- 1 You are interviewing an astronaut who is training for a mission to Mars. Ask him/her what he/she has been doing, how he/she has been feeling and the things he/she has done and seen.
- 2 You are a member of the crew on a mission to Mars. Your spaceship has almost arrived at the red planet. You have an online interview with a student. Answer his/her questions.

2D Exercise 6, page 23

Tell me about ...

- 1 something your parents make you do.
- 2 something difficult you can do.
- 3 something you expect to do before the end of this year.
- 4 something you forgot to do recently.
- 5 something you practise doing regularly.
- 6 something you hope to see during your lifetime.

3E Exercise 7, page 39

- 1 You work in a café. Answer the customer's questions using this information:
 - The chocolate cake and the cookies are gluten-free.
 - The chocolate cake contains nuts but the cookies don't.
 - The orange juice is not freshly-squeezed, but the home-made lemonade was made fresh today.
 - The wi-fi password is cafebema123.
- 2 You are a customer at a restaurant. Politely ask the waiter or waitress the following questions and follow the instructions:
 - What is the soup-of-the-day?
 - Can you recommend a main course?
 - Politely refuse the recommendation. You don't like fish. Order fried eggs with wholemeal toast.
 - Can I pay by card?
 - Where are the toilets?

5A Exercise 8, page 65

- 1 When are we sitting our next exam?
- 2 How do you think you'll get on?
- 3 What are you going to do to improve your chances of passing the exams?
- 4 Do you think you'll pass all your exams this year? If yes – are you sure you'll pass all of them, even Maths? If no – which ones are you sure you'll pass?
- 5 Do you think schools will ever stop giving students exams?

5D Exercise 8, page 68

- 1 How good are your communication skills in English?
- 2 Would you say you are self-motivated?
- 3 Do you work well under pressure? Give me an example.
- 4 Tell me about a time when you solved a problem.
- 5 Finally, what's your biggest strength?

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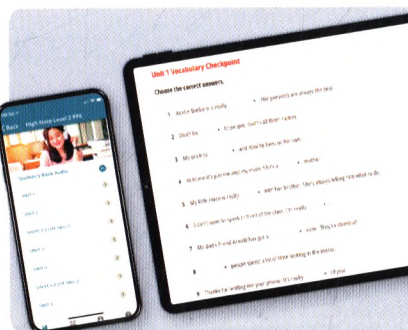
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