



high note 4

Student's Book

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01

Get the message

VOCABULARY	Collocations with <i>contact</i> , <i>message</i> and <i>touch</i> , phrasal verbs, phrases for breaking the ice, communication idioms, emotion adjectives
GRAMMAR	Present and past tenses, question tags, echo questions Use of English > page 191
SPEAKING	Expressing emotions
WRITING	An informal email
VIDEO	Grammar ▶ Documentary ▶

Messaging through time ...

Since the dawn of time people ¹ have been using different ways of communicating at a distance.

In ancient times, they used smoke signals and after writing developed, they ² invented more ingenious methods of delivering messages; for example, sending a message in a bottle. It is believed this first began thousands of years ago. At the turn of the twentieth century, bottles were found which had been sent by people who ³ were travelling on board the Titanic. Happier stories have also come to light. In 1956, Ake Viking, a Swede, tossed a letter into the sea, hoping it would reach his future wife. Two years later he received a letter from a Sicilian girl, Paolina, who ⁴ had found his bottle and soon after they were married! Romantic, if not exactly environmentally friendly!

The invention of the telegraph in 1837 sped up communication dramatically. A famous story tells of how a murderer, John Tawell, was caught after he had escaped on the train to London. A telegram was sent to the London police, and they ⁵ were waiting for him when he arrived there. His capture was hailed as a miracle of science!

Since the invention of the Internet, the world ⁶ has become a different place. People ⁷ are still sending messages, apparently up to 60 billion a day, and it usually ⁸ takes only seconds to deliver them. But ⁹ are we now forgetting how to communicate face-to-face? Without a doubt there are some challenges, but there are also examples of when the Internet ¹⁰ has changed someone's life for the better. Look at Tara Taylor's case, a mother who ¹¹ lives in the USA: when she uploaded a photo of her daughter to Facebook, a facefriend spotted a problem with one of the child's eyes, so Tara took her to the doctor. It turned out that the girl had a rare disease, but her sight was saved!

The story of communication is, in many ways, the story of the human race: we've always shared knowledge and built relationships, whatever means of communication we use.

1A GRAMMAR AND VOCABULARY

In pairs, discuss the questions. Then read the article and check which forms of communication ...

- make it easier to **stay in touch** nowadays?
- used to be a good way to quickly **spread the message** that an enemy was coming?
- can **carry a message** over a long distance?
- can be used to **convey a** short and simple **message**?
- could be a good way to **make contact** if you were stuck on a desert island?

2 Make more collocations with the nouns *message*, *contact*, *touch*, using the verbs from the box.

deliver establish lose maintain pass on

1 _____ / _____ / _____ **contact**

2 _____ / _____ **a/the message**

3 _____ **touch**

3 Discuss in pairs. How can a means of communication change someone's life? Find examples in the text.

Present and past tenses

- 4 Study the Grammar box and match the underlined phrases 1–11 in the article with the meanings a–k.

Present and past tenses

We use the **Present Simple** for:

- a** ☐ routines and habits
b ☐ facts and things that are generally true

We use the **Present Continuous** for:

- c** ☐ things happening now or around now
d ☐ situations which are changing during the present time

We use the **Past Simple** for:

- e** ☐ actions that started and finished at a specific time in the past

We use the **Past Continuous** for:

- f** ☐ actions in progress at a specific time in the past
g ☐ a long activity interrupted by a short one

We use the **Present Perfect Simple** for:

- h** ☐ actions and states which began in the past and continue until now
i ☐ finished actions in the past when we don't say exactly when they happened

We use the **Present Perfect Continuous** for:

- j** ☐ an action in progress or repeated over a period of time up until now

We use the **Past Perfect** for:

- k** ☐ an action in the past that was completed before another action or time in the past

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- 5 Match time expressions below with the tenses in Exercise 4. Find more time expressions in the article.

at the moment at the time currently
 earlier today ever since every so often for
 from time to time in recent years nowadays
 once in a while recently right now since
 the day before yesterday these days

- 6 Read *Watch out!* and explain the difference in meaning between sentences a and b.

WATCH OUT!

Some state verbs can be used in continuous form to express a different meaning or a temporary action.

- 1 **a** She **has** lots of online friends.
b We're **having** a really good time in Greece.
 2 **a** Mark **appears** to know a lot about apps.
b Lynda **is appearing** as Cinderella in the new school play next week.

- 7 Match the sentence halves. In pairs, discuss the reasons for your answers.

- 1 The phone is ringing _____. The phone rings _____.
a all the time now that we run a business
b and I can't find where I've put it
 2 I've been calling Mike _____. I've called Mike _____.
a all day today **b** a couple of times today
 3 It's getting _____. It gets _____.
a easier and easier to stay in touch with people
b less difficult every time I write an essay
 4 I was watching a film _____. I watched a film _____.
a when the lights suddenly went out
b when I got home from school
 5 She has sent me a lot of emails recently, _____.
 She sent me long emails every day _____.
a while she was travelling abroad
b so I might get one today
 6 When I looked at my phone, the message arrived _____.
 When I looked at my phone, the message had arrived, _____.
a but I didn't notice it buzzing earlier
b at exactly the same moment
 7 What do you think _____. What are you thinking _____.
a of my phone **b** about

- 8  **1.2** Complete the text with the correct forms of the verbs in brackets. Sometimes more than one form is possible. Listen and check.

In 1992, Neil Papworth, a software engineer and developer, ¹_____ (send) the first text message, which said simply, 'Happy Christmas'. At that time, he ²_____ (work) for Sema Telecoms, a company which ³_____ (develop) the technology for Vodafone. In those days, mobile phones ⁴_____ (not have) keyboards, so he had to type the message on a computer. Papworth was not, however, the first person to think of sending a short message. A man called Friedhelm Hillebrand ⁵_____ (already/suggest) the idea back in 1984. And it was Hillebrand who limited the message to 160 characters.

Text messaging was not immediately popular, but in recent years it ⁶_____ (grow) very rapidly. In fact, these days we ⁷_____ (send) over 15 million text messages every minute! Platforms such as Twitter, ⁸_____ (also/contribute) to texting having become such an essential part of our lives today.

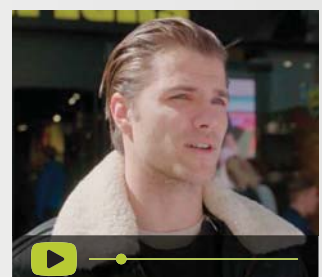
- 9 **SPEAKING** Complete the sentences with your own ideas.

- 1 I was talking to a friend the other day when ...
 2 Nowadays, more and more people are keeping in touch by ...
 3 By lunchtime yesterday, I had already ...

GRAMMAR VIDEO

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

How has social media changed the way we communicate?



1B READING AND VOCABULARY

1 SPEAKING In pairs, look at the photos on page 7 and discuss the questions.

- 1 Do you recognise any of these films? Do you enjoy watching films about aliens? Say why.
- 2 What do you think would happen if we ever made contact with extraterrestrials?

2 CRITICAL THINKING Read the article and study Active Reading. What opinions about the contact between humans and aliens does the author express? How far do you agree with him?

ACTIVE READING | Identifying the author's opinion

In a text, the author presents his/her point of view on a topic and different arguments to support that view.

- Writers often use opinion verbs and phrases to signal their position, e.g. *I feel ...*, *I think ...*, *In my opinion ...*, etc.
- Sometimes they express their views more subtly by using modal verbs, e.g. *We should ...*, *It must be ...*, etc.
- They may also use phrases of probability, e.g. *Maybe ...*, *Possibly ...*, etc.
- You will often find the author's main message towards the end of the article.

Remember that you can form your own opinion, rather than uncritically accepting what the author has to say.

3 Read the article again and choose the correct answers.

- 1 How can the author's opinion of the *Voyager Golden Record* best be summarised?
 - a It contained the perfect selection of items.
 - b It was very challenging to put together.
 - c It has succeeded in communicating with aliens.
 - d It was too focused on one or two cultures.
- 2 According to the author, aliens
 - a probably only exist in films and books.
 - b are statistically likely to exist.
 - c are certainly out there somewhere.
 - d have picked up our messages already.
- 3 What does the author think about the possibility of communication between humans and aliens?
 - a Aliens would be intelligent enough to work out a means of communication.
 - b Culture differences would make communication impossible.
 - c It would be ridiculous to try and communicate with aliens.
 - d Aliens would assume that humans couldn't understand them.
- 4 What does the author believe might happen if humans made contact with an alien civilisation?
 - a They might treat people as a lower form of life.
 - b It might be a complete waste of time.
 - c It might lead to the destruction of the world.
 - d They might help us to develop as a species.

4 Study Active Reading again. Which modal verbs, phrases of probability and expressions of opinion helped you to answer questions in Exercise 3?

5 Match the highlighted phrasal verbs from the article with their definitions below.

- 1 To receive (a broadcast).
- 2 To cause something to happen.
- 3 To tell someone something you think they don't know.
- 4 To see something with difficulty.
- 5 To destroy something completely.
- 6 To successfully communicate a message/an idea.
- 7 To explain something very clearly.
- 8 To meet or find something by chance.
- 9 To solve a problem.
- 10 To understand and remember something you are told.

6 Complete the sentences with the phrasal verbs from the article, in the correct form.

- 1 I was embarrassed when he _____ that I had made some basic spelling mistakes.
- 2 It was cloudy, but he could still _____ the distant star.
- 3 I _____ an interesting article about space exploration the other day.
- 4 Technology has _____ many changes in the way we live.
- 5 That's what I've been trying to _____ to you, but you won't listen!
- 6 It took me ages to _____ exactly how to use the telescope.
- 7 You don't understand? Do I have to _____ what I mean?
- 8 Are we _____ actual signals, or is it just random space noise?
- 9 When the Europeans arrived in Mexico, they brought a disease which _____ 15 million Aztecs.
- 10 After the discussion, Tim realised that he _____ anything she said. He was completely confused!

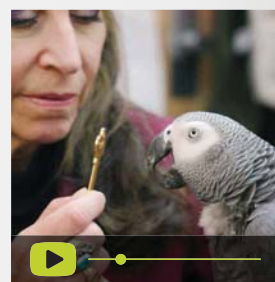
7 SPEAKING In small groups, ask and answer the questions.

- 1 How do you think extraterrestrials might differ from us?
- 2 What could we learn from them if they visited our planet?
- 3 Should we be scared of communicating with aliens? Say why.

8 REFLECT | Culture In small groups, discuss what you would include in a message to send into space like the *Voyager Golden Record*. What do you think represents the best of human culture?

DOCUMENTARY VIDEO

2 WATCH AND REFLECT
Go to page 162. Watch the documentary *Getting through to animals* and do the exercises.



MAKING CONTACT

1.3

By Danny Exeter



For centuries, people have gazed at the stars and wondered if there could be other beings out there. If so, how could we get a message to them? In the 1800s, people experimented with drawing enormous symbols on the ground, which they hoped could be **made out** from space. But ever since space travel became possible in the later part of the twentieth century, people have been looking for more sophisticated ways to make contact.

In 1977, the Voyager spacecrafts were launched into space, each carrying a copy of the *Voyager Golden Record*, a twelve-inch gold-plated disc, with sounds and images intended to introduce the human race to any extraterrestrials that might find it. But how can you possibly **get across** to an alien civilisation what it means to be human and to live on our planet? Among other things, the Voyager record contained an X-ray of a human hand, an image of a street in Pakistan, diagrams of the structure of DNA, greetings from Earth in fifty-five languages and ninety minutes of classical, popular and traditional music tracks from around the world. More than forty years later, Voyagers 1 and 2 are still sending back vital information about outer space but, as far as we know, the messages about humanity have not been passed on.

You might assume that this is because aliens are simply something we will only ever **come across** in movies, but you'd probably be wrong. In fact, it has been estimated that there may be as many as two billion potentially habitable planets in our galaxy alone, which means that we should take the possibility seriously. China is so convinced that we will soon make contact, that it has invested billions of pounds in building the world's largest radio dish, which can **pick up** signals from even the very deepest realms of space.

However, as the Polish philosopher and science fiction writer, Stanislaw Lem, **pointed out**, it is highly likely that, even if we do make contact, we won't be able to **take in** or process what the aliens are trying to tell us. There are, he said, two insurmountable barriers: language and intelligence. The speakers of any two languages around the world will understand each other when they refer to concepts such as food, life and death and day and night. But with an alien culture, we can't make any such assumptions. Then there is the fact that in order to travel to our planet, the aliens would have to be far more advanced than we are.

Would we be able to **figure out** what they were saying any more than most animals understand what we say to them? I think we have to hope that their superior development would mean that they were able to find a solution to this problem.

And might it be actually hazardous to send out signals to attract the attention of these superior beings? The well-known physicist and cosmologist Stephen Hawking certainly thought so. He often **spelt out** what he feared may happen, saying that aliens might treat us the same way we would treat bacteria – as a nuisance to be cleaned up. We've seen this scenario played out many times in films, such as *Independence Day*, where the aliens' one goal is to **wipe out** humanity. It's probably natural to fear that something so different from ourselves could **bring about** the end of the world.

However, given that any visiting aliens are likely to be considerably more developed than us, might they perhaps have something to teach us? In the film *Arrival*, learning the aliens' language changes the brain of the linguist in the film, leading her to evolve. She becomes able to see the past and the future as clearly as the present, just as the aliens do, and we are led to believe that she will be able to teach us all to do this. As a result, humankind will become able to see the world from a brand-new perspective. Maybe, just as on this planet, we need to stop fearing those who are different and open our minds to the possibilities that greater connection with others could bring.



GLOSSARY

extraterrestrial – a creature that people think may exist on another planet

habitable – good enough for people to live in
outer space – the space outside the Earth's air, where the planets and stars are

radio dish – a piece of equipment that collects radio waves from space and is used to find objects in space (radio telescope)

realm – area

superior being – highly intelligent thing that exists

How to BREAK THE ICE

and make new friends

Don't worry too much about **making a favourable impression**. Often the best way to **strike up a conversation** is simply to comment on the weather, or say something funny about what's happening around you. If you can **have a laugh** about the situation you're in, it can really **create a bond** or connection between you.

People often like it if you **pay them a compliment**, but don't try too hard or you'll sound insincere. Just **make small talk** about where you live, what you're studying and so on. You may find that in the end you really hit it off and become friends for life.

People are more likely to **take to you** if you **come across as** a warm and approachable person. So, make eye contact (though don't stare) and smile.



1C VOCABULARY | Idioms and phrases related to communication

1 Look at the cartoon and the title of the article. In pairs, answer the questions.

- 1 Can you work out the meaning of the title from the context?
- 2 Do you find it easy or difficult to break the ice with people you don't know? Say why.

2 Read the article. Which piece of advice do you think is the most useful? Say why.

3 Study the phrases highlighted in the article. Then complete the second sentence so that it means the same as the first, including the word given in capitals.

- 1 He started talking to her in the hallway. **STRUCK**
He _____ with her in the hallway.
- 2 She gave the impression of being very self-confident. **ACROSS**
She _____ being very self-confident.
- 3 Alice commented on how nice his shoes were. **PAID**
Alice _____ about his shoes.
- 4 I immediately liked him. **TOOK**
I _____ immediately.
- 5 We found it really funny. **LAUGH**
We really _____ about it.
- 6 I didn't really like her friends when I met them. **OFF**
I didn't really _____ with her friends when I met them.

4 In pairs, discuss how you met your best friend. Use some of the phrases from Exercise 3.

5 **1.4** Listen to someone talking about breaking the ice. What kind of behaviour does she find annoying when meeting new people?

6 **1.5** Listen again and write down what you hear. This time there will be pauses.

7 Match the idioms 1–6 with their definitions a–f.

- 1 ☐ **jump down somebody's throat**
- 2 ☐ **put somebody on the spot**
- 3 ☐ **fire questions at someone**
- 4 ☐ **refuse to let something drop**
- 5 ☐ **insist on having the last word**
- 6 ☐ **not get a word in edgewise**

- a To be unable to say anything because someone else is talking all the time.
- b To embarrass someone by forcing them to answer a difficult question.
- c To have to make the final point in a discussion or argument.
- d To not stop talking about a particular subject.
- e To react angrily to something someone has said.
- f To ask someone a lot of questions quickly.

8 Study Active Vocabulary and discuss how you would express the idioms in Exercise 7 in your own language. How could you illustrate the idioms with a drawing?

ACTIVE VOCABULARY | Idioms

- An idiom is a fixed phrase that has a special meaning which is different from the usual meaning of the individual words, e.g. *He jumped down my throat* means *He reacted angrily*.
- Idioms rarely translate exactly into another language.
- Many idioms describe an image. If you can visualise the image – or even draw it – that might help you to remember and learn the idiom.

9 Which of the idioms in Exercise 7 are things you dislike someone doing when you're talking to them? Say why.

10 **REFLECT | Society** In pairs, make a list of top five rules for making a good impression or communicating well with other people at a party.

- 1.6** Look at the photo. Listen to three conversations at a party. Which do you think is the best question they use to keep a conversation going?
- Think of three more questions you could ask to get to know someone better.

Question tags and echo questions

- Look at the underlined examples of question tags from the dialogues. Then complete the sentences 1–4 below with the words in the box.

negative end positive modal

It's such a great city, isn't it?

Wow, so you'd never been there before, had you?

I shouldn't be so fussy, should I?

- A **question tag** is a short question added to the _____ of a sentence.
 - We form a question tag using an auxiliary or a _____ verb and a pronoun.
 - A positive statement usually has a _____ question tag.
 - A negative statement usually has a _____ question tag.
- 1.7 PRONUNCIATION** Listen and match what you hear with intonation pattern A or B below. Which pattern is used for a real question and which for confirming something the speaker already knows?



- 1.8** Look at these more unusual question tags. Choose the correct words to complete the sentences. Listen and check.

- This is silly, *isn't it / this?*
- Nothing ever changes, *do / does it?*
- Come and look at this, *will / don't you?*
- Everyone was there, *weren't / wasn't they?*
- Don't be late, *are / will you?*
- No one likes him, *do / does they?*
- Let's stay here, *do / shall we?*
- I'm a bit late, *don't / aren't I?*
- Pick me up at eight, *don't / could you?*

- In pairs, look at the echo question *in italics*. Then answer questions 1–3 below.

Cameron Actually, it's my birthday tomorrow.

Emma *Is it?* Do you have anything special planned?

- What is the function of an echo question?
- Do we use a positive or a negative question to reply to a positive statement?
- Which intonation pattern from Exercise 4 do we use with an echo question: A or B?

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- 1.9** Complete the conversations with no more than three words in each gap. Listen and check your answers.

Ben Where would you live if you could live anywhere in the world?

Meg ¹_____ a good question, isn't it? I don't think I've ever really thought about it before. Hmm ... Somewhere a bit warmer, I guess.

Ben Yes, ²_____ too much rain in this country, isn't there?

Meg Oh yes, there is. But I wouldn't want to live somewhere *too* hot. I mean, in some countries it can be 45 degrees in the summer. That would be unbearable, ³_____?

Ben Actually, I used to live in Dubai.

Meg ⁴_____ you? I bet ⁵_____ really hot, wasn't it?

Ben Boiling! But we had air conditioning, and a pool.

Meg That sounds great. I wouldn't mind living somewhere like that, actually.

Ira Move up, ⁶_____? I really need to sit down!

Kate Have you been dancing?

Ira Yes, I love the music they're playing. ⁷_____?

Kate It's not really my thing, actually. I find it a bit boring.

Ira ⁸_____? But everyone loves this band, ⁹_____?

Kate Not me.

Ira You have no taste in music then.

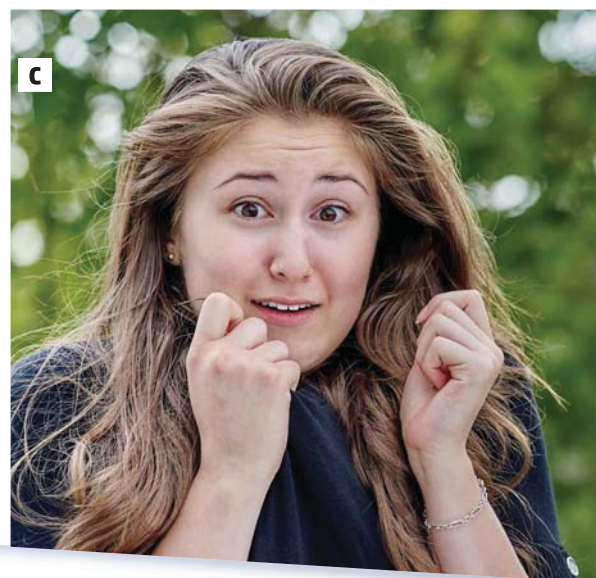
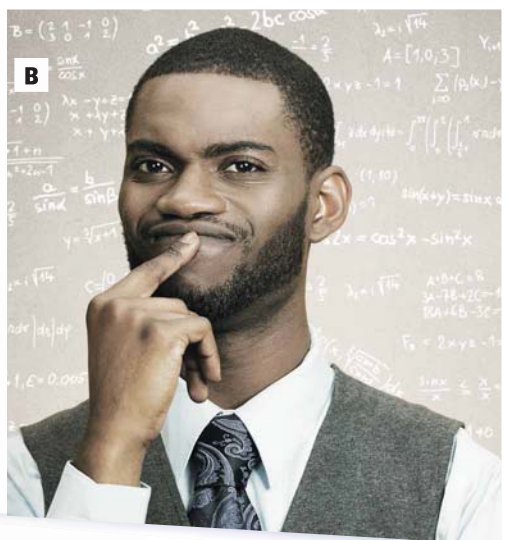
Kate Erm, seriously?

Ira Oh, sorry, I'm being a bit annoying, ¹⁰_____?

Let's stop talking about music then, ¹¹_____?

Kate Yes, I think that might be best!

- SPEAKING** In pairs, write and role play a conversation. Go to page 196.



1E LISTENING AND VOCABULARY

- 1 THINK BACK** How good are you at identifying emotions? In pairs, look at the photos and discuss what emotions you think the people are feeling. Use the words from the box.

annoyed confused frightened furious nervous sad surprised thrilled

- 2 Match the adjectives below with their synonyms in Exercise 1. Which of the words have a stronger meaning than their synonyms?**

- | | | |
|---------------|------------|--------------|
| 1 terrified | frightened | 5 tense |
| 2 astonished | | 6 ecstatic |
| 3 exasperated | | 7 bewildered |
| 4 livid | | 8 devastated |

- 3 Complete the sentences with the adjectives from Exercise 2. Sometimes more than one answer is possible.**

- I'm completely _____ about my exam results – I never thought I'd do so well!
- He has no idea how he got home last night. He feels completely _____.
- She was absolutely _____ when she found out he had cheated in the exam again.
- She felt very _____ as she waited for her job interview.
- He's _____ that someone will find out his secret.
- Nothing is changing and he is becoming more and more _____ about the situation.

- 4 In pairs, talk about occasions when you felt some of the emotions in Exercises 1 and 2. Give reasons for your answers.**

- 5 What is emotional intelligence? Which of the ideas 1–9 do you think are related to this term? Discuss in pairs.**

- ☐ Being aware of your own emotions.
- ☐ Being able to reason and problem-solve.
- ☐ Being able to manage your emotions.
- ☐ Being able to feel and show empathy.
- ☐ Being able to remember information.
- ☐ Being able to motivate yourself.
- ☐ Being able to deal with conflict.
- ☐ Being able to manipulate people's emotions.
- ☐ Being a good listener.

- 6** **1.10** Listen to an interview and tick the ideas in Exercise 5 which the speakers described as being related to emotional intelligence.

- 7** **1.10** Listen again and complete the sentences with a word, a phrase or a number.

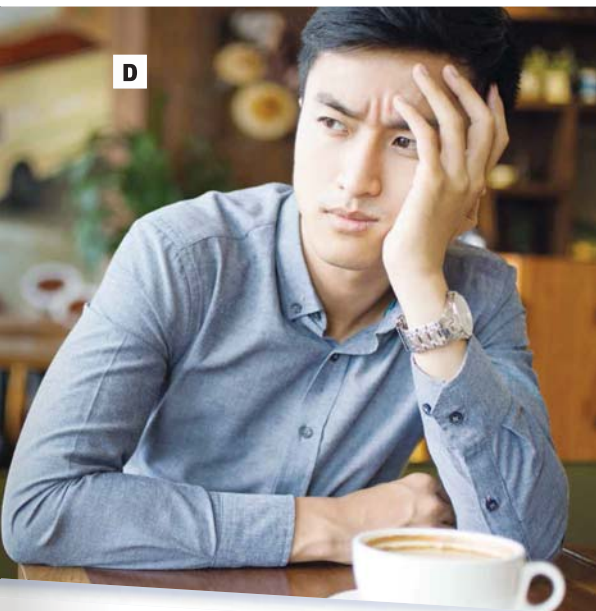
- One piece of research showed that people with high emotional intelligence earned \$_____ more than those with a low EQ.
- Emotional intelligence is not _____, which is different from IQ.
- One way to become more self-aware is to write a _____.
- We need to learn how to recognise our negative emotions in order to be able to _____ them.
- Other people cannot make us feel a certain way; we are largely _____ for our own moods.
- Body language, such as _____ can demonstrate that you are listening.
- Active listening can also help you to avoid _____.

- 8 SPEAKING** In pairs, discuss the questions.

- Which aspects of emotional intelligence do you think you are strongest at?
- How could you further improve your emotional intelligence? What could be the benefits?

- 9 SPEAKING** In groups, discuss the best way to approach the situations below. Think about how you could use self-awareness, manage your own emotions and listen to and empathise with the other person in the situation.

- A close friend has started hanging out with a different group of friends. You get the impression that they are avoiding you. You feel hurt, and quite confused about what's happening.
- Your brother or sister seems quite depressed. They rarely come out of their room and when you try to talk to them they just grunt. You're getting a bit worried.



01

1F SPEAKING

1 **1.11** Listen to six short conversations. What is the main emotion each speaker expresses? Why did each speaker feel that way?

2 Complete the Speaking box with the phrases from the box.

Get out of here! I'm feeling a bit blue.
I'm heartbroken. I'm worried sick about ...
I've had it up to here with ...
That's a weight off my mind.

SPEAKING | Expressing emotions

Expressing anxiety

It's been keeping me up at night.

1 _____

Expressing relief

I can breathe a sigh of relief now.

2 _____

Thank goodness.

Expressing annoyance and frustration

... is driving me up the wall!

... really gets on my nerves.

3 _____

Expressing surprise or disbelief

You've got to be kidding me!

4 _____

Who would have thought it?

Expressing sadness

I'm feeling a bit down in the dumps.

5 _____

6 _____

Expressing enjoyment or happiness

I'm walking on air!

I can't stop smiling!

3 **1.12** Listen to six statements. When you hear a beep, choose and say a suitable response from the box.

I don't blame you. I know, right?
I'm really pleased for you. I'm so sorry to hear that.
What a pain! What's the worst that could happen?

4 Replace the underlined words with phrases from the Speaking box and suitable responses in Exercise 3.

1 A I'm extremely concerned about my cat – she isn't very well.

B That's awful. It's horrible when a pet is sick.

2 A I've got to give a presentation in class next week. I'm really nervous. I've been worrying about it a lot.

B There's no need to worry. You'll be great!

3 A My parents are taking me to Florida this summer.

B I don't believe you! You lucky thing!

A Yes, I'm so happy.

4 A I'm completely fed up with people gossiping behind my back.

B I don't blame you. It's awful.

5 A I finally finished my Geography project.

B That must be a relief for you.

5 In pairs, role play the situations. Student A, read the instructions below. Student B, go to page 200.

STUDENT A

In pairs, role play the two situations. Use language for expressing emotions and for responding from this lesson.

1 You can't decide what subjects to choose for your final year at school. You're really worried about this. Tell your friend how you feel.

2 You did badly in your exams. Tell your friend how you feel.

For each situation which your partner describes, respond according to these instructions.

1 Express your happiness at the situation.

2 Express your surprise and pleasure.

1G WRITING | An informal email

- 1 Discuss in groups. Which of the following forms of communication do you use most often? Do you communicate with different people in different ways? Give reasons for your answer.**

emailing messaging through social media phoning
texting video calling writing a letter

- 2 Read the email and answer the questions.**

- 1 What has Scarlett been busy with recently?
- 2 Why is Maisie likely to be interested in news about Janie?
- 3 What three questions does Scarlett ask Maisie?

- 3 What is the relationship between Scarlett and Maisie? What words or phrases make this relationship clear?**

From: Scarlett
To: Maisie
Subject: What's up?

Hi Maisie,

Long time no see. How are things? I was sorry to hear that you've been ill. Hope you're feeling better now?

Things have been pretty busy here. I've been rehearsing for a musical, *Bugsy Malone*, which we're putting on in a few weeks' time. You like musicals too, don't you? I'm playing the part of Blousey Brown, which is a pretty big role, so it's loads of work! I'm really enjoying it, though I'm sure I'll be terrified when I actually have to step out in front of an audience. We're expecting over 200 people!

BTW, I saw Janie the other day at a party. She said she was working hard for her exams, and that's why she wasn't keeping in touch with you. Hmm ... I'm not sure I believed her, someone told me that she was livid with you for having moved away. How ridiculous is that? It's not like you could help it, is it? I wouldn't let it keep you up at night, reckon you're better off without her if that's how she feels.

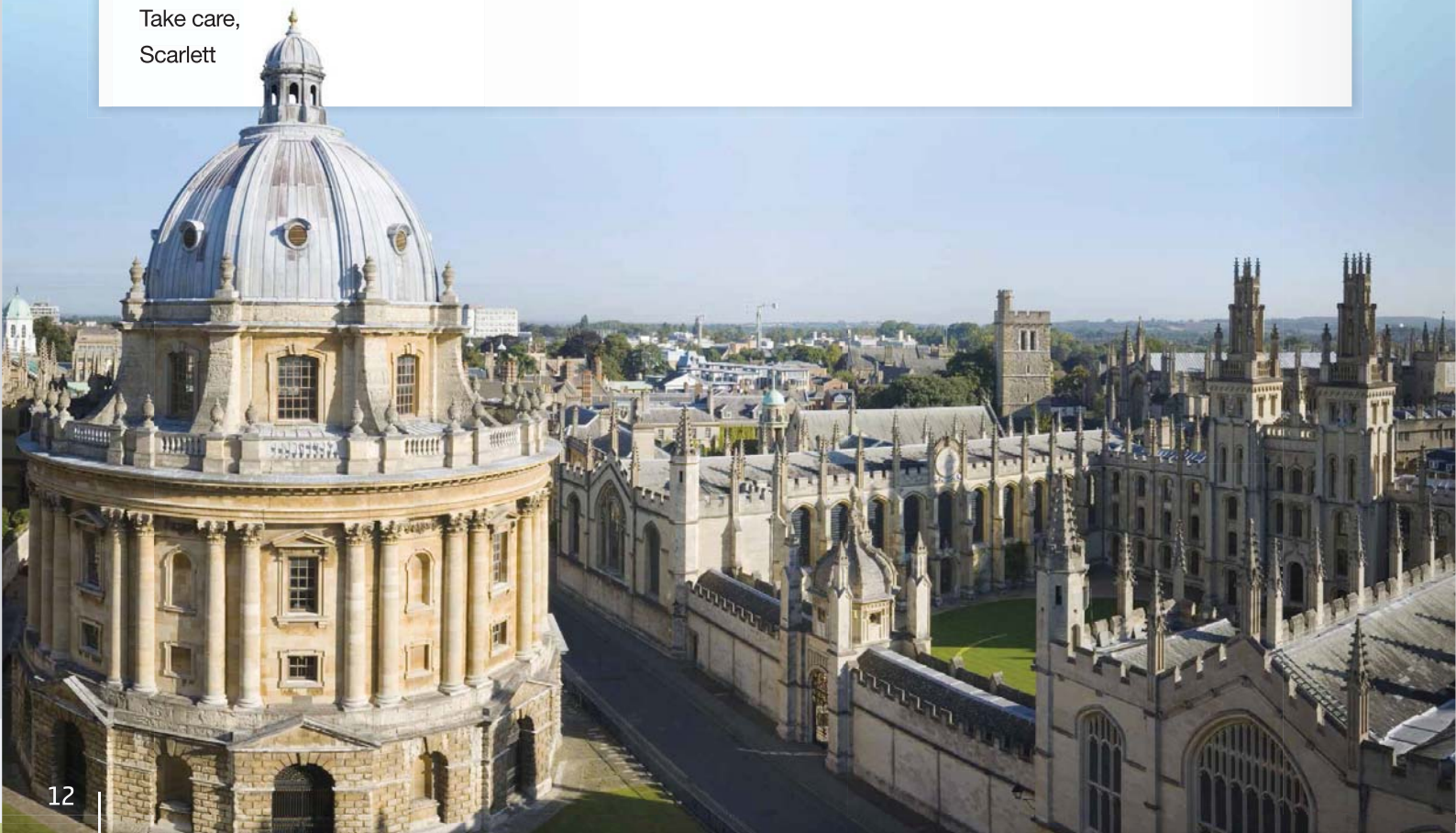
Great news about you getting into Oxford University, BTW. Wow! I'm dead impressed. I'm still hoping to get a place at Sheffield University. Actually, I need to speak to one of the tutors about the course. Do you think I should email her, or ring her? What's the best way to communicate?

What else? Well, we're all off to the coast for a few days for half-term – sun, sand, sea, and sleep. I'm exhausted! What kind of holidays do you enjoy best?

Anyway, I guess I'd better go and get on with some revision for my exams. :(

Give my love to your family.

Take care,
Scarlett



4 Complete the Writing box with examples from Scarlett's email.

WRITING | An informal email

Organisation

- Start with a friendly greeting, e.g. **Hi/Hi there.**
- Mention your last contact with the other person, e.g. **Long time** ¹ _____./ **How are** ² _____./ **Haven't seen you in ages.**
- Mention any news from your friend, e.g. **I was sorry to hear that ...**
- Cover each topic in a separate paragraph.
- Finish with a friendly, informal goodbye, e.g. **Well, that's all for now./Hoping to hear from you soon./ Can't wait to see you!/Give my** ³ _____ **to .../ Take** ⁴ _____, **/Love,/Best,/Cheers,**

Informal style

- Use contractions, e.g. **Hope you're feeling better.**
- Use more informal quantifiers and intensifiers, e.g. **... which is a** ⁵ _____ **big role./I'm** ⁶ _____ **impressed./ It's** ⁷ _____ **work.**
- Leave out the subject and auxiliary verb if the meaning is obvious, e.g. **Great news about you getting into Oxford University!/Reckon you're better off without him.**
- You may use question tags and rhetorical questions, e.g. **You like musicals too,** ⁸ _____ **/?/** ⁹ _____ **else?**

5 Match the interjections 1–9 with their meanings a–i. In pairs, take turns to make statements and responses.

A I won the lottery!

B Yay!

1 ☐ Aha!

4 ☐ Hmm.

7 ☐ Wow!

2 ☐ Oops!

5 ☐ Phew!

8 ☐ Yikes!

3 ☐ Argh!

6 ☐ Yuck!

9 ☐ Yay!

a That's amazing!

f That's scary or worrying.

b I (or someone else) made a small mistake.

g That's brilliant news! Congratulations!

c Now I understand!

h What a relief!

d I'm cross or frustrated.

i That's disgusting.

e I'm not sure.

6 Study **Watch out!** Then choose the sentences which are correctly punctuated. Give reasons for your answers.

1 a Ibiza is a fabulous holiday destination because it's warm, sunny and a lot of fun.

b Ibiza is a fabulous holiday destination because it's warm sunny and a lot of fun.

2 a Actually, I'm pretty sure she had the lead role in the show.

b Actually I'm pretty sure, she had the lead role in the show.

3 a My cousin Jacques – the French one – is coming to stay.

b My cousin Jacques (the French one) is coming to stay.

WATCH OUT!

We use commas

- after the greeting, and also after we sign off, e.g. *Hi Al,*
- after introductory adverbs, e.g. *Well, However, Suddenly, Meanwhile,*
- to separate a series of three or more words or phrases

We use

- brackets and dashes to add extra information or make a comment on what you have just written
- exclamation marks to express emotions
- multiple question marks or exclamation marks to put more emphasis (informal writing)

7 Read the email from a seventeen-year-old boy to his friend of the same age. Rewrite it to make it more informal. Use the phrases in the Writing box.

To: Harry

Subject: Personal update

Dear Sir,

I hope that you are quite well? It has been quite a long time since we last made contact.

You will be surprised to hear that I was able to pass all of my exams. I feel greatly relieved. I was quite convinced that I had made a great number of mistakes.

I will shortly be going on holiday with my parents to Madeira. I am afraid that it may be a little tedious as I believe that only rather elderly people tend to holiday there. I would much prefer to go to Ibiza and go dancing with you. I am convinced that we would enjoy ourselves greatly.

My parents would rather eat out in nice restaurants, particularly seafood restaurants, but I greatly dislike seafood. Do you? The thought of it makes me feel a little nauseous.

Please do tell me in your next email what your holiday plans are.

Kind regards,

Stefan

8 REFLECT | Society Some people believe that the younger generation is losing the ability to communicate face-to-face or in any depth because of the rise of messaging online. Do you think there is any truth in this point of view?

9 WRITING TASK Write an email from Maisie to Scarlett, in response to her email in Exercise 2.

- Share some recent personal news.
- Answer the questions Scarlett asks in her email.
- Ask Maisie questions about her musical theatre show.

REMEMBER MORE

1 Two verbs collocate in each case. Cross out the wrong verb. Then check with the word list.

- You've got to learn how to ~~release~~ / ~~carry~~ / manage your **emotions** positively.
- It's unlikely we will ever ~~deliver~~ / make / establish contact with aliens.
- The article aims to convey / ~~process~~ / spread an important message.
- I don't want to come / get / ~~turn~~ into conflict with anybody.

2 Complete the sentences with the correct form of the verbs of movement. Then check with the word list.

- I offered her a coffee to _____ the ice.
- Why are you _____ down my throat? Calm down.
- I don't think Ann and Tim _____ it off when they met. I guess they don't have much in common.
- I am _____ on air! I passed my driving test!

3 Complete the phrasal verbs with prepositions. Then check with the word list.

- figure _____ (how to do sth)
- point _____ (mistakes)
- spell _____ (how to do sth)
- pick _____ (signals)
- strike _____ (a conversation)
- speed _____ (your plans)

4 Write synonyms (ending in -ed) for each of these adjectives.

- totally confused – **b** _____
- intelligent or made in a complicated way – **s** _____
- extremely upset – **d** _____
- annoyed – **e** _____

ACTIVE VOCABULARY | Phrases

When you learn phrases from the word lists, you may divide them into groups according to the way they are built. For example, find all phrases with prepositions (*with, off, up, etc.*), like in Exercise 3 above or words that collocate with the same noun, like in Exercise 1.

1A GRAMMAR AND VOCABULARY

5.1

be stuck	/bi 'stʌk/
build relationships	/bɪld rɪ'leɪʃənʃɪps/
buzz (v)	/bʌz/
capture (n)	/'kæptʃə/
carry a message	/kæri ə 'mesɪdʒ/
come to light	/kʌm tə 'laɪt/
contribute (v)	/kən'trɪbjʊt/
communicate face-to-face	/kə'mju:nɪkət 'feɪs tə 'feɪs/
convey a message	/kən'veɪ ə 'mesɪdʒ/
deliver a message	/dɪ'lɪvər ə 'mesɪdʒ/
essential (adj)	/ɪ'senʃəl/
establish contact with sb	/ɪ'stæblɪʃ 'kɒntækt wɪθ ,sʌmbɒdi/
get a response	/get ə rɪ'spɒns/
go out (lights)	/gəʊ 'aʊt (laɪts)/
hail (v)	/heɪl/
ingenious (adj)	/ɪn'dʒɪniəs/
keep/stay in touch with sb	/ki:p/steɪ ɪn 'tʌtʃ wɪθ ,sʌmbɒdi/
lose contact/touch with sb	/lu:z 'kɒntækt/'tʌtʃ wɪθ ,sʌmbɒdi/
maintain contact with sb	/meɪn'teɪn 'kɒntækt wɪθ ,sʌmbɒdi/
make contact with sb	/meɪk 'kɒntækt wɪθ ,sʌmbɒdi/
means of communication	/mi:nz əv kə'mju:nɪ'keɪʃən/
pass on a message	/pɑ:s 'ɒn ə 'mesɪdʒ/
rapidly (adv)	/'ræpɪdli/
rare (adj)	/reə/
share knowledge	/ʃeə 'nɒlɪdʒ/
since the dawn of time	/sɪnz ðə 'dɔ:n əv ,taɪm/
smoke signals (n)	/'sməʊk ,sɪgnəlz/
speed up (phr v)	/spi:d 'ʌp/
spot a problem	/spɒt ə 'prɒbləm/
spread the message	/spred ðə 'mesɪdʒ/
stay in touch	/steɪ ɪn 'tʌtʃ/
text (v)	/tekst/
text messaging	/tekst ,mesɪdʒɪŋ/
toss (v)	/tɒs/
turn out (phr v)	/tɜ:n 'aʊt/
without a doubt	/wɪð'aʊt ə 'daʊt/

1B READING AND VOCABULARY

5.2

alien civilisation	/etlɪən ,sɪvəlaɪ'zeɪʃən/
assume (v)	/ə'sju:m/
assumption (n)	/ə'sʌmpʃən/
being (n)	/'bi:ɪŋ/
billion (num)	/'bɪljən/
brand-new (adj)	/brænd 'nju:/
bring about (phr v)	/brɪŋ ə'baʊt/
by chance	/baɪ 'tʃɑ:ns/
come across (phr v)	/kʌm ə'krɒs/
diagram (n)	/'daɪəgræm/
distant (adj)	/'dɪstənt/
enormous (adj)	/ɪ'nɔ:məs/
estimate (v)	/estə'met/
evolve (v)	/ɪ'vɒlv/
extraterrestrial (adj, n)	/ekstrə'terɪstriəl/
fear sb/sth (v)	/fiə ,sʌmbɒdi/, ,sʌmθɪŋ/
figure out (phr v)	/fɪɡər 'aʊt/
gaze (v)	/geɪz/
get across (phr v)	/get ə'krɒs/
given that	/'gɪvən ðæt/
gold-plated (adj)	/gəʊld 'pleɪtəd/
habitable (adj)	/'hæbətəbəl/
hazardous (adj)	/'hæzədəs/
highly likely	/'haɪli 'laɪkli/
humanity (n)	/hju:'mænəti/
humankind (n)	/hju:mən'kaɪnd/
insurmountable (adj)	/ɪnsə'maʊntəbəl/
launch into space	/lɔ:ntʃ ɪntə 'speɪs/
linguist (n)	/'lɪŋgwɪst/
make out (phr v)	/meɪk 'aʊt/
nuisance (n)	/'nju:səns/
outer space (n)	/aʊtə 'speɪs/
pass on (phr v)	/pɑ:s 'ɒn/
physicist (n)	/'fɪzɪsɪst/
pick up (phr v)	/pɪk 'ʌp/
point out (phr v)	/pɔɪnt 'aʊt/
process (v)	/'prəʊses/
put together (phr v)	/pʊt tə'geðə/
radio dish	/'reɪdɪəʊ ,dɪʃ/
random (adj)	/'rændəm/
realm (n)	/reɪlm/
ridiculous (adj)	/rɪ'dɪkjələs/
sophisticated (adj)	/sə'fɪstɪkətɪd/
spacecraft	/'speɪskrɑ:ft/

species (n) /'spi:ʃi:z/

spell out (phr v) /,spel 'aʊt/

subtly (adv) /'sʌtlɪ/

superior (adj) /su:'piəriə/

take in (phr v) /,teɪk 'ɪn/

vital (adj) /'vaɪtəl/

wipe out (phr v) /,waɪp 'aʊt/

1C VOCABULARY 5.3

approachable (adj) /ə'prəʊtʃəbəl/

break the ice /breɪk ði 'aɪs/

come across as (phr v) /,kʌm ə'krɒs əz/

comment on sth /'kɒment ɒn ,sʌmθɪŋ/

create a bond/connection /kri:et ə 'bɒnd/
kə'nekʃən/

fire questions at sb /faɪə 'kwestʃənz ət ,sʌmbɒdi/

friends for life /'frendz fə ,laɪf/

get a word in edgeways /get ə 'wɜ:d ɪn ,edʒweɪz/

give (somebody) an impression /gɪv (sʌmbɒdi)
ən ɪm'preʃən/

have a laugh /,hæv ə 'lɑ:f/

have the last word /,hæv ðə ,lɑ:st 'wɜ:d/

hit it off (with somebody) /hɪt ɪt 'ɒf
(wɪθ ,sʌmbɒdi)/

insincere (adj) /,ɪnsɪn'siə/

jump down sb's throat /,dʒʌmp 'daʊn
,sʌmbɒdɪz 'θrəʊt/

let something drop /,let ,sʌmθɪŋ 'drɒp/

make a favourable impression /,meɪk ə
'feɪvərəbəl ɪm'preʃən/

make eye contact /,meɪk 'aɪ ,kɒntækt/

make small talk /,meɪk 'smɔ:l ,tɔ:k/

pay a compliment /,peɪ ə 'kɒmplɪmənt/

put sb on the spot /,put ,sʌmbɒdi ɒn ðə 'spɒt/

strike up a conversation /straɪk 'ʌp ə
,kɒnvə'seɪʃən/

take to sb /'teɪk tə ,sʌmbɒdi/

1D GRAMMAR 5.4

air conditioning /'eə kən,dɪʃənɪŋ/

annoying (adj) /ə'noɪɪŋ/

bet (v) /bet/

boiling hot /'bɔɪlɪŋ 'hɒt/

fussy (adj) /'fʌsi/

have (no) taste in sth /,hæv (nəʊ) 'teɪst ɪn
,sʌmθɪŋ/

unbearable (adj) /ʌn'beərəbəl/

1E LISTENING AND VOCABULARY

5.5

annoyed (adj) /ə'noɪd/

apparently (adv) /ə'pærəntli/

astonished (adj) /ə'stɒnɪʃt/

be conscious of sth /bi 'kɒnʃəs əv ,sʌmθɪŋ/

bewildered (adj) /bi'wɪldəd/

clench jaws /,klenʃ 'dʒɔ:s/

confused (adj) /kən'fju:zd/

devastated (adj) /'devəstetɪd/

ecstatic (adj) /ɪk'stætɪk/

emotional intelligence /ɪ,məʊʃənəl ɪn'telədʒəns/

empathy (n) /'empəθi/

EQ (emotional quotient) (n) /i: 'kju: (ɪ,məʊʃənəl
'kwɒʃənt)/

exasperated (adj) /ɪg'zɑ:spəreɪtɪd/

fixed (adj) /fɪkst/

get into conflict /get ɪntə 'kɒnflikt/

grunt (v) /grʌnt/

IQ (intelligence quotient) (n) /aɪ 'kju:
(ɪn'telədʒəns 'kwɒʃənt)/

livid (adj) /'lɪvɪd/

nod (v) /nɒd/

piece of research /,pi:s əv rɪ'sɜ:tʃ/

problem-solve (v) /'prɒbləm ,sɒlv/

put oneself in sb's shoes /,put wʌn'self ɪn
,sʌmbɒdɪz 'ʃu:z/

reason (v) /'ri:zən/

release negative emotions /rɪ,lɪs ,negətɪv
'ɪməʊʃəns/

self-aware (adj) /,self ə'veeə/

self-awareness (n) /,self ə'veeənəs/

significant (adj) /sɪg'nɪfɪkənt/

snap (v) /snæp/

take responsibility for sth /,teɪk rɪ'spɒnsə'bɪlətɪ
fə ,sʌmθɪŋ/

tense (adj) /tens/

terrified (adj) /'terɪfaɪd/

thrilled (adj) /θrɪld/

to a large degree/extent /tu ə ,lɑ:dʒ dɪ'ɡri:/
ɪk'stent/

1F SPEAKING 5.6

annoyance (n) /ə'noɪəns/

anxiety /æŋ'zaɪəti/

be fed up with sth /bi fed 'ʌp wɪð ,sʌmθɪŋ/

be heartbroken /bi 'hɑ:t,breɪkən/

be worried sick about sth /bi ,wʌrɪd 'sɪk ə,bəʊt
,sʌmθɪŋ/

blame sb for sth /'bleɪm ,sʌmbɒdi fə ,sʌmθɪŋ/

breathe a sigh of relief /,bri:ð ə ,saɪ əv rɪ'li:f/

be concerned about sth /bi kən'sɜ:nd ə,bəʊt
,sʌmθɪŋ/

disbelief (n) /,dɪsbə'li:f/

drive sb up the wall /draɪv ,sʌmbɒdi 'ʌp
ðə 'wɔ:l/

feel blue /fi:l 'blu:/

feel down in the dumps /fi:l 'daʊn ɪn
ðə 'dʌmps/

get on sb's nerves /get 'ɒn ,sʌmbɒdɪz 'nɜ:vz/

get out of here /get 'aʊt əv ,hɪə/

have had it up to here with sth /hæv ,hæd ɪt 'ʌp
tə ,hɪə wɪð ,sʌmθɪŋ/

keep sb up at night /ki:p ,sʌmbɒdi 'ʌp ət ,naɪt/

relief (n) /rɪ'li:f/

walk on air /,wɔ:k ɒn 'eə/

weight off (one's) mind /,weɪt 'ɒf (wʌnz)
,maɪnd/

1G WRITING 5.7

be better off /bi ,betər 'ɒf/

be dead impressed /bi ,ded ɪm'prest/

be off /bi 'ɒf/

convinced (adj) /kən'vɪnst/

cross (adj) /krɒs/

half-term (n) /,hɑ:f 'tɜ:m/

lead role /'li:d ,rəʊl/

loads of work /,ləʊdz əv 'wɜ:k/

long time no see /lɒŋ 'taɪm ,nəʊ ,si:/

nauseous (adj) /'nɔ:ziəs/

put on a musical /,put 'ɒn ə ,mjuzɪkəl/

reckon (v) /'rekən/

rehearse (v) /rɪ'hɜ:s/

relieved (adj) /rɪ'li:vɪd/

step out (phr v) /,step 'aʊt/

tedious (adj) /'ti:diəs/

tutor (n) /'tju:tə/

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words from the box. There are four extra words.

carry contact get across hit it off impression
laugh pass on real bond strike up took to

- We _____ right from the start. We talked all evening!
- We created a _____. I felt like I'd known her for a year, not an hour.
- I don't usually like someone immediately but I really _____ him.
- My grandparents are really funny. We always have a good _____.
- It's sometimes difficult to _____ a conversation at parties with people you don't know.
- The canteen will be closed tomorrow. Can you please _____ the message to the others?

2 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than five words, including the word in bold.

- I found it hard to understand what the physics teacher was talking about. **FIGURE**
I found _____ what the physics teacher was talking about.
- You must explain your idea very clearly so he understands. **SPELL**
You must _____ your idea so he understands.
- Mary has drawn my attention to a problem. **POINTED**
Mary _____ a problem to me.
- I couldn't process so much information. **TAKE**
I _____ all the information.
- The arrival of aliens could cause panic. **ABOUT**
The arrival of aliens could _____.

3 Choose the correct words to complete the text.

I'm a very good student, so I was really ¹*ecstatic / devastated* when I found out I'd failed an exam. I was really ²*livid / down in the dumps* while my friends who had passed felt like they were walking on air! I genuinely felt ³*thrilled / heartbroken* for them but at the same time I was ⁴*hazardous / bewildered* as to why I hadn't passed. I was ⁵*exasperated / worried sick* too as I had to tell my parents. Then the head teacher called me. She apologised and explained there had been a terrible mistake. I had come top, not bottom! What a weight off my ⁶*nerves / mind*!

4 Choose the correct words to complete the sentences.

- I've *been talking / talked* on the phone all afternoon.
- Urgh, that *is sounding / sounds* awful!
- I *am thinking / think* that young people *generally spend / are generally spending* too much time on social media.
- Nowadays, *it's getting / it gets* easier and easier to stay in touch with people.
- I *saw / was seeing* a famous YouTuber yesterday while I *shopped / was shopping*.
- When we arrived, Lucy *had cooked / cooked dinner* – it was ready on the table!
- I've *had / been having* a phone for as long as I can remember.

5 Complete the mini-dialogues with a question tag or an echo question.

- A I'm sure you felt stressed out, _____?
B I sure did.
- A He paid me a lot of compliments.
B _____? That's nice!
- A Don't tell anyone my secret, _____?
B Of course not!
- A I'm always making the same mistake, _____?
B But you always correct yourself, which is great!
- A We hadn't had such a good laugh for ages, _____?
B Right! I really enjoyed myself.
- A Let's go to the coast, _____?
B That's a great idea!
- A I think I've really hurt Sasha's feelings.
B _____? Why don't you talk to her about it?

USE OF ENGLISH

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

STRATEGY | Multiple choice

Read the complete text to have global understanding. Look for clues around each gap as the word before or after the gap may be part of a set phrase, e.g. *pay a compliment*.

Staying In touch

People ¹_____ recording information in the form of writing since ancient times. Latin, the language of religion, and French, the language of the rich and powerful, were the preferred languages in the Middle Ages in Europe. Subjects were usually connected to religion, trade and government, although historians have also ²_____ across love letters people wrote to stay in touch in those times.

After the invention of the printing press in the mid-fifteenth century, books and documents in people's native languages became readily available. This, together with improvements in education and the spread of postal services in the nineteenth century, permitted families and friends to ³_____ messages to each other by letter. ⁴_____ contact was much easier than it had ever been.

In ⁵_____ years, though, everything has changed. Mobile phones, emails and text messages are replacing letters. Why bother writing a letter when you can make small ⁶_____ on the phone for very little cost? Most people would agree, however, that there is something very special about receiving a personal, handwritten letter.

- | | | | |
|-------------|------------|---------------|----------------|
| 1 a were | b had been | c have been | d are |
| 2 a been | b gone | c discovered | d come |
| 3 a convey | b carry | c write | d receive |
| 4 a Staying | b Passing | c Maintaining | d Spreading |
| 5 a last | b recently | c these | d recent |
| 6 a chat | b speak | c talk | d conversation |

Use of English > page 191



READING

7 Read the text. Match sentences A–G with gaps 1–6 in the text. There is one extra sentence.

- A** Finally, we shouldn't forget that when students learn a foreign language, they are also learning about the culture of the country or countries where it is spoken.
- B** Learning a foreign language has once again been given the importance it deserves.
- C** It is easy to get your message across in a hotel or restaurant in Spanish and French, but neither is as widely spoken or as simple to learn as English.
- D** This was attributed to a mixture of cultural reasons and past government policies.
- E** Perhaps students in the UK are wasting their time by learning French and German, and should be turning their attention to Mandarin, the most spoken language in the world?
- F** Brazil, Russia, India and China are considered to be the main emerging economies, so it would seem to make sense to study one of the main languages spoken in these countries.
- G** The vast majority of students at secondary school learn a foreign language, which is often English.

SPEAKING

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

STRATEGY | Role play

Read the task and note down some statements and questions you could use. Decide if you have to role play a conversation between friends or strangers and use appropriate formal or informal register. Remember to be polite and speak clearly.

Student A

You feel a classmate is ignoring you. You thought he/she was your friend and you are rather upset. Discuss the problem with Student B. Your goal is to find the best possible solution to the problem.

Student B

You are a friend of Student A, who shares a problem with you. Discuss the problem and suggest some solutions. Do your best to help. Use the phrases below to help you. You start first.

- *Is anything the matter? You look a bit down.*
- *You've got to be kidding me! Can you think of something you have done that might have upset him/her?*
- *Try and get it in perspective. Maybe he/she has problems and it isn't you at all.*
- *Why don't you have a serious chat with him/her?*

The next lingua franca

A recent study in the UK revealed that only about twenty-five percent of adults in the UK can hold a conversation in a foreign language. ¹ _____. However, foreign language learning is now being prioritised in schools. French, Spanish and German are three of the languages identified as the most important.

On the other hand, the situation in Europe is different. ² _____. English is now a compulsory subject in many primary schools too. Fluency in a foreign language in general and English in particular is considered highly important for a student's future.

There are many reasons for this. Firstly, having a good command of a foreign language is a useful skill to include on a curriculum vitae and can help young people be successful in their chosen career. What's more, proficiency in a different language than your native one also makes travelling less stressful and fun! ³ _____. This is a great way of promoting global understanding too.

However, is English really as crucial as the large number of students of English would suggest?

⁴ _____. The question of which languages will dominate the future is a difficult one to answer. It really depends upon which future we are considering. Take the future of business, for example. ⁵ _____. Reports also suggest Arabic and Spanish will be important languages to do business in the future. This is all rather bewildering!

As far as travelling is concerned, Chinese is the most spoken language in the world today, but as it is rather complex and more unevenly geographically distributed, it isn't the ideal lingua franca. ⁶ _____. So, English as a vehicle of international communication would seem to be here to stay.

WRITING

9 Read this email you received from your English-speaking friend, Marianne.

Going to study in the USA!

Hi,

How are you? I haven't seen you in ages. How are your studies going? Have you been doing anything exciting recently?

Hey, I've got an offer of a place at university in the US! It'll be a great opportunity for me to get a degree in engineering from a top college, but it'll mean going abroad for a long time, and probably losing touch with all my friends here. I'm worried sick about this. ☹

I'm really not sure what to do – have you got any advice for me?

Take care,
Marianne

Write your reply.

02

Looking ahead

VOCABULARY	Cause and effect phrases, compound nouns for threats to the environment, describing wildlife and threats to wildlife
GRAMMAR	Future forms for predictions, plans and hopes Use of English > page 191
SPEAKING	Problem solving
WRITING	A formal email
VIDEO	Grammar  Documentary 

THE FUTURE'S...

dystopia /dis'tɒpiə/
an imaginary place where life is extremely difficult and a lot of unfair or immoral things happen

... BRIGHT

In many ways, human life on this planet is better than it's ever been. In many countries across the world, violence and crime have been dropping steadily. This may be due to better education, or perhaps to a reduction in extreme poverty. In 2016, the proportion of the world's population living in extreme poverty fell to below ten percent for the first time. With any luck, no one ¹ will be living in this way within a few decades.

Technology is also making our lives easier and safer, and this trend is bound to continue as we develop more and more ways to use it. For example, driving is sure to become safer. Human error is the key reason for most car accidents, and well-programmed and designed driverless cars may save huge numbers of lives. Such cars are already a reality and are going to become more and more common in the next few years.

And finally, life expectancy is already higher than it's ever been and as a result of better nutrition and medicine, young people today are likely to live their increasingly happy lives until the age of 150.



... TERRIFYING!

Let's be honest. We may have seen some improvement in poverty and crime figures in recent decades, but why assume that this pattern will continue? I'd argue that for most people life is actually unlikely to get better from now on.

Advances in robotics and artificial intelligence will not only drastically reduce the number of unskilled jobs available, but will also eliminate semi-skilled administrative jobs which can be done by a computer. By 2050, young people graduating today ² will have been trying, and failing, to get a permanent job for most of their 'working' lives! In twenty to thirty years' time, a few lucky people will be rich and the rest of us will be much poorer than we are now.

Within twenty years, people ³ will have stopped fighting over oil – ⁴ we'll be fighting over water instead, as global heating is certain to lead to water shortages in many countries.



2A GRAMMAR AND VOCABULARY

1 In pairs, read the definition of 'dystopia' and discuss the questions.

- Do you enjoy reading books, watching films or playing video games set in a dystopia? Give reasons for your answers.
- What examples of books/films/series can you think of?

2 Read the magazine article about two different visions of the future. Which text is dystopian? Which of them is closest to your opinion about the future of our world?

Future forms for predictions

3 THINK BACK Look at two predictions from the texts. Which verb form is used when there is some evidence now for the prediction?

- 1 Driverless cars are already a reality and are going to become commonplace in the next few years.
- 2 A few lucky people will be rich and the rest of us will be much poorer than we are now.

4 Match the underlined phrases (1–4) in the article to these tenses.

- ☐ Future Perfect Simple
- ☐ Future Perfect Continuous
- ☐ Future Continuous

5 Now match the tenses a–c in Exercise 4 to the explanations 1–3 below.

- 1 ☐ an activity in progress at a specific time in the future
- 2 ☐ an activity which will be completed by a specific time in the future
- 3 ☐ an activity which continues up to a specific point in the future

6 Choose the correct answers to complete the sentences.

- 1 By 2025, software *will be able / will have been able* to predict traffic jams before they even start.
- 2 In a few years, tablets won't exist anymore. They *will be / will have been* replaced by a projection from your watch.
- 3 By the time today's young people retire, they *will be working / will have been working* for seventy years or more.
- 4 I don't think we *will need / are going to need* passwords anymore because computers will be able to recognise our faces.
- 5 In a few decades, everyone *will be growing / will have been growing* their own food on the roof of their house or apartment building.
- 6 In fifty years, we *are all going to live / will all be living* on Mars because we *will have destroyed / will have been destroying* our own planet.

7 Look at the underlined phrase in the sentence. How likely does the author think the prediction is?

- a almost definite b probable c improbable

Technology is also making our lives easier and this trend is bound to continue as we develop more ways to use it.

Find four more examples of structures using **be + adjective + infinitive** in the articles and decide how definite the author is.

Grammar Reference and Practice > page 174

8 Read through the predictions in Exercise 6 again. In pairs, discuss how likely you think they are to happen. Use phrases from Exercise 7 and the article to explain your views.

9 1.13 Complete the article with the phrases from the box. Then listen and check.

is likely to mean is unlikely will be eating will be living
will definitely have to will have will have been working
will have switched will have risen will probably taste

What will we be eating in the future?

At the turn of the twenty-first century, the population of the world was just under seven billion people, but according to the United Nations, by 2075 that figure ¹_____ to more than nine billion. This ²_____ that we will need to use more and more land for housing, especially as it is predicted that by 2050 a third of people ³_____ alone.

It is obvious what impact this ⁴_____ on the environment as more and more trees are bound to be cut down to make way for houses. We will also need to produce more and more food and it ⁵_____ that we will be able to produce enough meat to feed all those people without further damaging the natural environment. Our eating habits ⁶_____ change.

Luckily, scientists are already working on alternatives to meat, such as insects and synthetic protein. It may sound disgusting, but in a few years, all of us ⁷_____ it! In fact, most scientists believe that by 2025, we ⁸_____ completely to cheap synthetic meat which ⁹_____ identical to the real thing.

Chiara Wilton, who works for a company developing artificial meat says, 'By the end of this year, we ¹⁰_____ on this project for ten years and over that time we have seen incredible developments. It's now almost impossible to tell the difference between our artificial meat and the real thing.'

10 Read the sentences from the articles on page 18. Which highlighted phrases refer to cause and which to effect?

- 1 This may be **due to** better education. **cause**
- 2 **As a result of** better nutrition and medicine, young people today are likely to live until the age of 150. **cause**
- 3 Global heating is certain to **lead to** water shortages. **effect**

11 Rewrite the sentences in Exercise 10 using the phrases from the box. You can rewrite two of the sentences in several ways.

a big cause of as a consequence of bring about cause (v)
give rise to result from result in

12 SPEAKING In groups, complete the sentence beginnings with your predictions for the future. Explain your choices.

- 1 By 2089, ...
- 2 By the time I ...
- 3 Within our lifetime ...
- 4 A hundred years from now ...
- 5 In fifty years' time, ...
- 6 By the time this school year ends, ...

GRAMMAR VIDEO

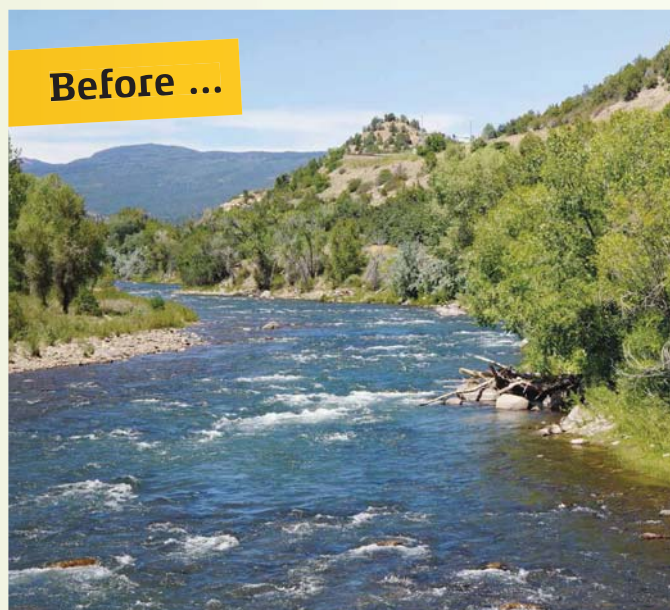
3 Read the prompt and watch the video. Say what the speakers answer. Then in pairs, complete the sentence.

By the time I'm 65, I will have ...



2B VOCABULARY | Threats to the environment

- 1 In pairs, look at the 'before and after' photos. What do you think happened? What impact did it have?



- 2 **1.14** Complete the compound nouns with the nouns from the box. Then listen and check.

effect emissions energy erosion fuels
fumes layer loss rain scarcity species
turbine heating waste

- | | |
|--------------------|-------------------|
| 1 acid _____ | 8 ozone _____ |
| 2 endangered _____ | 9 renewable _____ |
| 3 exhaust _____ | 10 soil _____ |
| 4 fossil _____ | 11 toxic _____ |
| 5 global _____ | 12 vehicle _____ |
| 6 greenhouse _____ | 13 water _____ |
| 7 habitat _____ | 14 wind _____ |

- 3 **PRONUNCIATION** Read the compound nouns in Exercise 2 aloud. Is the stress on the first or the second word for each compound noun? Underline the correct word.

- 4 **1.14** Study Active Vocabulary. Then listen again and check your answers to Exercise 3. Practise saying the compound nouns.

ACTIVE VOCABULARY | compound nouns

- A compound noun is made up of two words. Usually the first part of the compound tells us the type or purpose of the second noun, e.g. *climate change* (*climate* tells us what type of change we are talking about).
- The first word can be a noun, adjective or a verb, but the second word is always a noun, e.g. *climate change* (noun, noun), *industrial waste* (adjective, noun), *swimming pool* (verb, noun).
- When both words are nouns, the stress is always on the first noun, e.g. **climate** change. When the first word is an adjective or a verb, the stress is on the second word, e.g. industrial **waste**.

- 5 Complete the sentences with compound nouns from Exercise 2.

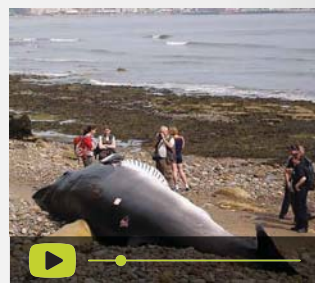
- Average temperatures around the world have risen by 1.5 degrees in the last century, almost certainly as a result of _____.
- Eighty percent of the energy we consume is provided by _____ which pollute the atmosphere.
- Deforestation causes _____ because tree roots are no longer in place to bind the earth together.
- It is claimed that _____ from cars kill twice as many people as accidents caused by vehicles.
- Up to 300 homes can be powered by one _____, using _____.
- _____ is the greatest threat to _____ which are close to extinction.
- For safety reasons, _____ must be stored in sealed containers underground.
- _____ damages buildings, forests, and kills fish.
- By 2025, around 1.8 billion people are likely to face _____ as a result of climate change (mainly droughts and floods).

- 6 **REFLECT | Culture** In small groups, make a list of at least three environmental issues for each of the categories below. Then choose one category and present your choices to the class. Give reasons for your answers and say what people could do to deal with these problems.

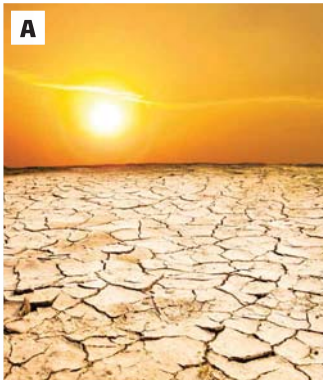
- The most urgent issues to deal with.
- The issues where it would be easier to change people's behaviour.
- The issues which most affect people living in poorer countries.

DOCUMENTARY VIDEO

- 4 WATCH AND REFLECT**
Go to page 163. Watch the documentary *The plastic whale* and do the exercises.



- 1 SPEAKING** In pairs, look at the photos and make a list of weather-related vocabulary to describe them. Which of the types of weather have you heard about or experienced recently?



- 2** Make more weather-related collocations, using the nouns from the box.

floods heat humidity rain snow temperatures
weather winds

- | | |
|-------------------------------|---------------------------|
| 1 blistering _____ / _____ | 5 high _____ / _____ |
| 2 freak _____ / _____ / _____ | 6 scorching _____ / _____ |
| 3 gale-force _____ | 7 soaring _____ |
| 4 heavy _____ / _____ | 8 sub-zero _____ |
| | 9 torrential _____ |

- 3** In groups, discuss the questions.

- What problems do such weather conditions cause?
- Do you think that the weather is changing? If so, what is causing that?
- Look at some arguments people make about climate change. Do you think there is any truth in them?
 - Many scientists say that climate change isn't real.
 - The temperature is actually cooling rather than heating up.
 - Climate change is not being caused by human beings, it's just a natural temporary change in temperature.
 - Climate change has more positive than negative effects.

- 4** **1.15** Listen to a lecture about climate change myths and facts. Does the speaker agree with any of the arguments in Exercise 3?

- 5** Study Active Listening. Then match the phrases for signposting 1–10 with the functions a–f.

- | | |
|--|---|
| 1 ☐ I'm going to be talking about ... | a sequencing an argument |
| 2 ☐ To begin with, ... | b indicating that the speaker is going to paraphrase what he/she just said |
| 3 ☐ ... when, in reality, / in fact, ... | c indicating that the speaker is going to argue against what he/she just said |
| 4 ☐ In other words, ... | d introducing the topic |
| 5 ☐ The second thing that people often seem to think is ... | e concluding |
| 6 ☐ The fact is that ... | f indicating that the speaker is going to give another example |
| 7 ☐ Then there are the people who ... | |
| 8 ☐ ... whereas ... | |
| 9 ☐ Similarly, ... | |
| 10 ☐ So, to sum up, ... | |

ACTIVE LISTENING | Understanding signposting

'Signposts' are words or phrases that help you to follow what a speaker is saying, especially in a presentation or lecture. They can also indicate how something relates to what has already been said.

- 6** **1.15** Listen again and complete the notes with **more than three words in each gap**.

- The percentage of scientists who believe that climate change is real is about _____.
- To understand changes to climate, it is necessary to look at the _____ rather than the current weather.
- It is possible that warmer weather may actually cause more _____.
- In the past temperature changes were gradual and caused by natural factors such as solar activity and _____.
- Industrial developments have been responsible for increased emissions of greenhouse gases, which have risen sharply, particularly since _____.
- While carbon dioxide may help plants to grow, it also causes freak weather which destroys _____.
- Higher temperatures may benefit people living in _____ but not elsewhere.

- 7 REFLECT | Society** In groups, discuss the questions.

- Do you think recent changes in climate and weather are due to natural or human causes? Do you find the arguments in the lecture convincing? Say why.
- Is climate change something that you worry about? Say why.
- What do you think individuals can do to make a difference?

2D READING AND VOCABULARY

- 1 In pairs, look at the photos on page 23. What do you think all these creatures have in common?
- 2 Read the article on page 23 quickly and find two things the creatures have in common.
- 3 Read the article again and match questions 1–10 with paragraphs A–E. Each paragraph may be chosen more than once.

In which paragraph does the author ...

- 1 ☐ suggest that a creature's natural defence mechanism makes it more vulnerable to humans?
 - 2 ☐ tell us what kind of creatures get the least funding in terms of research and preservation?
 - 3 ☐ explain how the behaviour of a particular creature protects the environment in which it lives?
 - 4 ☐ tell us about a creature whose body is perceived as useful by some humans?
 - 5 ☐ mention a belief that a particular creature might be a good/bad sign
 - 6 ☐ explain how a creature's physical features protect it from an extreme environment?
 - 7 ☐ explain why wildlife conservation institutions often choose certain animals to represent them?
 - 8 ☐ mention that a specific creature had disappeared completely from the wild before being brought back?
 - 9 ☐ describe an animal that is very different from others in its class?
 - 10 ☐ mention that one of the species is likely to become extinct as a result of chemical pollution?
- 4 Write the highlighted words from the article under the correct heading.

Animals	Parts of the body	Adjectives to describe a creature

- 5 Complete the collocations from the article with the correct words from the box. Then check your answers in the text.

chemical critically extinct natural poisoning

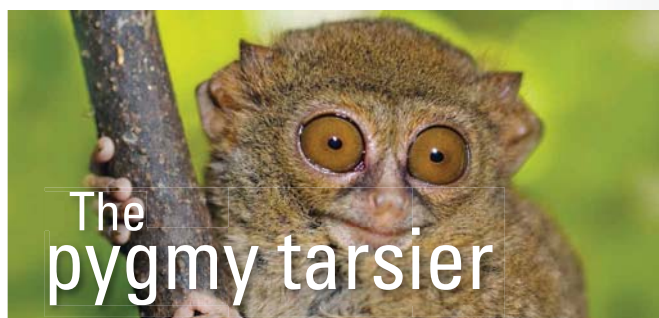
- 1 Animals that are classified as 'endangered' are at risk of **becoming** _____.
- 2 **Lead** _____ is life-threatening and requires immediate care.
- 3 Tigers – the largest living cats on Earth – are at the top of their food chain so they have no _____ **predators**.
- 4 Potentially harmful _____ **pesticides** are used to kill pests such as insects, rodents, fungi or weeds.
- 5 The orangutan, black rhino or Amur leopard are _____ **endangered** which means they are facing an extremely high risk of extinction.

- 6 Complete the short texts below with words from Exercise 4 and 5.



The blue whale

The blue whale is the largest (and noisiest!) animal on the planet, but with less than 25,000 of these creatures left, they are critically ¹_____. Blue whales are ²_____ animals, preferring to travel alone or in small groups. They have few natural ³_____ other than man. Nowadays, they are a protected species, but they are still very much threatened by habitat loss caused by pollution and global heating.



The pygmy tarsier

Until 2008, the tiny pygmy tarsier was assumed to be ⁴_____; nobody had seen one for many years before a team of anthropologists found a small group in the mountains of Sulawesi Island in Indonesia. The animals look very cute and ⁵_____, with what looks like a permanent smile. Unlike larger tarsiers, they have ⁶_____ on their hands and feet, rather than nails – possibly to help them climb the slippery trees in their damp environment.

- 7 **SPEAKING** In groups, discuss these statistics. What can be done about the situations? How could less popular species be 'marketed'?

- 1 In the last 500 years, human activity has caused the extinction of over 800 species.
- 2 One in four mammals, one in eight birds and one in three amphibians are in danger of extinction.
- 3 In the UK last year, the government allocated £5,735 per vertebrate species, £95.82 per plant species and £4.32 per invertebrate species for research and protection.

- 8 **SPEAKING** Work in pairs. Go to page 196. Prepare a presentation.

THEY NEED SAVING TOO!

02

1.16

A Think of an endangered species. What comes to mind? The giant panda, the blue whale, the snow leopard? And what do these creatures all have in common? They're known as 'charismatic megafauna', in other words, large species of animals which appeal to a lot of people. It's no accident that the symbol of the World Wide Fund for Nature is a giant panda. These animals are cute or beautiful, or both, and of course we all want to save them. This popularity enables organisations such as the WWF to raise much-needed money to support a range of critically endangered species and protect their habitats.

5 However, less well-known or 'exciting' creatures are far more likely to actually become extinct because they don't get enough attention from researchers. **Invertebrates** (animals without a **backbone**) make up over ninety percent of all the creatures on Earth, but get only a tiny percentage of the money available to protect our wildlife because people just don't connect to them in the way that they do to a tiger or an elephant.

B And what about those creatures that many people would find positively ugly? The Ugly Animal Preservation Society's mascot is the blob fish, voted the world's ugliest animal. With its tiny eyes, big mouth and **slimy** pink body it's far from attractive. This **marine** creature lives deep in the ocean, where the pressure is very high. As a result, it has tiny **fins** and no **skeleton**, which keeps it from being crushed by the water pressure. Unfortunately, when fishing boats sweep the ocean floor, looking for other fish and **crustaceans**, these fish can get swept into the nets accidentally, which is causing their numbers to drop.

C The California condor is another accidental victim of human activity. These huge birds with bald heads and big **beaks** weigh up to fourteen kilos, have a wingspan of up to two metres and can live as long as sixty years. They play an important role in the ecosystem by feeding on dead animals, thus preventing the spread of disease. Reintroduced into the wild after becoming extinct, other than in captivity, they are now under threat once more because of chemical pesticides introduced into the food chain and lead poisoning from the ammunition used to kill the animals they feed on.

D The threat faced by the pangolin, however, is far from accidental. They are more often targeted by poachers than any other animal in the world. Unique among **mammals**, it is covered in **scales**, like a **reptile**. They may not look very **cuddly** or cute, but these scales are highly prized in traditional Chinese medicine, which has caused the population of pangolins in China to fall by up to ninety-nine percent since the 1960s. However, there is no research evidence that the medicine actually has a beneficial effect. Pangolins are a type of anteater. They have no teeth, but their **claws** are strong enough to dig through concrete. Their name in Cantonese means 'the animal that digs through the mountain'. They are easy to catch because when threatened they roll up into a ball. Their scales protect them from their natural predators, which cannot bite them, but it's simple for a poacher to just pick them up.

E Other creatures become endangered precisely because people find them ugly. Take the aye aye for example. Found only on the island of Madagascar, the aye aye is the world's largest **nocturnal primate**. During the day they sleep in nests in the trees, coming out to hunt at night. They are **solitary** creatures, **furry**, but strange looking, with big eyes, large ears and long, thin, pointed fingers. The middle finger is particularly thin and they use it to gently knock on trees. Then they reach into the tree and pull out any insects that respond to the knocking. Unfortunately, the way they look means that they are traditionally considered an omen of bad luck. Some people even believe that if they point that thin middle finger at someone, they will die. As a result, they are often killed, even though, like many endangered species, they are now protected by law.



the blob fish



the California condor



the aye aye



the pangolin

GLOSSARY

poacher – someone who illegally catches or shoots animals

predator – an animal that kills and eats other animals

reintroduce – bring an animal back to an area after it has not existed there for some time

wingspan – the distance from the end of one wing to the end of the other



2E SPEAKING

- 1 In pairs, look at the notice for a competition. Can you think of an idea that could help *your* school to protect the environment?
- 2 **1.17** Go to page 197 and study some ideas for the competition in Exercise 1. Then listen to a student committee discussing the ideas. Which idea do they finally choose?
- 3 **1.17** Complete the Speaking box with the words from the box. Listen to the conversation again and check your answers.

fence finger grab mind second spot track what with

SPEAKING | Problem-solving

Expressing indecision

I'm torn between ... and ...

I'm on the ¹ _____ (about) ...

I'm having ² _____ thoughts.

I can't make up my ³ _____.

On the one hand, ... but on the other hand, ...

I can't put my ⁴ _____ on it, but ...

Expressing agreement

You're ⁵ _____ on!

That's ⁶ _____ I was going to say!

Absolutely!

Expressing disagreement

It doesn't ⁷ _____ me.

I think we're on the wrong ⁸ _____.

That's a good point, but ...

Ok, but another option might be ...

Seriously?!

Reaching a decision

So, let's make a decision on this.

Okay, so shall we go ⁹ _____ ...?

It looks as if we agree that ...



Do you have an **idea** to help our school better protect the environment?



- ★ We have up to £1000 available to help you get your idea off the ground!
- ★ Complete the form to tell us about your idea and you might get a grant to make it a reality!



- 4 **1.18** Complete the discussion with phrases from the Speaking box. Listen and check.

Sam Which poster do you prefer?

Milo I don't know. I'm ¹ _____ this one with the water bottle, and that one with the bright colours.

Jess I can't put ² _____, but the one with the water bottle doesn't ³ _____.

Milo Maybe it's just not as original?

Sam I don't think this idea will really inspire people to take part. It takes a lot of effort to remember to bring in a reusable bottle. We need to think about how to motivate people to do it.

Milo That's a ⁴ _____, but maybe that depends on how we present the concept?

Jess Yes, you're ⁵ _____, Milo! That's why we need a poster that really makes an impact.

Sam OK, let's make a decision on which poster then. Will ⁶ _____ the one with the bright colours?

Jess Yes, it looks ⁷ _____ that one is the best idea.

- 5 In pairs, discuss the ideas for the competition in Exercise 1 and reach a decision. Use the language in the Speaking box.
- 6 In small groups, look at three posters on page 197. Choose one of the posters, giving reasons for your choice. Use language from the Speaking box.

1 In pairs, look at the infographic and discuss the questions.

- 1 Do these statistics surprise or shock you? Say why.
- 2 Do you ever consider environmental issues when buying clothes? Say why.



- 2 **1.19** Listen to three students talking on a radio programme. What projects are they involved in?
- 3 **1.19** Listen again. Why are denim and cotton bad for the environment? How is Erin planning to sell her denim? How is Janie hoping to change people's opinions?

Future forms for plans and hopes

4 Match the examples of future forms from the recording with the explanations a-e.

- 1 ☐ I'm going to turn them into pairs of shorts.
 - 2 ☐ Send me the details ... and I'll take a look.
 - 3 ☐ She'll be explaining how to understand the labels on clothes.
 - 4 ☐ I'm meeting her next week to finalise the plans.
 - 5 ☐ It starts at 7 p.m. in the auditorium.
- a to talk about an action that is expected to happen in the normal course of events
 - b to talk about a timetabled or scheduled future event
 - c to talk about something which has already been decided
 - d to talk about a future arrangement with another person
 - e to talk about a future action decided at the moment of speaking

5 In pairs, discuss the pairs of sentences. Explain the difference in meaning, if any.

- 1 a I'm *having lunch* with Josie tomorrow.
b I'm *going to have lunch* outside today because the weather's lovely.
- 2 a Which platform *does the train leave* from?
b The train *will be leaving* soon. Hurry up!
- 3 a Sorry about breaking your favourite mug. I'll *buy* you a new one, I promise.
b I'm *going to buy* a new coat this afternoon.

6 **1.20** Look at these sentences from the recording. Then read the rules a-d below and complete the sentences with an appropriate form. Listen and check.

- 1 So, I _____ set up a small business recycling and customising denim.
- 2 I _____ selling them online once I have enough items to sell.
- 3 I _____ start working on a project to design a shop window display.
- 4 It _____ go on display to the public at the beginning of next week.
- 5 So, I _____ get an expert to come in and talk to the whole school about the topic.
- 6 It _____ at 7 p.m. at the auditorium.

We use these phrases to talk about the future:

- a for plans, we can use *be planning/hoping to* + infinitive or *be thinking of* + gerund
- b for things happening very soon, we can use *be about to* + infinitive
- c for timetabled events, we can use *be due to* + infinitive
- d for formal or official arrangements, instructions or commands, we can use *be to* + infinitive

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7 Look at the rules in Exercise 6 again. Choose the correct verb forms to complete the mini-conversations.

- Jon I've decided. I ¹*am going to give up* / *will give up* buying new clothes for a year.
- Amy Really? Why's that?
- Jon I think we all buy too many clothes and I ²*am thinking* / *am hoping* to save some money as well.

- Mary Why are you still awake?
- Emma The online sale ³*starts* / *is about to start* at 2 a.m.
- Mary Are you really ⁴*planning* / *due* to stay up that long?
- Emma You're right. I think I ⁵*have* / *will have* a nap now and set my alarm for 1.55 a.m.
- Mary You're crazy!

8 **SPEAKING** In groups, discuss these ideas.

- 1 An item of clothing you're about to buy.
- 2 A project you're hoping to complete soon.
- 3 An exciting activity you're doing this weekend.
- 4 An event which is due to take place in your town this month.
- 5 Something you're going to do when you have enough money.

2G WRITING AND VOCABULARY | A formal email

From: Sean Bright
To: Customer Service
Subject: Reduce plastic!

yesterday at 20.13

Dear Sir or Madam,

^A I am writing to draw your attention to a pressing problem to which your stores are contributing significantly by their use of non-biodegradable plastic packaging.

Like many others, ^B I am deeply concerned by the huge quantity of plastic used to package items which simply do not require it. We are told that since the 1950s the world has produced 8.3 billion tonnes of plastic, of which around seventy-nine percent has been thrown into a landfill or left as waste in the general environment. ^C It is essential that we all take immediate action to prevent this.

Much of this plastic is a result of unnecessary packaging. It is vital that this is reduced as much as possible. Some supermarkets have managed to cut the amount of plastic packaging by using sustainable cardboard instead of plastic, or simply by removing unnecessary plastic from tissue boxes, pizza boxes and other items. I would ask you to investigate alternative forms of packaging for your products as a matter of urgency.

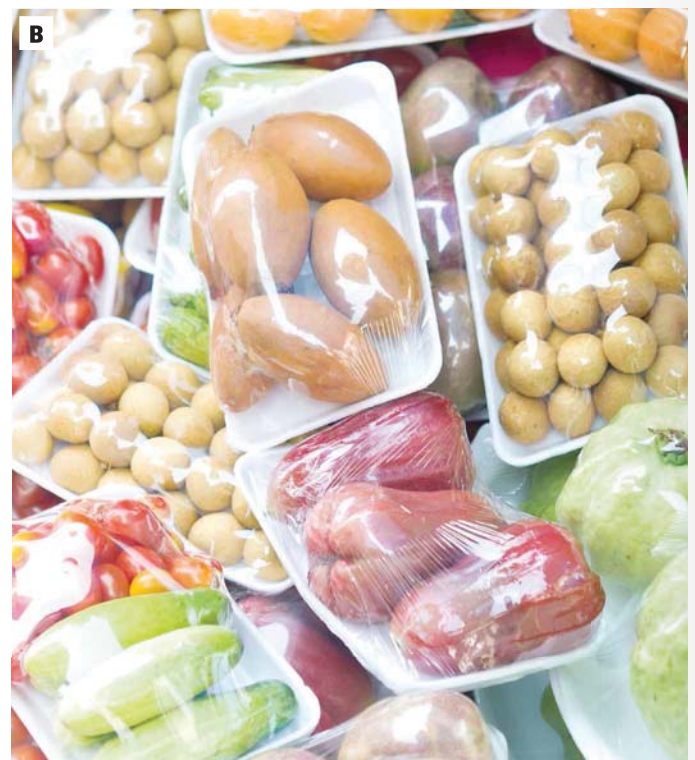
In the meantime, perhaps the quickest way to start to tackle this problem would be to sell fruit and vegetables without any extra packaging, creating a plastic-free aisle, where customers could use paper bags or their own reusable containers. Around a third of consumers say that they base their buying decisions on ethical practices, so providing an opportunity to buy fruit and vegetables plastic-free could help you to win over a large number of new customers.

^D I urge you to consider these possible solutions very seriously, and do everything in your power to reduce the amount of plastic you use in packaging, to protect the future of the planet.

I look forward to your response.

Yours faithfully,

Sean Bright



1 In pairs, look at the photos and answer the questions.

- 1 In which photo do the vegetables look more appealing? Say why.
- 2 What environmental problems do you think the plastic packaging might cause?

2 Read Sean's email to Customer Service. What problem does he describe and what three solutions does he suggest?

3 Read the email again. Do you think that the problems and solutions the writer describes are likely to persuade the reader that something should be done?

- 4 Complete the Writing box by matching the sentence beginnings 1–12 with the endings a–l.

WRITING | A formal email

Greeting and signing off

- 1 ☐ If you know the name of the person,
 2 ☐ If you don't know the name of the person,
 3 ☐ If you start a letter Dear Sir/Madam,
 4 ☐ If you start a letter with the name of the person,
 a end the letter **Yours sincerely**.
 b start the letter **Dear Sir or Madam** or **Dear Sir/Madam**.
 c start the letter **Dear Mr/Mrs/Ms Smith**.
 d end the letter **Yours faithfully**.

Structure of the email (or letter)

- 5 ☐ In the introduction,
 6 ☐ In the main paragraphs,
 7 ☐ In the final paragraph,
 8 ☐ Before you sign off,
 e ask the recipient of the email/letter to take some action.
 f state the problem(s) and offer some solutions.
 g mention that you expect a reply.
 h state your reasons for writing.

Formal writing conventions

- 9 ☐ Don't use contractions, e.g.
 10 ☐ Avoid using phrasal verbs, e.g.
 11 ☐ Make points less personal/direct by using passives, e.g.
 12 ☐ Make your tone less direct by using hypothetical constructions, e.g.
 i use **reduce** rather than **cut down on**.
 j use **We are told that** rather than **Some people say**.
 k use **I would ask you to** rather than **Please ...**.
 l use **I am writing** not **I'm writing**.

- 5 Read the email again. Match the underlined phrases A–D to the categories below.

Giving your reasons for writing

I am writing to express my concern about ...

1 _____

I am writing with regard to ...

Explaining why the issue is important

2 _____

I am extremely worried that ...

I find it unacceptable that ...

It is for these reasons that I ...

Making a point forcefully

3 _____

The situation cannot be allowed to continue.

Call to action/asking for action

I would ask you to ...

4 _____

I would be grateful if you could ...

- 6 Rewrite the sentences in a more formal style using the words in brackets.

- 1 I heard that plastic litter in the sea is harming more than 600 species. (estimated)
 2 It's important to look after nature. (vital)
 3 You've got to stop using plastic packaging! (urge)
 4 All the best, James. (faithfully)
 5 I'm really bothered by the amount of plastic we use. (concerned)
 6 Get rid of plastic packaging! (banned)
 7 I'm writing to tell you how bothered I am about ... (express)
 8 You should look into other options. (ask/investigate)
 9 It's important to do this right away. (essential/action)
 10 You must do this very soon. (done/urgency)

- 7 Match adjectives from box A and verbs from box B to sentences 1–4 to make collocations with the words **problem** and **solution**.

A complex ideal fundamental minor realistic
 significant simple workable

B address deal with face implement offer provide

- 1 I am writing to draw your attention to a **pressing** /
 _____ / _____ / _____ **problem** ...
 2 However, probably the simplest way to **tackle** /
 _____ / _____ / _____ **this problem** would be ...
 3 I would suggest that this could be a(n) **viable** /
 _____ / _____ / _____ **solution**.
 4 A committee might be able to **devise** / _____ /
 _____ / _____ **a solution** to the problem.

- 8 **SPEAKING** Read the factfile below. Is the situation similar in your country? Can you think of any other solutions to the problems caused by this type of coffee cup?

- 9 **WRITING TASK** Write a formal email to a coffee shop chain in your country. Describe the problem of disposable cups and urge the chain to take action. Use your ideas from Exercise 8 and the language from this lesson to help you.

Disposable coffee cups

The problem

The UK uses 2.5 billion paper coffee cups per year – less than 1 percent of them are recycled. The cups have a plastic coating which can only be recycled at specialist units.

Possible solutions

- The cups could be changed so there is a plastic lining which can be detached.
- Customers could pay a fee to 'rent' a reusable cup and get the money back when they return it.
- Cups could be made of something edible, like an ice cream cone.
- Customers could be charged extra if they don't bring their own cup (rather than getting a discount if they do).

REMEMBER MORE

1 Complete the statements with words from the word list in the correct form. Then decide which statements are false.

- 1 ☐ Japan is a country with one of the lowest average life **e** _____ (84.2 years).
- 2 ☐ A simple and effective way to reduce vehicle **e** _____ is to drive at steady speed.
- 3 ☐ Sugar has a **b** _____ effect on the brain – it helps us learn faster and remember more.
- 4 ☐ Each year, over 140 million pound's worth of clothing is thrown away and ends up in **l** _____.
- 5 ☐ **D** _____ plastic cutlery and straws are on the way out. There are plenty of eco-friendly alternatives.

2 Make collocations, using the verbs from the box. Then check with the word list.

draw express go/become
make tackle

- 1 _____ extinct
- 2 _____ an impact
- 3 _____ concern
- 4 _____ a problem
- 5 _____ attention

3 Write words or phrases with opposite meanings. Then check with the word list.

- 1 vertebrate – _____
- 2 sub-zero temperatures – _____
- 3 drop steadily – _____
- 4 single-use – _____

4 Complete the phrases with the correct adjectives formed from the words in bold. Then check with the word list.

- 1 _____ changes **GRADE**
- 2 _____ puppies **FUR**
- 3 _____ possibilities **COUNT**
- 4 _____ flowers **EAT**
- 5 _____ energy **NEW**

5 Do the task below.

Write your own quiz similar to the one in Exercise 1 above. Find some interesting facts and write 4 true/false sentences with the phrases from the word list. You may challenge your classmates or publish your quiz online.

2A GRAMMAR AND VOCABULARY

5.8

advances in sth	/əd'vɑːnsəs ɪn ,sʌmθɪŋ/
alternative to sth	/ɔːl'tɜːnətɪv tə ,sʌmθɪŋ/
artificial intelligence	/,ɑːtɪfɪʃəl ɪn'telədʒəns/
as a consequence/result of	/əz ə 'kɒnsəkwəns/ rɪ'zʌlt əv/
be bound to	/bi 'baʊnd tə/
be due to	/bi 'djuː tə/
be likely/unlikely to	/bi 'laɪkli/ʌn'laɪkli tə/
be sure to	/bi 'ʃʊː tə/
bring about (phr v)	/brɪŋ ə'baʊt/
cause (n, v)	/kɔːz/
countless (adj)	/'kaʊntləs/
driverless car	/'draɪvələs ,kɑː/
drop steadily	/'drɒp ,stedəli/
dystopia (n)	/dɪs'təʊpiə/
dystopian (adj)	/dɪs'təʊpiən/
face sth	/'feɪs ,sʌmθɪŋ/
fight over sth	/'faɪt əʊvə ,sʌmθɪŋ/
give rise to sth	/ɡɪv 'raɪz tə ,sʌmθɪŋ/
human error (n)	/hjuːmən 'erə/
improvement (n)	/'ɪm'pruːvmənt/
increasingly (adv)	/'ɪn'kriːsɪŋli/
key reason	/'kiː ,riːzən/
lead to sth	/'liːd tə ,sʌmθɪŋ/
life expectancy (n)	/'laɪf ɪk'spektənsi/
nutrition (n)	/'njuː'trɪʃən/
obvious (adj)	/'ɒbvɪəs/
permanent (adj)	/'pɜːmənənt/
predict (v)	/'prɪ'dɪkt/
projection (n)	/'prɒ'dʒekʃən/
reduce (v)	/'rɪ'djuːs/
reduction (n)	/'rɪ'dʌkʃən/
result from/in sth	/rɪ'zʌlt frəm/ɪn ,sʌmθɪŋ/
semi-skilled job	/'semi'skɪld ,dʒɒb/
switch (v)	/swɪtʃ/
synthetic protein	/sɪnθetɪk 'prəʊtiːn/
unskilled job	/'ʌn'skɪld ,dʒɒb/
water shortage (n)	/'wɔːtə ,ʃɔːtɪdʒ/
with any luck	/wɪð ,eni 'lʌk/

2B VOCABULARY 5.9

acid rain (n)	/æsɪd 'reɪn/
bind sth together	/'baɪnd ,sʌmθɪŋ tə'geðə/
deforestation (n)	/diːfɒ'reɪʃən/
endangered species	/ɪn,dɛɪndʒəd 'spiːʃiːz/
exhaust fumes	/'ɪg'zɔːst ,fjuːmz/
extinction (n)	/'ɪk'stɪŋkʃən/
for safety reasons	/fə 'seɪfti ,riːzənz/
fossil fuel (n)	/'fɒsəl ,fjuːəl/
global heating	/'gləʊbəl 'hiːtɪŋ/
greenhouse effect (n)	/'ɡriːnhaʊs ɪ'fekt/
habitat loss (n)	/'hæbətæt 'lɒs/
industrial waste	/'ɪn,dʌstriəl 'weɪst/
ozone layer (n)	/'əʊzəʊn ,leɪə/
pollute (v)	/'pɒluːt/
provide sth (v)	/'prə'vaɪd ,sʌmθɪŋ/
renewable energy	/'riːnjuːəbəl 'enədʒi/
sealed container	/'siːld kən'teɪnə/
soil erosion (n)	/'sɔɪl ɪ,rəʊʒən/
store (v)	/'stɔː/
threat to sth (n)	/'θret tə ,sʌmθɪŋ/
toxic waste (n)	/'tɒksɪk 'weɪst/
vehicle emissions (n)	/'viːkəl ɪ'mɪʃənz/
water scarcity (n)	/'wɔːtə ,skeəsəti/
wind turbine (n)	/'wɪnd ,tɜːbaɪn/

2C LISTENING AND VOCABULARY

5.10

benefit sb (v)	/'benɪfɪt ,sʌmbɒdi/
blistering heat/temperature	/'blɪstərɪŋ ,hiːt/ ,temprətʃə/
carbon dioxide (n)	/'kɑːbən daɪ'ɒksaɪd/
freak weather	/'friːk 'weðə/
gale-force wind	/'geɪl,fɔːs ,wɪnd/
gradual (adj)	/'ɡrædʒuəl/
greenhouse gas	/'ɡriːnhaʊs ,ɡæs/
heat wave	/'hiːt weɪv/
heavy snow/rain	/'hevi 'snəʊ/'reɪn/
humidity (n)	/'hjuːmɪdətɪ/
rise sharply	/'raɪz ,ʃɑːpli/
scorching temperature	/'skɔːtʃɪŋ ,temprətʃə/
soaring (adj)	/'sɔːrɪŋ/
solar activity	/'səʊlə æk'tɪvətɪ/
sub-zero temperature	/'sʌb 'ziərəʊ 'temprətʃə/
temporary (adj)	/'tempərəri/
torrential rain	/'tɒrənʃəl 'reɪn/
variation (n)	/'veəri'eɪʃən/

2D READING AND VOCABULARY

5.11

allocate (v) /'æləkeɪt/

amphibian (n) /'æmfɪbiən/

anteater (n) /'ænti:tə/

anthropologist (n) /'ænθrə'pɒlədʒɪst/

appeal to sb (v) /ə'pi:l tə ,sʌmbɒdi/

backbone (n) /'bækbəʊn/

be under threat /bi ʌndə 'θret/

beak (n) /bi:k/

become/go extinct /bɪ,kʌm/,gəʊ ɪk'stɪŋkt/

beneficial effect /benɪ'fɪjəl ɪ'fekt/

blue whale (n) /'blu: ,weɪl/

chemical pesticides /kemɪkəl 'pestɪsɪdɪz/

claw (n) /klo:z/

concrete (n) /'kɒŋkri:t/

conservation (n) /,kɒnsə'veɪʃən/

critically endangered /krɪtɪkli ɪn'deɪndʒəd/

crustacean (n) /kra'steɪʃən/

cuddly (adj) /'kʌdli/

damp (adj) /dæmp/

defence mechanism (n) /dɪ'fens ,mekənɪzəm/

feed on sth (phr v) /fi:d 'ɒn ,sʌmθɪŋ/

fin (n) /fɪn/

food chain /'fu:d tʃeɪn/

furry (adj) /'fɜ:ri/

get swept /get 'swept/

highly prized (adj) /haɪli 'praɪzd/

in captivity /ɪn kæp'tɪvəti/

in danger of extinction /ɪn 'deɪndʒər əv ɪk'stɪŋkʃən/

invertebrate (n) /ɪn'vɜ:təbrət/

lead poisoning (n) /'led ,pɔɪzənɪŋ/

make up (phr v) /,meɪk 'ʌp/

mammal (n) /'mæməl/

marine (adj) /mə'ri:n/

megafauna (n) /,megə'fɔ:nə/

natural predator /,nætʃərəl 'predətə/

nocturnal (adj) /nɒk'tɜ:nl/

ocean floor /ə'ʊʃən 'flo:z/

omen (n) /'əʊmən/

pangolin (n) /pæŋ'gəʊlɪn/

poacher (n) /'pəʊtʃə/

preservation (n) /,prezə'veɪʃən/

prevent sth (v) /prɪ'vent ,sʌmθɪŋ/

primate (n) /'praɪmət/

pygmy tarsier (n) /,pɪgmɪ 'tɑ:siə/

raise money /reɪz 'mʌni/

reintroduce (v) /,ri:ɪntrə'dju:s/

reptile (n) /'reptail/

research evidence /rɪ'sɜ:ʃ ,eɪvɪdəns/

scale (n) /skeɪl/

skeleton (n) /'skelətən/

slimy (adj) /'slaɪmi/

slippery (adj) /'slɪpəri/

solitary (adj) /'sɒlətəri/

spread of disease /sprɛd əv dɪ'zi:z/

toxic waste (n) /,tɒksɪk 'weɪst/

vertebrate (n) /'vɜ:təbrət/

vulnerable (adj) /'vʌlnərəbəl/

water pressure (n) /'wɔ:tə ,prefə/

wingspan (n) /'wɪŋspæn/

2E SPEAKING 5.12

be on the fence (about sth) /bi ɒn ðə 'fens (ə'baʊt ,sʌmθɪŋ)/

be on the right/wrong track /bi ɒn ðə ,raɪt/ɹɒŋ 'træk/

be spot on /bi ,spot-'ɒn/

be torn between /bi 'tɔ:n bɪ'twi:n/

get a grant /get ə 'grɑ:nt/

get your idea off the ground /get jə aɪ'dɪə ɒf ðə ,graʊnd/

go with (phr v) /gəʊ 'wið/

grab sb /'græb ,sʌmbɒdi/

have second thoughts /,hæv ,sekənd 'θɔ:ts/

make a decision /,meɪk ə dɪ'sɪʒən/

make an impact /,meɪk ən 'ɪmpækt/

make up your mind /,meɪk 'ʌp jə ,maɪnd/

put your finger on something /put jə 'fɪŋgə ɒn ,sʌmθɪŋ/

reusable (adj) /,ri:'ju:zəbəl/

single-use (adj) /'sɪŋgəl ju:z/

2F GRAMMAR 5.13

auditorium (n) /,ɔ:də'tɔ:riəm/

average consumer /,ævərɪdʒ kən'sju:mə/

clothing item /,kləʊðɪŋ 'aɪtəm/

customise (v) /'kʌstəmaɪz/

denim (n) /'denɪm/

double (v) /'dʌbəl/

garment (n) /'gɑ:mənt/

generate (v) /'dʒenəreɪt/

on display /ɒn dɪ'spleɪ/

purchase (v) /'pɜ:tʃɪs/

set up a business /set 'ʌp ə ,bɪznəs/

window display (n) /'wɪndəʊ dɪ'spleɪ/

2G WRITING AND VOCABULARY

5.14

address a problem /ə'dres ə 'prɒbləm/

aisle (n) /aɪl/

appealing (adj) /ə'pi:lɪŋ/

as a matter of urgency /əz ə ,mætər əv 'ɜ:dʒənsi/

ban (v) bæn

biodegradable (adj) /,baɪəʊdɪ'greɪdəbəl/

bothered (adj) /'bɒðəd/

charge sb (v) /'tʃɑ:dʒ ,sʌmbɒdi/

cut down on sth (phr v) /,kʌt 'daʊn ɒn ,sʌmθɪŋ/

deal with a problem /,di:l wɪð ə 'prɒbləm/

detach (v) /dɪ'tætʃ/

devise a solution /dɪ'vaɪz ə sə'lju:ʃən/

disposable (adj) /dɪ'spəʊzəbəl/

draw (sb's) attention to sth /drɔ: (,sʌmbɒdɪz) ə'tenʃən tə ,sʌmθɪŋ/

edible (adj) /'edəbəl/

ethical practices /eθɪkəl 'præktɪsəz/

express (your) concern about sth /ɪks'pres (jə) kən'sɜ:n ə'baʊt ,sʌmθɪŋ/

face a problem /feɪs ə 'prɒbləm/

find sth unacceptable /faɪnd ,sʌmθɪŋ ʌnək'septəbəl/

fundamental (adj) /,fʌndə'mentl/

implement (v) /'ɪmpləment/

landfill (n) /'lændfɪl/

offer a solution /ɒfə ə sə'lju:ʃən/

plastic coating /,plæstɪk 'kəʊtɪŋ/

plastic lining /,plæstɪk 'laɪnɪŋ/

pressing problem /,presɪŋ 'prɒbləm/

provide a solution /prə'vaɪd ə sə'lju:ʃən/

realistic/simple solution /rɪə'lɪstɪk/,sɪmpəl sə'lju:ʃən/

sustainable /sə'steɪnəbəl/

tackle a problem /,tækəl ə 'prɒbləm/

take immediate action /,teɪk ɪ'mi:diət 'ækʃən/

tissue box (n) /'tɪʃu: bɒks/

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

viable/workable solution /,vaɪəbəl/,wɜ:kəbəl sə'lju:ʃən/

with regard to sth /wɪð rɪ'gɑ:d tə ,sʌmθɪŋ/

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words from the box. There are three extra words.

acid blistering boiling erosion freak freezing
fumes greenhouse layer ozone scarcity
torrential turbines vehicle

- The weather is really weird. It's _____ cold one minute and then _____ hot the next.
- Pollution in the atmosphere results in _____ rain.
- Soil _____ happens when the plants and trees that keep it in place are destroyed by the elements or man.
- The _____ heat caused the pavement to melt!
- Powerful wind _____ use wind power to create energy.
- A good way of reducing _____ emissions is to promote the production of electric cars, which don't produce harmful exhaust _____.
- Because of global heating, _____ weather conditions are more common with periods of drought followed by _____ rain.
- Below average rainfall can result in water _____.

2 Choose the correct words to complete the sentences.

- My dad works at sea. They sometimes catch *slimy* / *soaked* marine creatures by mistake, as well as fish!
- A fish's *scales* / *fins* help it to move through the water in the right direction.
- It isn't easy to take a good photo of an owl. As they are *solitary* / *nocturnal*, they are much more active at night!
- Poachers* / *Predators* capture rare creatures which are sometimes *endangered* / *extinct*, and sell them for a lot of money.
- Lead poisoning* / *Pesticides* used by human beings not only kill harmful insects but other creatures as well.

3 Look at the underlined expressions. Tick (✓) the correct ones, cross (X) those that are wrong and correct them.

- I hope I'll learn (X) so much money by the time I'm 40 that I won't need to work anymore (✓).
will have earned
- This time next week, you are going to give () our presentation about climate change but you won't have finished () yet! _____
- Some scientists think that by the end of the twenty-first century we will be discovering () a cure to many serious illnesses so probably we are going to live () a lot longer. _____
- I'm certain most people in the future will have driven () electric cars. I just hope it won't be () too late for the environment. _____
- By six o'clock, they will be working for () twenty-four hours non-stop to clear up the damage caused by the flood. Extra help is certain to arrive () soon. _____

4 Complete the dialogues with the correct future forms of the verbs in brackets.

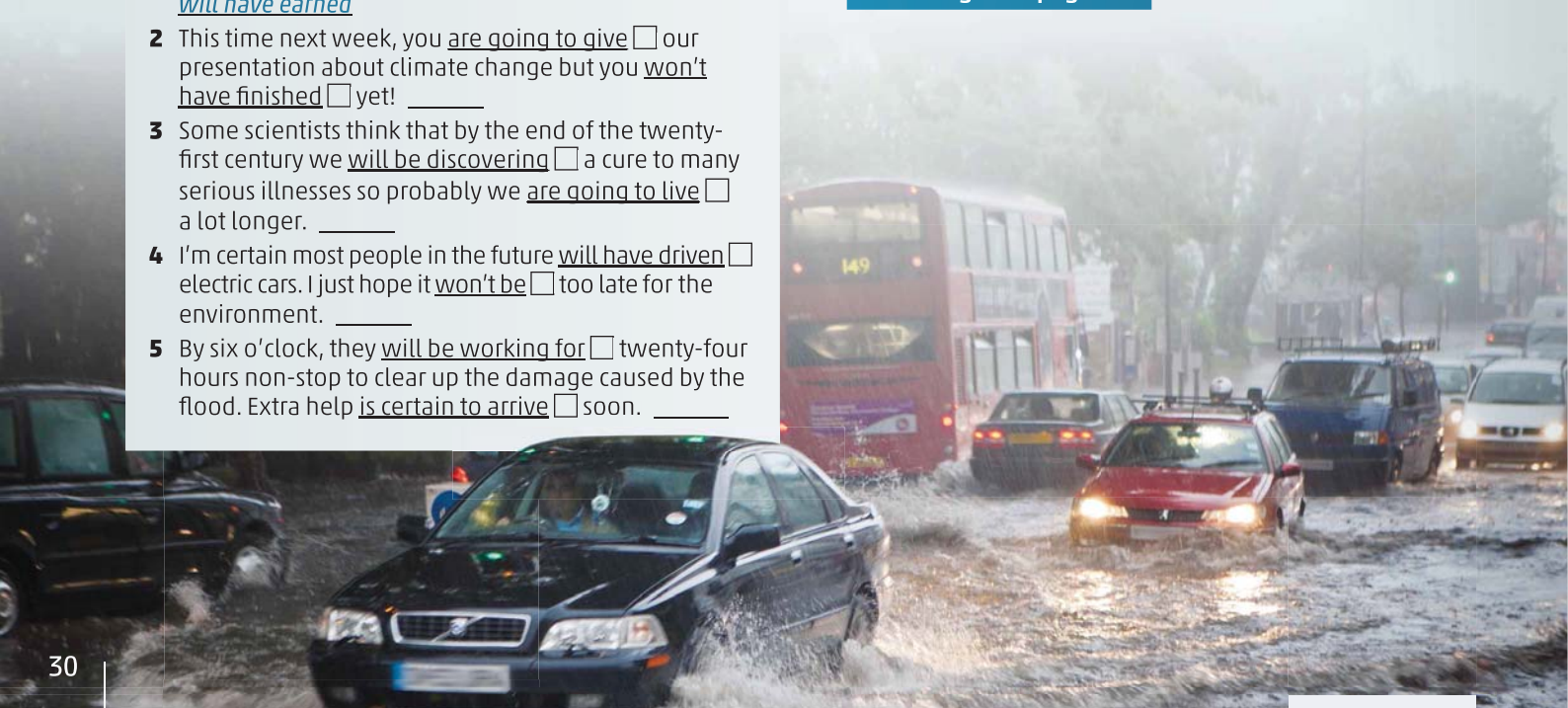
- A What are you up to later?
B Well, I _____ (hope) to finish my university project. After that, I _____ (go) on the 'Save the Planet' protest! I've arranged to meet everyone at 5 p.m.
- A Are you ready yet? The guests _____ (arrive) soon. It's almost seven o'clock!
B They _____ (come) at eight, not seven. Don't panic!
- A What do you think of the new weather app?
B I haven't used it yet. I _____ (give) it a try later on. Then I _____ (let) you know.
- A I _____ (plan) to go to the lecture on the blob fish. What time _____ it _____ (start)?
B At 2 p.m. So hurry up!

USE OF ENGLISH

5 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.

- The lecture is going to start soon. **ABOUT**
The lecture _____.
- It's been so hot today that it's very probable there will be a storm here. **BOUND**
It's been so hot today that a storm _____ here.
- The bridge was closed because of gale force winds. **TO**
The bridge was closed _____.
- It is probable global heating will be worse in fifty years. **LIKELY**
Global heating _____ in fifty years.
- We have arranged to meet on Thursday morning. **PLANNING**
_____ on Thursday morning.
- Global heating has caused freak weather in many parts of the world. **RISE**
Global heating _____ freak weather in many parts of the world.

Use of English > page 191



LISTENING

- 6**  **1.21** You are going to hear six short recordings. Read questions 1–6 and the possible answers. Then listen and choose the correct answer for each recording.

STRATEGY | Multiple choice

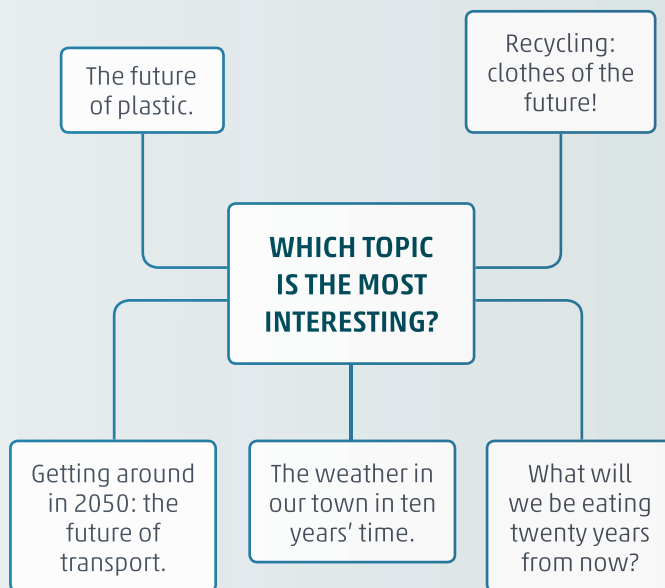
- Read the questions and underline key words. Decide on the focus of each question, so you know what you're listening for.
 - The task may include questions where you have to decide if the speakers agree or disagree about something. Remember the speakers may agree about some issues but disagree about others.
 - Before you choose the answer, listen to the whole recording.
- 1** You are going to hear a radio weather forecast. What does the presenter announce?
 - a** A hurricane is about to cross Britain.
 - b** The weather will get better.
 - c** Temperatures are below freezing everywhere.
 - 2** You are going to hear two friends discussing a TV documentary. What do they disagree about?
 - a** That a TV programme about GM foods was interesting.
 - b** That GM crops are necessary.
 - c** People aren't aware what animals eat.
 - 3** You are going to hear two friends talking about something. What are they discussing?
 - a** which animal to sponsor
 - b** which animal photo to put on a website
 - c** which animals are in the greatest danger of extinction
 - 4** You are going to hear a woman talking on a radio programme. What is the speaker's purpose?
 - a** to review a film
 - b** to review a book
 - c** to explain her vision of the future
 - 5** You are going to hear a student talking to a teacher. Why did the student choose this volunteering project?
 - a** It was recommended to him.
 - b** It will help him to learn people skills.
 - c** He would like to work with animals.
 - 6** You are going to hear a young woman talking about a hobby. How does she feel about it?
 - a** She finds it boring.
 - b** She finds it addictive.
 - c** She would like to be better at it.

SPEAKING

- 7** A local youth group is organising a talk for teenagers called *The future is almost here*. The group has asked you to help them to decide which is the most interesting topic for teenagers. Talk about the possible topics and then decide which is the most inspiring.

STRATEGY | Collaborative task

Try to keep speaking rather than finish your discussion early. Show that you can use a range of vocabulary and grammatical structures.



- 8** Now discuss these questions.

- 1** Do you think transport in your town or city will be the same in twenty years' time? How might it be different?
- 2** Some people say we will eat pills instead of food in the future. Do you agree? Say why.
- 3** Why do people buy clothes from second-hand shops?
- 4** Do you think it's a good idea to ban plastic containers? Say why.

WRITING

- 9** You see this leaflet about the proposed construction of a new road. You agree with the objections and decide to write a letter to the council.

Say NO now!

The Council has proposed the construction of a new road link to the town centre to improve access and help businesses including shops. It is a BIG MISTAKE!

- It will increase levels of noise pollution.
- Vehicle emissions will rise.
- It will damage both the environment and tourism.

Write your letter.



- 1 Do you ever watch inspiring or motivating short talks online? Why do you think they are popular? Discuss in pairs.
- 2 Look at the list of popular topics for motivating talks. Which would you like to watch? Say why.
 - How to be happy.
 - Why stress can be a good thing.
 - The importance of creativity.
 - Why looking good isn't really that important.
 - How to be a more effective public speaker.
 - The power of believing in your dreams.
- 3  **1.22** Listen to two students talking about giving talks. One of them recently gave a motivational talk for the first time. What did she learn from the experience?

- 4  **1.22** Complete the advice in the Life Skills box with one word in each gap. Then listen again and check.

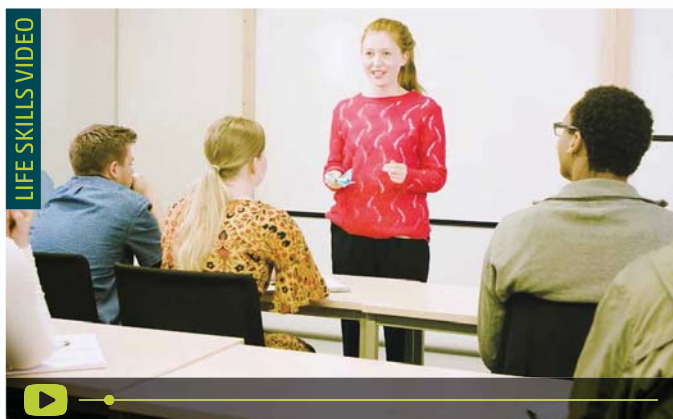
LIFE SKILLS | How to give a persuasive presentation (1)

Planning and delivery

- Focus on getting across just one key ¹_____. Everything you say should clearly relate to this.
- Plan a strong ²_____ and ³_____. Practise exactly what you're going to say at these points.
- It's vital to ⁴_____ with the audience. You can do this through:
 - keeping good eye contact
 - engaging them with some ⁵_____ facts, saying something funny, or telling a ⁶_____ anecdote
 - making your voice sound ⁷_____
 - using ⁸_____ aids and props.

5 🎧 **1.23** 🎥 **5** Watch or listen to Jenny, a student, giving a presentation. Answer the questions.

- 1 What does Jenny say is the key message of her talk?
- 2 How does she make the beginning of her talk memorable and engaging?
- 3 What personal stories does she tell?
- 4 What is the prop she uses towards the end of the talk, and why does she use it?



6 🎧 **1.24** Study the Life Skills box. Then listen to four extracts from Jenny's presentation. Write the number of each extract next to the rhetorical feature she uses. Some extracts relate to more than one point.

LIFE SKILLS | How to give a persuasive presentation (2)

Using rhetorical devices

Rhetorical devices are techniques used by a speaker to make their language or arguments more persuasive or convincing.

☐ Emotion

People tend to respond to emotional language, or an appeal to their emotions.

☐ Rhetorical questions

A rhetorical question is asked to make a point, rather than to get an answer.

☐ Quotations

A well-selected quotation from a famous person can give your argument more weight.

☐ Repetition

The repetition of a particular word or phrase, usually something which carries a key meaning.

☐ Tripling

People seem to respond to information in threes, so speeches often list three similar things, or make three similar points.

7 Rewrite the sentences following the instructions in brackets.

- 1 Doing well in exams requires several different things. (Think of three things and use tripling.)
Hard work, motivation and determination are all required for exam success.
- 2 I think you probably all agree with me. (Use a rhetorical question.)
- 3 I have never forgotten my first day at primary school or at secondary school. (Use repetition by repeating *I have never forgotten*)
- 4 It's probably a good idea to stand up for our beliefs. (Make this statement more convincing. Use emotional adjectives or adverbs. Start with *If we ...*)
- 5 This issue affects a lot of different people. (Think of three people or groups of people the problem affects and use tripling.)
- 6 I'm not sure what we should do about this. (Use a rhetorical question.)

8 🎧 **1.25** Listen to three pairs of sentences. In each pair, which sentence sounds more interesting and engaging? Say why.

9 🎧 **1.26** Look at some sentences from Jenny's talk and underline key words (words that carry the most meaning). Listen and check which words Jenny stresses. Repeat the stress and intonation.

- 1 I'd like to talk about the aims and ambitions we all have.
- 2 We need to have something to reach for and to help us move forward.
- 3 If you've got something you really want to do, then you shouldn't let anything stop you.
- 4 For as long as I can remember, I've loved to swim.
- 5 But what they hadn't realised was just how determined I was.
- 6 But if you are really passionate about something, don't be afraid to take the risk.

10 Work in pairs. Choose one of the topics below, or think of another one that you feel strongly about. Make a list of arguments and examples to support them.

- 1 It is more important to enjoy life than make money.
- 2 Developing self-discipline is essential to success in life.
- 3 Video games are good for you.

11 Do the task below.

LIFE SKILLS | Project

Use your notes from Ex.10 to give a short presentation.

- Prepare a presentation based on your plan.
- Organise your arguments and examples into clear sections.
- Use the tips from the Life Skills box to make your presentation as persuasive and motivating as possible.
- Use some of the rhetorical devices from the Speaking box.
- Give your talk to the class. Think about stress and intonation.
- Listen to other students' presentations. Notice what techniques they use to make their presentation impactful.
- Choose the most persuasive presentation.

03

Influences

VOCABULARY	Behaviour, life events, role models, community and poverty
GRAMMAR	Past and present habits, defining and non-defining relative clauses, participle clauses Use of English > page 192
SPEAKING	Generalising
WRITING	An opinion essay
VIDEO	Grammar Documentary



3A GRAMMAR AND VOCABULARY

1 **SPEAKING** In pairs, ask and answer the questions.

- 1 Look at the photos. What are the benefits of being from a small/large family?
- 2 If you don't have siblings, what do you think are the good or bad things about being an only child? If you do have siblings, how well do you get on with them?

2 **THINK BACK** Look at the phrases describing ways of behaving towards other people. Are these positive or negative things to do? Can you add any other phrases?

empathise with sb fall out with sb
 give sb a compliment let sb down lose your temper
 make fun of sb/sth make up with sb
 put up with sb/sth talk behind sb's back

3 Match the definitions 1–9 with the phrases for ways of behaving from the box.

be the peacemaker blow things out of proportion
 burst into tears have a go at sb make a fuss of sb
 mess about show off tell sb off wind sb up

- 1 To say things in order to annoy somebody.
- 2 To react as if what has happened is much worse than it is.
- 3 To try and impress somebody.
- 4 To suddenly start crying.
- 5 To behave in a silly way.
- 6 To criticise someone.
- 7 To give someone a lot of attention.
- 8 To help other people resolve an argument.
- 9 To speak to somebody angrily about something wrong that they have done.

4 **SPEAKING** In pairs, talk about how you get on with different members of your family. Use the phrases from Exercises 2 and 3. Do you think being the oldest, youngest or middle child, or an only child, affects your personality?

5 Read the short texts. Which one describes an only or oldest child, a middle child and a youngest child? Go to page 197 to check your ideas.

A When I was little, my parents were forever telling me off about the things I'd done. I was quite naughty and I used to mess about from time to time, sure. I mean, there was one time when I dressed up in my dad's clothes and went down the High Street pretending to be him! It was hilarious, but my parents didn't get the joke. They took it way too seriously and blew it completely out of proportion. I really wasn't that bad as a child! I just didn't like being told what to do, and I would rebel a bit if anyone tried, but I always did my homework and helped around the house and that sort of thing.

B My brother is always showing off. I'm not sure he even realises he's doing it. He'll go on and on about how great he's doing at school, and everyone always makes a big fuss of him. It really winds me up, but if I say anything, my parents tell me I'm being jealous. It's not fair.

C My brother gets attention for being great at school, and my sister is the clown of the family. Me? I'm not really sure what my role is. I'm certainly the peacemaker when my brother and sister fight. They're really loud and emotional, whereas I tend to keep my emotions to myself, really. I don't burst into tears easily or start shouting. I usually just stay quiet and go off to my room.

Past and present habits

6 Look at the examples showing two forms which can be used to talk about past and present habits. Find five more examples of such forms in the texts in Exercise 5. Then answer the questions below.

Habits in the present

My brother is always showing off.

Habits in the past

When I was little, my parents were forever telling me off.

- 1 What effect on meaning does using the words *forever*, *continually* or *always* have?
- 2 What is the difference in meaning or emphasis between using Past Simple and *used to*?

7 **2.01 PRONUNCIATION** Listen to sentences about present and past habits. Does each speaker sound neutral (N) or annoyed (A)? How does the intonation change?

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

8 Look at sentences a–d and complete rules 1–3 with *used to* or *would*.

- a As a child, I used to spend my weekends playing with my friends. We would play all day together.
- b I was an only child and I used to feel bored at home on my own.
- c On Saturdays, I would go swimming with my dad.
- d I used to get up early when I was younger, but I nearly always have a lie-in now.

- 1 We often use ¹ _____ to set the scene, and then, when the time reference is clear, we can use ² _____ for other examples of past habitual behaviour.
- 2 We DON'T use ³ _____ to describe a past state.
- 3 We use ⁴ _____ to talk about a past state or a situation that doesn't happen any longer.

Grammar Reference and Practice > page 176

9 Complete the short texts with *used to* or *would*. Sometimes both are possible.

- A When he was younger, Simon ¹ _____ play basketball. He ² _____ be quite tall for his age, but then all the other boys caught up. In fact, his younger brother, who ³ _____ be tiny, is now quite a bit taller than him.
- B Every Sunday, my grandmother ⁴ _____ bake a cake. Sometimes she ⁵ _____ make a Victoria sponge, sometimes a chocolate cake. I ⁶ _____ love helping her. I ⁷ _____ try and eat the raw cake mixture, though she ⁸ _____ stop me if she saw me! I ⁹ _____ do a lot of cooking with her, but nowadays I don't do much at all.

10 Replace the underlined parts in each sentence with a different structure for talking about habits.

- 1 If a friend does something silly, I am usually quite sympathetic.
- 2 I hated it when my big brother wound me up, but now I just ignore him.
- 3 I have a bad habit of putting things off.
- 4 When I tied my hair in a ponytail, my brother constantly pulled it.
- 5 If you show off, people won't like you as much.
- 6 When I was little and I went to fancy dress parties, I dressed up as a cowboy.

11 Complete the sentences so they are true for you.

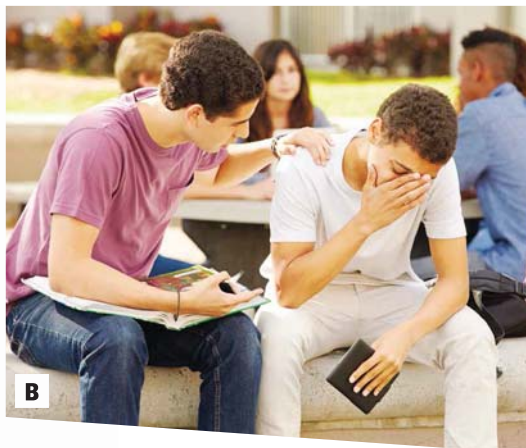
- 1 I'm always ... It's a really bad habit.
- 2 When I was little, I would ...
- 3 The most annoying thing my friend does is that he/she will ...

GRAMMAR VIDEO

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

What did you find annoying in your parents'/siblings' behaviour when you were younger?





3B LISTENING AND VOCABULARY

- 1 Which of the life events in the box can you see in photos A–C? Which of them can be the most challenging?

a clash between you and a parent/sibling
a newborn baby in the family
a row/misunderstanding with your best friend
flunking an important exam
relocating to a different town or country
splitting up with somebody

- 2 **2.02** Listen to the first part of a radio programme about the influence of life events and answer the questions.

- Why does the speaker think that what happens to us can influence our personality?
- Does the speaker think that negative events are to be avoided? Say why.

- 3 **CRITICAL THINKING** Study Active Listening. Are the extracts from the recording below facts or opinions? How do you know?

- We know from recent findings in neuroscience, that the brain makes new connections based on what we learn from events which have happened to us.*
- People sometimes think that stressful or upsetting events shape us negatively, and joyful events have a positive effect, but to my mind, the opposite can also be true.*

ACTIVE LISTENING | Distinguishing between facts and opinion

To assess what a speaker is saying critically, it is vital to be able to distinguish between something that is a fact, and something that is simply the speaker's opinion.

- An opinion is an individual's belief or viewpoint. It is subjective, rather than being based on evidence. It may be signalled by the use of such words as *feel*, *believe* or *think* or phrases such as *If you ask me ...* / *I have the impression that ...*
- A fact is something for which there is some objective evidence which can be checked or verified. It may be signalled by a phrase such as *The data shows ...* / *The research indicates ...*

- 4 **2.03** Listen to the rest of the programme and make notes for the four speakers: Dan, Lila, Daisy and Ben.

- What was the life event?
- How was it stressful?
- What influence did it have?
- What did he/she learn from it?

- 5 **2.03** Listen again and choose the correct answers.

- What prevented Dan from doing well at secondary school?
 - He wasn't being challenged enough by his teachers.
 - He wasn't very academically gifted.
 - He was friends with people who didn't pay attention in class.
- Which of the following is an opinion and not a fact?
 - Colic can have a variety of causes.
 - Colic is usually worse in the evening and at night.
 - Lying flat makes colic more of a problem.
- What was the hardest thing for Daisy when she went to school in Germany?
 - Struggling to communicate with people.
 - Leaving her old friends behind in the UK.
 - Not being treated well by the other kids.
- The bullies stopped teasing Ben because
 - the new pupil defended Ben.
 - Ben grew taller as he got older.
 - Ben learnt to ignore them.

- 6 Do you agree with the presenter that stressful or upsetting life experiences can have positive outcomes? In pairs, discuss your ideas.

- 7 In pairs, read the underlined phrases in the extracts from the recording and discuss their meaning.

- He helped me to see that this attitude really wasn't doing me any favours.
- This experience really changed me because I saw that even when things don't immediately go my way, that doesn't mean that they won't turn out to be positive in the long run.
- And now, I speak German pretty well, so I'm really glad I kept trying. It's taught me the value of sticking at something.
- When I first went to secondary school, I had a really hard time. I was quite small for my age and the bigger kids used to wind me up about it.
- I learnt a lot from watching how he handled the situation, and pretty soon they'd stopped teasing me as well.

- 8 **SPEAKING** In pairs, add more life events to the list in Exercise 1. Then decide which of them might be the least or most difficult to deal with. Say why.

1 In pairs, ask and answer the questions.

Mark Zuckerberg Emma Watson Neymar Junior
Serena Williams George R.R. Martin

- Which of the people in the box do you recognise? What are they known for?
- Do you admire any of them? Say why.
- What personal qualities do you think they possess?

2 In pairs, decide if the adjectives in the box are positive or negative. Are there any which could be both?

bigoted capable charming compassionate conceited
decent dedicated defensive hypocritical idealistic
immature inspirational modest passionate pushy
sincere tough trustworthy

3 2.04 Listen and match the definitions you hear to ten of the words from Exercise 2.

4 Complete the sentences with the remaining words from Exercise 2.

- He's really _____; always telling everyone how great he is.
- She's so _____; she's determined to get what she wants.
- He's so _____ that he refuses to accept anyone who thinks differently from him.
- She's really _____ about animals; they're so important to her.
- He's quite _____; you would never know that he's a big star.
- You can't say anything to criticise her at all or she gets angry; she's so _____.
- He will look after your dog well; he's reliable, responsible and completely _____.
- She can deal with the most difficult situations; she's very _____.

5 Complete the description of Meghan Markle with adjectives from Exercise 2.

Meghan, the Duchess of Sussex, has been an ambassador for more than one charity, and it's pretty clear that she's ¹_____ about making the world a better place. She famously gave a(n) ²_____ speech at the UN (United Nations) Women's Conference about the importance of speaking up for your values.

As an actor, she was used to being in the public eye, and she seems pretty ³_____ and able to deal with criticism without getting angry or ⁴_____. These qualities could be useful, because she has already been accused of being a '⁵_____ princess', who only married Prince Harry to become rich and famous.



6 PRONUNCIATION Match the adjectives from Exercise 2 to the correct stress patterns in the table. There are several adjectives for some of the stress patterns.

1 ●..	2 .●	3 ●..	4 .●.	5 ..●
			conceited	
6 ●...	7 ●..	8 .●..	9 ..●..	10 ...●.

7 2.05 Listen and check. Then practise saying the words.

8 In your opinion, what makes a good role model? Do you think any of the people in Exercise 1 are good role models? Give reasons for your answer.

9 Look at the words and phrases in the box. Which ones could you use to talk about someone who is a good role model?

- ☐ a bad influence (on sb)
- ☐ a good/shining example of ...
- ☐ admire
- ☐ despise
- ☐ find sb inspirational
- ☐ follow in sb's footsteps
- ☐ idolise
- ☐ loathe
- ☐ look down on
- ☐ look up to
- ☐ put sb on a pedestal
- ☐ a good example

10 2.06 Listen to Kara and Jake talking about good and bad role models. Tick the words and phrases in Exercise 9 which you hear.

11 Replace the underlined parts of the sentences with words and phrases from Exercise 9.

- You should be a good role model for the children.
- He admired his mother and copied her by becoming a lawyer.
- I can't stand people who are arrogant and conceited.
- Everyone has faults so don't put her on a pedestal.
- The behaviour of some celebrities has a negative effect on many young people.

12 SPEAKING In small groups, ask and answer the questions.

- Do famous people have a responsibility to be good role models? Say why.
- Who do you think has more influence on you – public figures, your friends or your family? Say why.
- Who could you be a role model for? Say why.

3D READING AND VOCABULARY

- 1 SPEAKING** In pairs, look at the film poster. Have you seen this film? If not, what do you think it is about?
- 2** Read the blurb for the book on which the film is based and check your ideas.

This is the incredible true story of a little boy who boarded a train, got lost and eventually found his way home, twenty-five years later.

Five-year-old Saroo found himself utterly lost and alone on the streets of Calcutta. He survived and ended up being adopted by a middle-class couple from Australia, but he always remembered his birth family. Against all the odds, he eventually located his home town and retraced his steps to find his way back to them.

- 3** In pairs, ask and answer the questions.
 - How do you think Saroo finally managed to locate his birth family?
 - What do you think happened when he did?
- 4** Read an extract from the book on page 39 and answer the questions below.
 - Why did Saroo's adoptive mum decorate the house with a map of India and Indian ornaments? Did Saroo understand why she did that at the time?
 - Why couldn't Saroo find the place of his birth on the map?
 - How do you think he felt about his family in India? What evidence do you have from the text?
- 5** Read the text again and choose the correct answers.
 - Why was the author so intrigued by the map of India?
 - Because he could imagine all the wild animals living there.
 - Because the country was so enormous.
 - Because his home town was on that map.
 - Because his adoptive mother had given it to him.
 - Why did the author initially not talk much about his previous life in India?
 - He didn't have the right words in English.
 - He couldn't remember much about it.
 - He didn't care much about what had happened before.
 - He preferred to think about it on his own.
 - How did the author feel about the time he spent with his family in India and their neighbours?
 - He felt he was part of a community.
 - He felt upset about being hungry.
 - He felt anxious about his sister.
 - He felt ashamed of his family's poverty.
 - What does 'oddly enough' mean in lines 40–41?
 - sadly
 - understandably
 - in fact
 - surprisingly
 - What does 'it' in line 41 refer to?
 - begging for money on the streets
 - having to share everything
 - always feeling in need of food
 - feeling upset and unhappy



- 6** Complete the table with the highlighted words/phrases from the text. Add other words/phrases you know.

Community	Poverty
keep someone company	deprivation

- 7** Match the highlighted words/phrases in the text with their definitions below. For some of the definitions there is more than one correct answer.
 - Have just enough money to buy what you need.
 - Dealing with things without thinking about the future.
 - Didn't have enough food.
 - Sit or stand very close to other people.
 - Asked for money or food from strangers.
 - Very thin.
 - Be comfortable in a particular place.
- 8 SPEAKING** In small groups, discuss the questions.
 - How did the author's life change as a result of getting lost at the age of five?
 - Why was Saroo so determined to find his birth family?
- 9 REFLECT | Society** How do you think poverty influences someone's life? Can there be any positive outcomes to being poor?

DOCUMENTARY VIDEO

7 WATCH AND REFLECT
Go to page 164. Watch the documentary *Long lost sisters* and do the exercises.



LION: A LONG WAY HOME

BY SAROO BRIERLEY

 2.07

When I was growing up in Hobart, I had a map of India on my bedroom wall. My mother – my adoptive mother, Mum – had put it there to help me **feel at home** when I arrived from that country at the age of six to live with them, in 1987. She had to teach me what the map represented – I was completely
5 uneducated and don't think I even knew what a map was, let alone the shape of India. Mum had decorated the house with Indian objects – there were some Hindu statues, brass ornaments and bells, and lots of little elephant figurines. I didn't know then that these weren't normal objects to have in an Australian house.

10 The map's hundreds of place names swam before me in my childhood. Long before I could read them, I knew that the immense V of the Indian subcontinent was a place teeming with cities and towns, with deserts and mountains, rivers and forests – the Ganges, the Himalayas, tigers, gods! – and it came to fascinate me. I would stare up at the map, lost in the
15 thought that somewhere among all those names was the place I had come from, the place of my birth. I knew it was called 'Ginestlay', but whether that was the name of a city, or a town, or a village, or maybe even a street – and where to start looking for it on that map – I had no idea.

As children do, I picked up my new language quite quickly. But at first I spoke very
20 little about my past in India. My parents didn't want to push me to talk about it until I was ready, and apparently I didn't show many signs that I gave it much thought. ... But deep down, it did matter to me. My memories were all I had of my past, and privately I thought about them over and over ...

First of all, I remember days spent watching over my baby sister, Shekila, her grubby
25 face smiling up at me as we played peekaboo. And I remember long, warm nights during the hot months of the year, when my family would join the others with whom we shared the house and **gather together** outside in the courtyard, while someone played the harmonium and others sang. I had a real **sense of belonging** and well-being on those nights. The women would bring out bedding and blankets, and we
30 would all **huddle together**, gazing up at the stars, before closing our eyes in sleep.

As well as my mother and my baby sister, there were also my older brothers, Guddu and Kallu, whom I loved and looked up to. To help **make ends meet**, when Guddu was around ten, he took a job washing dishes in a restaurant. Even then, we often **went hungry**. We lived one day at a time. There were many occasions when we
35 **begged** for food from neighbours, or begged for money and food on the streets by the marketplace and around the railway station, but somehow we managed a **subsistence, living day-to-day** and **hand-to-mouth**. Everyone used to go out at the start of the day and get whatever they could, be it money or food, and at the end of each day we would return, put whatever we had managed to find on the table,
40 and everyone would share. I remember feeling hungry most of the time, but oddly enough I wasn't too distressed by it. It became part of life and I accepted it. We were very **skinny** children, with blown-up stomachs from gas and no food. We were probably **malnourished**, but then so were poor children all across India, so it was nothing out of the ordinary.



GLOSSARY

brass – a very hard bright yellow metal that is a mixture of copper and zinc

distressed – very upset

figurine – a small model of a person or animal used as a decoration

grubby – fairly dirty

peekaboo – a game you play to amuse young children, in which you hide your face and then show it again

teem with somebody/something – to be very full of people or animals, all moving about

3E GRAMMAR

1 **SPEAKING** In pairs, discuss the question.

What do you think is the origin of these phrases?

hang up the phone go online cc an email dial a number

2 **2.08** Listen to Holly talking to her grandfather. Check your ideas from Exercise 1. What new expressions does Holly teach him?



Relative and participle clauses

3 **THINK BACK** Study the underlined relative clauses *a* and *b* and answer the questions.

- a** The house which we just walked past belongs to my grandfather.
- b** My grandfather's house, which I love, isn't very modern.

- 1 Which sentence gives essential information that cannot be omitted? (defining relative clause) **a**
- 2 Which sentence gives some extra information that can be omitted? (non-defining relative clause) **b**

4 Read some extracts from the conversation between Holly and her grandfather. Which of the underlined relative clauses are defining?

- 1 ... phones are something that you can keep in your pocket.
- 2 I had to go into the hall, where the phone was kept, and everyone could hear every word I said.
- 3 My girlfriend, who I was usually talking to, used to get fed up with me whispering all the time!
- 4 ... you had to have a wire that connected your computer with the telephone line.
- 5 And it took ages to get a connection, which was really irritating.
- 6 Carbon paper was something which people used to make a copy of a note or letter with.

5 Read the sentences in Exercise 4 and answer the questions.

- 1 In which type of relative clause can we use *that* instead of *which* or *who*?
- 2 In which two sentences can you omit the relative pronoun without affecting the meaning? Why is this?
- 3 What does the relative pronoun in Sentence 2 refer to? What relative pronoun is used to refer to possession?
- 4 In which sentence is the relative clause a comment on the whole of the main clause?
- 5 Look at this more formal version of Sentence 3:
My girlfriend, to whom I was usually talking, used to ...
Rewrite Sentence 6 in the same way.

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6 Rewrite the pairs of sentences as one sentence using a relative clause. In which sentences can the pronoun be omitted?

- 1 Televisions used to have a dial. The dial was used to change channel.
- 2 Technology is always changing. I find this exciting.
- 3 Holly sent a text message. She sent the message to her grandfather.
- 4 Liam has lost his phone. It was very expensive.
- 5 Eugene has lost his phone. He is very absent-minded.
- 6 The UK generally has good wi-fi. Ninety-nine percent of young Britons use the Internet.
- 7 My grandmother struggles to stream videos. Her wi-fi is very slow.
- 8 Holly was asking about some items. Carbon paper was one of the items.

7 Study two participle clauses from the conversation in Exercise 2, and compare them with similar sentences using full relative clauses. What do you notice? Complete the rules below with the correct word.

- a** There was a wire attaching the phone to the wall. (present participle clause)
There was a wire which attached the phone to the wall. (relative clause)
- b** The copy made by the carbon paper was called the carbon copy. (past participle clause)
The copy which was made by the carbon paper was called the carbon copy. (relative clause)
- 1 We use a **present participle** to replace a relative clause with *an active* / *a passive* verb.
- 2 We use a **past participle** to replace a relative clause with *an active* / *a passive* verb.

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8 Replace the underlined parts of the relative clauses in each sentence with a present or past participle.

- 1 Did you take the charger that was plugged in next to the TV?
- 2 Anyone who wanted to speak on the phone had to go into the hall.
- 3 The only people who use non-smart mobile phones now are the elderly.
- 4 I don't want to sit next to that woman who is shouting into her phone.
- 5 Mobiles are bad for the environment because of the metals that are needed to make them.
- 6 People who are buying that smartphone don't realise that a new model is about to come out.

9 **SPEAKING** In pairs, tell your partner about a piece of technology, using relative and participle clauses. Student A, go to page 196. Student B, go to page 200.



A
Baby boomers: retired at fifty-five on a full pension – think young people are lazy.



B
How Gen X sent text messages.



C
Millennial elevator has three buttons: up, down and whatever.



D
Gen Z: You can't say that – it hurts my feelings!

- 1 In small groups, look at memes A–D about different generations. What characteristics are they joking about? Are the jokes fair? Say why.
- 2 **2.09** Listen to a radio phone-in programme about three different generations and make notes in the table.

	Baby boomers (born 1946–1964)	Generation X (born 1965–1980)	Millennials (born 1981–2000)
Events which influenced them			
Attitude towards work			
Personality characteristics			

- 3 In pairs, discuss what you heard. Do you think there is any truth in these generalisations about different generations? Say why.
- 4 **2.09** Study the Speaking box. Then listen again and tick the phrases which are used in the phone-in programme.

SPEAKING | Generalising

Talking about what you think is generally true

- ☐ On the whole, ...
- ☐ In general, ...
- ☐ In some/many/most cases, ...
- ☐ Broadly speaking, ...
- ☐ By and large, ...
- ☐ More often than not, ...
- ☐ Nine times out of ten, ...
- ☐ Ninety percent of the time, ...
- ☐ To some/a great extent, ...
- ☐ ... tend to think/say/believe ...
- ☐ There's a tendency for ... to ...

Acknowledging that you are generalising

- ☐ This is a bit of a sweeping statement, but ...
- ☐ I may be overgeneralising, but ...
- ☐ You might think this is an overgeneralisation, but ...

- 5 Rewrite the sentences as generalisations using the words in brackets.

Generation Z (or Gen Z): people born from 2001 onwards

- 1 Generation Z spend a lot of time online. (*general*)
- 2 They use Instagram rather than Facebook. (*whole*)
- 3 They take offence very easily. (*tend*)
- 4 They have an entrepreneurial spirit. (*nine*)
- 5 They like getting a bargain. (*cases*)
- 6 They are into experiences rather than material possessions. (*extent*)
- 7 They avoid clicking online ads. (*more*)
- 8 They are into healthy eating and good habits. (*broadly*)
- 9 Generation Z tend not to take too many risks. (*tendency*)
- 10 They live much of their lives online. (*overgeneralisation*)

- 6 In pairs, discuss the questions.

- 1 Do you feel you belong to Generation Z? Say why.
- 2 Do you agree with the generalisations about Generation Z in Exercise 5? Say why.
- 3 Can you think of any other generalisations that people make about Gen Z?

- 7 In pairs, prepare a short presentation about your generation. Use these questions to help you.

- 1 Which events do you think have influenced your generation?
- 2 What is your generation's attitude towards work / relationships / technology?
- 3 What personal qualities do you think are typical of your generation?

- 8 Give your presentation to another pair. Use generalising language where appropriate. Do you agree with each other about what typifies your generation?

- 9 **REFLECT | Society** Do you think it is possible for people of different generations to be friends? How can society overcome generation gaps?

ARE FAMILIES AS CLOSE AS THEY USED TO BE?

Many people today feel that relationships between members of the same family are not as close as they were perhaps a few generations ago. Changes in our working lives and the advent of technology have certainly altered how families interact, but I would argue that families generally remain as close as they ever were.

Increasingly, parents are seeking a greater work-life balance and more flexibility in their working hours. This means that even in a family where both parents work, they are often able to ensure that at least one parent is available to take their children to after-school activities or to attend shows and concerts at the school. A better work-life balance also enables families to spend more quality time together than was perhaps the case a generation ago.

It is commonly accepted that the time needed to run a household has also decreased over the last few decades as more and more labour-saving devices have been invented. A striking example of this is the humble washing machine, which Hans Rosling, a well-known Swedish statistician, called 'the greatest invention of the industrial revolution' because of the way that it liberated parents to spend more time with their children. Prior to its invention, it was usual to spend an entire day doing laundry – now the task is easily completed at the touch of a button or two.

Going online can be seen as a way of bringing families together as well as a distraction. Whereas in the past family members living apart would have to write letters and often wait a long time for a reply, nowadays there are many more ways to keep in touch, such as social media and video calls. Overall, I believe that family members do actually communicate with each other more than they may have done in the past, whether through technology or face-to-face.

In conclusion, I would say that while society may have changed, families remain as close as they were, aided by technology and greater flexibility in working patterns.

FACT BOX *Family life in the UK*

- 10% of people surveyed said that the last time they spent quality time* with their family was more than a year ago.
- 27% of parents said they're so busy that in an average day they often don't spend any time whatsoever with their children.
- 42% of parents are worried that social media is distracting their children from quality family time.
- 48% of those taking part in the survey said they feel guilty that they don't spend enough time with their loved ones.

* Time where you give your full attention to someone.

3G WRITING | An opinion essay

- 1 In pairs, read the Fact Box with the statistics about family life in the UK and answer the questions.
 - 1 Is the situation similar in your country? Say why.
 - 2 Would you agree that families have less quality time together than in the past?
 - 3 Are families less close than they used to be?
- 2 Read one student's answer to the essay question given below and compare it with your ideas from Exercise 1.
Some people think that families are not as close as they used to be. Do you agree? Write about ...
 - mobile technology and the Internet.
 - changes in working life.
 - your own ideas.
- 3 Read the essay again. Which paragraphs are about the topics listed in the essay question? Which idea of their own has the writer included?
- 4 Study the Writing box and answer the questions.
 - 1 What is the thesis of the essay?
 - 2 What arguments does the writer give to support the thesis?
 - 3 How does the thesis relate to the conclusion?

WRITING | An opinion essay

Content and organisation

Introduction:

Summarise the topic of the essay, using your own words as far as possible, and state your position (thesis) with regard to the topic.

Main body:

Include two or three paragraphs setting out your arguments. You must include the two topics given in the essay question, plus an idea of your own. Each paragraph should be about one main idea.

Conclusion:

Summarise the main points of the essay and restate your opinion or thesis on the topic.

Style and register

- Use semi-formal or quite formal register, depending on the context.
- Give your personal opinion using phrases such as: **Personally, ... / In my opinion, ... / My personal conviction is that ...** /¹_____/²_____/³_____.
Include more impersonal views using phrases such as: **It is often argued that ... / It is often held that ... / It is widely believed that ...** /⁴_____/⁵_____/⁶_____.
- Try to use a variety of linkers, including more formal ones, e.g. **Nevertheless, ..., In addition, ..., Therefore, ...**

- 5 Complete the Writing box with the underlined phrases from the essay.
- 6 **CRITICAL THINKING** Study Active Writing. Then underline the topic sentences in paragraphs 2, 3 and 4 of the model essay in Exercise 2. What is the main idea in each case?

ACTIVE WRITING | Creating a line of reasoning

- To construct a good argument, the reader needs to be able to follow your line of reasoning. A coherent paragraph will have sentences in a logical order.
- In academic writing, each paragraph has a 'topic sentence' which contains the main idea of the paragraph which follows. The other sentences should support the topic sentence, giving further details, reasons or examples.

- 7 Read sentences a–d and identify which one is the topic sentence. Then put the sentences into the correct order to make a coherent paragraph. There is one sentence which you do not need.
 - a ☐ For example, it is only too common to see families eating out together with every member glued to his or her own screen.
 - b ☐ Technology may have brought some benefits to society, but it has undoubtedly been bad for family life.
 - c ☐ Technology has revolutionised our lives in ways that no one would ever have predicted.
 - d ☐ This cannot help but contribute to the breakdown of the family, with everyone in their own little world.
- 8 How do the sentences you chose in Exercise 7 support the topic sentence?
- 9 Complete the phrases which can be used to support a topic sentence.
 - 1 For _____, / For example, / To give just one example
 - 2 A good/notable/ _____ example of this is the ...
 - 3 There are many ways to communicate with family members, _____ social media, video calls or instant messaging.
- 10 For each topic sentence below, write a paragraph with two supporting sentences. Use the statistics in the Fact Box as examples.
 - 1 Social media is often seen as a key reason people are interacting less face-to-face.
 - 2 Working parents are simply too busy to spend time with their family.
 - 3 We all know that time spent with friends and family is precious.
- 11 Read the essay question below. Do you agree or disagree? Make notes to support your opinion. What else could be a strong influence?
The friends you choose are more influential in your life than the family you are born into, or any other influence. Do you agree?
Write about ...
 - how families influence us.
 - how friends influence us.
 - your own ideas.
- 12 **WRITING TASK** Write your essay. Use the Writing box, include topic sentences and examples. Don't forget to give your personal opinion and some impersonal views

REMEMBER MORE

1 Complete the text with words from the word list.

It is sometimes ¹**h** _____ that my generation (Gen Z) is a bunch of snowflakes who ²**l** _____ their lives online and tend to burst into ³**t** _____ when they ⁴**f** _____ any exam. And I could not disagree more! By and ⁵**l** _____, we're actually a ⁶**s** _____ example for the younger generation. We want to make the world a ⁷**b** _____ place. Unlike Millennials, we give everything a lot of ⁸**t** _____, especially the environment. We are compassionate and speak up for our ⁹**v** _____.

2 Complete the sentences with the correct particles. Then check with the word list.

- I look _____ to people who have achieved something _____ all the odds.
- After she had split _____ with her husband, her life turned upside _____.
- I'm lost _____ thoughts when I'm plugged _____.
- After the accident, he tried to live day- _____ -day, one day _____ a time.

3 Match the two parts of the collocations which describe rows and arguments. Then check with the word list.

- | | |
|--------------------|------------------|
| 1 lose c | a out with sb |
| 2 get d | b an argument |
| 3 fall a | c your temper |
| 4 resolve b | d fed up with sb |

4 Complete the phrases with *make* or *do*. Then check with the word list.

- _____ fun of somebody
- _____ connections
- _____ somebody a favour
- _____ up with somebody (end a quarrel)

ACTIVE VOCABULARY | Short story or article

To learn phrases, use them in short stories or mini newspaper articles similar to the one in Exercise 1. By placing the new phrases in your own 'world' of ideas, you help your brain to remember them.

3A GRAMMAR AND VOCABULARY

5.15

blow things out of proportion /ˌbləʊ ˈθɪŋz əʊt əv prəˈpɔːʃən/

burst into tears /ˌbɜːst ɪntə ˈtiəz/

catch up (phr v) /ˌkætʃ ˈʌp/

empathise with sb /ˌempəˈθaɪz wɪð ˌsʌmbədi/

fall out with sb /ˌfɔːl əʊt wɪð ˌsʌmbədi/

get attention for sth /ˌget əˈtenʃən fə ˌsʌmθɪŋ/

get on with sb /ˌget ˈɒn wɪð ˌsʌmbədi/

get the joke /ˌget ðə ˈdʒəʊk/

give sb a compliment /ˌɡɪv ˌsʌmbədi ə ˈkɒmplɪmənt/

go off (phr v) /ˌɡəʊ ˈɒf/

have a go at sb /ˌhæv ə ˈɡəʊ ət ˌsʌmbədi/

have a lie-in /ˌhæv ə ˈlaɪ-ɪn/

let sb down (phr v) /ˌlet ˌsʌmbədi ˈdaʊn/

lose your temper /ˌluːz jə ˈtempə/

make a fuss of sb /ˌmeɪk ə ˈfʌs əv ˌsʌmbədi/

make fun of sb /ˌmeɪk ˈfʌn əv ˌsʌmbədi/

make up with sb /ˌmeɪk ˈʌp wɪð ˌsʌmbədi/

mess about (phr v) /ˌmes əˈbaʊt/

middle child /ˌmɪdl ˈtʃaɪld/

naughty (adj) /ˈnɔːti/

only child /ˌəʊnli ˈtʃaɪld/

peacemaker (n) /ˈpiːsmetkə/

put sth off (phr v) /ˌpʊt ˌsmθɪŋ ˈɒf/

put up with sb/sth (phr v) /ˌpʊt ˈʌp wɪð ˌsʌmbədi/ˌsʌmθɪŋ/

raw cake mixture /ˌrɔː ˌkeɪk ˈmɪksʃə/

rebel (v) /ˈriːbel/

resolve an argument /ˌrɪˌzɒlv ən ˈɑːɡjəmənt/

show off (phr v) /ˌʃəʊ ˈɒf/

sympathetic (adj) /ˌsɪmpəˈθetɪk/

talk behind sb's back /ˌtɔːk bɪˈhaɪnd ˌsʌmbədɪz ˈbæk/

tell sb off about sth (phr v) /ˌtel ˌsʌmbədi ˈɒf əˈbaʊt ˌsʌmθɪŋ/

Victoria sponge (n) /ˌvɪkˈtɔːrɪə ˌspʌndʒ/

wind sb up (phr v) /ˌwaɪnd ˌsʌmbədi ˈʌp/

3B LISTENING AND VOCABULARY

5.16

academically gifted /ˌækəˌdemɪkli ˈɡɪftɪd/

be challenged enough /bi ˈtʃæləndʒd ɪˌnʌf/

clash between you and a parent /ˈklæʃ bɪˌtwiːn jə ənd ə ˈpeərənt/

colic (n) /ˈkɒlɪk/

do sb a favour /ˌduː ˌsʌmbədi ə ˈfeɪvə/

flunk an exam /ˌflʌŋk ən ɪɡˈzæm/

handle a situation /ˌhændl ə ˌsɪtʃuˈeɪʃən/

have a hard time /ˌhæv ə ˌhɑːd ˈtaɪm/

in the long run /ɪn ðə ˌlɒŋ ˈrʌn/

make connections /ˌmeɪk kəˈnekʃənz/

misunderstanding (n) /ˌmɪsʌndəˈstændɪŋ/

neuroscience (n) /ˈnjʊərəʊˌsaɪəns/

newborn baby /ˌnjuːbɔːn ˈbeɪbi/

prevent sb from doing sth /prɪˈvent ˌsʌmbədi frəm ˈduːɪŋ ˌsʌmθɪŋ/

recent findings /ˈriːsənt ˌfaɪndɪŋz/

relocate to a different place /ˌriːləʊkeɪt tə ə ˌdɪfərənt ˈpleɪs/

row with sb (v) /ˌraʊ wɪð ˌsʌmbədi/

shape (v) /ʃeɪp/

split up with sb (phr v) /ˌsplɪt ˈʌp wɪð ˌsʌmbədi/

stick at sth (phr v) /ˌstɪk ət ˌsʌmθɪŋ/

teach sb the value of sth /ˈtiːtʃ ˌsʌmbədi ðə ˈvæljuː əv ˌsʌmθɪŋ/

tease sb (v) /ˈtiːz ˌsʌmbədi/

to my mind /tə ˌmaɪ ˈmaɪnd/

turn out (phr v) /ˌtɜːn əʊt/

turn sth upside down /ˌtɜːn ˌsʌmθɪŋ ˌʌpsaɪd ˈdaʊn/

3C VOCABULARY 5.17

admire (v) /ədˈmaɪə/

bad influence (on sb) /ˌbæd ˈɪnfluəns (ɒn ˌsʌmbədi)/

bigoted (adj) /ˈbɪɡətɪd/

capable (adj) /ˈkeɪpəbəl/

charming (adj) /ˈtʃɑːmɪŋ/

compassionate (adj) /kəmˈpæʃənət/

conceited (adj) /kənˈsiːtɪd/

decent (adj) /ˈdiːsənt/

dedicated (adj) /ˈdedɪkətɪd/

defensive (adj) /dɪˈfensɪv/

despise (v) /dɪˈspaɪz/

find sb inspirational /ˌfaɪnd ˌsʌmbədi ˌɪnspəˈreɪʃənəl/

follow in sb's footsteps /ˌfɒləʊ ɪn ˌsʌmbədɪz ˈfʊtstɛps/

good/shining example of sth /ɡʊd/ˌʃaɪnɪŋ ɪɡˈzɑːmpəl əv ˌsʌmθɪŋ/

hypocritical (adj) /ˌhɪpəˈkrɪtɪkəl/

idealistic (adj) /aɪˌdɪəˈlɪstɪk/

idolise (v) /aɪˈdɒləɪz/

immature (adj) /ɪˌmætʃʊə/

in the public eye /ɪn ðə ˌpʌblɪk ˈaɪ/

inspirational (adj) /ˌɪnspəˈreɪʃənəl/

loathe (v) /ləʊð/
look down on sb (phr v) /,lʊk 'daʊn ɒn ,sʌmbədi/
look up to sb (phr v) /,lʊk 'ʌp tə ,sʌmbədi/
modest (adj) /'mɒdɪst/
passionate (adj) /'pæʃənət/
personal qualities /,pɜːsənəl 'kwɒlətɪs/
public figure /,pʌblɪk 'fɪɡə/
pushy (adj) /'puʃi/
put sb on a pedestal /,pʊt ,sʌmbədi ɒn ə 'pedəstəl/
role model /'rəʊl ,mɒdl/
set a good example /,set ə ,ɡʊd ɪɡ'zɑːmpəl/
sincere (adj) /sɪn'sɪə/
speak up for sth /,spiːk 'ʌp fə ,sʌmθɪŋ/
tough (adj) /tʌf/
trustworthy (adj) /'trʌstwɜːði/

3D READING AND VOCABULARY

5.18

adoptive mother /ə,dɒptɪv 'mʌðə/
against all the odds /ə,ɡenst ɔːl ðɪ 'ɒdz/
anxious about sth /,bi 'æŋkʃəs ə'baʊt ,sʌmθɪŋ/
beg (v) /beg/
blow up (phr v) /,bləʊ 'ʌp/
blurb (n) /blɜːb/
brass ornament /,brɑːs 'ɔːnəmənt/
deprivation (n) /,deprə'veɪʃən/
distressed by sth /dɪ'strest baɪ ,sʌmθɪŋ/
feel at home /,fiːl ət 'həʊm/
figurine (n) /,fɪɡjə'riːn/
gather together /'ɡæðə tə,ɡeðə/
gaze at sth (v) /,geɪz ət ,sʌmθɪŋ/
go hungry /,ɡəʊ 'hʌŋɡri/
grubby (adj) /'ɡrʌbi/
huddle together /'hʌdl tə,ɡeðə/
immense (adj) /ɪ'mens/
intrigued by sth /ɪn'triːɡd baɪ ,sʌmθɪŋ/
keep sb company /,kiːp ,sʌmbədi 'kʌmpəni/
let alone /,let ə'ləʊn/
live day-to-day /,lɪv ,deɪ tə 'deɪ/
live hand-to-mouth /,lɪv ,hænd tə 'maʊθ/
live one day at a time /,lɪv 'wʌn ,deɪ ət ə 'taɪm/
locate (v) /ləʊ'keɪt/
lost in the thought /,lɒst ɪn ðə 'θɔːt/
make ends meet /,meɪk 'ends ,miːt/
malnourished (adj) /,mæl'nʌrɪʃt/
nothing out of the ordinary /'nʌθɪŋ ,aʊt əv ðɪ 'ɔːdənəri/

oddly enough /,ɒdli rɪ'nʌf/
pick up a language /,pɪk 'ʌp ə ,læŋɡwɪdʒ/
play peekaboo /,pleɪ ,piːkə'buː/
retrace (v) /rɪ'treɪs/
sense of belonging /,sens əv bɪ'lɒŋɪŋ/
sense of security /,sens əv sɪ'kjʊərəti/
skinny (adj) /'skɪni/
stare at sth (v) /,steɪ ət ,sʌmθɪŋ/
subcontinent (n) /,sʌb'kɒntɪnənt/
subsistence (n) /səb'sɪstəns/
teem with sth /'tiːm wɪð ,sʌmθɪŋ/
understandably (adv) /,ʌndə'stændəbəli/
utterly lost /,ʌtəli 'lɒst/
well-being (n) /,wel-'biːɪŋ/

3E GRAMMAR 5.19

carbon copy (n) /,kɑːbən 'kɒpi/
carbon paper (n) /,kɑːbən 'peɪpə/
cc an email /,siː'siː ən 'iː meɪl/
dial a number /,daɪəl ə 'nʌmbə/
get a connection /,get ə kə'neɪʃən/
get fed up with sth /,get ,fed 'ʌp wɪð ,sʌmθɪŋ/
go online /,ɡəʊ ,ɒn'laɪn/
hang up the phone /,hæŋ 'ʌp ðə ,fəʊn/
origin (n) /'ɒrɪdʒɪn/
stream a video /,striːm ə 'vɪdɪəʊ/
take ages to do sth /,teɪk 'eɪdʒəs tə ,duː ,sʌmθɪŋ/
the elderly (n) /ði 'eldəli/

3F SPEAKING 5.20

baby boomer (n) /'beɪbi ,buːmə/
bargain (n) /'bɑːɡɪn/
be into sth /,bi 'ɪntə ,sʌmθɪŋ/
be typical of sb/sth /,bi 'tɪpɪkəl əv ,sʌmbədi/ ,sʌmθɪŋ/
broadly speaking /,brɔːdli 'spiːk ɪŋ/
by and large /,baɪ ənd 'lɑːdʒ/
characteristic (n) /,kærəktə'rɪstɪk/
entrepreneurial (adj) /,ɒntɹəprə'nɜːriəl/
full pension /,fʊl 'penʃən/
generalisation (n) /,dʒenərəlaɪ'zeɪʃən/
generalise (v) /'dʒenərəlaɪz/
generation gap (n) /,dʒenə'reɪʃən ,ɡæp/
Generation X (n) /,dʒenə'reɪʃən 'eks/
Generation Z (n) /,dʒenə'reɪʃən 'zed/
material possession /mə'tɪəriəl pə'zeʃən/
millennial (adj) /mɪ'lɪniəl/
more often than not /,mɔː 'ɒfən ðən ,nɒt/

on the whole /ɒn ðə 'həʊl/
onwards (adv) /'ɒnwədz/
overgeneralisation (n) /,əʊvədʒenərəlaɪ'zeɪʃən/
overgeneralise (v) /,əʊvədʒenərəlaɪz/
personality (n) /,pɜːsə'næləti/
phone-in programme /,fəʊn-ɪn 'prəʊgræm/
sweeping statement /,swiːpɪŋ 'steɪtmənt/
take a risk /,teɪk ə 'rɪsk/
take offence /,teɪk ə'fens/

3G WRITING 5.21

advent of technology /,ædvent əv tek'nɒlədʒi/
alter (v) /'ɔːltə/
breakdown (n) /'breɪkdaʊn/
bring benefits /,brɪŋ 'benɪfɪts/
coherent (adj) /kəʊ'hɪərənt/
conviction (n) /kən'vɪkʃən/
decrease (v) /dɪ'kriːs/
distraction (n) /dɪ'strækʃən/
ensure (v) /ɪn'ʃʊə/
flexibility (n) /,fleksə'bɪləti/
humble (adj) /'hʌmbəl/
impersonal (adj) /ɪm'pɜːsənəl/
it is held that /ɪt əz 'held ,ðæt/
labour-saving device /'leɪbə ,seɪvɪŋ dɪ'vaɪs/
liberate (v) /'lɪbəreɪt/
line of reasoning /,laɪn əv 'riːzənɪŋ/
live apart /,lɪv ə'pɑːt/
notable (adj) /'nəʊtəbəl/
prior to sth /'praɪə tə ,sʌmθɪŋ/
quality time /'kwɒləti ,taɪm/
register (n) /'redʒɪstə/
restate (v) /,riː'steɪt/
revolutionise (v) /,revə'lʊːʃənəɪz/
run a household /,rʌn ə 'haʊshəʊld/
semi-formal (adj) /,semi 'fɔːməl/
set out (phr v) /,set 'aʊt/
state (v) /steɪt/
statistician (n) /,stætə'stɪʃən/
striking (adj) /'straɪkɪŋ/
survey (v) /sə'veɪ/
thesis (n) /'θiːsɪs/
undoubtedly (adv) /ʌn'daʊtɪdli/
working life /,wɜːkɪŋ 'laɪf/
work-life balance /,wɜːk-'laɪf ,bæləns/

VOCABULARY AND GRAMMAR

1 Complete the text with the words/phrases from the box. There are two extra words.

compassionate decent despise idolize immature
influence making a fuss modest pushy showing
split up

News stories about ¹_____ citizens who help old women across the road, and ²_____ individuals who are concerned about others do make the news from time to time. ³_____ people who perform heroic acts without ⁴_____ and telling everyone about it can be interesting, especially if they are charming too and know how to talk to the camera.

However, the stories in some types of newspapers and websites are often about ⁵_____, attention-seeking individuals, who simply love ⁶_____ off. Some of these 'celebrities' even have their own TV shows giving detailed information about their lives and relationships. Why should the public be interested in who they ⁷_____ or row with? People like this are a bad ⁸_____ on young people. Surely, we shouldn't ⁹_____ them and give them celebrity status!

2 Choose the correct words to complete the sentences.

- 1 I *lost my temper* / *empathised* with my sister last night. I usually control myself.
- 2 He's *the peacemaker* / *capable* and always does his best to resolve arguments.
- 3 A good friend should never *talk about* / *fall out with* you behind your back.
- 4 She doesn't earn much money and finds it hard to *make ends meet* / *live hand-to-mouth*.
- 5 They are both very *defensive* / *sincere* and always tell the truth.
- 6 I *admire* / *loathe* people who behave like that. What she did was unacceptable and shocking!
- 7 You can always count on her. She's the most *trustworthy* / *compassionate* person I know.
- 8 It's important that your friends *huddle together* / *feel at home* when they visit.

3 Complete the sentences. Use the Present Continuous or Past Continuous, *will*, *used to* or *would*. Sometimes more than one answer is possible.

- 1 My sister _____ forever _____ (borrow) my clothes without asking me. It's very irritating!
- 2 When I was a child, we _____ (live) in a house by the sea, but now we live in a city.
- 3 My brother can't keep a secret. He _____ (post) anything you tell him on his blog immediately.
- 4 When they were children, his older sister _____ constantly _____ (criticise) him, but they're best friends now.
- 5 A few years ago, we _____ (go out) every Saturday night, but we don't any more.
- 6 My computer _____ always _____ (send) me error messages I don't understand!

4 Rewrite the sentences as one sentence using a defining or non-defining relative clause. In which sentences can the pronouns be omitted?

- 1 My neighbours have a new-born baby. They are moving to a bigger house.
My neighbours _____.
- 2 That boy's mum is Japanese. He's fluent in five languages.
That boy _____.
- 3 My grandma's house has no wi-fi. It's very annoying.
My _____.
- 4 They go to that beach in summer. It's their favourite place.
The beach _____.
- 5 She bought a camera yesterday. It's an antique.
The camera _____.
- 6 I just saw a girl. My brother used to be friends with her.
I just saw the _____.
- 7 He lost his wallet. It was very worrying.
He _____.

5 Replace the underlined phrase with a participle clause.

- 1 People who want to make an appointment should do so online.
- 2 Did you see that car which was parked next to ours?
- 3 They were behind a woman in the queue who was complaining about the service.
- 4 The advertisement which was recently posted on the site is very interesting.
- 5 Teenagers who grew up in the 1970s and 80s didn't have mobile phones.

USE OF ENGLISH

6 Complete the text with one word in each gap.

Role model?

You might think this is an overgeneralisation but on ¹_____ whole I believe that people don't change much. Take my old school friend, Jackie MacDougall. Jackie was a quiet girl who everyone looked ²_____ to because she always did the right thing. She was a dedicated student who ³_____ always come top of the class in everything. When she was fourteen, she seemed to be very grown up in relation to the rest of us. She never behaved badly and always ⁴_____ a good example. Jackie never went out much but was a very popular girl. By and ⁵_____, most of us put her on a pedestal.

I didn't hear much about Jackie after we left school. Many years later, I was picking up my eleven-year-old daughter from her new school one day. She said, 'Look, that's the new teacher who I was talking ⁶_____.' I want to be like her when I grow up.' I looked up and saw Jackie MacDougall! I was delighted my daughter wanted to ⁷_____ in her footsteps.



HOW TECHNOLOGY AFFECTS FAMILY RELATIONSHIPS

It is often held that technology in general does little to help family relationships as, in many cases, family members are more interested in their smartphones, and the TV than they are in each other.

In the days before smartphones, the TV was blamed the most for breakdowns in communication between parents and children. It was argued that not only did 'the box' stop them from talking to each other, but clashes between family members over what programmes to watch created barriers and caused resentment.

Some people still believe this is true today, ignoring the fact that TV programmes can be informative as well as just entertaining. In fact, TV programmes often provide topics for families to discuss, bringing them closer together rather than driving them further apart. What's more, twenty-first century families don't need to all watch the same programme at the same time, and they certainly don't need to gather round a traditional television in the living room. The number of people watching TV online is increasing all the time. The fact that people can watch what they want, when and where they want should result in more time for families to be together rather than less, providing it is well-planned.

The smartphone has perhaps taken over nowadays from the TV as the major reason given for a lack of communication between family members. Parents are often heard saying things like, 'My teenage children never talk to me because they are playing games on their phones or messaging their friends,' or, 'My teenage son flunks his exams because he's always chatting online.' Parents often don't see why their sons and daughters spend so much time online and fail to see the importance of having an online identity while most teens feel their online image is part of who they are. Nine times out of ten, they criticise the amount of time their children spend online rather than attempting to understand why they do it and manage it. In fact, adults are often not very good examples themselves. Who hasn't witnessed a table at a restaurant where all the family members, young and old, are silently focused on their mobile devices?

My personal conviction is that, broadly speaking, smartphones do have some negative effects on family relationships. One important reason for this is that this technology is still relatively new, and many families haven't yet learned how to deal with it. However, with time everyone will understand the communication problems associated with our online lives better. Parents and children should discuss how they use technology to help them all make the most of technology instead of blaming it for their problems.

READING

- 7** Read the article above and complete the notes with 1–3 words in each gap.

STRATEGY | Note completion

Read the sentences carefully and underline the key words in each of them. The text may include the same key words or their synonyms. Try to predict what kind of information is missing. Then scan the reading text to find the missing information.

- 1 Some people think that families are less interested _____ than they are in the TV and smartphones.
- 2 Before smartphones existed, TV was thought to be responsible for a _____ between family members.
- 3 Some people today don't realise that TV shows are often not just entertaining but are also _____.
- 4 A family's viewing habits should be _____ so they can spend time together.
- 5 _____ is one reason given by parents for failure at school.
- 6 Parents frequently don't understand why it's important for young people to have _____.
- 7 Smartphones are _____, which is why a lot of families don't know how to manage their use yet.

SPEAKING

- 8** 'Modern technology leads to increasing isolation rather than creating a sense of belonging.' What do you think? Discuss in pairs. Use the arguments below to help you.

For the statement:

- We interact with technology, not people, and end up feeling lonely.
- Technology can't help solve our problems.

Against the statement:

- Technology can be used to strengthen our relationships with our friends and family.
- Club or school websites and forums connected to our interests make us feel we belong.

WRITING

- 9** Read the task below.

'We learn more from our school environment than we do from our friends and family.' Do you agree?

Write about ...

- 1 values such as honesty.
- 2 skills.
- 3 your own idea.

Write your essay.

04

Inside story

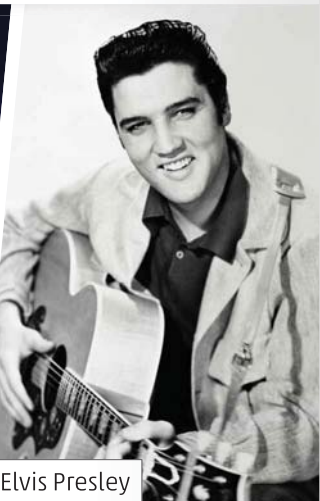
VOCABULARY	Conspiracy theories, news reporting, collocations, noun suffixes
GRAMMAR	Narrative tenses, Past Perfect Simple and Continuous, negative inversion Use of English > page 192
SPEAKING	Telling anecdotes
WRITING	A story
VIDEO	Grammar Documentary



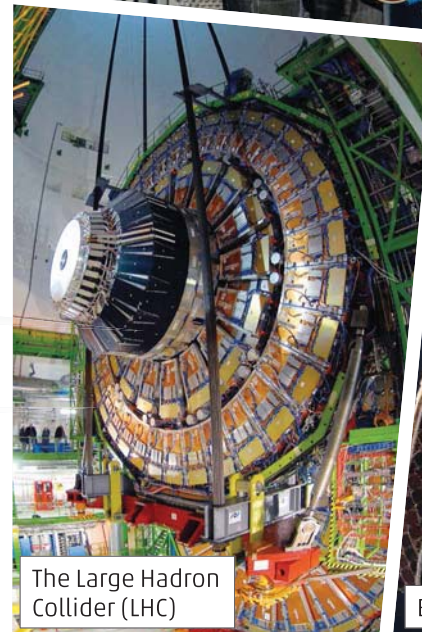
Amelia Earhart



Paul McCartney



Elvis Presley



The Large Hadron Collider (LHC)



Beyoncé

4A GRAMMAR AND VOCABULARY

1 In pairs, discuss the questions.

- 1 What is a conspiracy theory?
- 2 What conspiracy theories have you heard of?
- 3 What conspiracy theories do you think the photos relate to?

2 2.10 Listen to a podcast about conspiracy theories and check your ideas from Exercise 1. Do you think there is any truth in these theories? Say why.

3 Check you understand the words from the podcast in the box. Find two synonyms for each word 1–8 below.

abduct assassinate bizarre capture claim clues
eliminate enigma expose fraud hints hoax
maintain puzzle reveal weird

- | | |
|------------------|-------------------|
| 1 fake (n) _____ | 5 signs _____ |
| 2 kidnap _____ | 6 state (v) _____ |
| 3 kill _____ | 7 strange _____ |
| 4 mystery _____ | 8 uncover _____ |

4 2.10 Complete the questions with words from Exercise 3. Sometimes more than one answer is possible. Then listen again and answer the questions.

- 1 What possible solutions to the _____ of Amelia Earhart's disappearance are mentioned?
- 2 According to conspiracy theorists, who or what _____ her and held her prisoner?
- 3 According to the podcast, _____ about which conspiracy theory are hidden in Beatles songs?
- 4 What did the video about CERN, recently _____ as a hoax, claim to show?
- 5 Which of the conspiracy theories mentioned do you think is the strangest or most _____?

Narrative tenses; Past Perfect Simple and Continuous

5 THINK BACK Which past tense is used in each of the underlined parts of the extract from the podcast? Can you explain the difference in meaning between them?

In 1932, Amelia Earhart ¹became the first female aviator to fly solo across the Atlantic. Five years later, she set out to fly around the globe. In the years following her Atlantic achievement, she ²had set seven women's speed and distance aviation records and she was more than ready to take on this challenge. However, while she ³was flying over the Pacific Ocean, she ⁴disappeared without a trace, never to be seen again.

6 Match the underlined phrases in the extracts to the descriptions.

- ☐ In the years following her Atlantic achievement, she had set seven women's speed and distance aviation records.
- ☐ But some people suspect she was an undercover intelligence agent who had been spying on Japan for the US government.

- This is an action in progress in the past.
- This is a completed action.

7 Complete the rules by writing Past Perfect Simple, Past Perfect Continuous or both.

- We use _____ to make clear that a past action happened earlier than another past action.
- We use _____ to talk about an earlier completed action.
- We use _____ to talk about a situation or action which continued up to a certain time in the past.

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8 Study Watch out! Then complete the short text about Amelia Earhart with the Past Perfect Simple or Past Perfect Continuous forms of the verbs in brackets.

The mystery of Amelia Earhart

On 2 July 1937, Amelia Earhart's plane disappeared. She ¹_____ (try) to fly around the world. She ²_____ (already/complete) about 22,000 miles of the journey, with 7,000 miles left to go. She ³_____ (travel) for just over three weeks and ⁴_____ (visit) Brazil, Dakar, Khartoum and Bangkok when she lost radio contact.

We know that Earhart ⁵_____ (just/run out) of fuel when she disappeared. It's possible that she landed on a nearby island. In 1998, bones which a British expedition ⁶_____ (find) on an island in the Pacific in 1940 were analysed again. Scientists ⁷_____ (think) they belonged to a man, but they recently changed their minds and linked them to a tall white female who ⁸_____ (die) in around 1937. Could the bones be the remains of Amelia Earhart?

WATCH OUT!

- We use the Past Perfect Continuous when we want to focus on the duration of an activity or when we are explaining a past result, e.g.
*She was tired because she **had been flying** for hours.*
- We do not use the Past Perfect Continuous with repeated actions when we say how many times something happened, e.g. *She **had been visiting** him regularly.*

9 Complete the article with the correct past tense forms of the verbs in brackets.

WAS DIANA'S DEATH REALLY AN ACCIDENT

On the night of 31 August 1997, Princess Diana ¹_____ (die) tragically in a car crash in Paris. Was it an accident or ²_____ (someone/arrange) for her to be assassinated? Many people believed in such a conspiracy partly because Diana herself ³_____ (often/express) a belief that someone ⁴_____ (plan) to kill her in a car crash, making it look like an accident.

The rumours were so disturbing that in 2004 the Metropolitan Police in London ⁵_____ (decide) to launch an investigation into what ⁶_____ (happen) that night.

Did the paparazzi following Diana cause the crash on purpose? They ⁷_____ (certainly/drive) dangerously, but was it possible that they ⁸_____ (actually/try) to kill her?

After months of investigations, the police finally ⁹_____ (conclude) that it had simply been an accident, but many people still maintain it was not, and that she was killed to prevent her exposing secrets about the British royal family.

10 2.11 PRONUNCIATION Listen to the sentences from the text. What do you notice about the way that the words *had*, *was* and *been* are pronounced?

- Diana herself had often expressed a belief that someone was planning to kill her.
- They had certainly been driving dangerously.

11 2.11 Listen again. Use a weak pronunciation for *had* /həd/, *was* /wəz/ and *been* /bin/. In pairs, practise reading the text in Exercise 9 aloud.

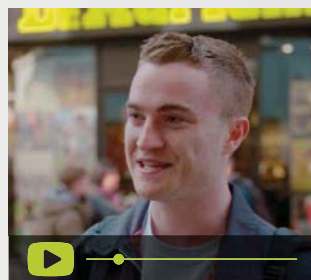
12 REFLECT | Society Why do you think people believe conspiracy theories? Give reasons for your answer.

13 SPEAKING In pairs, invent your own conspiracy theory. Go to page 197.

GRAMMAR VIDEO

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

Tell us about a surprising event in your life.



4B VOCABULARY | News reporting

- 1 In pairs, look at the headlines and discuss the questions.
- Why do you think news sites write these kinds of headlines?
 - Why do you think people want to click on them and share the story?
 - Do you think the information in these kinds of stories is reliable? Say why.

Trending now



SHARK SURPRISE!

A father and son from Cardiff tried out their device to protect swimmers from shark attacks. You won't believe what happened next!



HARVEY DEVELOPS EMPATHY

Hurricane Harvey brings kindness as well as destruction. This story will melt your heart.



SECRETS OF SHRIMP FARMING

The devastating truth behind those delicious prawns.

- 2 **2.12** Listen to a clickbait journalist talking about his work. Why does he think news sites write these kinds of headlines?
- 3 Study Active Vocabulary and find two more examples of collocations in the headlines in Exercise 1.

ACTIVE VOCABULARY | Collocations

A collocation is a combination of two or more words that often go together, e.g. *take someone hostage* (NOT ~~make~~ *someone hostage*.)

The most common structures for collocations are:

- adjective + noun, e.g. *a bizarre theory*
- verb + noun, e.g. *reveal the truth*
- adverb + adjective, e.g. *potentially embarrassing*
- verb + adverb, e.g. *discuss calmly*

- 4 **2.12** Complete the sentences with the words from the box to make collocations. Listen again and check.

attention awareness clickbait corruption generates go hit light present public verify

- I'm responsible for creating all those _____ headlines that attract attention.
- If the posts I write _____ viral, that could mean hundreds of thousands of page views, which _____ more advertising revenue for the news site.
- Articles published online need to be very brief because everyone has such a short _____ span these days.
- I'm helping to raise _____ of important issues.
- The articles I write rarely shed much _____ on the key issues that have _____ the headlines.
- I'd love to cover traditional news stories which are in the _____ interest, where I could expose _____.
- I'd also prefer to have the time to _____ my sources or the space to _____ both sides of the story.

- 5 Complete the sentences with collocations from Ex. 4.

- The video was so amazing that it _____.
- A news article should _____ because a balanced view is vital.
- They say that most people's _____ is fourteen minutes on average.
- A good journalist should be able to _____ on what is happening in the world.
- The court decided that it was not _____ for the story to be published.

- 6 Match the adjectives from the box with their definitions 1-10. Are the adjectives related to clickbait viral news stories or more traditional journalism?

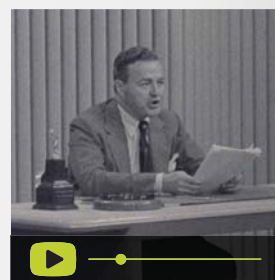
balanced exclusive hard-hitting heartbreaking heartwarming newsworthy off the record quirky sensational topical

- Includes strong criticism of someone or something.
- Unusual in an interesting way.
- Very sad.
- Interesting enough to be reported.
- Considering all sides equally.
- Related to things that are happening at the moment.
- Not meant to be publicly reported.
- Shocking and exciting, not serious.
- (a news story) Published only in one place.
- Causing feelings of happiness.

- 7 **SPEAKING** Would you like to work as a journalist? What do you think are the good and bad things about this job?

DOCUMENTARY VIDEO

9 WATCH AND REFLECT
Go to page 165. Watch the documentary *Making the news* and do the exercises.



- 1** Look at the different types of text you can find in a print or online newspaper. Which kind do you enjoy reading? Say why.

gossip column human interest story news item
opinion piece celebrity profile book/film review

- 2** Read the newspaper article. What type of text is it? How do you know?

DOES INTUITION REALLY EXIST?

Meet two readers who believe they've experienced it.

Have you ever had a moment where you 'just knew' what was going to happen, or what you should do? Intuition is when we know something without having to work it out, from deep inside our subconscious mind.

Take Megan Smith's story, for example. When she was little, she went with her dad and little sister to the toyshop. Her dad bought her a toy she had been longing for and she was so excited when they got home that she stayed in the car to play with it while the others went inside. 'Suddenly,' she said, 'I had an overwhelming urge to get out of the car and go into the house.' So she did. Just as well, because no sooner had she gone inside than the wind started blowing so hard that an enormous tree branch fell onto the car, exactly where she had been sitting only moments before!

Dan Crossland had a similarly narrow escape, but this was due to his mum's intuition. The family had been planning a trip to Australia. Everything was organised, but then, just a week before they were due to leave, Dan's mum suddenly decided that under no circumstances should they go. 'There was no good reason for it that I could see,' Dan said. 'She just said that she couldn't ignore the bad feeling she had.' He was furious. Not only had he been looking forward to it, but he had also told all his friends. He felt stupid. Little did he imagine that he would come to thank his mum a week later ... when the plane they were supposed to travel on crashed!

Some might say these were just bizarre coincidences but in fact, there is some evidence that intuition really exists and that we can trust it. In no way should we abandon our logical conscious mind but we should perhaps also use the power of the unconscious.



- 3** Read the text again. In pairs, answer the questions.

- 1** Do you find the examples of intuition in the article convincing? Say why.
- 2** Tell us about a situation where you used your intuition.

Negative inversion

- 4** Look at sentences a–b from the article and answer questions 1–2. Then study the Grammar box and check. Find more examples of negative adverbials in the text.

- a** Not only had he been looking forward to it, but he had also told all his friends.
- b** Little did he imagine that he would come to thank his mum a week later.

- 1** What do you notice about the word order in these sentences after the negative adverbials?
- 2** What effect does using negative adverbial phrases like these have on the reader?

Negative inversion

We use **negative inversion** to add emphasis (special meaning) to a sentence. After a negative adverb or phrase the word order changes:

negative adverbial + auxiliary verb + subject + clause
I had never felt so afraid. → **Never had I felt** so afraid.

Some common adverbs and adverbial phrases are:

- seldom/rarely
- hardly/barely/scarcely ... when ...
- never/at no time
- under no circumstances/in no way
- no sooner
- not only ... but also ...
- little (did I/they know/imagine ...)

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- 5** Rewrite the sentences without changing their meaning. Start with the words in brackets.

- 1** They had only just left when the house exploded. (Scarcely)
- 2** You should not approach the suspect, who is armed and dangerous. (Under)
- 3** As well as stopping the mugger, he also drove the victim home. (Not only)
- 4** He didn't imagine that his wife was a spy! (Little)
- 5** There has never been such a poor election turnout! (Never)
- 6** There is rarely a disaster on such a large scale as this. (Rarely)

- 6** **2.13** Listen and write the sentences. Then rewrite each of them using a negative adverbial. Sometimes more than one answer is possible.

- 7** **2.14** Listen and check your answers.

- 8** **SPEAKING** In pairs, look at the sentences you wrote in Exercise 6. Imagine each one is part of a different news story. What could each news story be about?

☐ I can use negative inversion to add emphasis.



CONTRACTORS HALT SHEFFIELD ENVIRONMENTAL IMPROVEMENT SCHEME AFTER ALLEGATIONS OF INTIMIDATION AND ASSAULT

A controversial £2.2 billion scheme to improve roads and footpaths in Sheffield has been paused after claims that innocent workmen may have been POISONED by local residents. Suspiciously, the road where the alleged incident took place is at the centre of year-long protests about trees being cut down. The three workmen say that they were given cups of tea by residents in the neighbourhood and that they later became violently ill. ⁵ Their symptoms were severe enough for them to report the incident to the police. Locals living on the street at the centre of the police investigation laughed off the accusation. 'What a joke,' said one woman from the street in question. ⁶ In fact, there have been several ¹⁵ arrests for obstruction and even assault.

Perhaps the local council and residents can take advantage of this suspension in the work to sit down and try to work out a solution. They'd better do it before the situation gets blown even more out of proportion.

SECRET PLAN TO MASSACRE 17,500 TREES REVEALED:

How locals fought to protect one of Europe's greenest cities

2.15

The battle started in Rustlings Road, a leafy neighbourhood in the city of Sheffield. Residents of the street were woken in the middle of the night and ordered to get out of bed and move their cars, or have them taken away. ¹

⁵ Several of the residents, many elderly, were arrested, and, by the time they returned to their homes the following day, the council had seized the opportunity and the trees had been cut down.

The eight trees were just the first to fall. Two cherry trees commemorating WWII heroes were chopped down with no warning, and all over the city other trees started to disappear. The council released a statement about their 'improvement scheme', claiming that replacement trees would be planted and that all the trees that they had ¹⁵ cut down were diseased or blocking the pavement in a dangerous way. ² Only a few of the trees really seemed to fit the criteria published by the council.

Concerned individuals put in a Freedom of Information request, which eventually revealed a secret operation to cut down a shocking total of 17,500 trees. ³ These weren't political activists, simply local residents, the majority elderly or middle-aged, who wanted a say on what was happening in their own streets. Undoubtedly, there was tension between the ²⁵ council workers and the residents, but to send in private security guards and police wearing riot gear seems excessive. ⁴ Such an overreaction is surely laughable.

To date, almost 6,000 trees have been chopped down, ³⁰ but in the face of pressure, not just from the protesters, but also from the government, it now looks likely that the massacre will stop, thanks to the bravery of these protesters and their musical instruments!



GLOSSARY

accusation – a statement saying that someone is guilty of a crime or of doing something wrong

assault – attacking someone physically

commemorate – to do something to show that you remember and respect someone important or an important event in the past

Freedom of Information request – a petition asking for access to recorded information held by public sector organisations

obstruction – when someone or something prevents or delays a legal or political process

riot gear – a set of equipment or tools the police need for a situation in which people are behaving in a violent way, especially when they are protesting about something

1 In pairs, look at the photos from two news reports. What do you think the reports are about?

2 Read the news reports and answer the questions.

- 1 What happened in Rustlings Road?
- 2 Why did the council say they needed to cut down the trees?
- 3 Who did the council send to protect the workers from the residents?
- 4 Why were some protesters accused of assault?
- 5 What is the current situation in this battle?

3 Read the reports again. Match sentences A–H with gaps 1–6 in the texts. There are two extra sentences.

- A** However, despite her lack of sympathy, she did admit that the confrontations between the workers and the angry protesters had become more heated in recent weeks.
- B** However, suspicion grew that perfectly healthy and safe trees were also being cut down.
- C** A newly planted tree is much cheaper to maintain than a larger, older tree.
- D** People were furious and took to the streets in protest.
- E** They had been trying to save eight trees in their street for over a year, and, it seems, the council had finally lost patience with the campaigners.
- F** When they realised that all three of them had been taken ill at the same time, they became convinced that they had been poisoned.
- G** In recent weeks, one woman was arrested for blowing a toy horn, while a vicar was taken into custody for obstructing the road and playing his tambourine.
- H** She stressed it was ridiculous to believe the residents could be guilty of harming the workers.

4 Look at the articles again. Which side in the dispute is each writer taking? How do you know? Underline the appropriate parts of the texts.

5 **CRITICAL THINKING** Study Active Reading. Then read the news reports again and find examples which demonstrate bias. Why is it important to recognise bias?

ACTIVE READING | Recognising bias

Very few texts are completely balanced or objective, and even the topic someone chooses to write about – or to ignore – can show their bias. However, there are some key indicators that a text is more strongly biased:

- facts are exaggerated or distorted,
- there are stereotypes and overgeneralisations,
- there is little or no respect for different opinions,
- the language is very dramatic or emotive,
- there are quotation marks to indicate that the writer does not agree with a different opinion,
- key facts which might undermine the writer's view are missing.

6 Find examples of nouns in the news reports with the suffixes in the table. Which suffixes are used to refer to people?

Suffixes	Nouns
-ment	<i>statement, ...</i>
-tion	<i>information, ...</i>
-sion/-cion	<i>tension, ...</i>
-ist	
-er/-or	<i>worker, ...</i>
-ity	<i>opportunity, ...</i>
-hood	
-dom	

7 Complete the sentences with the correct noun forms of the words from the box.

active allege improve replace solve tense

- 1 The political _____ between the two countries continues.
- 2 The two sides need to sit down and find a(n) _____.
- 3 It will be difficult to find a suitable _____ for Emma when she leaves her post.
- 4 The _____ against him are shocking, but he denies all of them.
- 5 There has been a(n) _____ in the standard of living in my country.
- 6 Human rights _____ have protested against the prisoners' treatment.

8 Complete the collocations from the articles with the correct verbs from the box. Then check your answers in the text.

come up with laugh off put in release report reveal seize

- 1 Their symptoms were severe enough for them to _____ **the incident to the police**.
- 2 Locals living on the street _____ **the accusation**.
- 3 Perhaps they can try to _____ **a solution**.
- 4 The council had _____ **their opportunity**.
- 5 The council _____ **a statement** about their 'improvement' scheme.
- 6 Concerned individuals _____ **a request**, which eventually _____ **a secret operation**.

9 **REFLECT | Society** Do you think that it is the job of a journalist to avoid any bias in their reporting? Is this even possible? Say why.

Exercise 7

- 1 tension
- 2 solution
- 3 replacement
- 4 allegations
- 5 improvement
- 6 activists

Exercise 8

- 1 report
- 2 laughed off
- 3 come up with
- 4 seized
- 5 released
- 6 put in, revealed

4E LISTENING AND VOCABULARY

1 In pairs, answer the question.

A picture is worth a thousand words. Do you think this saying is true? Say why.



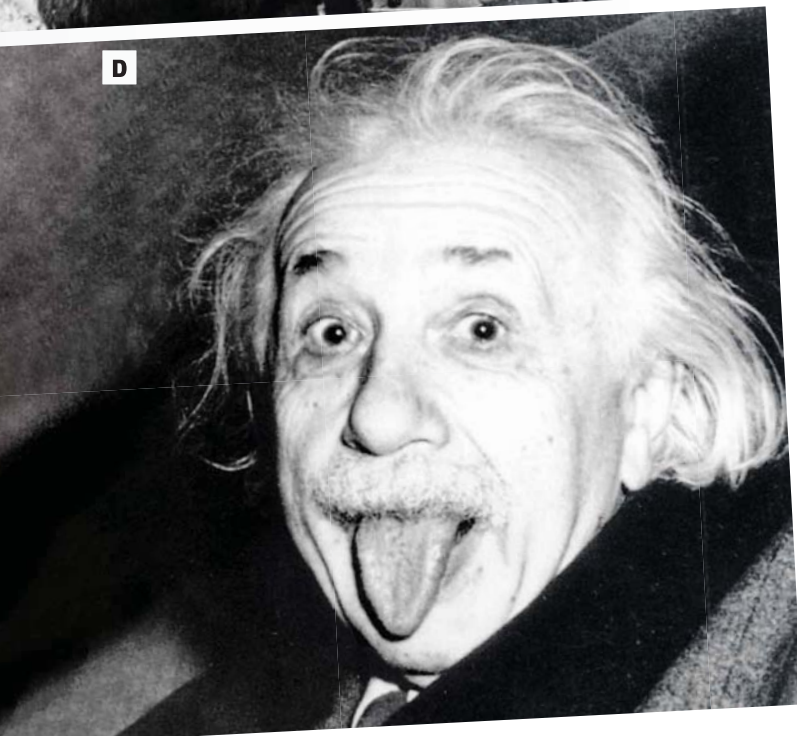
A



B



C



D

2 Check you understand the highlighted words. Then look at photos A-D and match them with these descriptions.

- 1 Sometimes the **shot** also shows his companions in the back of a car; sometimes it's **cropped** to show just his **likeness**.
- 2 This works well as a **landscape photo** because the eye goes across the photo from left to right. The **subject matter** might even **evoke** a feeling of dizziness in some people, so brilliantly does it illustrate the long drop below them.
- 3 The image really **captures** the close relationship she developed with all the animals she worked with over her long career.
- 4 The men are shown having their lunch break; they look very natural, not as if they were **posing**.
- 5 This **poignant** photo is carefully **composed**; it doesn't show the people shouting and throwing rocks at the little girl – just her and her security guards.

3 Which photo do you find most striking? Say why.

4 2.16 Listen to four people (1–4) talking about famous photos. Match each speaker with their statement (a–g). There are three extra statements.

Speaker: 1 ☐ 2 ☐ 3 ☐ 4 ☐

- a The photographer knew immediately that the photo would become iconic.
- b The photo was one of many images taken that day.
- c Someone in the photo was about to change history.
- d The photo was taken as a kind of positive propaganda.
- e Someone in the photo was later killed.
- f The subject of this photo only became well-known after it was taken.
- g The subject of the photo was embarrassed about the image.

5 2.16 Listen again and answer the questions.

- 1 Why is the year that the photo of the workers was taken significant?
- 2 Where did Ruby go to school? What had just happened to change her life?
- 3 How did Ruby's parents feel about her going to school?
- 4 Why was Jane's relationship with David Greybeard particularly important?
- 5 Why did Einstein stick out his tongue?
- 6 What evidence did the editors hear that proved Einstein loved the photo?

6 What effect do photos like these have on the world? Can you think of any other examples of iconic photos?

7 **SPEAKING** In pairs, share some of your favourite photos on your phones. Ask and answer the questions.

- 1 Who or what is the subject matter of the photo?
- 2 What does the photo mean to you and what does it capture?
- 3 What had happened just before the photo was taken?

4F SPEAKING

1 What is an urban myth? Read the short explanation and check your ideas.

An urban myth is a modern story that is usually completely false, though it may be based on some truth. It usually has some elements of humour and/or horror. For example, that there are alligators living in the New York sewer system. These stories are often reported as having happened to 'a friend of a friend' and they spread widely.

2 Look at the photos. How do you think they are connected to three urban myths? What do you think happens in these stories?

3 2.17 Listen and check your ideas. Which of these stories do you think are true, false or partly true? Then go to page 197 to check the answer.

4 Study the Speaking box and complete it with the phrases from the box.

Guess what?

I was travelling down to London from Oxford on the train ...
It was probably the most embarrassing moment of my life!
Obviously, I was a bit taken aback.
You'll never believe what happened to me the other day.



5 2.17 Listen again and tick the phrases in the Speaking box that you hear.

6 Choose the most suitable comment adverb to complete the sentences. In pairs, explain your choices.

- 1 Obviously, / Theoretically, you don't need any help with this – you're doing brilliantly!
- 2 Disappointingly, / Foolishly, I forgot to take an umbrella. I should have known it would rain.
- 3 Presumably, / Apparently, attention spans are getting shorter – I read that somewhere.
- 4 Surely, / Fortunately, you don't expect me to believe that?
- 5 Presumably, / Unbelievably, he doesn't like vegetable; I've never seen him eating any.
- 6 Personally, / Surely, I like him, but a lot of people can't stand him.
- 7 Theoretically, / Clearly, your job is not important to you, or you wouldn't keep turning up late.
- 8 Unbelievably, / Surely, she was rude to a customer not just once, but four times!
- 9 Fortunately, / Theoretically, you can buy a ticket at the station, but the machine is always broken.
- 10 Personally, / Disappointingly, we lost the football match, even though we had a strong team.

7 Plan an anecdote that could become an urban myth. Use an incident that happened to you or someone you know, or the ideas below. Use the phrases from the Speaking box and the adverbs in Exercise 6.

a stranger a wild animal on the loose
someone embarrassing themselves the supernatural
unusual or disgusting ingredients in a certain food

8 In pairs, tell your anecdotes. Is your partner's story false or are there some elements of truth in it?

SPEAKING | Telling an anecdote

Anecdotes tend to have quite specific and predictable stages.

Saying that an anecdote is about to start

- ☐ 1 _____
- ☐ That reminds me of (a time when) ...
- ☐ Have I ever told you about ...?
- ☐ A friend of a friend told me this story.

Giving background information (people, time, place)

- ☐ 2 _____
- ☐ Well, I'm not sure if you know ..., but ...
- ☐ There was this guy who had been working there ...

Introducing a turning point in the sequence of events

- ☐ Anyway, to cut a long story short, ...
- ☐ Suddenly, ... ☐ No sooner had ... than ...
- ☐ Hardly had we ... when ...
- ☐ It turned out that ...
- ☐ Before we knew what was happening ...
- ☐ 3 _____

Showing the speaker's attitude (this can happen at any point, and more than once)

- ☐ 4 _____
- ☐ I couldn't believe what was happening.
- ☐ Obviously, / Presumably, / Unbelievably, / Apparently, etc.
- ☐ And then, to top it all, ...
- ☐ I mean – I've done it, haven't you?
- ☐ No word of a lie!
- ☐ Would you believe it?

Rounding off the anecdote

- ☐ 5 _____ ☐ I'll never forget ...
- ☐ I'll never ... again.

A Villain in Brighton



'Hey, come here!' he yelled. I turned and ran. ^aMy heart was pounding furiously in my chest as I raced through the narrow lanes. I wasn't even sure if he was following me, but I wasn't about to find out. Finally, completely out of breath, I stopped, with my back to the wall and quickly glanced around. I couldn't see him. ^bI let out a sigh of relief.

^cThe day had started so well. ^dI had been wandering aimlessly around the city, taking photographs, stopping occasionally for an ice cream or a coffee here and there, without a care in the world – doing what I always did every weekend in the parks and streets of the city. Little did I know that my life was about to change forever.

I first spotted him walking along the beach. He looked out of place among the families and young couples.

^eHe was wearing a black suit and carrying a briefcase. He was muttering into a mobile phone, paying no attention to the flowers or the beautiful sunny weather.

I had the bizarre thought that maybe he was a spy. I watched him as he sat down heavily on a bench. He peered curiously at me as I walked past him, but his attention was soon distracted by another call on his mobile.

A few minutes later, I heard shouting behind me. 'You!' he bellowed angrily. 'I'm going to get you!' I started running. 'Hey, come here!' he yelled.

4G WRITING AND VOCABULARY | A story

- 1** Work in pairs. Read the writing task and the story. The last paragraph of the story is missing. What do you think happens at the end?

Write a story for a magazine beginning with the sentence:
'Hey, come here!' he yelled.

- 2** Now, read the last paragraph and check your predictions.

- 3** Study the Writing box and discuss the questions.

- 1 How does the writer make the start of the story interesting?
- 2 What is the plot twist in this story?
- 3 Find an example of negative inversion in the story.
- 4 What different verbs to describe speaking, looking and moving can you find in the story?

And now here I was, out of breath and scared. Suddenly, I felt a hand grab my arm. It was all over for me. The man had brought a policeman with him and I was being arrested – for stealing his briefcase. I thought I'd got away with it, as I had many times before. But not this time. Shame flooded through me. Now I was going to get my just desserts.

WRITING | A story

Title

Give your story a catchy/interesting title.

Structure

Your story should have a beginning, middle and end. You could also try starting the story in the middle of the action for dramatic effect, or by using a twist, where the ending is very different from what is expected.

Language

- Make sure you use a variety of past tenses.
- Use time linkers to show when things happened, e.g. **before, after, when**.
- Use direct speech to make your story more interesting, e.g. **'Hey! Come here!' he yelled**.
- Use negative inversion to add emphasis, e.g. **No sooner had ...**
- Use a range of vocabulary including a different verbs to describe ways of speaking, looking and moving, and adverbs to add extra description to the verbs in your story.

4 Read underlined sentences a–e in the story. Which past tenses are used in each example?

5 Now match sentences a–e in the story with functions 1–5 below.

- ☐ Describing an ongoing action that forms the background to a story.
- ☐ Contrasting an event in progress with a single action that interrupts it.
- ☐ Describing an action which was completed before a time in the past.
- ☐ Describing a single completed action in the past.
- ☐ Describing a situation or action which was in progress up to a time in the past.

6 Work out the meaning of the highlighted words in the story. Then match them with their definitions.

- Look at something closely and carefully.
- Take a quick look at something.
- Notice something or someone.
- Shout angrily in a low deep voice (like a bull).
- Shout loudly, usually because you are excited or angry.
- Speak so quietly that you cannot be heard easily.
- Go somewhere as quickly as possible.
- Walk in a casual way, often in no particular direction.

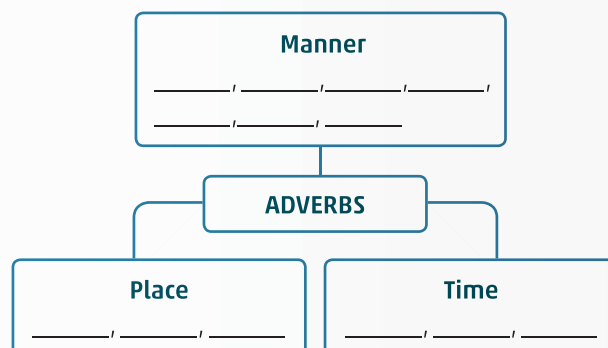
7 Complete the sentences with the correct forms of the verbs from the box.

gaze mumble shriek shuffle snap stare tiptoe

- The dress looked wonderful. She _____ at herself in the mirror, pleased beyond words.
- He _____ in his sleep so I couldn't understand him.
- I didn't want to wake her, so I _____ out of the room.
- 'Aargh!' she _____. 'You frightened me to death!'
- 'Stop it!' she _____. 'What on earth are you doing?'
- She _____ at me as if she had seen a ghost.
- He _____ slowly along the pavement, like an old man.

8 Complete the word map with the adverbs and adverbial phrases from the box.

aimlessly angrily completely out of breath curiously
for hours furiously heavily here and there later
occasionally on a bench quickly
with my back to the wall



9 Study **Watch out!** Then put the words in the correct order to make sentences. Sometimes more than one option is possible.

- he / in my ear / yelled loudly
- she / blankly / at him / for several seconds / stared
- they / worked / all day / very hard / in the factory
- I / on the bench / sat / for over two hours / patiently
- she / proudly / the winner / announced / at midnight
- in the taxi / I / suddenly / realised that I had left / my bag
- she / curiously / before her exam / felt
- began to drive / around London / he / aimlessly

WATCH OUT!

There are three common positions for adverbs within a clause.

- At the end of a clause (for adverbs of manner, place and time), e.g.
*I ran away **quickly**. / I'm sitting **here**. / I've been waiting **for ages**.*
 - Before the main verb (adverbs of manner can go in this position), e.g. *I **quickly** ran away.*
 - At the beginning of a clause to add emphasis (adverbs of place and time can go in this position), e.g.
***With my back to the wall**, I waited.*
- If all three types of adverb (manner, place, time) are used in the same clause, the order is:
manner → place → time
*I had been wandering **aimlessly** **around the city** **for hours***

10 WRITING TASK Complete the writing task. Use the Writing box and **Watch out!** to help you.

Write a story for a magazine beginning or ending with the sentence: *Julia had never imagined that her day would turn out to be such a disaster.*

REMEMBER MORE

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

- 1 Newspapers *use* *clickbait* / *hit headlines* to grab readers' attention.
- 2 The mysterious creatures *captured* / *maintained* the child on his way to school.
- 3 The £10 note he used was *fake* / *fraud*.
- 4 I was shocked by that documentary, it was really *heartwarming* / *hard-hitting*.

2 Complete pairs of sentences with one word from the word list.

- 1 This is strictly off the _____. It cannot be made public. The swimmer broke the _____ for the 100m butterfly.
- 2 The media is more likely to cover a _____ if it's attention-grabbing. To cut a long _____ short, two months later we finally published the book.

3 Complete the text with the correct form of the words in brackets. Then check with the word list.

In my dream, I was walking
 1 _____ (aim) around my
 2 _____ (neighbour) for hours.
 The 3 _____ (pave) were wet and
 slippery. 4 _____ (presume),
 it was raining but it didn't seem to
 bother me at all. 5 _____ (sudden),
 I saw a crowd of strange looking
 6 _____ (campaign) who were
 causing an 7 _____ (obstruct)
 in the road. I didn't want to risk
 8 _____ (confront) them so
 I turned around to go home.
 Then I woke up.

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

- | | |
|-------------|-----------|
| 1 attention | a column |
| 2 election | b span |
| 3 gossip | c escape |
| 4 narrow | d turnout |

5 Do the task below.

Write 2–3 standard and clickbait headlines for events that happened globally or locally. Remember that the clickbait headlines must grab the reader's attention.

4A GRAMMAR AND VOCABULARY

5.22

abduct (v)	/əb'dʌkt/
assassinate (v)	/ə'sæsəneɪt/
aviation (n)	/ˌeɪvɪ'eɪʃən/
aviator (n)	/ˈeɪvɪətər/
bizarre (adj)	/bə'zɑː/
capture (v)	/ˈkæptʃə/
cause a crash	/ˌkɔːz ə 'kræʃ/
claim (v)	/kleɪm/
clue (n)	/kluː/
conclude (v)	/kən'kluːd/
disappear without a trace	/ˌdɪsə'piə wɪð'aʊt ə 'treɪs/
disappearance (n)	/ˌdɪsə'piərəns/
disturbing (adj)	/dɪ'stɜːbɪŋ/
eliminate (v)	/ɪ'lɪmənət/
enigma (n)	/ɪ'nɪgmə/
expose a secret	/ɪk'spəʊz ə 'sɪːkrɪt/
fake (adj, n)	/feɪk/
fraud (n)	/frɔːd/
hint (n)	/hɪnt/
hoax (n)	/həʊks/
hold sb prisoner	/ˌhəʊld ˌsʌmbədi 'prɪzənə/
intelligence agent (n)	/ɪn'telədʒəns ˌeɪdʒənt/
Large Hadron Collider	/ˌlɑːdʒ ˌhædrən kə'lɑɪdə/
launch an investigation	/ˌlɔːntʃ ən ɪn'vestɪ'geɪʃən/
maintain (v)	/meɪn'teɪn/
puzzle (n)	/'pʌzəl/
reveal (v)	/rɪ'viːl/
run out of fuel	/ˌrʌn 'aʊt əv 'fjuːəl/
set a record	/set ə 'rekɔːd/
set out to do sth (phr v)	/set 'aʊt tə duː ˌsʌmθɪŋ/
suspect (v)	/sə'spekt/
take on a challenge	/ˌteɪk ɒn ə 'tʃæləndʒ/
uncover (v)	/ʌn'kʌvə/
undercover (adj)	/ʌndə'kʌvə/
weird (adj)	/wɪəd/

4B VOCABULARY 5.23

attention span (n)	/ə'tenʃən ˌspæn/
balanced view	/ˌbælənst 'vjuː/
bizarre theory	/bə'zɑː 'θɪəri/
clickbait headlines	/'klɪkbeɪt ˌhedlaɪnz/
cover a story	/ˌkʌv ə 'stɔːri/
discuss calmly	/dɪ'skʌs ˌkɑːmli/

exclusive (adj)	/ɪk'skluːsɪv/
expose corruption	/ɪk'spəʊz kə'rʌpʃən/
generate revenue	/ˌdʒenə'reɪt 'revənjuː/
go viral	/ˌɡəʊ 'vaɪərəl/
hard-hitting (adj)	/hɑːd-'hɪtɪŋ/
heartbreaking (adj)	/'hɑːtbreɪkɪŋ/
heartwarming (adj)	/'hɑːtˌwɜːmɪŋ/
hit the headlines	/hɪt ðə 'hedlaɪnz/
in the public interest	/ɪn ðə 'pʌblɪk ˌɪntrɪst/
kindness (n)	/'kaɪndnəs/
melt (v)	/melt/
newsworthy (adj)	/'njuːzˌwɜːði/
off the record	/ɒf ðə 'rekɔːd/
potentially embarrassing	/pə'tenʃəli ɪm'bærəsɪŋ/
present both sides of the story	/prɪ'zent ˌbəʊθ ˌsaɪd əv ðə 'stɔːri/
quirky (adj)	/'kwɜːki/
raise awareness	/reɪz ə'weənəs/
reveal the truth	/rɪ'viːl ðə 'truːθ/
sensational (adj)	/sen'seɪʃənəl/
shed light on something	/ʃed 'laɪt ɒn ˌsʌmθɪŋ/
take sb hostage	/ˌteɪk ˌsʌmbədi 'hɒstɪdʒ/
topical (adj)	/'tɒpɪkəl/
verify sources	/ˌverɪfaɪ 'sɔːsəs/
viral news	/'vaɪərəl ˌnjuːz/

4C GRAMMAR 5.24

abandon (v)	/ə'bændən/
celebrity profile	/sə'lebrəti ˌprəʊfaɪl/
coincidence (n)	/kəʊɪn'sɪdəns/
conscious (adj)	/'kɒnʃəs/
election turnout (n)	/ɪ'lekʃən ˌtɜːnaʊt/
gossip column (n)	/'ɡɒsɪp ˌkɒləm/
human interest story (n)	/ˌhjuːmən ˌɪntrɪst ˌstɔːri/
look forward to sth	/lʊk ˌfɔːwəd tə ˌsʌmθɪŋ/
long for sth	/'lɒŋ fə ˌsʌmθɪŋ/
narrow escape	/ˌnærəʊ ɪ'skeɪp/
news item (n)	/'njuːz ˌaɪtəm/
opinion piece	/ə'pɪnjən ˌpiːs/
subconscious (adj)	/sʌb'kɒnʃəs/
suspect (n)	/'sʌspekt/
under no circumstances	/ʌndə nəʊ ˌsɜːkəmstənsəz/
urge (n)	/ɜːdʒ/

4D READING AND VOCABULARY

 5.25

accusation (n) /ˈækjəˈzeɪʃən/
activist (n) /ˈæktɪvɪst/
allegation (n) /ˌælɪˈɡeɪʃən/
alleged (adj) /əˈledʒd/
assault (n) /əˈsɔːlt/
bias (n) /ˈbaɪəs/
bravery (n) /ˈbreɪvəri/
campaigner (n) /kæmˈpeɪnə/
chop sth down (phr v) /tʃɒp ˌsʌmθɪŋ ˈdaʊn/
come up with sth (phr v) /kʌm ˈʌp wɪθ ˌsʌmθɪŋ/
commemorate (v) /kəˈmeməreɪt/
concerned (adj) /kənˈsɜːnd/
confrontation (n) /kənfrənˈteɪʃən/
contractor (n) /kənˈtræktə/
council (n) /ˈkaʊnsəl/
excessive (adj) /ɪkˈsesɪv/
fit the criteria /fɪt ðə kraɪˈtɪəriə/
footpath (n) /ˈfʊtpɑːθ/
freedom of information /ˈfriːdəm əv ˌɪnfəˈmeɪʃən/
get blown out of proportion /get ˈbləʊn ˌaʊt əv prəˈpɔːʃən/
halt (v) /hɔːlt/
heated (adj) /ˈhiːtɪd/
horn (n) /hɔːn/
human rights (n) /hjuːmən ˈraɪts/
improvement scheme (n) /ɪmˈpruːvmənt ˌskiːm/
intimidation (n) /ɪnˌtɪməˈdeɪʃən/
lack of sympathy /læk əv ˈsɪmpəθi/
laugh sth off (phr v) /lɑːf ˌsʌmθɪŋ ˈɒf/
laughable (adj) /ˈlɑːfəbəl/
leafy (adj) /ˈliːfi/
lose patience /luːz ˈpeɪʃəns/
massacre (n, v) /ˈmæsəkə/
neighbourhood (n) /ˈneɪbəhʊd/
obstruct (v) /əbˈstrʌkt/
obstruction (n) /əbˈstrʌkʃən/
overreaction (n) /əʊvəriˈækʃən/
pavement (n) /ˈpeɪvmənt/
poison (v) /ˈpɔɪzən/
put sth in (phr v) /pʊt ˌsʌmθɪŋ ˈɪn/
release a statement /rɪˈliːz ə ˈsteɪtmənt/
replacement (n) /rɪˈpleɪsmənt/
report sth to the police /rɪˈpɔːt ˌsʌmθɪŋ tə ðə pəˈliːs/
request (n) /rɪˈkwest/

resident (n) /ˈrezɪdənt/
reveal a secret operation /rɪˈviːl ə ˌsiːkrɪt ˌɒpəˈreɪʃən/
riot gear (n) /ˈraɪət ɡɪə/
seize an opportunity /sɪːz ən ˌɒpəˈtjuːnəti/
severe (adj) /səˈvɪə/
solution (n) /səˈluːʃən/
suspension (n) /səˈspenʃən/
suspicion (n) /səˈspɪʃən/
suspiciously (adv) /səˈspɪʃəsli/
take advantage of sth /ˌteɪk ədˈvɑːntɪdʒ əv ˌsʌmθɪŋ/
take into custody /ˌteɪk ɪntə ˈkʌstədi/
take to the streets /ˌteɪk tə ðə ˈstriːts/
tambourine (n) /ˌtæmbəˈriːn/
tension (n) /ˈtenʃən/
to date /tə ˈdeɪt/
vicar (n) /ˈvɪkə/
violently ill /ˈvaɪələntli ɪl/
want a say on sth /wɒnt ə ˈseɪ ɒn ˌsʌmθɪŋ/

4E LISTENING AND VOCABULARY

 5.26

capture an image /kæptʃə ən ˈɪmɪdʒ/
composed (adj) /kəmˈpəʊzɪd/
cropped (adj) /krɒpt/
dizziness (n) /ˈdɪzɪnəs/
evoke (v) /ɪˈvəʊk/
iconic (adj) /aɪˈkɒnɪk/
landscape photo (n) /ˌləndʃeɪp ˈfəʊtəʊ/
likeness (n) /ˈlaɪknəs/
poignant (adj) /ˈpɔɪnjənt/
pose (v) /pəʊz/
propaganda (n) /ˌprɒpəˈɡændə/
reluctant (adj) /rɪˈlʌktənt/
shot (n) /ʃɒt/
significant (adj) /sɪɡˈnɪfɪkənt/
stick out (phr v) /stɪk ˈaʊt/
subject matter (n) /ˈsʌbdʒɪkt ˌmætə/

4F SPEAKING 5.27

be taken aback (phr v) /bi ˌteɪkən əˈbæk/
car park attendant /kɑː ˌpɑːk əˈtendənt/
clearly (adv) /ˈkliəli/
crackling noise /ˈkrækliŋ ˌnɔɪz/
disappointingly (adv) /ˌdɪsəˈpɔɪntɪŋli/
foolishly (adv) /ˈfuːlɪʃli/
obviously (adv) /ˈɒbvɪəsli/

on the loose /ɒn ðə ˈluːs/
personally (adv) /ˈpɜːsənəli/
presumably (adv) /prɪˈzjuːməbli/
remind sb of sth /rɪˈmaɪnd ˌsʌmbədi əv ˌsʌmθɪŋ/
sewer system (n) /ˈsjuːə ˌsɪstɪm/
spread widely /ˈspred ˌwaɪdli/
surely (adv) /ˈʃʊəli/
theoretically (adv) /θɪəˈretɪkli/
to cut a long story short /tə ˈkʌt ə ˌlɒŋ ˈstɔːri ˌʃɔːt/
unbelievably (adv) /ˌʌnbəˈliːvəbəli/
urban myth (n) /ˌzːbən ˈmɪθ/

4G WRITING AND VOCABULARY

 5.28

aimlessly (adv) /ˈeɪmləsli/
bellow (v) /ˈbeləʊ/
completely out of breath (adv phr) /kəmˈpliːtli ˌaʊt əv ˈbreθ/
curiously (adv) /ˈkjʊəriəsli/
furiously (adv) /ˈfjʊəriəsli/
gaze (v) /geɪz/
get away with sth (phr v) /get əˈweɪ wɪθ ˌsʌmθɪŋ/
get your just desserts /get jər ˌdʒəst dɪˈzɜːts/
glance (v) /ɡlɑːns/
here and there (adv phr) /hɪə ənd ˈðeə/
mumble (v) /ˈmʌmbəl/
mutter (v) /ˈmʌtə/
occasionally (adv) /əˈkeɪzənəli/
peer (v) /pɪə/
pound (v) /paʊnd/
race (v) /reɪs/
shriek (v) /ʃriːk/
shuffle (v) /ˈʃʌfl/
snap (v) /snæp/
spot sth (v) /ˈspɒt ˌsʌmθɪŋ/
stare (v) /steə/
tiptoe (v) /ˈtɪptəʊ/
wander (v) /ˈwɒndə/
yell (v) /jel/

VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the sentences.

- The spy *exposed / claimed* his story was true, although it is difficult to believe him.
- The millionaire who disappeared had probably been *abducted / captured* by gangsters.
- She spent four years in prison for *hoax / fraud*.
- No one will ever know what really happened. It remains a *clue / an enigma*.
- They were arrested on *suspicion / allegation* of drug dealing.
- I love taking *landscape / composed* photos of the countryside.
- What I'm about to tell you is *off the record / hard-hitting*. You mustn't tell anyone I told you!
- This photo *captures / evokes* a feeling of nostalgia.

2 Complete the dialogue with the missing words.

- A I'd like to work in journalism. I think it would be very rewarding to help ^{1e} _____ corruption.
- B I agree, although it depends what type of a journalist you are! Some don't work in the ^{2p} _____ interest. They love exaggerating and write ^{3s} _____ stories about things that aren't really very important at all, just to get people to read their reports. People seem to love clicking on their clickbait ^{4h} _____, whatever the story.
- A True. What makes a story worth publishing depends on the newspaper or site. Some of them seem to think that stories about absolute rubbish are ⁵ⁿ _____. I'd like to write ^{6b} _____ articles presenting both ^{7s} _____ of a story. I'd really like to shed ^{8l} _____ on issues of real importance that people should know about.
- B What if you had to write a really sad, ^{9h} _____ story? Could you do it?
- A I guess so, but I'd like to work on happy, ^{10h} _____ ones too which help readers feel good.

3 Circle the odd one out.

- glance / race / spot / peer
- shuffle / snap / wander / tiptoe
- bellow / yell / shriek / whisper
- shriek / mumble / mutter / gaze

4 Complete the sentences with the correct form of the verbs in brackets.

- They were delighted as they _____ (just / solve) the puzzle.
- Julian _____ (break) his leg last week. Before he _____ (fall), he _____ (try) to climb to the top of the mountain.
- The concert was great, but when the band _____ (play) their second song, the lights _____ (go) out. It was a shame because it is my favourite song!
- The protesters _____ (stand) outside the council building for two hours when the reporters _____ (arrive).
- The airport _____ (close) two days ago because someone _____ (phone) to say there _____ (be) a bomb in the terminal building. Luckily, it _____ (be) only a hoax.
- I _____ (travel) to a football match on a train when suddenly I _____ (realise) it was going in the wrong direction!
- He explained he was late because he _____ (work) all night and was very tired. He added that it was the second time that week that he _____ (not have) any sleep.
- It was only after the photographer _____ (take) the photo that I _____ (realise) what he _____ (do)!

5 Complete the sentences with the phrases from the box.

Little did Never have I heard No sooner had
Not only did Rarely do Scarcely had Seldom do I see
Under no circumstances

- _____ such a weird story!
- _____ should you leave the building.
- _____ such poignant photos.
- _____ he run a marathon, but he did it alone!
- _____ she made the statement than she realised she had made a big mistake.
- _____ he know what a lucky escape he had had.
- _____ she started reading when she realised it was a hoax.
- _____ they publish stories as interesting as this one.

USE OF ENGLISH

6 Complete the text on page 61 with the correct words formed from the verbs in bold.

Use of English > page 192



THE DEATH OF THE PRINT MEDIA?

By the year 2000, online news sites had begun to spread, although the vast ¹ _____ (**MAJOR**) of people still read their news in a traditional print newspaper. Soon after, many people switched to online news sites because of rapid ² _____ (**IMPROVE**) in mobile Internet technology and the digital media itself.

Many employees of print media ³ _____ (**ORGANISE**) in the UK lost their jobs due to the widespread closures of local and regional press offices. In order to survive, the national daily print newspapers took the opportunity to develop digital media alternatives. ⁴ _____ (**CLEAR**), this strategy worked as it pleased both readers who preferred print and

the new online readership. However, and perhaps ⁵ _____ (**BELIEVE**), not only are the big printed dailies still here, but they rely on their print versions for profit, generating revenue through advertising. In fact, 18- to 34-year-olds spend much more time reading paper newspapers than they do their online equivalent!

So, we can perhaps conclude that digital media isn't simply a ⁶ _____ (**REPLACE**) for old-fashioned print media, but rather a compliment. Anyway, surely it is the ⁷ _____ (**FREE**) of the press that matters, rather than the way information is presented to us?

LISTENING

- 7  **2.18** You are going to hear part of a radio interview with a journalist. Read questions 1–6 and the possible answers. Then listen and choose the correct answer.

STRATEGY | Multiple choice

In this task, you need to listen for specific information to choose the correct answer. You won't hear exactly the same words that are in the options. While listening, pay attention to the meaning, not individual words.

- Who or what influences people the most?
 - the Internet
 - the mass media
 - people we know and respect
- Why does Ray tell the story about *The War of the Worlds* broadcast?
 - To show what a good writer Orson Welles was.
 - To demonstrate people usually trust the media.
 - To show that Americans still believe in aliens.
- What opinion about the media does Ray express?
 - It should keep people informed about important subjects and people.
 - Journalists should be better trained.
 - It is often deliberately biased.
- What does Ray say about fake news?
 - The social media is responsible for it.
 - People enjoy passing round untrue stories.
 - It is passed round because people believe it.
- How does Ray feel about people's attitude to news?
 - confused
 - worried
 - frustrated
- Why does Ray mention crowdfunding?
 - To show how the media can be used to do positive things.
 - To explain how to use it to start a new business.
 - To draw attention to some social issues.

SPEAKING

- 8 Look at the photos showing news stories. Compare the pictures and say what you think the stories are. Then say which of the news stories would you prefer to read.



WRITING

- 9 You read this advertisement on your college website about a competition and decide to enter.

writing club

Enter our competition for new authors!
Write a story beginning or ending with the sentence:

It was the most unusual day Jeremy had ever had!

The best three entries will be posted on this website next week. We look forward to reading your story!

Write your story.

Roundhills Debating Club

Are you ready for the Roundhills Debating Club meeting next Thursday? In case you are still working on your talks, we've asked our last month's debate champions to give some tips.

Huan

If you want to be good at debating, you have to learn to put your personal views to one side. It doesn't really matter what you personally believe, you have to stay objective. It's fine to be passionate and try to get people on your side, but that isn't the same thing as being aggressive or bursting into tears.



Sinead

You have to be flexible, because you might have to argue for something you don't even agree with. It's a good idea just to try and come up with lots of different arguments to begin with. Then you can start to analyse them and see if they really are strong arguments or not. A good tip is to avoid any statements that are too extreme. As soon as you find yourself using language such as 'always' or 'never', it's a clue that your argument might not actually be that strong.



Martin

Preparation is really important. Take some time to think through all your arguments really well. Do you have any evidence to support what you're saying? Think of some good examples you can give; it can be hard to think of these on the spot. Are you sure that the point you want to make is really relevant or logical? Be sure that your opponent can't easily find flaws in what you're saying.



1 In pairs, discuss the questions.

- 1 How is a debate different from a conversation?
- 2 What is a typical structure of a formal debate? Put the points below in the correct order.
 - a ☐ The debate is summed up and winner announced.
 - b ☐ The speakers for the proposition and opposition present the main arguments.
 - c ☐ Teams hear the statement for the debate and in their groups come up with arguments.
 - d ☐ Speakers from both teams present their rebuttals.

- 2 Read some advice on a student Debating Club website on how to be good at debating. Choose the three pieces of advice you find most useful. Compare your ideas with a partner.

- 3 Study the Life Skills box and match tips 1–6 with texts A–C. Some texts match with more than one tip.

LIFE SKILLS | How to be good at debating

- 1 ☐ Think of lots of possible arguments to support your statement.
- 2 ☐ Analyse the arguments to see how strong they are, and adapt them as needed.
- 3 ☐ Back up your arguments with good reasons and examples or research.
- 4 ☐ Make your arguments persuasive, but avoid being too overly emotional.
- 5 ☐ Keep your points relevant.
- 6 ☐ Don't exaggerate or make wild claims.

- 4 Read the statement below and the counterargument to it. Which do you agree with most? Say why.

Statement: There is too much explicit footage of violence, crime and war shown on television news.

Counterargument: The use of such footage is justified. People need to see exactly what is going on in the world, so they can do something about it.

- 5  2.19 Listen to two students starting to debate on the topic from Exercise 4. Match arguments a–f below to each speaker, in the order they are mentioned.

Speaker 1 1 ☐ 2 ☐ 3 ☐

Speaker 2 1 ☐ 2 ☐ 3 ☐

- a Watching violence on TV creates more violence. There have been cases where seeing news items about brutal crime has led to copycat crimes being carried out.
- b There is little research evidence to back up the idea that watching violence makes you aggressive.
- c Watching war, crime and violence on TV news has a negative impact on our emotions. There was research carried out on this at the University of Sussex.
- d People have always been interested in violence, e.g. Shakespeare's plays are sometimes violent.
- e The speaker doesn't enjoy watching violence and feels it is unnecessary to show it on the news.
- f Watching upsetting news items can make people care more, not less. Research shows that it may make people give more to charity.

- 6 Look again at the arguments in Exercise 5. Which of them are the strongest/weakest? Which Speaker will be more successful at the debate? Say why.

- 7  2.19 Study the Speaking box. Listen again and complete the phrases with the words from the box.

case conclude evidence point reinforces several support vital

SPEAKING | Supporting your arguments in a debate

Explaining why your argument is valid

It is ¹ _____ to realise that ... The crucial ² _____ is that ...
It is clearly the ³ _____ that ... I would argue that ...

Referring to research/statistics

In ⁴ _____ of this, I could point to ...
In a recent study, researchers found that ...
According to ... It has been found that ...
There is some ⁵ _____ that ...

Giving examples to back up your argument

It is easy to think of many instances of this in daily life.
For instance, ...
There have been ⁶ _____ cases where this has happened ...

Summarising/Linking your argument to what has already been said

So, as we have seen ... therefore we must ⁷ _____ that ...
This clearly ⁸ _____ everything I have said up until this point.
In light of what was said earlier, we can see that ...

- 8 Work in pairs. Choose one of the topics and make a list of arguments for and against the statement.

The media does not have the right to report on the private lives of well-known people.

The government should have some control over what is published by the media.

Friends are more important in life than family.

Teenagers should share the responsibility for running the household with their parents.

- 9 Do the task below.

LIFE SKILLS | Project

Work in groups of four. Prepare for a debate in the next class. Use the tips from the lesson and the language from the Speaking box to help you.

- Find a pair who have chosen the same topic as you in Exercise 8. Decide which pair will argue for and which against.
- With your partner, analyse your arguments and find the best two.
- In each pair, Student A presents the first argument.
- Then Student B in each pair presents the second argument.
- Listen to the arguments of the other pair and think of some counterarguments.
- At the end of the debate, assess your arguments and decide who won the debate.

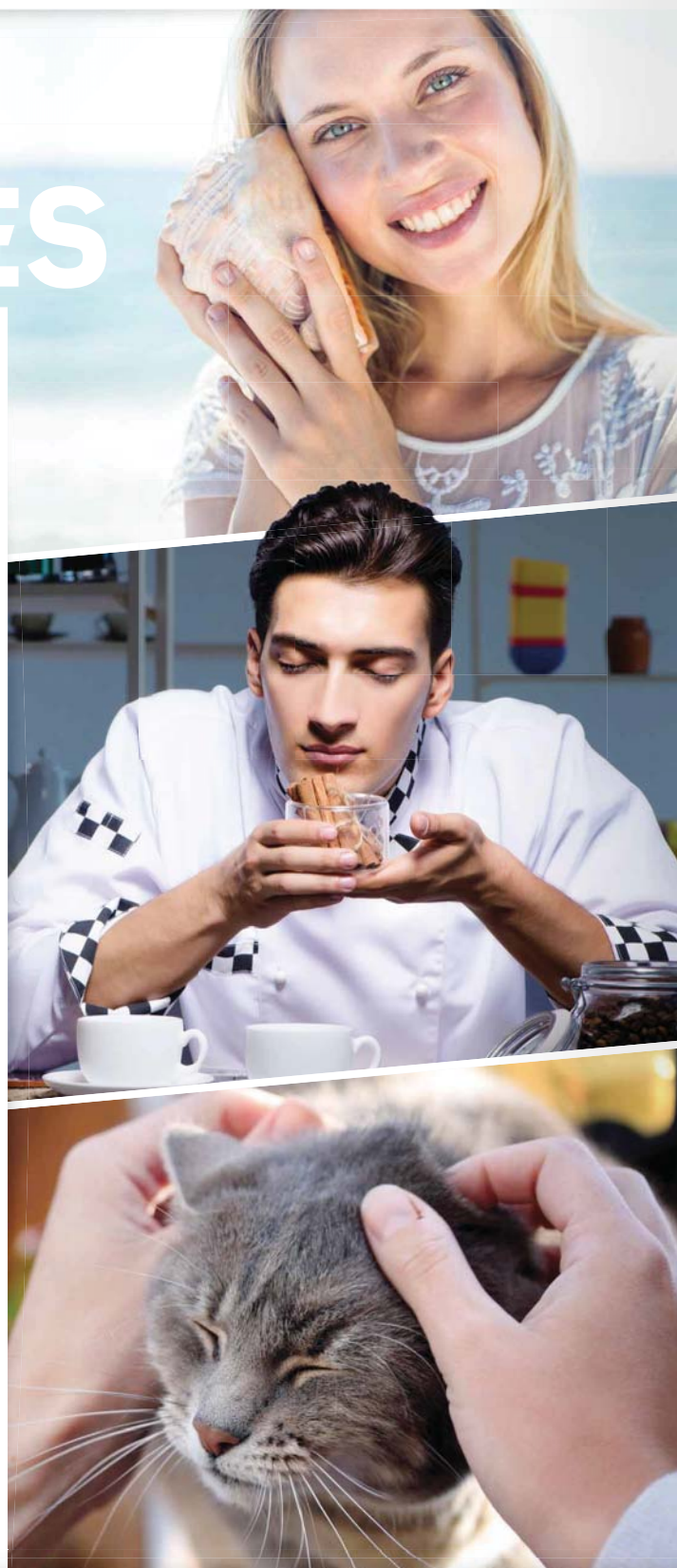
05

Making sense of the senses

VOCABULARY	The senses, words with more than one meaning, food and cooking
GRAMMAR	Gerunds and infinitives, <i>used to</i> , <i>be/get used to</i> , verbs with gerunds and infinitives (change in meaning) Use of English > page 193
SPEAKING	Asking and answering about preferences
WRITING	A review
VIDEO	Grammar  Documentary 

Fascinating facts about the FIVE SENSES

- 1 The human finger is so sensitive that it is capable of detecting a surface bump only 0.0001 mm high – the diameter of a bacterial cell. By contrast, the human eye cannot detect anything smaller than 0.01 mm.
- 2 Rhinoceroses are so **short-sighted** that they are unable to **tell** a person and a tree **apart** from a distance of five metres.
- 3 Men have a **keener sense of smell** than women.
- 4 Around twenty-five percent of people are 'supertasters'. Supertasters have more **taste buds** than the average person, which means they have a particularly **sensitive palate** and **tend to dislike** bitter foods.
- 5 For the Ongee people of the Andaman Islands, smell is the most important sense. When greeting an Ongee, instead of asking, 'How are you?' it is usual to ask, 'How is your nose?'
- 6 Touch is the first sense to develop in babies and the last to fade at the end of our lives.
- 7 If you sit too close to a television screen, you risk damaging your **eyesight**.
- 8 Standing close to loudspeakers at concerts (where sound levels can reach 120 decibels) can cause **hearing loss** in 7.5 minutes.
- 9 It is not possible to **perceive** smells while you are asleep.
- 10 Elephants use infrasonic sound to communicate. These low frequency sounds, which are not audible to humans, enable elephants to **make out** sounds from 285 kilometres away.
- 11 Males are much more likely to be **colour-blind** than females.
- 12 Seeing sounds, hearing colours and tasting words are examples of what happens when somebody has synaesthesia, a brain condition which creates connections between the senses.



5A GRAMMAR AND VOCABULARY

1 In pairs, discuss the questions.

- What are the names of the five senses?
- Which is your strongest sense? Say why.
- How are animal senses different to human senses? Give some examples of animals with powerful sensory abilities.

2 Read the fact sheet on page 64. In pairs, identify two facts which are not true. Go to page 198 to check your answers.

3 Complete the sentences with the highlighted words and phrases from the fact sheet.

- Your _____ is your ability to see.
- If you are _____, you can't tell the difference between some colours.
- If you _____ something _____, you can see, hear, or understand someone or something with difficulty.
- If you have a _____, you have a good sense of taste.
- You have a _____ if you are better than other people at detecting smells.
- _____ is another word for 'notice'.
- You are _____ if you are only able to see things that are close to you.
- You _____ things _____ when you distinguish between two or more things.
- _____ are the tiny bumps on your tongue that allow you to recognise flavours.
- _____ is another way of saying 'deafness'.

Gerunds and infinitives

4 Match the underlined phrases in the fact sheet with the rules.

We use the **infinitive**:

- after certain verbs, e.g. _____
- after many adjectives, e.g. _____
- to express purpose, e.g. _____
- after *first, second, third, last, etc.*, e.g. _____

We use the **gerund**:

- after certain verbs, e.g. _____
- after prepositions, e.g. _____
- as the subject of a sentence, e.g. _____
- after conjunctions like *when, before, after, while*, e.g. _____

5 Write the verbs and verb phrases from the box under the correct headings.

can't help encourage fail feel like force happen
have difficulty let make

+ gerund	risk, ...
+ infinitive	tend, ...
+ object + infinitive with to	enable, ...
+ object + infinitive without to	help, ...

Grammar Reference and Practice > page 179

The myth of the five senses

05

If you share the common belief that there are five senses, it's time to think again! It was Aristotle who was responsible for ¹_____ (encourage) us ²_____ (believe) that we have five of them, but common sense suggests we possess more than that number. In fact, the current scientific consensus is that we have a further five senses. One of these is 'proprioception' – the sense of ³_____ (know) which parts of our body are where. This enables us ⁴_____ (type) without ⁵_____ (look) at the keyboard or walk around without having to watch our feet. Try this experiment ⁶_____ (test) your proprioception: close your eyes and slowly move your finger ⁷_____ (touch) your nose. If you have difficulty ⁸_____ (do) this, then your proprioception is unlikely ⁹_____ (be) as good as it could be.

6 2.20 Complete the text above with the correct forms of the verbs in brackets. Then listen and check.

7 Study *Watch out!* Then complete the sentences with the correct forms of *used to*, *be used to* or *get used to*.

- My contact lenses felt weird at first, but I _____ (wear) them eventually.
- I _____ (not like) eating fish, but I love it now.
- He _____ (sleep) on a hard mattress – it doesn't bother him.
- How _____ people _____ (deal) with poor eyesight before the invention of glasses?
- I'm full – I _____ (not eat) so much food.
- It can be hard to _____ (balance) on a skateboard.

WATCH OUT!

- We use *be/get used to* + *-ing* to say we are accustomed to doing something:
I'm used to wearing glasses. (= This is normal for me.)
I'm getting used to wearing glasses. (= This is slowly becoming normal for me.)
- We use *used to* + infinitive when we refer to things in the past which are no longer true:
I used to wear glasses. (= I don't wear them now.)

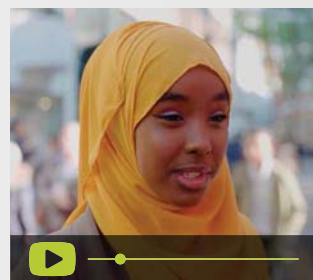
8 SPEAKING In pairs, ask and answer the questions.

- Which sense would you find it most difficult to live without? Say why.
- If you could have one super-heightened sense, what would it be and what could it help you to do?

GRAMMAR VIDEO

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

What are you used to doing on Saturday morning?



5B VOCABULARY | The senses

1 SPEAKING In pairs, discuss the questions.

- 1 What are your favourite sounds and smells?
- 2 Are there any sounds or smells you really dislike?
- 3 Did you have a favourite toy or something else to comfort you when you were young? What did it feel like?
- 4 Do you hold an object to help with stress? What does it feel like?

2 Read the post. Are any of the sounds or smells the same as your ideas in Exercise 1?

Join the discussion



eloise_loves_rain_2005 says:

What are your favourite and least favourite sounds and smells?

love_my_life_16 says:

Sounds I love 🤩: waves crashing on the seashore, the crunching of snow, bubble wrap popping, leaves rustling in the wind, meat sizzling on a barbecue, birds chirping, cats purring, the thudding sound of my dog's tail wagging against the wall.

pete_against_noise says:

Sounds I hate 🤢: the high-pitched noise of a dentist's drill or a knife scraping against a plate, the buzzing of flies, the deafening noise of motorbikes revving their engines outside my window.

busy_bee_17 says:

Smells I love 😍: the **scent** of roses, bacon, the delicious **aroma** of bread baking in the oven, ... mmm ... totally **mouth-watering**, aftershave or perfume (as long as it's **subtle** and not too **overpowering**).

nosy_neighbour_101 says:

Smells I hate 🤢: the **stench** of drains and bins on a hot day, **smelly** socks, public toilets – they **stink**! Yuck!

3 Use the highlighted words from the post in Exercise 2 to answer the questions.

- 1 Which adjective describes the smell of something delicious cooking?
- 2 Which adjective describes a mild smell which may be difficult to detect?
- 3 Which adjective describes a smell which is too strong?
- 4 Which adjective describes a bad/unpleasant smell?
- 5 Which verb means 'smell horrible'?
- 6 Which noun describes a horrible smell?
- 7 Which noun describes a pleasant smell of food?
- 8 Which noun describes a pleasant smell of flowers?

4 2.21 Listen and number the sounds in the order that you hear them.

- ☐ the crunching of snow
- ☐ bubble gum popping
- ☐ the rustling of paper
- ☐ meat sizzling
- ☐ birds chirping
- ☐ a washing machine humming
- ☐ the thud of something falling
- ☐ a parrot screeching
- ☐ the roar of an engine
- ☐ a bee buzzing

5 Study Watch out! Then choose two sounds from Exercise 4 and write your own sentences. Use the same word as a noun and a verb.

WATCH OUT!

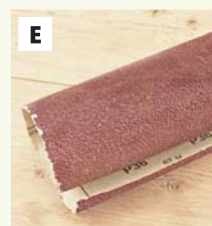
Many words for sounds, e.g. *crunch*, *crash*, *pop*, *rustle*, *hum*, *thud*, *screech*, *buzz* are both verbs and nouns/gerunds:

*I can hear the **hum/humming** of a washing machine.*

*The computers **were humming** softly in the office.*

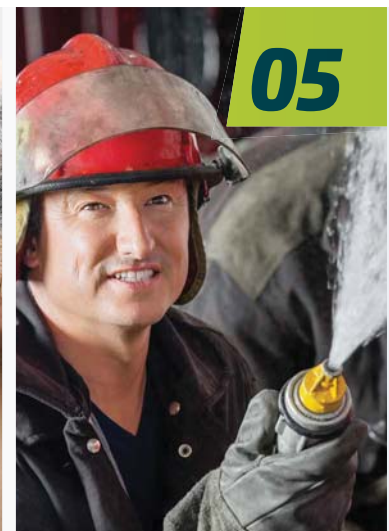
6 Check the meaning of the words in the box and match them with the pictures. Some words can be matched with more than one picture.

coarse fluffy prickly silky smooth spiky
squishy sticky



7 SPEAKING In pairs, think of items to match the descriptions.

- 1 a perfume / aftershave that you find overpowering
- 2 a flower with a subtle scent
- 3 food that has a mouth-watering aroma when it's cooking
- 4 something that stinks when it goes off
- 5 an animal that makes a high-pitched noise
- 6 something that crunches when you step on it
- 7 a machine which sounds deafening
- 8 a fruit or vegetable with coarse skin
- 9 an animal that's fluffy when it's young



5C GRAMMAR

- 1 In pairs, think of jobs which require a very good sense of smell, hearing, touch, taste or very good eyesight.

A physiotherapist needs a good sense of touch.

A sound engineer has to have very good hearing.

- 2 2.22 Listen and match speakers 1–4 with photos A–D.

Verbs with gerunds and infinitives

- 3 2.23 Complete the extracts from the listening with the correct forms of the verbs in brackets. Use a gerund or an infinitive (with or without to). Then listen and check.

- 1 Obviously, the animal would need _____ (have) an X-ray for confirmation, but you can diagnose a lot just by touch.
- 2 You need good hearing too because if someone is trapped in a building, you need to be able to hear them _____ (shout).
- 3 In an emergency, you can't stop _____ (ask) questions.
- 4 Or worse – they'll stop _____ (come) here to eat!
- 5 My job requires me to have excellent hearing, so that when I listen to my students _____ (sing), I can work out exactly what needs _____ (improve).

- 4 Look at the sentences in Exercise 3. Then complete rules a–d below with words *infinitive* and *gerund* or choose the correct word.

- a Some verbs like *forget*, *go on*, *mean*, *regret*, *remember*, *stop* and *try* can be followed by ¹_____ or ²_____, but the meaning changes depending on which form we use.
- b To talk about a completed action after the verbs *feel*, *hear*, *listen to*, *see* and *watch*, we use object + ³_____.
- c To talk about an action in progress after those verbs, we use object + ⁴_____.
- d After the verbs *need*, *deserve* and *require* the gerund has ⁵a passive / an active sense.

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- 5 Complete the pairs of sentences with the correct forms of the verbs in brackets. Give reasons for your answers.

- 1 a I tried _____ (give) my cat some medicine, but it didn't make her better.
b I tried _____ (give) my cat some medicine, but she wouldn't swallow it.
- 2 a Remember _____ (take) your swimming kit.
b I remember _____ (bring) my swimming kit, but now I can't find it.
- 3 a Becoming a perfumer means _____ (give) up spicy food.
b Oops! I didn't mean _____ (put) so much chilli sauce on my chips!
- 4 a I'll never forget _____ (taste) ice cream for the first time.
b Don't forget _____ (put) the ice cream in the freezer.
- 5 a We regret _____ (inform) you that the restaurant has closed down.
b I regret _____ (not study) harder last year.

- 6 Complete the sentences with the correct forms of the verbs from the box.

burn crash drive get land practise score
sign wash

- 1 I could smell something _____ when I walked into the house.
- 2 He saw the man _____ into the car and _____ off.
- 3 I can hear my neighbour _____ his violin.
- 4 She felt the mosquito _____ on her leg.
- 5 I love listening to waves _____ on the shore.
- 6 Did you see him _____ the winning goal?
- 7 Do these grapes need _____?
- 8 These documents require _____.

- 7 2.24 In pairs, listen to the sounds and say what you heard.

- 1 *I heard someone whistling.* 2 *I heard a door slam.*

- 8 **SPEAKING** In pairs, talk about something ...

- 1 you meant to do, but haven't had time for.
- 2 that needs cleaning regularly.
- 3 you remember doing when you were a child.
- 4 you sometimes try doing when you can't sleep.

5D READING AND VOCABULARY

1 SPEAKING In pairs, look at the photos on page 69 and describe what you can see.

2 Read the article quickly and explain how the photos are related to the text.

3 Read the quote by Sabriye Tenberen on page 69. What does it tell you about her personality?

4 Read the article again and answer the questions.

- 1 What was the cause of Sabriye's blindness?
- 2 How did her classmates treat her before she changed schools?
- 3 Why was it difficult for Sabriye to read Tibetan texts when she first went to university?
- 4 What is the main reason for the high incidence of blindness in Tibet?
- 5 What was her parents' reaction to her decision to travel to Tibet?
- 6 Why are many Tibetans ashamed of blindness?
- 7 How does the school founded by Sabriye and Paul help children?
- 8 According to Sabriye, what helped her to accept her blindness?
- 9 What personal skills does Sabriye attribute to her blindness?
- 10 In what sense does Sabriye think being blind is a positive thing?

5 CRITICAL THINKING Study Active Reading. Then look at the statements below and decide if they are true or false. Find the corresponding underlined sections in the text (1–6) and explain why you think the information is implied.

- 1 Sabriye used to feel ashamed of being blind.
We can make a guess that this sentence is true, because it says 'she did all she could to hide her blindness'. However, this is implied, not stated directly.
- 2 She felt better when she changed schools because she no longer felt isolated.
- 3 While at Bonn University, Sabriye wanted to study the Tibetan language but wasn't able to.
- 4 Tibetans believe that we have more than one life.
- 5 Sabriye founded 'Braille without Borders' on her own.
- 6 Sabriye won the Nobel Peace Prize.

ACTIVE READING | Making inferences

Sometimes writers do not state information directly. They leave out details which they think are unnecessary. You can work out the missing information by making guesses or inferences. Inferences are made based on clues in the text and on our background knowledge and experience.

6 SPEAKING In pairs, discuss the question.

Do you agree with Sabriye's philosophy that 'it's a blessing not to have too many options in life'? Give reasons for your answer.

7 Look at the highlighted words in the article and discuss what other meanings each word could have in a different context. Then complete the pairs of sentences using the highlighted words.

- 1 a He did it in a moment of _____ panic.
b She trains guide dogs for the _____.
- 2 a We need to take _____ action.
b He is her _____ boss.
- 3 a I would like to _____ a career in journalism.
b The police didn't _____ the speeding car as it was going too fast.
- 4 a The new head teacher explained her _____ for the future of the school.
b Cats have very good night _____.
- 5 a Her accident _____ her _____ riding horses.
b He _____ his degree for a year.
- 6 a She _____ her ambition of becoming a pilot.
b She _____ no one was listening.
- 7 a He found the exam very _____.
b She's a very _____ person. She isn't easily defeated.

8 Complete the sentences with the correct prepositions from the box. Then check your answers with the text.

about (x2) of to (x2) with

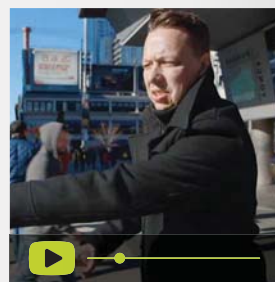
- 1 Her vision has been to **educate** sighted people _____ what it means to be blind.
- 2 It wasn't until she went to boarding school for the blind that she finally **came to terms** _____ her blindness.
- 3 She decided to travel to rural Tibet, to **spread the word** _____ her Braille system.
- 4 Sabriye wanted to prove the world that she was as **capable** _____ doing things as anyone else.
- 5 Sabriye explains that to **adjust** _____ her blindness, she had to make herself focus on what she could rather than couldn't do.
- 6 **Desperate** _____ fit in, she did all she could to hide her blindness.

9 REFLECT | Society In pairs, ask and answer the questions.

- 1 What kind of challenges and prejudices do disabled people face in your country?
- 2 What do you think of the Paralympic Games? Have they improved attitudes towards disability? Say why.

DOCUMENTARY VIDEO

11 WATCH AND REFLECT
Go to page 166. Watch the documentary *Making sense of synesthesia* and do the exercises.



SABRIYE TENBERKEN

A blind woman with a vision



Sabriye teaching in her school for visually impaired children in Lhasa, Tibet

2.25

Sabriye Tenberken was just twenty-six years old when, in 1997, she rode horseback into Tibet to pursue her dream of founding a school for visually impaired children.

Born in Germany, with poor vision because of an eye disease, Sabriye had once been able to make out faces, colours and landscapes, but by the age of twelve she was totally blind. At school she was teased and left out by her classmates and patronised by her teachers in a way that set her apart from the other children. ¹Desperate to fit in, she did all she could to hide her blindness and prove to the world that she was as capable of doing things as anyone else.

²But not accepting her blindness made her miserable and it wasn't until she went to a boarding school for the blind that, surrounded by people like herself, she finally came to terms with it. At the school, students were taught Braille, horse riding, swimming, whitewater kayaking and downhill skiing, and most importantly, self-confidence and self-reliance.

³When, a few years later, Sabriye studied Tibetology at Bonn University, she discovered that the Braille writing system did not exist in Tibetan, but she didn't let that put her off. Instead, she devised her own Tibetan Braille system. This gave her the idea of going to Tibet to introduce her new system to the local people. She had also learned through her studies that there was a particularly high occurrence of visual impairment in Tibet, partly due to poor diet and inadequate medical care in remote areas, but mostly because of eye damage caused by the sun's rays at high altitude.

So just before her final year, despite a lack of support from everyone apart from her immediate family, she decided to travel to rural Tibet, to spread the word about her Braille system and the school she was planning to set up. She figured that the best way to travel was on horseback, so this is what she did, accompanied by three companions, two of whom were Tibetan.

³⁵ The journey was tough, but for Sabriye the hardest part was seeing the way blind children are treated. Some were abandoned or left in the streets, and almost all were illiterate and uneducated. ⁴The reason for this neglect is that many Tibetans believe blindness is a punishment for bad acts committed in their past life. When the local people saw Sabriye walking and riding a horse, they refused to believe she was blind at first. But she managed to persuade them that through her school their children too would be able to ride horses, read and write.

⁴⁵ ⁵During her travels, Sabriye met Paul Kronenberg who became her partner both personally and professionally, and together they set up 'Braille Without Borders', a school where children were taught how to read, write and speak in Tibetan, Chinese and English, and learnt skills which would enable them to live independently. From there students have been able to establish their own businesses and earn a living. They have since also opened Kanthari, an International Leadership Training Institute in Kerala. Its aim is to help people situated on the margins of society to start their own social projects.

Sabriye may be blind, but she does not lack vision. Her vision has been to help blind people integrate themselves into their communities and educate sighted people about what it means to be blind.

⁶⁰ In a magazine interview, Sabriye explains that to adjust to her blindness, she had to make herself focus on what she could rather than couldn't do. She admits it took her a few years to realise the gifts that blindness had given her.

For example, it has forced her to develop good communication skills, to become a good problem-solver, and given her a stronger and more colourful imagination. It is often assumed that all blind people can see is darkness, but she says her world is colourful as she can colour it however she likes.

In the same interview, when asked what her life would have been like had she not become blind, she replied, 'This may sound surprising, but I think it's a blessing not to have too many options in life. Limits can be very fortunate. They let you focus on what is necessary, on what is meaningful.'

⁸⁰ ⁶Sabriye's work has achieved worldwide recognition, including a nomination for the Nobel Peace Prize. In 2006, she was awarded two Mother Theresa Awards, one for herself and one for 'Braille Without Borders' – the only time the same person has received this honour twice in the same year. Sabriye shared her inspiring story in her book *My Path Leads to Tibet*.

“A lot of people say I can't do it because I'm blind, or I have red hair, or my feet are too big. Get the right team around you, don't set boundaries and go for it.”

5E LISTENING AND VOCABULARY

- 1 Do you like tomato ketchup? If so, what food do you like to eat it with?
- 2 Complete the recipe for tomato ketchup with the words from the box.

boil chill food processor pan peel puree
simmer slice stir whizz

EASY TOMATO KETCHUP

- Take 2kg of tomatoes and ¹ _____ them in half (no need to ² _____ them).
- Place in a large ³ _____, then ⁴ _____ in 500ml of vinegar, 300g of sugar and some salt and pepper.
- Bring to the ⁵ _____, then reduce the heat and ⁶ _____ gently for about 20 to 25 minutes.
- Transfer to a blender or ⁷ _____ and ⁸ _____ until you have a smooth ⁹ _____.
- ¹⁰ _____ before serving.

- 3 2.26 Listen to a podcast about ketchup and tick the topics that are mentioned.

- 1 ☐ the origins of ketchup
- 2 ☐ the meaning of 'ketchup'
- 3 ☐ attitudes to tomatoes
- 4 ☐ ketchup bottles
- 5 ☐ ketchup sales
- 6 ☐ different countries' tastes in ketchup
- 7 ☐ where to store ketchup

- 4 2.26 In pairs, read the sentences and decide what kind of words might fit in each gap. Then listen again and complete the sentences. Use no more than three words in each gap.

- 1 Ketchup was first created in _____ in the sixth century.
- 2 The first British ketchup recipes contained fish, mushrooms and _____, but not tomatoes.
- 3 In the seventeenth and eighteenth centuries, Europeans thought that tomatoes were _____.
- 4 Tomato-based ketchup recipes didn't gain popularity until _____.
- 5 The _____ was invented in 1983.
- 6 Scientists have recently developed a substance that could prevent ketchup from _____ at the bottom of a bottle.
- 7 In the UK and Venezuela, ketchup is _____ than the ketchup in the USA.
- 8 Although ketchup in the Philippines is made from _____, it doesn't taste like it.
- 9 Consumer research shows that young people like _____ food more than their parents do.

- 5 Match the words 1–5 with their opposites a–e.

- | | |
|------------------------------------|-----------------------|
| 1 ☐ thick | a <u>sweet</u> |
| 2 ☐ crunchy | b <u>runny/watery</u> |
| 3 ☐ savoury | c <u>tasty</u> |
| 4 ☐ bland | d <u>mild</u> |
| 5 ☐ spicy | e <u>smooth</u> |

- 6 Use the words and phrases in Exercise 5 to describe the condiments (sauces, pickles, etc.) in the pictures.



mayonnaise



chilli sauce



mustard



pickled gherkins



curry mango sauce



barbecue sauce

- 7 2.27 SPEAKING In pairs, discuss the questions.

- 1 What food have you discovered through travelling abroad or within your country, which you now eat regularly?
- 2 Do you agree that young people prefer spicier food? Is this true in your family?
- 3 Are there any tastes that you dislike? What do you think has influenced your dislike?

- 8 2.27 PRONUNCIATION Listen and underline the stressed syllable in the international food words. Listen again and repeat.

croissant falafel gnocchi guacamole lasagne
mayonnaise meringue mustard pretzel quiche
schnitzel yoghurt

- 9 REFLECT | Culture Why do you think some tastes are universal and some are specific to a particular country?



1 In pairs, discuss the questions.

- 1 What is your favourite savoury dish?
- 2 What is your favourite dessert?
- 3 Which is your favourite restaurant?
- 4 What do you usually order there?

2 **2.28** Listen to a conversation. What do the friends choose to eat?

3 **2.28** Study the Speaking box. Then listen again and tick the phrases in the box which the friends use in their conversation.

SPEAKING | Asking and answering about preferences

Asking about preferences

- ☐ Which do/would you prefer? ... or ...?
- ☐ What would you rather do? ... or ...?

Expressing general preferences

- ☐ I prefer ... (gerund) to ... (gerund).
- ☐ I don't like either of them.
- ☐ I like them both equally.
- ☐ I generally favour ... over ...

Making a choice

- ☐ I'd prefer (to) ... rather than ...
- ☐ I'd rather ...
- ☐ I'd sooner (do) ... than ...
- ☐ Given the choice, ...
- ☐ I'd go for ... any day/every time.
- ☐ I have a (slight) preference for (+ noun/gerund)

Giving someone else the choice

- ☐ It's up to you.
- ☐ It's your call.
- ☐ I'm easy.
- ☐ Whatever/Wherever/Whichever you prefer.

4 Study the Speaking box and Watch Out! Then complete the second sentence so that it means the same as the first.

- 1 I don't want to eat too late.
I'd rather _____.
- 2 I like home-cooked meals more than takeaways.
I prefer _____.
- 3 Would you rather eat inside or outside?
Which _____?
- 4 I really don't mind.
I'm _____.
- 5 If I could choose, I'd prefer to go somewhere quiet.
Given _____.
- 6 I don't like one more than the other.
I like _____.
- 7 I don't mind where we go.
I'll go _____.
- 8 I would prefer you not to complain about the food.
I'd rather _____.

WATCH OUT!

- We use an infinitive without *to* after *would rather* and *would sooner*:
I'd rather eat something light.
I'd rather not go out tonight.
I'd sooner sit outside. (This is more formal.)
- We use *I prefer* + gerund to talk about general preferences: *I prefer eating home cooked food.*
- We use *would prefer* + infinitive with *to* for a specific situation: *I would prefer to eat at home this evening.*
- We use *would rather* + subject + past tense to say that we don't want somebody to do something:
I'd rather you didn't tell me what to order!

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5 In pairs, ask and answer questions about the topics below. Give examples and reasons for your preferences.

- sweet / savoury food
- eating with the family / eating in front of the TV
- Italian food / Chinese food
- getting a takeaway / eating out
- informal cafés / traditional restaurants

A Which do you prefer: sweet or savoury food?

B I favour savoury over sweet food, because I don't have a sweet tooth. So, if I'm hungry between meals, given the choice, I'd rather have some nuts than a biscuit.

6 In groups of three, look at the restaurant adverts on page 198. Role play the conversation and decide which of the restaurant you would like to go to. Discuss the options, explaining your preferences.

- Student A, go to page 196.
- Student B, go to page 200.
- Student C, go to page 200.

The Museum of the Senses

review by Isaac Rogers

I happened to come across this gem of a museum last week on a family trip to Prague, so we decided to check it out. I'm so glad we did as it turned out to be a thoroughly enjoyable experience.

The exhibits in the museum are designed to challenge your senses. There are lots of optical and other sensory illusions, which are totally mind-blowing. You start by walking through a dark tunnel, where you can just about make out a stream of water, then you see it flowing upwards. Seriously freaky! Everything's accompanied by scents so you can actually smell the water (even though it's not real) and then you get the odour of stinky drains. That was pretty gross! Next you walk through a (virtual) park where you can hear birds chirping, then you suddenly walk through a vortex tunnel, which is a sort of rotating cylinder with flashing lights that makes you feel completely disorientated.

What I particularly liked was the room where you seem to be walking along a rope between two skyscrapers. That was super scary! You really feel like you're about to fall. Another highlight was the bed of 3,000 spiky nails which you lie on – without feeling any pain. I was also impressed by an intriguing machine called a Chladni Frequency Generator, which lets you turn sounds into visual patterns of fine powder.

My only criticism of the museum is that the experience just went by too fast. I really enjoyed all the exhibits, but would love to have been able to see and experience even more.

Despite that, I'd definitely recommend going if you're in Prague because not only is it informative and fun, it's highly instagrammable so you'll definitely come away with some invaluable souvenirs in the form of funny pics!



1 SPEAKING In pairs, look at the photos from The Museum of the Senses in Prague and discuss the questions.

- What can you see in the photos?
- What aspect of the senses do the photos illustrate?

2 Read a review of the museum and answer the questions.

- Was the reviewer's overall impression positive or negative? Which words tell you this?
- Would you describe the tone of the review as formal or informal? Say why.
- What was the reviewer most impressed by?
- Was there anything he didn't like about it?

3 Study the Writing box. Then complete the gaps in the box with examples from Isaac's review.

WRITING | A review

Introduction

Give brief details of where and when you went, and your overall impression.

First main paragraph

Describe the event/exhibition/museum/show, etc. Include information of what you did and what you saw/heard.

Second main paragraph

Describe the positive aspects. Use phrases such as:

What I ¹ _____ liked was ...

The/A/One/Another ² _____ was ...

I was (also) ³ _____/blown away by ...

Third main paragraph

Write about any negative aspects. Use phrases such as:

My only ⁴ _____ is ...

If I have one criticism, it's ...

It didn't live up to my expectations.

I feel this let it ⁵ _____ a bit.

I was (also) disappointed by ...

Conclusion

Make recommendations with phrases such as:

I'd ⁶ _____ recommend going ...

I don't recommend seeing ...

I would give this museum a miss if ...

It's (not) worth visiting ...

Style and register

- Use an informal, personal style.
- Use informal, conversational vocabulary, e.g. **lots of**, **mind-blowing**, **gross**, etc.
- Use phrasal verbs, e.g. **come across**, **check out**, etc.
- Share your personal feelings, e.g. **What I liked was ...**, **I was disappointed by ...**
- Use exclamation marks, e.g. **That was super scary!**

4 Study Watch Out! Then find six more examples of intensifiers in the review.

WATCH OUT!

We can use an intensifier (e.g. *very*, *extremely*, *absolutely*) before an adjective to make its meaning stronger. Use a range of intensifiers to make your writing more interesting.

- Very*, *extremely*, *super*, *hugely*, *highly*, *incredibly* can only be used with gradable adjectives, e.g.
*The sound effects were **extremely loud**.*
- Absolutely*, *completely*, *totally* and *utterly* can only be used with non-gradable adjectives, e.g.
*The exhibition was **absolutely fascinating**.*
- Pretty*, *really* and *seriously* can be used with both types of adjectives. (These adverbs are for informal use.)

5 Complete the sentences with the adjectives from the box.

bad deafening fascinating gross impressive
interesting loud mind-blowing petrified
ridiculous scared silly

- a** The stench of drains was **really** _____.

b You're right. It was **absolutely** _____.
- a** I was **seriously** _____ when we walked across the tight rope.

b I was **totally** _____.
- a** The sound effects were **incredibly** _____.

b Yes, they were **really** _____!
- a** I look **completely** _____ in this photo.
How embarrassing!

b Yes, you do look **pretty** _____.
- a** The Chladni Frequency Generator was **utterly** _____.

b Yes, I found it **very** _____ too.
- a** The optical illusions were **extremely** _____.

b I thought they were **totally** _____.

6 Complete the sentences with intensifiers. Use a different word in each sentence.

- The museum was _____ packed.
- The special effects _____ mind-blowing.
- There were some _____ noisy kids there.
- Some the photos I took were _____ hilarious.
- The entry tickets were _____ expensive.
- The museum staff were _____ helpful.

7 WRITING TASK Write a review of one of the items in the box. Use the Writing box and Watch out! to help you.

a café a computer game a music album
a restaurant an exhibition

- Write about something you know well.
- Before you begin, make notes about what you liked/didn't like.
- Use a lively, informal style.
- Use a range of adjectives and adjective intensifiers to emphasise your opinions
- Give a clear recommendation at the end. It can be positive or negative.

REMEMBER MORE

- Write the missing nouns from the noun compounds. Then check with the word list.
 - I don't like wearing glasses so I switched to contact _____ a year ago.
 - You can test your eye _____ online to see how good your vision is.
 - This model of food _____ is a perfect combination of a blender, mixer and chopper.
 - The taste _____ for something sweet are on the tip of the tongue.
- Complete the phrases with no article, *a/an* or *the*. Then check with the word list.
 - I have _____ sweet tooth which is bad for my figure.
 - We need to make sure that _____ blind are given equal opportunities.
 - Given _____ choice, I prefer the scent of roses to the smell of violets.
 - It's not easy to earn _____ living with a degree in literature.
- Choose the right verb. Then check with the word list.
 - My teacher tells me to always *find* / *pursue* my dreams.
 - I found it hard to *come* / *go* to terms with the fact that I had been rejected.
 - It *comes* / *goes* without saying that exams generate stress.
 - Tomorrow the student council will *do* / *make* a recommendation for their candidate.

ACTIVE VOCABULARY | Word puzzles

A good and amusing way to remember some phrases is to replace the words with photos or drawings and glue them to a piece of paper. For example, you could use these pictures 🐝 🐝 🐝 for the phrase 'blind panic'.

5A GRAMMAR AND VOCABULARY

5.29

audible (adj) /'ɔːdəbəl/
be capable of (doing) sth /bi 'keɪpəbəl əv ('duːɪŋ) ,sʌmθɪŋ/
brain condition (n) /'breɪn kən'dɪʃən/
bacterial cell /bæk'tɪəriəl 'sel/
colour-blind (adj) /'kʌlə-blænd/
common sense (n) /,kɒmən 'sens/
contact lenses (n) /'kɒntækt ,lenzəs/
deafness (n) /'defnəs/
decibel (n) /'desəbel/
detect (v) /dɪ'tekt/
distinguish (v) /dɪ'stɪŋɡwɪʃ/
eyesight (n) /'aɪsaɪt/
flavour (n) /'fleɪvə/
hearing loss (n) /'hiəriŋ ,lɒs/
infrasonic (adj) /,ɪnfə'sɒnɪk/
keen sense of smell /ki:n ,sens əv 'smel/
low frequency /,ləʊ'friːkwənsi/
make out (phr v) /,meɪk 'aʊt/
perceive (v) /pə'siːv/
possess (v) /pə'zes/
proprioception (n) /,prəʊpriə'sepʃən/
sensitive palate /,sensətɪv 'pælət/
sensory ability (n) /,sensəri ə'bɪləti/
short-sighted (adj) /,ʃɔːt-'saɪtɪd/
super-heightened (adj) /,su:pə-'haɪtnəd/
synaesthesia (n) /,sɪnəs'θiːziə/
taste bud (n) /'teɪst ,bʌd/
tell sb/sth apart /tel ,sʌmbədi/sʌmθɪŋ ə'pɑːt/

5B VOCABULARY 5.30

aroma (n) /ə'raʊmə/
bee buzzing /'biːbʌzɪŋ/
birds chirping /'bɜːds tʃɜːpɪŋ/
bubble gum popping /'bʌbl ɡʌm ,pɒpɪŋ/
coarse (adj) /kɔːs/
comfort sb (v) /'kʌmfət ,sʌmbədi/
crunching of snow /'krʌntʃɪŋ əv ,snəʊ/
deafening (adj) /'defənɪŋ/
fluffy (adj) /'flʌfi/
go off (phr v) /,ɡəʊ 'ɒf/
high-pitched (adj) /,haɪ-'pɪtʃtɪd/
machine humming /məʃiːn ,hʌmɪŋ/
meat sizzling /'miːt ,sɪzəlɪŋ/
mouth-watering (adj) /'maʊθ-'wɔːtərɪŋ/
overpowering (adj) /əʊvə'paʊərɪŋ/

parrot screeching /'pærət ,skriːtʃɪŋ/
prickly (adj) /'prɪkli/
purr (v) /pɜː/
rev (v) /rev/
roar of an engine /'rɔː əv ən ,endʒɪn/
rustling of paper /'rʌslɪŋ əv ,peɪpə/
scent (n) /sent/
scrape (v) /skreɪp/
silky (adj) /'sɪlki/
smelly (adj) /'smeli/
smooth (adj) /smuːð/
spiky (adj) /'spaɪki/
squishy (adj) /'skwɪʃi/
stench (n) /stentʃ/
sticky (adj) /'stɪki/
stink (v) /stɪŋk/
subtle (adj) /'sʌtl/
thud of sth falling /'θʌd əv ,sʌmθɪŋ ,fɔːlɪŋ/
wag (v) /wæg/

5C GRAMMAR 5.31

confirmation (n) /,kɒnfə'meɪʃən/
diagnose (n) /'daɪəgnəʊz/
perfumer (n) /pə'fjuːmə/
physiotherapist (n) /,fɪziəʊ'therəpɪst/
sound engineer (n) /'saʊnd ,endʒə'nɪə/
swimming kit (n) /'swɪmɪŋ ,kɪt/
trap (v) /træp/

5D READING AND VOCABULARY

5.32

adjust to sth (v) /ə'dʒʌst tə ,sʌmθɪŋ/
abandon (v) /ə'bændən/
attribute to sth (v) /ə'trɪbjʊt tə ,sʌmθɪŋ/
be left out /bi ,left 'aʊt/
blessing (n) /'blesɪŋ/
blind (adj) /blaɪnd/
blind panic /blaɪnd 'pænik/
blindness (n) /'blaɪndnəs/
boarding school for the blind /'bɔːdɪŋ ,skuːl fə ðə 'blaɪnd/
Braille (n) /breɪl/
capable of (doing) sth /'keɪpəbəl əv ('duːɪŋ) ,sʌmθɪŋ/
come to terms with sth /,kʌm tə 'tɜːms wɪð ,sʌmθɪŋ/
commit (v) /kə'mɪt/
desperate to do sth /'despərət tə ,duː ,sʌmθɪŋ/
disability (n) /,dɪsə'bɪləti/

disabled (adj) /dɪs'eɪbld/
downhill skiing /daʊnhɪl 'ski:ɪŋ/
earn a living /ɜ:n ə 'lɪvɪŋ/
educate sb about sth /'edʒukeɪt ,sʌmbɒdi əbaʊt ,sʌmθɪŋ/
enable sb to do sth /ɪ'neɪbəl ,sʌmbɒdi tə 'du: ,sʌmθɪŋ/
establish a business /ɪ'stæblɪʃ ə 'bɪznəs/
eye damage (n) /'aɪ ,dæmɪdʒ/
fit in (phrv) /fɪt 'ɪn/
force sb to do sth /'fɔ:s ,sʌmbɒdi tə 'du: ,sʌmθɪŋ/
found a school /faʊnd ə 'sku:l/
high altitude /haɪ 'æltɪtju:d/
illiterate (adj) /ɪ'lɪtərət/
immediate family /ɪ'mɪ:diət 'fæməli/
imply sth (v) /ɪm'plaɪ ,sʌmθɪŋ/
inadequate (adj) /ɪn'ædəkwət/
incidence (n) /'ɪnsɪdəns/
integrate (somebody) into sth /'ɪntɪgreɪt (,sʌmbɒdi) ɪntə ,sʌmθɪŋ/
make inferences /meɪk 'ɪnfərənsɪz/
meaningful (adj) /'mi:nɪŋfəl/
miserable (adj) /'mɪzərəbəl/
neglect (v) /nɪ'glekt/
occurrence (n) /ə'kʌrəns/
Paralympic Games (n) /,pərə'lɪmpɪk 'geɪmz/
patronise sb (v) /'pætrənaɪz ,sʌmbɒdi/
prejudice (n) /'predʒədɪs/
problem-solver (n) /'prɒbləm ,sɒlvə/
pursue a dream /pə'sju: ə 'dri:m/
put sb off (phrv) /'pʊt ,sʌmbɒdi 'ɒf/
realise (v) /'rɪəlaɪz/
recognised (adj) /'rekəɡnaɪzd/
recognition (n) /'rekəɡ'nɪʃən/
remote (adj) /rɪ'məʊt/
ride horseback /raɪd 'hɔ:sbæk/
rural (adj) /'ruərəl/
self-confidence (n) /,self 'kɒnfɪdəns/
self-reliance (n) /,self rɪ'laɪəns/
set sb apart (phrv) /,set ,sʌmbɒdi ə'pɑ:t/
sighted (adj) /'saɪtɪd/
spread the word about sth /,spred ðə 'wɜ:d əbaʊt ,sʌmθɪŋ/
surround (v) /sə'raʊnd/
the blind (n) /ðə 'blaɪnd/
Tibet (n) /tɪ'bet/
Tibetan (adj, n) /tɪ'betn/
tough (adj) /tʌf/

uneducated (adj) /ʌn'edʒəkertɪd/
vision (n) /'vɪʒən/
visual impairment /'vɪʒuəl ɪm'peəmənt/
visually impaired /'vɪʒuəli ɪm'peəd/
whitewater kayaking (n) /,waɪt,wɔ:tə 'kaɪəkɪŋ/

5E LISTENING AND VOCABULARY

5.33

bland (adj) /blænd/
boil (v) /bɔɪl/
bring to the boil /brɪŋ tə ðə 'bɔɪl/
chill (v) /tʃɪl/
condiment (n) /'kɒndəmənt/
croissant (n) /'kruɑ:sɒŋ/
crunchy (adj) /'krʌntʃi/
decline (v) /dɪ'klaɪn/
falafel (n) /fə'læfəl/
food processor (n) /'fu:d ,prəsesə/
gain popularity /geɪn ,pɒpjə'lærəti/
gnocchi (n) /'njɒki/
guacamole (n) /,gwɑ:kə'məʊli/
lasagne (n) /lə'zænjə/
mayonnaise (n) /,meɪə'neɪz/
meringue (n) /mə'reɪŋ/
mild (adj) /maɪld/
mustard (n) /'mʌstəd/
pan (n) /pæn/
peel (v) /pi:l/
pickled gherkins /pɪkəld 'gɜ:kɪnz/
pretzel (n) /'pretsəl/
puree (n) /'pjʊəreɪ/
quiche (n) /ki:f/
runny (adj) /'rʌni/
savoury (adj) /'seɪvəri/
schnitzel (n) /'ʃnɪtsəl/
simmer (v) /'sɪmə/
slice (v) /slaɪs/
spicy (adj) /'spaɪsi/
stir (v) /stɜ:/
suspicious of sth (adj) /sə'spɪʃəs əv ,sʌmθɪŋ/
tasty (adj) /'teɪsti/
thick (adj) /θɪk/
thump (v) /θʌmp/
vinegar (n) /'vɪnɪgə/
watery (adj) /'wɔ:təri/
whizz (v) /wɪz/

5F SPEAKING 5.34

complain about sth /kəm'pleɪn əbaʊt ,sʌmθɪŋ/
contemporary (adj) /kən'tempərəri/
favour sth over sth /'feɪvə ,sʌmθɪŋ 'əʊvə ,sʌmθɪŋ/
given the choice /,ɡɪvən ðə 'tʃɔɪs/
have a sweet tooth /həv ə ,swi:t 'tu:θ/
home-cooked meal /'həʊm,kʊkt ,mi:l/
It's your call. /ɪts jə 'kɔ:l/
takeaway (n) /'teɪkəweɪ/

5G WRITING AND VOCABULARY

5.35

accompanied by /ə'kʌmpənɪd baɪ/
come across (phrv) /,kʌm ə'krɒs/
come away (phrv) /,kʌm ə'weɪ/
deafening (adj) /'defənɪŋ/
disorientated (adj) /dɪs'ɔ:rientɪd/
drain (n) /dreɪn/
even though /'i:vən ,ðəʊ/
fine powder /faɪn ,paʊdə/
flashing lights /flæʃɪŋ 'laɪts/
freaky (adj) /'fri:ki/
frequency generator (n) /'fri:kwənsi ,dʒenəreɪtə/
gem (n) /dʒem/
gross (adj) /grəʊs/
highlight (n) /'haɪlaɪt/
impressive (adj) /ɪm'presɪv/
informative (adj) /ɪn'fɔ:mətɪv/
instagrammable (adj) /'ɪnstəgræməbəl/
intriguing (adj) /ɪn'tri:ɡɪŋ/
invaluable (adj) /ɪn'væljuəbəl/
mind-blowing (adj) /maɪnd'bləʊɪŋ/
nail (n) /neɪl/
odour (n) /'əʊdə/
petrified (adj) /'petrɪfaɪd/
ridiculous (adj) /rɪ'dɪkjələs/
rotating cylinder /rəʊ'teɪɪŋ 'sɪləndə/
sensory illusion (n) /,sensəri ɪ'luzən/
stinky (adj) /'stɪŋki/
thoroughly (adv) /'θʌrəli/
tight rope /taɪt 'rəʊp/
upwards (adv) /'ʌpwədz/
utterly (adv) /'ʌtəli/
vortex (n) /'vɔ:teks/

VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the text.

As soon as I walked into the empty restaurant, I suspected it wasn't going to be a good evening. I have a keen sense of ¹*aroma* / *smell* and I could tell something was burning in the kitchen. Not a good start. Unfortunately, my friend and I were seated at a table near to the toilets. The ²*stench* / *scent* when someone opened the door was so ³*subtle* / *overpowering* that we immediately moved over to a window seat.

Then, my friend told me the colour scheme wasn't very attractive either. I am ⁴*short-sighted* / *colour-blind*, so I couldn't ⁵*tell* / *see* the loud red and sickly green everywhere apart. But she assured me it was enough to put you ⁶*off* / *away from* your food.

I don't like strong, ⁷*savoury* / *spicy* food so I ordered a mild curry. It looked ⁸*tasty* / *sweet* enough, but the reality was disappointing. It was ⁹*bland* / *mouth-watering* and had very little taste. After, I ordered a chocolate mousse for dessert, which was very ¹⁰*runny* / *thick*, like chocolate water.



2 Choose the correct words to complete the sentences. Sometimes more than one answer is possible.

- His immediate family encouraged him to *perceive* / *pursue* / *make out* his dreams.
- Don't touch that cactus. It's super *prickly* / *silky* / *squishy*.
- The child's hands are very *sticky* / *coarse* / *spiky* because she has been playing with glue.
- We could smell the subtle *scent* / *aroma* / *stink* of roses as we entered the room.
- The Maths exam was really *smooth* / *tough* / *bland* but I managed to get a good grade.
- There was no noise except for the *humming* / *buzzing* / *rustling* of paper as the students began the test.

3 Complete the sentences with the correct form of the verbs in brackets.

- My grandma always encourages me _____ (try) new recipes.
- If you listen to very loud music, you risk _____ (damage) your hearing.
- You should never use your phone while _____ (drive).
- Look at this cool gadget. It's for _____ (wake) you up in the morning.
- My aunt can't see very well, but she won't let me _____ (help) her.
- His grandpa used _____ (have) good eye-sight but now he's totally blind.
- I quickly got used _____ (live) in the city centre although I didn't like it at first.
- I make my family dinner every day so I am used _____ (cook) for other people.

4 Complete the sentences with the correct form of the verbs in brackets.

- Soon after the car stopped _____ (make) a funny noise, I stopped _____ (buy) some petrol.
- Look at that boy _____ (leave) the shop! I saw him _____ (steal) some chocolate from the shop counter!
- A** This wardrobe needs _____ (sort) out. It's full of old clothes!
B Sorry. I meant _____ (do) it last week!
- A** Did you remember _____ (bring) the tickets?
B Oh no! I remember _____ (put) them in my wallet but I can't find them now!
- This email says, 'We regret _____ (inform) you that your job application arrived too late to be considered.'
- A** Shall we go to the new photography exhibition on Thursday?
B I'd prefer _____ (go) on Sunday if that's OK.
A Actually, I'd rather not _____ (go) at the weekend. I prefer _____ (go) to exhibitions during the week when it's quieter.

USE OF ENGLISH

5 Choose the correct words a-d to complete the text.

Pink noise

More people than we realise suffer from insomnia. They just can't get to sleep or stay asleep. Their ¹ _____ family suffer too as people who can't sleep aren't usually good company. Some insomniacs try to put ² _____ going to bed and when they are eventually ready, they do the most bizarre things just to fall asleep, such as counting sheep. They think it's worth ³ _____ anything! Others ⁴ _____ thinking of a place they love.

Well, help may be at hand! Scientists have found that gentle sound simulation, when synchronised to the rhythm of your brain waves, can significantly improve deep sleep. This is called 'pink noise'. We can make ⁵ _____ the low frequency sounds while sleeping, but they aren't loud enough to wake us up. Ocean waves, waterfalls, heart beats and even traffic are natural examples. Listening to pink noise is ⁶ _____ safe so there's no need to worry about potential hearing loss.

- | | | | |
|--------------------|---------------------|------------------|-----------------------|
| 1 a next | b near | c direct | d immediate |
| 2 a on | b up | c off | d down |
| 3 a making | b suggesting | c trying | d recommending |
| 4 a keep | b would | c prefer | d are |
| 5 a up | b out | c off | d through |
| 6 a finally | b absolutely | c utterly | d hugely |

Use of English > page 193

READING

6 Read the article and choose the correct answers.

- 1 What does 'gastronomy' mean?
 - a the knowledge involved in preparing or eating good food
 - b a field of study on food
 - c a technique used by famous cooks and foodies
 - d a kind of sophisticated recipe
- 2 The information on the Yale University Babylonian tablets tells us
 - a how to cook dishes.
 - b what people ate every day.
 - c what dishes were popular with the wealthy.
 - d meat stews were similar to stews today.
- 3 What happened in the 1800s?
 - a The French studied the science of food preparation.
 - b People started to enjoy food more.
 - c Gastronomy began in France.
 - d People started to consider eating as a sensual experience.
- 4 The author thinks restaurant owners and cooks should
 - a pay more attention to the chemical aspects of cooking.
 - b introduce molecular cuisine.
 - c consider the diner's whole sensory experience.
 - d read more books about gastronomy.
- 5 The writer's purpose is to
 - a criticise the use of science in food preparation.
 - b show how gastronomy has changed over time.
 - c explain why our senses are important when we eat.
 - d teach us about molecular gastronomy.

SPEAKING

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

Student A

You are going to cook a birthday dinner for a friend with Student B. Your friend likes eating most things. Personally, you love fish, vegetables and healthy food. You don't think people should eat sugary desserts. You don't want to spend too long cooking.

Persuade your friend you should cook a healthy dish that is economical and easy.

Student B

You are going to cook a birthday dinner for a friend with Student A. Your friend likes eating most things. You'd like to cook a sophisticated dinner, no matter how long it takes. You'd love to try out a new recipe you've seen for a chocolate cake. You start first.

- *So, what kind of a meal would you prefer to cook?*
- *To be honest, given the choice I'd rather cook something special.*
- *I'd go for (meat) any time!*
- *Whatever you prefer is fine by me.*

WRITING

8 You have read this advertisement on a student website.

WHAT'S ON IN TOWN?

We're looking for reviews of the best places for students to hang out and to eat in town. Tell us about your experiences! We'd love to know!

- Describe your favourite places.
- Tell us why you recommend them.
- Is there anywhere you would advise against?

We look forward to hearing from you!

Write your review.

FOOD AND SCIENCE

The art and science of choosing, preparing and appreciating food is known as 'gastronomy'. We tend to associate this concept with top chefs and food connoisseurs who spend their time fine dining and writing reviews of their eating experiences. In fact, it covers such diverse areas as food science, cultural food studies and food manufacturing.

Gastronomy itself has been around as long as food has. Cookery books from different periods in time reveal a lot not only about the food people liked to eat then, but also about society. The oldest 'cookery' books are in fact three tablets from Yale University Babylonian collection dating back to 1700 BCE. They show us the kinds of things the rich liked to eat: mainly meat-based stews and different kinds of breads. Interestingly, only the ingredients are listed and there are no cooking instructions.

It was in the 1800s that gastronomy began to emerge as a field of study that went beyond food preparation and simple enjoyment. Led by the French, gastronomists began to view dining as an experience in which all of the senses interacted, enabling us to fully enjoy a meal. From that time on, our understanding of how our senses work and interact with our environment increased hugely.

One interesting scientific development that made a big impact on the world of restaurant and home cooking at the end of the twentieth century was molecular gastronomy. This concerns the physical and chemical transformations that occur during cooking. Chefs who understand this can create mouth-watering and unusual dishes. For instance, they can make fruit look and taste like meat!

Gastrophysics, or the science of flavour perception, is another fascinating scientific approach to food. Its followers know that tasting with the tongue is only part of the overall pleasure of eating. Charles Spence, in *The New Science of Eating*, explains that noise interferes with our ability to taste sweetness. He provides lots of other examples, such as the fact that food eaten off a red plate tastes worse, and that we think crisps with a noisy crunch are better than quieter ones. This is all something to be taken into account by restaurant owners and chefs. The world of gastronomy today is, without a doubt, strongly influenced by science. However, there are some people who believe that fresh ingredients and well-prepared food served with respect for the consumer are the most important things of all.

06

Where we live

VOCABULARY Words and phrases for comparing and contrasting, nomadic lifestyle, size and space, household problems and solutions

GRAMMAR Modal and related verbs, articles **Use of English** > page 193

SPEAKING Giving instructions

WRITING A report

VIDEO Grammar Documentary



Alberta, Canada



Dubai, United Arab Emirates



Stockholm, Sweden



Singapore

6A GRAMMAR AND VOCABULARY

1 In pairs, look at the photos and answer the questions.

- What do you know about these places? If you could go to one of these places to study for six months, which would you choose? Say why.
- What challenges might you face? What aspects of your home country might you miss?

2 **3.1** Listen to Joshua and Alice talking about moving to a different country. Which of these topics do they mention? What do they say about those topics?

- ☐ food ☐ language ☐ local laws ☐ missing friends
☐ people's behaviour ☐ weather

Modal and related verbs

3 **THINK BACK** Complete the table with the modal verbs.

be able to can can't could couldn't don't have to
 have to may must mustn't ~~need to~~ needn't
 ought to should shouldn't

Obligation and necessity	need to
No obligation / No necessity	
Prohibition	
Duty and advice	need to
Ability / Lack of ability	
Permission	

4 **3.2** Complete these extracts from the recording with the words from the box. Listen and check.

allowed forbidden managed obliged permitted
required succeeded supposed

- 1 I've _____ to settle in pretty well.
- 2 I've _____ in making quite a few friends.
- 3 Even my younger sister, who's only fourteen, is _____ to drive.
- 4 Obviously, she's _____ to have an adult driver with her.
- 5 It's _____ to chew gum in Singapore.
- 6 When you use a public toilet, you're _____ by law to flush it afterwards.
- 7 Whereas at home, I'm not _____ to stay out after 10 p.m.
- 8 If you really need to blow your nose, you're _____ to go to the bathroom.

5 Match each sentence in Exercise 4 with meanings a–e below.

- a ☐ ☐ ability
- b ☐ ☐ permission
- c ☐ ☐ obligation
- d ☐ prohibition
- e ☐ duty and advice

6 Study *Watch out!* Then choose the best option to complete the sentences. Sometimes both options are correct.

- 1 Hattie *could* / *was able to* pass her driving test.
- 2 I *couldn't* / *wasn't able to* cope with the heat.
- 3 Ann *could* / *was able to* speak four languages.
- 4 My sister didn't want to move to Germany at first, but my parents *could* / *managed to* persuade her.
- 5 He wanted to check what was behind the cupboard, but *wasn't able to* / *couldn't* move it away from the wall as it was too heavy.
- 6 How *did you manage to* / *could you* stay so slim when living at your grandma's? She's an excellent cook!
- 7 I somehow *managed to* / *could* make him believe me.
- 8 Manchester United *could* / *were able to* score two goals in the last ten minutes!

WATCH OUT!

- For ability on a specific occasion, we use *be able/managed to* (NOT *could*), e.g.
*My parents **were able to/managed to** find a nice apartment.*
Not ~~My parents could find a nice apartment.~~
- In negative sentences, we can use *couldn't* for both general and specific ability, e.g. *I **couldn't** settle in.*

Grammar Reference and Practice > page 181

7 Complete the text with the words and phrases from the box. Sometimes more than one answer is possible.

don't have to (x2) forbidden mustn't need to
obliged shouldn't supposed to will have to
won't be able to

Things you should know before moving to Sweden

Shopping

You ¹_____ jump the queue in shops. You ²_____ get a ticket from the machine and wait for your number to be called. Also, don't bring too much cash. You ³_____ use it in most places. And don't wait for the cashier to pack your bags – you're ⁴_____ pack your own!

The environment

Swedes are really green. Littering is ⁵_____ everywhere, and if you're caught dropping even the tiniest bit, you ⁶_____ pay a fine. You are also ⁷_____ by law to sort out your recycling.

Social etiquette

Don't expect Swedes to be chatty. They don't talk to you if they ⁸_____. Punctuality is important though. You ⁹_____ turn up late or early. In some other ways they're quite informal: at school, you ¹⁰_____ call your teacher *Professor* or *Mr* or *Mrs* as they prefer to be called by their first names.

8 Replace the underlined words with words and phrases from the box. There are several alternatives for each underlined part. Which phrases sound more formal?

a lot considerably far marginally miles nothing like
nowhere near significantly slightly way

- 1 Winter in Canada is much colder than in Singapore, but only a bit colder than in Sweden.
- 2 Winter in Singapore is not nearly as cold as in Canada.

9 Choose the correct words to complete the sentences. Sometimes more than one answer is possible.

- 1 Singapore is very safe compared *with* / *to* / *from* other countries.
- 2 Dubai is expensive *in* / *by* / *on* comparison with many countries.
- 3 In Sweden, the days are very long in summer *whereas* / *wherever* / *but* in winter they are very short.

10 **SPEAKING** Use the words and phrases from Exercises 8 and 9 to make comparisons between the places in the photos on page 78 and your own country.

GRAMMAR VIDEO

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

What were you supposed to do recently but didn't manage to?



6B LISTENING AND VOCABULARY



MAKING THE WORLD YOUR HOME

A growing number of people are becoming digital nomads, who can do their job from anywhere in the world. Find out more about this mobile lifestyle in today's programme.

In pairs, read the advert for a radio programme and discuss the questions.

- 1 What do you understand by the phrase 'digital nomad'?
- 2 What do you imagine are the advantages and disadvantages of this lifestyle?

3.3 Listen to the programme and answer the questions.

- 1 What is Dan Hoyle's job?
- 2 Where is he working from at the moment?
- 3 Is he successful in his job?
- 4 Is he generally happy with his lifestyle? Say why.

3.3 Listen again and choose the correct answers.

- 1 What did Dan most dislike about his life before becoming a digital nomad?
 - a Not enough holidays.
 - b The repetitive work routine.
 - c The long commute to work.
- 2 How did Dan's parents feel about his decision to adopt the nomad lifestyle?
 - a They were concerned he might never come back.
 - b They were worried he wouldn't earn enough money.
 - c They feared he might get homesick.
- 3 When choosing a new location, Dan is most interested in places
 - a which offer an exciting lifestyle.
 - b which are by the sea.
 - c where there are a range of shared working spaces.
- 4 What does Dan say about life on the move?
 - a It can be hard to meet like-minded people.
 - b It's not easy to maintain relationships with his circle of friends.
 - c He occasionally misses his home comforts.
- 5 For Dan, what is the biggest challenge of working remotely?
 - a The inability to switch off from work.
 - b Poor Internet connectivity in some places.
 - c Feeling like you're on holiday and not wanting to work.

4 **3.4** Study Active Listening. Listen and repeat the phrases.

ACTIVE LISTENING | Understanding fast speech (1)

When English is spoken at a fast speed, sounds can change.

- When a word ends in **-t** or **-d** and the next word begins with a consonant, we don't say the **t** or **d**, e.g.
1 *permanent home* sounds like 'permanenhome'
2 *good job* sounds like 'goojob'
- This sometimes happens with **t** or **d** with in a single word, e.g. 3 *friends* sounds like 'friens'
- When a word ends with a vowel sound and the next word begins with a vowel sound, we add a **y**, **w** or **r** sound to link the words, e.g.
4 *be a nomad* sounds like 'beyanomad'
5 *go away* sounds like 'gowaway'
6 *China and India* sounds like 'ChinarandIndia'

5 **3.5 PRONUNCIATION** Read sentences 1–5 out loud. Then underline the features of fast speech. Listen, check and repeat.

- 1 He lives in an apartment.
- 2 She wants to be a digital nomad.
- 3 I've worked in Australia and New Zealand.
- 4 He goes to an Internet café to work.
- 5 He changed location last month.

6 **3.6** Listen and write the phrases. Which features of fast speech can you hear? Listen again and repeat.

7 Complete phrases which you heard in the radio programme with the words from the box.

comforts down move remotely roots
space to one place

- | | |
|------------------|--------------------|
| 1 on the _____ | 5 co-working _____ |
| 2 home _____ | 6 settle _____ |
| 3 work _____ | 7 tied down _____ |
| 4 put down _____ | |

8 Complete the sentences with the phrases from Exercise 7.

- 1 Does the idea of a life _____ appeal to you?
- 2 Would you prefer to _____ or in a company office?
- 3 Would you prefer to work from home or in a _____?
- 4 If you became a digital nomad, which of your _____ would you miss the most?
- 5 What do you think is a suitable age to _____ with a partner?
- 6 If you had to move to another country, what would help you to _____ in the new place?
- 7 Why do you think some people hate being _____? Why do they prefer a nomadic lifestyle?

9 **SPEAKING** In pairs, take turns to ask and answer the questions in Exercise 8. Give reasons for your answers.

^Aan Oxford graduate who quit society to live a hobbit-style existence in a mud roundhouse in ^Bthe Welsh hills.

Emma Orbach lives without ^Celectricity, gas or running water in ^Da self-made roundhouse in rural Wales. The daughter of a wealthy musician, she grew up in an old castle. She was educated at one of ^Ethe most expensive boarding schools in England. She also studied Chinese ^Fat university. After such a privileged start, she could have done anything she wanted with her life, but for her the key to happiness was being in the natural world. ^GThe house is made from wood, mud and straw. She lives there all year round, sourcing as much food as possible from the land. She gets eggs from her chickens, milk from her goats and keeps horses, which she uses for transport. Technology is banned from her home. 'Electricity makes me feel weird,' and ^H'microwaves are not good for the Earth,' says Emma. She has an outdoor bathtub, which she heats over an open fire about ^Ionce a month. She rarely goes into ^Jthe local village, but when she does, she either goes on foot or on horseback, but never uses motorised transport.



6C GRAMMAR

- In pairs, describe the house in the photo. Would you like to stay in a house like this? Say why.
- Read the article. What do you think about the lifestyle that Emma has chosen?

Articles

- Complete rules 1–9 with *a/an, the* or no article ($\emptyset$). Then match the underlined examples in the text above with the rules.

- ☐ We use _____ when we mention a thing, place, etc. for the first time.
- ☐ We use _____ when we mention the same thing, place, etc. for a second time.
- ☐ We use _____ to say that a thing is one of many.
- ☐ We use _____ in general statements with plural countable or uncountable nouns.
- ☐ We use _____ when we know what thing or person it is because it is unique or refers to something specific.
- ☐ We use _____ with superlatives.
- ☐ We use _____ to relate two different measures, e.g. *twice a day*, *£3 a kilo*.
- ☐ We use _____ to talk about the physical environment, e.g. *the town*, *the country*, *the sea*.
- ☐ We use _____ with words like *prison*, *hospital*, *school*, *college*, etc. when we are talking about their purpose as an institution.

- Write the categories from the box under the correct headings. Use the place names below to help you.

buildings/locations that include the name of a town
cities continents countries with plural names
countries containing a noun like *Republic*, *Kingdom*
monuments mountains mountain ranges
oceans, seas and rivers regions

Use <i>the</i> with ...	Use no article ($\emptyset$) with ...
<i>rivers</i>	<i>cities</i>

Europe the Mediterranean the Danube
the Netherlands the Alps Oxford University
Mount Everest the Eiffel Tower the Czech Republic
Bangkok the Middle East

Grammar Reference and Practice > page 182

- Complete the article with *a, the* or no article ($\emptyset$). In pairs, explain your choices.

Leaving home comforts to enjoy nature

At the age of sixteen, Zeki Basan decided to give up his home comforts and live alone in ¹_____ tent. At the time, he was ²_____ youngest student doing a two-year course at the School of Adventure Studies on the Isle of Skye in ³_____ Scotland. ⁴_____ tent was in a remote part of ⁵_____ island and almost impossible to find without ⁶_____ detailed directions. Every morning, he would get up at 6 a.m., wash in ⁷_____ river, light ⁸_____ fire and drink ⁹_____ cup of tea before going to ¹⁰_____ college. He had very little contact with his friends and his mother, who he only saw once ¹¹_____ month. His love of ¹²_____ nature had begun at an early age as he had grown up in ¹³_____ Cairngorm Mountains in a very remote home. In the winter, he sometimes had to ski to and from ¹⁴_____ school! While studying at the Adventure School, he also gave ¹⁵_____ lessons to ¹⁶_____ conservation experts about how to survive in ¹⁷_____ wild.

- Write sentences, adding *a/an* or *the* where necessary.

- I / live / in / flat / near / city centre / in / Dublin
- I / have / dream / of climbing / Mount Kilimanjaro
- I / prefer / mountains / to / sea
- I / once / went / to / hospital / for / operation
- I / would like / to go / to / college / in / USA
- I / get on / well / with / people / who / live / next door
- I / go / to / Bahamas / on / holidays / once / year
- I live near / River Thames / which flows through / London
- river is / second / longest / river / in / UK

- SPEAKING** In pairs, rework the sentences in Exercise 6 so they are true for you.

- Go to page 198. Use the notes to write a paragraph.

6D READING AND VOCABULARY

1 SPEAKING In pairs, look at the photos on page 83 and answer the questions.

- How would you feel about living in a house or flat as small as those shown in the photos?
- When you are at home, how much time do you like to spend alone?
- Do you share or have you shared a bedroom with a sibling? How do/did you feel about that?
- When you are in a space with other people, e.g. in a library or on public transport, how do you feel if someone sits too close to you? How close is 'too close'?

2 Read the article and match questions 1–7 with paragraphs A–G.

In which paragraph does the author ...

- ☐ give examples of ways to design a home to make the most of limited space?
- ☐ discuss the factors leading to a move towards smaller properties in some countries?
- ☐ refer to a person who feels nostalgic about a time when he/she had less space?
- ☐ summarise the answer to the question asked in the title?
- ☐ describe the negative social impact of living in an outsized home?
- ☐ explain that in some cultures too much privacy is seen as a negative concept?
- ☐ outline the findings of an investigation into the implications of living with others in an enclosed space?

3 In pairs, read the article again and answer the questions.

- What advantages of living in a tiny home are mentioned?
- What suggestions for maximizing space in a small home are mentioned?
- What were the findings of the HI-SEAS experiment?
- What aspect of his life in Kenya does Simon Okelo miss?
- According to Ellen Prader, what are the advantages of sharing a space with others?
- According to Dak Kopec, how can living in a very large home be harmful?

4 Match the highlighted words and phrases from the article with their definitions.

- Additional and not needed because there is already enough of something.
- With lots of room.
- Very small and restricted, surrounded by walls.
- Small, but arranged so that everything fits neatly into the space available.
- (In a city) having a lot of people living close together.
- with plenty of fresh air.
- Extremely large.
- Not having enough space.
- Neither small, nor large.

5 Complete the questions with words from Exercise 4. Then ask and answer the questions in pairs.

- What are some of the largest and most _____ cities in the world?
- How do you feel about being in a _____ space like a lift?
- Would you describe your room as small, large or _____?
- If you lived in a location where space was non-existent, which of your _____ items would you throw away? Say why.
- Do you prefer large, _____ cafés or small, cosy ones? Say why.
- Is your room _____ enough to fit in a desk, bed and closet, or is it _____ and allows for doing cartwheels in it?
- Is there a window in your bathroom that makes it _____ and light?
- Have you ever slept in uncomfortable _____ conditions, with a lot of people in one room? Tell about it.
- Would you like to live in a 90m² studio flat in which the living room, kitchen and bathroom are in one _____ open space? Say why.

6 SPEAKING In pairs or small groups, discuss the questions. Give reasons and examples.

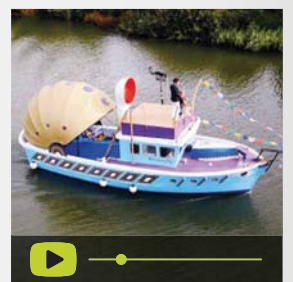
- In what way is 'living small' a more environmentally friendly way of living?
- Do you agree that living in a very large home might have disadvantages? Say why.
- Has reading this article changed your views about how much space people need? Say why.
- Do you think the space where we live affects our well-being? Say why.
- Rate the things in the box below from 1 to 5 (1 = very important, 5 = not at all important).

having your own room space a friendly community location a nice view

7 REFLECT | Culture Do you think people from different cultures have different expectations about how much living space they need? Say why.

DOCUMENTARY VIDEO

13 WATCH AND REFLECT
Go to page 167. Watch the documentary *Sailing your dreams* and do the exercises.



How much living space do we really need?

3.7

A Could you live in a home that is only thirty-seven square metres in size? That is the size of a so-called 'tiny home', which has become a big craze in some parts of the world, giving rise to a new social trend: the 'tiny house movement'. These compact properties have become considerably more popular as people recognise the benefits of 'living small'. For some, it's the only way to afford a home, but for others it's a positive lifestyle choice, offering a way of living more ecologically and less wastefully. Living in a small space means that you have to get rid of your excess possessions. It also forces you to go out and engage with the rest of the world.

B Living small requires careful planning and creativity and who better to turn to for inspiration than the Japanese, the masters in the art of saving space. In densely populated cities like Tokyo, many people live in apartments smaller than ten square metres. They have managed to come up with ingenious space-saving solutions to make the apartments feel less cramped, such as the use of deep wardrobes and cupboards for storage. In this way, bedding can be folded and put away every day, allowing the room to be used for purposes other than sleeping. Another method is the use of sliding doors which can divide the room into different living areas as and when required.



C Living in a compact home might work for one, or even two people, but what about when you are obliged to compete for space with several others? This is a question being investigated by the HI-SEAS project in Hawaii – a NASA-funded Mars simulation experiment. HI-SEAS is a 'habitat' located on the slopes of a volcano in the Pacific Ocean, and its goal is to understand how people can successfully live and work together on trips into space. Six crew members share a space which is eleven metres in diameter, i.e. the size of a medium-sized, one-bedroom apartment. They each have their own personal space, big enough for a tiny bed and chair. They are not permitted to leave the capsule unless they are wearing a spacesuit, so 'popping outside for a breath of fresh air' is not an option. There have been five 'missions' so far, lasting between six and twelve months. The experiment shows that although some privacy is essential, people in confined spaces get on better when they spend more time together rather than retreating to their own private or personal space.



D So is there a benefit to sharing smaller spaces with a number of people? Simon Okelo believes so. Brought up in a crowded slum in Kenya, he shared a house with twenty-four others and people would often just cram into one room. He often slept in a storeroom next to the living room because it was cool and airy. Now Simon has settled down in Seattle with his wife and two children, in a three-bedroom house, with a kitchen, living room, study and playroom. But while he appreciates the space, he misses the sense of community and being close to others. He claims that whenever he goes back to his childhood home, he sleeps better.

E Professor Ellen Pader from the University of Massachusetts, who has published research on the impact of space on relationships, believes a major benefit of sharing space with others is that you learn respect for other people, and you also learn to negotiate with people, instead of just withdrawing when things get difficult. In the USA and other western countries, there is an assumption that we all need privacy, but this is not a universally shared belief. In Mexico for example, according to Pader's research, people often prefer to share bedrooms and bathrooms because being alone feels like a punishment.

F Is it possible that living in larger, spacious environments can actually be harmful? Environmental psychologist Dak Kopec, of the University of Las Vegas, has concerns about the number of vast mansions being built in the area, which have parental suites on one side of the house and children's suites on the other. He fears that such arrangements could limit social interaction between parents and children. He also points out that there isn't a need for children to go outside because they have everything they need at home.

G So why is living space important? We need to get the right balance of having enough of it to allow some privacy, but not so much that we no longer interact with others. Whilst everyone needs some personal space, shared areas may be equally important.

6E VOCABULARY | Household problems and solutions

1 THINK BACK In pairs, discuss the questions.

- Are you a practical person? Do you how know to:
 - change a bulb?
 - fix a leaking pipe?
 - remove a carpet stain?
 - repair a flat tyre?
- Have you ever helped to decorate your house (with paint or wallpaper)?
- Have you ever climbed a high ladder? What for?

2 Replace the underlined verbs in Exercise 1 with the verbs from the box. Use one of the verbs twice.

do up get rid of mend replace

3 Look at the photos. Have you ever had any of these problems? If so, how did you deal with them? If not, how would you deal with them?

Have you got ...

a



a blocked showerhead?

b



tangled leads and wires?

c



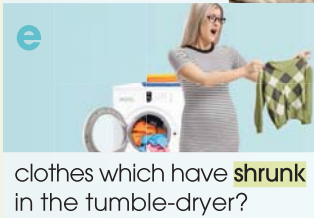
a water stain on a wooden table?

d



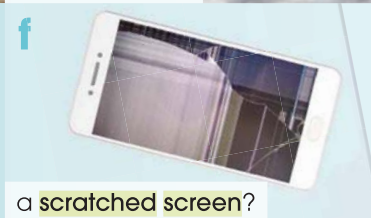
shattered glass on the floor?

e



clothes which have shrunk in the tumble-dryer?

f



a scratched screen?

4 Check you understand the highlighted words. Read the online article. Match hacks 1–6 below with problems a–f in Exercise 3. Which of the hacks do you like best? Which might you try?

Deal with common household problems using these great hacks!

- First sweep it up with a dustpan and brush. Then press a slice of bread onto the floor to pick up the remaining tiny pieces.
- Fill a bag with vinegar, tie it round the head and fix it with a rubber band. Leave until all the dirt has dissolved.
- Blow hot air on the area with a hairdryer until the mark fades. Rub with olive oil to polish the surface.
- Rub toothpaste on it and then wipe down with a damp dishcloth.
- Arrange the cables and label them with folded masking tape.
- Soak it in warm soapy water. Then gently pull it until it regains its original size and shape.

5 Study Active Vocabulary and complete the text with the correct forms of the phrasal verbs from the box.

break down come across deal with do up mop up sweep up wipe down

The other day I went into the kitchen and ¹ a puddle of water on the kitchen floor. It turned out that the freezer ² and was leaking. So I ³ the water. Shortly afterwards, my brother went into the kitchen and slipped on the wet floor. Unfortunately, he was carrying a cup of coffee, which he dropped and it smashed into pieces, and the coffee splashed all over the wall, covering it with brown stains! The worst thing was that the kitchen had only recently been ⁴ and the walls were freshly painted (white, of course!). So I ⁵ the wall with a damp cloth while my brother ⁶ the bits of broken coffee cup. Luckily, we managed to ⁷ all the mess before our parents came home.

ACTIVE VOCABULARY | Phrasal verbs

A phrasal verb is made up of a verb and a particle (adverb or preposition).

- Some phrasal verbs have no object, e.g.
*The freezer **broke down**.*
*The door handle **has come off**.*
- When a phrasal verb has an object, sometimes the verb and particle can be separated, e.g.
***Switch** the light **on**.* / ***Switch on** the light.*
- If the object is a pronoun, it must go between the verb and particle, e.g. *Switch **it** off.* (NOT *Switch off it.*)

Other separable phrasal verbs include:
wipe down/off, mop up, do up, sweep up, clear up, carry out.

- With some phrasal verbs, the verb and particle cannot be separated, e.g. *We've **run out of** toilet paper.* (NOT *We've run toilet paper out of.*)

Other inseparable phrasal verbs include:
deal with, go with, keep up with, come across.

6 Replace the underlined parts in Exercise 5 with pronouns. Change the word order where necessary.

7 SPEAKING In pairs, talk about similar household disasters. Use words and phrases from this lesson.

8 REFLECT | Society Do you think that some jobs around the house are still considered men's or women's jobs, or has this changed? Give reasons for your answer.



6F SPEAKING

1 In pairs, discuss the questions.

- 1 Have you ever decorated your room?
- 2 How do you personalise your room to make it your own space?
- 3 Have you ever assembled flat-pack furniture? Did you enjoy it? Say why.

2 3.8 Listen to Tom and Natalie giving DIY (Do It Yourself) instructions. Who mentions the following things? Write T (Tom), N (Natalie) or B (Both).

- | | |
|-------------------------------------|---|
| a ☐ parents | b ☐ following instructions |
| c ☐ cleaning | d ☐ using a screwdriver |

3 3.8 Study the Speaking box. Listen again and complete the phrases with one word in each gap.

SPEAKING | Giving instructions

Explaining what to do

It's advisable to ...

The first ¹ _____ you do is ...

When/² _____ you've done that, ...

What you do is ...

³ _____ you have to do is ...

The key/main thing to remember is ...

It's vital/essential ⁴ _____ you ...

⁵ _____ sure the ...

The next ⁶ _____ is to ...

The way you ... it is ...

Explaining what not to do

Make sure you don't ...

Be careful ⁷ _____ to ...

Try to avoid (+ -ing) ...

I'd advise you not to ...

There's no need to ...

⁸ _____ you do, don't ...

Finishing the instructions

And that's it.

And that's all there is ⁹ _____ it!

4 Study *Watch out!* Then rewrite the sentences starting with the words given.

- 1 You just need some scissors and masking tape.
All _____.
- 2 You turn on the oven by pressing this switch.
The way _____.
- 3 I used a damp dishcloth to remove the stain.
What _____.
- 4 Next you soak it in water. What _____.
- 5 I only touched the glass and it shattered! All _____.
- 6 He's really good at DIY. What _____.
- 7 Rub the surface with some olive oil. What _____.
- 8 You start a car by turning the key in the ignition.
The way _____.

WATCH OUT!

- We can make a sentence more emphatic by beginning with *What ...*, e.g.
Slide the door to the right. → **What you do is** slide the door to the right.
I covered it with tape. → **What I did was** cover it with tape.
- We can use *All (that) ...* in the same way, e.g.
Press the button. → **All you do is** press the button.
He just turned the handle and it came off. → **All he did was** turn the handle and it came off.
- We can use *... the way (that) ...* to emphasise how something is done, e.g.
The way that you do it is to ... / by + -ing ...
The way it works is ...

5 In pairs, go to page 198 and explain how to make a speaker. Use phrases from the Speaking box and Exercise 4.

6 In pairs, discuss how to carry out these DIY tasks. Use the phrases from the Speaking box and *Watch out!* to help you.

- Putting up a picture.
- Changing a light bulb.
- Decorating your room.

REPORT: Student Common Room Renovation

Aims

The aim of this report is to identify areas for improvement in the student common room and make suggestions for how to achieve this. The report is based on a survey of fifty students.

A Seating

Nearly all students felt that the chairs and sofas were in bad condition. Several cushions are stained and many chairs legs are badly scratched. Many students also complained that the chairs were heavy and should be replaced with ones that were easy to move around.

B Entertainment

All of the students were of the opinion that there should be some form of entertainment. Several suggested a table tennis table. Opinions were divided about whether there should be a smart TV. Approximately half felt this would be beneficial, whereas the other half expressed concern that this might distract from study and conversation.

C Décor

Regarding wall colour, whilst a few expressed a preference for bright colours, around three quarters of students had no strong feelings on the matter.

D Space

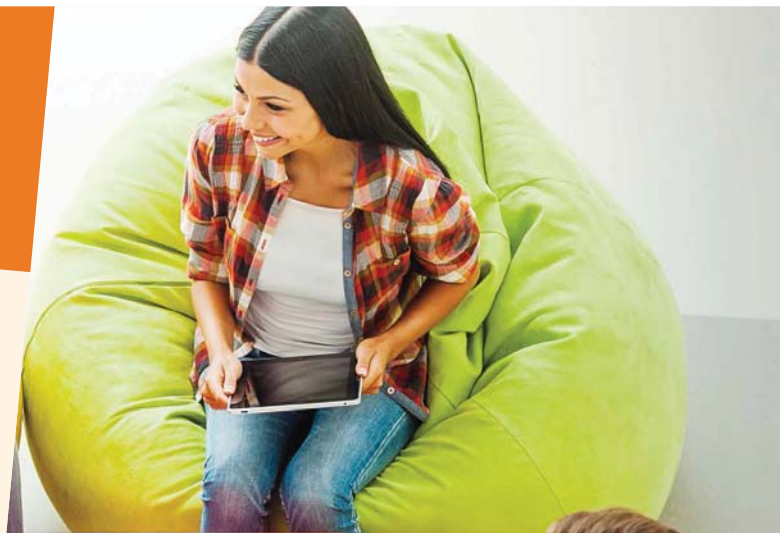
A few students expressed a wish for the common room to contain storage lockers where they could place their bags. The vast majority of students, however, were concerned this would make the room feel cramped.

E Food facilities

Very few students were satisfied with the current food preparation facilities, namely, a toaster. A significant number complained they were obliged to go to the nearby supermarket to get food. A few suggested installing a vending machine. However, a considerably larger number wanted to be able to use a fridge and microwave.

Conclusion and recommendations

In conclusion, it seems that the priority is to replace the seating, provide a table tennis table, repaint the walls and install a fridge and microwave. Regarding the unresolved question of installing a smart TV, I would recommend asking all students in Years 11 and 12 to vote on this.



6G WRITING | A report

1 SPEAKING In pairs, look at the photos of a school common room and discuss the questions.

- 1 Does your school have a common room where students can study, socialise and relax between lessons? If so, how does it compare with the ones in the photos?
- 2 What would your ideal common room be like? Think about the ideas in the box.

décor entertainment facilities food light
seating space

2 Read the Writing task below and the report. What kinds of problems are described? What are the solutions?

The director of a school wants to renovate and update the school common room to make it a better place to study, socialise and relax. You have been asked to conduct a student survey and write a report about what needs to be improved, and make suggestions.

3 Complete the Writing box with examples from the report.

WRITING | A report

Organisation

- Give your report a simple and concise title.
- Begin with an introduction explaining the purpose of the report and how you obtained the information, e.g.
The ¹ _____/purpose of this report is to ...
The report is intended to ...
The report is ² _____ on a survey of ...
Twenty-five students took part in the survey.
- Use headings and bullet points.
- Use linkers like **regarding** or **with regard to** to announce a change of topic.

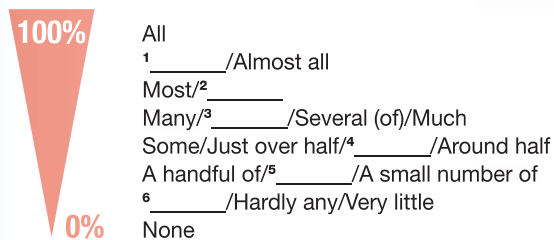
Style

- Use an impersonal, semi-formal style.
- Include your personal opinion in the final paragraph.

Body

- Report the opinions
Some ... ³ _____ a wish for/preference for/ concern that ...
Many ... were ⁴ _____ the opinion/view that ...
... had no strong ⁵ _____ on the ⁶ _____
Opinions were ⁷ _____ about ...
Some people commented that ...
- Use quantifiers to express people's opinions
Just over half ... ⁸ _____ half ... The majority of ...
Some/Several/Many/All/None/Hardly anybody ...
A few/A large/A ⁹ _____ number of ...
- Conclusion and recommendations
In conclusion, it ¹⁰ _____/appears that ...
Taking everything into consideration, ...
I would strongly recommend ...
The best solution would seem to be ...

4 Complete the diagram with quantifiers from the report.



5 Which of the quantifiers in Exercise 4 can be used with ...

- countable nouns?
- uncountable nouns?
- both countable and uncountable nouns?

6 Study **Watch out!** Then read the sentences and correct the mistakes.

- A few of the floorboards are loose.
- Nearly all the stains have been removed.
- Most the chairs need repairing.
- The majority us use the common room every day.
- Several of light bulbs weren't working.
- There's very little storage space.

WATCH OUT!

- We use *of* after (a) few, (a) little, much, many, some, several, most when they are followed by a pronoun (*it, them*) or another determiner (*a, the, this, my*), e.g. *Some of the students ...* (NOT ~~Some the students ...~~)
- When they are followed by a noun, we do not use *of*, e.g. *Some students* (NOT ~~Some of students~~)
- After (nearly) *all* or *both*, we often drop *of* before a determiner, e.g. *All (of) the students ...*
- We always use *of* after long quantifying phrases, e.g. *a number of ...*
the majority of ...

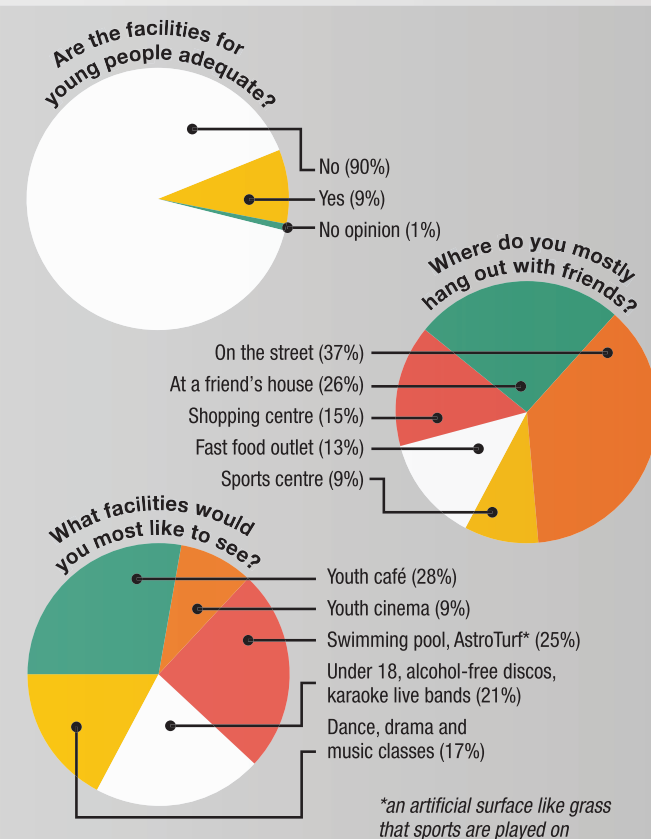
7 Write four sentences about what is happening in your classroom at the moment. Use a different quantifier in each sentence.

8 WRITING TASK Read the Writing task, study the survey results and write a report. Use the Writing box to help you.

Your local council wants to address the problem of a lack of recreational facilities where young people can meet up with their friends. You have been asked to write a report about the situation and make suggestions. You have already done the survey and the results are shown below.

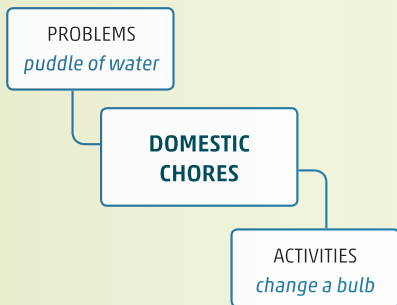
RECREATIONAL FACILITIES SURVEY

Survey results based on interviews with 40 young people.



REMEMBER MORE

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



- 2 Find three phrases to describe living in one place.

- 3 Complete the phrases in the text with *up* or *down*. Then check with the word list.

If a vacuum cleaner breaks
¹ _____, I sweep the floors. If my guest spills something, I wipe it
² _____. If my younger brother drops a toy, I pick it ³ _____.
 It seems that I'm the only one in this house who has any duties! I even have to do ⁴ _____ my own room. When I graduate, I'll be on the move so I won't be tied ⁵ _____ to any place that needs cleaning. As soon as it gets dirty or messed ⁶ _____, I'll be gone!

- 4 Write the opposites. Then check with the word list.

- 1 lacking – _____
- 2 spacious (house) – _____
- 3 urban (surroundings) – _____
- 4 (environmentally) harmful – _____

- 5 Match the two parts of the adjectives. Then check with the word list.

- | | |
|-----------|-------------|
| 1 like- | a populated |
| 2 densely | b sized |
| 3 space- | c saving |
| 4 medium- | d minded |

- 6 Do the task below.

Look at the word list and choose five phrasal verbs that you would like to learn. Write a short story with them similar to the one in Exercise 2 above or use the phrases in sentences. Remember to make your sentences meaningful, e.g. I always *stand up* for my friends when they are in trouble.

6A GRAMMAR AND VOCABULARY

5.36

be supposed to do sth /bi sə'pəuzd tə ,duː ,sʌmθɪŋ/

blow your nose /bləʊ jə 'nəʊz/

chatty (adj) /'tʃæti/

considerably (adv) /kən'sɪdərəbli/

duty (n) /'djuːti/

embrace the differences /ɪmˌbreɪs ðə 'dɪfərənsəz/

flush a toilet /flʌʃ ə 'tɔɪlɪt/

forbid (v) /fə'bɪd/

jump the queue /dʒʌmp ðə 'kjuː/

marginally (adv) /'mɑːdʒənəli/

nothing like /'nʌθɪŋ ,laɪk/

nowhere near /'nəʊweə ,niə/

obligation (n) /ˌɒblə'geɪʃən/

oblige (v) /ə'blaɪdʒ/

pay a fine /peɪ ə 'faɪn/

permission (n) /pə'mɪʃən/

permit (v) /pə'mɪt/

prohibition (n) /ˌprəʊhə'bɪʃən/

punctuality (n) /ˌpʌŋktɪ'fʊæləti/

settle in (phr v) /ˌsetl 'ɪn/

significantly (adv) /sɪɡ'nɪfɪkəntli/

slightly (adv) /'slaɪtli/

sniff (v) /snɪf/

social etiquette (n) /ˌsəʊʃəl 'etɪket/

stay out (phr v) /ˌsteɪ 'aʊt/

strict rule /ˌstrɪkt 'ruːl/

succeed (v) /sək'sɪd/

6B LISTENING AND VOCABULARY

5.37

adopt a lifestyle /əˌdɒpt ə 'laɪfstɑɪl/

annual holiday /ˌænjʊəl 'hɒlədi/

commute (n, v) /kə'mjuːt/

connectivity (n) /ˌkɒnek'tɪvəti/

co-working space /ˌkəʊ'wɜːkɪŋ ,speɪs/

digital nomad (n) /ˌdɪdʒɪtəl 'nəʊmæd/

home comforts (n) /'həʊm ,kʌmfəts/

like-minded (adj) /ˌlaɪk'maɪndɪd/

maintain relationships /meɪnˌteɪn rɪ'leɪʃənʃɪps/

mobile lifestyle /ˌməʊbaɪl 'laɪfstɑɪl/

nomad lifestyle /ˌnəʊmæd 'laɪfstɑɪl/

on the move /ɒn ðə 'muːv/

put down roots /pʊt 'daʊn ,ruːts/

settle down (phr v) /ˌsetl 'daʊn/

shared working space /ˌʃeəd 'wɜːkɪŋ ,speɪs/

switch off from work /ˌswɪtʃ 'ɒf frəm ,wɜːk/

(be) tied down to one place /ˌ(bɪ) ˈtaɪd 'daʊn tə wʌn ,pleɪs/

work remotely /ˌwɜːk rɪ'məʊtli/

6C GRAMMAR 5.38

Cairngorm Mountains, the /ˌkeɪŋɡɔːm ,maʊntɪnz/

conservation expert (n) /ˌkɒnsə'veɪʃən ,ekspɜːt/

Danube, the /ˌdænjuːb/

go on foot /ɡəʊ ɒn 'fʊt/

Isle of Skye, the /ˌaɪ əv 'skaɪ/

Mediterranean, the /ˌmedətə'reɪniən/

Netherlands, the /'neðələndz/

Oxford graduate (n) /ˌɒksfəd ,ɡrædʒʊət/

privileged (adj) /ˌprɪvələdʒd/

quit (v) /kwɪt/

roundhouse (n) /ˌraʊndˌhaʊs/

running water /ˌrʌnɪŋ ,wɔːtə/

source (v) /sɔːs/

6D READING AND VOCABULARY

5.39

afford sth (v) /ə'fɔːd ,sʌmθɪŋ/

airy (adj) /'eəri/

appreciate (v) /ə'priːʃɪet/

arrangement (n) /ə'reɪndʒmənt/

bedding (n) /'bedɪŋ/

capsule (n) /ˌkæpsjuːl/

compact (adj) /kəm'pækt/

compete for sth (v) /kəm'piːt fə ,sʌmθɪŋ/

confined (adj) /kən'faɪnd/

cram (v) /kræm/

cramped (adj) /kræmpt/

craze (n) /kreɪz/

densely populated (adj) /ˌdensli 'pɒpjəleɪtəd/

diameter (n) /daɪ'æmɪtə/

enclosed (adj) /ɪn'kləʊzd/

engage with sth (v) /ɪn'ɡeɪdʒ wɪð ,sʌmθɪŋ/

environmental psychologist (n) /ɪnˌvaɪrənmentl saɪˌkɒlədʒɪst/

environmentally friendly /ɪnˌvaɪrənmentli 'frendli/

excess (adj) /'ekses/

finding (n) /'faɪndɪŋz/

fold (v) /fəʊld/

get on (phr v) /get 'ɒn/

have concerns about sth /həv kən'sɜːns ə'baʊt ,sʌmθɪŋ/

ingenious (adj) /ɪn'dʒiːniəs/

limit (v) /'lɪmɪt/

living small /'lɪvɪŋ 'smɔːl/

living space (n) /'lɪvɪŋ 'speɪs/

mansion (n) /'mænfən/

maximize (v) /'mæksəmaɪz/

medium-sized (adj) /'miːdiəm,saɪzd/

nostalgic (adj) /nɒ'stældʒɪk/

outline (v) /'aʊtlaɪn/

outsized (adj) /'aʊtsaɪzd/

parental (adj) /pə'rentl/

plenty (pron) /'plenti/

point sth out (phr v) /,pɔɪnt ,sʌmθɪŋ 'aʊt/

pop outside /,pɒp aʊt'saɪd/

property (n) /'prɒpəti/

punishment (n) /'pʌnɪʃmənt/

put sth away (phr v) /,pʊt ,sʌmθɪŋ ə'weɪ/

restricted (adj) /rɪ'strɪktɪd/

retreat (v) /rɪ'triːt/

room (n, uncountable) /ru:m/

sense of community /sens əv kə'mjuːnəti/

sliding door (n) /,slaɪdɪŋ 'dɔː/

slope (n) /sləʊp/

slum (n) /slʌm/

so-called (adj) /,səʊ'kɔːld/

social interaction /,səʊʃəl ,ɪntər'ækʃən/

space-saving (adj) /speɪs,seɪvɪŋ/

spacious (adj) /'speɪʃəs/

storage (n) /'stɔːrɪdʒ/

storeroom (n) /'stɔːrʊm/

suite (n) /swiːt/

vast (adj) /vɑːst/

wastefully (adv) /'weɪstfəli/

withdraw (v) /wɪð'drɔː/

whilst (conj) /waɪlst/

6E VOCABULARY 5.40

arrange (v) /ə'reɪndʒ/

blocked showerhead /,blɒkt 'ʃaʊəhed/

break down (phr v) /breɪk 'daʊn/

brush (n) /brʌʃ/

carpet stain (n) /'kɑːpɪt ,steɪn/

carry out (phr v) /,kæri 'aʊt/

change a bulb /tʃeɪndʒ ə 'bʌlb/

clear up (phr v) /,kliə 'ʌp/

come off (phr v) /,kʌm 'ɒf/

decorate a room /dekə'reɪt ə 'ru:m/

dirt (n) /dɜːt/

dishcloth (n) /'dɪʃkloθ/

dissolve (v) /dɪ'zɒlv/

do up (phr v) /,duː 'ʌp/

door handle (n) /,dɔː 'hændl/

dustpan (n) /'dʌstpæn/

fade (v) /feɪd/

fix (v) /fɪks/

flat tyre /flæt 'taɪə/

hack (n) /hæk/

keep up with (phr v) /,kiːp 'ʌp ,wɪð/

label (v) /'leɪbəl/

leak (v) /liːk/

leaking pipe /'liːkɪŋ ,paɪp/

masking tape /'mɑːskɪŋ ,teɪp/

mend (v) /mend/

mop up (phr v) /,mɒp 'ʌp/

pick up (phr v) /,pɪk ,sʌmθɪŋ 'ʌp/

polish a surface /,pɒlɪʃ ə 'sɜːfɪs/

puddle (n) /pʌdl/

regain (v) /rɪ'geɪn/

remove (v) /rɪ'muːv/

replace (v) /rɪ'pleɪs/

rub (v) /rʌb/

rubber band (n) /,rʌbə 'bænd/

scratched screen /,skrætʃt 'skriːn/

shattered glass /,ʃætəd 'glɑːs/

shrink (v) /frɪŋk/

slip on sth (v) /slɪp ɒn ,sʌmθɪŋ/

smash into pieces /,smæʃ ,ɪntə 'piːsəz/

soak (v) /səʊk/

soapy (adj) /'səʊpi/

sweep up (phr v) /,swiːp 'ʌp/

switch on (phr v) /,swɪtʃ 'ɒn/

switch off (phr v) /,swɪtʃ 'ɒf/

tangled leads /tæŋɡəld 'liːdz/

tumble dryer (n) /,tʌmbəl 'draɪə/

water stain /wɔːtə 'steɪn/

wipe down (phr v) /,waɪp 'daʊn/

wipe off (phr v) /,waɪp 'ɒf/

6F SPEAKING 5.41

assemble (v) /ə'sembəl/

cut out (phr v) /,kʌt 'aʊt/

diagonally (adv) /daɪ'æɡənəli/

DIY /diː aɪ 'waɪ/

fitting (n) /'fɪtɪŋ/

flat pack /'flæt,pæk/

follow instructions /,fɒləʊ ɪn'strʌkʃənz/

It's advisable to /ɪts əd'vaɪzəbəl tə/

horizontally (adv) /,hɒrə'zɒntli/

ignition (n) /ɪɡ'nɪʃən/

personalise (v) /'pɜːsənəlaɪz/

put up (phr v) /pʊt 'ʌp/

rectangle (n)

rectangular (adj)

slide (v) /slaɪd/

screw sth in /,skruː ,sʌmθɪŋ 'ɪn/

screwdriver (n) /'skruː,draɪvə/

switch plate /'swɪtʃ plɛɪt/

vertically (adv) /'vɜːtɪkli/

unscrew (v) /ʌn'skruː/

washi tape /'wɒʃɪ ,teɪp/

6G WRITING 5.42

adequate (adj) /'ædɪkwət/

AstroTurf (n) /'æstrəʊtɜːf/

common room (n) /'kɒmən ,ru:m/

conduct a survey /kən,dʌkt ə 'sɜːveɪ/

décor (n) /'deɪkɔː/

express a wish/a preference /ɪk'spres ə 'wɪʃ/ə 'prefərəns/

facility (n) /fə'sɪləti/

fast food outlet (n) /'fɑːst ,fuːd ,aʊtlet/

floorboard (n) /'flɔːbɔːd/

handful (n) /'hændfʊl/

hang out (phr v) /,hæŋ 'aʊt/

have strong feelings on sth /,hæv ,strɒŋ 'fiːlɪŋz ɒn ,sʌmθɪŋ/

loose (adj) /luːs/

priority (n) /praɪ'brɪti/

recreational (adj) /,rekri'eɪʃənəl/

regarding (prep) /rɪ'ɡɑːdɪŋ/

seating (n) /'siːtɪŋ/

socialise (v) /'səʊʃəlaɪz/

storage locker /'stɔːrɪdʒ ,lɒkə/

table tennis table /'teɪbəl ,tenɪs ,teɪbəl/

take sth into consideration /'teɪk ,sʌmθɪŋ ,ɪntə kən,sɪdə'reɪʃən/

unresolved (adj) /ʌnrɪ'zɒlvd/

vast majority /vɑːst mə'dʒɔːrəti/

vending machine (n) /'vendɪŋ məʃiːn/

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words from the box. There are two extra words.

co-working space cramped far nothing like
nowhere near on the move settle down
spacious tied down

Flo used to work in an office and unlike her friends, she had never wanted to travel the world. She had always wanted to buy a house and ¹_____ with her husband, Mark, who was also keen to stay in the town where they were living. He didn't like being ²_____ all the time as he found living in different places stressful. They both agreed that staying in one place was a ³_____ better option than travelling. However, one day Flo decided to leave her office job as the regular nine to six schedule made her feel very ⁴_____. She wanted to feel free! Getting another job was ⁵_____ as easy as she had thought it would be. Finally, she came to a decision: she would set up her own company. As their home was small and quite ⁶_____, she found a ⁷_____ in their area where she could base her office and meet other independent workers at the same time.



2 Choose the correct words to complete the sentences.

- Comfortable, *medium-sized* / *confined* room for rent in shared house with storage.
- Animals in zoos often suffer because they have to live in *confined* / *vast* spaces.
- Can you *change* / *repair* this light bulb, please? This one's stopping working.
- They live on a *remote* / *densely populated* island in the north of England which does not have many inhabitants.
- You need a *dustpan* and *brush* / *dishcloth* to sweep up that shattered glass.
- Oh no! There's a *stain* / *soak* on the new carpet. I hope I can remove it.
- All the leads behind the TV are *blocked* / *tangled*.

3 Replace the object with a pronoun. Change the word order where necessary.

- I'll wipe down *the table*. I'll wipe it down.
- We're doing up *the kitchen*. _____
- I came across *this ring* when I was vacuuming. _____
- Get rid of *these empty bottles*, please. _____
- Can you pick up *the fork*, please? _____
- They can't deal with *so much work*. _____
- You need to mop up *that water*. _____

4 Choose two correct options to complete the sentences.

- We have to / *mustn't* / ought to call the plumber. I can't fix this leaking pipe myself.
- Luckily, I *could* / *was able to* / *managed to* make new friends quickly at university.
- You *needn't* / *don't have to* / *can't* repair the flat tyre today. We can do it tomorrow.
- The shop *isn't obliged to* / *mustn't* / *doesn't have to* remove the scratches from your smartphone screen free of charge, but you can ask.
- You *aren't permitted to* / *aren't forbidden to* / *mustn't* bring pets on the train. You'll have to go by bus.
- When I moved to Madrid, I *wasn't able to* / *couldn't* / *didn't manage to* understand Spanish, but now I'm fluent.
- You are *not allowed to* / *not permitted to* / *not obliged to* work unless you have a visa.
- People driving a car *are required to* / *are able to* / *should* carry a driving licence.

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

Snapshots of My Life

BY PETE

Although some people in ¹_____ UK live in flats, ²_____ awful lot of people prefer houses. They tend to be more spacious and often have ³_____ garden. My uncle and aunt live in ⁴_____ small house in ⁵_____ country.

The view from ⁶_____ top of ⁷_____ nearby cliffs over ⁸_____ North Sea is ⁹_____ most amazing one I have ever seen! I've been to visit them four or five times ¹⁰_____ year ever since I can remember and we often drive to ¹¹_____ Pennines and go hiking. Now that I'm at ¹²_____ college, I can't visit so often.

Next year, I'm going to study in ¹³_____ USA at ¹⁴_____ Washington University, and after that I want to travel round ¹⁵_____ South America. But I know I'll always come and visit my aunt and uncle in their beautiful home near the sea.

6 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary.

- Do you think it's true that there's an old law in Scotland saying that if a stranger knocks on your door, asking to use the toilet, you _____ (suppose/let/they) in?
- My parents would like _____ (I/settle) and get married, and I feel like travelling the world!
- Because of her father's job, her family had to move a lot and _____ (able/put) roots anywhere.
- When I finish school, I'm going to live like a digital nomad because I don't want _____ (be/tie) one place.
- Back then, he _____ (be/always/the move), never staying in one town more than a few days.

USE OF ENGLISH

- 7 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than five words, including the word in bold.

STRATEGY | Transformations

Do not change the key word. Remember that there is a word limit so always check the number of words.

- 1 It's a lot colder in England in winter than in the south of France. **SIGNIFICANTLY**
_____ in the south of France in winter than it is in England.
- 2 I managed to find somewhere to study German as soon as I arrived. **ABLE**
_____ somewhere to study German as soon as I arrived.
- 3 You're allowed to ride a bike on local roads. **PERMITTED**
Bike riders _____ on local roads.
- 4 In Spain you should eat an orange with a knife and fork. **SUPPOSED**
In Spain _____ an orange with a knife and fork.
- 5 I think Maths is slightly more difficult than Physics. **MARGINALLY**
I think Physics _____.
- 6 How many bags can I take on the plane? **ALLOWED**
How many bags _____ on the plane?
- 7 I was able to pick up the language quickly. **SUCCEEDED**
_____ the language quickly.
- 8 In the UK, it isn't necessary to carry an ID card. **REQUIRED**
You _____ an ID card in the UK.

Use of English > page 193

LISTENING

- 8  3.9 You are going to listen to an international student called Stephanie talking about her life. Complete the notes below with 1–3 words in each gap.

- Stephanie says people who have grown up in different cultures are known as ¹_____.
- Many of Stephanie's new friends want to ²_____.
- Stephanie speaks ³_____ fluently.
- It is neither ⁴_____ nor fancy for Stephanie to pop over to see her family just for a weekend.
- The most important factor in keeping up friendships at a distance is ⁵_____.
- Stephanie will complete her university course in ⁶_____.

SPEAKING

- 9 Look at the photos. In pairs, turns to describe the photos and then discuss the questions below.

STRATEGY | Photo comparison

Do not describe each photo individually. Find some things which are similar and some things that are different.



- 1 Would you prefer to live in the house or the apartment block? Say why.
- 2 Some people believe that getting rid of unnecessary things in your house makes you happier. How far do you agree with this opinion?
- 3 Some people say that the location of a house is more important than its size. Do you agree? Say why.

WRITING

- 10 Your local government wants to improve the town centre and make it better for people. Your college principal has asked students to write a report on the situation to send to the local government. In your report, you should:
- describe some of the problems in the town centre,
 - suggest what improvements should be made to solve these problems.
- Write your report.



Giant Beach Clean-up Day

Last year the annual Giant Beach Clean-up Day saw volunteers collect nearly 65 tonnes of plastic and other litter from beaches around the country! Join us for a day of fresh air, fun with others and a real sense of achievement in making the beach a cleaner and safer place for local wildlife, as well as nicer for us.

Contact your local Giant Beach Clean-up organiser and turn up on the day with your own bin bags and gloves. Send any photos you take on the day to us, and we'll post them online to encourage even more people to join us in cleaning up our beaches.

PROVIDE HOT MEALS AND FRIENDSHIP

Derwick Hot Meals provides around 30,000 hot meals a year for homeless and vulnerable people. We are looking for volunteers to join our outreach team who go out onto the streets every Monday, Thursday and Sunday evening, delivering hot food - and friendship - from the vans. A driving licence would be helpful.

We are seeking people with good communication skills, enthusiasm and understanding. You would need to be available for at least one evening a week, for three or four hours.



Become a befriender

As a befriending volunteer you will be visiting an elderly person either in their own home, or in a care home, spending time with them and doing the things they want to do. You will be helping to reduce their social isolation by giving them some contact with the world outside their home.

It's a direct way to make a difference to someone's life, and you might make a new friend. You will be expected to call or visit the older person for between 30 and 60 minutes once a week, over an extended period of time. Agreed expenses are paid.

1 In pairs, look at the photos showing different volunteering opportunities and discuss the questions.

- 1 How are the volunteers in each picture helping others, or the environment? What other kinds of volunteering can you think of?
- 2 Have you done any volunteering? If so, tell your partner what you did and what you learned from the experience.

2 Read notices A-C on a volunteering website. Match them with questions 1-6. Some texts match more than one question.

Which volunteering opportunity ...

- 1 ☐ would pay any costs involved?
- 2 ☐ asks for a specific qualification?
- 3 ☐ asks you to bring your own equipment?
- 4 ☐ does not involve working in a team?
- 5 ☐ requires the least commitment in terms of time?
- 6 ☐ uses social media accounts to recruit volunteers?

3 In pairs, discuss the questions.

- 1 How would volunteering at these places benefit other people or the local community?
- 2 What kind of commitment does each volunteering opportunity require?
- 3 Which opportunity appeals to you the most/the least? Say why.

4 3.10 Listen to a radio programme about the personal benefits of volunteering. Using the headings below, list the benefits the speaker mentions.

- Social life
- Personal development
- Career development

5 3.10 Listen to the recording again and complete the sentences with the missing words.

- 1 A lot of volunteering involves working in a team so you get a chance to _____ required to work closely with others.
- 2 Volunteering can be a good way to _____ people.
- 3 You might also _____ within an area that you hope to build a career in when you're a bit older.
- 4 Volunteering has been shown to _____ of stress and anxiety, and that it can help with depression too.
- 5 We know that being helpful to others _____ to produce 'feel good' chemicals.
- 6 _____ others, and doing something meaningful is pretty powerful.

6 Work in pairs. Look back at your notes in Exercise 4. For each project on page 92, discuss possible personal benefits in terms of the volunteer's personal development, social life and career development.

7 Study the Life Skills box and think about your answers to the questions. Then, interview your partner using the box. Discuss what kind of volunteering projects would suit each of you.

LIFE SKILLS | How to make the most of volunteering

It's important to remember that volunteering is a commitment. When applying to be a volunteer, make responsible decisions about the project you want to be involved in. Ask yourself these questions:

1 What can I offer?

- What causes are important to me?
- What skills do I have that I could offer?
- What experience do I have that will help me to be a volunteer?

2 What can I realistically commit to?

- How much time can I afford to give?
- Am I better at working alone or in a team?
- Would I rather work from home or face-to-face?
- Could I organise a smaller project myself (in school or local community)?

3 What can I learn?

- What skills would I like to learn?
- What experience can I get?
- What else could I learn from volunteering?

8 Read a statement below. In small groups, make a list of arguments for and against that you could use in a debate.

It is better to donate money to established charities than to volunteer your time as an inexperienced amateur?

9 In pairs, discuss the question. What smaller volunteer projects could you set up (e.g. holding a bake sale, delivering meals or books to patients in a local hospital)? Make a list of possible projects.

10 Do the task below.

LIFE SKILLS | Project

Work in pairs or small groups.

- Choose one of the projects you listed in Exercise 9.
- Think about what the aims of your project are specifically – to raise money/awareness, help the community, other?
- Decide on the scale of your project – is it a one-off event, or something that happens regularly?
- Make a list of the skills you would need from your volunteers.
- Decide if there is anyone you need to ask for permission.
- Consider how you will gather your volunteers – asking individuals, word of mouth, poster, social media?
- Present your ideas to the class.

07

Is it fair?

- VOCABULARY** Language to describe protest, social issues, easily confused words, online abuse, common prefixes and suffixes, dependent prepositions
- GRAMMAR** Reported speech, reporting verb patterns **Use of English** > page 194
- SPEAKING** Expressing your opinion and challenging somebody else's opinion
- WRITING** An article
- VIDEO** Grammar Documentary



7A GRAMMAR AND VOCABULARY

- 1 SPEAKING** In pairs, read the quote. What do you think it means? Give reasons for your answers.

“

Our lives begin to end the day we become silent about things that matter.

Martin Luther King

”

- 2** **3.11** Listen to three news reports about different protests. What is each protest about? Which one is shown in the photo above?

- 3** Use the words in the box to complete the phrases and collocations from the news reports in Exercise 2.

cause chant lobby for put pressure on rally against
stage take to wave

- | | |
|-----------------------------|--------------------------------|
| 1 _____ a protest | 5 _____ slogans |
| 2 _____ a change | 6 _____ the government |
| 3 _____ gun violence | 7 _____ the streets |
| 4 _____ placards | 8 _____ a public outcry |

- 4  **3.11** Listen again. In which news story (1, 2 or 3) did you hear each phrase?
- 5 In pairs, describe what happened at each of the three protests using the phrases in Exercise 3.

Reported speech

- 6  **3.12 THINK BACK** Look at these sentences reporting what people said in Exercise 2. Write what they said originally in direct speech. Listen and check.

- 1 She said that approximately 250 students were gathering at that time.
'Approximately _____.'
- 2 She said that there had been more than 520 shootings in the city that year.
'There _____.'
- 3 He asked why lawmakers couldn't understand how gun violence impacted their lives.
'Why _____?'
- 4 He asked lawmakers to come and see what it was like to live there.
'If any lawmakers are listening, _____.'
- 5 She said that could lead to as much as forty-eight percent of the park being destroyed.
'This _____.'
- 6 He said it seemed unlikely that day's demonstration would make any difference.
'It _____.'
- 7 He said that education should clearly be free.
'It _____.'
- 8 He ordered the cameraman to stop filming there.
'_____!'

- 7 In pairs, discuss the questions, giving examples in each case from Exercise 6.

- 1 What usually happens to tenses in reported speech?
- 2 How does the word order change when we report a question? Think about *Wh-* and *Yes/No* questions.
- 3 What verb could you use to report a command?
- 4 How do *will* and *can* change in reported speech?
- 5 How do *could* and *should* change in reported speech? Do you know any other modal verbs which also behave like this?
- 6 What happens to pronouns, place and time phrases in reported speech?
- 7 What verb(s) do we use to report requests?

- 8  **3.13** Listen to two students discussing a friend who joined the protest against tuition fees and answer the questions.

- 1 Did Kathy think the protest was a success?
- 2 What does she plan to do next? Say why.

- 9 Look at examples a–c from the recording in Exercise 8. What do you notice about the use of tenses? Match the examples with rules 1–3 below.

- a 'She said she's going to go to the one next week as well.'
 - b 'She says it's really important to keep protesting until something changes.'
 - c 'She says she's really determined.'
- 1 ☐ We do NOT change direct speech into reported speech when the reporting verb is in the present tense.
 - 2 ☐ We may choose NOT to change direct speech into reported speech when the action in the direct speech is still happening or is going to happen.
 - 3 ☐ We may also choose NOT to change direct speech into reported speech when the direct speech describes a general truth or fact that is unlikely to change.

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- 10 Rewrite each statement in reported speech.

Factory workers staged a rally yesterday to lobby for higher pay. They were chanting slogans and waving banners. The factory has been a major employer in the area for many years. I spoke to an employee who had been working at the factory for thirty years.

- 1 The journalist said that _____.

The pay is so bad now that we can't survive on it. Everyone has the right to enough money to live on. I'd like the management to take this situation seriously. Why is no one listening to us?

- 2 The factory employee said that _____.

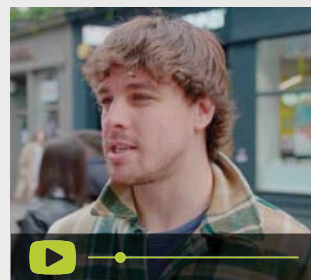
- 11 **SPEAKING** In pairs, each choose one of the questions below and ask your partner for their opinion. Listen to their answer. Then find a new partner and report what your first partner said.

- 1 What are some situations that have caused a public outcry in your country?
- 2 Is it better to take to the streets or to sign a petition?
- 3 What can you do to protest, other than staging a rally?

GRAMMAR VIDEO

-  **14** Read the sentence below and watch the video. Say what the speakers answer. Then in pairs, tell your stories.

Tell us about a situation when you needed someone's help.



7B VOCABULARY | Social issues

- 1 THINK BACK** Work in pairs. Which of these social issues are a particular problem in your country? Say why.

homelessness immigration petty crime racism
unemployment vandalism

- 2 Check you understand the phrases in the box. Which of these social issues have you read/heard about lately?**

domestic violence gender equality hate crime
institutional racism juvenile delinquency
modern slavery organised crime relative poverty

- 3 Read the fact file about current social issues worldwide and choose the correct numbers from the box to complete it. Check your answers on page 198.**

43 million 77% 16 100 19.1% \$150 billion

6 SHOCKING WAYS the world needs to change!

- The exploitation of workers, sometimes called modern slavery, generates around ¹_____ each year.
 - Women in Australia still only earn about ²_____ of the salary their male counterparts receive, which is a clear example of gender inequality.
 - Studies into law enforcement in the US show institutional racism with African Americans who receive sentences on average ³_____ longer than white Americans receive for the same crimes.
 - More than ⁴_____ people around the world have been forced to leave their homes as a result of conflict and persecution.
 - Statistics from the US show that more than half of all juvenile delinquency court cases involved juveniles under the age of ⁵_____.
 - The police in England and Wales receive around ⁶_____ calls an hour related to domestic violence.
- 4 Find nouns in the text which are from the same word family as the root words in the box. What other words in the same families do you know?**

discriminate enforce equal expand exploit persecute

- 5 Study Active Vocabulary and complete the table.**

Verb	Noun	Adjective
enforce	¹ _____	enforceable
² _____	³ _____	equal
⁴ _____	expansion	expansive
exploit	⁵ _____	⁶ _____
⁷ _____	discrimination	⁸ _____
institutionalise	institution	⁹ _____
¹⁰ _____	¹¹ _____	justifiable/justified
oppress	¹² _____	¹³ _____
¹⁴ _____	rebel/rebellion	¹⁵ _____
persecute	¹⁶ _____	
¹⁷ _____	¹⁸ _____	victimised

ACTIVE VOCABULARY | Word building

A suffix added to the base form of a word can often indicate what class of word it is.

To form nouns we commonly use:

- -ism (sexism) • -dom (freedom) • -ment (government)
- -sion/tion/cion (suspicion, population) • -ity (brutality)
- -ness (weakness) • -ance/ence (defence, reliance)
- -ice (practice).

To form verbs we commonly use:

- -ate (complicate) • -ify (clarify) • -ise (victimise)
- -en (shorten) • -ute (commute) or the base form of the word.

To form adjectives we commonly use:

- -able/ible (flexible) • -al (formal) • -ful (useful)
- -ive (productive) • -less (homeless) • -ous (nervous)
- -ory (contradictory) or the past participle form.

- 6 Complete the sentences with the correct form of words from Exercise 5.**

- Harry felt that there was a good reason for what he did and that his actions were _____.
- Feminism aims to overcome the _____ of women by society.
- The government completely crushed the _____ and re-established order.
- She felt she had been _____ against because of the colour of her skin.
- Criminal networks are constantly finding new ways to _____ people and force them to work for nothing.
- We need to find the criminals and bring them to _____.
- Everything is being done to ensure _____ of opportunity for everyone.
- Does your lawyer think the contract is _____?

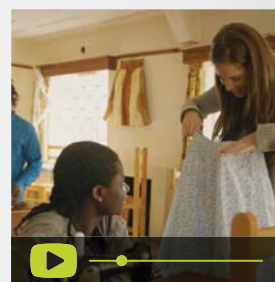
- 7**  **3.14 PRONUNCIATION** Listen to eight pairs of words from the same family. Write S (same) when the main stress in both words is on the same syllable, and D (different) when the word stress changes.

- ☐ equality equalise
- ☐ discrimination discriminatory
- ☐ institution institutionalise
- ☐ enforcement enforceable
- ☐ exploitation exploitative
- ☐ justify justifiable
- ☐ rebel rebel
- ☐ persecution persecute

- 8 SPEAKING** In small groups, discuss which of the facts in the fact file about social issues you found most shocking. Say why.

DOCUMENTARY VIDEO

-  **15 WATCH AND REFLECT**
Go to page 168. Watch the documentary *Driving social change* and do the exercises.



- 1 SPEAKING** Look at the photos. Have you seen any of these films? Do you like it when films have a serious message? Say why.
- 2 Read the descriptions of four films/TV series. What social issues do they touch?**
- City of God* is a Brazilian film which depicts the growth of violence in the poverty-stricken suburbs of Rio de Janeiro from the 1960s to the 1980s. The main character, Rocket, accidentally starts documenting the life of the gangs there.
 - Super Size Me* is a documentary film which follows the film maker, Morgan Spurlock, as he spends thirty days eating only fast food and measuring the impact on his physical and mental health.
 - Born This Way* is an American reality TV series which features seven young adults with Down syndrome as they navigate relationships and jobs, and grow more independent.
 - Bend It Like Beckham* is a British-Indian romantic comedy which tells the story of an eighteen-year-old British-Asian girl whose parents have forbidden her from playing her beloved football.
- 3** **3.15** Listen to four people talking about the films and TV series in Exercise 1. Match Speakers 1–4 with what they say about the film/series (a–g). There are three extra options.

Speaker: 1 ☐ 2 ☐ 3 ☐ 4 ☐

- It had little to no effect on the situation as a whole.
- It featured someone who put their own life in danger to tell the world about a situation.
- It was probably part of a general shift in how society felt about something.
- It helped reduce poverty in a particular city.
- It has helped people to be more accepting of others.
- It aimed to encourage greater cultural awareness.
- It led to a short-lived but dramatic improvement in the situation.

- 4** **3.15** Listen again and decide if statements 1–7 are true (T) or false (F), or if the information is not given (NG).
- ☐ Leandro Firmino, who plays L'il Ze, lived in the area called Cidade de Deus (City of God) before starring in the film.
 - ☐ The City of God area of the city was too dangerous to be made safe.
 - ☐ Jess's parents thought that football was not a suitable game for a girl.
 - ☐ Morgan Spurlock was a vegan before he started filming *Super Size Me*.
 - ☐ The fast food company ended up thanking the film maker for his intervention.
 - ☐ Sean McElwee always wanted to be on television or in a film.
 - ☐ People now approach Sean McElwee in the street because they recognise him from TV.
- 5** In pairs, compare sentences **a** from the audioscript in Exercise 2 with sentences **b**. Work out the differences in meaning of the highlighted words. Check your ideas on page 198. Then write your own sentences with these words.
- a** The area is probably somewhere for a tourist to **avoid**.

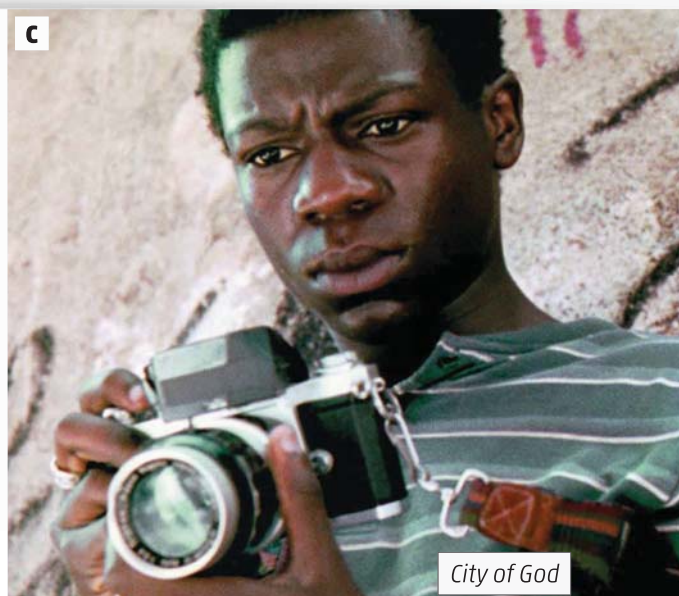
b The escaped prisoner will not be able to **evade** capture for long!
 - a** He consumed **over** 5000 calories a day.

b It was two degrees **above** zero.
 - a** Spurlock set out to **prove** the harm caused by eating fast food.

b They **tested** his blood for glucose.
 - a** The diet **raised** his cholesterol significantly.

b The magic carpet **rose** up into the air.
 - a** **At the end** of the film, the hero dies.

b We were thinking of moving house, but **in the end** we decided against it.
- 6 SPEAKING** In pairs or small groups, discuss the questions.
- What social issues did you hear discussed in the audio?
 - What other films or TV series can you think of that have tried to raise awareness of social issues? How successful were they in this?



7D READING AND VOCABULARY

SPEAKING In pairs, read the title. What do you think might have happened? Read the article and check your ideas.

Match the highlighted words and phrases from the news story with their definitions.

- 1 To make somebody feel bad about their weight.
- 2 In a way which is intended to hurt someone.
- 3 To treat something as unimportant and not worry about it.
- 4 To finally be successful after other people have criticised you.
- 5 To laugh at someone and try to make them look stupid by saying unkind things about them.
- 6 To stand up for what you believe.
- 7 To make someone feel ashamed or stupid, especially when other people are present.

Study Active Reading. Then look at the underlined sentences (1–3) in the text and separate out the clauses in the same way.

ACTIVE READING

Understanding complex and compound sentences

Long sentences often include a mixture of dependent and independent clauses, e.g. *A group of women in Los Angeles, who were campaigning to encourage everyone to have a positive body image, decided to take action.*

- A clause which makes sense on its own is known as an independent clause, e.g. *A group of women in Los Angeles decided to take action.*
- A clause which doesn't make sense on its own is known as a dependent clause, e.g. *... , who were campaigning to encourage everyone to have a positive body image, ...*

Breaking the sentence down into its separate elements can help you understand the meaning better, e.g.

But this time, as well as laughing at him in person, someone decided to publicly fat-shame him by posting the video online, with a hurtful comment.

- 1 Someone laughed at Sean in person.
- 2 They decided that this time they would also post a video of Sean online.
- 3 They added a hurtful comment.

Read the article again and complete the notes with 1–3 words in each gap.

- 1 Sean O'Brien was targeted by _____ after a video of him dancing was posted online.
- 2 A message to Sean was posted on Twitter by a group of Californian women who believed that a positive body image should not depend on your _____.
- 3 With celebrity support, the movement _____ despite Sean's initial assumption that people would quickly lose interest.
- 4 Sean had thought that not many people would go to the party, but _____ when he saw a long line of people at the door.
- 5 _____ is illegal in the UK.
- 6 The fact that online bullies often use _____ makes them harder to prosecute.

5 Choose the correct answers.

- 1 What is the writer emphasising in the first paragraph?
 - a Sean was old enough to have developed some self-confidence.
 - b It was nothing new for Sean to be ridiculed for his weight.
 - c Being humiliated online was far worse than being mocked in person.
 - d Internet trolls hide their identities online because they are cowardly.
- 2 What is Sean's attitude towards the people who posted the video of him online?
 - a He feels very sorry for them.
 - b He tries not to think about them at all.
 - c He thinks they probably feel bad about themselves.
 - d He is grateful to them for what happened.
- 3 What is the writer's main point in the final paragraph?
 - a If you ignore bullies, they usually give up and go away.
 - b The bullies made a big mistake doing what they did.
 - c Sean's case was rather different from other cases of bullying.
 - d We all have a responsibility to take a stance against bullying.
- 4 What do we learn about Sean's character from reading this article?
 - a He would like the bullies to suffer themselves.
 - b He is quite sensitive to criticism.
 - c He wants to give something back to society.
 - d He enjoys being the centre of attention.

6 Work out the meaning of the words from the article. Then match their prefixes with correct meanings 1–7.

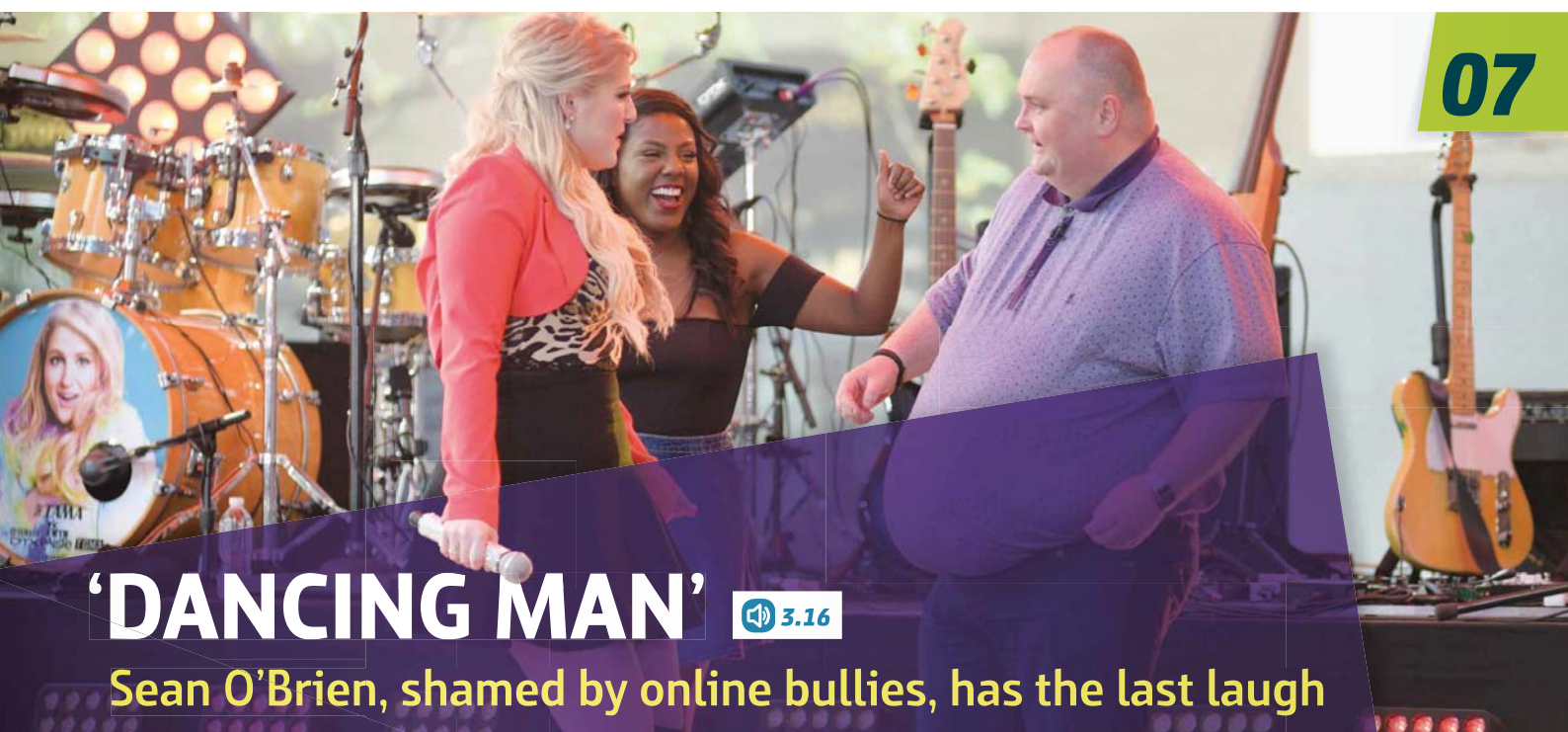
overweight unaware immature nonsense
rethought extra-special anti-bullying
multi-talented insecurities unfortunately
discovered unsafe illegal distress impossible
misjudged uncomfortable disagree unacceptable

- 1 against
- 2 wrongly or badly
- 3 more than expected
- 4 more than is wanted
- 5 again
- 6 many
- 7 a negative meaning (6 prefixes)

7 Think of other words with the prefixes and write sentences with them.

8 REFLECT | Society In pairs or small groups, discuss the question.

Think of another situation where it was difficult to do the right thing, but you managed to do it. What factors helped you to do this? Tell your partner/group about it.



'DANCING MAN'

3.16

Sean O'Brien, shamed by online bullies, has the last laugh

For Sean O'Brien, it was just an ordinary night out with friends. ¹The forty-seven-year-old head of finance for a chain of hotels, knew that people sometimes mocked him for being overweight, and he was usually able to shrug it off. But this

time, as well as laughing at him in person, someone decided to publicly **fat-shame** him by posting a video of him dancing online, with a hurtful comment. ²Sean was completely unaware of it, but the post about him was shared widely, and it prompted a wave of abuse from immature Internet trolls.

However, as well as the cyberbullies, other people were watching. A group of women in California, who were campaigning to encourage people to have a positive body image whatever their size, decided to take action. They put out a message on Twitter, inviting Sean on an all-expenses-paid trip from London to Los Angeles, to meet and dance with them. There was just one problem: they had no idea who he was! They started a hashtag #FindDancingMan.

When Sean's friends first told him about the search for 'dancing man', he figured it was a bit of nonsense which would soon blow over, and decided not to bother doing anything about it. But the movement got bigger and bigger, and was soon joined by celebrities such as Ellie Goulding and Pharrell Williams. So, Sean rethought his decision, made contact, and the women – all 1,700 of them – started raising money to throw him an extra-special party in LA. ³In just a few days, they had raised \$40,000, both for the trip and to support a number of anti-bullying charities, and Sean was on his way.

First stop was New York, where he appeared on the *Today* show, dancing with the singer-songwriter, Meghan Trainor, famous for her body positive anthem, 'All About That Bass'. Then it was off to the party in California. Sean had assumed that just a few people would turn up, but he realised his mistake as soon as he saw over 1,000 people queuing to get into the nightclub! The event was deejayed by the multi-talented musician, record producer, singer, songwriter and photographer, Moby, and guests included a number of other celebrities. Sean danced all night and the story of how he and the women's group in California **took a stance against** cyberbullying was reported around the world.

As a result of the event, some of the women set up *Dance Free Movement*, an online forum where anyone who felt

they had been bullied or victimised could receive support. The 'dancing man' himself has become a fundraiser for several anti-bullying charities.

- 45 Sean commented in an interview at the time that he was amazed that something which started out so badly, had become such a positive movement. He said that he had actually never really thought about the people who posted the original images, concluding that they must have their own insecurities, to put the spotlight on someone else so
- 50 **maliciously**. Sean certainly **had the last laugh**.

We will probably never know exactly why they decided to try and publicly **humiliate** Sean, but unfortunately, it is certainly the case that the Internet is full of such bullies.

- 55 A recent UK survey discovered that forty-two percent of people under twenty-five had felt unsafe online and fifty-six percent said they had witnessed online bullying. In the UK at least, cyberbullying itself is not illegal, but sending 'malicious communications' for the purpose of causing anxiety or distress
- 60 is punishable by up to six months in prison. Unless the bully is known to the victim, however, it can be almost impossible to find them and enforce the law, as they usually hide behind fake profiles.

- However, in this particular case, the bullies completely misjudged the impact their actions would have in the end. We are often told that the best idea is not to give bullies any attention, but it may be that the best way to deal with cyberbullying is to act as these women did and be brave enough to make it clear that we are uncomfortable with this kind of behaviour, that we disagree with what is being said and that bullying is completely unacceptable.
- 70

GLOSSARY

anxiety – an uncomfortable feeling of nervousness or worry about something

blow over – If an argument or unpleasant situation blows over, it ends or is forgotten.

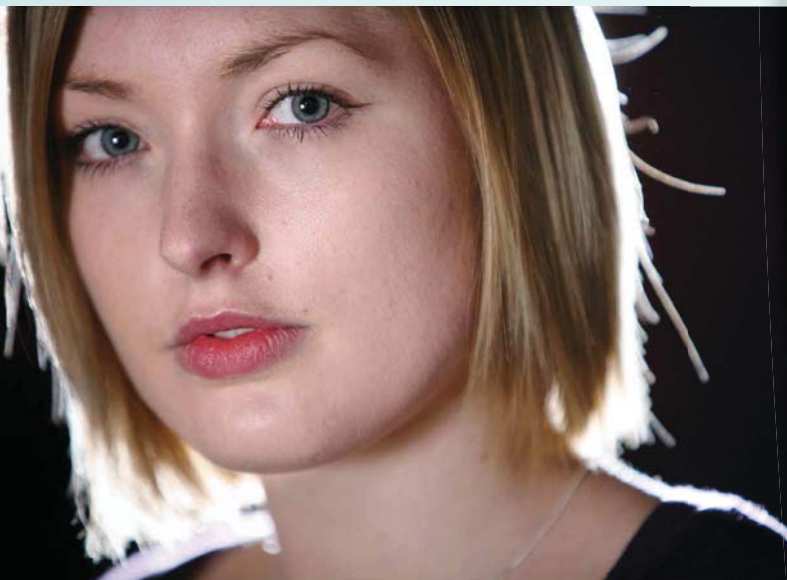
distress – a feeling of extreme worry, sadness, or pain

insecurity – a feeling of lacking confidence and not being sure of your own abilities

wave of abuse – a sudden increase in cruel or violent treatment of someone

SACKED FOR BEING TOO YOUNG!

■ Megan Thomas, aged twenty, from Surrey, has become the first person to win a discrimination claim when she was fired after being told she was too young to do her job properly. Under age discrimination laws, it is illegal to discriminate in any way on the basis of age. The London club where Megan was employed justified their actions by saying that she did not have the necessary maturity for the role. She was awarded a sum of £10,000.



SKIRTING ROUND THE RULES

■ A heatwave in Britain this week caused a rebellion at a school in Exeter after boys were told that they were not allowed to wear shorts despite soaring temperatures. The young rebels decided to stage a protest, arguing that it was discriminatory for girls to be allowed to wear skirts or trousers, when they did not have this choice. To make the point about equality, the boys turned up wearing skirts. As a result, the school has changed its uniform policy to allow the wearing of shorts.

5 Study the Grammar box and complete it with the verbs from the sentences in Exercise 4.

Reporting verbs

Reporting verbs are used to summarise what someone said. They follow these patterns:

- verb + *that* + clause, e.g. **agree, deny, explain, promise, regret, suggest**, ¹ _____
- verb + object + *that* clause, e.g. *advise, remind, warn*
- verb + *to*-infinitive, e.g. **offer, promise, regret**, ² _____, ³ _____
- verb + object + *to*-infinitive, e.g. **encourage, remind, warn**, ⁴ _____, ⁵ _____
- verb + gerund, e.g. **admit, advise, deny, recommend, suggest**, ⁶ _____
- verb + preposition + gerund, e.g. **apologise for**, ⁷ _____
- verb + preposition (+ object) + gerund, e.g. ⁸ _____
- verb + object + preposition + gerund, e.g. **accuse sb of, congratulate sb on, praise sb for, warn sb against/about**, ⁹ _____

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7E GRAMMAR

- 1 Read the news headlines. What do you think happened in the stories?**
- 2 Now read the reports. Do you agree that the situations were unfair? Do you think the outcome in each case was the right one? Say why.**
- 3 3.17 Listen to some students discussing the news reports. Whose opinion do you agree with more in each case? Say why.**

Reporting verbs

- 4 3.18 Complete these extracts from the recording with the correct forms of the verbs in brackets. Listen and check.**
 - 1** The school refused _____ (let) them wear shorts in a heat wave, didn't they?
 - 2** They insisted on them _____ (wear) really hot trousers.
 - 3** It's not surprising that the boys objected to _____ (do) that, is it?
 - 4** Well, I heard that they successfully persuaded the school _____ (change) the uniform policy.
 - 5** The company admitted that _____ (make) a mistake in hiring her.
 - 6** But they agreed _____ (give) her the job in the first place, didn't they?
 - 7** How can they then criticise her for _____ (be) young?
 - 8** Maybe they regretted _____ (give) her the job.
 - 9** It's a pity someone didn't advise them _____ (not fire) her for being too young.

6 Rewrite the sentences in reported speech, using reporting verbs from the Grammar box.

- 1** Kate: 'It was that man who stole the money!'
- 2** Callum: 'I didn't break Tim's phone!'
- 3** Harry: 'I'll help you with the boxes.'
- 4** Adele: 'You should get more exercise, Lee.'
- 5** Peter: 'I'll leave you if you do that, Maria!'
- 6** Michael: 'I'll always remember you!'
- 7** Jenny: 'I hear you've got engaged, Sandra. Congratulations!'
- 8** Amal: 'I'm really sorry I forgot your birthday, Kerry.'

7 SPEAKING In pairs, report unfair situations. Student A, go to page 196. Student B, go to page 200.

Dreamer4U added a question Jul 19, 2019
I'm curious: can you think of any laws that don't exist, but really should? For example, people who play loud music on public transport should be fined.

1010man added an answer Jul 19
I've got loads of ideas: people who don't look after their health shouldn't get free medical treatment. Also, people who shoplift should be banned from shopping centres.

JulieJools added an answer Jul 20
Wow, @1010man, you're tough! I think we should do more to protect animals. All forms of hunting and fishing should be banned. It's unnecessary and cruel.



- Do you think that rules and laws are always right? Give reasons for your answer.
- Read the message board discussion. Which suggestions do you agree or disagree with? Say why.

- 3.19** Listen to Kyle, Anna and Lauren discussing the suggested laws. Make notes about their opinions.

Law discussed	Kyle's opinion	Anna's opinion	Lauren's opinion
1 Playing loud music on public transport			
2 No automatic right to treatment			
3 Hunting and fishing			

- 3.19** Study the Speaking box. Listen again and complete the phrases with the words from the box.

concerned debatable entitled saying expert
frankly goes inclined principle see shadow tend

SPEAKING | Expressing and challenging opinions

Expressing your opinion

Strong opinion

It ¹ _____ without saying that ...

I really think/don't think that ...

Without a ² _____ of a doubt, ...

³ _____, I think it's obvious that ...

Less strong opinion

My impression is that ...

I'm of the opinion that ...

As far as I'm ⁴ _____, ...

Counter opinion

It's a good idea in ⁵ _____, but ...

I can ⁶ _____ where they're/you're coming from, but ...

Tentative opinion

I'm no ⁷ _____, but ...

I ⁸ _____ to think (that) ...

I'm ⁹ _____ to think (that) ...

Challenging somebody else's opinion

That's ¹⁰ _____, isn't it?

You're ¹¹ _____ to your opinion, but ...

Are you ¹² _____ that ...?

- Look again at the phrases in the Speaking box. What makes the phrases stronger or more tentative?

- 3.20** Listen to three pairs of sentences. Which speaker in each pair sounds as if they have a strong (S) opinion? Which speaker sounds more tentative (T)? Say why.

1 Speaker 1 _____ Speaker 2 _____

2 Speaker 1 _____ Speaker 2 _____

3 Speaker 1 _____ Speaker 2 _____

- 3.20** Listen again and practise saying the sentences with the correct intonation.

- Complete the conversation with phrases from the Speaking box. Then practise reading it in pairs.

Al Do you think the law should be changed to make punishments for shoplifting more severe?

Bob ¹ _____ that people would be less likely to shoplift if they knew they'd get an automatic prison sentence. ² _____ it would be much more effective than banning them from the shop, for example.

Al ³ _____, but studies have shown that a lot of shoplifters are shoplifting food and clothes because they can't afford to buy them. How would sending them to prison help?

Bob ⁴ _____ we should just let them steal, then?

Al No, but it isn't as simple as you say. ⁵ _____ we need to look at each case and see why they did it: if they've done it before, if they're likely to do it again and so on.

Bob I can see what you mean, but ⁶ _____ that we need to have a strong deterrent, to stop people from doing it at all.

- REFLECT | Society** In groups, discuss the questions.

- What is your opinion about the suggested 'new laws' discussed on the message board? Are any of them appealing or practical?
- What new laws do *you* think should be introduced?

Paws for thought



Did you know that there are at least nine million stray cats living wild in the UK, surviving on scraps? In the UK at least, local councils have no legal responsibility to deal with them, and their numbers are growing. But there is one initiative that is trying to help. All across the country, people are setting up 'cat cafés' and I visited one last month.

From the outside it looked like any other café, but once I was inside I saw why it's called a cat café. Curled up on every piece of furniture were a dozen or so cats, just hoping for us to make a fuss of them. I ordered a cup of tea and a cake (with absolutely no cat hairs in it!) and the owner explained that the Cat Café was a way of introducing people to stray cats and that they might then choose to adopt one and take it home. I love cats, but it would be impractical for me to have one. I discovered though, that there are lots of other things the people

who run the café are doing to help. For example, there is a scheme that they're running to build shelters for other stray cats, to protect them against the weather.

I had no idea of the scale of the problem before visiting the Cat Café and my visit really opened my eyes to this situation, and to everything that is being done to help. Participating in such projects is, without a shadow of a doubt, worthwhile because they educate the public as well as helping individual animals.

If you want to get a kitten, think carefully about what you will need to do in order to look after it properly. Don't just think about how cute the kitten looks: 'paws for thought'! Consider the time, energy and expense involved before you get a cat. I don't want to discourage you from adopting a cat, but remember that once you have taken it into your home, you are responsible for its well-being and safety.

1 **SPEAKING** What is a 'cat café'? Have you ever been to one? Read the article and compare it with your ideas or experience.

2 Read the Writing task. In which paragraph of the article does the writer address the two underlined parts of the task?

You recently found out about an initiative to help stray animals. Write an article for a youth magazine in which you describe this initiative and express your opinion on how worthwhile such actions are.

3 Study the Writing box and discuss the questions.

- 1** Which tip from the Writing box does the writer use in the title?
- 2** Which tips in the Writing box does the writer use to make the introduction engaging?
- 3** How does the conclusion emphasise the ideas in the introduction?

WRITING | An article

Title

Attract your reader's attention with a catchy/interesting title. You could:

- use a question form, e.g. **Can we save stray cats?**
- use a pun, e.g. **Paws for thought,**
- use alliteration, e.g. **Captivating Cat Café.**

Introduction

Clearly define what your article is about. You could:

- address your readers directly,
- give a surprising fact or statistic,
- tell a personal anecdote,
- ask a rhetorical question.

Main paragraphs

- Each paragraph should have a clear topic.
- Use an informal, chatty style throughout.
- Use informal punctuation, e.g. exclamation marks.

Conclusion

Return to the main idea from the introduction; leave the reader with something to think about. You could:

- repeat the words from the title,
- make a suggestion,
- give a personal opinion,
- ask a thought-provoking question.

- 4 Many verbs are often followed by a specific preposition. Complete the table with examples from the article on page 102.**

against	A defend, ¹ _____ B campaign, rebel, fight back, demonstrate, speak out
for	C ² _____, lobby, beg, wish, negotiate
from	D ban, ³ _____, prohibit
in	E engage, intervene, interfere, ⁴ _____
on	F exist, get by, live, ⁵ _____
to	G ⁶ _____, connect, join, relate
with	H ⁷ _____, cope, struggle

- 5 Verbs with similar meanings often use the same dependent preposition. Look at the groups of verbs A–H in the table in Exercise 4 and match them with the general meanings 1–8 below.**

- 1 be involved
- 2 stop someone or something
- 3 make connections
- 4 manage a situation (well or badly)
- 5 take care of someone or something
- 6 want or try to get something
- 7 manage to live on few resources
- 8 oppose someone or something

- 6 Complete the sentences with a correct preposition in each gap.**

- 1 If they keep increasing money paid to a university, students may rebel _____ the high cost of education.
- 2 People sometimes feel they don't want to interfere _____ someone else's relationship.
- 3 Although it is difficult, people need to speak out _____ racial discrimination.
- 4 People need to be discouraged _____ throwing litter on the streets.
- 5 Women need to negotiate _____ equal pay with men.
- 6 The growth in organised crime is related _____ increased poverty.
- 7 Older people may find it more difficult to cope _____ long working hours.
- 8 How are students expected to survive _____ so little money?

- 7 Match the sentences in Exercise 6 with some of the issues from the box.**

- ☐ age discrimination ☐ animal rights
☐ domestic violence ☐ gender equality
☐ gun violence ☐ racism ☐ the environment
☐ tuition fees

- 8 Read the Writing task and choose a topic from the box in Exercise 7, or your own idea, to write about. Use the Writing box to help you. Write a topic sentence for each paragraph.**

You recently took part in a demonstration about an issue you feel strongly about. Write an article in which you describe the protest, explaining why it was important and what you hoped to achieve.

- 9 Read two possible introductions for the Writing task in Exercise 8. Rewrite them in a more suitable style using the ideas in the Writing box to help you.**

- 1 Women have become more equal over the last few decades, but it's still difficult for them to succeed professionally. They also often don't earn the same salary.
- 2 Universities are planning to increase their fees to more than £10,000 a year. I think this isn't fair. Students whose families are on a low income won't be able to attend university.

- 10 WRITING TASK Write your article. Use the Writing box to help you.**

- Use your notes and topic sentences from Exercise 8.
- Use a lively, informal style.
- Don't forget to include a range of dependent prepositions.

REMEMBER MORE

1 Complete the text with the correct form of the verbs from the word list.

My class wanted to ¹**p** _____ pressure on the local authorities to build a swimming pool in our school. Last Monday we ²**t** _____ action and we ³**s** _____ a protest outside the town hall. About 100 students ⁴**w** _____ banners and placards. We even ⁵**c** _____ slogans like: 'Swimming pool in our school!'. Sadly, the school head said we shouldn't have ⁶**t** _____ to the streets. He said we could have signed a ⁷**p** _____ instead.

2 Complete the sentences with the correct negative words formed from the words in bold. Then check with the word list.

- My teachers complain that my handwriting is completely _____ (**LEGIBLE**).
- The driver _____ (**JUDGE**) the situation on the road and drove into the barrier.
- We must do more to fix the problems of poverty and _____ (**EQUAL**) in the world.
- When she went to university, she was still _____ (**MATURE**) and dropped out after her first year.

3 Match the two parts of the noun compounds. Then check with the word list.

- | | |
|------------|---------------|
| 1 hate | a violence |
| 2 gender | b delinquency |
| 3 gun | c crime |
| 4 tuition | d equality |
| 5 juvenile | e fee |

ACTIVE VOCABULARY | Word families

If you are studying for an exam, create lists of words that belong to the same word family (e.g. *justify* (v) / *justice* (n) / *justified* (adj) / *justifiable* (adj)), and add to them words for other parts of speech (i.e. negative adjective: *unjustified* or adverb: *justifiably*). Grouping words in this way is useful to practise for word formation type tasks. You can use an online dictionary to help you, e.g. www.ldoceonline.com.

7A GRAMMAR AND VOCABULARY

5.43

- cause a public outcry /kəʊz ə ˌpʌblɪk ˈaʊtkraɪ/
chant slogans /tʃɑːnt ˈsləʊɡənz/
clashes with the police /ˌklæʃɪz wɪð ðə ˈpəliːs/
clear majority /ˌkliə məˈdʒɔrəti/
demonstration (n) /ˌdemənˈstreɪʃən/
environmentalist (n) /ˌɪnˌvaɪrənˈmentəlɪst/
grant (n) /ɡrɑːnt/
lawmaker (n) /ˈlɔːmeɪkə/
lobby for change /ˌlɒbi fə ˈtʃeɪndʒ/
online petition (n) /ˌɒnlaɪn ˈpɛtɪʃən/
protestor (n) /ˈprɒˈtestə/
push for development /ˌpʊʃ fə dɪˈveləpmənt/
put pressure on the government /ˌpʊt ˈpreʃə ɒn ðə ˈɡʌvəmənt/
rally against gun violence /ˈræli əˈɡenst ˈɡʌn ˌvaɪələns/
shooting (n) /ˈʃuːtɪŋ/
social issues /ˌsəʊʃəl ˈɪʃuːz/
stage a protest /ˌsteɪdʒ ə ˈprəʊtest/
take to the streets /ˌteɪk tə ðə ˈstriːts/
troublemaker (n) /ˈtrʌbəlˌmeɪkə/
tuition fee (n) /ˈtʃuːʃən ˌfiː/
wave placards /ˌweɪv ˈplækɑːdz/

7B VOCABULARY 5.44

- aim to do sth /ˈeɪm tə ˌduː ˌsʌmθɪŋ/
contradictory (adj) /ˌkɒntrəˈdɪktəri/
defence (n) /dɪˈfens/
discriminate (v) /dɪˈskrɪmənət/
discrimination (n) /dɪˌskrɪməˈneɪʃən/
discriminatory (adj) /dɪˈskrɪməˈnətəri/
domestic violence /dəˌmestɪk ˌvaɪələns/
enforce (v) /ɪnˈfɔːs/
enforceable (adj) /ɪnˈfɔːsəbl/
enforcement (n) /ɪnˈfɔːsmənt/
equal (adj) /ˈiːkwəl/
equalise (v) /ˈiːkwəlaɪz/
equality (n) /ɪˈkwələti/
expand (v) /ɪkˈspænd/
expansion (n) /ɪkˈspænsjən/
expansive (adj) /ɪkˈspænsɪv/
exploit (v) /ɪkˈsplɔɪt/
exploitation (n) /ˌeksplɔɪˈteɪʃən/
exploitative (adj) /ɪkˈsplɔɪtətɪv/
gender equality (n) /ˌdʒendə ɪˈkwələti/
hate crime (n) /ˈheɪt ˌkraɪm/

- inequality (n) /ˌɪnɪˈkwələti/
institution (n) /ˌɪnstɪˈtjuːʃən/
institutional (adj) /ˌɪnstəˈtjuːʃənəl/
institutional racism /ˌɪnstəˈtjuːʃənəl ˌreɪsɪzəm/
institutionalise (v) /ˌɪnstəˈtjuːʃənalaɪz/
justifiable (adj) /ˌdʒʌstəfəɪəbəl/
justification (n) /ˌdʒʌstɪfɪˈkeɪʃən/
justified (adj) /ˌdʒʌstɪfaɪd/
justify (v) /ˌdʒʌstɪfaɪ/
juvenile (adj, n) /ˌdʒuːvənəl/
juvenile delinquency (n) /ˌdʒuːvənəl dɪˈlɪŋkwənsi/
modern slavery (n) /ˌmɒdɪn ˈsleɪvəri/
on average /ɒn ˈævərɪdʒ/
oppress (v) /əˈpres/
oppression (n) /əˈpreʃən/
oppressive (adj) /əˈpresɪv/
organised crime /ˌɔːɡənəɪzd ˈkraɪm/
persecute (v) /ˌpɜːsɪˈkjʊt/
persecution (n) /ˌpɜːsɪˈkjʊʃən/
petty crime /ˌpeti ˈkraɪm/
rebel (n) /ˈrebəl/
rebel (v) /rɪˈbel/
rebellion (n) /rɪˈbeljən/
rebellious (adj) /rɪˈbeljəs/
receive a sentence /rɪˌsɪv ə ˈsentəns/
relative poverty /ˌrelatɪv ˈpɒvəti/
reliance (n) /rɪˈlaɪəns/
suspicion (n) /səˈspɪʃən/
victim (n) /ˈvɪktɪm/
victimise (v) /ˈvɪktəmaɪz/
victimised (adj) /ˈvɪktəmaɪzd/

7C LISTENING AND VOCABULARY

5.45

- approach (v) /əˈprəʊtʃ/
as a whole /əz ə ˈhəʊl/
at the end /ət ði ˈend/
avoid (v) /əˈvɔɪd/
be accepting of others /ˌbi əkˈseptɪŋ əv ˌʌðəz/
beloved (adj) /bɪˈlʌvɪd/
cultural awareness /ˌkʌltʃərəl əˈweənəs/
depict (v) /dɪˈpɪkt/
dramatic improvement /drəˌmætɪk ɪmˈpruːvmənt/
evade (v) /ɪˈveɪd/
feature (v) /ˈfiːtʃə/
grow independent /ɡrəʊ ɪndəˈpendənt/

harm (n) /hɑ:m/
in the end /ɪn ði 'end/
insight (n) /'ɪnsaɪt/
notorious (adj) /nəʊ'tɔ:riəs/
put sb's life in danger /pʊt ,sʌmbədiz 'laɪf ɪn 'deɪndʒə/
raise (v) /reɪz/
rise (v) /raɪz/
shift (n) /ʃɪft/
short-lived (adj) /,ʃɔ:t 'lɪvd/
test blood for glucose /test 'blʌd fə 'glu:kəʊs/

7D READING AND VOCABULARY

5.46

abuse (n) /ə'bjʊ:s/
all-expenses-paid trip /ɔ:l ɪk'spensɪz ,peɪd 'trɪp/
anthem (n) /'ænθəm/
anti-bullying charity /æntɪ'bulɪŋ 'tʃærəti/
anxiety (n) /æŋ'zaɪəti/
blow over (phr v) /bləʊ 'əʊvə/
chain of hotels /tʃeɪn əv həʊ'telz/
cowardly (adj) /'kaʊədli/
cyberbully (n) /'saɪbə'buli/
cyberbullying (n) /'saɪbə'bulɪŋ/
deejay (v) /di:ˈdʒeɪ/
distress (n) /dɪ'stres/
fat-shame sb (v) /'fæt,ʃeɪm ,sʌmbədi/
have the last laugh /həv ðə 'lɑ:st 'lɑ:f/
head of finance (n) /hed əv 'faɪnæns/
humiliate sb (v) /hju:'mɪliət ,sʌmbədi/
hurtful comment /hɜ:tfəl 'kɒment/
illegal (adj) /ɪ'li:gəl/
immature (adj) /ɪmə'tʃʊə/
indecisive (adj) /ɪndrɪ'saɪsɪv/
insecurity (n) /ɪnsɪ'kjʊərəti/
maliciously (adv) /mə'lɪʃəsli/
misjudge (v) /mɪs'dʒʌdʒ/
mock sb (v) /'mɒk ,sʌmbədi/
multi-talented (adj) /mʌlti'tæləntɪd/
prompt sth /'prɒmpt ,sʌmθɪŋ/
prosecute (v) /'prɒsɪkjʊ:t/
punishable (adj) /'pʌnɪʃəbəl/
put the spotlight on sb /pʊt ðə 'spɒtlaɪt ɒn ,sʌmbədi/
receive support /rɪ'si:v sə'pɔ:t/
rethink (v) /ri:'θɪŋk/
ridicule sb (v) /'rɪdəkjʊ:l ,sʌmbədi/

sensitive to sth /'sensətɪv tə ,sʌmθɪŋ/
shrug sth off (phr v) /,ʃrʌg ,sʌmθɪŋ 'ɒf/
start a hashtag /,stɑ:t ə 'hæʃtæg/
take a stance against sth /,teɪk ə 'sta:ns ə'geɪnst ,sʌmθɪŋ/
take action /,teɪk 'ækʃən/
target (v) /'tɑ:ɡɪt/
throw a party /θrəʊ ə 'pɑ:ti/
turn up (phr v) /,tɜ:n 'ʌp/
unaware (adj) /ʌnə'weə/
wave of abuse /,weɪv əv ə'bjʊ:s/

7E GRAMMAR 5.47

apologise for (v) /ə'pɒlədʒaɪz fə/
be fired/sacked /bi 'faɪəd/sækt/
deny (v) /dɪ'naɪ/
discrimination claim /dɪ'skrɪmə'neɪʃən ,kleɪm/
heatwave (n) /'hi:tweɪv/
insist on (doing) sth /ɪn'sɪst ɒn (,du:ɪŋ) ,sʌmθɪŋ/
make a point /meɪk ə 'pɔɪnt/
maturity (n) /mə'tʃʊərəti/
object to (doing) sth /əb'dʒekt tə (,du:ɪŋ) ,sʌmθɪŋ/
praise sb for sth /preɪz ,sʌmbədi fə ,sʌmθɪŋ/
skirt round sth /skɜ:t ,raʊnd ,sʌmθɪŋ/
uniform policy /'ju:nəfɔ:m ,pɒləsi/
warn sb about sth /'wɔ:n ,sʌmbədi əbaʊt ,sʌmθɪŋ/

7F SPEAKING 5.48

be entitled to sth /bi ɪn'taɪtld tə ,sʌmθɪŋ/
be inclined (to do sth) /bi ɪn'klaɪnd (tə du: ,sʌmθɪŋ)/
curious (adj) /'kjʊəriəs/
debatable (adj) /dɪ'beɪtəbəl/
deterrent (n) /dɪ'terənt/
frankly /'fræŋkli/
in principle /ɪn 'prɪnsəpəl/
loads of ideas /'ləʊdz əv aɪ,dɪəz/
medical treatment /'medɪkəl ,tri:tmənt/
shoplift (v) /'ʃɒp,lɪft/
tag (n) /tæg/

7G WRITING AND VOCABULARY

5.49

ban sb from (v) /'bæn ,sʌmbədi frəm/
beg for (v) /'beg fə/
campaign against (v) /kæm'peɪn ə'geɪnst/
captivating (adj) /'kæptəveɪɪŋ/
connect to sth (v) /kə'nekt tə ,sʌmθɪŋ/
cope with sth (v) /'kəʊp wɪθ ,sʌmθɪŋ/
curl up (phr v) /,kɜ:l 'ʌp/
defend against sth (v) /dɪ'fend ə'geɪnst ,sʌmθɪŋ/
demonstrate against sth (v) /'demənstreɪt ə'geɪnst ,sʌmθɪŋ/
discourage from (v) /dɪs'kʌrɪdʒ frəm/
engage in (v) /ɪn'ɡeɪdʒ ɪn/
exist on (v) /ɪɡ'zɪst ɒn/
fight back against (phr v) /faɪt 'bæk ə'geɪnst/
get by on (phr v) /get 'baɪ ɒn/
hope for (v) /'həʊp fə/
interfere in (v) /ɪntə'fɪə ɪn/
intervene in (v) /ɪntə'veɪn ɪn/
introduce sb to (v) /ɪntrə'dju:s ,sʌmbədi tə/
join to (v) /dʒɔɪn tə/
legal responsibility /li:gəl rɪ'spɒnsə'bɪləti/
live on sth (v) /lɪv ɒn ,sʌmθɪŋ/
negotiate for (v) /nɪ'ɡəʊʃɪət fə/
participate in (v) /pɑ:'tɪsɪpeɪt ɪn/
paw (n) /pɔ:/
prohibit from (v) /prə'hɪbɪt frəm/
protect against (v) /prə'tekt ə'geɪnst/
relate to (v) /rɪ'leɪt tə/
scale of the problem /skeɪl əv ðə 'prɒbləm/
speak out against (phr v) /spi:k 'aʊt ə'geɪnst/
stray (adj) /streɪ/
survive on scraps /sə'vaɪv ɒn 'skræps/
wish for (v) /'wɪʃ fə/
worthwhile (adj) /'wɜ:θ'waɪl/

VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the dialogue.

- A Look! There must be ¹*above / over* a thousand people in the square. They look like they're staging a ²*public outcry / protest* against something. They're waving ³*banners / slogans*.
- B That one says, 'Stop modern ⁴*slavery / delinquency* now!' This type of organised ⁵*poverty / crime* is much more common than many people think. Criminals make people job offers which look good, but the money is terrible and they can't leave! This kind of ⁶*exploitation / discrimination* of people who just want an honest job is disgusting! We really should do more to ⁷*prevent / discourage* this from happening.
- A I agree. More people should ⁸*rebel / speak out* against it. I think the people over there are doing a great job of ⁹*rising / raising* awareness of the problem.
- B I really admire people who ¹⁰*take a stance against / interfere in* something that is wrong.

2 Complete the sentences with the correct form of the words from the box.

accept discriminate enforce equal judge
rebel victim

- He _____ how many sandwiches he would need for the party and didn't make enough.
- We think some of the boss's attitudes are _____ as he tends to give men more opportunities than women.
- The school called the boy's parents because his behaviour in class was completely _____.
- Bullies sometimes _____ other people because they are jealous of them.
- Law _____ is hard if there are not enough police officers.
- _____ means that everyone has exactly the same rights.
- When I was a teenager, I was _____ and didn't do what my parents wanted.

3 Rewrite the sentences in reported speech, making any necessary changes.

- 'The report the newspaper published yesterday has caused a scandal'.
Mr Jones said _____.
- 'Don't block the doors of the building!'
We ordered them _____.
- 'They were campaigning against gun violence when they were arrested.'
She said that _____.
- 'More people live in relative poverty than we think.'
It is thought that _____.
- 'Why can't you listen to what we are saying?'
He asked her _____.
- 'Everyone who has taken part in the rally today will come back next week.'
We told the journalists that _____.
- 'We are going to be at the rally against gun violence this afternoon.'
They said that _____.

4 Rewrite the sentences in reported speech, using the reporting verbs from the box.

accuse advise apologise deny insist promise

- Mark: 'I didn't take a photo of her!'
- Jenny: 'I'll work hard at university, honestly!'
- 'I'm really sorry I mocked your idea,' Marta said.
- Bob: 'You really must come to the talk next week!'
- The teacher: 'I think you copied the essay from the Internet.'
- Aunt Susan: 'It's a good idea to arrive early.'

USE OF ENGLISH

5 Complete the text with the correct form of the words in brackets.

STRATEGY | Word formation

First, decide if you need a noun/verb/adjective, etc. in a gap. For example, if you have a determiner (e.g. *the, a/an, my/your/their*, etc. *whose, another, other*) in a sentence, you need to form a noun.

Remember that a few words in the text will be negative (e.g. *favour – unfavourable*).

Students' Unions

When you register at a university in the UK, you automatically become a member of its Students' Union. It is an ¹_____ (**ORGANISE**) which represents students during their time at university.

In addition to providing ²_____ (**ENTERTAIN**) during the new students' first week, the Students' Union is perhaps best known for organising student societies which any student can join.

Some students are quite ³_____ (**MATURE**) when they start their studies and need support. They can feel very awkward and ⁴_____ (**COMFORT**) at parties where they hardly know anyone, and might easily get depressed. The Students' Union offers important services to help with this. Even if you simply lack confidence and your ⁵_____ (**SECURE**) get the better of you because of your new environment, there is always someone to talk to.

And that's not all. The Union will also help to answer questions on day-to-day matters, such as the cost of transport passes and accommodation. They will be pleased to ⁶_____ (**CLEAR**) any doubts you have, however small you think they are.

Finally, the Union campaigns for its members' rights on a wide range of issues. It lobbies the university and government for real change, but never engages in any ⁷_____ (**LEGAL**) activities. If you wish to start a campaign for something you believe in, the Union will support you, provided your cause is ⁸_____ (**JUST**).

READING

6 Read four texts about how some people protest. For questions 1–7, choose from texts A–D. Each text may be chosen more than once.

Which person ...

- 1 believes you don't need any money to protest against something?
- 2 changed his/her approach to protesting?
- 3 describes an imaginative protest?
- 4 has never been involved in a protest?
- 5 has used social media to protest?
- 6 is involved in a campaign that hasn't been successful yet?
- 7 doesn't see himself/herself as a leader?

SPEAKING

7 Your town wants to reduce the amount of vandalism and has proposed different solutions. In pairs, talk about the different ideas and then decide which two you think will work best.



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

- 1 What do you think causes juvenile delinquency and vandalism?
- 2 Some people think the social issues we are concerned about change as we get older. Do you agree? Say why.
- 3 Why do you think people do things they know are wrong?

WRITING

9 You saw this advertisement on a student website.

ARTICLES WANTED

GENDER EQUALITY

Are girls and boys treated the same at school?
Are the same subjects popular with girls and boys?
Are there any differences between the careers boys and girls are encouraged to follow?

Write an article answering these questions.
The best article will be posted on our website.

Write your article.

GETTING YOUR MESSAGE ACROSS

Have you ever protested about something? We asked four people to tell us what they think about the different ways people make themselves heard.

A

I think that what you do really depends on who you want to reach with your message. It also depends on whether lots of others share your belief, and on your personality. And, of course, whether you have funding. One memorable protest that comes to mind happened a few years ago now. Some people dressed up as giant pigeons and blocked traffic near Trafalgar Square in London. They aimed to put pressure on the London authorities to lift the ban on selling pigeon food in the square. I could see where they were coming from, but I disagreed. In fact, I successfully led a campaign in favour of the ban.



B

Some people say you need financial support in order to organise a campaign or to lobby the authorities for change, so they do nothing. Having resources is important, but in reality all you need is determination and a little time. Even someone who isn't very creative like me can make a simple banner or placard. I've been lobbying my town authorities with some friends to persuade the local government to plant more trees in our town for two years now. It still hasn't worked but I'm sure our persistence will pay off eventually!



C

As far as I'm concerned, social media is the obvious way to get your message across. Politicians know this. In fact, some rarely take to the streets! All you need to do is to pay for a good Internet connection which most people have anyway these days. On a more personal level, I let my friends know my views on social networks, but organising a campaign against something would be much harder. It isn't something I'd feel comfortable doing as I'm much happier following others. I really don't like being in charge as I don't think I have the necessary skills. I'd like to support a campaign one day though. Maybe to protect animal rights.



D

Last year, I joined a group that wanted to clean up the town where I live. It was seriously dirty when we began. I used to go to the town centre two days a week after school, pick up litter and clean pigeon poo off old monuments, all for free! I soon realised that volunteering like this helped but didn't solve the problem. The only way to change the town authorities' attitude and to get them to spend more money on this kind of thing was to campaign for real, long-lasting change. So, I used networking websites to organise a petition and a small street rally. I'm pleased to say the authorities have just confirmed they will spend more money on keeping the town clean!



08

Digital perspectives

VOCABULARY	The Internet of Things, technology synonyms, phrasal verbs
GRAMMAR	Infinitive and gerund forms of the passive, impersonal passive structures Use of English > page 194
SPEAKING	Describing trends
WRITING	A for-and-against essay
VIDEO	Grammar Documentary

THE INTERNET OF THINGS

Machines which gather, store and analyse data and can upload it to the Internet

SMART HOUSE

Lights turn on and off automatically; front door opens with a digital fingerprint



VEHICLES

Self-driving cars



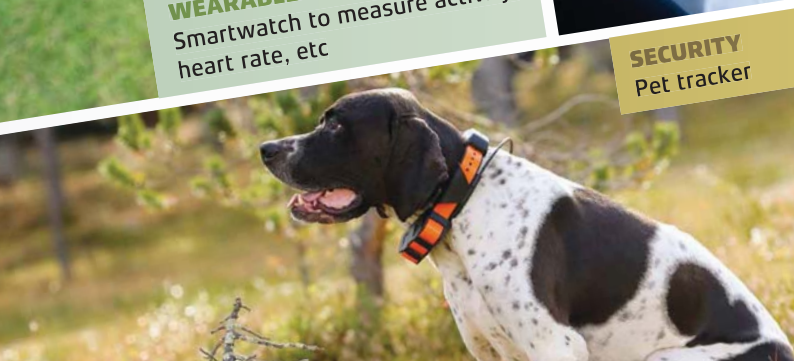
WEARABLES

Smartwatch to measure activity, heart rate, etc



SECURITY

Pet tracker



HEALTH

Embedded heart rate and blood pressure sensors

8A GRAMMAR AND VOCABULARY

1 In pairs, look at the infographic and discuss the questions.

- What other examples of technology (either current or future) can you think of for each category?
- Are you excited about the possibilities offered by the Internet of Things (IoT)? Say why.

2 Check you understand the words and phrases in the box. Then use them to complete the sentences.

alert (v) embedded facial recognition software
hack (v) household appliances malfunction
sensors smart devices track wearables

- _____ and other _____, such as clothing, could be used to _____ your body's fat and water content.
- _____ which can monitor your heart rate could be _____ in your body and _____ the doctor if there are any problems.
- Some people are concerned that it is easy to _____ into a self-driving car, or that there might be a _____ causing an accident.
- Increasingly, smart devices use a digital fingerprint or _____ rather than a PIN.
- A smart feeder that lets you feed your pet remotely or a smart fridge that keeps grocery lists are just a few examples of _____.

3 **3.21** Listen to an extract from a podcast about the Internet of Things and discuss the questions.

- Did the speakers talk about any of your ideas from Exercise 1?
- Give some examples from the podcast of arguments for and against the Internet of Things.

The passive

4 **THINK BACK** Look at the examples of the passive from the recording. Identify the tense or grammatical form (e.g. a modal) in each example.

- The next big thing in technology is the Internet of Things, or the process by which more and more of the devices and appliances which we use every day are made 'smart' and connected to the Internet.
- Within a decade or so almost every appliance in your house could be connected.
- The fridge will be designed to reorder food as you use it.
- Your front door will use facial recognition software to decide if you should be allowed into the house or not.
- Studies are being carried out which claim that it will revolutionise our lives.
- It has even been referred to as 'the fourth Industrial Revolution'.
- Look at the recent crash which was caused by a sensor malfunction in a self-driving car in the USA.
- The number of humans who were required to be in the self-driving car – ready to take control of it in an emergency – had recently been reduced from two to one.
- Can you imagine how many accidents are going to be caused by computer error when no one is watching the road?
- I was regularly being kept awake at night.

5 Look at the sentences in Exercise 4 again and answer the questions.

- How do we form the passive in each of the sentences?
- When we use the passive, are we focusing more on the action or on the person or thing doing the action?
- The 'agent' (the person or thing which causes the action) is mentioned in two sentences. Why is it necessary in those cases?
- What word do we use instead of *by* when we talk about the material or ingredients used to do something?
The cake was made _____ gluten-free flour.

6 Some verbs are followed by the infinitive and others by a gerund form. Study sentences a–b from the recording and answer questions 1–2 about them.

- The number of humans who were **required** to be in the self-driving car ...
 - I don't really **fancy** being monitored at all!
- Which sentence contains a passive infinitive and which a passive gerund?
 - Why are passive infinitives and gerunds used? Look at the words in **bold**.

7 Complete the second sentence so that it means the same as the first one, using infinitive or gerund passive forms.

- It appears that a magic mirror is now available.
A magic mirror now appears _____.
- You can ask it to check the weather.
The mirror can _____.
- You can arrange for the mirror to turn the water on.
You can arrange for the water _____.
- You won't risk a flood in the bathroom because the taps stop automatically.
Because the taps stop automatically, there is no risk of the bathroom _____.
- The mirror knows that if nobody is in the bathroom, it needs to turn the lights off.
The mirror knows that if nobody is in the bathroom, the lights _____.
- I believe most people would enjoy this kind of 'virtual servant' looking after them.
I believe most people would enjoy _____ this kind of 'virtual servant'.

8 Complete the text with the correct passive form of the verbs in brackets. Add *by* or *with* when appropriate.

Nowadays, more and more everyday objects ¹ _____ (turn into) smart devices, often with surprising benefits. For example, have you ever considered getting a smart pillow? A friend bought me one when I told her that my wife had been complaining about ² _____ (keep) awake at night by my snoring! The pillow ³ _____ (can/set) to play your favourite music to help you to get to sleep, and then the quality of your sleep ⁴ _____ (will/track) throughout the night. Every time you snore, it ⁵ _____ (should/detect) the pillow, which will vibrate so that you turn onto your side. You can also set a vibrating alarm to avoid ⁶ _____ (wake up) a loud bell or a buzzer. The pillow is extremely comfortable too as it ⁷ _____ (make) natural fibres and is very soft. When I tried it, it felt like my head ⁸ _____ (support) clouds!

9 In pairs, look at the photo of smart luggage on page 199 and answer the questions.

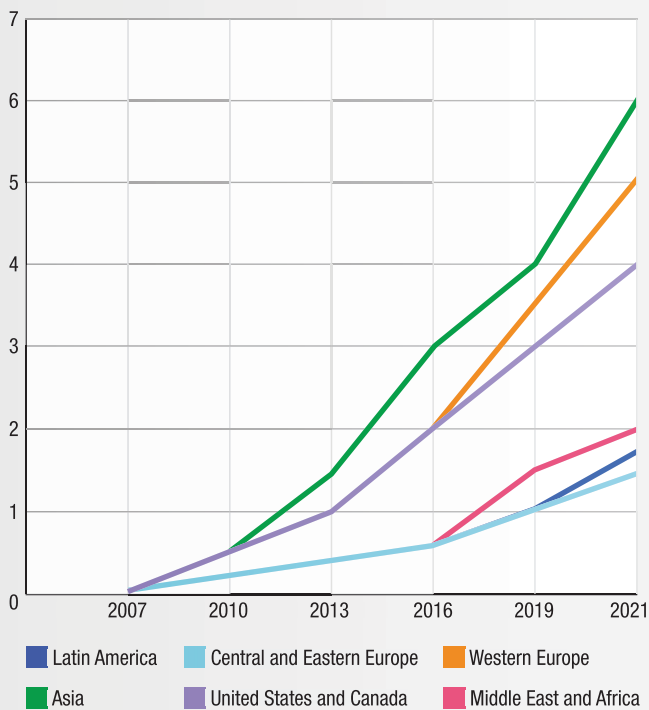
GRAMMAR VIDEO  **16** Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

Would you mind being served by a robot?



8B SPEAKING AND VOCABULARY

Number of IoT connected devices in billions



- In pairs, discuss the questions. Then look at the graph and check your ideas.
 - When do you think IoT devices first became available? When did they start to get really popular?
 - Where do you think IoT devices are most popular: Asia, Western Europe or the United States and Canada?
- Study the graph and complete the sentences with the phrases from the box.

grew slightly stayed the same steady rise
went up quite dramatically

- Overall, there was a _____ in the number of IoT devices used globally.
 - In Central and Eastern Europe, the number of devices pretty much _____ between 2013 and 2016.
 - The number of devices in the Middle East and Africa _____ between 2016 and 2019.
 - Western Europe and the United States and Canada had a similar number of devices until 2016 when the number of devices in Western Europe _____.
- 3.22 Listen to somebody talking about the graph and check your answers.
 - Study the Speaking box. Then rewrite the sentences in Exercise 2 using one of the patterns from the Speaking box.

Overall, there was a gradual increase in the numbers of IoT devices used globally.

OR

Overall, the number of IoT devices used globally rose steadily.

SPEAKING | Describing trends

Introducing data

The graph illustrates ... In this graph, we can see ...

Describing changes over time

- noun + verb + adverb
The number of ... /Sales ... /Users ...
 ↗ ... increased/rose/grew/went up ...
 ↘ ... declined/decreased/went down/dropped ...
 ... slightly/sharply/steadily/gradually/dramatically ...
 → ... stayed the same/remained steady ...
- There + is/was/has been/etc + adjective + noun
There will be a ...
 ... slight/sharp/steady/gradual/dramatic ...
 ↗ ... increase/rise/growth (in the number of users/sales/etc)
 ↘ ... decrease/fall/drop/decline (in the number of users/sales/etc)

Summarising data

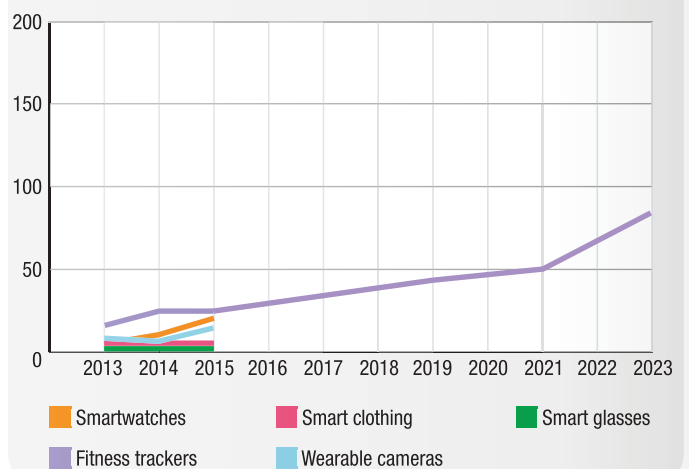
Overall, the trend in ... is upwards/downwards.

Between 2013 and 2018, ...

During the period ... It is noticeable that ...

- In pairs, study the (incomplete) chart below and discuss the questions. Use patterns and phrases from the Speaking box.
 - Which of these wearables do you own?
 - Which would you like to own? Say why.
 - Why do you think some wearables became popular so quickly? Did this trend continue? Say why.
 - Which type of wearable do you expect to be the most/least popular in the future? Say why.
- 3.23 Listen and complete the graph with a line for fitness trackers. Compare the line you have drawn with your partner.

Wearable devices sold in world markets (in thousands)



- In pairs, use your own ideas to complete the graph for the other wearables. Which kind of smart device do you think will become more or less popular? Present your completed graph to the class, using language from the Speaking Box.

- 1 **SPEAKING** In pairs, look at the cartoon and the title of the article. What do you think an 'early adopter' is in terms of technology?
- 2 Read the short article below and check your ideas from Exercise 1. Are you an early adopter? Say why.
- 3 **THINK BACK** In pairs, explain the meanings of the underlined words in the article.
- 4 Match the highlighted words and phrases from the article with their definitions.
 - 1 Not in use any more because a newer invention exists.
 - 2 Small problems that prevent a device from working well.
 - 3 Everything a piece of software can do.
 - 4 Old-fashioned.
 - 5 Most modern.
 - 6 Using the most recent ideas and methods.
 - 7 Deal with.
 - 8 The ability of one piece of equipment/software to be used with another.
 - 9 Change for something newer or better.
 - 10 Stored on a computer/other device so it won't be lost.
- 5 Choose the correct words to complete the sentences.
 - 1 Before I turn off the computer, I always *upgrade* / *back up* all my work.
 - 2 Upgrading the software caused some *gadget* / *compatibility* problems.
 - 3 A *glitch* / *device* caused the computer to shut down.
 - 4 The computer didn't have enough memory to *crash* / *handle* the program.
 - 5 If the browser is outdated, some of the *functionalities* / *adaptors* on the website may not work.
 - 6 They replaced their *outdated* / *state-of-the-art* desktop computers with faster, lighter tablets.

- 6 Read Active Vocabulary and complete the sentences with synonyms from the boxes below. Sometimes more than one answer is possible.

dated obsolete old-fashioned outdated

- 1 That style of trousers looks really _____ now.
- 2 The software isn't working very well because it's rather _____.
- 3 He has what I call good _____ manners, such as opening the door for a lady.
- 4 My phone is so old it's _____ – you can't even get a charger for it anymore.

appliance(s) gadget(s) device(s)

- 5 The kitchen drawer is full of handy _____ to slice onions or peel eggs and so on.
- 6 The spy's listening _____ was hidden inside a pen.
- 7 We will need a van to move the kitchen _____, such as the freezer and cooker.

ACTIVE VOCABULARY | Synonyms

Synonyms are words or phrases which have exactly or nearly the same meaning as other words or phrases.

- There is usually some small difference in meaning or register, e.g. an *appliance* is something electrical used in the house (a fridge). *Gadgets* and *devices* tend to be smaller (*gadget* is used in an informal register).
- Sometimes synonyms have different connotations: *dated* and *old-fashioned* both mean 'not modern', but *dated* has a negative connotation, whereas *old-fashioned* can have a positive connotation if the speaker believes things were better in the past.

- 7 **SPEAKING** Tell your partner about a piece of technology you or your family own which used to be state-of-the-art and which is now outdated or even obsolete.

EARLY ADOPTER OR LAGGARD?

Are you the kind of person who queues up all night because you can't wait to get your hands on the latest tech gadget? Do you always upgrade to the newest version of your favourite device immediately? Or do you wait until your device is so old and outdated that it can't handle new apps, or keeps crashing or overheating and when it needs to be backed up, there isn't enough memory left to do it?

If you just have to have that improved functionality, or try out a new trend before everyone else, then you're what's known as an 'early adopter'. On the other hand, if your phone is so old that you can't even swipe on it, then you're a 'laggard'.

Early adopters tend to be young, but not always *that* young, because buying state-of-the-art technology is expensive. Essentially, you're paying more to have your device first and as soon as you've bought it, its value will go down, and, of course, it will eventually become obsolete.

New devices often come with compatibility issues, so that you also need to buy new adaptors or cables. Being a pioneer also means dealing with any bugs or glitches that the manufacturers didn't or couldn't predict. It's worth thinking twice before you splash out on that shiny new gadget on the day it's released.



8D READING AND VOCABULARY

- 1  **3.24 SPEAKING** Read and listen to the first paragraph of the article. Does it describe a positive or a negative experience? Why do you think the person is feeling that way?
- 2 Read the rest of the article and check your ideas. What other experiences are described in the article?
- 3 Read the article again and choose the correct answers.
 - 1 Why does the writer describe an experience of going shopping in the first paragraph?
 - a To explain exactly why some people suffer from ASD.
 - b To demonstrate why having ASD can cause someone to get upset.
 - c To emphasise the social problems created by large shopping malls.
 - d To justify the use of Virtual Reality to help people to understand an experience.
 - 2 Which of these statements best reflects what the writer says about ASD?
 - a People with ASD can't cope with noisy environments.
 - b Many people feel upset or angry about having ASD.
 - c Different people will experience ASD in different ways.
 - d Public places should be better designed for people with ASD.
 - 3 The writer cites Chris Milk to illustrate that
 - a VR can also be a way for people to communicate over a distance.
 - b video may actually separate us from the people we see onscreen.
 - c VR is so powerful it could cause people to break down emotionally.
 - d VR has the potential to alter how we interact with each other.
 - 4 What do the examples in Paragraph 4 indicate?
 - a That it is relatively easy to trick people into doing something.
 - b That many people are inspired to visit the places they see through VR.
 - c That VR can stimulate people's willingness to take action.
 - d That people generally believe what they want to believe.
 - 5 What attitude towards VR is expressed by the writer in the last paragraph?
 - a It has some value but should be treated with caution.
 - b It is fairly pointless compared with real life experience.
 - c It is hardly comparable to real life experience.
 - d It is a passing fashion that will fade away.

4 Summarise the arguments in the text for and against using VR to help people 'walk in someone else's shoes'. Overall, do you think it is a good idea? Say why.



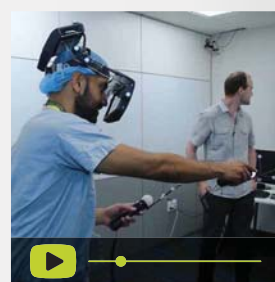
- 5 Study the words related to ASD from the text and discuss their meaning with a partner. What other situations might someone with ASD find difficult? Say why.

hypersensitivity meltdown neurotypical
overwhelming sensory overload a wave of anxiety

- 6 Replace the underlined parts of the sentences with the correct forms of the highlighted phrasal verbs from the article.
- 1 You can't expect to keep a job if you're always late!
 - 2 I have never really felt part of the group at school.
 - 3 Every time she thought about it, the anxiety made her feel very bad.
 - 4 He stopped what he was doing to talk to her.
 - 5 The noise was too much for her and she finished by running from the room.
 - 6 I didn't expect to see you here!
 - 7 Experiencing something difficult can help you to grow as a person.
 - 8 Relax – it's going to be OK.
 - 9 If you encounter any problems, let me know.
- 7 **SPEAKING** In pairs, discuss the questions.
- 1 Apart from VR, how else could technology help people with disabilities or those whose brains are not neurotypical?
 - 2 What would you include in a VR experience to help people understand what it is like to have a disability or to be homeless?

DOCUMENTARY VIDEO

 **17 WATCH AND REFLECT**
Go to page 169. Watch the documentary *Virtual medicine* and do the exercises.



Virtual reality

walking in someone else's shoes

3.25

- 1** The doors shut with a thud behind me as I walk into the shopping centre. Immediately, there's a buzz of noise. I can hear two or three different types of music being played in various shops. A woman walks past me, carrying lots of shopping bags. I can hear the sound of them rubbing against each other. I try to shrug it off, but it's made me feel a bit more anxious. The lights are too bright. A man is shaking a pot full of coins - I think he's collecting money for charity. It's really loud. I carry on through the shopping centre. I can smell fried food. There's a ride-on children's toy train playing music and spinning around. I bump into a friend, but I can't stop to talk to her because it's all so overwhelming. I need to **calm down**. A wave of anxiety overcomes me. I need to get out of here.
- 2** This is a description of what it might feel like for some people with ASD (autism spectrum disorder) to go to a shopping centre. While people's experiences vary a lot, as does the degree of their symptoms, one of the key issues for many individuals with autism is a hypersensitivity to sights, sounds, smells and tastes, which can make a simple activity, such as going shopping in a public place, extremely stressful. Some people are able to cope with this kind of sensory overload reasonably well, though the stress might **eat away at** them inside. But for others, it all becomes too much and they **end up** having a meltdown - in other words, they get upset or angry. This can make it difficult to **fit in** with or even to keep friends because neurotypical people just don't understand the pressure that has led the person with autism to act in this way. It can also lead to people with autism having problems at school or with **holding down** a job, as they may come across as unreliable or bad-tempered.

- 3** In order to help neurotypical people understand what it's like to have autism, could Virtual Reality (VR) help? Virtual Reality is a computer-generated simulation of an experience, which is seen in 3D, and which can feel almost exactly like really being in that situation. While 2D video can sometimes almost put up a wall between us and other people's experiences, VR can help to break that wall down. According to Chris Milk in his TED talk, Virtual Reality connects humans to other humans in a unique and profound way which can change people's perceptions of each other. Perhaps in response to such ideas, the National Autistic Society has developed a VR experience to help neurotypical people fully take in what sensory overload feels like. People can watch the video using special 3D glasses, which take them more fully into the experience. So far, it has had six million views, and the comments certainly indicate that it's having a powerful effect.
- 4** The potential impact of VR in helping us to understand one another and the world around us is exciting. For example, Greenpeace has reported that a VR experience which transported people to the Amazon rain forest doubled the number of charitable donations. In another experiment, some people **went through** the virtual experience of chopping down a tree. Afterwards, the researcher 'accidentally' spilt his drink and those people who had been 'chopping down trees' reached for fewer paper napkins, suggesting that their experience had subconsciously encouraged them to stop wasting paper.
- 5** VR has also been used to give people the experience of being in a refugee camp, or being disabled, or being in a war zone. But can these experiences really help us to walk in someone else's shoes? A major difference between simulated and actual experiences is that we volunteer to put on the VR headset. We can **break off** at any time and go back to our normal lives, whereas the people whose lives we're experiencing don't have that luxury. And, while we can experience the sounds and sights of a refugee camp, we don't **come up against** the same difficulties. There is also the fact that trying out something for a few minutes is very different from experiencing it over several months, years or a lifetime. Virtual Reality can certainly provide another way of looking at the world, but ultimately, it's still no substitute for real life experience, and shouldn't be considered as such.

8E LISTENING AND VOCABULARY

1 SPEAKING In pairs, discuss the questions.

- 1 Why do people take selfies?
- 2 Do you ever take selfies? Say why.

2 3.26 Listen to a radio programme about selfies. What reasons for taking them are mentioned?

3 3.26 Listen to the programme again and choose the correct answers.

- 1 Lucy thinks the main reason selfies became so popular is because
 - a people wanted to be able to create an ideal image of themselves.
 - b social networking provided a reason for people to share self-portraits.
 - c modern technology made it more straightforward to take photos of ourselves.
 - d people like looking at photos of themselves.
- 2 What does Lucy think about the habit of taking group selfies on a night out?
 - a It's a good way to record memories.
 - b It's boring for other people who weren't present at the time.
 - c It's a way of making people envious of your popularity.
 - d It gets in the way of people having fun.
- 3 Which of the following is stated as a fact and not an opinion?
 - a Some people don't want photos of themselves to look like selfies.
 - b It's fashionable to employ a local photographer to capture perfect images.
 - c Young people reject most of the photos which they take of themselves.
 - d People who are bothered about what they look like, don't worry how much they spend.
- 4 How does Lucy define 'selfitis'?
 - a Feeling compelled to constantly take and post selfies.
 - b A modern-day version of being self-obsessed.
 - c A made-up disorder that someone created as a hoax.
 - d Having a constant need for other people to like you.
- 5 How does Lucy feel about people who take dangerous selfies?
 - a admiring b sympathetic c excited d confused

4 Complete the extracts from the recording with the words from the box.

attributes curate deceptive enhance features
flattering flaws superficial

People started taking selfies not just to present a ¹ _____ picture of themselves, but also to manage and ² _____ what they wanted to tell the world about their physical ³ _____, their personality, their relationships, their hobbies.

On a ⁴ _____ level, their holiday photos look relaxed and natural, but in reality they've been very carefully planned – and paid for. Appearances can be ⁵ _____. You can add filters to ⁶ _____ how you look, remove any ⁷ _____ or even change the shape or size of your facial ⁸ _____.



5 3.27 Study Active Listening, then look at the extracts below. What do you think changes in the underlined final consonant sounds in fast speech?

- 1 Every third photo taken by those aged 18–24 ...
- 2 But more to the point.
- 3 It isn't a good girls' night out.
- 4 It's about making other people feel jealous.
- 5 But that would mean they didn't have the opportunity ...
- 6 For every photo that gets posted ...
- 7 You can get some really great pictures.
- 8 ... just in case someone might judge them.
- 9 But for others, it could become a problem.
- 10 It doesn't help when people 'like' the photos.

ACTIVE LISTENING | Understanding fast speech (2)

When English is spoken at fast speed, the consonant sounds /t/, /d/ and /n/ at the end of a word can change to become more like the consonant sound at the beginning of the next word. Being aware of these processes will help you to understand fast English better.

- before /m/, /b/ and /p/
that man sounds like 'thapman'
good boy sounds like 'goob'boy'
in public sounds like 'impublic'
- before /g/ and /k/
that gate sounds like 'thak'gate'
mad cow sounds like 'magcow'
green car sounds like 'greengcar'

6 REFLECT | Society In pairs, discuss the questions.

- 1 Why do many people only post flattering pictures of themselves? Does this make other people like them more?
- 2 Can someone's flaws make them more likeable? Say why.

- 1 SPEAKING** Tim Berners-Lee, the inventor of the Internet, famously said that being able to monitor Internet activity meant that you could get more intimate details about someone's life than anyone they ever spoke to. Does this worry you? Say why.
- 2** Read the article about Tim Berners-Lee and list five potentially problematic issues with the Internet which are mentioned. How do you feel about these issues?

May Tim Berners-Lee change the world again?

Three decades ago, Tim Berners-Lee created something that changed the course of human history – the World Wide Web, also known as the Internet. It is believed that Berners-Lee would now be the richest man in the world if he had not decided to release the source code for free.

The Internet was always expected to generate profits for big business, but perhaps even Berners-Lee could not have predicted that just a few huge corporations would come to control it. It is estimated that around seventy-five percent of Internet traffic is generated by three giant companies.

Berners-Lee says that he has been 'devastated' at some of the uses his invention has been put to. For example, when it was revealed that hackers had influenced certain presidential elections, or when a social media site admitted carrying out secret psychological experiments – nearly 700,000 are thought to have been affected.

It has often been remarked that if you're not paying for a service or product, you're not the customer – you're the product! In other words, all the information you are giving away about every aspect of your life is what is valuable. Top Internet companies are thought to have already filed patent applications for devices which are designed to listen out for changes in mood or emotion in the voice, indicating that they plan to find out even more about us in the future.

Berners-Lee is now working on a new idea: a way to give back control to the people. His new system, called Solid, is reported to be a platform whereby users can control access to the data and content they generate on the Internet. He might just change the world all over again ...



Impersonal passive structures

- 3** Match sentences 1–3 from the text with patterns a–c in the Grammar box below. Then find five more examples of the patterns in the text.
- 1** ☐ Nearly 700,000 of users are thought to have been affected.
- 2** ☐ It is believed that Berners-Lee would now be the richest man in the world ...
- 3** ☐ His new system, called Solid, is reported to be a platform whereby users can control access ...

Impersonal passive structures

We can report people's beliefs and opinions using verbs such as *say, think, believe, know, claim, estimate, expect* and a passive structure. There are three patterns:

- for present or past belief:
it + passive (be + past participle) + that clause
- for present belief:
subject + passive (be + past participle) + to-infinitive
- for present belief about a past event:
subject + passive (be + past participle) + perfect infinitive (to have been + past participle)

Grammar Reference and Practice > page 185

- 4** Rewrite the sentences using the first pattern (a) from the Grammar box.
 - People say that Berners-Lee never made a penny from his invention.
It is said that Berners-Lee never made a penny from his invention.
 - Experts expect that Internet users will lose more and more privacy.
 - Some people have suggested that the Internet should be privatised.
 - Initially people thought the Internet was just for computer geeks.
 - Experts have estimated that more than half the world can now access the Internet.
 - Some people have claimed that the Internet is a failed experiment.
- 5** Rewrite the sentences using patterns b and c from the Grammar box.
 - People say that Berners-Lee never made a penny from his invention.
 - Experts expect that Internet users will lose more and more privacy.
 - Initially, people thought the Internet was just for computer geeks.
 - Experts have estimated that more than half the world can now access the Internet.
 - Research has found that Facebook has more than one billion active users.
- 6 SPEAKING** In pairs, rewrite the sentences and discuss them. Student A, go to page 196. Student B, go to page 200.

THE PROS AND CONS OF TRACKING OUR PERSONAL DATA

These days it is extremely common for companies to track Internet users' data in order to target them with personalised content or advertising.

¹Some people feel quite comfortable with this, and may even find it helpful, whereas others consider it an invasion of privacy.

It is estimated that seven in ten Internet users are happy to give away personal data while browsing online. There may be some clear benefits to doing this. ²Although most people are careful with data such as online banking details, many actually prefer more personalised marketing and feel that their search results are likely to be more accurate and relevant if the search company better understands their needs. Another positive aspect of data tracking is that people can be automatically logged onto a site, rather than having to enter a password.

³This is clearly far more convenient, even though it is, of course, less secure.

⁴In spite of these potential benefits, a significant number of people are choosing to use ad-blocking software in order to avoid digital advertising altogether. In some cases, this is simply because they find the adverts annoying or intrusive, but it is also because of a desire to avoid being tracked online. In most cases, this is probably harmless.

⁵Nevertheless, a surprising amount of information can be collected: what you have bought, where you have been, what you have 'liked' on social media, and a great deal more. Most people really have very little idea how much data is being given away every time they click, or what that data will be used for.

In conclusion, it seems obvious that while people remain largely unaware and unable to make informed choices, the ability of companies to collect data should be limited or they should be required to specifically ask for permission.



8G WRITING | A for-and-against essay

1 What kind of information about yourself might you be giving away? Do the quiz then check your answers on page 199.

QUIZ

Are you giving away too much information?

- 1** You do an online quiz to find out more about the characteristics of your sign of the zodiac. What could happen as a result?
- 2** You go on holiday and tag your location on social media. What might you then notice online?
- 3** You fill in a form online and give the day and month of your birth, but not the year. Is this risky?

2 Read the Writing task. In pairs, make a note of some possible arguments for and against tracking Internet users' personal data.

Nowadays many companies track Internet users' personal data using 'cookies' in order to deliver personalised content or advertising. Write an essay discussing the advantages and disadvantages of this practice.

3 Read one student's essay. List the arguments for and against tracking online personal data.

4 Complete the Writing box with examples from the text.

WRITING | A for-and-against essay

Introduction

- Summarise the topic of the essay, using your own words:
¹ _____ it is extremely common for companies to ...
 In recent years, it has become more and more common ...
- Outline points of view which you are going to discuss:
² _____ feel ... whereas others ...

Main body

- In your first main paragraph, give arguments in favour of the situation from the task:
 There may be some clear ³ _____ to doing ...
 Another positive ⁴ _____ of ... is ...
 Note: We often use tentative language when presenting the arguments:
 There may be some clear benefits to doing ...
- In your second main paragraph, give arguments against the situation from the task:
 In spite of these ⁵ _____ benefits many people ...
 Nevertheless, many people feel ...
 Note: When you are giving other people's opinions, use a mixture of impersonal passive forms and more direct ways of describing what people feel or think:
 It is ⁶ _____ that ...
 It is commonly believed that ...
 It is argued by some people that ...
 Many people are of the opinion that ...

Conclusion

- Summarise the main points and give your opinion:
 In conclusion, it seems ⁷ _____ that ... (indirectly)
 In my considered opinion ... (directly)

5 In pairs, study sentences 1–5 in the essay and the linkers (words or phrases used to link ideas) in the table. Then answer the questions below.

Conjunctions of contrast	while, whereas
Conjunctions of concession	although, even though
Prepositions of contrast	despite, in spite of
Adverbs of contrast	however, nevertheless, nonetheless

- In sentence 1, is *while* also possible with no change of meaning? Which option is more formal?
- In sentence 2, which conjunction, *although* or *even though*, adds more emphasis?
- Is it possible to change the order of the clauses in sentence 3 with *although* and *even though*?
- In sentence 4, is it possible to replace *in spite of* with *despite* without making any other changes?
- In sentence 5, is there any difference in meaning or formality between *nevertheless*, *however* and *nonetheless*?

6 Combine sentences 1–5 with sentences a–e using the words in brackets.

- Many cookies are harmless.
 - There were several major cyber attacks last year.
 - Many people are aware that cookies are embedded in websites.
 - Internet searches which use facial recognition software will soon be possible.
 - Good cookies make websites more user-friendly.
- a Most of us have no idea what they do. (while)
 b People will need to actively agree to this. (although)
 c Some are designed to steal private information. (however)
 d It should be possible to use the sites without accepting them. (nevertheless)
 e Most companies have not changed their security systems. (in spite of)

7 Rewrite the sentences in Exercise 6 using different phrases of contrast in Exercise 5.

8 CRITICAL THINKING Study Active Writing and read the essay topic below. Make a note of different perspectives on the topic that you could use in your essay.

Nowadays, young people have the ability to create their presence on social media through the photos, updates and comments they post. Write an essay discussing the advantages and disadvantages of this practice.

ACTIVE WRITING | Evaluating other people's views

A for-and-against essay needs to introduce different perspectives, and critically evaluate them, considering in what ways they may have good arguments as well as any flaws. In your essay, explain how arguments made by others are strong as well as point out any weaknesses in them.

9 WRITING TASK Write your essay. Use the Writing box to help you.

- Make an outline plan and notes for each paragraph. Use your ideas from Exercise 8.
- Make sure you consider both sides of the argument.
- Use impersonal passive structures where possible.
- Don't forget to include phrases of contrast where appropriate.



REMEMBER MORE

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

- What prevents something from working as well as it should?
glitch / laggard
- What do you do when you move your finger across a touch screen in order to activate a function?
handle / swipe
- What do you call a thing which is no longer useful, because something newer and better has been invented?
latest / obsolete
- What do you call someone who is very interested in a particular subject and knows a lot about it?
adopter / geek

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

- wear – _____
- apply – _____
- function – _____
- browse – _____

3 Complete the phrasal verbs with the prepositions *up*, *off* and *down*. Then check with the word list.

- shrug it _____ (and don't worry)
- calm _____ (after a fight)
- break _____ (a conversation)
- end _____ (living in the middle of nowhere)

4 Choose the correct verbs in the phrases. Then check with the word list.

- fall / break* down emotionally
- launch / generate* profits
- track / spill* your body's fat
- walk / wear* in someone else's shoes

5 Do the task below.

Are mobile phones a threat or a blessing when in hands of small children?

Write three sentences using impersonal passives in which you present some facts and/or opinions. Start your sentences with phrases from section 8G, e.g. *It is argued by some people that ...*

8A GRAMMAR AND VOCABULARY



5.50

alert your doctor /ə'lɜ:t jə 'dɒktə/

analyse (v) /'ænaləɪz/

detect (v) /dɪ'tekt/

digital fingerprint /dɪdʒɪtl 'fɪŋgə'prɪnt/

embedded in your body /ɪm'bedəd ɪn jə 'bɒdi/

facial recognition software /feɪʃəl ,rekəg'nɪʃən ,sɒftweə/

gluten-free flour /glu:tən 'fri: flauə/

hack into something /'hæk ,ɪntə ,sʌmθɪŋ/

heart rate (n) /'hɑ:t ,reɪt/

household appliance (n) /'haʊshəʊld ə'plaɪəns/

Internet of Things /,ɪntənət əv 'θɪŋz/

malfunction (n) /mæl'fʌŋkʃən/

monitor (v) /'mɒnɪtə/

natural fibre /,nætʃərəl 'faɪbə/

pillow (n) /'pɪləʊ/

remotely (adj) /rɪ'məʊtli/

reorder (v) /rɪ'ɔ:də/

require sb to do sth /rɪ'kwaɪə ,sʌmbədi tə 'du: ,sʌmθɪŋ/

revolutionise (v) /,revə'lju:ʃənəɪz/

self-driving car /,selfdraɪvɪŋ 'kɑ:/

sensor (n) /'sensə/

set an alarm /,set ən ə'lɑ:m/

smart device /,smɑ:t dɪ'vaɪs/

snore (v) /snoʊ:/

tap (n) /tæp/

track your body's fat and water content /,træk jə ,bɒdɪs 'fæt ənd 'wɔ:tə ,kɒntent/

use a wearable /ju:z ə 'weərəbəl/

vibrate (v) /vaɪ'bret/

virtual servant /,vɜ:tʃuəl 'sɜ:vənt/

8B SPEAKING AND VOCABULARY



5.51

decline (n,v) /dɪ'klaɪn/

decrease (n) /dɪ'kri:s/

decrease (v) /dɪ'kri:s/

downwards (adv) /'daʊnwədz/

drop (n,v) /drɒp/

fall (n,v) /fɔ:l/

fitness tracker (n) /'fɪtnəs ,trækə/

go down (phr v) /,gəʊ 'daʊn/

go up dramatically /,gəʊ 'ʌp drə'mætɪkli/

gradual (adj) /'grædʒuəl/

gradually (adv) /'grædʒuəli/

graph (n) /grɑ:f/

grow slightly /,grəʊ 'slaitli/

growth (n) /grəʊθ/

illustrate (v) /'ɪləstreɪt/

increase (n) /'ɪnkri:s/

increase (v) /'ɪnkri:s/

noticeable (adj) /'nəʊtəsəbəl/

overall (adj) /,əʊvərɔ:l/

pretty much /'prɪti mʌtʃ/

remain steady /rɪ'meɪn ,stedɪ/

rise steadily /,raɪz 'stedɪli/

sharply (adv) /'ʃɑ:pli/

slightly (adv) /'slaitli/

smart clothing (n) /'smɑ:t ,kləʊðɪŋ/

smart glasses (n) /'smɑ:t ,glɑ:sɪz/

stay the same /,steɪ ðə 'seɪm/

steadily (adv) /'stedəli/

steady rise /'stedɪ ,raɪz/

upwards (adv) /'ʌpwədz/

wearable camera /,weərəbəl 'kæməərə/

8C VOCABULARY



5.52

adaptor (n) /ə'dæptə/

appliance (n) /ə'plaɪəns/

back up (phr v) /,bæk 'ʌp/

browser (n) /'braʊzə/

bug (n) /bʌg/

compatibility (n) /kəm,pætə'bɪləti/

crash (v) /kræʃ/

dated (adj) /'deɪtɪd/

early adopter /,ɜ:li ə'dɒptə/

functionality (n) /fʌŋkʃə'næləti/

glitch (n) /glɪtʃ/

handle /'hændl/

handy (adj) /'hændi/

laggard (n) /'læɡəd/

latest (adj) /'leɪtɪst/

obsolete (adj) /'ɒbsəli:t/

old-fashioned (adj) /,əʊld 'fæʃənd/

outdated (adj) /,aʊt'deɪtɪd/

overheat (v) /,əʊvə'hɪt/

release (v) /rɪ'li:s/

shut down (phr v) /,ʃʌt 'daʊn/

splash out on sth (phr v) /,splæʃ 'aʊt ɒn ,sʌmθɪŋ/

state-of-the-art technology /,steɪt əv ði: 'ɑ:t tek'nɒlədʒi/

swipe (v) /swaɪp/

tech gadget (n) /ˈtek ɡædʒɪt/

upgrade (v) /ˈʌpˈɡreɪd/

8D READING AND VOCABULARY

5.53

alter (v) /ˈɔːltə/

ASD (autism spectrum disorder) /ˈeɪ es ˈdiː
(ˌɔːtɪzəm ˈspektrəm dɪsˈɔːdə)/

bad-tempered (adj) /ˌbæd ˈtempəd/

break down emotionally (phr v) /ˌbreɪk ˈdaʊn
ɪˌməʊʃənəli/

break off (phr v) /ˌbreɪk ˈɒf/

bump into sth (phr v) /ˌbʌmp ˈɪntə ˌsʌmθɪŋ/

buzz of noise /ˌbʌz əv ˈnɔɪz/

calm down (phr v) /ˌkɑːm ˈdaʊn/

charitable donation /ˌtʃærətəbəl dəʊˈneɪʃən/

come up against sb/sth (phr v) /ˌkʌm ˈʌp əˌɡenst
ˌsʌmbədi/ˌsʌmθɪŋ/

comparable (adj) /ˈkɒmpərəbəl/

computer-generated simulation /ˌkəmˌpjʊːtə
ˌdʒenəreɪtəd ˌsɪmjəˈleɪʃən/

despair (n) /dɪˈspeə/

disabled (adj) /dɪsˈeɪbld/

eat away at sb/sth (phr v) /ɪt əˈweɪ ət ˌsʌmbədi/
ˌsʌmθɪŋ/

emphasise (v) /ˈemfəsaɪz/

encounter a problem /ɪnˌkaʊntə ə ˈprɒbləm/

end up doing sth (phr v) /ˌend ˈʌp ˌduːɪŋ ˌsʌmθɪŋ/

fade away (v) /ˌfeɪd əˈweɪ/

fit in (phr v) /fɪt ˈɪn/

go through sth (phr v) /ˌɡəʊ ˈθruː ˌsʌmθɪŋ/

headset (n) /ˈhedset/

hold sth down (phr v) /həʊld ˌsʌmθɪŋ ˈdaʊn/

hypersensitivity (n) /haɪpəsensəˈtɪvəti/

key issue /kiː ˈɪʃuː/

meltdown (n) /ˈmeltðaʊn/

neurotypical (adj) /ˌnjuərəʊˈtɪpɪkəl/

onscreen (adv) /ˈɒnskriːn/

overcome (v) /ˌəʊvəˈkʌm/

overwhelming (adj) /ˌəʊvəˈwelmɪŋ/

paper napkin (n) /ˈpeɪpə ˌnæpkɪn/

passing fashion /ˌpɑːsɪŋ ˈfæʃən/

passing glimpse /ˌpɑːsɪŋ ˈɡlɪmps/

pointless (adj) /ˈpɔɪntləs/

profound (adj) /ˌprəˈfaʊnd/

put up a wall /ˌpʊt ˈʌp ə ˌwɔːl/

reasonably well /ˌriːzənəbli ˈwel/

refugee camp (n) /ˌrefjuːˈdʒiː ˌkæmp/

rub against sth /rʌb əˌɡenst ˌsʌmθɪŋ/

sensory overload (n) /ˌsensəri ˈəʊvəˈləʊd/

shrug sth off (phr v) /ˌʃrʌɡ ˌsʌmθɪŋ ˈɒf/

spill sth (v) /ˈspɪl ˌsʌmθɪŋ/

spin around (v) /ˈspɪn əˌraʊnd/

stimulate (v) /ˈstɪmjəleɪt/

subconsciously (adv) /ˌsʌbˈkɒnʃəsli/

substitute (n) /ˈsʌbstɪtjuːt/

take in (phr v) /teɪk ˈɪn/

thud (n) /θʌd/

treat with caution /ˌtriːt wɪθ ˈkɔːʃən/

trick sb into doing sth /ˈtrɪk ˌsʌmbədi ɪntə ˌduːɪŋ
ˌsʌmθɪŋ/

ultimately (adv) /ˈʌltəmətli/

unreliable (adj) /ˌʌnrɪˈlaɪəbəl/

vary (v) /ˈveəri/

VR (Virtual Reality) /ˌviː ˈɑː (ˌvɜːtʃuəl rɪˈælɪti)/

walk in someone else's shoes /ˌwɔːk ɪn ˌsʌmwʌn
ˈelsəs ˌʃuːz/

war zone (n) /ˌwɔː ˌzəʊn/

wave of anxiety /ˌweɪv əv æŋˈzaɪəti/

willingness (n) /ˈwɪlɪŋnəs/

8E LISTENING AND VOCABULARY

5.54

affect (v) /əˈfekt/

appearance (n) /əˈpiərəns/

attribute (n) /ˈætrɪbjʊt/

bother about sth (v) /ˈbɒðə əˌbaʊt ˌsʌmθɪŋ/

capture an image /ˌkæptʃə ən ˈɪmɪdʒ/

curate (v) /ˈkjʊəreɪt/

deceptive (adj) /dɪˈseptɪv/

enhance (v) /ɪnˈhɑːns/

envious (adj) /ˈenviəs/

feature (n) /ˈfi:tʃə/

feel compelled to do sth /fiːl kəmˈpeld tə
ˌduː ˌsʌmθɪŋ/

flattering (adj) /ˈflætərɪŋ/

flaw (n) /flɔː/

likeable (adj) /ˈlaɪkəbəl/

self-obsessed (adj) /ˌself əbˈsest/

self-portrait (n) /ˌself ˈpɔːtrɪt/

straightforward (adj) /ˌstreɪtˈfɔːwəd/

superficial (adj) /ˌsuːpəˈfɪʃəl/

8F GRAMMAR 5.55

carry out an experiment /ˌkæri ˈaʊt ən
ɪksˈperɪmənt/

change the course of sth /tʃeɪndʒ ðə ˈkɔːs əv
ˌsʌmθɪŋ/

devastated (adj) /ˈdevəstetɪd/

file a patent application /ˌfaɪl ə ˈpeɪtnt
ˌæplɪˈkeɪʃən/

generate profits /ˌdʒenəreɪt ˈprɒfɪts/

geek (n) /giːk/

give sth away (phr v) /ɡɪv ˌsʌmθɪŋ əˈweɪ/

have control over sb/sth /ˌhæv kənˈtrəʊl əʊvə
ˌsʌmbədi/ˌsʌmθɪŋ/

intimate details /ɪntəmət ˈdiːteɪlz/

Internet traffic (n) /ˈɪntənət ˌtræfɪk/

listen out for sth /lɪsən ˈaʊt fə ˌsʌmθɪŋ/

make a penny of sth /ˌmeɪk ə ˈpeni əv ˌsʌmθɪŋ/

privacy (n) /ˈprɪvəsi/

privatise (v) /ˈpraɪvətaɪz/

remark (v) /rɪˈmɑːk/

self-portrait (n) /ˌself ˈpɔːtrɪt/

source code /ˈsɔːs ˌkəʊd/

whereby (adv) /weəˈbaɪ/

8G WRITING 5.56

accurate (adj) /ˈækjərət/

ad-blocking software /ˌæd ˌblɒkɪŋ ˌsɒftweə/

altogether (adv) /ˌɔːltəˈɡeðə/

as a result of sth /əz ə rɪˈzʌlt əv ˌsʌmθɪŋ/

convenient (adj) /kənˈviːniənt/

deliver personalised content /dɪˌlɪvə
ˈpɜːsənəlaɪzd ˌkɒntent/

digital advertising /dɪdʒɪtəl ˌædvətaɪzɪŋ/

informed choice /ɪnˌfɔːmd ˈtʃɔɪs/

intrusive (adj) /ɪnˈtruːsɪv/

invasion of privacy /ɪnˈveɪʒən əv ˌprɪvəsi/

nevertheless (adv) /ˌnevəðəˈles/

notice (v) /ˈnəʊtɪs/

nowadays (adv) /ˈnaʊədəɪz/

relevant (adj) /ˈreləvənt/

search company (n) /ˈsɜːtʃ ˌkʌmpəni/

tag a location /ˌtæg ə ˌləʊˈkeɪʃən/

target sb (v) /ˈtɑːɡɪt ˌsʌmbədi/

whereas (conj) /weəˈæz/

zodiac (n) /ˈzəʊdiæk/

VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the text.

Many young people spend a lot of time working on their online image. Some of them ¹*feature* / *curate* their image like this for fun, others feel it is an important part of who they are, and some just want to ²*fit in* / *hold down* with a certain group of friends. Teens use their smart ³*gadgets* / *devices* to blog, comment and communicate their ideas and often post photos that have been ⁴*embedded* / *enhanced* with the ⁵*latest* / *outdated* app installed on their phones. Many people feel that posting only ⁶*flattering* / *superficial* photos is ⁷*deceptive* / *hypersensitive* as these aren't the real person. Not only this, but it can lead to negative body image, with many teens ⁸*ending up* / *going through* with mental health issues.

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

alert bug dated device embedded handle household malfunctioning outdated overheating track wearables

- 1 This software is very _____. It can't _____ this new programme. That's why it's crashing all the time.
- 2 We paid a lot for this _____ appliance and now it's _____. I'm going to take it back to the shop.
- 3 People use _____, such as smartwatches at the gym, to measure how their body reacts to training.
- 4 Her computer is _____. It's so hot you can't even touch it! I think she should back up all her data and buy a new _____.
- 5 My smartphone still works, but is already _____. I bought it three years ago.
- 6 I think that in the future everyone will have a sensor _____ in their body which will _____ their body's fat and water content.



3 Complete the sentences with the passive form of the verbs in brackets and *by/with* where necessary.

- 1 The number of smart devices that _____ (use) globally is going up all the time.
- 2 I _____ (wake up) the neighbour's faulty burglar alarm again last night.
- 3 They didn't remember they _____ (ask) to write a review of the new app.
- 4 The factory _____ (just / automate) so some people have lost their jobs.
- 5 I think all our houses _____ (control) powerful computers soon.
- 6 Our dishes _____ (prepare) the highest quality natural ingredients.
- 7 I didn't enjoy _____ (speak) to like that. That woman was very rude.

4 Rewrite the sentences in the passive.

- 1 More people are buying smart household appliances these days.
More smart household appliances _____.
- 2 People claim that virtual reality experiences are exactly the same as the real thing.
It _____.
- 3 People expect self-driving cars will reduce the number of traffic accidents.
It _____.
- 4 They require you to have proof of identity to get in.
You _____.
- 5 We believe that at least twenty companies have lost important data due to the recent computer virus.
Important data _____.
- 6 People think that shoppers bought over five hundred fake smartwatches here last month.
It _____.

USE OF ENGLISH

5 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than five words, including the word in bold.

- 1 The number of users increased dramatically.
DRAMATIC
There _____ the number of users.
- 2 I met an old friend by chance yesterday. **BUMPED**
_____ an old friend yesterday.
- 3 Someone revealed the organisation didn't have a software licence. **REVEALED**
_____ the organisation didn't have a software licence.
- 4 There has been a slight drop in the number of sales recently. **DROPPED**
The number of sales _____.
- 5 Some people find it difficult to keep a job. **DOWN**
Some people find it difficult to _____.
- 6 They make the appliance with the latest state-of-the-art material. **MADE**
The appliance _____ the latest state-of-the-art material.

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

MOOC stands for Massive Open Online Course. There has been a ¹___ growth in their number since they appeared early this century. In fact, paper and envelope-based distance-learning courses are rarely found these days and are considered ²___.

MOOCs use Internet-based learning platforms, whose ³___ is improving all the time. Glitches are unusual. Students rarely come ⁴___ against technical issues provided the device they are using to access their course isn't outdated.

⁵___ in the past educational opportunities were limited by financial resources and geographical location, anyone anywhere can study on a MOOC as long as they have Internet access. It is ⁶___ believed that education is being revolutionised by MOOCs, as the vast majority are free and qualifications are not required to register for them. They are usually taken by people genuinely interested in improving their knowledge, or by those who wish to see if they are sufficiently interested in a subject to study it in more depth. ⁷___, MOOCs currently have no formal assessment system or certification.

- | | | | |
|-------------------|-------------|------------|------------|
| 1 a slight | b dramatic | c short | d forward |
| 2 a upgraded | b declined | c embedded | d obsolete |
| 3 a functionality | b appliance | c use | d function |
| 4 a down | b on | c up | d back |
| 5 a Nevertheless | b Despite | c However | d Whereas |
| 6 a obviously | b very | c much | d commonly |
| 7 a Though | b Although | c However | d Despite |

Use of English > page 194

LISTENING

- 7  **3.28** You are going to hear five short extracts in which people are talking about how they make money from the Internet. Match speakers 1-5 with questions a-h. There are three extra questions.

STRATEGY | Listening for gist

First, skim through the questions to find out what information is needed. Sometimes you will be asked to get the gist – the whole picture – and not details so listen out for words that create that picture.

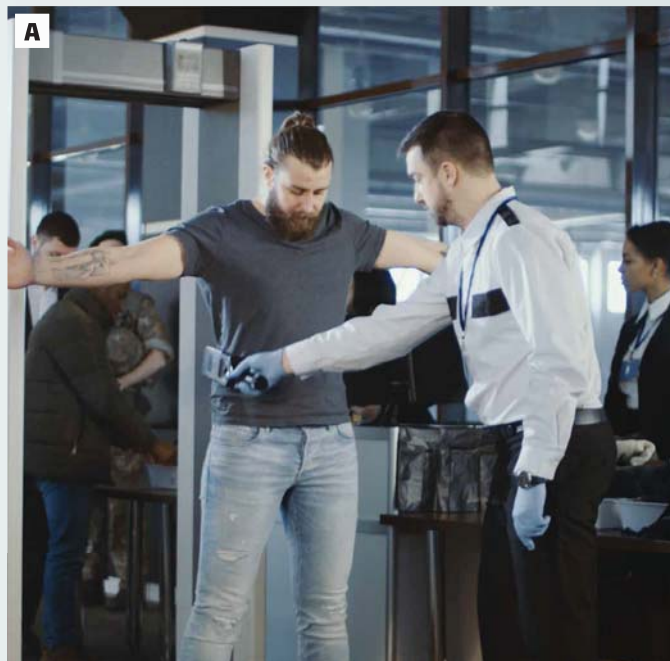
- 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

What is the most difficult:

- a hosting people you don't like?
- b having an old computer?
- c unequal pay for men and women?
- d dealing with the unexpected?
- e not earning much money?
- f online sales and marketing?
- g finding enough time?
- h not selling things he/she likes?

SPEAKING

- 8 The photos show technology being used in public places. Take it in turns to compare the photos. Then ask the questions below.



Questions to ask your partner:

Student A: Where do we have security cameras? Say why.

Student B: Some people are against security cameras. Say why.

WRITING

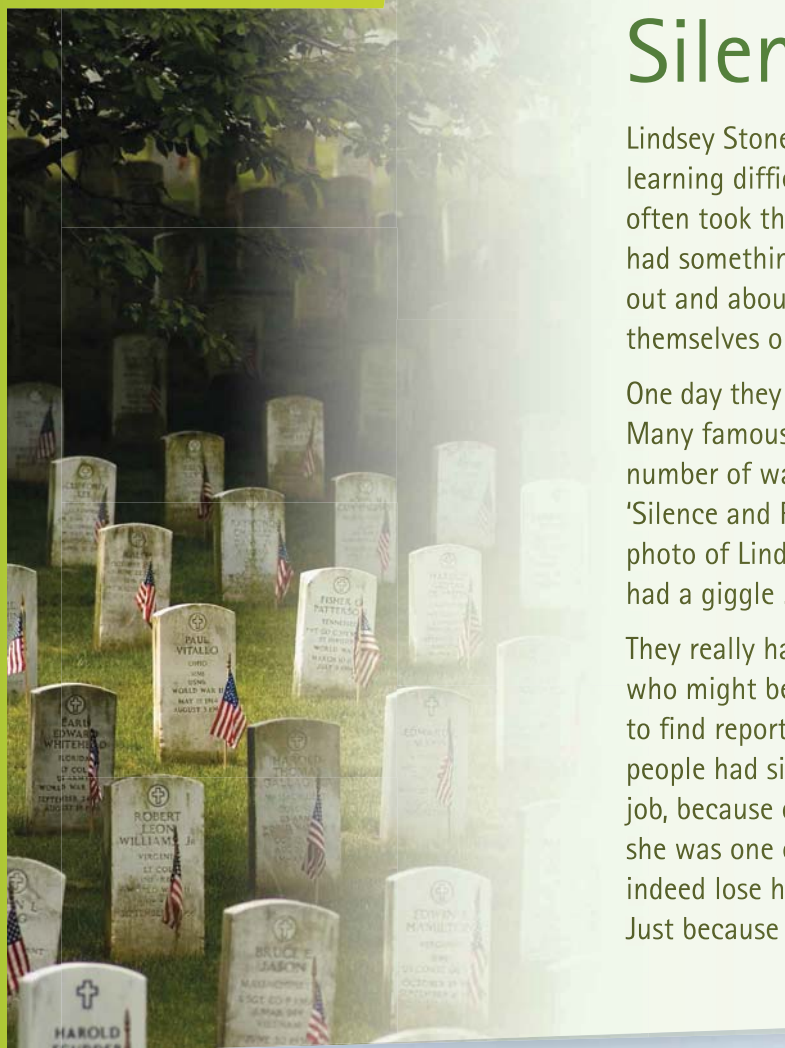
- 9 Young people spend a lot of time curating their online profiles. Write an essay providing arguments for and against this practice.

Silence and respect

Lindsey Stone was a carer working with a group of adults with learning difficulties. She and her friend and colleague Jamie often took the group on day trips and holidays. The two friends had something of a running joke going on. When they were out and about, they would often take and post silly photos of themselves online.

One day they visited Arlington National Cemetery in Washington. Many famous people are buried there, as well as a great number of war veterans. Lindsey and Jamie saw a sign saying 'Silence and Respect' and thought it would be funny to take a photo of Lindsey pretending to shout. They posted the photo, had a giggle ... and didn't think much more about it.

They really had never thought about their privacy settings or who might be sharing the photo until Lindsey woke up one day to find reporters and camera crews outside her door. 12,000 people had signed an online petition to have her fired from her job, because of the lack of respect shown by her photo. Soon she was one of the most hated women in America – and she did indeed lose her job as a result of her negative online presence. Just because of one thoughtless post on social media.

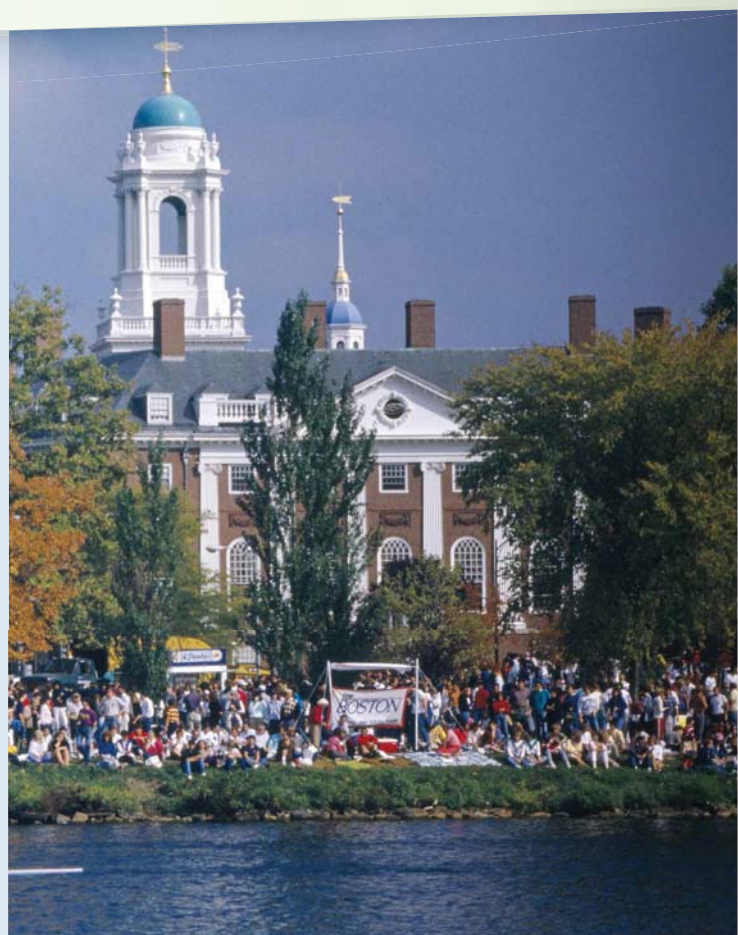


MEME SCHEME

It's many students' dream, an offer of a place at Harvard, one of the most prestigious universities in the world. But for ten students, that dream crashed and burnt after university administrators discovered a private group chat.

The administrators were horrified to find a number of very offensive memes being posted by the group of friends, who had found each other through an official university group for upcoming students. The private group chat had been created specifically to post shocking memes, and only those who could come up with something truly offensive were admitted as members.

No doubt, these students believed that the private nature of the group meant that no one would ever see what they posted. Unfortunately, they were wrong, and all of them had their offers of a place at Harvard withdrawn.





1 In pairs, read the definition and discuss the questions.

digital footprint – the information about a particular person that exists on the Internet as a result of their online activity

- 1 Give some examples of how someone could create a negative digital footprint.
- 2 In what ways could a negative digital footprint affect your life?

2 Work in pairs. Read two newspaper articles about the consequences of a negative digital footprint. Student A read *Silence and Respect* and Student B read *Meme Scheme*. Then answer the questions.

Text 1

- 1 What was Lindsey's intention in posting the photo?
- 2 Why did the photo provoke such a strong reaction?
- 3 Do you think Lindsey deserved to lose her job? Say why.

Text 2

- 1 Why were the university administrators horrified?
- 2 Why did the students think no one outside the group would see what they had posted?
- 3 What was the outcome of them posting the memes?

3 Tell your partner what happened in the incident you read about and discuss the questions.

- 1 Do you think what happened in each case was too harsh? Say why.
- 2 How do you think the people's lives were affected in the years after the incident.
- 3 What could they have done differently?

4 In pairs, decide if the following statements are true or false.

- 1 What you post online stays online forever.
- 2 Once you have a negative online reputation, you can't do anything about it.
- 3 It's better to have no online profile at all.
- 4 What you post in a private message cannot be seen by others.

5 3.29 Listen to a radio podcast with the author of a book about online etiquette and check whether the speaker agrees with your answers to Exercise 4.

6 Study the Life Skills box and match tips 1-6 with extra information a-f.

LIFE SKILLS | How to manage your online image

- 1 ☐ Don't post anything online without thinking about its consequences first.
- 2 ☐ Take steps to remove or hide anything negative.
- 3 ☐ The same rules apply online as in real life.
- 4 ☐ Do a search on your name every six months or so.
- 5 ☐ Check your privacy settings regularly.
- 6 ☐ Don't avoid an online presence altogether.

- a Remember that posting something privately doesn't necessarily protect you.
- b Ask yourself if you would be comfortable with your grandmother seeing or reading it.
- c Set up an alert to let you know when someone tags you, or mentions you online.
- d Add a lot of new posts to move something you don't want people to see to the third or fourth page of search results.
- e Employers actively look for employees who are comfortable in the online world.
- f Don't download or share anything that belongs to anyone else without permission.

7 In pairs, discuss the questions. Could someone else access and impact your digital footprint? How well do you guard your privacy?

8 DEBATE In pairs or small groups, discuss this statement.

Adults should not be allowed to post pictures of their children on social media without their explicit permission.

9 Do the task below.

LIFE SKILLS | Project

Work in pairs. Make a plan to improve your online presence.

- Look at your current online presence and consider if anything should be removed.
- Think about what you could add to make a good impression on universities or future employers.
- Write down at least five actions you will take in the next few weeks.
- Share some of your ideas with the class.

09

Highs and lows

VOCABULARY	Words related to money, failure and success, binomials, collocations
GRAMMAR	Zero, first, second and third conditionals, mixed conditionals, <i>wish</i> and <i>if only</i> , past modals for regrets Use of English > page 195
SPEAKING	Discussing advantages and disadvantages
WRITING	A competition entry/Letter of application
VIDEO	Grammar Documentary



Natalia Vodianova

9A GRAMMAR AND VOCABULARY

- 1 What do you think the phrase 'rags-to-riches' means? Do you know any rags-to-riches stories?
- 2 **4.1** Listen to a radio programme about some real-life rags-to-riches stories. Whose opinions do you agree with most, Andrea's or Dominic's? Say why.
- 3 **4.1** Complete the sentences using the words in the box. Then listen again and check your answers. In some cases more than one answer is possible.

affluent costly extravagant hardship inheritance
lucrative put aside splash out well-off

- 1 Lots of successful business people used to live in _____, but became very _____ through their own hard work, rather than through a family _____.
- 2 Some people are born into _____ families, and there's no doubt that makes life easier.
- 3 Natalia Vodianova started out poor, but by the age of 17 she had a _____ modelling contract.
- 4 She doesn't seem to have a particularly _____ lifestyle for a millionaire, apart from all the _____ clothes of course.
- 5 All these rags-to-riches stories, which encourage people to _____ on designer clothes and so on! I'd like to hear more stories about people who _____ money to deal with unexpected bills or decided to invest their money.

Conditionals

- 4 **THINK BACK** Match the conditional sentences 1–4 with their types and functions a–d.
 - 1 ☐ **d** If his father hadn't broken his ankle, Schultz's life might have turned out differently.
 - 2 ☐ **c** If Natalia wasn't beautiful, she wouldn't be a model.
 - 3 ☐ **b** If you work hard, you'll get rich.
 - 4 ☐ **a** Anyone can be successful if they're determined enough.

a zero conditional (A situation that the speaker considers is always or generally true.)
b first conditional (A situation that the speaker considers is likely to happen in the future.)
c second conditional (A hypothetical or improbable situation in the present or future.)
d third conditional (A hypothetical situation in the past.)
- 5 Look at the sentences in Exercise 4 again and answer the questions.
 - 1 Which two modal verbs (other than *will/would*) are used?
 - 2 In which sentence can you replace *if* with *when*?
 - 3 Rewrite Sentence 3 using *unless* instead of *if*.

6 Study pairs of sentences (a–b) of the same meaning. Why are sentences a known as mixed conditionals? Which two types of conditionals do they mix? Study the Grammar box and check your answers.

- 1 a** If Natalia Vodianova hadn't become a model, she wouldn't be famous now.
b Natalia Vodianova became a model, so she is famous now.
- 2 a** If she wasn't a supermodel, she wouldn't have raised so much money for charity.
b She raised so much money for charity because she is a supermodel.

Mixed conditionals

Mixed conditionals combine clauses from both second and third conditionals. There are two types:

- **If + Past Perfect, would(n't) + infinitive**
We use this to talk about the present consequences of a hypothetical past situation:
If I'd gone to university, I **would have** a better job.
- **If + Past Simple, would(n't) + perfect infinitive**
We use this to talk about the effects of a hypothetical present situation in the past:
If she wasn't smart, she **wouldn't have earned** all that money.

Grammar Reference and Practice > page 187

7 Use the information to write two conditional sentences: one second or third conditional, and one mixed.

- 1** Natalia Vodianova likes children.
She has five children of her own.
She decided to have a large family.
- 2** Howard Schultz visited Italy.
He decided to start selling Italian-style coffee in the USA.
Italian-style coffee is very popular in the USA today.
- 3** Starbucks now has over 28,000 stores in seventy-seven countries.
Shultz earned billions of dollars in his role as CEO.
Starbucks wouldn't be such a famous brand.

8 Choose the correct verb forms to complete the sentences. Which type of conditional is used in each sentence?

- 1** If his father *didn't break* / *hadn't broken* his ankle, he *would* / *wouldn't* have lost his job.
- 2** You *would have to* / *will have to* work for a living unless you *will inherit* / *inherit* a lot of money.
- 3** If you *don't go* / *hadn't gone* in to work today, you *may* / *can* get fired.
- 4** You won't have any money left if you *keep* / *kept* splashing out like that.
- 5** If you could do anything, which job *will* / *would* you choose?
- 6** If you *didn't* / *hadn't* have a lucrative job, you might not be able to afford that car.
- 7** It can be difficult to put money aside if you *weren't* / *aren't* well-off.
- 8** What would she have done if she *didn't* / *hadn't* become a model?

9 4.2 PRONUNCIATION Listen and check your answers from Exercise 8. What happens to the intonation in sentences where the clauses are divided by a comma?

10 Read the article about Oprah Winfrey and complete the sentences with correct conditional structures.

- 1** If she _____ so poor, she _____ so motivated to succeed.
- 2** If she _____ in East Nashville High, she _____ decided to pursue a career in media.
- 3** She _____ America's first black female news presenter before she was twenty if she _____ so determined.
- 4** If she _____ so determined to get ahead, she might _____ when she was fired.
- 5** If she _____ such drive and determination, she _____ her own media empire today.
- 6** If she _____ for president, she _____ the first female American president ever.

OPRAH WINFREY'S RAGS-TO-RICHES STORY

Oprah Winfrey is a TV personality, actress, entrepreneur, and one of the richest and most influential women in the USA. Hers is a real rags-to-riches story as she grew up in great hardship. As a child, Oprah was so poor that she sometimes wore potato sacks instead of clothes. Now, her net worth is estimated at around \$3 billion. Oprah believes that her success is partially due to her excellent education at East Nashville High, where she discovered her interest in media.

Before she was twenty, she had become America's first black female news presenter. Although she was fired from this job after just a few months, she didn't give up. She quickly got a new job on a talk show named The Oprah Winfrey Show.

Now Oprah has her own lucrative media empire. All of this has only been possible because of her drive and determination. There is even some talk of her running for president, becoming the first ever female American president.

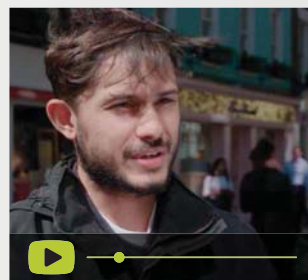
Such stories are very inspiring, but are they realistic? Is it really that easy for those who are born into hardship to succeed like Oprah?

11 SPEAKING In pairs, take it in turns to tell rags-to-riches stories. Student A, go to page 196. Student B, go to page 200.

GRAMMAR VIDEO

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

How would your life be different now if you had chosen a career you dreamt about as a child?



9B LISTENING AND VOCABULARY

1 **SPEAKING** In pairs, look at the photos and discuss the questions.

- What is the common theme in all the photos?
- What is the problem in each photo?
- Could failure be a step towards success? Say why.



2 **4.3** Listen to four people talking about mistakes they made. For Speakers 1–4, choose from the list (a–g) what each speaker says. There are three extra options.

Speaker: 1 ☐ 2 ☐ 3 ☐ 4 ☐

- This mistake was about doing things in the wrong order.
- The speaker felt this mistake was really someone else's fault.
- Other people took the mistake less seriously than the speaker initially did.
- The speaker thinks they made the mistake because they didn't work hard enough.
- The speaker lost a relationship as a result of their mistake.
- This mistake came as a shock to the speaker.
- The speaker believes their life would be better now if they hadn't made the mistake.

3 **4.3** Listen again and answer the questions.

- How did Speaker 1 eventually get into the meeting room?
- Why didn't Speaker 2 get into Oxford University?
- How would her life have been different if she hadn't made that mistake?
- What exactly was Speaker 3's business idea?
- Why didn't his business idea work?
- What does Speaker 4 think was the main reason for the mistake she made?
- What has she learned from her mistake?

4 Complete the table with the words from the box. Then complete the extracts from the recording with the correct form of words from the box.

blunder flop flourish get nowhere masterstroke
mess up pay off setback

Success	
Failure	

- I was embarrassed and felt like I'd really _____.
- It was a huge _____ and I didn't get the marks I needed to go to Oxford.
- In the end, I _____ at Bristol and got a great degree.
- I had what I thought was a really good idea – a _____.
- I really tried, but just _____, and in the end I gave up.
- If I'd invested a few weeks in finding out about my business idea, it would have really _____.
- But I did learn something from the _____ – do your market research first.
- The idea was a complete _____.

5 Complete these extracts from the recording with the words from the box.

attempt blessing (x2) lot

- I started walking around **in a vain** _____ to find another door.
- There was **a** _____ **at stake** because I had to get top marks to have any chance of getting in.
- I guess what we think is a complete disaster often turns out to be **a** _____ **in disguise**.
- It was a bit of **a mixed** _____ really because I was really too young to have so much money.

6 **SPEAKING** In pairs, discuss the questions.

- Do you agree that a setback can sometimes be a blessing in disguise? Can you give an example from your own experience?
- Can you think of any famous people who really messed up but learnt from the experience and made a success of their lives?

7 **REFLECT | Society** In pairs, discuss the quote.

“Anyone who never made a mistake, never made anything new.”
Albert Einstein

9C VOCABULARY | Chance and risk

- 1 Are you a risk taker? Do the quiz and find out. Check your score on page 199.
- 2 Study Active Vocabulary and complete the binomials with the words from the box using the correct conjunctions. Then find two binomials in the quiz.

give more pick safe sooner take it there
touch ups

- | | | |
|----------------|------------------|--------------|
| 1 _____ choose | 4 _____ leave it | 7 _____ take |
| 2 _____ downs | 5 _____ less | 8 _____ then |
| 3 _____ later | 6 _____ sound | 9 _____ go |

ACTIVE VOCABULARY | Binomials

Binomials are phrases where two words are joined with a conjunction, usually *and* or *or* (*touch and go*).

- The two words often begin with the same sound (*slowly but surely*).
- Sometimes they have a similar or opposite meaning (*peace and quiet*, *highs and lows*).
- The order of the words is fixed and needs to be learnt as part of the expression.

- 3 Replace the underlined words with binomials in Exercise 2.
- At some point, you will have to make a decision.
 - The best universities can select which students to accept.
 - They wanted me to sign up for the course immediately, with no time at all to consider.
 - You have to learn to compromise in a relationship.
 - I'm offering you £50; you can accept it or not.
 - Although she was ten years older, she looked about the same age.
 - After a hazardous journey, they were relieved to get home with no problems.
 - They've had some good and bad times, but are doing well now.
- 4 Study *Watch out!* Then find five expressions with these words in the quiz in Exercise 1.

WATCH OUT!

The words *risk*, *chance*, *opportunity* and *luck* have related meanings and are easily confused. In particular, the word *chance* can be used in several different ways:

I'd love to **have the chance** (opportunity) to bungee jump.
There's **a slim chance** (possibility) that we might succeed, but we'd need a lucky break.
If you do sports, there's always **a chance** (risk) of injury.
It was **pure chance** (luck) that we met that night.

- Would you ever do a bungee jump?
 - No, it wouldn't be worth the risk.
 - I'd love to have the opportunity.
 - I've already done one.
- What do you look for in a friendship?
 - Give and take on both sides.
 - Someone to push me out of my comfort zone.
 - Someone who thinks just like me.
- Your friend is cooking some food you've never tried before. Do you
 - grab the chance to try something new?
 - wait and see what it looks like before you decide?
 - explain politely that it doesn't look like something you'd like?
- You're parking your car when someone leaving the car park gives you their ticket, which is still valid. What do you do?
 - Consider it a lucky break – now you don't have to pay for a ticket.
 - Tell them it's wrong and that you refuse to run the risk of getting caught by the car park attendant.
 - Thank them, but still buy your own ticket, just to be on the safe side.

- 5 Complete the sentences with *risk*, *chance*, *opportunity* or *luck*. Sometimes more than one correct answer is possible.

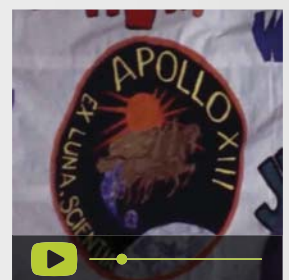
- Given the _____, where would you most like to travel?
- Alice is so much more experienced than Ross; he doesn't stand much _____ of getting the job.
- I'd like to take this _____ to thank you for all your help.
- As soon as I heard about the trip, I grabbed the _____ to go on it.
- What a piece of _____! I just found £10 on the floor!
- This is your last _____; I won't make the offer again.
- We only found the house by _____ because he'd forgotten to bring a map.
- I'm sure parachuting would be exciting, but it wouldn't be worth the _____ in my opinion.
- I stayed at home because I didn't want to _____ catching a cold.
- You'd have more _____ of passing your exams if you studied more.

- 6 **SPEAKING** Complete the sentences so they are true for you. Then in groups, compare your answers.

- The biggest piece of luck I've ever had was when ...
- Given the chance, I'd love to ...
- I would definitely grab the chance to ...
- I will have to wait and see if ...
- ... isn't worth the risk.

DOCUMENTARY VIDEO

▶ 19 WATCH AND REFLECT
Go to page 170. Watch the documentary *Houston, we've had a problem* and do the exercises.



□ I can talk about chance, risk opportunity and luck.

4.4

A ☐ Indonesian teenager, Aldi Adilang, is only nineteen, but he has already **gone through the ordeal** of being lost at sea not just once, but an incredible three times! The first two times he **got off relatively lightly**; he was drifting for a week, and the second time for two days. Those experiences sound terrifying enough, but on the third occasion he was floating – alone in the ocean – for forty-nine long days, not knowing if he would ever see his friends and family again.

B ☐ But after a week his supplies ran out. He caught fish and used parts of his wooden hut to make a fire and cook the fish. Not having any more fresh drinking water, he **had no choice but to** drink sea water. However, he filtered the sea water through his clothes to at least reduce the amount of salt. This must have **done the trick** because he survived in this way for four days until, thankfully, it rained and he was able to collect some rainwater.

C ☐ After this setback, he really started to worry. To try and **take his mind off** his situation he sang, read and prayed. However, the isolation **took its toll** on him. He admitted that at one point he almost gave up hope, but the thought of seeing his parents again **kept him going**.

D ☐ Safely back home with his family, Aldi **considered his options**. His family lived in some hardship and his job was, from his perspective, relatively lucrative at \$134 a month. However, having found himself drifting three times since he started the job aged sixteen, he and his family decided it simply wasn't worth the risk. From now on, he'll be staying firmly on dry land.

E ☐ This day had started just like any other, until the rope attaching his rompong to the bottom of the sea broke and he, already 125 kilometres from the coast, started to drift even further away on the current. At first, he wasn't too worried. After all, this had happened to him before – twice! He **took it for granted** that sooner or later his boss would come and rescue him, as he had done before. Aldi had a week's supply of food. He was sure it would all be fine.



F ☐ From when he was sixteen years old, Aldi had spent weeks at a time working on a fishing trap, known as a rompong, a kind of hut which floats in the middle of the sea, but is attached to the sea bed with a rope. Every night he would light lamps to attract the fish to his nets. It was a lonely kind of life. He had a walkie-talkie on which he could speak to other rompong workers up to five miles away, and once a week a boat would come to collect the fish and top up his supplies of food, gas and drinking water.

G ☐ His survival skills were keeping him alive, but he was starting to wonder if he would ever be rescued. He saw more than ten ships sail past him, but none of them seemed to **have a clue** that he was there. He tried waving a towel, and communicating via his radio, but got nowhere. After a few weeks, he thought he had at last got his lucky break when he managed to talk to the captain of an Indonesian ship by walkie-talkie. The captain promised he would return and pick him up once they had finished work for the day. Heartbreakingly, Aldi never saw the ship again.

H ☐ In the end, after forty-nine days, he saw a Panamanian ship, the Arpeggio. Desperate to **make himself understood** he used the few words of English he knew over the radio: 'Help! Help!' The ship had already passed him by, but it turned around to pick him up. The video taken by the crew shows his tiny hut floating in the ocean, and the moment when he was taken on board, finally safe and sound. The boat was heading for Japan, so they took him with them. Finally, the Indonesian embassy collected him and flew him home, almost two months after his ordeal had begun.



- 1 **SPEAKING** In pairs, look at the photos in the news story. What do you think happened?
- 2 Read paragraph A and check your ideas.
- 3 Paragraphs B–H are in the wrong order. Number the paragraphs in the correct order (2–8) to make a coherent text. Give reasons for your choices.
- 4 Study Active Reading. Then underline the parts of the text which helped you to decide on the order of the paragraphs in Exercise 3.

ACTIVE READING | Following events in a narrative

When reading a narrative, in this case a news story, look out for the typical structure of this kind of text:

- summary of what happened
- background to the events
- main events – notice linkers such as *at first*, *after*, *then*, *finally* or *in the end*
- conclusion
- coda, where the writer makes a comment or brings the story up to date

You can also follow the logic of a narrative by looking for ways in which the ideas are connected:

- ☐ Words and phrases may be repeated, or the writer may use related words or synonyms to connect ideas:
Aldi had a week's supply of food ... But after a week his supplies ran out.
- ☐ The first time something is mentioned, the writer may use an indefinite article, and then the definite article:
... but is attached to the sea bed with a rope ... the rope attaching him to the bottom of the sea broke ...
- ☐ Linkers can be used to show the relationship between parts of the text:
Not having any more fresh drinking water, he had no choice but to drink sea water. However, he filtered the sea water through his clothes ...
- ☐ Reference words, such as pronouns, can also show connections between different parts of the text:
However, he filtered the sea water through his clothes to at least reduce the amount of salt. This must have done the trick because he survived in this way for four days.

- 5 Read the news story and choose the correct answers.
 - 1 What do you think would be the best title for the article?
 - a How to survive a month at sea
 - b Third time unlucky?
 - c The lonely life of a fisherman
 - d Ocean tragedy for a teenager
 - 2 Why is the word *heartbreakingly* used in Paragraph G?
 - a To explain how Aldi must have felt when he saw the ship.
 - b To justify why Aldi felt that his troubles were now over.
 - c To express the writer's own feelings about the captain's actions.
 - d To describe how the captain felt about Aldi.
 - 3 What is suggested about Aldi's job in Paragraph D?
 - a The job was well-paid and relatively easy work.
 - b He risked his life by taking the job because he was poor.
 - c His parents were relieved when he gave up the job.
 - d The job did not pay enough to support his family.
 - 4 How can we describe Aldi's personality?
 - a He is resourceful and determined.
 - b He is always optimistic about the future.
 - c He has a tendency towards depression.
 - d He is resentful about what happened to him.
- 6 **SPEAKING** Was Aldi lucky or unlucky? How could things have been different? In pairs, discuss what happened.
- 7 Match the highlighted collocations from the text with their definitions below.
 - 1 Believed something without even thinking about it.
 - 2 Communicate effectively.
 - 3 Was forced to do something.
 - 4 Experienced less harm than might be expected.
 - 5 Had the necessary or wanted result.
 - 6 Caused harm or suffering.
 - 7 Be unable to guess something.
 - 8 Stop him from worrying or thinking about something.
 - 9 Had a very difficult or painful experience.
 - 10 Thought carefully about what to do.
 - 11 Helped him to continue, despite the difficult situation.
- 8 Complete the second sentence so that it means the same as the first, including the word in bold.
 - 1 My friends helped me get through this difficult time.
KEPT My friends _____.
 - 2 I had no idea where I had left my purse. **CLUE**
I didn't _____.
 - 3 I watched a film to distract myself from my worries.
TAKE I watched a film to _____.
 - 4 It was a serious accident, but he was lucky and wasn't badly injured. **LIGHTLY**
It was a serious accident, but _____.
 - 5 These problems have had a negative impact on her.
TOLL These problems _____.
 - 6 He had to accept her offer of help. **CHOICE**
He _____.
- 9 **REFLECT | Society** How do you think you would cope in a similar situation to Aldi's?

GLOSSARY

ordeal – a terrible or painful experience that continues for a period of time

sea bed – the land at the bottom of the sea

supplies – food and other ordinary goods needed by people every day

top up – to add to something in order to bring it up to the level you want

9E GRAMMAR

- 1 **SPEAKING** Look at the title of the article below. How would you answer this question?

What would **you** change in your life either now or in the past?



When I asked this question on Twitter, here are some of the answers I got: sad, motivating and even funny.

¹ I wish I had gone to university. I wanted to get a job and earn good money, but ² I think I could have earned more and got a better job if I had a degree.

² If only I had followed my dream to be a ballet dancer! I was too scared of failure. I might not have been good enough, but ³ I should at least have tried.

⁴ I shouldn't have listened to the teacher who told me I would never go to university because I couldn't spell. I'm dyslexic, not stupid, and guess what? Now I have two degrees!

³ If only I was better at finishing what I start ... ;)

When I was younger, I spent too much time worrying about what other people thought of me. I know now that ⁴ I needn't have worried because most people aren't judging anyone else, and if they are, it doesn't really matter.

⁴ I wish I could travel round the world.

⁵ I thought I didn't need to work hard at school. How wrong I was! Really regret that now.

⁵ I wish my best friend would stop telling everyone my secrets. It's not how a friend should behave!

- 2 In pairs, read the online article. What advice would you give to the people who tweeted a response?

wish/if only, past modals

- 3 **THINK BACK** Look at the underlined examples in the text (1–5) and complete rules 1–3 below. Then read **Watch out!** and find an example in the text where **was** could be replaced by **were**.

- 1 We use *wish/if only* + _____ tense to talk about present regrets, or things we would like to change.
- 2 We use *wish/if only* + _____ to talk about how we want someone else's behaviour to change.
- 3 We use *wish/if only* + _____ tense to talk about past regrets.

WATCH OUT!

In more formal contexts, *was* is often replaced by *were* after *wish/if only*, e.g. *I wish I **were** able to help you in this matter.*

- 4 Match the bolded examples of past modals in the text (a–e) with the meanings 1–5 below.

- 1 ☐ I did something, but it wasn't necessary.
- 2 ☐ I didn't do something because it wasn't necessary (or I thought it wasn't).
- 3 ☐ It was a good idea for me to do something, but I didn't do it.
- 4 ☐ It wasn't a good idea for me to do something, but I did it.
- 5 ☐ Something was a possibility, but I didn't do it.

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- 5 Choose the correct verb forms to complete the sentences. Sometimes both answers are correct.

- 1 Your room is a mess! I wish you *would pick up* / *picked up* your clothes from the floor!
- 2 I *didn't need to wait* / *needn't have waited* long for him because he arrived a couple of minutes later.
- 3 You *should have had* / *needn't have had* breakfast; then you wouldn't be hungry now.
- 4 If only he *knew* / *would know* the truth!
- 5 I wish I *had bought* / *bought* her a nicer present – she looked a bit disappointed when I gave it to her.
- 6 I *shouldn't have* / *couldn't* spent all that money; I *could* / *can* have put some aside instead.
- 7 If only he *were* / *is* still here!
- 8 You *needn't have* / *didn't need to* bring food; there's plenty here already.

- 6 Complete the second sentence so that it means the same as the first, including the word in bold.

- 1 I'd love to live in France. **WISH**
I _____.
- 2 It wasn't necessary for you to go to the hospital. **NEEDN'T**
You _____.
- 3 It's so annoying when you interrupt me! **WISH**
I _____!
- 4 It wasn't a good idea to offend her. **SHOULDN'T**
You _____.
- 5 I really regret saying that to him. **ONLY**
If _____.
- 6 It was possible for me to have gone to India, but I decided not to. **HAVE**
I _____.

- 7 **SPEAKING** Think of a well-known public figure or a person from history. Write the regrets that he/she might have had. In pairs, discuss your ideas and guess who your partner's person is/was.

- 1 He/She wishes/wished ...
 - 2 If only he/she ...
 - 3 He/She shouldn't ...
 - 4 He/She needn't ...
- He wished he had never become president of the USA.
If only he hadn't gone to Dallas that day.
He needn't have been in an open top car.
(American President John F. Kennedy)*

9F SPEAKING

- In pairs, read part of a website and discuss the questions.
 - How is this kind of trip different from ordinary tourism?
 - Have you ever taken part in a holidays like this? If not, would you like to? Say why.
 - What do you think might be the advantages and disadvantages of this kind of travel for the places and people being helped?
-  **4.5** Listen to a radio programme about volunteer tourism. Make notes on the advantages and disadvantages Laura, an expert in tourism, mentions.
- Complete the Speaking box with the prepositions from the box. Sometimes more than one correct answer is possible.

about against at for of on to

SPEAKING | Discussing advantages and disadvantages

A ...	major	advantage of	... is that ...
One ...	minor	argument ¹ _____	
Another ...	obvious	benefit of	
The first ...	possible	good point ² _____	
	potential	positive aspect of	
	significant	argument ³ _____	
		disadvantage of/to	
		downside ⁴ _____	
		drawback ⁵ _____	
		negative aspect of	
		minus point of	

Summing up your argument/Giving your opinion

On first consideration, this seems ...

Ultimately, there are arguments ⁶ _____ both sides. However, ...

Having looked ⁷ _____ both sides of the argument, I think/believe ...

Although some people might disagree, I can't help feeling that ...

-  **4.5** Listen again and write down at least three phrases you hear which describe advantages or disadvantages. Compare your ideas with a partner.
- In pairs, look at the question and make a list of at least three advantages and three disadvantages for each way of travelling.

Most people prefer to travel with friends or family. However, there are also some benefits to travelling solo. What are the advantages and disadvantages of each way of travelling?

- Complete the sentences, using some of your ideas from Exercise 5.

Advantages

- The first good point ...
- An obvious benefit ...
- A positive aspect ...
- A significant advantage ...
- Another argument ...

Disadvantages

- One potential downside ...
- An obvious drawback ...
- A possible minus point ...
- One negative aspect ...
- A major argument ...



09

The adventure of a lifetime!

How would you like to see the wonders the world has to offer, while also giving something back?

Why not come and coach football skills in a secondary school in India? As well as passing on your love of the game, you'll be helping to build their confidence and social skills.

And how about helping to build local housing, using sustainable bricks in Livingstone, near the magnificent Victoria Falls in Zambia? Part of the project involves collecting rubbish to make the recycled bricks, meaning that your work has a doubly important impact.



- In pairs, follow the instructions.

- Decide who will talk about travelling solo and who will talk about travelling with friends/family.
- Spend a few minutes individually preparing to talk about the advantages and disadvantages of your chosen way of travelling. Think about how you will introduce the topic and what your conclusion might be.
- Talk for one to two minutes each. Your partner should listen and make notes about the advantages and disadvantages you mention.

WIN a dream job competition and travel the world! ✈️

Does your dream job involve travelling? Maybe you're really into travel photography or you enjoy blogging about your trips? Maybe you'd like to do something to help people or wildlife overseas, or maybe you see yourself as a digital nomad?

Increasingly, companies are offering the chance to win a dream job like this. Just take a look at some of the competitions currently open:

- Travel researcher for the New York Times, researching the fifty-two best places to visit around the world.
- Videographer to travel with a cycling tour of West Africa over a four-month period, making a documentary about the trip.
- Work as a digital nomad in four cities of your choice and report back on your experience and the experiences of the colleagues you meet for Modern Travel Magazine.
- Teach English as a volunteer for six months in Siem Reap, Cambodia. Flights and all expenses paid.



Raquel da Silva

To: Dream Job Competition

Re: Competition entry

Dear Sir/Madam,

I am writing to enter the competition to win the opportunity to teach English in Cambodia for six months.

I have always been fascinated by Cambodia and it has also been my lifelong dream to visit the ancient temple of Angkor Wat. If I won this competition, I would take every opportunity to travel and explore the history and culture of Cambodia.

Working as a teacher would appeal to me enormously for several reasons. I would very much value the opportunity to give something back to the people of Cambodia, who often live in hardship, rather than simply visiting as a tourist. In addition, I believe that teaching would allow me to really get to know local people.

I have studied English to a high level and believe that my skill in this language would enable me to teach it successfully. Furthermore, I do have some experience of teaching English already on a children's summer camp in my home city. I was responsible for running sessions in English for nine- to twelve-year-olds. I would very much welcome the chance to further develop my teaching skills and learn about this country myself, both inside and outside the classroom.

I feel that I would be a good candidate because not only do I have the relevant skills and experience, but I am also passionate about Cambodia and its people. It would mean a great deal to me if I won this competition, and I hope you will give my entry serious consideration.

Please find my CV enclosed, for further details of my qualifications and experience.

I look forward to hearing from you.

Yours faithfully,

Raquel da Silva



9G WRITING | A competition entry / A letter of application

- 1 **SPEAKING** In pairs, read the advert for a competition. Discuss which of these opportunities would appeal to you the most or least. Give reasons for your answers.
- 2 Read a competition entry for one of the competitions listed in the ad in Exercise 1 and answer the questions.
 - 1 Which opportunity does Raquel want to be considered for?
 - 2 Do you think she has a good chance of winning? Say why.
 - 3 How does she make her entry persuasive?
- 3 Complete the Writing box with examples from Raquel's letter.
- 4 Rewrite the sentences using more formal language from the Writing box.
 - 1 I want to enter the competition.
 - 2 When I win, I'm going to use the money to ...
 - 3 Part of my job was training new employees.
 - 4 I really really love travelling.
 - 5 I speak three languages and I have some office experience.
 - 6 I'm happy to come for an interview whenever you want.
 - 7 Get in touch if you want to know more.
- 5 Combine the sentences using the words in brackets.
 - 1 I am interested in hairdressing. I also have experience in this area. (as well as)
 - 2 I am fluent in French. I also speak some Spanish and Portuguese. (not only)
 - 3 I believe I would be an asset to the team. I would be willing to commit for at least a year abroad. (furthermore)
 - 4 I have experience of this kind of work. I also have relevant qualifications. (in addition to)
 - 5 I am physically fit. I enjoy cycling. (besides)
 - 6 I am hard-working. I am dedicated. (not only)
- 6 **WRITING TASK** Read the advert below and choose one of the dream jobs described in the ad in Exercise 1. Write your competition entry/letter of application. Use the Writing box to help you.

WIN your dream job Travel Competition!

Would you like a chance to travel and try out your dream job at the same time?

Write to us, saying:

- why this would be your dream job.
- what skills or qualifications you have which would be useful.
- what previous experience you have in this area, or experience of travelling (if any).

- Make an outline plan and notes for each paragraph.
- Think about what you can say to persuade the reader that you would be perfect for this opportunity.
- Don't forget to use emphatic structures and linking phrases.

WRITING | A competition entry/A letter of application

Opening paragraph

Say why you are writing.

¹ _____ to enter the competition to ...

With reference to your competition to win ..., I would like to apply ...

Main body

This is the part where you should try to convince the reader that you deserve to win the competition/get the job/etc.

- Give details of any relevant experience you have (work experience or hobbies); say why it is relevant and what skills you developed:

I was ² _____ for ...

My duties included ...

I am passionate about ...

I was in charge of ...

As part of my role, I ...

- Mention any relevant qualifications:

I gained a qualification in ...

I am a fully qualified ...

- Use emphatic structures to make your points stronger and more persuasive:

Not only do I ..., ³ _____ I also ...

Furthermore, I ⁴ _____ have some experience of ...

- Use formal linking phrases to add ideas:

⁵ _____, I believe that teaching would ...

Furthermore, ...

Moreover, ...

Closing paragraph

Close with a suitable phrase.

Please find my CV attached/⁶ _____.

I would be glad to attend an interview at your convenience.

I ⁷ _____ to hearing from you.

If you require any further information, please do not hesitate to contact me.

Style and register

The style of the letter should be quite formal, and because you don't want to appear to be making any assumptions about winning the competition, you should use hypothetical structures:

If I ⁸ _____ this competition, I would ...

I would/should very much like to ...

I would welcome the opportunity/chance to ...

Greeting and signing off

- If you know the name of the person you're writing to, you should begin and end like this:

Dear Mr Johnson,

Yours sincerely,

- If you don't know their name, begin and end like this:

Dear _____,

Yours faithfully,

REMEMBER MORE

- Complete the sentences with the words from the word list.
 - The millionaire's rags-to-_____ story is being made into a film.
 - There were ups and _____ in his career, but life is like that.
 - I need peace and _____ to study for exams.
 - Slowly but _____, my father is feeling better after the surgery.
- Complete the questions with prepositions. Then check with the word list. After that, answer the questions with your partner.
 - What would your life be like if you were born _____ a well-off family?
 - Would you consider running _____ president of your country? Say why.
 - What would you do if you found _____ about the party all your friends but you have been invited to?
 - Do you know anyone who started _____ poor and has become rich? Talk about them.
- Complete the sentences with the correct adjectives formed from the words in bold. Then check with the word list.
 - As people become more _____ (**FLUENT**), so their standard and style of living improves.
 - His arguments were _____ (**PERSUADE**), but the managers still turned down his proposal.
 - Running a vegetarian restaurant is a _____ (**COST**) business.
 - Feeling _____ (**RESENT**) can be self-destructive.

ACTIVE VOCABULARY | Colloquial language

Listening to song lyrics of your favourite artists or watching a gripping series is a great way to expand your vocabulary, especially colloquial words and phrases. When watching a film or series, it is useful to turn on the English subtitles. You will benefit even more if you press the pause button and write down the phrases you want to learn.

9A GRAMMAR AND VOCABULARY



5.57

affluent (adj)	/ˈæfluənt/
be born into poverty	/bi ˈbɔːn ɪntə ˈpɒvəti/
CEO (Chief Executive Officer)	/siː iː ˈəʊ/
compensation (n)	/ˌkɒmpənˈseɪʃən/
costly (adj)	/ˈkɒstli/
determination (n)	/dɪˌtɜːməˈneɪʃən/
determined (adj)	/dɪˌtɜːmɪnd/
drive (n)	/draɪv/
drop out of college	/drɒp ˈaʊt əv ˈkɒlɪdʒ/
entrepreneur (n)	/ˌɒntrəprəˈnɜː/
extravagant (adj)	/ɪkˈstrævəɡənt/
get ahead (phr v)	/ˌɡet əˈhed/
grow up in hardship	/ɡrəʊ ˈʌp ɪn ˈhɑːdʃɪp/
hardship (n)	/ˈhɑːdʃɪp/
health insurance (n)	/ˈhelθ ɪnˌʃʊərəns/
influential (adj)	/ɪnfluˈenʃəl/
inherit (v)	/ɪnˈherɪt/
inheritance (n)	/ɪnˈherɪtəns/
key motivator	/kiː ˈməʊtəveɪtə/
lose out (phr v)	/ˌluːz ˈaʊt/
lucrative (adj)	/ˈluːkrətɪv/
media empire (n)	/ˈmiːdiə ˌempaɪə/
management consultant (n)	/ˈmænɪdʒmənt kənˈsʌltənt/
modelling contract	/ˌmɒdlɪŋ ˈkɒntrækt/
ownership (n)	/ˈəʊnəʃɪp/
pursue a career	/pəˈsjuː ə kəˈrɪə/
put sth aside (phr v)	/ˌpʊt ˌsʌmθɪŋ əˈsaɪd/
rags-to-riches (adj)	/rægz tə ˈrɪtʃɪz/
raise money for charity	/ˌreɪz ˈmʌni fə ˌtʃærəti/
run for president	/rʌn fə ˈprezɪdənt/
splash out (phr v)	/ˌsplæʃ ˈaʊt/
start out poor	/ˌstɑːt ˈaʊt ˌpɔː/
turn out (phr v)	/ˌtɜːn ˈaʊt/
TV personality (n)	/ˌtiː ˈviː ˌpɜːsəˈnæləti/
well-off (adj)	/ˌwel ˈɒf/

9B LISTENING AND VOCABULARY



5.58

a lot at stake	/ə lɒt ət ˈsteɪk/
blessing in disguise	/ˈblesɪŋ ɪn dɪsˌɡaɪz/
blunder (n)	/ˈblʌndə/
come as a shock	/kʌm əz ə ˈʃɒk/
do an exam	/duː ən ɪɡˈzæm/
find out about sth	/faɪnd ˈaʊt əˌbaʊt ˌsʌmθɪŋ/
flop (n)	/flɒp/

flourish (v) /ˈflʌrɪʃ/

get nowhere /ˌɡet ˈnəʊweə/

inevitable (adj) /ɪˈnevətəbəl/

learn from your mistake /ˌlɜːn frəm jə məˈsteɪk/

lock out (phr v) /lɒk ˈaʊt/

look back (phr v) /lʊk ˈbæk/

make a success of your life /ˌmeɪk ə səkˈses əv jə ˌlaɪf/

market research (n) /ˌmɑːkɪt rɪˈsɜːtʃ/

masterstroke (n) /ˈmɑːstəstroʊk/

mess up (phr v) /ˌmes ˈʌp/

mixed blessing /ˌmɪksɪd ˈblesɪŋ/

pay off (phr v) /ˌpeɪ ˈɒf/

put a deposit down on a flat /ˌpʊt ə dɪˌpɒzɪt ˈdaʊn ɒn ə ˌflæt/

setback (n) /ˈsetbæk/

sign up to a gym /ˌsaɪn ˈʌp tu ə ˌdʒɪm/

take sth seriously /ˌteɪk ˌsʌmθɪŋ ˈsɪəriəsli/

top marks /ˌtɒp ˈmɑːks/

vain attempt /ˌveɪn əˈtempt/

9C VOCABULARY



5.59

be on the safe side /bi ɒn ðə ˈseɪf ˌsaɪd/

by chance /baɪ ˈtʃaːns/

comfort zone (n) /ˈkʌmfət ˌzəʊn/

compromise (v) /ˈkɒmprəmaɪz/

give and take /ɡɪv ən ˈteɪk/

given the chance /ɡɪvən ðe ˈtʃaːns/

grab the chance /ɡræb ðə ˈtʃaːns/

have the chance/opportunity /həv ðə ˈtʃaːns/ ˌɒpəˈtjuːnəti/

highs and lows /haɪz ən ˈləʊz/

last chance/opportunity /lɑːst ˈtʃaːns/ ˌɒpəˈtjuːnəti/

lucky break /ˌlʌki ˈbreɪk/

more or less /mɔː ə ˈles/

park attendant (n) /ˈpɑːk əˈtendənt/

peace and quiet /piːs ən ˈkwaɪət/

piece of luck /piːs əv ˈlʌk/

pick and choose /pɪk ən ˈtʃuːz/

pure chance /pjʊə ˈtʃaːns/

risk taker (n) /rɪsk ˈteɪkə/

run the risk of sth /rʌn ðə ˈrɪsk əv ˌsʌmθɪŋ/

safe and sound /seɪf ən ˈsaʊnd/

slim chance /slɪm ˈtʃaːns/

slowly but surely /sləʊli bət ˈʃʊrli/

sooner or later /suːnə ɔː ˈleɪtə/

stand a chance (of doing sth) /stænd ə ˈtʃaːns (əv ˌduːɪŋ ˌsʌmθɪŋ)/

take it or leave it /ˈteɪk ɪt ɔː 'liːv ɪt/

take the chance/opportunity to do sth /ˈteɪk ðe 'tʃɑːns/ˌɒpə'tjuːnəti tə ˌduː ˌsʌmθɪŋ/

there and then /ˌðeə ən 'ðen/

there is a chance of sth /ˌðeə ɪz ə 'tʃɑːns əv ˌsʌmθɪŋ/

touch-and-go (adj) /ˌtʌtʃ ənd 'gəʊ/

ups and downs /ʌps ən 'daʊnz/

valid ticket /ˌvælɪd 'tɪkɪt/

wait and see /ˌweɪt ən 'siː/

worth the risk /ˌwɜːθ ðe 'rɪsk/

9D READING AND VOCABULARY

5.60

attract (v) /ə'trækt/

badly injured /ˌbædli ɪndʒəd/

cause harm/suffering /ˌkɔːz 'hɑːm/'sʌfərɪŋ/

coda (n) /'kəʊdə/

coherent (adj) /kəʊ'hɪərənt/

conclude (v) /kən'kluːd/

consider your options /kən'sɪdə jə ˌɒpʃənz/

current (n) /'kʌrənt/

desperate (adj) /'despəreɪt/

distract sb from sth /dɪ'strækt ˌsʌmbədi frəm ˌsʌmθɪŋ/

do the trick /ˌduː ðə 'trɪk/

drift (v) /drɪft/

firmly (adv) /fɜːmli/

fishing trap (n) /'fɪʃɪŋ ˌtræp/

float (v) /fləʊt/

get off relatively lightly /ˌget ˈɒf ˌrelətɪvli ˌlaɪtli/

give up hope /ˌɡɪv ʌp ˌhəʊp/

go through the ordeal /ˌɡəʊ θruː ðə ˌɔːdiːl/

have a negative/positive impact on sth /həv ə ˌnegətɪv/ˌpɒzətɪv ɪmpækt ɒn ˌsʌmθɪŋ/

have no choice but to do sth /həv nəʊ ˈtʃɔɪs bʌt tə ˌduː ˌsʌmθɪŋ/

have tendency towards sth /həv ˈtendənsi təˌwɔːdz ˌsʌmθɪŋ/

head (v) /hed/

heartbreakingly (adv) /ˈhɑːtˌbreɪkɪŋli/

hut (n) /hʌt/

Indonesian (adj, n) /ˌɪndəʊˈniːziən/

keep (sb) going /kiːp (ˌsʌmbədi) ˌɡəʊɪŋ/

lightly (adv) /ˈlaɪtli/

make oneself understood /ˌmeɪk wʌnˌself ˌʌndə'stʊd/

not have a clue /nɒt ˌhəv ə ˈkluː/

ordeal (n) /ˌɔːdiːl/

Panamanian (adj, n) /ˌpænəˈmeɪniən/

resentful (adj) /rɪˈzentfəl/

resilience (n) /rɪˈzɪliəns/

relatively (adv) /ˌrelətɪvli/

resourceful (adj) /rɪˈzɔːsfəl/

run out (of sth) (phr v) /ˌrʌn ˈaʊt (əv ˌsʌmθɪŋ)/

sea bed (n) /ˈsiː ˌbed/

sign language (n) /ˈsaɪn ˌlæŋɡwɪdʒ/

sound (adj) /saʊnd/

supplies (n) /səˈplaɪz/

support a family /səˌpɔːt ə ˈfæməli/

survival (n) /səˈvaɪvəl/

take its toll on sb /ˌteɪk ɪts ˈtəʊl ɒn ˌsʌmbədi/

take sth for granted /ˌteɪk ˌsʌmθɪŋ fə ˈɡrɑːntɪd/

take sb on board /ˌteɪk ˌsʌmbədi ɒn ˈbɔːd/

take your mind off sth /ˌteɪk jə ˈmaɪnd ɒf ˌsʌmθɪŋ/

top up (phr v) /ˌtɒp ʌp/

third time lucky /θɜːd ˈtaɪm ˌlʌki/

turn around (phr v) /ˌtɜːn əˈraʊnd/

walkie-talkie (n) /ˌwɔːki ˈtɔːki/

9E GRAMMAR 5.61

dyslexic (adj) /dɪsˈleksɪk/

follow your dream /ˌfɒləʊ jə ˈdriːm/

judge sb (v) /ˌdʒʌdʒ ˌsʌmbədi/

regret (v, n) /rɪˈɡret/

9F SPEAKING 5.62

advantage of sth /ədˈvɑːntɪdʒ əv ˌsʌmθɪŋ/

argument against/for sth /ˈɑːɡjəmənt əˈɡenst/ fə ˌsʌmθɪŋ/

coach sb (v) /ˈkəʊtʃ ˌsʌmbədi/

disadvantage of/to sth /ˌdɪsədˈvɑːntɪdʒ əv/tə ˌsʌmθɪŋ/

doubly (adv) /ˈdʌbli/

downside of/to sth /ˈdaʊnsaɪd əv/tə ˌsʌmθɪŋ/

drawback of/to sth /ˈdrɔːbæk əv/tə ˌsʌmθɪŋ/

magnificent (adj) /mægˈnɪfəsənt/

major (adj) /ˈmeɪdʒə/

minor (adj) /ˈmaɪnə/

minus point of sth /ˌmaɪnəs ˈpɔɪnt əv ˌsʌmθɪŋ/

negative/positive aspect of sth /ˌnegətɪv/ˌpɒzətɪv ˈæspekt əv ˌsʌmθɪŋ/

potential (adj) /pəˈtenʃəl/

obvious (adj) /ˈɒbvɪəs/

significant (adj) /sɪɡˈnɪfɪkənt/

social skills /ˌsəʊʃəl ˈskɪlz/

sustainable bricks /səˌsteɪnəbəl ˈbrɪks/

volunteer tourism (n) /ˌvɒləntɪə ˌtʊərɪzəm/

voluntourism (n) /ˌvɒləntɪə ˌtʊərɪzəm/

Zambia /ˈzæmbɪə/

9G WRITING 5.63

asset (n) /ˈæset/

at your convenience /ət jə kənˈviːniəns/

attend sth /əˈtend ˌsʌmθɪŋ/

be in charge of sth /bi ɪn ˈtʃɑːdʒ əv ˌsʌmθɪŋ/

be passionate about sth /bi ˈpæʃənət əˌbaʊt ˌsʌmθɪŋ/

blog about sth /ˈblog əˌbaʊt ˌsʌmθɪŋ/

Cambodia /kæmˈbəʊdiə/

commit (v) /kəˈmɪt/

dedicated (adj) /ˌdedɪkeɪtɪd/

enclose (v) /ɪnˈkləʊz/

enter a competition /ˌentə ə ˌkɒmpəˈtɪʃən/

entry (n) /ˈentri/

fully qualified (adj) /ˌfʊli ˈkwɒlɪfaɪd/

furthermore (adv) /ˌfɜːðəˈmɔː/

gain a qualification /ˌɡeɪn ə ˌkwɒlɪfɪˈkeɪʃən/

give sth serious consideration /ˌɡɪv ˌsʌmθɪŋ ˌsɪəriəs kənˈsɪdəˈreɪʃən/

hesitate (v) /ˈhezɪteɪt/

increasingly (adv) /ɪnˈkriːsɪŋli/

lifelong dream /ˌlaɪflɒŋ ˈdriːm/

moreover (adv) /mɔːəˈʊəvə/

persuasive (adj) /pəˈsweɪsɪv/

relevant (adj) /ˈreləvənt/

run a session /ˌrʌn ə ˈseʃən/

Siem Reap /ˈsiəm ˌriːp/

welcome the opportunity/chance to do sth /ˌwelkəm ði ˌɒpəˈtjuːnəti/ˈtʃɑːns tə ˌduː ˌsʌmθɪŋ/

VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the sentences.

- Western societies are very *affluent* / *costly* compared to poorer ones in the developing world.
- She has made a lot of money from her work as a travel correspondent. It's a very *well-off* / *lucrative* job.
- There was a lot of *hardship* / *setback* in the village because the factory where most people worked closed.
- When I received my first salary, I didn't splash out / up. I put the money aside to buy a car.
- There were some minor *setbacks* / *flops* at the beginning of the project, but in the end it went well.
- His hard work paid up / off and he did really well in the final exams.
- He took a digital presentation to the interview and they loved it. What a *masterstroke* / *blunder*!
- I don't like running *chances* / *risks*. I always prefer to be safe.

2 Complete the dialogue with the words from the box. There are two extra words.

blessing break choice clue consider do flourish
messed up nowhere off ordeal take

- A Oh no! I've really ¹_____ – I've lost the house key. What shall we do?
- B Well, let's ²_____ our options; we could try to open that window or break it.
- A Let's try to open it. My penknife might help.
- B Yes, that should ³_____ the trick.
- A It won't open. What now?
- B I haven't a ⁴_____.
- A It's so cold out here. Now I realise how much I ⁵_____ my nice warm house for granted.
- B Have a chocolate. It should take your mind ⁶_____ the cold.
- A Thanks!
- B Well, I think we have no ⁷_____ but to break the window.
- A But what if someone hears and thinks we're burglars? I don't want to go through the ⁸_____ of spending a night at the police station!
- B We're getting ⁹_____, so I think we have to do it.
- A Look! Here's my sister. She's got a key!
- B Brilliant. What a lucky ¹⁰_____!

3 Complete the binomial phrases in the sentences with one word.

- You must try to be flexible. There should be some give and _____ in any relationship.
- I think it's more or _____ certain you'll get the job.
- I had to decide if I wanted the job _____ and then. They said they couldn't wait.
- The band has had its _____ and downs but they're doing very well now.
- We got lost in the fog on the mountain but in the end got home safe and _____.
- She'll have to get a job and start earning some money _____ or later. Her parents can't pay for everything for much longer.

4 Complete the sentences with a conditional form, using the verbs in brackets.

- If she _____ (not/be) an interesting person, the journalists _____ (not/interview) her last week.
- In general, people _____ (not/be) successful unless they _____ (know) what they want.
- If he _____ (accept) the job with the travel agency last year, he _____ (be) in Australia now.
- They _____ (not/meet) if they _____ (not/go) to your last party.
- If you _____ (not/give up) languages at school, you _____ (be able) work abroad now.
- You _____ (not/miss) that job opportunity if you _____ (be) more ambitious.
- If she _____ (be) better off, she _____ (buy) a new car, but it's out of the question until next year.

5 Choose the correct words to complete the sentences. Sometimes more than one answer is possible.

- I wish everything these days *isn't* / *wasn't* / *weren't* so expensive.
- If only my sister *would stop* / *stopped* / *had stopped* borrowing my clothes! It's very irritating!
- I wish I *studied* / *would study* / *had studied* sciences at school, but it's too late now.
- If only I *can* / *could* / *should* swim! I'd enjoy beach holidays more, I'm sure.
- He *needn't have worried* / *shouldn't have worried* / *didn't need to worry* about the test. He came top!
- They really *should have waited* / *didn't need to wait* / *could have waited* for you. It was unkind of them to leave so soon.
- If only you *had* / *would have* / *have* told me, I *can* / *could* / *would* have helped!

USE OF ENGLISH

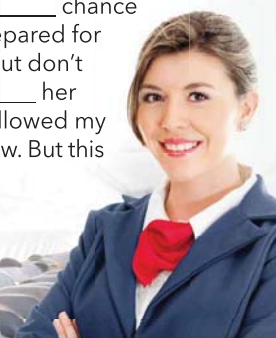
6 Complete the text with one word in each gap.

FOLLOW YOUR HEART

Working in the travel business appeals to many young people who set their heart on working as a flight attendant. Some of them ¹_____ to different airlines when they leave school, while others gain a relevant qualification first.

One of the major benefits of this job is having access to discount airfares. Nevertheless, there are some significant downsides ²_____ the job too: air crew can work long hours, pay isn't always very good and passengers aren't always easy to deal with.

There are far more candidates than vacancies, so companies can ³_____ and choose. Sarah, a flight attendant with a major airline, advises young people who want a job in the air, 'There's a ⁴_____ chance that you might succeed so be prepared for rejection. A lot is ⁵_____ stake, but don't give up.' Sarah is passionate ⁶_____ her chosen career. 'If I ⁷_____ not followed my heart, I could be very unhappy now. But this is the life for me!'



READING

- 7** Read the article about fair play in sports. Match sentences A–F with gaps 1–5 in the text. There is one extra sentence.

STRATEGY | Missing sentences

Read the sentences before and after the gap carefully. Look for reference words, e.g. personal pronouns, possessive pronouns, demonstrative pronouns. Discourse markers such as *in addition*, *however*, *as a result*, *then* will also help you to choose the correct sentence.

- A** As a result of this, neither of them did as well as they could have done.
- B** Although some people might disagree, I can't help feeling that all the examples mentioned reflect the basic goodness of the human being.
- C** One interesting example is about two runners who train together.
- D** Survival of the fittest is the name of the game, and can turn perfectly nice, peace-loving human beings into unpleasant, aggressive individuals.
- E** Although on the other hand, he might not be so well known today.
- F** One of the best known of such sporting moments happened during the 1936 Olympic Games in Berlin.

SPEAKING

- 8** A student website wants to publish an article about what is important when choosing a career. In pairs, talk about the different considerations and decide which you think is the most important.

STRATEGY | Collaborative task

When you discuss the questions, think of one or two reasons to justify your opinion or give an example.



- 9** In pairs, take it in turns to ask and answer the questions.

- 1** Happiness is more important in life than money. Do you agree? Say why.
- 2** We shouldn't take risks in life and we should always play it safe. Do you agree? Say why.

FAIR PLAY

Anyone who takes part in a competitive sport knows how sporting ambition and the natural human desire to win can bring out the worst in people. ¹ _____ Elderly women with tennis rackets in their hands may stop at nothing to win the local club championship, in a similar way to professional footballers who forget all about fair play in a vain attempt to win their side a penalty. 'He ran the risk of getting a red card, but he had no choice,' fans justifying such disgraceful behaviour might observe. That isn't quite right. There is always a choice.

Fortunately, amongst all the stories of sporting selfishness, occasionally ones demonstrating the better side of human nature hit the headlines. ² _____ Luz Long, a German, and America's Jesse Owens were both trying to qualify for the long jump final. Owens succeeded thanks to Long's tips and went on to win. If Long hadn't helped Owens, perhaps he would have come first rather than second. ³ _____

Another notable Olympic moment that is memorable for the best of reasons happened more recently, this time in the 2016 Rio Games, when New Zealand's Nikki Hamblin fell during the first round of the women's 5,000 metres, tripping up another athlete by mistake, Abbey D'Agostino. A lot was at stake, but instead of continuing, D'Agostino stopped and helped Hamblin. ⁴ _____ However, they were both given a place in the final in recognition of their sporting attitude.

In fact, if we really want to find them, there are lots of stories of sporting heroism. We can read about rugby players who stop playing to help an injured fellow player, of golfers who admit to doing something wrong even if no one saw, and of Formula One racing drivers stopping to help others who have had a serious accident. ⁵ _____ However, the stress of the highly competitive sports environment of today is taking its toll on how some sportsmen and women behave.



Luz Long and Jesse Owens at the 1936 Berlin Olympics

WRITING

- 10** You have seen this advertisement on a student website.

THINKING ABOUT HAVING A GAP YEAR?

Then enter this competition and

WIN A FREE COURSE!

The following courses are on offer next summer:

- Work on a conservation project and study Spanish in Peru.
- Learn how to run a successful outdoor activity centre in Australia.

To apply, write a letter telling us why we should choose you.

Write your competition entry.

10

Culture vulture

- VOCABULARY** Describing objects, musical styles, performance, prepositional phrases, descriptive adjectives, easily confused words
- GRAMMAR** Past modals, participle clauses **Use of English** > page 195
- SPEAKING** Negotiating informally
- WRITING** An article
- VIDEO** Grammar Documentary



10A GRAMMAR AND VOCABULARY

- SPEAKING** If you could visit any historical period for a day, which would you choose? Say why.
- Complete the table with the words from the box. Some words may fit in more than one category.

beige bone bronze circular cream curved enormous flat geometric golden hollow ivory miniature pocket-size pointed rectangular solid spherical wooden

Shape	
Size	
Colour	
Material	

- In pairs, describe the ancient artefacts in the photos A-C, using words from Exercise 1. What do you think the objects were used for?
- 4.6** Listen to a radio podcast about the objects and check your ideas.

Past modals of speculation

- THINK BACK** Read these the extracts from the recording and match the underlined verb forms with their meanings a-c.
 - The holes must have been man-made because they would fit a right-handed musician perfectly.
 - It can't just have been a coincidence.
 - They might have been candle holders.

a I'm pretty sure this was not true.
b It's possible that this was true.
c I'm pretty sure this was true.
- 4.7** Listen to the sentences and complete the paraphrases using a past modal.
 - The holes in the flute _____.
 - The chesspieces _____.
 - The dodecahedron _____.
 - The dodecahedra _____.

7 Look at the sentences a–h from the recording and answer the questions.

- 1 How do we form continuous and passive forms with past modals?
 - a He must have been planning to come back for them.
 - b Nobody really knows what they might have been used for.
 - c I can't have been paying attention.
 - d They could have been used to knit gloves.
- 2 Which sentence shows a stronger possibility? What word has the effect of making the possibility stronger?
 - e They may well have been made by some kind of predator.
 - f Some people think they could have been used to knit gloves.
- 3 Which of these negative sentences demonstrates a lack of ability, rather than possibility?
 - g People may not have understood the rules of chess.
 - h The hyenas couldn't have made such perfectly round holes with their teeth.

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8 Study Watch out! Then choose the best verb form to complete the sentences below. Sometimes both options are correct.

- 1 He might not *have looked* / *have been looking* where he was going when he tripped and fell.
- 2 This jewellery *would* / *must* have been expensive; it's solid gold!
- 3 This picture *might* / *can't* have been painted by the same artist; the style is completely different.
- 4 At that time, many children *would have started* / *would have been started* work at the age of eight.
- 5 He *might* / *may* have been lying; he's untrustworthy.
- 6 He *can't* / *mustn't* have carried out the robbery; I was with him all evening.

WATCH OUT!

We use *would* + a perfect infinitive (*have* + past participle) when we are making an assumption about what happened in the past or drawing a logical conclusion:

*There **would have been** much simpler and cheaper ways of knitting gloves.* (assumption)

*The Isle of Lewis belonged to Norway at that time, so the merchant **would have been** in his own country when he lost the chess pieces.* (logical conclusion)

9 4.8 Complete the text with the correct forms of the words in brackets. Then listen and check.

THE NEBRA SKY DISC

The Nebra Sky Disc is one of the most important Bronze Age artefacts ever found, and it ¹ _____ (might/never/discover) if two treasure hunters hadn't found it in a German forest.

When Henry Westphal and Mario Renner set out to search for treasure, they ² _____ (can't/expect) what they would find there.

Incredibly, they dug up two bronze swords and some other bronze items as well as the Sky Disc. The collection ³ _____ (would/be) worth as much as half a million euros. They ⁴ _____ (must/know) that so they tried to sell it but were eventually caught.

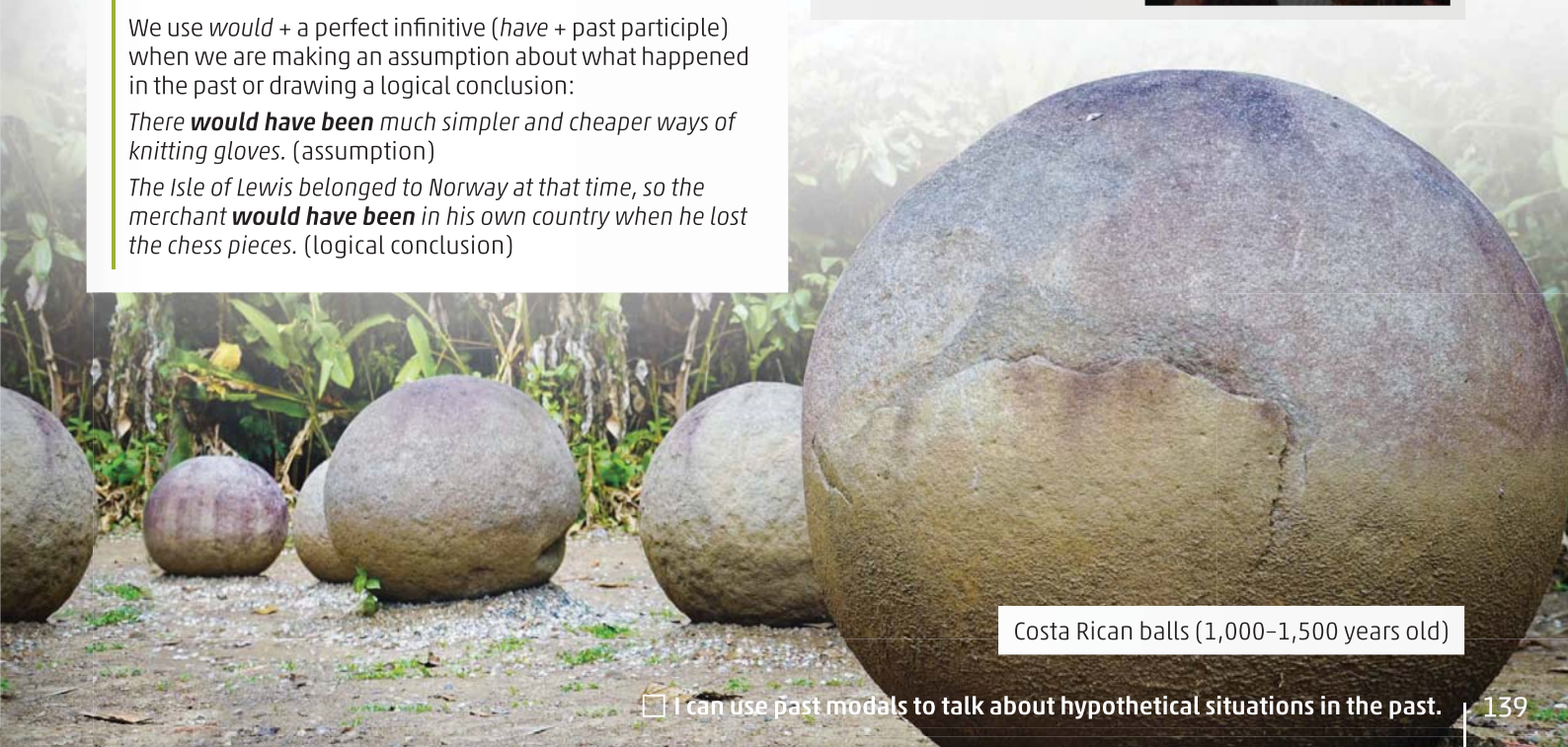
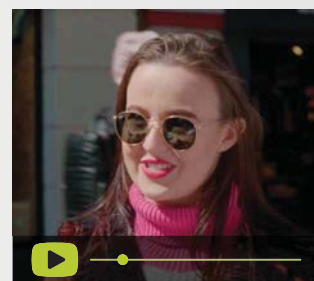
When archaeologists were finally able to inspect the Sky Disc, they were stunned. In fact, they initially thought that it ⁵ _____ (must/be) a fake. It is still uncertain exactly what it ⁶ _____ (might/use) for, but it is definitely genuine and is at least 3,600 years old. Analysis showed that it ⁷ _____ (would/make) locally and it looks like it probably came from the area in Germany where it was found.



10 SPEAKING In pairs, look at the photo of Costa Rican balls below. What do you think they could have been used for? Go to page 199 to find out more about these objects.

GRAMMAR VIDEO

20 Look at the question in Exercise 10 again and watch the video. Say what the speakers answer. Compare their answers with your own.



Costa Rican balls (1,000–1,500 years old)

10B LISTENING AND VOCABULARY

1 In pairs, complete the quiz.

QUIZ

What do you know about the city of NEW ORLEANS?

- New Orleans is in the American state of
a Mississippi. b Louisiana. c Texas.
- In which ethnic culture do both jazz and rhythm and blues have their origins?
a French b West African c South American
- Which country first colonised the area and built the city?
a France b Spain c England
- The city's nickname is
a the Big Apple. b the Windy City. c the Big Easy.
- What natural disaster affected New Orleans in 2005?
a a hurricane b a fire c an earthquake
- Which of these musical styles is New Orleans famous for?
a zydeco b jazz c hip-hop

2 4.9 Listen to a podcast about New Orleans and check your answers to the quiz questions in Exercise 1.

3 4.9 Listen to the podcast again and complete the sentences. Use no more than three words/numbers in each gap.

- Jelly Roll Morton is often credited as the originator of _____ music.
- Blueberry Hill* was a huge success for Fats Domino in _____.
- The first _____ to appear on the cover of *Time Magazine* was Louis Armstrong.
- The United States paid less than _____ an acre for the city in 1803.
- The _____ and the piano are not instruments associated with zydeco.
- 'Call and _____' originates from West African cultures.

4 4.10 Study *Watch out!* Then listen to a speaker saying the same phrase twice. Which accent do you hear first: British English (BrE) or North American English (NAmE)? How do you know?

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

WATCH OUT!

While regional accents vary, there are some differences.

Consonants

- In standard North American English (NAmE), the letter *t* in the middle of a word is often pronounced /d/, e.g. water /wɔːdə/.
- In standard British English (BrE), there is often a /j/ sound before the sound /u:/. In NAmE the /j/ is usually dropped, e.g.
tune /tju:n/ tune /tu:n/
- The final /r/ is often silent in BrE, e.g. star /sta:/, whereas in NAmE it is pronounced /sta:r/.

Vowels

- In NAmE, *o* often sounds like /a:/, e.g. strong /stra:n/. BrE uses the shorter sound /ɒ/, e.g. strong /strɒŋ/.

5 Read these extracts from the recording and match the highlighted adjectives with their definitions (a-j). There are five extra definitions.

- New Orleans style R&B has a strong **rhythmic** beat that really gives you the urge to get up and dance!
 - The moving and **soulful** *Blueberry Hill* was a massive international hit.
 - Louis Armstrong's style of jazz was a bit slower and more **mellow**.
 - Zydeco has an **upbeat** tempo and is played at **exhilarating** speed.
- Smooth and soft.
 - Easy to remember.
 - Too loud, too much going on.
 - Making you feel very excited.
 - Full of happiness and good feelings.
 - Gentle, making someone feel calmer.
 - Having a regular beat that is repeated.
 - Expressing deep feelings and sadness.
 - Done many times in the same way, and boring.
 - Unpleasant because it is played slightly above or below the correct pitch.

6 Match the adjectives in the box with the remaining definitions in Exercise 5. Can you think of any other adjectives to describe musical styles?

brassy catchy off-key repetitive soothing

7 **SPEAKING** Choose a genre of music you enjoy (or don't enjoy) and tell your partner about it, using adjectives from Exercises 5 and 6.

8 **REFLECT | Culture** Can you think of a city in your country which also has a rich musical tradition? What kind of music is it famous for and what kind of events are held there?

- 1 **SPEAKING** Read a factfile about Amy Poehler. Which piece of information do you find most interesting? Say why.

Amy Poehler

Job

American comedian and actor

Best known for

Parks and Recreation, *Mean Girls*,
Saturday Night Live, *Inside Out*

Best friend

Comedian Tina Fey, worked together in
Mean Girls, *Sisters*, and on *Saturday Night Live*

Achievements

Golden Globe award for Best Performance
in *Parks and Recreation*, an Emmy for
Outstanding Guest Actress in a Comedy Series
for *Saturday Night Live*, she also has a star on
the Hollywood Walk of Fame



- 2 Read an excerpt from an article about Amy. What does the text tell you about her personality?

There is a story about Amy Poehler at the Cannes Film Festival a few years ago. ¹Walking into the press conference for her film, she was asked by a journalist if she had ever expected she'd be there. Clearly, he thought she would modestly agree that she didn't belong there, but, ²having worked successfully in comedy for over twenty years, she didn't actually feel that way. She looked straight at him and replied, 'Sure I did,' ³leaving him open-mouthed.

At the age of 21, she moved to Chicago to join an improvisation group, even though she had never done any improvisation before. She felt she might be good at it – and she was. For Poehler, self-confidence isn't so much about thinking that you're great, as about not worrying too much what other people think of you. And many people just love her for it.

Reduced adverbial clauses

- 3 Match the underlined examples of participle clauses in the text (1–3) with the three types of participle clauses below (a–c).

- a ☐ Showing a sequence of events.
- b ☐ Showing that two things happened at the same time.
- c ☐ Showing the result of an action.

- 4 Complete the second sentence so that it means the same as the first. Start the sentences with the words in brackets.

- 1 Because she has won several awards, Amy's work is well-known. (Having ...)
- 2 As they are best friends, Amy and Tina Fey enjoy working together. (Being ...)
- 3 The actor Chris Pratt made his breakthrough on *Parks and Recreation*, and is now a big star. (Having ...)
- 4 Amy Poehler didn't expect *Parks and Recreation* to be so successful, and didn't realise it would run for seven seasons. (Not expecting ...)

- 5 Study *Watch out!* and rewrite the sentences, replacing the underlined section with a participle phrase. Make any changes necessary to make the meaning clear.

- 1 She had starred in *Inside Out* so was invited to the Cannes Film Festival.
- 2 Clearly, the journalist expected her to agree, because he looked surprised when she didn't.
- 3 She looked straight at him and replied, 'Sure I did.'
- 4 She felt she might be good at stand-up comedy, so she joined an improvisation group.
- 5 She moved to Chicago to join an improvisation group, even though she had never actually done any improvisation before.

WATCH OUT!

To use a participle clause, the subject of both clauses needs to be the same, e.g. *Walking into the press conference, she was asked by a journalist ...* (Amy walked into the press conference and was asked ...)

Compare: *Walking into the press conference, the journalist asked Amy ...* (The journalist walked into the press conference and ...)

If each clause has a different subject, we will need to make some changes to make the meaning clear, e.g. *The man, having shut the door in my face, walked off down the path.*

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- 6 Combine the two sentences, using a participle clause.

- 1 I didn't realise what time it was.
I missed the train.
- 2 I lost my key.
I couldn't get in the house.
- 3 He had met her before.
He knew what to expect.
- 4 I had been standing for hours.
I felt very tired.
- 5 I knew what had happened.
I wasn't surprised.
- 6 He ran to catch the bus.
He felt his phone fall out of his pocket.

- 7 **SPEAKING** Tell your partner about a TV personality whose work you enjoy: what you know about their life and work, and explain why you like them.

10D READING AND VOCABULARY

1 SPEAKING In pairs, look at the cartoon and answer the questions.

- 1 What is a spoiler?
- 2 How do you feel about spoilers?
- 3 Why do you think some people enjoy them?

2 Read the article and compare what the writer says with your ideas from Exercise 1.

3 Read the article and match questions 1–6 with paragraphs A–F.

In which paragraph does the author ...

- 1 ☐ report the opinion that people who like spoilers may be a bit lazy?
- 2 ☐ explain why people may get pleasure from rereading a book?
- 3 ☐ talk about the social aspect of watching TV and films these days?
- 4 ☐ mention how the media sometimes protect people from finding out too much?
- 5 ☐ explain how knowing the plot can help people relax and enjoy something more?
- 6 ☐ describe research which contradicted earlier findings?

4 In pairs, read the article again and answer the questions.

- 1 Why does the author suggest we may enjoy reading and watching fiction?
- 2 What did Christenfeld's first research study show?
- 3 What is Christenfeld suggesting when he refers to *Romeo and Juliet* in paragraph B?
- 4 What extra point was Christenfeld trying to make with his second study?
- 5 What did Johnson's students conclude about stories which had been spoiled?
- 6 What does the article suggest about the personality of people who avoid spoilers?
- 7 What does the writer say about changing viewing habits?

5 Did anything you read in the article change your mind about spoilers? Say why.

6 Complete the phrases with prepositions from the box. You can use the prepositions more than once. Then check your answers by finding the phrases in the article.

at by for in on under without

- | | |
|-----------------------------|-------------------------------------|
| 1 <u> </u> suspense | 8 <u> </u> all likelihood |
| 2 <u> </u> that case | 9 <u> </u> the impression |
| 3 <u> </u> a doubt | 10 <u> </u> purpose |
| 4 <u> </u> least | 11 <u> </u> contrast |
| 5 <u> </u> addition | 12 <u> </u> fear of |
| 6 <u> </u> fact | 13 <u> </u> accident |
| 7 <u> </u> the sake of | 14 <u> </u> their/his/etc part |

7 Replace and rewrite the underlined parts of the sentences with prepositional phrases from Exercise 6.

- 1 He didn't mean to spoil the ending.
- 2 There was no question that she was guilty.
- 3 I thought that there would be a happy ending.
- 4 It is very probable that the show will be cancelled.
- 5 If news sites have to review episodes, it would be something if they could avoid giving spoilers.
- 6 I didn't look at Twitter in case I saw spoilers.
- 7 I have been excited and nervous since last week's episode, waiting to see what happens!
- 8 You're only arguing because you like arguing!
- 9 Unlike his other shows, this one is really boring.
- 10 You shouldn't watch less than a few episodes before you decide.
- 11 I asked him what he had liked about the film besides the special effects.
- 12 To tell the truth, I don't really mind spoilers.
- 13 Revealing the surprising part of the TV series was her mistake.
- 14 You make it sound as if I planned to do it!

8 SPEAKING In pairs, discuss the questions.

- 1 Can you think of any books or films where you were under the impression that you knew what was going to happen, and then were completely surprised by the ending?
- 2 Have you ever avoided social media for fear of seeing a spoiler? If so, give an example.
- 3 Do you find that sometimes spoilers ruin a show whereas at other times it makes no difference? Say why.
- 4 Do you agree that people who like to be in suspense are more abstract thinkers or more involved with the characters? Say why.
- 5 A teacher got his class to behave by threatening to tell them spoilers about a TV series. Do you think this was a good idea? Say why.

GLOSSARY

familiarity – a good knowledge of a particular subject
take something into account – to consider or remember something when judging a situation
thought-provoking – making you think seriously about a particular subject
wreck (v) – to completely spoil something

SPOILERS LOVE 'EM OR HATE 'EM?

10

4.11

A Why do people enjoy reading fictional books, and watching fictional TV series and films? One theory is that it's because we are in suspense about what is actually going to happen. We like it because the tension of wondering and guessing is pleasurable. In that case of course, someone actually telling you the plot would completely spoil the experience. Presumably, this is why we refer to a newspaper article or blog with that kind of information as a 'spoiler'. Without a doubt, the majority of us do our best to avoid seeing spoilers. News sites are usually pretty careful to at least signal that there are spoilers coming up in their reviews, and when an important plot line gets 'spoilt', there's a huge fuss online. But, it's also clear that some people actually love reading spoilers. Why, when it's only going to wreck their enjoyment?

B You might be surprised to learn that research by psychology professor, Nicholas Christenfeld, would actually suggest the opposite: that reading or hearing spoilers can in fact enhance our experience. In his study, Christenfeld divided participants into two groups and gave each group the same stories to read. In addition to the stories, the second group were also given brief introductions to what they were going to read which subtly 'spoilt' the plots. You might assume that the first group found the stories more engaging, but surprisingly, it was the second group who claimed the greatest reading satisfaction. Christenfeld points out that when we really love a book or film, we often watch or read it again – sometimes many times. We aren't doing this for the sake of finding out what happens. In all likelihood, says Christenfeld, we enjoy it more the second or third time because we are now free to notice more of the detail. As an example, he talks about *Romeo and Juliet* and points out that people don't go to see that expecting a surprise ending. Knowing what happens at the end of great classic works of fiction isn't going to ruin them.

C Christenfeld also followed up his research two years later with another study where he gave some of the participants spoilers. However, this time he stopped the participants reading the stories before they had finished and asked them about their enjoyment at that point. He argued that most people are under the impression that spoilers only have an impact on the reader's reaction to the end of the story, but that this study showed that even halfway through reading the story, the participants who had read the spoilers were still finding the stories more engaging than those who didn't know what was going to happen. According to Christenfeld, there is plenty of evidence that this fluent processing of information is enjoyable; that some familiarity with a work of art enables you to appreciate it more.

D It's a convincing theory, however a more recent study by Benjamin Johnson, an assistant professor of Communication Science, actually found that spoilers *did* negatively affect people's enjoyment. Johnson gave 412 university students several short stories to read which they did not know. Before they read them, they were given summaries of the stories, some of which gave away the ending on purpose. Johnson found that, in contrast to Christenfeld's research, the stories that had been 'spoiled' were considered to be less moving and less thought-provoking.

E It may be that it is a matter of personal preference. Interestingly, Johnson has also carried out research which shows that the kind of people who are so keen to avoid spoilers that they don't look at social media for fear of finding something out by accident tend to have a particular personality type. They like thinking through complex, abstract problems and are very emotionally involved with what they are reading or watching. People who are less emotionally connected with the characters, and who dislike abstract thought, are happy to know about what is going to happen because it requires less effort on their part.

F Finally, we should probably take into account how much the Internet has changed our viewing habits. Gone are the days when everyone would watch the same thing at the same time and then talk about it at school or work the next day. Now, everyone is watching at different times across the world, and a lot of the discussion is happening in online communities. Maybe discussing spoilers is all part of the fun?

Oh, you're going to see Megaguy 2? It's brilliant! It's a bit sad when he dies at the end though.



10E VOCABULARY | Performance

1 SPEAKING In pairs, discuss which types of performance you enjoy the most/least: theatre, comedy, film or TV. Say why.

2 THINK BACK Complete the table with the words from the box. Some words may fit in more than one category.

cast costume dialogue episode feature-length
humour joke plot scene season set sitcom stage

Theatre	
Comedy	
Film	
TV	

3 Add these phrases to the categories in Exercise 2.

be a must-watch be on the edge of your seat
catch up on an episode deliver the punchline
do a stand-up routine heckle sb play the lead
tell a gag

4 Replace the underlined parts of the sentences with phrases from Exercise 3. Make any other changes if necessary.

- When he gave the final line of the joke, nobody laughed.
- Toni Collette is the star of the show.
- You can't miss this film.
- I would never have the confidence to go up on a stage and tell jokes.
- I was in suspense right through the film.
- I hate it when people shout things at comedians – they're doing their best!
- We missed our favourite TV show yesterday, so we'll watch the latest one tonight instead.
- My uncle told a few jokes and got everyone laughing.

5 Complete the sentences with the adjectives from the box. Sometimes more than one correct answer is possible.

appalling breathtaking cheesy comical
exceptional lively magical offensive
unconvincing worthwhile

- Dad is always telling _____ jokes that aren't at all funny.
- Her acting was totally _____; I couldn't believe in her as a character at all.
- The set was _____; it was exactly like being in the middle of an enchanted forest.
- It was the worst thing I've ever seen – really _____.
- Her performance was _____ – far better than anyone else in the cast.
- He told a really _____ sexist joke.
- The play was a bit upsetting, but _____ – I believe it's important that people talk about this issue.
- The costume made him look really _____ – I couldn't stop laughing!
- It was a(n) _____ show full of laughs and excitement and kept our interest throughout.

6 Study Active Vocabulary. Work out the differences between the pairs of words. Then go to page 199 to check your ideas.

ACTIVE VOCABULARY | Easily confused words

Some pairs of words are often confused. This may be because there are two very similar forms from the same root; adjectives ending in -ic and -ical often behave like this, e.g. *magic / magical comic / comical historic / historical classic / classical*

- Sometimes two words look quite similar, but have completely different meanings, e.g. *tasteful / tasty lively / alive*
- Sometimes it is the prefix or suffix which causes the confusion, e.g. *invaluable / worthless childlike / childish*

7 Choose the correct words to complete the sentences.

- The **magic / magical** show was incredible – at one point the volunteers from the audience disappeared!
- This **lively / alive** new play is a must-watch.
- Amy Schumer's new **comic / comical** film will be released next month.
- I believe that theatre is **worthless / invaluable** unless the audience is fully engaged.
- Come and see Shakespeare's **classic / classical** comedy *All's Well That Ends Well*.
- People will still be talking about this **historical / historic** production in twenty years.
- The costumes and scenery were very **tasty / tasteful**.
- He plays the role with a **childish / childlike** innocence.

8 Complete the extract from a review using words from this lesson.

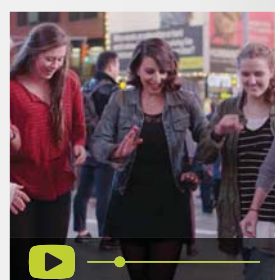
I have to admire anyone who is brave enough to do ¹ _____ comedy – the thought of being alone on the ² _____, facing an audience who may not find you funny – or may even ³ _____ you – would absolutely terrify me. So I started the evening ready to like this show. The beginning was OK, the jokes were a bit ⁴ _____ and I'd heard them before, but some of the ⁵ _____ he told were actually quite ⁶ _____ and made me laugh. However, at times he was so ⁷ _____ that I almost stood up and walked out.

9 SPEAKING In pairs, discuss the questions.

- What kind of comedy do you prefer to watch and why: stand-up comedy, a sitcom or a comedy film?
- Do you mind if a joke is cheesy, or even a bit offensive?

DOCUMENTARY VIDEO

21 WATCH AND REFLECT
Go to page 171. Watch the documentary *The bright lights of Broadway* and do the exercises.



The Muse

ART FESTIVAL

Dance, physical theatre and circus

10

Cirque Works!

In this show, circus is brought right up to date with motorbike stunt men (and women) as well as classic circus performers. You won't believe your eyes!

Comedy

An exciting young comic talent, Raphael Pink, approaches stand-up in a totally original way. Always funny and never cheesy. Recommended.

Music

Trained as a classical singer, Cerys Williams, discovered a love of jazz while visiting New Orleans. Come and hear her mellow, soulful voice singing some songs you'll recognise.

Theatre

Not an easy watch, *Hell on Earth*, a new play by David Saunders about the Vietnam War, is certainly well worth the effort.

10F SPEAKING

- In pairs, read the extract from a programme for the Muse Art Festival and discuss the questions.
 - Have you been to a similar kind of arts festival?
 - Do the shows in the programme appeal to you? Say why.
-  **4.12** Listen to Ellie, Vicky and George discussing which show to go to: *Cirque Works*, *Raphael Pink*, *Hell on Earth* or Cerys Williams. Answer the questions.
 - Which show does each of them want to see and why?
 - What arguments against seeing the shows do the others make?
- Which of these shows would you prefer to see? Say why.
-  **4.12** Study the Speaking box. Listen again and complete the phrases with the words from the box.

along awkward bit fair feel kind perhaps resolve see

SPEAKING | Negotiating informally

Making suggestions

How would you ¹ _____ about (+ -ing) ...?

I thought ² _____ we could ...

Supposing we ...

Would it be OK if ...?

Asking for clarification

Isn't that a ³ _____ childish/silly/boring?

So, are you saying (that) ...?

What ⁴ _____ of thing were you thinking of?

Accepting a suggestion

I could go ⁵ _____ with that.

⁶ _____ enough.

I'm happy with that.

Not accepting a suggestion

I don't know if I would fancy that.

I can ⁷ _____ what you're saying, but ...

I don't want to be ⁸ _____, but ...

Making a final decision

So how can we ⁹ _____ this?

Is everyone happy with that?

- Study *Watch out!* Then rewrite the sentence in the box in four different ways, starting with the words given.

1 What if _____?

2 Supposing _____?

3 I thought _____.

4 Would it be _____?

WATCH OUT!

When we want to make a tentative suggestion, we can use *Supposing* or *What if* + a past tense, e.g.

Supposing/What if we did something different? Let's see a comedy show instead.

-  **4.13 PRONUNCIATION** Listen and write down exactly what you hear (even if it doesn't appear to make sense).
-  **4.14** Listen to full sentences including the phrases you wrote down in Exercise 6. Notice how these phrases actually sound in natural connected speech. Practice saying the sentences.
- Go to page 199 and read descriptions of three shows. In pairs, negotiate which show to see tonight.

1 SPEAKING In pairs, discuss the questions.

- 1 Do you prefer to watch a film, a TV series or go to the theatre? Say why.
- 2 What are the advantages of each form?

2 Read the notice on a platform for art debate for young people, and an article written in response. Do you agree with what the author says about watching TV series? Say why.

ARTICLES WANTED!

A recent magazine article claimed that watching box sets on TV is a mindless form of entertainment which takes up too much of young people's time. Write an article in response to this view in which you review a box set you have seen and say why you think this form of entertainment is worthwhile.

3 A good title is an important part of making an article engaging. In pairs, decide what title you would give the article.

4 What else does the writer do to make you want to read the article and engage your interest? Find examples of some of these techniques in the article.

- Grabbing the reader's attention at the beginning of the article.
- Addressing the reader directly.
- Giving personal opinions.
- Giving concrete examples.
- Using a range of interesting vocabulary items.
- Using emphatic structures.

5 Find and underline phrases from the Writing box in the article.

IS TV 'CHEWING GUM FOR THE EYES'?

People used to think that TV was an inferior form of entertainment to film, but in recent years, I would say, the quality of some TV series has actually often been superior to that of many big-budget films.

Just to give one example: I recently watched *Orphan Black*, a Canadian TV series. The show tells the story of a woman called Sarah Manning who discovers that not only is she actually one of many clones – the result of a secret experiment – but also that a global organisation is attempting to kill both 'her' and her 'sister clones'. I was blown away by the performance of the lead actress, Tatiana Maslany. Not having heard of her before, I was particularly impressed by the quality of her acting. She plays all the clones, five main roles and a handful of smaller ones, and every character is completely distinct and instantly recognisable. The plot is often quite complex, and not ²one which could be described as easy to follow.

However, I believe that it is worth the effort to do ³so, for the questions it raises about the ethical implications of cloning, and the impact of upbringing on who we become.

This series is an excellent example of the way in which the longer format of TV allows topics to be explored in more depth over several seasons and potentially a hundred or more episodes, rather than being limited to a ninety-minute feature-length film. In addition, many excellent film actors are now starring in TV series, and I would argue, often doing their best work in ⁴such programmes. For example, Idris Elba probably gave the best performance of his career to date in *Luther*.

Far from being 'chewing gum for the eyes', I believe that TV is easily the most exciting narrative art form we currently have. If you don't believe me, just start watching *Orphan Black*.



WRITING | An article

An article sometimes involves reviewing a book, a film or a live performance and expressing your opinion.

Introduction

The introduction should grab the reader's attention and outline what the article is about.

Main paragraph describing the performance

- Introduce the film/TV series/performance piece, giving key information about the show and summarising the plot:
... is set in (Ohio/the 1950s) ...
... plays the role of tells the story of ...
As the story unfolds, we discover that ...
- Describe the show in more detail, talking about the major themes or the plot:
The plot is (quite) complex/intriguing/
difficult to follow/predictable/etc.
One of the main themes of the show/play/film is ...
One of the great strengths of the series is that ...
A huge twist that I didn't see coming was ...
I saw the ending coming a mile off because ...
- Describe one or more of the lead actors' performance(s):
... gives a mesmerising/fascinating/convincing portrait
of a woman/man who ...
.... 's performance draws in the viewer/audience.
I was blown away/unimpressed by the performance of ...

Main paragraph giving your opinion

- Give your opinion and make connections between the event you described and the second part of the question:
I would argue (that) ...
In my considered opinion, ...
... perfectly illustrates how/why ...
... is an excellent example of ...
... supports my belief that ...

Conclusion

Summarise the main points which you have made. You may refer back to the opening paragraph:

Far from being ...
I believe that it is ...

Range and variety of language

Try not to repeat the same words, use synonyms, reference or simply more complex and interesting phrases.

6 Read the article again and find synonyms for these words which the writer used to avoid repetition.

- 1 performance _____
- 2 show _____
- 3 excellent _____
- 4 story _____

7 We can also use reference words to avoid repetition. Look at the underlined words 1–4 in the article. What do they refer to in each case?

8 Study Watch out! and complete sentences 1–5 with correct words or phrases.

- 1 Tatiana Maslany was nominated for an Emmy three times, but _____ only actually won it once.
- 2 I couldn't decide between chocolate or popcorn, so I got _____.
- 3 The popcorn smelt delicious, so I bought _____.
- 4 Lucy was planning to go and see 'Othello'; I liked this idea, so I decided to _____.
- 5 Craig always goes to see foreign subtitled films, but it'll be the first _____ film for me.

WATCH OUT!

In both speaking and writing, we usually try to avoid repetition of the same words or phrases.

- We can use pronoun reference, where we replace a noun or noun phrase with a pronoun.
- We can also replace a noun or noun phrase with *one* or *ones* and other quantifiers, such as *both* or *some*.
- We can replace a verb phrase with an auxiliary verb (*do*, *be*, *have*) and sometimes with an auxiliary + *so* or *the same*.
- We can also use *such* before *a* or *an* or after expressions, such as *the first*, *the only* to substitute for a clause meaning 'of this or that kind'.

9 Complete the text with *one*, *ones*, *so*, *such* or a pronoun.

The character of Sarah Manning is the ¹_____ we identify with at the start of the series, but over time, we get to know the other clones and start to relate to ²_____ too, even the 'evil' clone, Rachel. We sympathise with her because we can understand that ³_____ upbringing made her the way she is, and that ⁴_____ a childhood might very well have negatively affected anybody. We keep expecting her to join the 'good' clones, and when (spoiler alert!) she finally does ⁵_____, after five seasons, we all breathe a big sigh of relief.

10 WRITING TASK Read the notice below. Follow the instructions to write your own article.

- Make an outline plan and notes for each paragraph.
- Think of an interesting title.
- Describe the performance and give your opinion.
- Engage your reader's interest using a variety of techniques. (See the techniques in Exercise 4.)

ARTICLES WANTED!

It is increasingly common to see young people giving performances (music, theatre, etc.) in city streets and squares. Write an article for a youth magazine in which you express your opinion about this phenomenon and describe a particular performance you found exceptional.

REMEMBER MORE

1 Complete the film blurb with the words from the word list in the correct form.

An innocent man is sent to prison and, in all ¹_____, will be executed soon. It's up to his smart brother to save him and come up with an escape plan. He gets into the same prison. His goal is to break them both out as quickly as possible. Without a ²d _____, the series will ³g _____ your attention from the first ⁴e _____ and as the story ⁵u _____, you are sure to be ⁶f _____ engaged. It's a must-⁷ _____ for all who love suspense and drama.

2 Complete the sentences with prepositions. Then check with the word list.

- The movie is bound to keep you _____ suspense.
- I stayed at home _____ fear of the hurricane.
- I was _____ the impression that we were going to the cinema tonight.
- I get pleasure _____ walking along the beach on a windy day.

3 Complete the sentences with the correct words formed from the words in bold. Then check with the word list.

- The trip to a local chocolate museum was a _____ (**PLEASURE**) experience.
- It was just a _____ (**COINCIDE**) that we met at the theatre.
- The statue looked valuable but was completely _____ (**WORTH**).
- Never in my life had I done anything so _____ (**CHILD**)!

4 Do the task below.

You've watched a film/series and you want to share your comments on a film review website. Write a short review or a blurb similar to the one in Exercise 1 above in which you will encourage the readers to watch the film/series. Use the words from the word list.

10A GRAMMAR AND VOCABULARY



5.64

archaeologist (n) /ɑːkiˈblɒdʒɪst/

artefact (n) /ɑːtəfækt/

beige (adj) /beɪʒ/

bone (adj) /bəʊn/

bronze (adj) /brɒnz/

candle holder (n) /'kændl ˌhəʊldə/

carve (v) /kɑːv/

chessman (n) /'tʃesmæn/

chesspiece (n) /'tʃespiːs/

circular (adj) /'sɜːkjələ/

coincidence (n) /kəʊ'ɪnsɪdəns/

cream (adj) /kriːm/

curved (adj) /kɜːvd/

date back (phr v) /,deɪt 'bæk/

dig sth up (phr v) /,dɪg ˌsʌmθɪŋ 'ʌp/

dodecahedra (n, plural) /,dəʊdekeɪ'hɪ:drə/

dodecahedron (n, singular) /,dəʊdekeɪ'hɪ:drən/

enormous (adj) /ɪ'nɔːməs/

flat (adj) /flæt/

genuine (adj) /'dʒenjuɪn/

geometric (adj) /,dʒiːə'metrɪk/

golden (adj) /'gəʊldən/

gorgeous (adj) /'gɔːdʒəs/

hoard (n) /hɔːd/

hollow (adj) /'hɒləʊ/

inspect (v) /ɪn'spekt/

ivory (adj) /'aɪvəri/

knit (v) /nɪt/

man-made (adj) /,mæn'meɪd/

merchant (n) /'mɜːtjənt/

metal detector (n) /'metl dɪ'tektə/

miniature (adj) /'mɪniətʃə/

ornament (n) /'ɔːnəmənt/

pocket-size (adj) /'pɒkɪt ˌsaɪz/

pointed (adj) /'pɔɪntɪd/

rectangular (adj) /rek'tæŋgjələ/

right-handed (adj) /,raɪt 'hændɪd/

sculpture (n) /'skʌlptʃə/

set out (phr v) /,set 'aʊt/

solid (adj) /'sɒlɪd/

solid gold (adj) /'sɒlɪd 'gəʊld/

spherical (adj) /'sfɪrɪkəl/

stunned (adj) /stʌnd/

sword (n) /sɔːd/

treasure hunter /'treʒə ˌhʌntə/

untrustworthy (adj) /ʌn'trʌstˌwɜːði/

walrus (n) /'wɔːlɪəs/

weapon (n) /'wepən/

wooden (adj) /'wʊdn/

10B LISTENING AND VOCABULARY



5.65

acre (n) /'eɪkə/

be associated with /,bi ə'səʊʃɪeɪtəd wɪθ/

be credited as /,bi 'kredɪtəd əz/

blend (n) /blend/

bounce (v) /baʊns/

brassy (adj) /'brɑːsi/

catchy (adj) /'kætʃi/

colonise (v) /'kɒlənaɪz/

ethnic culture /'eθnɪk ˌkʌltʃə/

exhilarating (adj) /ɪg'zɪləreɪtɪŋ/

give sb the urge to do sth /,ɡɪv ˌsʌmbədi ði 'ɜːdʒ tə ,duː ˌsʌmθɪŋ/

have origins in sth /hæv 'brɪdʒɪnz ɪn ˌsʌmθɪŋ/

indigenous (adj) /ɪn'dɪdʒənəs/

massive hit /,mæsɪv 'hɪt/

mellow (adj) /'meləʊ/

nickname (n) /'nɪkneɪm/

off-key (adj) /,ɒf 'kiː/

originate from /ə'ɪdʒəneɪt frəm/

originator (n) /ə'ɪdʒənɪtə/

pitch (n) /pɪtʃ/

recover from sth (v) /rɪ'kʌvə frəm ˌsʌmθɪŋ/

repetitive (adj) /rɪ'petətɪv/

rhythmic (adj) /'rɪðmɪk/

soothing (adj) /suːðɪŋ/

soulful (adj) /'səʊlfəl/

upbeat (adj) /'ʌpbɪt/

washboard (n) /'wɒʃbɔːd/

zydeco (n) /'zaɪdəkəʊ/

10C GRAMMAR 5.66

do improvisation /,duː ɪm'prɒvəɪ'zeɪʃən/

make a breakthrough /,meɪk ə 'breɪkθruː/

modestly (adj) /'mɒdɪstli/

open-mouthed (adj) /əʊpən 'maʊðd/

outstanding (adj) /aʊt'stændɪŋ/

shut the door in sb's face /,ʃʌt ðə 'dɔː ɪn ˌsʌmbədɪz feɪs/

stand-up comedy (n) /'stændʌp ˌkɒmədi/

walk off (phr v) /,wɔːk 'ɒf/

100 READING AND VOCABULARY

5.67

at least /ət 'li:st/

appreciate (v) /ə'pri:ʃieɪt/

by accident /baɪ 'æksɪdənt/

contradict (v) /ˌkɒntrə'dɪkt/

convincing theory /kən'vɪnsɪŋ 'θɪəri/

engaging (adj) /ɪn'geɪdʒɪŋ/

enhance (v) /ɪn'hɑ:ns/

familiarity (n) /fə'mɪlɪ'ærəti/

fluent processing of information /flu:ənt
'prəʊsesɪŋ əv ɪnfə'meɪʃən/

follow sth up (phr v) /ˌfɒləʊ ˌsʌmθɪŋ 'ʌp/

for fear of /fə 'fɪə əv/

for the sake of /fə ðə 'seɪk əv/

get pleasure from doing sth /get 'pleʒə frəm
'du:ɪŋ ˌsʌmθɪŋ/

halfway through /ˌha:fweɪ θru:/

huge fuss /hju:dʒ 'fʌs/

in addition /ɪn ə'dɪʃən/

in all likelihood /ɪn ɔ:l 'laɪklihood/

in contrast /ɪn 'kɒntrə:st/

in fact /ɪn 'fækt/

in suspense /ɪn sə'spens/

in that case /ɪn ðæt 'keɪs/

moving (adj) /'mu:ɪŋ/

on purpose /ɒn 'pɜ:pəs/

on your part /ɒn jə 'pɑ:t/

personal preference /ˌpɜ:snəl 'prefərəns/

pleasurable (adj) /'pleʒərəbəl/

plot line /ˌplɒt ˌlaɪn/

point out (phr v) /ˌpɔɪnt 'aʊt/

presumably (adv) /ˌprɪ'zju:məbli/

spoil (v) /spɔɪl/

take sth into account /ˌteɪk ˌsʌmθɪŋ
ɪntə ə'kaʊnt/

tension (n) /'tenʃən/

thought-provoking (adj) /'θɔ:t prə'vəʊkɪŋ/

under the impression /ˌʌndə ði ɪm'preʃən/

viewing habits /'vju:ɪŋ ˌhæbɪts/

unlike (prep) /ʌn'laɪk/

without a doubt /wɪð'aʊt ə 'daʊt/

wreck sb's enjoyment /ˌrek ˌsʌmbədɪz
ɪn'dʒɔɪmənt/

100 VOCABULARY 5.68

alive (adj) /ə'laɪv/

appalling (adj) /ə'pɔ:lɪŋ/

be a must-watch /bi ə ˌmʌst 'wɒtʃ/

be in suspense /bi ɪn sə'spens/

be on the edge of your seat /bi ɒn ði 'edʒ əv
jə 'si:t/

breathtaking (adj) /'breθtɪkɪŋ/

cast (n) /kɑ:st/

catch up on an episode /ˌkætʃ 'ʌp ɒn ən
'epɪsəʊd/

cheesy (adj) /'tʃi:zi/

childish (adj) /'tʃɪldɪʃ/

childlike (adj) /'tʃɪldlaɪk/

classic (adj) /'klæsɪk/

classical (adj) /'klæsɪkəl/

comic (adj) /'kɒmɪk/

comical (adj) /'kɒmɪkəl/

deliver the punchline /dɪˌlɪvə ðə 'pʌntʃlaɪn/

do a stand-up routine /du: ə 'stændʌp ru:ti:n/

enchanted (adj) /ɪn'tʃɑ:ntɪd/

exceptional (adj) /ɪk'sepʃənəl/

feature-length (adj) /'fi:tʃə ˌleŋθ/

heckle sb /'hekəl ˌsʌmbədɪ/

historic (adj) /hɪ'stɒrɪk/

historical (adj) /hɪ'stɒrɪkəl/

invaluable (adj) /ɪn'væljuəbəl/

keep sb's interest /ki:p ˌsʌmbədɪz ɪn'trɪst/

lively (adj) /'laɪvli/

magic (adj) /'mædʒɪk/

magical (adj) /'mædʒɪkəl/

offensive (adj) /ə'fensɪv/

play the lead /pleɪ ðə 'li:d/

plot (n) /plɒt/

release a film /rɪˌli:z ə 'fɪlm/

set (n) /set/

sexist joke /'seksɪst ˌdʒəʊk/

sitcom (n) /'sɪtkɒm/

tasteful (adj) /'teɪstfəl/

tasty (adj) /'teɪsti/

tell a gag /tel ə 'gæg/

throughout (prep, adv) /θru:'aʊt/

unconvincing (adj) /ˌʌnkən'vɪnsɪŋ/

worthless (adj) /'wɜ:θləs/

worthwhile (adj) /ˌwɜ:θ'waɪl/

100 SPEAKING 5.69

appeal to sb (v) /ə'pi:l tə ˌsʌmbədɪ/

approach sth (v) /ə'prəʊtʃ ˌsʌmθɪŋ/

awkward (adj) /'ɔ:kwəd/

be worth the effort /bi ˌwɜ:θ ði ˌefət/

easy watch /'i:zi wɒtʃ/

performance (n) /ˌpɜ:fɔ:məns/

performer (n) /pə'fɔ:mə/

resolve (v) /rɪ'zɒlv/

stunt man (n) /'stʌnt ˌmæn/

up to date (adj) /ʌp tə 'deɪt/

100 WRITING 5.70

art form (n) /'ɑ:t ˌfɔ:m/

attempt (v) /ə'tempt/

be blown away /bi ˌbləʊn ə'weɪ/

be particularly impressed /bi pəˌtɪkjələli
ɪm'prest/

be set in /bi 'set ɪn/

be superior to sth /bi su:'piəriə tə ˌsʌmθɪŋ/

big-budget film /bɪɡ ˌbʌdʒɪt ˌfɪlm/

box set /'bɒks ˌset/

complex (adj) /'kɒmpleks/

convincing (adj) /kən'vɪnsɪŋ/

distinct (adj) /dɪ'stɪŋkt/

draw sb in (phr v) /ˌdrɔ: ˌsʌmbədɪ ɪn/

explore in depth /ɪk'splɔ: ɪn 'depθ/

get to know sb /get tə 'nəʊ ˌsʌmbədɪ/

grab sb's attention /græb ˌsʌmbədɪz ə'tenʃən/

handful (n) /'hændfʊl/

implication (n) /ɪm'plɪ'keɪʃən/

inferior (adj) /ɪn'fɪəriə/

instantly (adv) /ɪnstəntli/

lead actor (n) /li:d ˌæktə/

mesmerising (adj) /'mezməraɪzɪŋ/

mindless (adj) /'maɪndləs/

narrative (adj) /'nærətɪv/

predictable (adj) /prɪ'dɪktəbəl/

raise a question about sth /ˌreɪz ə 'kwɛstʃən
ə'baut ˌsʌmθɪŋ/

recognizable (adj) /'rekəɡnaɪzəbəl/

review (n, v) /rɪ'vju:/

see something coming a mile off /ˌsi: ˌsʌmθɪŋ
ˌkʌmɪŋ ə 'maɪl ɒf/

sigh of relief /saɪ əv rɪ'li:f/

sympathetic (of sb) (adj) /ˌsɪmpə'θetɪk əv
ˌsʌmbədɪ/

sympathise (v) /ˌsɪmpə'θaɪz/

twist (n) /twɪst/

unfold (v) /ʌn'fəʊld/

unimpressed /ˌʌnɪm'prest/

upbringing (n) /ʌpˌbrɪŋɪŋ/

VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the sentences.

- There was a big bird's nest inside the ancient tree trunk, which was completely *solid* / *flat* / *hollow*.
- The sculpture was so *spherical* / *enormous* / *curved* they couldn't get it through the door of the exhibition centre!
- They were delighted when they found several *bronze* / *pointed* / *bone* coins with their new metal detector.
- The music was so *cheesy* / *golden* / *exhilarating* we just couldn't stop dancing.
- This intriguing artefact is *circular* / *ivory* / *upbeat* in shape, but no one knows what its purpose was.
- It's quite clear. He stole the artwork *without a doubt* / *on his part* / *in addition*.

2 Complete the sentences with the missing words.

- The **c**_____ refers to the actors taking part in a performance.
- A **g**_____ is a more informal word for a joke.
- The **p**_____ is the storyline of a play, film, TV drama or book.
- The **p**_____ is at the end of a joke and usually makes people laugh.
- A **s**_____ is a genre of comedy series usually broadcast on TV featuring the same actors.
- We say comedians do a **s**_____ - **u**_____ **r**_____ when they tell a series of jokes on stage.

3 Complete the texts with the words from the box.

appalling atmosphere breathtaking deliver edge
exceptional heckled lively opinion worthwhile

A I really enjoyed the play. The scenery was ¹_____, the acting was ²_____ and the ³_____ was quite magical. I was so excited that I was on the ⁴_____ of my seat all the time. You felt as if you were really there! In my considered ⁵_____, it's really ⁶_____ going along, although the tickets aren't cheap!

B I knew we shouldn't have gone, but it's too late to be sorry now! It began quite well though. At least the first comic was ⁷_____ so we didn't go to sleep, but he was only on stage for ten minutes! I think the next comic was inexperienced. He told some terrible jokes that just weren't funny – they were ⁸_____! He didn't ⁹_____ the punchlines well so no one laughed. Not surprisingly, the audience ¹⁰_____ him from beginning to end!

4 Complete the conversation with the correct form of the verbs in brackets.

- A** Look at the circles in the field! They're perfect!
B They are so perfect they ¹_____ (can't / make) by a farmer. Farmers don't have the equipment to do it.
A But it ²_____ (must / make) by a farmer! Who else would make circles in a corn field?
B Well, they ³_____ (could / make) by a designer.
A But they still ⁴_____ (would / need) special equipment and why would a designer want to do something like that?
B He or she ⁵_____ (might / look) for attention.
A There are a lot of easier ways to get attention. Anyway, it's private property, I guess ...
B OK, well, I've got another theory.
A So, who do you think did it?
B Aliens of course! A big, flat field like this ⁶_____ (would / be) the perfect place for them to land, don't you think? It's obvious!
A I think you ⁷_____ (must / watch) too many sci-fi movies recently!



5 Rewrite the sentences, using a participle clause.

- After I had found a nice birthday present, I bought some wrapping paper.
Having found a nice birthday card, I bought some wrapping paper.
- She looked at the diamond carefully and said, 'I think it's a fake.'
- As she walked into town, she met several old friends.
- Because he had been in charge of a big company for many years, he didn't like being told what to do.
- As she had studied Mathematics, she was used to making complicated calculations.
- I knew the background to the situation, so I understood how she felt.
- He had watched the movie several times, so he remembered every scene quite vividly.

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 After I had seen the film, I decided to buy the book.
HAVING

_____, I decided to buy the book.

2 Yes, I could agree with that! **ALONG**
Yes, I _____.

3 I think some medieval traders were very rich. **WOULD**
I think some medieval traders _____.

4 I thought she was from Australia. **IMPRESSION**
I _____ she was from Australia.

5 I don't think you were listening very closely. **CAN'T**
You _____ very closely.

6 She didn't know the city well so she got lost.
KNOWING
_____ well, she got lost.

7 I think this artefact was probably used by cannibals.
MUST
I think this artefact _____ by cannibals.

Use of English > page 195

LISTENING

7  **4.15** You are going to hear five short recordings. Read questions 1–5 and the possible answers. Then listen and choose the correct answer for each recording.

- 1** You are going to hear a couple talking about what music to have at a family party. They agree that
 - a** they should play lively music.
 - b** the guests won't like jazz.
 - c** they should have live music.
- 2** You are going to hear a man talking on a radio programme. What do you think the man is talking about?
 - a** an old book
 - b** an antique vase
 - c** a statue
- 3** You are going to hear two friends talking about a TV programme. What did they like best about it?
 - a** the plot
 - b** the music
 - c** the acting
- 4** You are going to hear a woman leaving a recorded message about the *Arts Festival*. What would she like to do?
 - a** see a stand-up comic
 - b** go to the theatre
 - c** go to a musical performance
- 5** You are going to hear a radio advertisement. What is being advertised?
 - a** a play **b** a film **c** a museum exhibition

SPEAKING

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

STRATEGY | Role play

Cover all the points mentioned in the task. Try to say as much as possible about every point and avoid very short statements. Use expressions for making, accepting or rejecting suggestions.

Student A

You are at a friend's house. You are trying to decide what to do at the weekend, but you like different things. Talk to him/her and discuss the points below. You start the conversation.

- Suggest going to the circus.
- Mention the fact that it's a winter performance on ice.
- It's the last performance this Saturday.

Student B

You are at home with a friend. You are trying to decide what to do at the weekend. You'd really like to go to see a photo exhibition and Saturday is the last night. Use the phrases below to help you.

- I thought perhaps we could go to ...
- Isn't that a bit childish?
- I don't want to be awkward, but ...
- OK, I could go along with that.

WRITING

9 You have seen this post on a film-lovers website.

ARTICLES WANTED!

Are young people today interested in films with a serious message, or do they prefer action films with superficial plots? Give us your opinion referring to films you know.



Write your article.

**A****B**

RESILIENCE: skills and strategies

People sometimes think that a resilient person is someone who is never upset or worried by stressful situations, but in fact, resilience is something that people build by going through difficulties and coming out the other side. Everyone can learn to be more resilient.

As much as anything, building resilience is about changing how you look at the world. When difficult situations arise, try to keep them in perspective. Don't assume that because something has gone wrong, everything will continue that way. See the problem as a challenge, and trust that eventually you will overcome it, even if it takes a few tries. Try setting yourself small, manageable tasks that will move you slowly towards your final goal.

Sometimes, you really can't do anything to improve the situation but you can always learn from it. Maybe that's about learning what you might do differently another time, or simply gaining a heightened awareness of the positive things in your life. Accept that change happens and that you can't always control it.

When going through tough time, it's important to take care of yourself. Eat foods that will nourish and sustain you, get enough sleep and exercise. Make time for activities that you enjoy and that bring you pleasure.

And remember that you don't have to do everything alone. The support of others can make all the difference between being resilient and feeling overwhelmed. Appreciate and make use of any support offered, and don't be afraid to ask for help when in need.



- 1 Read the definition of resilience. In what way does each photo symbolise the idea of resilience?

resilience (n) – the ability to keep going when life is difficult, and even learn something from the experience

- 2 In pairs, discuss the questions.

- 1 What different life situations can you think of where it would be useful or necessary to have resilience?
- 2 Do you think it is possible to develop resilience?

- 3 4.16 Listen to Anna and Joe talking about a difficult situation in their life. Make notes about the situations and how they were dealt with.

- 4 Read the article and use the information to complete the summary in the Life Skills box.

LIFE SKILLS | How to build resilience

- Accept that ¹_____ happens and that it isn't always possible to ²_____ it.
- Try to keep things in ³_____ and have a positive and hopeful outlook.
- Be determined and don't ⁴_____ up easily. Break tasks down into small manageable chunks.
- See a setback or disappointment as an opportunity to ⁵_____ something about yourself or about life.
- Take care of yourself. ⁶_____ well and get enough sleep and exercise.
- Even if you're busy, make sure you have time to ⁷_____ yourself.
- Be willing to ask for ⁸_____ or help from your friends and family.

- 5 What advice would you give to the following people to help them deal with their problem?

I think I've done something to upset my best friend. I don't know what it is, but I can tell from the way she looks at me that she's annoyed with me. I think she's going to start hanging out with someone else, and if that happens, I'll have no friends at all because they'll all like her better.



My granny has had to go into hospital. I can hear my parents whispering about it in the kitchen, but they aren't telling me what's going on or if she's going to be alright. I'm really worried.



- 6 In pairs, discuss the questions.

- 1 Describe a time you found really stressful at school.
- 2 How do you deal with pressure?
- 3 Talk about a time you failed at something.

- 7 Interviewers for jobs or university places often ask questions like those in Exercise 6. Why do you think that is?

- 8 **DEBATE** Read the statement. In small groups, make a list of arguments for and against that you could use in a debate.

Should resilience be taught in schools or is it parents' responsibility?

- 9 Do the task below.

LIFE SKILLS | Project

Work in small groups. Choose a famous person who you think is resilient. Do some research about the person and prepare a mini-presentation for the class. Make notes under the following headings:

- Brief description of the person and what difficulties they experienced.
- How they dealt with the difficulties. (They may not have dealt with them well at first).
- How they were supported by others, if appropriate.
- What they learnt and/or how they changed as a result.
- The positive impact they have had on others or on the world.

Not of an age, but for *all* time. – Ben Jonson

Shakespeare died over 400 years ago, but today his plays and sonnets are still studied by over half the pupils in the world and the writer's influence is literally everywhere. Let's have a quick look at modern pop culture.

- A great number of musicians featured the themes and quotes from Shakespeare's plays in a whole range of works: from the Beatles and Dire Straits to Metallica and the Lumineers. Taylor Swift was also inspired by the playwright and recorded an award-winning song 'Romeo and Juliet'. The smash musical hit *The Lion King* is a retelling of the plot of *Hamlet*, and a thriller novel *Macbeth* by the major Scandinavian writer, Jo Nesbo, brings to life the famous protagonist again as an inspector dealing with gangs, and aiming for the top police job of commissioner. There is also a group called The Hip-hop Shakespeare Company, which combines rap and Shakespeare to bring the plays and sonnets to young audience.

6 **Hamlet's 'to be or not to be' is as valid today as it has ever been.**

- Although controversy still remains about the authenticity of many Shakespearean works, it is relatively safe to assume that he wrote the majority of the thirty-seven plays and a hundred and fifty-four sonnets attributed to him. All of these works have led to a variety of interpretations and adaptations which have impacted our lives in various ways. There is a magic about Shakespeare's stories and characters that reach out across the centuries. And that's because he dealt with the issue: what it means to be human. His plays feature universal themes and emotions, and the questions he poses engage people from century to century all over the world. Every one of us can understand (if not identify with) such emotions as falling in and out of love, jealousy, betrayal, ambition, ruthlessness, deception, misguided beliefs, etc. Shakespeare's plays mirror our society today and the messages are still relevant. That is why they can be performed in a multitude of different ways and places – *Macbeth* can be the Scottish King, or he can be a police inspector, *Romeo and Juliet* can be children of feuding families, or members of different gangs in the streets of New York.

- 40 And the questions Shakespeare asks in his plays are just that – questions. He leaves it to us, his audiences to discuss and find our own responses. This is another way Shakespeare has influenced education today. Looking at Shakespeare's plays and analysing the motivation of the protagonists can help students develop critical thinking skills. By questioning our assumptions and beliefs we become better thinkers. The tragedy *Romeo and Juliet* raises questions, such as whether family ties are stronger than romantic love. In *Othello* we learn about racism and intolerance. The issues of social division, crime, war, death, mental health, religion and many more are all touched on by Shakespeare and provoke debate today as much as they did in his era. One of the most famous quotations is Hamlet's 'to be or not to be', and it is as valid today as it has ever been.
- 55 Shakespeare also had other significant impacts on our culture. It was his work that helped redefine modern theatre. He interacted with people from all backgrounds and classes and his staging of plays brought theatre to the general public, rather than only to those of the upper classes. Back in the day, his audiences were loud and interactive, shouting comments, cheering, booing. The theatre after Shakespeare was never the same again. His plots also helped modern cinematic techniques develop; familiarity with the storylines of Shakespeare's plays allowed early cinema pioneers to experiment with silent movies; *King John* in 1899 and early special effects with the flying and disappearing fairies in *A Midsummer Night's Dream*. In addition to this, Shakespeare shaped what we know about history and historical figures; his plays supplement historical records about the kings and queens he portrayed. As well as this, questions he raised about people's thought processes and behaviour, prompted early investigations into psychoanalysis. Sigmund Freud admitted to being influenced by Shakespeare's portrayal of Hamlet's obsessions.

- Last but not least, of course, one of Shakespeare's major influences was on the English language itself. He added a huge amount of vocabulary to enrich the English language so every day English speakers unthinkingly use Shakespearean words or phrases. Check out our website to discover how you might be quoting Shakespeare when you speak!



1 Work in pairs and answer the questions.

- 1 How many Shakespeare's plays can you name?
- 2 Look at photos 1–3 below. Match the plays A–C to the photos. What do you know about the stories?
A *Hamlet* **B** *Macbeth* **C** *A Midsummer Night's Dream*

2 In pairs, discuss different ways Shakespeare's work has influenced culture. Think about: film, literature, music, psychology, theatre.

3 Read the article on page 154. Which of your ideas from Exercise 2 are mentioned?

4 Read the article again and answer the questions.

- 1 Why does the writer mention Taylor Swift?
- 2 What is the writer's opinion about the authorship of Shakespeare's plays and sonnets?
- 3 Why, according to the writer, are Shakespeare's plays still valid today?
- 4 How can studying Shakespeare help students today?
- 5 How did Shakespeare change the theatre in his lifetime?
- 6 Why are Shakespeare's history plays important for us?

5 Complete sentences 1–6 with nouns formed from the words in the box.

assume authentic betray deceive familiar ruthless

- 1 Students need to show _____ with Shakespeare's *Hamlet* to answer the questions.
- 2 The _____ of the poem is not in doubt.
- 3 You can't tell Katy about our conversation – it would be a _____ of trust.
- 4 A key characteristic of many dictators is _____.
- 5 People often make _____ about things without knowing all the facts.
- 6 The judge found him guilty of _____ and fined him heavily.

6 4.17 Listen to a conversation about new words that Shakespeare is believed to have created and complete the sentences.

- 1 Shakespeare appears to have invented between _____ words.
- 2 His plays were recorded because of the invention of the _____.
- 3 Today, people use about _____ of these words.
- 4 The technique of creating new words as Shakespeare did is known as _____.
- 5 An example of a simple word he created is _____.
- 6 Today, we use his word 'rant' to describe when we _____.

7 Look at some expressions made popular by Shakespeare. What do you think they mean?

- 1 a heart of gold
- 2 to be in a pickle
- 3 to come full circle
- 4 to be on a wild goose chase
- 5 to do something by the skin of your teeth

8 4.18 Listen to the rest of the conversation and check your answers.

9 In pairs, tell your partner about ...

- 1 a time when you were in a bit of a pickle.
- 2 something that has come full circle.
- 3 a time when you were on a wild goose chase.
- 4 something you recently managed to do by the skin of your teeth.
- 5 someone you know who has a heart of gold.

10 REFLECT | Culture Look at the quotes from Shakespeare's plays and answer the questions.

- 1 What do the quotes mean? Give an explanation in English.
- 2 Do you have any similar sayings in your language?
- 3 Can you think of a playwright or novelist who has had a similar influence on your language and culture? Talk about him/her.

“ All's well that ends well. ”

“ All that glisters is not gold. ”

“ Brevity is the soul of wit. ”

“ The robb'd that smiles, steals something from the thief. ”

GLOSSARY

boo – to shout 'boo' to show that you do not like a person, performance, idea, etc.

enrich – make richer

feuding – engaged in a long quarrel, dispute

portray – show, describe

pose a question – ask a question

prompt sb to do sth – to make someone decide to do something

protagonist – main character

sonnet – type of poem with fourteen lines



EVERYTHING YOU NEED TO KNOW ABOUT THE BRITISH PARLIAMENT

Interview with British historian, Dr Brian Artefact

There's some confusion about the Houses of Parliament – why are they also called the Palace of

5 Westminster? Why are there two Houses? What exactly is Big Ben? Read our interview for some answers.

So, what's the reason for the two names?

10 Interesting question. Well, they're also called the Palace of Westminster because the site was originally home to the early kings and queens of England. It was Canute, the king of Denmark, Norway and England, who started building here way back in the eleventh century. Since then, it has undergone a few transformations. It has been destroyed by fire and rebuilt twice, once in 1512 and again in 1834. When the royal family moved out in the sixteenth century, parliament moved in, and has remained there until today. The place grew in size considerably when they built on a reclaimed area of the Thames, and now it has an impressive façade along the river. Most people will recognise the silhouette of its iconic clock tower and call it Big Ben. But really it's the Elizabeth Tower, and Big Ben is just the name of the enormous bell inside.

25 I didn't know that! What other interesting facts can you tell us about the buildings themselves?

Oh, there is so much! Did you know, for example, that there are 1,100 rooms and nearly three kilometres of corridors! It's a nightmare to try to find your way. As well as all the

30 offices, the buildings also house everything the MPs need, like, a gym, nursery, hairdresser's, post office and even an old shooting gallery where MPs used to be able to practise using guns! Another piece of interesting information is that no animals are allowed inside the Houses of Parliament, apart from guide dogs, of course, and an army of mice that are said to overrun the buildings!



Fascinating! What's the difference between the Houses of Parliament and Parliament itself?

OK, so the British Parliament is an institution which has some very long traditions. First the English Parliament, formed in the thirteenth century, joined with Scotland to become the Parliament of Great Britain in 1707. Then in 1801, it was joined by the Parliament of Ireland, forming the Parliament as it is now. The political system can be quite confusing; Britain has a constitutional monarchy. That means that the king or queen is official Head of State, but he/she only rules symbolically. All the power is in the hands of parliament, which consists of the House of Commons and the House of Lords. When the people vote in an election, they vote for MPs to sit in the House of Commons. There are 650 elected MPs but because there are only seats for 427 of them, they need to arrive early in the mornings to secure a seat – otherwise, they will have to stand. Each MP represents an area, called a constituency. Elections normally happen every five years and the political party with the majority of MPs (the Government) sit on one side of the house on long green benches and face the Opposition. Their job is to debate important issues and make new laws. One of the most powerful people in the Commons is the Speaker who controls the debates. When MPs meet, it's called 'a sitting' and starts with a strange tradition: the Speaker, who leads a procession into the chamber, is preceded by an official carrying a long, gold stick (the Mace). This is placed on the table; if it's not there, tradition says that any laws passed will be illegal!



65 Who are the Lords then, and what's their role?

The Lords are aristocrats, lords, barons, etc. – people who inherit a title and others who have been honoured for outstanding service to the country by the monarch. Their job is to check the laws made by the Commons. They can make recommendations for changes, but they cannot stop a new law completely. There are over 670 members of the Lords (with seating only for 400) and they debate in a very ornate chamber, with red benches. The State Opening of Parliament, a very grand and traditional event, takes place here, in the House of Lords, and the monarch reads out a speech with the government's plans for the coming year. Incidentally, that's the only time the monarch is allowed inside the Houses of Parliament!



- 1 **Work in groups. What do you know about the British Houses of Parliament?**
- 2 **Read the interview on page 156 and check your ideas in Exercise 1.**
- 3 **Complete the sentences with information from the interview.**
 - 1 The buildings used to be home of the English _____ family.
 - 2 Big Ben is located inside _____.
 - 3 The building contains a lot of facilities for MPs, for example _____.
 - 4 The _____ has the final say on whether a new law is made.
 - 5 Seating for MPs is _____ in both Houses, so some of them need to stand during debates.
 - 6 _____ have more power than the other House in the Parliament.
- 4 **Find nouns formed from these words in the text. Then write sentences of your own using each of the noun.**

confuse constitute elect govern proceed recommend
- 5 **Work in pairs. Read the trivia quiz about the Houses of Parliament and decide if the sentences are true or false.**

DID YOU KNOW...?

- 1 There is a red line in front of the green benches in the House of Commons to allow processions through to the table.
- 2 MPs sit on benches facing each other as it is more convenient to argue.
- 3 The Speaker is dragged to the chair to symbolise that it's a challenging job.
- 4 Someone knocks three times on the door to the Commons at a State Opening to show respect.
- 5 The monarch can only enter the House of Commons.
- 6 An MP is 'kidnapped' during a State Opening to symbolise a traitor.
- 7 There is a lot of shouting because MPs are forbidden to show support in a different way.
- 8 MPs vote by secret ballot – putting their names on paper into a box.
- 9 MPs can't call each other by name during a debate.
- 10 Members of the public can't be present during a debate in either House.

- 6  **4.19 Listen to a conversation and check your answers to the quiz questions.**

- 7 **Complete the sentences with the correct form of verbs from the box.**

drag honour inherit overrun precede reclaim undergo

- 1 The town hall was reopened last week after _____ a transformation – it has been completely modernised.
- 2 Every summer, the town is _____ with tourists and you can't park anywhere.
- 3 I won't really have to work as I've just _____ a huge sum of money!
- 4 The builders couldn't lift the stones, so they had to _____ them over the ground.
- 5 The history lecture was _____ by a film about the period.
- 6 A large number of houses were built on the site that had been _____ from the sea.
- 7 Mr Crank was _____ with an award for excellence in teaching!

- 8 **REFLECT | Culture** In pairs, answer the questions.

- 1 How is the home of your country's government different from the Houses of Parliament?
- 2 Do you think it's better to keep traditions in government, like those in the British Houses of Parliament, or to modernise the rules and regulations? Say why.

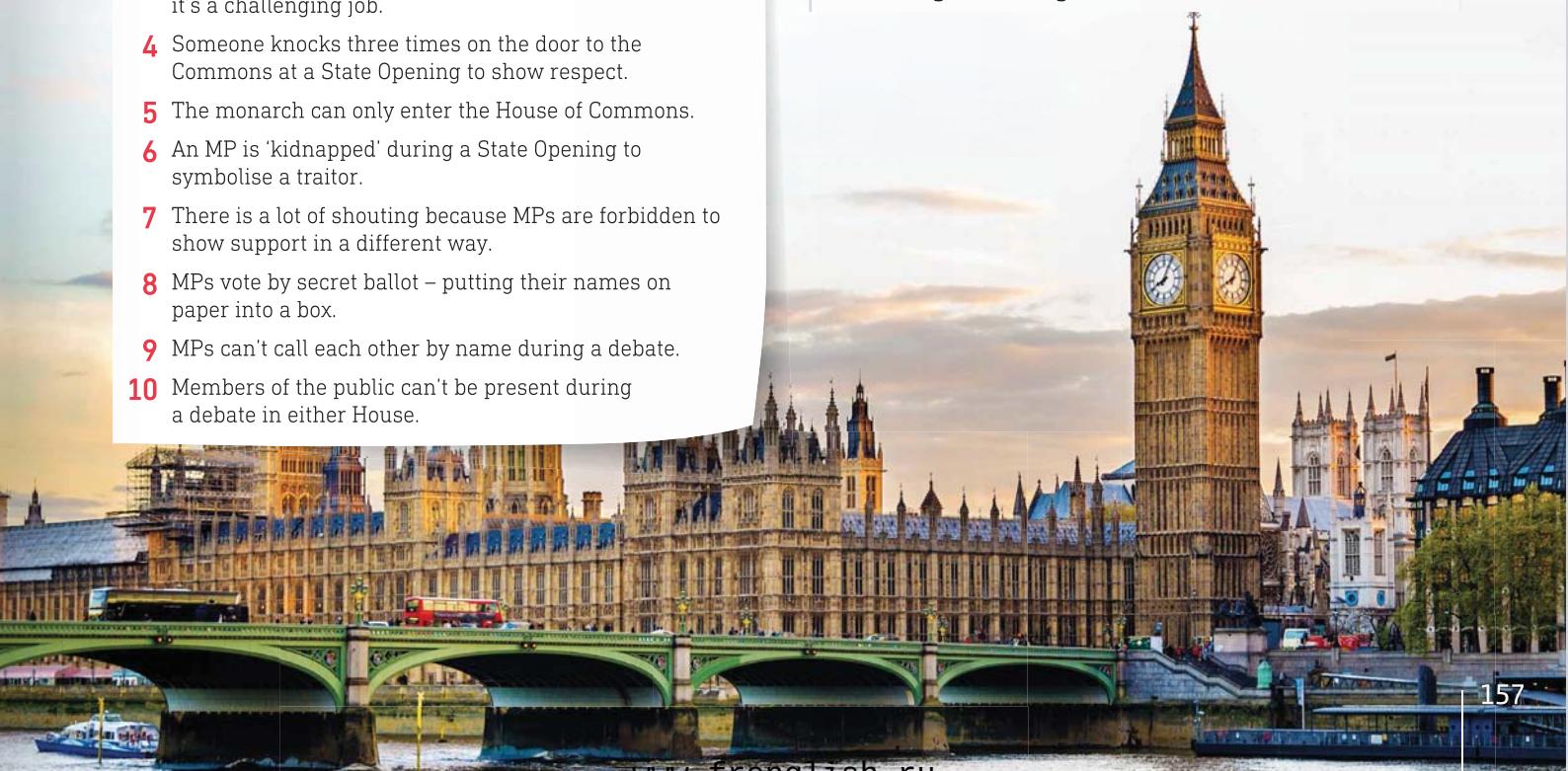
GLOSSARY

chamber – room or hall where the MPs meet

constituency – (BrE) an area of a country that elects a representative to a parliament

façade – front of building

reclaim – to make an area of desert, wetland, etc. suitable for farming or building



- 1 Read the fact box about Jeffrey Deaver, a popular modern American writer. Have you read any of his books? If so, what do you like about them?
- 2 Look at the words in the box. What do you think the book *A Maiden's Grave* might be about? Share your ideas with the class.

hostage negotiator abandoned barn students demands

- 3  **4.20** Listen to a conversation between two students and check your ideas from Exercise 2.
- 4  **4.20** Listen again and decide if the sentences are true or false.
 - 1 ☐ Dave usually reads well written books.
 - 2 ☐ The book he is reading now was written in the previous century.
 - 3 ☐ Dave likes this writer because he is a typical thriller writer.
 - 4 ☐ The writer develops plots around problems that have relevance today.
 - 5 ☐ The book is about a criminal who has a disability.
 - 6 ☐ Dave likes the style the writer uses.
 - 7 ☐ Melanie, the teacher, sometimes imagines that she is not deaf.
 - 8 ☐ Melanie makes friends with the negotiator.
- 5 In pairs, discuss what you think might be in Melanie's imaginary music room. Read Extract 1 and check your ideas.
- 6 Read Extract 2 and answer the questions.
 - 1 Why did Melanie start imagining the secret music room?
 - 2 Why is there no natural light in the music room?
 - 3 What do you think Melanie's attitude to signing is? Say why.
 - 4 What was Melanie's talent before she became deaf?
 - 5 How did Melanie realise that she was going deaf?

- 7 Find these words in the text and try to guess their meanings. Then complete the sentences below with the words.

bashfully dummy haunting grasp prodigy salvation

- 1 Living in the countryside for six months was very isolating and installing wi-fi was my _____.
- 2 The lecturer sometimes uses such complex sentences that I can't _____ what he means.
- 3 When I complimented Helen on her marks in the exams, she smiled _____ and said she'd been lucky.
- 4 Mozart is said to have been a child _____, writing music from a very early age.
- 5 The director chose some _____ music for that scene and it helped create the right atmosphere.
- 6 Don't call me a _____! You didn't know the answer either.

- 8 In small groups, discuss the meaning of the following phrases from the extract.
 - 1 *You can be Deaf but hearing.*
 - 2 *People who live according to their own hearts.*

- 9 **SPEAKING** In pairs, discuss the questions.

- 1 On what occasions might people need to use 'visualisation' to help them? Say why.
- 2 Visualise your own perfect escape place. Describe it to your partner.

- 10 **REFLECT | Culture** In pairs, discuss the questions.

- 1 Are people with disabilities reflected in novels, films or TV series in your country? Do you think this is a good thing? Say why.
- 2 Which other modern thriller writers are popular in your country? Do you enjoy their books? Say why.

- 11 **WRITING TASK** Imagine that you can have a conversation with anyone you choose in an imaginary place, someone you have or haven't met or someone who is alive or dead. Write the conversation.



FROM PAGE TO LIFE

The book *A Maiden's Grave* was made into a film *Dead Silence* in 1997, featuring James Garner as the FBI hostage negotiator and Marlee Matlin as Melanie, the young deaf teacher. The film received critical acclaim. It is a tense thriller which also raises awareness of problems encountered by the deaf and hearing-impaired. The title of the book comes from the song 'Amazing Grace' written in 1779.

GLOSSARY

harpisichord – a musical instrument from the eighteenth century, like a small piano

pelt sb with sth – to attack sb by throwing a lot of things at them

pitch – a degree of highness or lowness of a musical tone / note

sheet music – music in its printed form, especially single sheets of paper not formed into a book

signing – a form of communication for deaf people using hands and fingers

tapestry – a picture made from sewing different coloured threads

taunt – a remark or joke intended to make someone upset

vibes – a type of percussion instrument

A MAIDEN'S GRAVE



Extract 1

Melanie did the only thing she could – what she'd done earlier: closing her eyes, lowering her head, she went away. The place she'd escaped to earlier today. Her secret place, her music room.

- 5 It's a room of dark wood, tapestries, pillows, smoky air. Not a window in the place. The Outside cannot get in here. Here's a harpsichord carved of delicate rosewood, inlaid with ivory and ebony. Here's a piano whose tone sounds like resonating crystal. A set of golden vibes, a crisp, pre-war
- 10 Martin guitar.

Extract 2

It was a place that never existed and never would.

But it was Melanie's salvation. When the taunts at school had grown too much, when she simply couldn't grasp what someone was saying to her,

- 15 her music room was the only place she could go to be safe, to be comforted.

Melanie, sitting on the comfortable couch in her secret place, decides she doesn't want to be alone. She needs someone with her. Someone to talk with.

- 20 Someone with whom she can share human words. Who should she invite?

Today, when she opens the door, she sees a middle-aged man with greying hair, wearing an ill-fitting navy blue jacket and black-framed glasses. The man from

- 25 the field outside.

'Hello,' she says in a voice like a glass bell.

'And to you too.' She pictures him taking her hand and kissing it, rather bashfully, rather firmly.

'You're a policeman, aren't you?' she asks.

- 30 'Yes,' he says.

'Can we talk for a while? That's what I miss most, talking.' Once you've spoken to someone, pelted them with words and felt theirs in your ears, signing isn't the same at all.

- 35 'I want to tell you a story. About how I learned I was deaf.'

Melanie had planned to be a musician, she tells him. From the time she was four or five. She was no prodigy, but she did have the gift of perfect pitch. Classical, Celtic, or country-western – she loved it all. She could hear a tune once and pick it out from memory on the family's Yamaha piano.

- 40 'And then ... when I was eight, almost nine, I went to a Judy Collins concert. She was singing a song I'd never heard before. It was haunting. My brother had the concert program and I leaned over and asked him what the name of the song was. He told me it was 'A Maiden's Grave'.

He says, 'Never heard of it.'

Melanie continues, 'I wanted to play it on the piano.

The day after the concert I asked my brother to stop

- 50 by a music store and get some sheet music for me. He asked me which song. 'A Maiden's Grave,' I told him.

'What song's that?' he was frowning.

I laughed. 'At the concert, dummy. The song she finished the concert with. That song. You told me the title.'

- 55 Then he laughed. 'Who's a dummy? 'A Maiden's Grave'? What're you talking about? It was 'Amazing Grace.' The old gospel. That's what I told you.'

'No!' I was sure I heard him say 'A Maiden's Grave,' I was positive! And just then I realised that I'd been

- 60 leaning forward to hear him and that when either of us turned away I couldn't really hear what he was saying at all. And that when I was looking at him, I was looking only at his lips, never his eyes or the rest of his face. The same way I'd been looking at everyone else

- 65 I'd talked to for the last six or eight months.'

After a moment she says, 'I think that you're Deaf.'

'Deaf? Me?' He grins awkwardly. 'But I can hear.'

'Oh, you can be Deaf but hearing.'

He looks confused.

- 70 'Deaf but hearing,' she continues. 'See, we call people who can hear Others. But some of the Others are more like us.'

'What sort of people are those?' he asks. Is he proud to be included? She thinks he is.

- 75 'People who live according to their own hearts,' Melanie answers, 'not someone else's.'

For a moment she's ashamed, for she's not sure that she always listens to her own.

FACT BOX Jeffrey Deaver

Jeffrey Deaver is a famous and well-respected bestselling crime and mystery author. He was born in 1950 in the USA and has degrees in Journalism and Law. He is the author of over thirty-five novels and three books of short stories for which he has received numerous awards. He has also written the lyrics for a country and western album. His books are sold in a hundred and fifty countries and he is rarely out of the bestseller lists worldwide.

He says that his inspiration to write fiction came from reading the James Bond novel by Ian Fleming *From Russia with Love* when he was just 11. Years later, he was invited to write an additional book in the Bond series entitled *Carte Blanche* which he is immensely proud of. Other books by this author: *The Blue Nowhere*, *The October List*, *The Bone Collector*, *Praying for Sleep*, *The Steel Kiss*, *Roadside Crosses*, *The Vanished Man*.

- 1 Do you know any books or films about vampires? Do you enjoy them? Say why.
- 2  **4.21** In pairs, ask and answer the questions about vampires. Then listen to a podcast and check your ideas.
 - 1 How can you identify a vampire?
 - 2 What animal forms can a vampire take?
 - 3 How can you protect against vampires?
- 3  **4.22** Read the statements and decide if they are true or false. Then listen and check.
 - 1 ☐ Bram Stoker created the idea of vampires in his novel *Dracula*.
 - 2 ☐ Some of the events in *Dracula* might be based on facts.
- 4  **4.22** Listen again and complete the sentences with 1–3 words in each gap.
 - 1 *Dracula* was written in _____.
 - 2 There are stories about evil spirits from ancient _____.
 - 3 The book *Dracula* is claimed to be _____ pages shorter than the manuscript.
 - 4 People saw a big, black _____ off the ship in Whitby.
 - 5 The cargo of the ship was large _____.
 - 6 The story is told through pages from _____ by Jonathan.
- 5 Read the extract on page 161 and match one of the pictures A–C to the text.
- 6 Read the extract again and choose the correct answers.
 - 1 In paragraph 1, Dracula makes a gesture with his hands to
 - a emphasise something he said.
 - b explain something he does not say.
 - c indicate what he wants the writer to do.
 - 2 The writer mentions the 'vast expanse' (lines 20–21) of the view to
 - a show the impossibility of escape for him.
 - b emphasise the contrast with his own situation.
 - c point out how much he misses his own country.
 - 3 The writer knows the person at the window below is the Count because
 - a the figure turns its head.
 - b the person has the same physical characteristics.
 - c the person is looking out of the window next to his own.
 - 4 The writer is very scared because the Count is
 - a in danger of falling.
 - b with a dangerous animal.
 - c doing something impossible.

- 7 Complete the sentences with the correct words highlighted in the text.
 - 1 Owls are _____ birds and it's impossible to see them before dusk.
 - 2 I wouldn't recommend this book – it's very _____, with a lot of blood and violence.
 - 3 He stared at the advert for the horror film in _____.
 - 4 The man was mentally ill and suffering from the _____ that he was a king.
 - 5 The isolated house is _____ by car when there's a heavy snowfall.
 - 6 I always wake up with a feeling of _____ on the day of exams.
- 8 In pairs, find these phrases in the extract and use the context to check their meaning. Explain them in simple English.
 - 1 ... the distant hills became melted ...
 - 2 ... bathed in yellow moonlight ...
 - 3 ... there is ground for my terrible fear ...
- 9 **REFLECT | Culture** In pairs or groups, discuss the questions.
 - 1 Do you think vampire based books and films are popular with young people in your country? Say why.
 - 2 Do you think a story or a film is more frightening if what happens in it is possible, for example in psychological horror stories, rather than completely incredible, as in *Dracula*?
- 10 **WRITING TASK** Write the next diary entry for Jonathan.



FROM PAGE TO LIFE

Dracula has had a major influence on popular culture. There have been more than two hundred films featuring Dracula himself (although many are not adaptations of the original book but unrelated stories using the character). The first important film was *Nosferatu* (1922). The book has also been adapted for stage plays, and the characters have inspired artists, song writers and writers of comic books and graphic novels. Novelists such as Stephanie Meyer, Anne Rice and Stephen King have all written famous books (many also made into films) featuring vampires. The trend has continued with highly popular TV series such as *Buffy the Vampire Slayer* (1992) and more recently the *Twilight* series of films.



Dracula

Jonathan Harker, a solicitor, is staying at Count Dracula's castle to arrange the sale of a property on behalf of his employer. The Count is a strange man who forces Jonathan to have all their conversations at night and warns him not to move around the castle alone. Jonathan soon realises that he is a prisoner in the castle.

'Be warned!' Dracula continued. 'Should sleep now or ever overcome you, or be likely to, then hurry to your own chamber or to these rooms, for your rest will then be safe. But if you are not careful in this respect, then' – He finished his speech in a **gruesome** way, for he motioned with his hands as if he were washing them. I quite understood; my only doubt was as to whether any dream could be more terrible than the horrible net of darkness and mystery which seemed to be closing around me.

Later

I was right when I wrote those last words, but this time there is no doubt in my mind. I shall not fear to sleep alone. I have placed the religious symbol over the head of my bed – I imagine that my rest is thus freer from dreams then; and there it shall remain.

When he left me I went to my room. After a little while, not hearing any sound, I came out and went up the stone stairs to where I could look out towards the south. There was some sense of freedom in the vast expanse of countryside, although **inaccessible** to me, as compared with the narrow darkness of the courtyard. Looking out on this, I felt that I was indeed in prison, and I seemed to want a breath of fresh air, even though it were of the night. I am beginning to feel the effect of this **nocturnal** existence. It is destroying my nerve. I gasp at my own shadow and am full of all sorts of horrible imaginings. God knows that there is ground for my terrible fear in this evil place! I looked out over the beautiful expanse, bathed in soft yellow moonlight, till it was almost as light as day. In the soft light the distant hills became melted, and the shadows in the valleys and the gorges were a deep, deep black. The beauty seemed to chill me; there was peace and comfort in every breath I took. As I leaned from my window, my eye was caught by something moving a storey below me, and a little to my left, where I imagined, from the order of the rooms, that the windows of the Count's own room would look out. The window at which I stood was tall and deep, and though weatherworn, was still complete. I drew back behind the stonework and looked carefully out.

What I saw was the Count's head coming out from the window. I did not see the face, but I knew the man by the neck and the movement of his back and arms. In any case I could not mistake the hands which I had had so many opportunities of studying. I was at first interested and somewhat amused, for it is wonderful how a small matter will interest and amuse a man when he is a prisoner. But my very feelings changed to **revulsion** and terror when I saw the whole man slowly emerge from the window and begin to crawl down the castle wall over that terrifying abyss, face down with his cloak spreading out around him like great wings. At first, I could not believe my eyes. I thought it was some trick of the moonlight, some weird effect of shadow; but I kept looking, and it could be no **delusion**. I saw the fingers and toes grasp the corners of the stones, worn smooth by time, and by using in this way every irregularity of the wall, move downwards with considerable speed, just as a lizard moves along a wall.

What type of man is this, or what type of creature is it in the form of a man? I feel the **dread** of this horrible place overpowering me; I am in fear – in awful fear – and there is no escape for me; I am surrounded by terrors that I dare not think of ...

GLOSSARY

- abyss** – a dark deep hole which seems to have no bottom
chamber – a word used in the past to mean a bedroom or private room
expanse – a large, vast area
gorge – a deep narrow valley between hills
overpower – defeat physically
weatherworn – aged by the weather

FACT BOX Bram Stoker

Bram Stoker, a novelist and short story writer, was born in Ireland in 1847. As a student he developed an interest in the theatre and became a theatre critic. He wrote many short stories and other books, but *Dracula*, published in 1897, is his most famous. It is considered one of the finest examples of Gothic fiction and started the vampire trend in popular culture.



1 SPEAKING In pairs, look at the photo of a scientist communicating with a parrot and answer the questions.

- 1 What question do you think the scientist is asking the parrot?
- 2 In what ways can humans and animals communicate? Mention your own experiences.

2 **2 Watch the video and answer the questions.**

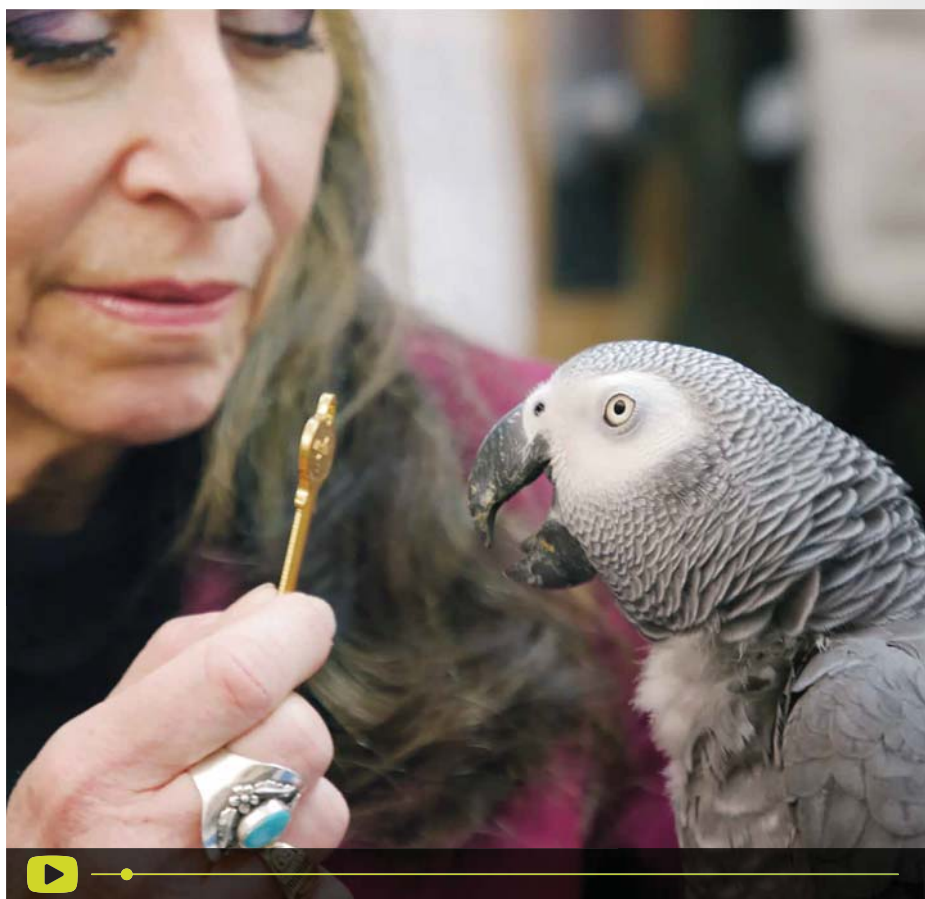
- 1 What is the main reason why mammals can't speak like humans?
- 2 What is the purpose of Catherine Hobaiter's research with chimpanzees?
- 3 What does a chimp mean when it touches another chimp gently under the chin?
- 4 What has Professor Pepperberg's research shown?
- 5 What is impressive about Griffin the parrot's ability to lie?
- 6 What has scientific research into human-animal communication shown us so far?

3 Whose research in the video do you find more valuable or interesting? Say why. What other research into communication with animals do you know about?

4 **2 Complete the sentences with the words from the box. Then watch the video again and check.**

body concepts forms gesture insight
level relatives similarities speech

- 1 Most mammals actually have the same mechanical capacity to **produce** _____ that humans do.
- 2 To what extent can we develop **non-verbal** _____ of communication with mammals? Chimpanzees are our closest **living** _____. And their main methods of communication are _____ and **movement**. They use _____ language so much that primatologist Catherine Hobaiter is compiling a dictionary to help people figure out what chimpanzees are saying.
- 3 By deliberately choosing the wrong words, Griffin (the parrot) shows that he understands **abstract** _____ and is capable of using language to deceive. Deception demonstrates a very **high** _____ of intelligence.
- 4 There's still a lot left to explore in this field, but the research so far **shows** **some striking** _____ between human and animal communication, **giving us a** **remarkable** _____ into what they feel, and how they behave.



5 SPEAKING In pairs or small groups, discuss the questions. Then share your opinions with another group.

- 1 How could technology help animals and humans to communicate in the future?
- 2 What are the advantages for humans of being able to communicate with animals? What are the advantages for animals?
- 3 Which animals would you most like to be able to communicate with? What questions would you ask them?

6 WRITING TASK Imagine you are an animal that has learnt to communicate with humans. Write a blog post (200–300 words) in which you describe your experience. Mention:

- the process of learning to communicate with humans
- what you have learnt about humans
- how you feel about your experience

GLOSSARY

cerebral cortex – the outer part of the brain

deceive – cause someone to believe something untrue

deception – the action of deceiving someone

mechanical capacity – physical ability

mimicry – the action of imitating someone or something

nerves – fibres that carry messages between the body and the brain

neuron – a nerve cell that makes up the nervous system and sends messages to other parts of the body or the brain

vocal tract – the passage in the mouth and throat through which we produce sounds



1 **4 SPEAKING** In pairs, describe the photo. Then look at the title of the lesson and guess what the video is about. Watch the video to check.

2 **4** Watch the video again and complete the information.

- 1 The scientists opened the dead whale's stomach to find out about its _____.
- 2 Inside the whale's stomach, they found _____ and food bags.
- 3 Whales and other animals eat plastic waste in the sea because it can look like _____.
- 4 The death of 'the plastic whale' created a huge _____ because people love whales.
- 5 Kenneth Bruvik set up a massive _____ as a reaction to the whale's death.
- 6 _____ volunteers cleared _____ of coastline in one morning.
- 7 The Norwegian government pledged to work with other countries to _____ from the sea.

3 Have you ever taken part in a massive beach-cleaning operation or any other environmental action? Would you like to? Say why.

4 **4** Complete the summary with the phrases from the box. Then watch the video again and check.

end up feeding habits food for thought
increased massively marine fauna
reduce plastic use take action typical prey

Plastic pollution in the world's oceans and seas has ¹ _____ over the last fifty years. This is having a negative effect on ² _____ and habitats. Due to their ³ _____, many sea birds, fish and mammals such as whales and dolphins eat plastic waste. Shopping bags, garbage bags and wrappers can look like their ⁴ _____: fish, jellyfish or octopus. As a result, many animals die and some species are likely to ⁵ _____. To make things worse, the waters are also full of tiny pieces of plastic which fish eat and which ⁶ _____ in our stomachs. That's ⁷ _____, isn't it? People, companies and governments must do more to help clear pollution from the sea and to ⁸ _____ across the world. We need to ⁹ _____ to solve this global problem or it is bound to become worse.

5 **SPEAKING** In pairs or small groups, discuss the questions. Then share your opinions with another group.

- 1 What kind of rubbish do you throw away? How much rubbish do you throw away in an average day?
- 2 Do you believe that we can 'act locally and change our relationship with plastic'? Say why.
- 3 Imagine you are advisors to the environment minister of your country. Your task is to think of three realistic policies to reduce plastic waste in your country. Decide on your policies and then present them to the class. Which policies would be the most effective?
We could introduce a deposit scheme on plastic bottles so that you get 50% off tickets to theme parks in exchange for used plastic bottles.

6 **WRITING TASK** Next weekend, you are going to take part in an activity to help clear up pollution. Write an informal email to a friend and:

- describe what you are going to do,
- say why it is important,
- persuade him/her to do it with you,
- arrange when and where to meet.

GLOSSARY

come into focus – to make something clear

food for thought – something that deserves serious consideration

get stuck – be unable to move or make progress

hit – think of something suddenly

hit home – to have a strong, disturbing effect on someone

lump – a compact mass of a substance

intestine – a long tube which carries food from the stomach and out of the body

pledge – to make a serious promise



1 SPEAKING In pairs, look at the photo and answer the questions.

- 1 Describe the photo. How might the two women be related?
- 2 Think about your own family. Which relatives are you most/least similar to in appearance and personality? Say why.

2 **7 Watch the video and answer the questions.**

- 1 When did Linda Wright first find out some information about her birth family?
- 2 Why did Linda decide to start looking for people from her birth family?
- 3 How did Charlie Watson find Linda's relatives?
- 4 What were Linda and Bridget most surprised by?
- 5 In what ways do Linda and Bridget think they are alike?

3 How do you think Linda and Bridget's relationship will evolve in the future? What about you? How do you think your relationship with your siblings/cousins will change in the future?

4 **7 Complete the extracts from the video with the words from the box. Then watch the video again and check.**

adopted birth genes inherit nurture personality
raised relatives

Nature or ¹_____? Psychologists have long debated which affects our ²_____ the most. Nature refers to all the genes and hereditary features that we ³_____ from our family. Nurture, on the other hand, takes into account the environmental factors that impact us: how we are ⁴_____, what we experience and who we spend time with.

Linda Wright was a/an ⁵_____ only child whose parents told her nothing about her birth family. It wasn't until she was in her 70s that Linda was told her ⁶_____ mother may have been an opera singer. This struck a chord with Linda, as she was a musician herself. So she decided to find out whether she had any living blood ⁷_____.

The similarities between Linda and Bridget show how important ⁸_____ are in shaping who we become later in life.

5 SPEAKING In pairs or small groups, discuss the questions. Then share your opinions with another group.

- 1 Do you think it's important for adopted people to find out about their birth family? Say why.
- 2 Which affects our personality most – nature or nurture? Say why.
- 3 What do you and your relatives have in common and how you are different? Say which are the most important characteristics you have inherited from your family.

6 WRITING TASK Imagine you were adopted as a child and you have just discovered that you have a long-lost sibling. Write a letter to the person concerned in which you:

- explain why you are writing and how you got the person's name and address,
- tell him/her who you are and what your life is like,
- request a meeting and suggest where and when you could meet.

GLOSSARY

adoption order – a legal document permitting an adult to bring up someone else's child as their own

birth certificate – an official document recording a person's birth

genealogist – someone who studies family histories

hereditary features – characteristics we inherit from our ancestors

impact (v) – affect, influence

nurture (n) – the process of educating or developing someone or something

strike a chord with – cause someone to feel sympathy or enthusiasm

unearth – find, discover

1 SPEAKING In pairs, look at the photos showing TV newsrooms from the past and the present and answer the questions.

- 1 How has TV news changed in the last 60 years?
- 2 Do you and your family watch the news on TV? If so, which news programmes do you prefer? If not, how do you keep up-to-date with the news?

2 **9 Watch the video and answer the questions.**

- 1 Why do newscasters have a challenging job?
- 2 How were the first autocues different from those which are used today?
- 3 How did new technology change news broadcasting in the 1980s?
- 4 Which historical event does news presenter Alistair Stewart consider to be his proudest moment?
- 5 Why does Eamonn Holmes consider rolling news to be the only news?
- 6 What does it take to be a newsreader according to Trevor McDonald and Alistair Stewart?

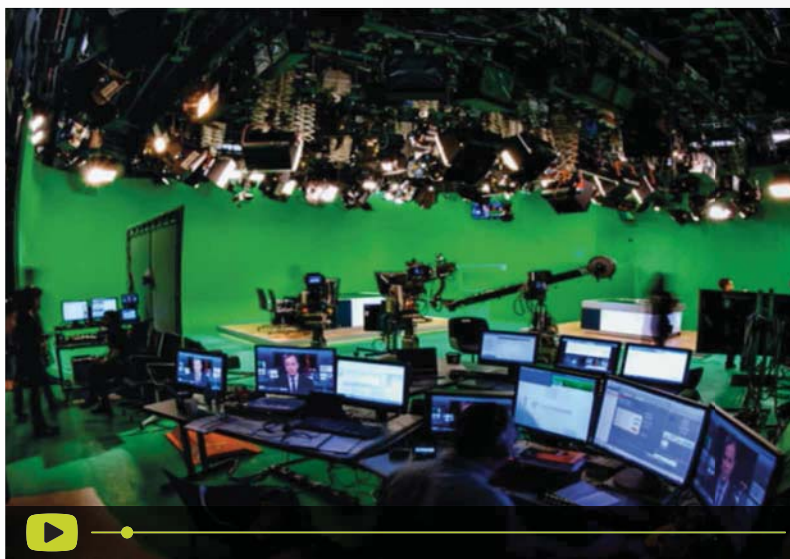
3 Check you understand the jobs below. Imagine you work in a TV newsroom. Which jobs would you prefer to have? Say why.

audio engineer camera operator crime reporter
foreign correspondent news director
news writer/editor presenter sports reporter
weather forecaster

4 **9 Complete the sentences from the video with the correct form of the words from the box. Then watch the video again and check.**

address break broadcast challenge heartbreak
live location roll undergo

- 1 News presenting is one of the most challenging jobs in television. news, demanding viewers and a world that changes before your eyes, all mean that newscasters have to be very adaptable.
- 2 The first UK news with a presenter in shot was on the 4th of September in 1955.
- 3 This modern autocue allows presenters to read the news while directly the viewers.
- 4 In the 1980s, new technology changed things again, when live satellite broadcasts were introduced. This meant that, for the first time ever, the news could be filmed live, on.
- 5 Presenter Alistair Stewart remembers delivering a famous – story live from Berlin in 1989.
- 6 In the 1990s, the introduction of 24-hour news channels meant that viewers didn't need to wait for the 6 or 10 o'clock news programmes.
- 7 Over the past sixty years, the job of a newscaster has considerable changes.
- 8 'I think the toughest is keeping people interested in what you are going to say.'



5 SPEAKING Discuss the questions in pairs or small groups. Then share your answers with another group.

- 1 In pairs, prepare a short news report about a topical item and present it to another group. You can include live reports and interviews if you like. Prepare an old-fashioned autocue to help you to present the news item.
- 2 At the end of the video the narrator asks, 'How will TV news change again in the future and, when it does, how will the job of the newscaster change with it?' Say what you think and give reasons for your opinions.

6 WRITING TASK Do you think modern technologies will help people to become better informed about what is really happening in the world? Write an essay giving your opinion.

GLOSSARY

autocue – a device which projects text onto a screen to help people speak in public
deliver (a story) – broadcast, bring into
illuminate – light up
loo paper – toilet paper
newscaster – a news reader
pulsating – very exciting
relevant – of interest, connected
tools of the trade – things used to help to perform a job or profession

1 **SPEAKING** Read the fact box. Then, in pairs, look at the photo of Greg and answer the questions.

- Which of the sounds below do you think the squiggles represents?
 - people talking at the street crossing
 - a helicopter flying overhead
 - an ambulance siren
 - construction work
 - traffic noise
- Draw shapes that represent the sounds above for you. Then compare your drawings with your partner.

FACT BOX SYNESTHESIA

Synesthesia is a condition which affects people's senses. The stimulation of one sense causes the automatic stimulation of another sense. For example, when a synesthete sees something, they may involuntarily smell, hear or taste something else. One common type of synesthesia is the relationship of sounds with colours or shapes, e.g. a synesthete may hear a door opening and, simultaneously, see a particular colour or shape.

2 **▶ 11** Watch the video and choose the correct words.

- Synesthesia *hardly ever* / *usually* affects babies and young children.
- Rebekah experiences letters as *colours* / *sounds*.
- Rebekah finds it *hard* / *natural* to talk about her synesthesia with other people.
- Greg *never* / *sometimes* gets confused when his senses of sound and sight combine.
- Greg's synesthesia helps him to *compose his own music* / *conduct other people's music*.
- Scientific research has shown that *all* / *most* of us experience synesthesia to some extent.

3 Do you think you experience multi-sensory associations? If so, what are they and how often do you have them?

4 **▶ 11** Complete the extracts from the video with the correct form of the verbs from the box. Then watch the video again and check.

acquire experience function influence make
mistake process trigger

Everyone's brain has areas that ¹ _____ the different senses. Usually these areas are connected, but ² _____ separately. In a person with synesthesia, however, there are many more synaptic connections between the different parts of the brain that are responsible for senses. This means that if a synesthete ³ _____ a smell, for example, other senses, like sound or touch, can be ⁴ _____ at the same time.

In some very rare cases a person can ⁵ _____ synesthesia after a brain injury because as the brain repairs itself, it ⁶ _____ new connections. But Greg doesn't ⁷ _____ his synesthesia for what's actually happening in the world around him.

Science has shown that each of our senses is subtly ⁸ _____ by the other senses and we all make some multi-sensory associations.



5 **SPEAKING** In pairs or small groups, discuss the questions. Then share your opinions with another group.

- Imagine you are in your favourite place. Tell your partners what you can smell, hear, feel, taste and see. Can they guess where you are?
- How could synesthesia be an advantage/a disadvantage in life?
- Do you think people today experience sensations such as smells, sounds and taste as strongly as people in the past? Say why.

6 **WRITING TASK** Imagine you wake up one day to discover that you have developed synesthesia. Write a series of social media posts explaining what your first week as a synesthete is like.

DAY ONE – When I woke up, I heard the smells of the house. The smell of coffee from the kitchen sounded like a siren and ...

GLOSSARY

conscious of – aware of

hereditary – something that is passed on from one generation to the next

hyperconnectivity – the state of being extremely connected

judgemental – negative, quick to criticise

multi-sensory associations – connections involving more than one sense

squiggle – a short line that curves in an irregular way

synaptic connections – connections between nerve cells in the brain

synesthete – a person who has synesthesia



1 **13 SPEAKING** In pairs, look at the photo and answer the questions. Then watch the video to check your answers.

- 1 What is unusual about this boat?
- 2 What do you think the boat could be used for?
- 3 Have you ever spent time on a boat? Where? When? What did you do?

2 **13** Watch the video again and answer the questions.

- 1 What kind of person is Tom Lawton?
- 2 When designing the boat, which three challenges does Tom face?
- 3 What does the grow-and-go garden need to help the plants to grow?
- 4 Why does Tom want the barbecue to work both inside and outside?
- 5 What's the advantage of making a bed out of tennis balls?
- 6 Why does Tom name his boat 'Necessity'?

3 Which of Tom's inventions do you think is the most practical / fun / ridiculous?

4 **13** Complete the summary of the video with the words from the box. Then watch the video again and check.

arrangements challenges conditions convention
design inventions maintenance

For inventor Tom Lawton, **innovative** ¹ is a passion. He loves to **challenge** ², so he decided to design a houseboat filled with unique inventions. The three biggest ³ **facing** Tom on the boat were: how to grow food, how to cook food, and how to get a good night's sleep in **cramped** ⁴.

He made a 'grow-and-go' garden, which **requires** **absolutely no** ⁵ and a barbecue that can cook food both inside and outside the boat. Then he turned his attention to the **sleeping** ⁶ and made a bed from moving tennis balls.

On launch day, friends and family came to **try out the** ⁷ Tom had designed. They were all very impressed.

5 **SPEAKING** In pairs or small groups, discuss the questions. Then share your opinions with another group.

- 1 Which is the greatest invention in human history? Say why.
- 2 The video ends with the saying 'Necessity is the mother of invention'. Do you think that's true? Say why. What else can inspire people to invent things?
- 3 Imagine you are participants in a competition for young inventors. Work together to:
 - decide what your invention is and how it works,
 - the benefits it will bring to people,
 - how you will make it.
 Then, present your invention to the class. Finally, vote for the best invention.

6 **WRITING TASK** Write a formal email to a rich investor asking for financial backing for your new invention from Exercise 5.

- Describe the invention.
- Point out how successful it could be and how it could help people.
- Explain how you intend to make and advertise the invention.

GLOSSARY

closed-loop system – an automatic circular system

fertilise – to add nutrients to earth to make it more productive

filter – to clean or purify liquid or gas

funnel – a chimney on a ship or boat

launch day – the first time a new boat or ship goes in the water to begin its first voyage

nutrition – the process of providing food to help people or things grow

pump – to push liquid or gas up, down or along

unique – the only one of its kind

1 **▶ 15 SPEAKING** In pairs, look at the title of the lesson and the photo and answer the questions. Then watch the video to check your answers.

- 1 Describe the photo. Where do you think it might have been taken?
- 2 What do you think the video is about?

2 **▶ 15** Watch the video again and answer the questions.

- 1 What does Ann Taylor do to help to improve the standard of living of the people in Gituamba slum?
- 2 What inspired her to do that?
- 3 What was Judith's life like before she set up the clothes-making business with Ann?
- 4 How do Judith and Ann increase the confidence of the women from Gituamba?
- 5 How successful has the company been?
- 6 What does economist, Jeni Klugman, think companies from poor areas need to do? Explain your answer.

3 What would you do to help people living in slum conditions to improve their standard of living? Say why.

4 **▶ 15** Complete the extracts from the video with the words and phrases from the box. Then watch the video again and check.

business clothes employment opportunity
organisation path poverty prosperity social change

Anna Taylor is an activist. She **drives** ¹ _____ through her business.

Anna **started on this** ² _____ when she was a teenager and her family moved from America to Kenya.

'I know they [the women] can provide for their families but many of them don't ever **have the** ³ _____.'

When she finished university, she **set up an** ⁴ _____ in one of the most impoverished neighbourhoods of Nairobi.

Anna **founded the** ⁵ _____ with a local woman named Judith.

Soon, Anna, Judith and their employees had enough simple, fashionable designs for Anna to go back to the United States to market and sell them. Lots of high-end shops now **stock their** ⁶ _____, and they even appeared at New York Fashion Week!

However, all of this glitz and glamour has a serious purpose – to get money from American buyers so the business can expand and **provide** ⁷ _____ to more and more hard-working women from Gituamba slum.

Businesses like Anna's may be a better way to **combat** ⁸ _____ and **create** ⁹ _____ in the long term.

5 **SPEAKING** In pairs or small groups, discuss the questions. Then share your opinions with another group.

- 1 Do you think that successful business owners have a moral obligation to help people in need? Say why.
- 2 Do you think you might start your own business one day? If you did, what kind of business would it be? Would your business focus more on commercial or social objectives?



6 In pairs, find out information about a business with positive social aims.

- What does the business do?
- Where is it based?
- How does it benefit people / society?
- How successful is it in both its commercial and social objectives?

Make a short presentation describing the business to the class.

Vote to find out which business helps people / society the most.

7 **WRITING TASK** Write a formal email to a government minister about a social problem in your country.

- Describe the problem and explain why action is required.
- List the possible measures that could help improve the situation.
- Make suggestions for the most effective measures to take.

GLOSSARY

combat – fight against, stop

glitz and glamour – attractive and exciting beauty that may be slightly superficial

high-end – expensive, exclusive

impoverished – poor

morale – confidence, enthusiasm

provide for – supply enough of what someone needs, e.g. food for one's family

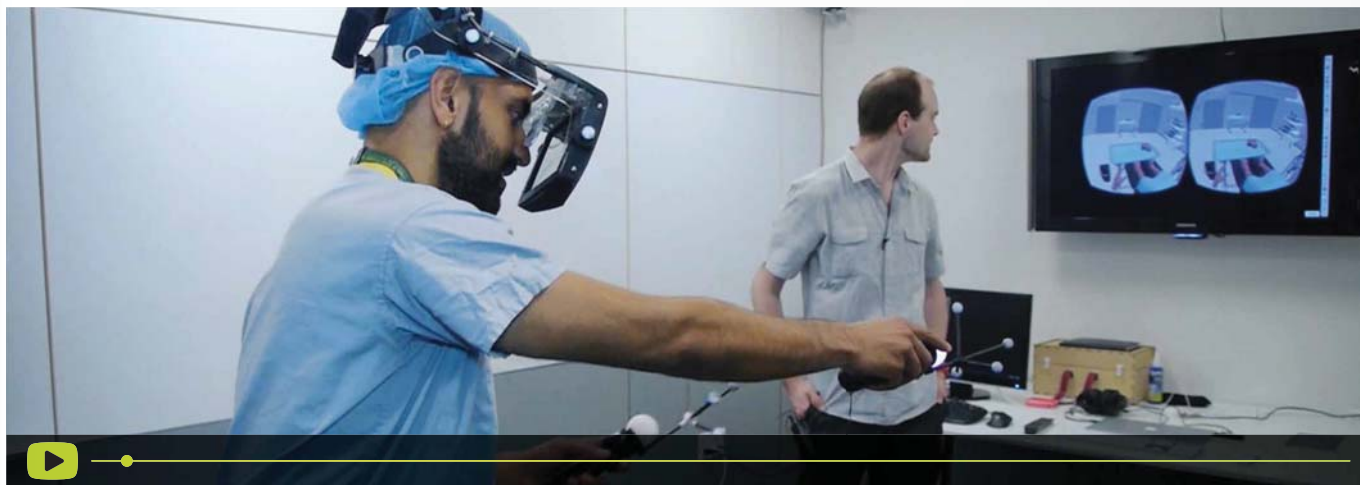
skip meals – do without meals

slum – a poor, dirty, overcrowded district

tailor – a person who makes clothes

viable – realistic, capable of working well

wasteland – an unused area of land



1 **▶ 17 SPEAKING** In pairs, look at the photo and answer the questions. Then watch the video to check your answers.

- 1 Who are the people? What are they doing?
- 2 How could virtual reality be used in health care?

2 **▶ 17** Put the events in the order that we see them. Then watch the video to check your answers.

- ☐ a A doctor explains what it feels like to perform virtual surgery.
- ☐ b The narrator predicts how likely it is that new technologies will improve our health.
- ☐ c We discover how VR could help to keep real patients alive.
- ☐ d We find out about a new way for surgeons to practise their skills.
- ☐ e We learn how the patients of physiotherapists can benefit from VR technology.
- ☐ f We see how real images can be compared with virtual images to motivate patients.

3 Have you ever put on a virtual reality headset? If so, what was the experience like? If not, would you like to? Say why.

4 **▶ 17** Complete the sentences with the correct words formed from the words in bold. Then watch again and check.

- 1 For years virtual reality or VR has been associated with gaming and _____. **ENTERTAIN**
- 2 Now it's possible for them [doctors] to develop their skills in an _____ virtual operating theatre. **INTERACT**
- 3 'You did get a fairly realistic idea in terms of your depth _____ as well in terms of where to place instruments.' **PERCEIVE**
- 4 'I wanted to set out to save a person's life through technological _____.' **INNOVATE**
- 5 Cash Lim has had a bad back for years and she thinks that seeing it in VR might just provide the _____ she needs to get better. **ENCOURAGE**
- 6 'It does motivate me to do the exercise because I can see the _____ of how it would help me get better.' **RELEVANT**

5 **▶ 17** Complete the extracts from the video with the words from the box. Then watch the video again and check.

benefits element perspective scanning sensors

Medicine, in particular, is waking up to the ¹ _____ of VR.

As well as being used for general training, in the future virtual reality could also help surgeons prepare for specific real-life operations by ² _____ patients into the system.

³ _____ track patients' arm movements, so they can see them move on screen, even if they can't feel that movement in real life. This helps to encourage patients, and the games add an ⁴ _____ of fun to their normal exercises!

Virtual reality is giving doctors and patients a new, digital ⁵ _____ on medicine.

6 **SPEAKING** In pairs or small groups, discuss the questions. Then share your opinions with another group.

- 1 What are the potential uses for virtual reality in the future? Think about areas like health, sport, education, business, communication, entertainment and politics.
- 2 If it were possible to live in a virtual world where everything seemed perfect, do you think most people would choose to spend their lives there? Would you?
- 3 In pairs, think of an idea for a virtual reality application. Present your idea to the class. Then vote on which idea is the most popular.

7 **WRITING TASK** Write a story about someone who enters a virtual world and can't get out.

- Think of a good title.
- Make sure your story has a beginning, a middle and an end.
- Try to think of a dramatic twist to finish the story.

GLOSSARY

chiropractor – a health professional who specialises in treating bones and joints

operating theatre – the place where surgical operations take place

physiotherapist – a health professional who uses massage, heat treatment and exercise to treat physical problems

stroke victim – someone who may die or lose control of their muscles due to the blood supply to the brain being cut off

surgery – the treatment of health problems during which a surgeon cuts open the body to repair or remove something inside

walk of life – occupation, profession



Apollo 13 astronauts after rescue, 1970.

1 **19 SPEAKING** In pairs, look at the photo and answer the questions. Then watch the video to check your answers.

- 1 What is the message on the banner?
- 2 What do you know about Apollo 13?

2 **19** Watch the video again and complete the sentences with 1–2 words in each gap.

- 1 Apollo 13 was NASA's _____ mission to the Moon.
- 2 Its objective was to _____ on a part of the moon that no person had been on before.
- 3 During the journey an explosion damaged some _____ including navigation and power.
- 4 Flight director Gene Krantz had to solve three problems:
 - Invent ways to _____.
 - Make the _____ last longer.
 - Remove the _____ to prevent the crew from suffocating.
- 5 The astronauts' ordeal lasted _____, but eventually, they got safely back to Earth.

3 How would you react if you had to go through an ordeal like the one in the video?

4 **19** Complete the extracts from the video with the words from the box. Then watch the video again and check.

odds problem risky sound sub-zero venture

- 1 Space exploration is an inherently _____ endeavour.
- 2 The crew focussed on fixing the _____.
- 3 After a three day ordeal involving low oxygen levels and _____ temperatures, the astronauts successfully made it through the Earth's atmosphere and landed, safe and _____.
- 4 'It was really amazing to be at the point of the spear and watch this team perform basically against all _____.'
- 5 Apollo 13 showed that space exploration is perhaps humanity's riskiest _____.

5 Match the beginnings and the endings of the sentences. Then work out the meaning of the highlighted phrasal verbs.

- | | |
|---|--|
| 1 It was hard to take in | a that might allow them to make it back alive. |
| 2 It took a while for | b they were in serious trouble. |
| 3 It dawned on him that | c the scale of the problem to sink in. |
| 4 They worked hard | d how serious the setback was. |
| 5 Finally, they came up with a solution | e to figure out what they had to do to get back. |

6 **SPEAKING** In pairs or small groups, discuss the questions. Then share your opinions with another group.

- 1 What are the advantages and disadvantages of being an astronaut?
- 2 Do you think it's worth spending money on space research?
- 3 Why do people enjoy taking risks? Think of all the risky things that you or people you know do.

7 **WRITING TASK** Write a for-and-against essay about the pros and cons of spending public money on space exploration.

GLOSSARY

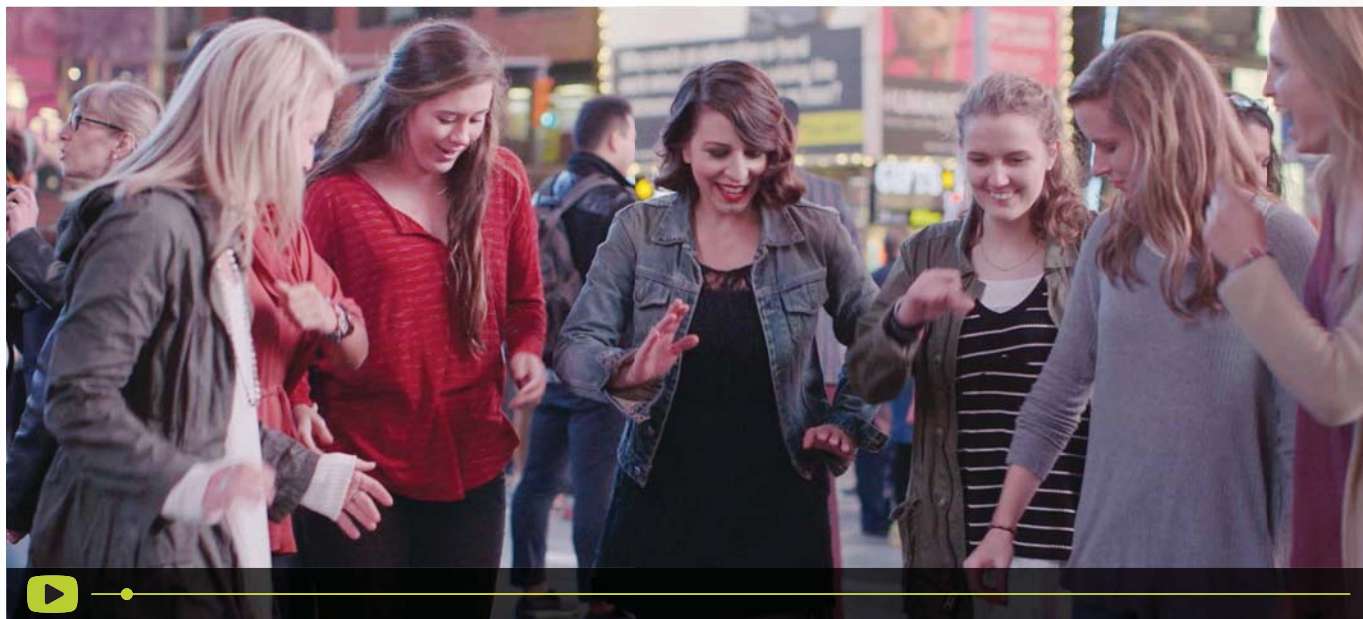
be at the point of the spear – be part of new discoveries

lunar surface – the ground on the moon

sparingly – in moderation, economically

suffocate – die through not being able to breathe

touch-and-go – unpredictable, uncertain



1 **21 SPEAKING** In pairs, look at the photo and answer the questions. Then watch the video to check your answers.

- 1 Why do you think this woman is dancing in the street?
- 2 What do you think she is going to do during this video?

2 **21** Watch the video and answer the questions.

- 1 Why is it fair to consider Broadway as the home of musical theatre?
- 2 Why has Michaela Mallozzi come to New York?
- 3 When was vaudeville popular in America?
- 4 What kind of performers can you see in a vaudeville show?
- 5 What does a dance captain do in a vaudeville show?
- 6 How long have Pam and Jackie Covas been working on 1920s tap-dancing routines together?
- 7 What is the purpose of the Broadway Bound Kids community centre?

3 When was the last time you danced? Where was it? Why did you do it? What was it like?

4 **21** Complete the sentences from the video with the correct prepositions from the box. Then watch the video again and check.

about at by for of (x2) on (x3) through
to (x4) with

- 1 Broadway, in New York, **is the home** _____ musical theatre.
- 2 Michaela Mallozzi is a dancer and a traveller, who experiences **the world** _____ dance.
- 3 On this trip, she's in New York to **find out** _____ Broadway's culture and heritage.
- 4 _____ **her first stop**, she's visiting the longest-running musical _____ **Broadway**, Chicago.
- 5 It's a must-watch show that is heavily **influenced** _____ vaudeville theatre.
- 6 Vaudeville was the **precursor** **to** musicals. It **consisted** _____ a variety of acts **performed** _____ **stage** one after another.

- 7 And people all can **relate** _____ vaudeville.
- 8 Michaela's next stop is **connected** _____ another part of Broadway's rich heritage – tap dancing.
- 9 Musical theatre has remained **popular** _____ young and old _____ **over** a hundred years.
- 10 Broadway has been right _____ **the centre** of that – bringing new forms of music, dance and theatre _____ **millions of people** every year.

5 **SPEAKING** In pairs or small groups, discuss the questions. Then share your opinions with another group.

- 1 Do you prefer being present at live performances or watching them on TV or online? Say why.
- 2 Have you ever performed on stage? If so, what did you do, how successful was it and how did you feel about it? If not, what kind of show would you like to take part in? Say why.
- 3 What are the benefits – physical, social and mental – of working in a group to produce a play or a film?

6 **WRITING TASK** Write a letter of application to join West End Teens, a performing arts group for teenagers.

- Explain why you think you are a suitable candidate.
- Summarise your past experience in performing arts.
- Describe your personality and any other useful skills you have.
- Say why you want to join the group.

GLOSSARY

choreography – the steps and movement in a dance
empower – make someone stronger or more confident
heritage – valued cultural traditions
jazz hands – a hand gesture indicating excitement or happiness
precursor – a person or thing that comes before something similar
production – a creative work such as a play or a film
vaudeville – a type of entertainment that was popular in the early twentieth century

1A Present and past tenses

We use the **Present Simple** to talk about:

- habits and routines: *He often **loses** touch with his colleagues.*
- permanent situations around the present time: *He now **shares** a flat with a friend.*
- states (verbs not usually used in the continuous form), e.g. *love, like, believe, think* (opinion), *know, look* (appearance): *He **loves** getting traditional letters. She **looks** very fit.*

Some state verbs change their meaning and can be used in the continuous form, e.g. *think of/about, see* (go out with), *look at*:

*What **do** you **think** of this message?* (opinion)

*What **are** you **thinking** about?*

*I **don't see** why you want to stay in touch with him.* (understand)

*I'm **seeing** Dave these days.* (go out with)

*I'd like to establish contact with that company, but my boss **doesn't look** at it that way.* (think in a particular way)

*Why **are** you **looking** at me that way?*

We use the **Present Continuous** to talk about:

- actions in progress at the time of speaking: ***He is talking** on his mobile.*
- temporary actions in progress around now: ***He's thinking of** getting a new phone.*
- changes and developments: ***The news is spreading** quickly.*

We also often use the Present Simple and Present Continuous to talk about the future. See Unit 2, page 25.

Present Perfect Simple and Continuous

These link the past and the present.

We use the **Present Perfect Simple** to talk about:

- the duration of states that began in the past and continue up to now: ***He's been** stuck here for five years.*
- completed past actions with a present relevance/result: ***The lights have gone out.*** (And now it's pitch dark here). ***He's changed** dramatically.* (He looks very different now.)
- experiences during a present period of time: ***I've sent** five thousand text messages so far.*

We use the **Present Perfect Continuous** to talk about:

- the duration of actions that began in the past and continue up to the present: ***I've been** here since 9a.m.*
- past processes with a present relevance/result: ***I've got** better grades because **I've been studying** a lot lately.*

We use the **Past Simple** to talk about actions or events completed at a specific time in the past:

*Neil Papworth **sent** the first text message in 1992.*

We use the **Past Continuous** to talk about actions that were:

- in progress at a specific time in the past (this often provides background to other past events): ***While Mark was waiting** for us, his mum **was texting**.*
- interrupted by a shorter past action: ***She was studying** when suddenly somebody **tossed** a brick through the window.*

We use the **Past Perfect** to show the relationship between a situation in the past and an earlier state or action.

The rules are similar to the rules for the Present Perfect:

*Before Colin met his wife, he **had been** single for a decade.*

We use the **Past Perfect Continuous** to talk about an activity which started before a second past event and was still in progress, or had recently finished when the second event happened. We often say how long the activity had been going on: ***They had been talking** for an hour before Danny arrived.*

It is formed using **had + (not) + been + Present Participle**:

*When I woke up, I saw that my brother **had been cooking**.*

(It hadn't been completed or the result was that the kitchen was a mess.)

1D Question tags and echo questions

A **question tag** is a short question added to the end of a sentence. It is formed using *do / does / did* (in simple tenses) or the auxiliary + a pronoun.

A positive statement usually has a negative question tag and a negative statement has a positive question tag:

***You don't** understand, **do** you?*

***She usually comes** in late, **doesn't** she?*

***You are** coming to the party, **aren't** you?*

***They haven't** been to London yet, **have** they?*

***They went** to school, **didn't** they?*

***She had** a break, **didn't** she?*

***We had met** them before, **hadn't** we?*

***This is** an amazing house, **isn't** it?*

***Nothing has** happened so far, **has** it?*

***Those are** Martha's guests, **aren't** they?*

Modal verbs are usually repeated in the tag questions, just like auxiliaries: ***I can** email my CV, **can't** I?*

Exceptions: ***Let's** go to the cinema, **shall** we?*

***Someone has** bumped into your car, **haven't** they?*

***Nobody came** to the presentation, **did** they?*

***I'm** still employed, **aren't** I?*

Question tags can also be used for:

- **requests**: *Buy me the newspaper, **could** you?*

*You'll cook the dinner today, **won't** you?*

- **invitations**: *Come to visit us next summer, **won't** you?*

- **commands**: *Write it down, **will** you?*

*Don't make a mess, **will** you?*

Question tags are also used in **echo questions**. The main use of such questions is to show interest or express surprise and make a conversation go smoothly:

A *I used to live in Moscow.*

B ***Did** you? I bet it was amazing!*

1 1A Complete the sentences using the correct tense and a time expression from the box.

at the time ever since from time to time
in recent years right now once a week these days
earlier today for

- 1 I _____ (lose touch) with a few of my friends _____.
- 2 Dad _____ (make contact) with his cousin _____, so they're not close.
- 3 She _____ (chat) on her mobile _____ ages. Can't they _____ (see) each other in person?
- 4 I _____ (establish contact) with Mr Farley _____, but he hasn't responded yet.
- 5 _____ (you / use) the laptop _____? I need to send an email.
- 6 My teacher took my mobile phone off me yesterday - I _____ (talk) to my friend _____!
- 7 He _____ (stay in touch) with me _____ we had that argument.
- 8 I _____ (love) going for a regular run _____.
- 9 Jamie _____ (prefer) to stay in on Saturday nights _____.
- 10 Mike wanted to sit down because he _____ (stand) all day at work.

2 1A Complete the sentences using the correct tense and the verbs from the box. Use every verb twice.

appear have look see smell think

- 1 Do you know that man? He _____ at you all evening.
- 2 Why _____ the milk? Do you think it has gone bad?
- 3 We _____ lunch now. Will you join us, please?
- 4 Just look at his face: I bet he _____ about something amazing!
- 5 Apologies, but I _____ much time at the moment. I'll get back to you soon, I promise.
- 6 Daniel Craig _____ in the latest James Bond movie, *No Time to Die*.
- 7 She _____ to be highly intelligent, but he's awfully lazy too. What a waste!
- 8 I _____ what you mean, but I can't agree with you.
- 9 My mum _____ it's the best idea.
- 10 Andy _____ much better with his hair cut.
- 11 When I got home, the flat _____ of cigarette smoke.
- 12 _____ you _____ anybody these days, Frank?

3 1A Complete the text using the correct tense and the verbs from the box.

agree be x3 read send x2 tell work write

Software programmer Neil Papworth ¹_____ the first text message in 1992. It ²_____: 'Merry Christmas!'. Papworth ³_____ for Vodafone at the time. Since the time of that very first message, people ⁴_____ really long messages, so it ⁵_____ so easy to forget that there ⁶_____ a limit of 160 characters per message back then! Papworth said that he only recently ⁷_____ his children that it was he who ⁸_____ the very first text message. Since then, there ⁹_____ many innovations in phone technology, but Papworth ¹⁰_____ that this was perhaps a key moment in mobile history.

4 1D Match the sentence halves.

- | | |
|---------------------------------------|----------------|
| 1 Let's go to the party, | a could you? |
| 2 Sorry, I'm putting you on the spot, | b aren't I? |
| 3 Somebody told you, | c shall we? |
| 4 Nobody gave you the message, | d won't you? |
| 5 Don't forget, | e won't he? |
| 6 He'll turn the laptop off, | f did they? |
| 7 You couldn't help me, | g will you? |
| 8 Come to the party, | h didn't they? |

5 1D Complete the questions with the correct question tag.

- 1 He doesn't come across very well, _____?
- 2 You can't let it drop, _____?
- 3 You're going to Paris, _____?
- 4 You haven't seen my mobile, _____?
- 5 I should pay her a compliment when we first meet, _____?
- 6 He's not going to take to you if you insist on having the last word, _____?
- 7 The room looks different ... Someone has moved the couch, _____?
- 8 Let's get some ice cream, _____?
- 9 Come sit with us, _____?
- 10 Parents need to teach children not to drop litter, _____?
- 11 Pick it up, _____?
- 12 Nobody helped her, _____?
- 13 I'm having lunch with them, _____?
- 14 Don't go out tonight, _____?

6 1D Complete the conversation with question tags or echo questions.

- Bella** It's Jade's birthday party tomorrow.
Tia ¹_____? Oh, no! I haven't bought her a present yet!
Bella Well, you only need to buy a little something, ²_____?
Tia I suppose so - ³_____ that close, are we? What have you bought her?
Bella Some earrings - they're silver.
Tia ⁴_____? That's nice. You've been friends for a long time now ... Well, I'll have to think of something too. Let's go to the party together, ⁵_____?
Bella Good idea! 7 p.m. at mine? Don't be late, ⁶_____!



2A Future forms for predictions

We use **will**:

- to make predictions based on our opinions or expectations. We often use *will* with phrases like *I think, I'm sure, I expect*, or adverbs like *possibly, probably, definitely*:
He'll probably be late, as usual.
I'm sure you won't have any problems with it.
- to express a decision made at the moment of speaking:
On second thoughts, I think I'll leave it till the weekend.

We use **going to**:

- to talk about existing plans or intentions for the future:
I'm going to study Architecture at college.
- to make a prediction based on evidence you have now:
You are going to have a busy weekend! (I know all the things my friend has to do at the weekend.)

We use the form *will + be + Present Participle*, sometimes referred to as the **Future Continuous**:

- to talk about an action that will be in progress at a particular time in the future:
By the end of the century, more people will be living in the country than in cities.
Will you be working on it at five thirty?
- to talk about events that will happen as part of the normal course of events, or routine:
She'll be visiting her family at the weekend. (She does it every weekend.)

As with other continuous forms, we do not use state verbs (*be, believe, forget, like, want*, etc.) with the Future Continuous.

We use the form *will + have + Past Participle*, sometimes referred to as the **Future Perfect**, to talk about an action that will be completed before a particular time in the future:

In 100 years' time half the world's languages will have disappeared.

Will you have finished it by then?

If we want to focus on a duration of an action which is still ongoing at some point in the future, we use the form *will + have + been + verb -ing* (it is sometimes referred to as **Future Perfect Continuous**):

I will have been living in Berlin for three years in July.

The Future Continuous, the Future Perfect and the Future Perfect Continuous are often used with **by** (*2050, next year, then, the time*, etc.) and **in** (*ten years, two months*).

Other modal verbs can be used instead of *will* with Future Continuous and Future Perfect forms to show different degrees of certainty (*might, may, could*) (see also Unit 6).

We can use certain phrases with the structure **be + adjective + infinitive** to talk about how probable it is that a future prediction will actually happen:

- be bound/certain/sure to** (this is almost definite)
- be likely to** (this is probable)
- be unlikely to** (this is improbable)

2F Future forms for plans and hopes

We can also use other phrases to talk about the future.

- For plans, we can use **be planning/hoping to + infinitive** or **be thinking of + gerund**:
I'm planning to get someone to fix my car.
They're hoping to do it soon.
I'm thinking of creating a website.
- When something is happening very soon we can use **be about to + infinitive**:
They're about to announce a new competition.
- For timetabled events we can use **be due to + infinitive**:
It's due to go on display next week.
- For formal or official arrangements, instructions or commands we can use **be to + infinitive**:
Prince Charles is to visit the new hospital and talk to the patients.

1 2A Choose the correct tense to complete the sentences.

- Will we *be living* / *have lived* longer in the future?
- I *won't be finishing* / *have finished* this essay in time to hand it in by Friday.
- We will *have had* / *have* this computer for four years this year.
- My dad *won't be* / *won't have been* eating meat for 10 years today.
- They'll *be presenting* / *present* their ideas tomorrow at 5p.m.
- It's probable that I'll *be buying* / *have bought* my first driverless car by 2050.
- 3D printing *is going to* / *will* become immensely popular in 20 years time.
- In the near future, it's likely that Artificial Intelligence will become so widespread that the technology *will be making* / *will have made* legal decisions in court or diagnosing illnesses.
- By that time, I *will have moved* / *will have been moving* to another planet in the Solar System.
- I can't see you at 6 tomorrow. I *will be playing* / *will have played* basketball as usual.
- If you decide to come by this afternoon, don't knock as I *will probably be sitting* / *will sit* in the back garden so I *won't hear* / *am not going to hear* you.
- When you come back home tonight, please try to be quiet as everybody else *will have already gone* / *will be going to bed*.

- 2 **2A** Kyle Giersdorf is sixteen and he has just won a record-breaking \$3m to become world champion of one of the most popular computer games. Write what **he thinks** he will have done and what he will be doing in the future.



By the time he's twenty-five ... go to every e-sport tournament he can.

By the time I'm twenty-five, I'll be going to every e-sport tournament I can.

... beat top players in the world.

By the time I'm twenty-five, I'll have beaten top players in the world

- 1 During the weekend ... celebrate his victory with family and friends.

...

- 2 By Monday ... buy a new desk for his giant trophy.

...

- 3 By the end of October ... get a driving licence.

...

- 4 By the end of November ... drive a new car.

...

- 5 By the end of this year ... invest the money wisely.

...

- 6 In the next 5 years improve his hand-eye coordination.

...

- 7 By the time he's 20 ... graduate from college.

...

- 3 **2A** Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words in each gap.

- 1 We're sure that we will find a cure for cancer in the future. **BOUND**

We _____ a cure for cancer in the future.

- 2 I don't think he will stop eating meat. **UNLIKELY**
He _____ eating meat.

- 3 Oil prices will definitely rise next year. **CERTAIN**
Oil prices _____ next year.

- 4 Violence and crime in our town will probably drop. **LIKELY**
Violence and crime in our town are _____.

- 5 Global heating will get worse. **SURE**
Global heating _____ worse.

- 6 We'll have to change our eating habits in the future without a doubt. **DEFINITELY**
We _____ change our eating habits in the future.

- 4 **2A** What do you think the future will be like in 50 years' time? Write your own predictions. Use the Future Perfect and the Future Continuous. Use the topics below.

food travel technology the environment
population housing

We will be eating more vegan food in 50 years' time.

- 5 **2F** Choose the correct option to complete the sentences.

- 1 I'm *hoping* / *thinking* of doing my presentation on endangered species.
- 2 We're *hoping of having* / *to have* a wind turbine installed this year.
- 3 Tom *is going to start* / *will be starting* walking to school instead of getting the bus.
- 4 The programme on global warming *starts* / *is due to* go on at 6.30.
- 5 Dad's *picking up* / *about to pick up* his new electric car tonight at 7 p.m.
- 6 The professor *is due* / *about to* start the research next week.
- 7 My sister *is* / *is about to* paint her room.
- 8 They're *thinking to donate* / *of donating* most of their clothes to charity.
- 9 The Queen *is planning* / *is to* open the new bridge in Scotland.

- 6 **2F** Complete the conversation with the phrases from the box.

won't return going to 'll see will be trying
'll be compensating due to speak 's hoping to

- Katy** What's your dad ¹_____ do about his car? He can't just leave it like that.
- Ben** Well, he's ²_____ to the sales manager tomorrow.
- Katy** I expect that lots of people ³_____ to return their cars too. Lying about vehicle emissions is really serious. You can't say that the car you produced has low emissions when it doesn't.
- Ben** Dad ⁴_____ the car because he loves it. He ⁵_____ get some compensation though.
- Katy** Really? I don't think they ⁶_____ everybody, will they?
- Ben** We ⁷_____ ...

- 7 **2F** Finish the sentences so that they are true for you.

- 1 I'm hoping to _____.
- 2 My mum is thinking of _____.
- 3 My teacher is due to _____.
- 4 I'll be _____.
- 5 I'm going to _____.
- 6 _____ tomorrow at 7.30 a.m.
- 7 My best friend _____ by Friday.

3A Past and present habits

- We use the **Present** or **Past Continuous** + *always / constantly / forever* to talk about a habit which is repeated more than usual, which the speaker finds unexpected or annoying:
*She's **always complaining** about the weather.* (present)
*She **was forever arguing** with her parents when she was younger.* (past)
- We use **will/would + infinitive** to talk about behaviour which is typical or characteristic of the person. They can describe both pleasant and annoying habits:
*She'll **turn up** at eleven and act as if nothing's wrong.* (present)
*We'd **spend** the afternoons reading.* (past)
- We use **used to + infinitive** to talk about a past state or repeated past actions:
*I **used to feel** very negative about my job.*
*At our old house I **used to spend** a lot of time with my friends.*
Would is not used to talk about past states.
- We can introduce new topics with **used to** and we do not need to specify a time:
*I **used to** eat a lot of chips and burgers, but now I eat healthy food.* (NOT I'd eat ...)

We use **would** when the topic has been established and we usually specify the time:

*My dad **used to** work nights. He **would** come home at six in the morning and we 'd have breakfast together, then he **used to** take me to school.*

Most texts describing habits contain a mixture of these forms.

3E Participle clauses

We use a **present participle clause** for an action or state that happened at the same time or after an event in the story:

*His system transformed their lives, **enabling** them to read and write.* (because it enabled them)

Participle and main clauses must have the same subject.

A present (*starting*) or past (*started*) participle is often used to replace a relative clause:

- We use a **present participle** to replace a relative clause with an active verb, e.g.
*There was a wire **which attached** the phone to the wall. = There was a wire **attaching** the phone to the wall.*
- We use a **past participle** to replace a relative clause with a passive verb, e.g.
*The copy **which was made** by the carbon paper was called the carbon copy. = The copy **made** by the carbon paper was called the carbon copy.*

3E Relative clauses

We use *who(m)*, *which*, *that*, *whose*, *where*, *when* in **relative clauses**. We use them after nouns, or noun phrases, to describe or give information about a person, thing, possessions, places and time.

There are two kinds of relative clauses: defining and non-defining.

Defining clauses are necessary to give essential information about exactly which person/thing is being talked about in the sentence. Commas are never used.

We can use *that* instead of *who/which* in defining clauses:

*The person **who/that** designed the house is a world-famous architect.*

*The land **where** the house is built is extremely picturesque.*

When the relative pronoun is the object of the relative clause, you can omit *who/which/that*:

*The house (**which/that**) the family has built is unique.*

When the relative pronoun is the subject of the relative clause, you cannot omit *who/which/that*:

*It was the woman **who/that** had arrived earlier that day.*

There are two kinds of **non-defining clauses**:

- to give extra, non-essential information about the person or thing being talked about in the sentence:
*He had just arrived home with his wife, **who had been working that afternoon**.*
*The building, **which many considered ugly at first**, is today a UNESCO World Heritage site.*
- to add a comment about the first part of the sentence. We always use *which* in these clauses: *People from all over the world visit the museum, **which shows how deeply they are interested in learning about science**.*

Non-defining clauses always need commas: on either side if it's in the middle of the sentence, or before if it's at the end.

We never use *that* in non-defining clauses.

Prepositions in relative clauses

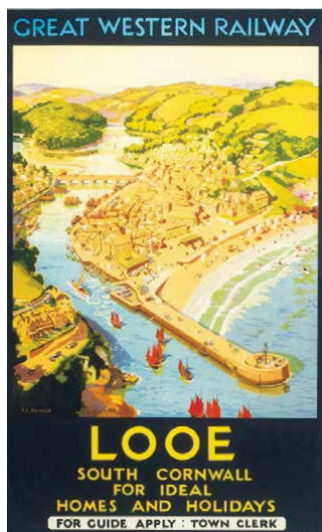
Prepositions usually go at the end of the clause in conversational English. In more formal written and spoken contexts, they can go at the beginning, but must be followed by *which* (for things) or *whom* (for people):
*This house is more modern than the last house (which/that) they lived **in**.* = This house is more modern than the last house **in which** they lived.

*The architect knew the couple (who/that) he had designed the house **for**.* = The architect knew the couple **for whom** he had designed the house.

1 3A Complete the sentences with the words from the box.

didn't use to is always 'll used to live used to go would

- 1 We _____ to Cornwall every year.
- 2 Hillary _____ showing off!
- 3 He _____ in Scotland when I was young.
- 4 I _____ argue with my sister every day when we were young.
- 5 He _____ mess about and then blame it on me.
- 6 I _____ like getting a compliment.



2 3A Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words in each gap.

- 1 She winds me up all the time. **ALWAYS**
She _____ me up.
- 2 He talks behind my back and then denies it. **WILL**
He _____ behind my back and then deny it.
- 3 She used to burst into tears just to get attention. **WOULD**
She _____ into tears just to get attention.
- 4 I made fun of my sister about her hair. **USED**
I _____ fun of my sister about her hair.
- 5 You let me down all the time. **CONSTANTLY**
You're _____ me down.
- 6 He always blew things out of proportion. **FOREVER**
He _____ things out of proportion.

3 3E Complete the sentences with a relative pronoun or a relative pronoun + preposition. In which sentences can you omit the pronoun?

- 1 The town _____ we relocated to was in the south.
- 2 Her fiancée, _____ she split up with last month, wasn't very trustworthy.
- 3 The man _____ I used to work was always complaining.
- 4 The house, _____ I live, is charming.
- 5 She's the lady _____ I had the row with.
- 6 That's the programme _____ they compete for money.

4 3E Look at the pairs of sentences and decide which one matches with the meaning given.

- 1 a His cousin who was born in Argentina is a teacher.
b His cousin, who was born in Argentina, is a teacher.
☐ He's got only one cousin.
- 2 a The windows, which overlooked the garden, were open.
b The windows which overlooked the garden were open.
☐ All of the windows were open.
- 3 a The students who took a test had a hard time.
b The students, who took a test, had a hard time.
☐ All the students had a hard time.
- 4 a The fans who came to the concert were wearing the official band t-shirts.
b The fans, who came to the concert, were wearing the official band t-shirts.
☐ Only some of the fans were wearing the official band t-shirts.

5 3E Rewrite the sentences using a present or past participle clause.

- 1 Who's the girl who is crying over there?
Who's _____?
- 2 Most of my friends who were invited to the party arrived on time.
Most of my friends _____.
- 3 I live in a house which was built in 1910.
I live in a house _____.
- 4 Anyone who wants to go online should enter a password.
Anyone _____.
- 5 Those students who have flunked the exam will need to retake it.
Those students _____.
- 6 The story which was reported in the news blew things out of proportion.
The story _____.

6 3E Complete the sentences so they are true for you.

- 1 _____ is a place where I can _____.
- 2 _____ for whom I would _____.
- 3 _____ is a city that _____.
- 4 _____, who's a bit of a joker, _____.
- 5 _____, where I live, _____.
- 6 _____, whose music I like, _____.

4A Narrative tenses; Past Perfect Simple and Continuous

When we are telling a story about the past, we usually use the Past Simple for the main events and the **Past Perfect Simple** and **Past Perfect Continuous** to provide background information to those events.

Past Perfect Simple

subject + *had* (not) + past participle

We use the Past Perfect Simple to talk about:

- the duration of states before a specific point in the past: *She **had been** blind for twelve years when she started her journey.*
- completed earlier actions with a relevance to the time of the story: *He wrote about a spot that he **had discovered** on the surface of Venus.*
- experiences that happened before a specific point in the past: *By the time he died, he **had written** a lot of letters.*

Past Perfect Continuous

had (not) + *been* + present participle

We use the **Past Perfect Continuous** to talk about:

- the duration of actions that began earlier in the past and continued to the time of the story: *He **had been studying** bird migration for years.*
- earlier past processes with a relevance to the main events in the story: *He had an accident with a pair of scissors that he **had been playing** with.*

We often use linking words or time phrases with the Past Perfect tenses, e.g. *when, after, because, as, before, by, by the time.*

*By the age of fifteen, he **had completed** his system.*

*He missed that event **because** he **had been** in hospital for 2 weeks.*

- We use the **Past Perfect Continuous** when we want to focus on the duration of an activity or when we are explaining a past result: *She was tired because she **had been flying** for hours.*
- We do not use the Past Perfect Continuous with repeated actions when we say how many times something happened: *She **had been visiting** him regularly.* NOT *She ~~had been visiting~~ him three times.*

4C Negative inversion

We use **negative inversion** to add emphasis (special meaning) to a sentence:

negative adverbial + auxiliary verb + subject + clause

*I had never felt so afraid. → **Never had I felt** so afraid.*

Some common adverbs and adverbial phrases are:

seldom/rarely never/at no time

hardly/barely/scarcely ... when ...

under no circumstances/in no way no sooner

not only ... but also ... little (did I/they know/imagine ...)

Negative inversion can sound quite formal, but it is also used in more informal contexts for dramatic effect.

1 4A Complete the sentences with the Past Perfect Simple or Continuous and the verbs in brackets.

- I _____ (check) the website twice before I went to school.
- _____ Amelia Earhart _____ (visit) Bangkok when she disappeared?
- Elvis _____ (record) 24 studio albums before he died.
- Paul McCartney _____ (learn) to play the trumpet before he was given a guitar.
- We _____ (not know) about the hoax at the time.
- She was tired because _____ (watch) the news for hours.

2 4A Complete the text with the Past Perfect or Past Perfect Continuous form of the words from the box.

fall find not reveal report try work

In July 1947, something crashed at a ranch near Roswell, New Mexico. A witness, who ¹_____ in the fields that afternoon, ²_____ seeing a blazing craft shortly before it crashed. Within hours of the army telling reporters that it ³_____ a crashed flying saucer, senior officers then changed their story insisting that the only thing that ⁴_____ from the sky was a weather balloon. There have been two reports on the Roswell incident – ⁵_____ aliens _____ to visit and the truth ⁶_____? Opinion is divided with Roswell being one of the most investigated mysteries in our time.

3 4C Complete the sentences with the correct form of the words in brackets.

- No sooner _____ (we/eat) dinner than he got up and left.
- Scarcely _____ (I/open) the newspaper when I saw a sensational story.
- At no time _____ (we/claim) we were right.
- Never had _____ (she/see) seen such a weird story.
- Rarely _____ (he/get) so much attention.
- In no way _____ (he/agree) to give an interview.

4 4C Rewrite the second sentence using the words in bold so that it means the same as the first one.

- The story was false, but it went viral. **NOT ONLY**

- I have never heard such a heart-warming story. **SELDOM**

- I clicked on the headline and I knew it was fake. **HARDLY**

- He didn't realise the problems he'd caused. **LITTLE**

- We revealed the truth and then we uncovered more lies. **NO SOONER**

- You can never expose the truth. **UNDER NO CIRCUMSTANCES**

5A Gerunds and infinitives

Infinitives

We use an infinitive with *to*:

- to explain the purpose of an action:
*You should eat them **to reduce** your risk of heart failure.*
*Sugar is added **to make** the bread rise.*
- after certain verbs:
*You **need to make** sure you drink a lot of water.*
*They often **fail to notice** all the details.*

Other verbs: *agree, allow, appear, attempt, encourage, expect, force, help*, persuade, plan, promise, refuse.*

**Help* can also be followed by the infinitive without *to*:
*They may **help** your brain **(to) grow**.*

- after certain adjectives:
*They're **quick and easy to cook**.*
*It's **important to remember** that ...*

Other examples: *difficult, easy, helpful, likely.*

- after *first, second, third, last, etc.*:
*I'd be the **last to help** him!*

Infinitive without *to*

We use an infinitive without *to* after *let* and *make*:

*They may **make** you **feel** happier.*

***Let** your heart **slow** down.*

Gerunds

We use a gerund (*-ing* form) in the same way as a noun:

- as the subject of the sentence:
***Jogging** is good for you.*
***Making** bread involves ...*
 - after certain verbs:
*You should also **avoid stopping** suddenly.*
*It **involves taking** a test.*
- Other verbs taking a gerund: *can't stand, consider, don't mind, enjoy, fancy, imagine, risk, suggest.*
- after prepositions:
*... your risk **of having** a heart attack.*
*... to prevent it **from rising** too much.*
 - after ***be used to*** and ***get used to***
*I'm **not used to pushing** my body to the limit.* (The situation is unfamiliar to me and I am not comfortable with it.)
*I'm **getting used to doing** more exercise.* (The situation is becoming more familiar, but I am not comfortable with it yet.)

Infinitive or gerund

The following verbs can be followed by the infinitive with *to* or the gerund, with no difference in meaning: *begin, continue, hate, love and start.*

We use *prefer* + infinitive with *to* for a specific situation:
*I'd **prefer to stay** in tonight.*

We use *prefer* + gerund to talk about general preferences:
*I **prefer staying** in to going out.*

5C Verbs with gerunds and infinitives (change in meaning)

Verbs followed by an infinitive or a gerund, with a change in meaning:

remember + infinitive (to remember something, then do it):
*I always **remember to take** a sandwich with me.*

remember + gerund (to do something and remember it later): *I **remember thinking** that I needed to find a system.*

forget + infinitive (to forget about something, so you don't do it): *I forgot **to mention** that ...*

forget + gerund (to do something and (not) forget it later):
*I'll never **forget failing** that exam.*

forget + gerund is usually used in the negative.

try + infinitive (to make an effort to do something difficult):
*I always **try to plan** it so that ...*

try + gerund (to do something and see what happens):
*You should **try working** in the library.*

try + gerund is often used for giving advice.

stop + infinitive (to stop something in order to do something else): *I keep **stopping to make** a cup of tea.*

stop + gerund (to no longer do something):
*I don't **stop studying** till I've finished.*

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.*

- To talk about a completed action after the verbs: *feel, hear, listen to, see and watch*, we use object + infinitive without *to*: *I **saw somebody fall** in the water.*
- To talk about an action in progress after those verbs, we use object + gerund: *I **saw him talking** to the lifeguard.*
- After the verbs *need, deserve* and *require* the gerund has a passive sense: *needs cleaning* = needs to be cleaned.

5F *Would rather, would sooner*

- We use an infinitive without *to* after *would rather* and *would sooner*:

*I'd **rather go** to the club.*

*We could eat later if you **would rather do** that.*

*My sister **would rather not go** to Italy. It's too hot there.*

*I'd **rather dive** than **lie** on the beach.*

*She said she'd **sooner die** than **live** in the countryside.*

Note: *I'd sooner* is more formal than *I'd rather*.

- We use *would rather* + subject + past tense to say that we don't want somebody to do something:

*I'd **rather you cleaned** the bathroom.*

*I'd **rather you didn't go** there alone.*

1 5A Complete the sentences with a gerund or an infinitive.

- 1 She smelled the milk *to check / checking* it hadn't gone off.
- 2 *To tell / Telling* her she's deaf isn't kind.
- 3 We're talking about *going / to go* vegetarian.
- 4 She'd be the first *to taste / tasting* the food.
- 5 I encouraged him *to have / having* an eye test.
- 6 My mum can't stand *to listen / listening* to loud music.
- 7 I was surprised *hearing / to hear* that he's colour-blind.
- 8 When *communicating / to communicate* with children, keep your language simple.
- 9 I'm used to *be / being* short-sighted – it doesn't bother me.
- 10 Leo used *having / to have* a sensitive palate, but he eats anything now.
- 11 Eventually, I will get used to *wear / wearing* glasses.

2 5A Complete the conversation with a verb from the box using a gerund or an infinitive.

be change go listen look sound stand walk

- Callum** Do you fancy ¹_____ to that concert next Saturday? It's the first big one ²_____ held there.
- Theo** I don't know. I'm going into town ³_____ for some new clothes so my feet will hurt after ⁴_____ around town all day.
- Callum** Talk about ⁵_____ old?! Why don't you consider ⁶_____ the day?
- Theo** I could, but ⁷_____ to loud music makes my ears hurt ...
- Callum** Well, I'm used to ⁸_____ at loud concerts, so my ears and feet will be fine!

3 5A Write two sentences using the infinitive and gerund forms for each one.

I began *to sleep as soon as my head hit the pillow.*

I began *sleeping as soon as the light was off.*

I began to _____.

I began _____.

I prefer to _____.

I prefer _____.

I love to _____.

I love _____.

I remembered _____.

I remembered to _____.

I forgot _____.

I forgot to _____.

I will try _____.

I will try to _____.

I will definitely stop _____.

I will stop _____ on my way home today.

4 5C Read the pairs of sentences and match them to the correct meaning (a–b).

- | | |
|---|--|
| <p>1
I forgot to buy flowers.
I forgot buying the flowers.</p> <p>2
We regret to say the restaurant is closed.
We regret saying the restaurant was closed.</p> <p>3
I tried to bake some bread.
I tried baking some bread.</p> | <p>a I forgot, so I didn't buy any flowers.</p> <p>b I bought the flowers, but then I forgot doing so.</p> <p>a We are sorry we said it was closed.</p> <p>b We are sorry that it's closed.</p> <p>a I did it so as an experiment.</p> <p>b It was effort and it possibly wasn't nice.</p> |
|---|--|

5 5C Complete the conversation with the correct forms of the verbs in brackets. In which gap is it possible to use the gerund and the infinitive?

- Alice** When I was in the market square last week, I stopped ¹_____ (try) some tacos from a street vendor. The smell was amazing and the tacos were mouth-watering.
- Kat** I didn't think you liked ²_____ (eat) spicy food.
- Alice** Well, I was persuaded ³_____ (give) them a go by my brother who was with me. I watched the chef ⁴_____ (cook) my taco – Mexican street food is delicious!
- Kat** Yes! You should try ⁵_____ (make) them at home – they look quite easy ⁶_____ (do).

6 5F Write the second sentence using the word in bold so that it means the same as the first one.

- 1 I don't want to talk about it. **RATHER**

- 2 I don't want you to study English philology. **DID**

- 3 She prefers dancing to jogging. **WOULD**

- 4 I'd like you to cook tonight. I'm exhausted. **RATHER**

- 5 I don't want you to come over. **NOT**

- 6 He doesn't feel like swimming today. **WOULD**

- 7 Given the choice, I'd prefer to eat something savoury. **RATHER**

- 8 If you could choose, what would you prefer to do? **RATHER**

- 9 My mum doesn't want me to play truant. **WAS**

- 10 We'd like our teacher to be fair. **RATHER**

6A Modal and related verbs

Obligation and necessity

We use **must** to talk about what is right or necessary. There is no choice: *A good spy **must** be an excellent driver.*

Have to is very similar to *must*. As it is not a full modal verb, it can be used in all tenses:

*For a perfect smile I **had to** wear braces for two years.*
*You **will have to** keep this a secret for the rest of your life.*

Have to/have got to are often used to indicate that the obligation is from somebody else or from outside, while *must* is used to show it comes from the speaker. The difference is very slight, however, and often they are interchangeable. A common modifier with this form is *really*:
*I **really must** stop smoking.* (= this is my idea – I want to do it)
*I **have to** stop smoking.* (= there is an external reason – perhaps a doctor has told me this)

The verb **need** is rarely used as a modal auxiliary verb in modern English. In this example, it is used as a main verb (not an auxiliary): *He **needs** to be courageous.*

Related verbs

We use verbs like **be required to / be obliged to** in all tenses to refer to an 'outside authority' that gives orders or sets rules:

*He **was required to** get proper qualifications in order to work as a doctor.*
*We **are obliged to** come to school on time.*

Duty and advice

We use **should/shouldn't, ought to/oughtn't to** to give our opinion or advice. They are also sometimes used for rules and instructions. The meaning is weaker than *must*. A common modifier with this form is *really*:
*Animals **shouldn't** suffer like this.*
*You **really ought to** be an expert.*

Related verbs

We use **be supposed to** to talk about what should/shouldn't happen according to rules or according to what is generally expected. It is not used in continuous tenses:
*They're **supposed to** be free.*
*Animals **are not supposed to** suffer like this.*

No obligation

We use **don't have to** and **needn't** to mean 'it isn't necessary':
*He **doesn't have to** be glamorous.* (but it is not a problem if he is)

Needn't is a modal verb and has the same meaning as *don't need to*:

*Pupils **don't need to/needn't** do this.*

The past form of these verbs have differences in their meanings:

*She **didn't need to** go there.* (we don't know if she went or not)

*She **needn't** have gone there.* (she went, now we know she could have stayed away)

Related verbs

*Human divers **are not required to** do the job.*
*Secret agents **are not obliged to** be glamorous.*

Ability

We use **can/can't** and **could/couldn't** to describe ability or lack of ability:

*She **can** swim very well.*

*He **could** play chess better than anyone I knew.*

To describe the completion of a specific action in the past we use **be able to**, not *could* in affirmative sentences. In negative sentences both *be able to* and *could* are possible:

*Paul **wasn't able to/couldn't** visit in person last Christmas, but he **was able to** (NOT ~~could~~) phone.*

Related verbs

*The police **managed to** find the bomb in time.*
*He **succeeded in** persuading her to help.*

Permission

We use **can/could** to ask for and give permission. *Could* is generally a little more polite, though intonation is most important in terms of politeness:

***Can/Could** I ask you a question?*

*You **can** stay out late tonight. / I **couldn't** stay out late when I was younger.*

Related verbs

*Why **has** cruelty to animals **been allowed** in this country?*
*We **are permitted to** enter the lab.*

Prohibition

We use **mustn't, can't** and **couldn't** to say that something is not permitted:

*People **can't** treat animals badly.*

Related verbs

*Students **are not allowed to** take mobile phones into exams.*
*In my last job, we **were forbidden to** use the Internet in the office.*

Possibility

We use:

- **can** to talk about things which are generally possible:
*It's very hot here in summer but it **can** rain heavily in winter.*
- **could/might** to say that a specific thing is possibly true:
*There **could/might** be life on other planets.*
- **can/could** to suggest a possible future action, not that it is likely to happen:
*If we finish early tonight, we **can/could** go for a meal.*
- **might** to talk about an uncertain future intention:
*If we finish work early tonight, we **might** go for a meal.*

Related verbs

*This film **is likely to** (might) win a number of Oscars.*
*It's a very difficult test. Some people **are bound to** (are sure to) fail it.*

6C Articles

The indefinite article – a/an

We use *a/an* with a singular countable noun when the listener doesn't know which particular thing is being referred to, or it doesn't matter which one. This is because:

- it is one of many of the same class, e.g. **a** job, **an** apple
- we mention a person or thing for the first time:
*I'm reading **a** really good article.*

The definite article – the

We use *the* (with any noun) when it is known which particular item is being referred to. This is because the thing/person:

- was mentioned before:
*I'm reading **a** really good article. **The** article talks about ...*
- is unique: *Half of **the** population live in **the** capital.*
- is defined specifically by the words that follow:
*My grandmother is still **the** head of **the** family.*

We also use *the* with:

- superlatives: **The largest** Japanese population is in ...
- comparatives (when identifying one of a pair): *I have two dogs. **The bigger** (of the two) is my favourite.*
- ordinal numbers: **The first** time I went there was in 2008.
- decades, centuries: *in **the** 1950s; in **the** 18th century*

Zero article

- We use no article with plural and uncountable nouns when we make general statements:
***Life** was very hard and over one million people emigrated.*
- We use no article with words like *prison, hospital, school, college*, etc. when we are talking about their purpose as an institution, e.g. *I go **to school** every day. He's been **in prison** for 3 years now.*
- We also use zero article with most place names. (exceptions: *the USA, the UK, the Czech Republic, the Hague*)

1 6A Match the sentences 1–7 to the related verbs a–g and then to the use in the box (A–G).

A prohibition **B** no obligation **C** duty and advice
D possibility **E** obligation and necessity **F** permission
G ability

Modal verbs

- ☒ **1** You must talk quietly here.
- ☐ **2** You ought to ask before you eat.
- ☐ **3** You don't have to take off your shoes.
- ☐ **4** I can walk for miles!
- ☐ **5** Can we sit on the grass?
- ☐ **6** You can't take photos in here.
- ☐ **7** I might take my dog to the park.

Related verbs

- a** It's likely to be busy – it's the holidays.
- b** I managed to see the whole city.
- c** We're not allowed to walk or sit on it.
- d** You're supposed to eat lunch in the café.
- e** You're not allowed to use a flash.
- f** You aren't required to leave your bag here.
- g** You are obliged to leave a donation.

2 6A Choose the correct words or phrases to complete the conversation.

- Lilly** I'm going to Dubai next month. You've been there, haven't you? Have you got any advice for me?
- Freya** There are a few things that you ¹*should* / *need* think about before you go. Is it a beach holiday?
- Lilly** Beach and sightseeing too.
- Freya** Well, you ²*should* / *can* wear a swimming costume, but you ³*can* / *need to* cover up when you aren't on the beach. You ⁴*have to* / *are able to* respect the local culture, so you ⁵*ll have* / *re required* to pack long-sleeved tops too as you ⁶*are able to* / *are required to* cover your arms.
- Lilly** OK. What about driving? Will we ⁷*be able* / *forbidden* to hire a car?
- Freya** Sure! My dad ⁸*had to* / *was required to* be really careful though as they drive really fast! Oh, and like here, it's ⁹*forbidden* / *not required to* use a mobile phone while driving.
- Lilly** It all sounds like it ¹⁰*should* / *might* be a bit scary.
- Freya** Not at all. It's an amazing place! Pity we ¹¹*weren't able* / *didn't need to* stay for longer.

3 6C Choose the correct forms to complete the sentences.

¹*The* / *A* – Reykjavik is ²*the* / *a* – northernmost capital on ³*the* / *a* – the planet. ⁴*The* / *A* – fugitive from Norway, Ingólfur Arnarson became ⁵*the* / *a* – first Icelandic when he settled on ⁶*the* / *a* – island in ⁷*the* / *a* – 1870s, around where ⁸*the* / *a* – city is now. Nowadays, 37%, of ⁹*the* / *a* – population live within ¹⁰*the* / *a* – capital's city limits. In ¹¹*the* / *a* – summer, there are over 21 hours of sunshine ¹²*the* / *a* – day, so if sounds good, then putting down roots in ¹³*the* / *a* – Reykjavik is ¹⁴*the* / *a* – place for you!

4 6C Complete the conversation with: a/an, the or no article (-).

- Sam** What's ¹_____ largest of ²_____ Caribbean islands?
- Luke** Hmm ... I think it's ³_____ Cuba, isn't it? Why?
- Sam** Well, I'm starting ⁴_____ new job in July, but it won't be in ⁵_____ office, so I can choose where I want to live! It's only for ⁶_____ year, so I thought I'd find ⁷_____ interesting and warm place to live. I'm not sure about ⁸_____ Cuba though – do you think I'll be able to get on ⁹_____ Internet?
- Luke** I don't know. Perhaps you should do some research – ¹⁰_____ life might be hard if you can't work properly or you don't like ¹¹_____ food for example.
- Sam** Yes. ¹²_____ more I think about it, the more convinced I am that you are right.

7A Reported speech

Basic rules

When we report what people said, we usually:

- move the original verb 'one tense back', except for the Past Perfect and modal verbs (see below for when we do not do this).
- change pronouns as necessary:
*'I've found **you** a dog.'*
*He said/told me (that) **he** had found **me** a dog.*
- use **say** (that) or **tell** + object (that) to report statements:
*He **said** he would come.*
*She **told** me she was home at that time.*
- use **ask** + (object) + **if/whether** for yes/no questions.
The word order of the question becomes a statement:
*He **asked** (me) **if/whether** I could write.*
- use **tell** + object + (not) + infinitive to report commands:
*He **told me to meet** him there that night.*
- use **ask** + object + (not) + infinitive to report requests:
*He **asked me to take** the fish finger out of the soup.*

We use **reporting verbs** like: *say, tell, ask, reply, answer, enquire, announce, order* (more about the verbs in 7C).

References to time, place and this/that:

place: here → *there*

time: now → *then*

tomorrow/next week → *the following day/week or the next day/week*

yesterday/last week → *the day/week before*

tonight/today/this evening → *that night/day/evening*

this → *that* (in time expressions)

this/that → *the*

Modal verbs

can/may → *could/might*

must → *must or had to*

Other modal verbs (*could, would, should, might*) do not change:

*'You **should** pack your things. We **must** go to Hong Kong tomorrow.'*

*He said I **should** pack my things because we **had to** go to Hong Kong the following day.*

No change

It is not necessary to change the verb tenses in reported speech when:

- we use a Present Simple/Present Perfect reporting verb:
*He **says/has said** he'll **be** back next week.*
- the statement is reported soon after it was said so the situation is still relevant:
*He **said** he'll **be** back next week. (It's the same week.)*
- the reporter believes that the fact/opinion is still true:
*Dad **said** that secrets always **come out** in the end.*

7E Reporting verbs

We use a great variety of verbs to summarise what people say. Some of them have more than one pattern.

- **Verb + (that)**
*He **explained (that)** tickets for the concert were sold out.*
*She **admitted (that)** she had given her friend the wrong advice.*
Others: *agree, complain, deny, insist, promise, recommend, regret*
- **Verb + object + (that)**
*He **warned him (that)** he **was wasting** his time.*
Others: *advise, persuade, promise, remind, tell*
- **Verb + (not) infinitive**
*He **offered to pay** them \$10 an hour for weekend work.*
*The publishers **promised to look** at her book again.*
Others: *agree, decide, refuse, threaten*
- **Verb + object + (not) infinitive**
*She **advised him not to drop** out of college.*
*They **encouraged him to try** again.*
Others: *ask, invite, order, persuade, remind, tell, warn*
- **Verb + (not) gerund**
*She **suggested getting** a job as a secretary.*
*The salesmen **regretted not making** a better deal.*
Others: *admit, advise, deny, recommend*
- **Verb + preposition + (not) gerund**
*They **apologised for not listening** to her.*
Others: *insist on, object to*
- **Verb + object + preposition + (not) gerund**
*Her teachers **criticised her answer for being** too short.*
Others: *accuse somebody of, blame somebody/ something for, congratulate somebody on, praise somebody for, suspect somebody of*

More than one pattern is possible with these verbs: *admit, advise, agree, deny, insist, promise, recommend, regret, remind, suggest, warn.*

We use **that + should** clause to provide information about the object. We use it with verbs that express the idea that an action is necessary, e.g. *demand, insist, propose, recommend, suggest*:

*His boss **suggested that** he **should** take a holiday.*

*They **recommended that** she **should** speak to her boss about the problem.*

We can also use these verbs with *that* + Present/Past Simple clause:

*He **insisted that** they **take/took** the money.*

*She **proposed that** he **take/took** a computer course.*

1 7A Write the second sentence using the word in bold so that it means the same as the first one.

1 'Who did you see at a rally yesterday?' Tony asked me.
BEFORE

2 'Should we make some placards?' Hugo asked me.
WHETHER

3 'What time do you want to meet for the march tomorrow?' he asked us. **NEXT**

4 'We must put more pressure on the government,' I said. **THAT**

5 'Don't chant anything offensive,' Pete advised us. **TO**

6 'Not many people wanted to support our cause,' Billy told me. **HAD**

7 'We'll see you tomorrow,' she said. **FOLLOWING**

8 'I'm going to stop you here,' the police officer warned.
THERE

2 7A Rewrite the conversation using reported speech.

Saskia Did you go on the protest march yesterday?

Niall No, I didn't. What was it about?

Saskia Well, the university has decided to close the library on Saturday afternoons, but for most students that's the best time to use it!

Niall Yes, you're right. I'm always there on Saturdays. So, what are they going to do?

Saskia There's a meeting this week to discuss a solution. You can come with me if you like.

Saskia asked _____

3 7A Write six sentences about Niall and Saskia's conversation using the verbs from the box.

admit congratulate invite remind repeat warn

Niall Well done, Saskia! You were amazing!

Saskia Thanks, but there was a lot of opposition, remember?

Niall Believe me – you were brilliant. I'm sure they'll keep the library open.

Saskia Well, I suppose you're right.

Niall Why don't we celebrate it tonight?

Saskia Hey, hey! Not so soon – we haven't won yet!

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

4 7E Complete the sentences with the correct form of the verbs in the box. Add *that* when necessary.

break delete deny go humiliate not post
promise should work

1 She _____ she had bullied me.

2 I _____ him _____ I would help with his placard.

3 He threatened _____ me.

4 We warned her _____ the photo.

5 She admitted to _____ the school rules.

6 They insisted on _____ on the rally.

7 I praised her for _____ so hard on the anti-bullying campaign.

8 He proposed _____ we _____ have a meeting.

9 I demanded _____ she _____ the malicious post.

5 7E Complete the text using the correct form of the verbs in brackets. Add *that* or prepositions where necessary.



THE ICE BUCKET CHALLENGE

The ice bucket challenge was a huge viral campaign that ¹ _____ people _____ (encourage/throw) freezing cold water over their heads and share it online. Millions of people took part and, at the same time, it ² _____ people _____ (suggest/should) donate money to charity. More than 17 million people uploaded videos to Facebook. But some ³ _____ the campaign _____ (criticise/be) just a trend and ⁴ _____ (insist) most participants didn't mention the disease they were raising money for at all. But despite the few who ⁵ _____ (object/get) wet, the campaign raised more than \$100 million in a 30-day period.

The charities involved have since ⁶ _____ us _____ (advise) they were able to fund a number of research projects and help many people.

6 7E Write sentences that are true for you about something you ...

1 were encouraged to do.

2 promised to do.

3 congratulated somebody on.

4 objected to doing.

5 offered to do.

6 insisted on doing.

8A The passive

The form

The passive is made with a form of *be* and a past participle.

The agent

We often use the passive to draw special attention to the agent by moving it to the end of the sentence.

If we mention the agent, we use *by*.

Active: *British coffee company 'Beans R Us' created 'Fresh Brew'.* (attention on Fresh Brew)

Passive: *'Fresh Brew' was created **by** British coffee company 'Beans R Us'.* (attention on Beans R Us)

In the above example, we mention the agent (Beans R Us) because it is new and important information.

We don't mention the agent if it is:

- obvious: *A transmitter **is worn** on the body.* (We know it is worn by a person.)
- unknown: *Agnes realised she **had been followed**.* (We do not know who followed her.)
- unimportant: *It **will be shown** at the 'New Inventors' show.* (Who will show it is not important.)

Present Simple	<i>A transmitter is worn on the body and digital messages are sent via the body's electrical field.</i>
Present Continuous	<i>The invention is being welcomed by coffee-lovers and couch potatoes everywhere.</i>
Past Simple	<i>'Fresh Brew' was created by British coffee company 'Beans R Us'.</i>
Past Continuous	<i>When we last heard, the 'mirror' was still being developed in a lab in France.</i>
Present Perfect	<i>Once a profile of your lifestyle has been built up ...</i>
Past Perfect	<i>When Lois realised she had been followed to her front door, she quickly activated her bag.</i>
Modal verbs in passive	<i>It can be switched on by text message. Music and games could be downloaded in seconds. It should not be used as protection from wild animals.</i>
going to	<i>It is going to be shown at the 'New Inventors' show next month.</i>
will	<i>A computer shows how your appearance will be affected in future.</i>
The passive infinitive	<i>There's one drawback: it needs to be filled with coffee and water first. The company expects Body Download to be launched next year.</i>
The passive gerund	<i>It's a 'must have' if you are worried about being attacked. Nobody likes being told about their bad habits, especially by a computer!</i>

Some verbs are usually followed by the infinitive and others by a gerund form:

*I **require** you **to be** on time.*

*I don't **fancy going out** tonight.*

When these verbs are used in the passive, the same verb patterns should be used:

*The humans who **were required to be** in the self-driving car ...*

*I don't really **fancy being monitored** at all!*

Contexts for the passive

We usually avoid the passive in informal language.

We can use *you* or *they* to refer to people in general:

*Look! **You** can switch it on by text message.*

***They** expect to launch Body Download next year.*

The passive is common in newspaper reports and academic writing because it makes the style more impersonal and objective.

The passive with two objects

Some verbs can have two objects, and either object can become the subject in the passive – it depends where the writer wants to put the focus:

*It **will show people** the consequences of an unhealthy lifestyle.*

***People will be shown** the consequences of an unhealthy lifestyle.*

*The consequences of an unhealthy lifestyle **will be shown to people**.*

*It **gives anyone** who touches it an electric shock.*

***Anyone** who touches it **is given** an electric shock.*

*An electric shock **is given to anyone** who touches it.*

Other verbs like this are: *hand, offer, pay, promise, send, teach.*

8F Impersonal passive structures

We can report beliefs and opinions using verbs such as: *say, think, believe, know, claim, estimate, expect* and a passive structure:

- **it + passive + that clause:**

***It is believed that** Berners-Lee would now be the richest man in the world. (present belief)*

***It was revealed that** hackers had interfered ... (past belief)*

- **subject + passive + to- infinitive:**

*His new system, called Solid, **is reported to be** a platform. (present belief).*

- **subject + passive (be + past participle) + perfect infinitive (to have been + past participle):**

*More than 700,000 people **are believed to have been affected** by the virus. (present belief about a past event)*

1 8A Change the active sentences into the passive.

- The doctor checks his blood pressure each time he visits her.
i His blood pressure _____.
- They are updating my house to include smart lights.
My house _____.
- Someone hacked into their computer.
Their computer _____.
- I realised that I activated the virus when I opened the program.
I realised that _____.
- We can switch our lights on with my phone!
Our lights _____!
- We will use facial recognition software to gain access through the front door.
Facial recognition software _____.
- We are going to track him with this device.
He's _____.

2 8A Complete the text with the correct passive form of the verbs in the box. Sometimes more than one tense choice is possible.

display charge monitor launch track
recommend create



Early smartwatch adopter

I've been a runner for years. When I started running, smartwatches ¹_____ yet and so, when they someday appeared in the runners' community, I never felt the need ²_____ by a gadget of some kind. As I became more competitive though I fancied ³_____ so I could check my times and compare my runs with others. So one day I bought a smartwatch that ⁴_____ to me and I must admit that I love it! I start the watch when I run and at the end my stats ⁵_____ on an app on my phone. A new model ⁶_____ next year that can check your heart rate too. I already want it! The only negative aspect is that it needs ⁷_____ every night, but this won't stop me from buying the new improved version as soon as it's been released!

3 8A Complete the sentences with your own ideas. Use the passive forms.

- I don't really fancy _____.
- Nobody likes being _____.
- Most people like _____.
- Somebody has _____.
- The Internet of Things seems _____.
- When I was on my mobile phone, I _____.

4 8F Rewrite the sentences using *it* + passive + *that* clause.

- The new state-of-the art system is expected to go live next month.

- An overwhelming number of people are thought to have fitness trackers.

- Many devices have been reported to end up in landfill sites.

- The upgrade will happen overnight, it was revealed.

- More teens are said to be suffering from anxiety nowadays.

5 8F Read about what people are saying about a new robot called George. Write sentences using subject + passive + *to* infinitive or perfect infinitive and the verb in brackets.

- George is super-intelligent. (suppose)

- He backs up his system daily. (believe)

- He will be on sale by the end of next year. (expect)

- He has been designed by students. (believe)

- He has been fitted with anti-hacking software (think).

- He has been used in 50 homes to test him. (report)

6 8F Complete the text with the correct passive structure. Use the verbs in brackets.

Relationship killers?

Social media ¹_____ (think/be) contributing to friendship breakdowns among teens. Moreover, it ²_____ also _____ (believe) the constant need for approval is causing anxiety.

Although it ³_____ (say) many schools ban mobile phones during the school day, a lot of students ⁴_____ (believed/ignore) this rule and this at a time when lots of cyber-bullying is taking place. It ⁵_____ often _____ (suggest) life before smartphones was easier for teens, and many parents ⁶_____ (think/be) limiting screen time or deleting social media apps completely. Some teens ⁷_____ (please/leave) these networking sites, but others ⁸_____ (believe/suffer) other problems, such as friends breaking off contact.

9A Conditionals

Zero conditional

If + present, + present to talk about situations which are always true:

*If things **don't work out**, you just **have to** make the best of the situation.*

First conditional

If + present, + will/won't/might/could + infinitive to talk about a possible situation in the future:

*If I **don't get** the grades, I'll **have to** get a job.*

Second conditional

If + past, + would/might/could + infinitive to talk about an unlikely or imaginary situation in the present or future:

*If I **were** a professional sportsman, I'd probably **be** much richer now.*

We can say *if I was* or *if I were*, but *if I were* is more formal.

Third conditional

If + Past Perfect, + would/might/could have + perfect infinitive to talk about an imaginary situation in the past:

*If I **d won**, I **could have represented** my city.*

*If I **hadn't done** all those things, I **wouldn't have done** so well at university.*

Mixed conditionals combine clauses from the second and third conditional types.

- We use this pattern to talk about the effects of an imaginary present situation/state on the past:
If + Past Simple, would (n't) have + perfect infinitive:
*If I **didn't speak** Spanish, I'd never **have met** Carmen.*
(I speak Spanish. → I met Carmen.)
- We use this pattern to talk about the consequences in the present of an imaginary past situation:
If + Past Perfect, would (n't) + infinitive:
*If I **d won** that competition I'd **be** richer than I am now.*
(I didn't win. → I'm not rich.)

9E Wish / If only | Past modals

Expressing dissatisfaction and regret

I wish / If only

We use *I wish / If only* + past to talk about present regrets:

*I wish I **had** a car.* (I don't have a car.)

*If only I **was/were** taller.* (I'm not tall.)

(*I wish I were* is more formal than *I wish I was*.)

We use *I wish / If only* + Past Perfect to talk about past regrets:

*I wish you'd **told** me what sort of party it was.*

(You didn't tell me.)

*If only I'd **left** my car at home today.* (I didn't leave my car.)

We use *I wish / If only* + *would (not) + infinitive* when we want something to happen, or a situation to change:

*I wish you'd **stop** doing that!* (I don't like it when you do it.)

Past modals for criticising

- We use **should (not) have** + past participle when we criticise a past action: *You **shouldn't have read** that letter.* (You read it and I'm unhappy about this.)
- We use **could have** + past participle when something was possible, but didn't happen, so we are unhappy about the result: *You **could have told** me you were coming!* (It was possible for you to tell me, but you didn't.)

1 9A Complete the sentences with a correct form of the words in brackets.

Bea I haven't got a penny left this month, so I can't buy that dress.

Mum Well, if you ¹_____ (put) some money aside, you ²_____ (can buy) it.

Bea You know I'm not so good with money. If I ³_____ (get) money, I ⁴_____ (spend) it straight away.

Mum It would be good to save some. If you ⁵_____ (not put) aside some money, you ⁶_____ never _____ (be able) to buy what you want.

Bea True! You are so good with money, Mum. I bet that if you ⁷_____ (be) given a large inheritance, you ⁸_____ (save) for me!

Mum Yes, but hopefully, if you ⁹_____ (inherit) millions, you ¹⁰_____ (not spend) it all the next day, right Bea?

2 9A Write mixed conditional sentences using the words in bold.

1 He has got a car. He has got high monthly costs. **WOULDN'T**

If he _____, he _____ high monthly costs.

2 She didn't save money. She couldn't buy the shoes. **SAVED**

If she _____ money, she _____ able to buy the shoes.

3 They are an affluent family. They bought that house. **NEVER**

If they _____ an affluent family, they _____ that house.

4 I didn't set up a lucrative business. I don't have any money now. **WOULD**

If I _____ a lucrative business, I _____ a lot of money.

5 We weren't rich. We aren't at private school. **HAD**

If we _____ rich, we _____ at a private school.

6 You worked hard, you are well-off. **HADN'T**

If you _____, you _____ so well-off now.

3 9E Write sentences using *I wish* and *If only*.

- 1 I wish / well-off. (present)

- 2 I wish / take her for granted. (past)

- 3 I wish you / give and take a bit. (present, expressing irritation)

- 4 If only they / safe and sound at home. (present)

- 5 If only he / know / it / not pay off. (past)

- 6 If only she / consider / options. (past)

4 9E Complete the conversation with *wish* and past modals.

- Lea** You ¹_____ (should/not tell) everyone about James. It was a secret.
- Saskia** Sorry, really, Lea – I ²_____ (wish/not mess up), but you ³_____ (can/tell) me it was a secret.
- Lea** Well, I thought you'd have taken it for granted. It's not the first time either. I ⁴_____ (wish/stop) sharing my life with everyone.
- Saskia** Well, if only you ⁵_____ (make) yourself understood in the first place!
- Lea** I ⁶_____ (should/talk) to you in the first place!



5 9E Use the prompts to write sentences using *I wish* or past modals. Use your own ideas.

- 1 You've eaten too much. *I wish I hadn't eaten so much!*

- 2 You didn't do your homework yesterday.

- 3 You said some mean things to your friend.

- 4 You went on holiday last year. It wasn't great.

- 5 You met your friend in town but left your wallet at home.

- 6 You flunked Chemistry last semester.

- 7 You've just spent all your money!

10A Past modals of speculation

- For a past possibility we use **could/might have** + past participle:
*He **might have robbed** the bank.* (he was in the area and had a motive)
*They **could have been** to London.* (but I'm not sure whether they were there or not)
- For a negative deduction about the past we use **can't/couldn't have** + past participle:
*You **can't have vacuumed** your room, it's still dirty!*
*She **couldn't have revised** the material because she flunked the test.*
- When we are positive about an action in the past, we use **must have** + past participle:
*It **must have been** in January 1953 when grandpa met grandma in Paris.*
- When we are less certain, we use **may/might not have** + past participle:
*Dad **may not have bought** bread, so let's get a loaf.*
*You'd better take your laptop because Tom **might not have taken** his.*
- We use **would have** + past participle when we are making an assumption about what happened in the past or drawing a logical conclusion:
*He **would have been** well-off at that time.* (assumption)
*Maria **would have graduated** from school so she was able to land a well-paid job.* (logical conclusion)

10C Reduced adverbial clauses

We can replace a full adverbial clause with a present or perfect participle. These kinds of participle phrases are relatively formal and most often used in written texts rather than spoken English:

Walking into the press conference for her film, she was addressed by a journalist.

As she walked into the press conference for her film, she was addressed by a journalist.

Having worked in comedy successfully for over 20 years, she didn't actually feel that way.

Because she had worked in comedy successfully for over 20 years, she didn't actually feel that way.

She looked straight at him and replied, 'Sure I did,' ***leaving him*** open-mouthed.

She looked straight at him and replied, 'Sure I did,' ***which left him*** open-mouthed.

We can use a perfect participle when we want to emphasise that one action happened before the other one:

After I had finished my work, I decided to have a bath.

Having finished my work, I decided to have a bath.

The subject of both clauses usually needs to be the same:
Walking to her car, Amy smiled at the photographer.

NOT *Walking to her car, the photographer snapped Amy's photo.* (this sounds like the photographer, rather than Amy, was going to her car).

- 1 **10A** Complete the text with the correct form of the verbs from the box. Sometimes more than one answer is correct.

must/take might/move must/have could/transport
might/use could/use would/take can't/be

STONEHENGE

Stonehenge is a prehistoric monument in the south of England and is one of the world's great mysteries. The stones are enormous and experts have differing opinions on how the stones ¹_____ from Wales to the site. ²_____ animals to help them? Or ³_____ on wooden or stone balls? Stone balls were found near the ancient stone circle and researchers think they ⁴_____ to move the massive rocks. Moving the stones ⁵_____ days – some think that it ⁶_____ about two weeks to make the trek. However they did it, it ⁷_____ easy and the builders ⁸_____ stamina and determination.



- 2 **10A** Read the situation. Then for every situation, write sentences using past modals of speculation.

- Your friend looks tired. I think he went to a party yesterday.
He might _____.
He could _____.
- You studied really hard for a test, but you failed.
I can't _____.
I couldn't _____.
- You have just walked past your gran's house. Her lights were on. Now she's not answering the phone.
She must _____.
- You are going camping with a friend, but you haven't discussed what you are each going to pack.
We may not _____.
We might not _____.
- Your dad took a train to London for a work conference. The train is due in London at 5 p.m. It's 6 o'clock. You think he might be at his hotel by now.
He would _____.
He could _____.

- 3 **10A** What do you know about the ancient monuments below? Choose one and write sentences about how you think it was constructed, why it was built and what life was like at the time.

The great pyramid of Giza, Egypt The Great Wall of China
Puma Punka, Bolivia Göbekli Tepe, Turkey Chichen Itza, Yucatan, Mexico

- 4 **10C** Combine the two sentences, using a participle clause.

- She didn't find the stand-up routine interesting. She left the theatre.

- I knew the museum well. I offered to take them round.

- I was reading your essay about modern film industry. I noticed a lot of mistakes.

- As I walked around Stonehenge. I saw lots of tourists.

- I finished the book about The Pyramids. I gave it back to my dad.

- They transported the enormous stones to England. They built the monument.

- He completed the bronze sculpture. They displayed it in the town square.

- She saw geometric shapes in the picture. She asked how they were made.

- 5 **10C** Complete the text with the correct form of the verbs from the box.

adapt be become know play spend use

Jamie Cullum

'Sinatra in sneakers'

Jamie Cullum is a British musician known for his jazz influenced popular music. ¹_____ in a rock band at age 15, he became attracted to jazz and, ²_____ that this was where his passion lay, he started singing in bars and on cruise ships. ³_____ a year in Paris, he moved back to the UK where he went to university to study film and music. Later, ⁴_____ his own money, he recorded his first album and then two years later ⁵_____ signed by a jazz label, he achieved fame. ⁶_____ famous, he earned himself a few nicknames: 'Sinatra in sneakers' and the 'Beckham of jazz'. ⁷_____ songs by Hendrix and Radiohead, he became a firm favourite on British radio.



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'gæən/	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 /gɒt/	got /gɒt/
give /gɪv/	gave /geɪv/	given /'gɪvən/
go /gəʊ/	went /went/	gone /gɒn/
grow /grəʊ/	grew /gru:/	grown /grəʊn/
hang /hæŋ/	hung /hʌŋ/	hung /hʌŋ/
have /hæv/	had /hæd/	had /hæd/
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 /lei/	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/
prove /pru:v/	proved /pru:vd/	proved /pru:vd/ proven /pru:vən/
put /put/	put /put/	put /put/
quit /kwɪt/	quit /kwɪt/	quit /kwɪt/
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/
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
shrink /ʃrɪŋk/	shrank /ʃræŋk/	shrunk /ʃrʌŋk/
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sink /sɪŋk/	sank /sæŋk/	sunk /sʌŋk/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /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/
spell /spel/	spelt /spelt/	spelt /spelt/
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 /tuk/	taken /'teɪkən/
teach /ti:tʃ/	taught /b:t/	taught /b: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 /,ʌndə'stænd/	understood /,ʌndə'stʊd/	understood /,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/
wind /waɪnd/	wound /waʊnd/	wound /waʊnd/
withdraw /wɪð'drɔ:/	withdrew /wɪð'dru:/	withdrawn /wɪð'drɔ:n/
write /raɪt/	wrote /rəʊt/	written /'rɪtn/

Unit 1

1 Complete the second sentence using the word in capitals so that it means the same as the first one. Use no more than four words, including the word in bold.

- 1** We heard the good news on our way back home. **WERE**
We heard the good news _____ back home.
- 2** I have a lot to do before I go on holidays. **LOADS**
There is _____ before I go on holidays.
- 3** When I'm very sad, I watch funny videos. **DUMPS**
When I'm _____, I watch funny videos on You Tube.
- 4** She seemed rather arrogant at first. **ACROSS**
She _____ as arrogant at first.
- 5** I haven't eaten meat for nearly a year. **LAST**
The _____ meat was a year ago.
- 6** After an hour, we found a way how to turn off unwanted messages. **FIGURE**
It took us an hour _____ to turn off unwanted messages.
- 7** The last time Sara came to the cinema was last winter. **SINCE**
Sara hasn't _____ December.
- 8** This app enables people to maintain regular contacts. **TOUCH**
Thanks to this app, people can _____.

2 Complete the text with the correct form of the words from the box. There are two extra words.

annoy astonish become carry celebrate find
get high send

Message in a balloon

A 10-year-old Laura Buxton ¹ _____ her grandparents' 50th wedding anniversary in Staffordshire, England. Encouraged by her grandfather, Laura decided to have a bit of fun with one of the helium balloons decorating the party. Before letting it loose, she attached a note which ² _____ the message 'Please return to Laura Buxton' together with her address and phone number. Two days later and 140 miles away in Milton Lilbourne, a farmer ³ _____ the balloon message in his field. Surprisingly, his neighbours were named the Buxtons, and they had a daughter whose name was Laura, so he passed the message on to them. This started a series of extraordinary coincidences. When Laura Buxton received the message, she contacted the Laura Buxton who ⁴ _____ it. When the two met up, they realized there were other similarities apart from their names. The girls were ⁵ _____ to discover that they were both the same age, fair-haired, blue-eyed and the same height! On top of that, the girls had the same pets: female black Labrador dogs, grey rabbits and guinea pigs. The two hit it off right from the start and ⁶ _____ friends for life.

The story of the Buxton girls is a reminder that just because something is ⁷ _____ unlikely, it doesn't mean it's impossible.

Unit 2

1 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary.

- 1** You _____ (get/soak) unless you take an umbrella.
- 2** The world population was six billion _____ (turn/twenty-first) century.
- 3** When you are studying till 4 a.m., you _____ (be/bound/feel) exhausted the next day.
- 4** People thought that the use of robots _____ (do/job) such as cleaning and cooking. But there's still a long way to go.
- 5** By the end of this month, they _____ (fight/control) of the company for two years.
- 6** My uncle had signed a contract and _____ (be/open) an ice cream parlour when his business partner backed out.

2 Choose the correct words a-d to complete the text.



Although air travel is more popular than ever, only three percent of the world's population chose this means of transportation in 2017, and only eighteen percent have ever done so. But things are changing. In 2016, there were around four billion air passengers. Every year the numbers are higher and this is a/an ¹ _____ trend. According to estimations, this figure ² _____ to 7.2 billion by 2035. The whole aviation sector ³ _____ to five percent of global heating. Even if we assume that only three percent of the world's population fly, we must admit that such high percentage of global emissions is brought ⁴ _____ by a relatively small group.

There is no other human activity that emits as much CO₂ as flying over such a short period of time. For example, a person taking one roundtrip flight from Europe to the Caribbean is ⁵ _____ to produce the same amount of CO₂ as 80 Tanzanians within a year. So even if you eat vegan, rely on solar power and feel ⁶ _____ about endangered species but still take a plane, you shouldn't consider yourself green.

So what can be done about it? There seems to be a solution, although an expensive one: ⁷ _____ fuels such as coal or gas need to be more expensive. Unfortunately, this will surely ⁸ _____ in higher air fares. But the real question is whether we really need to fly so much.

- | | | | |
|----------------------------|-------------------------|-----------------------|---------------------------|
| 1 a similar | b upward | c maximum | d downward |
| 2 a will have risen | b will be rising | c is rising | d is going to rise |
| 3 a makes | b produces | c causes | d contributes |
| 4 a by | b about | c in | d over |
| 5 a likely | b due | c common | d significant |
| 6 a strongly | b deeply | c considerably | d merely |
| 7 a exhaust | b renewable | c acid | d fossil |
| 8 a affect | b lead | c result | d cause |

Unit 3

- Complete the second sentence so that it means the same as the first one. Use no more than five words.
 - Freddie Mercury recorded one of his last songs *Delilah* in 1987. He dedicated it to and named it after his favourite cat.
One of Freddie Mercury's last songs *Delilah*, _____, was dedicated to and named after his favourite cat.
 - When Fran was a small child, she used to cry for no reason.
As a small child, Fran would _____ tears for no reason.
 - Terry regularly does his assignments at a short notice.
Terry will _____ off his assignments until the last moment.
 - I bought my new headphones in this shop.
This is _____ my new headphones.
 - Alison has an annoying habit of making her friends admire her singing talents when they visit her.
Alison is _____ off her singing talents whenever her friends visit her.
 - My mother, who is a dentist, has always insisted that I should become a dentist myself.
My mother, who is a dentist, has always expected _____ footsteps in becoming a dentist.

- Complete the text with the correct form of the words in brackets.

Different generation different social media

When Mark Zuckerberg and his friends founded Facebook in 2004, they would not expect that the service would have over 2 billion ¹_____ (DEDICATE) users fifteen years later. Nearly ninety percent of social media users check Facebook every day. ²_____ (ODD) enough, it is not the youngest generations, such as the Millennials or Generation Z that are the most addicted to it. Baby Boomers (those over sixty) check Facebook slightly more often. The main reason is that for older users Facebook is the only social network they feel confident to navigate.

However, it seems that Facebook is slowly becoming passé so the young find Snapchat or Instagram more interesting because those platforms are more ³_____ (TRUST). ⁴_____ (LIKE) Facebook, Snapchat doesn't force its users to look at everybody's information. Also, it allows you to communicate through images and pictures rather than words, which the young find more economical. What's more, the youngest generation of social media users have a real sense of ⁵_____ (BELONG) while on Snapchat. Through its closed groups and temporary sharing, it provides them with a feeling of ⁶_____ (SECURE) and relative privacy. ⁷_____ (APPARENT), Baby Boomers and Gen X do not realise what they are missing.

Unit 4

- Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than five words including the word given.
 - These days teenagers lose interest far too quickly. **SPANS**
These days teenagers' _____ very short.
 - Since we had no fuel left, we had to change our travel plans. **RUN**
As we _____ fuel, we had to change our travel plans.
 - When the police arrived, the arsonist ran away. **HAD**
Hardly _____ the arsonist ran away.
 - The woman did not seem to be surprised at her friend's strange behaviour. **ABACK**
The woman wasn't _____ by her friend's strange behaviour.
 - The identity of the man was not to be revealed, no matter what happened. **NO**
Under _____ of the man to be revealed.
 - Cosmo started writing the report as soon as I came. **SOONER**
No _____ Cosmo started writing the report.
- Choose the correct words a-d to complete the text.

The Black Volga

Since the previous century various products of technology, for example the car, have been key elements of many urban legends. One of them was the story of the Black Volga. Although it never hit ¹_____, it was familiar to a lot of people in Eastern Europe in the 1970s and 1980s. In extreme cases, some parents would resort to warning their kids: 'If you aren't good, you'll be taken by the Black Volga!'. The legend ²_____ a black Volga limousine that was used to abduct people, especially little children, who then disappeared without a ³_____. There were many versions of the legend circulating in different countries and all of them attracted a lot of public attention. Some were more absurd than others. For example, the most ⁴_____ version claimed that the car was driven by vampires. Others placed nuns and priests ⁵_____ the wheel. There were even witnesses who claimed the Black Volga had ram's horns instead of wing mirrors. Whoever the driver was, they would ⁶_____ circle the streets to abduct innocent passers-by. Sometimes the car driver would ask a passing person what time it was. ⁷_____ had the person given the answer than they were dragged inside the car.

Much as the story is a thing of the past, there are people who claim that the Black Volga still roams the streets so beware!

- | | | | |
|-----------------|----------------|--------------|-----------------|
| 1 a TV | b newspapers | c the public | d the headlines |
| 2 a engaged | b exposed | c revealed | d showed |
| 3 a mark | b track | c trace | d trail |
| 4 a bizarre | b exclusive | c persistent | d heartbreaking |
| 5 a in front of | b at | c next to | d behind |
| 6 a aimlessly | b deliberately | c presumably | d sensationally |
| 7 a As soon as | b No sooner | c Hardly | d Rarely |

Unit 5

- 1 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary.
 - 1 The teacher _____ (encourage/we/listen) an opera composed by Alban Berg.
 - 2 We couldn't _____ (prevent/he/take) in the competition although he wasn't ready.
 - 3 I _____ (not/get/used/eat) late at night before I started working shifts.
 - 4 I will never forget _____ (take/first/photo). It was my baby brother eating spaghetti.
 - 5 He almost fell when he _____ (walk/tightrope).
 - 6 My friend has _____ (try/change/study habit) to improve her results at school.
 - 7 We were all very tired during the run, but we decided _____ (not/stop/have) a rest.
 - 8 When I was a kid I preferred _____ (get/takeaway/eat) at home. Now I enjoy only homemade meals.

- 2 Complete the text with one word in each gap.

The power of scent

It goes without saying that smell is one of our most important senses: it ¹ _____ about seventy-five percent of our daily emotions. Smell is directly connected to ² _____ part of our brain which is linked to memory. As a result, smelling a particular scent, for example of freshly made coffee, can trigger a happy memory more quickly than our taste ³ _____ on the tongue experience the first sip. Research shows that sense of smell can be useful in commerce; retailers have been using the science of smell in their stores to attract customers. Interestingly, while the right smell can boost sales, unpleasant odour will ⁴ _____ most customers off and eventually cause lower income.

One study found that people were more likely to open their wallets if their environment smelled like 'warm scents', ⁵ _____ as vanilla or cinnamon. This is because warm scents ⁶ _____ people perceive the space around them as more crowded. People feel less in control in crowded spaces, and buying things helps them gain back some of that control.

A study run by Nike showed that ⁷ _____ though the brand was selling very well, adding scents to their stores increased sales by eighty percent! Nowadays, a lot of supermarkets use artificial smells to create a more pleasant environment for the customers – and to prevent them ⁸ _____ leaving their stores too soon.

Unit 6

- 1 Write one word which can be used in all three sentences.
 - 1 Who did you _____ the parcel to?
She refused to give me her home _____.
The presentation will _____ the problems of the young generation.
 - 2 Please, _____ the package with care.
The door _____ was made of pure gold.
Sam knows how to _____ difficult situations.
 - 3 I love being on the _____ so a nomadic lifestyle is definitely for me.
Can you _____ your car please? It's blocking the gate.
I used to _____ house several times when my parents got divorced.
- 2 Choose the correct words a-d to complete the text.

Keret House

The 'world's thinnest house' was built in Warsaw in ¹ _____ 2010 between an apartment building at Chłodna Street and a brick building at Żelazna Street. Designed by Jakub Szczęsny, the two-storey house was named after an Israeli writer Edgar Keret, who was also its first tenant. At first, the artist thought he ² _____ settle down in Warsaw, but then he decided to use it only on holidays. The structure looks ³ _____ the neighbouring houses. Measuring just 122 centimetres at its widest point, the house seems much more spacious than it actually is. It contains all the necessary amenities, such as a micro-kitchen, a mini-bathroom with ⁴ _____ running water and an ergonomic sleeping cubicle. The architect ⁵ _____ in squeezing a tiny work area into the apartment, which made it a fully functional living space. Since there are no stairs leading to the upper floor, you ⁶ _____ to use a ladder to access it.

The Keret House attracts a lot of attention all over the world. So if you ever ⁷ _____ sightseeing ideas when visiting Warsaw, arrange a short visit there. Admission is approximately PLN 20.



- | | | | |
|------------------|--------------|----------------|-------------------|
| 1 a – | b a | c an | d the |
| 2 a had to | b might | c could | d was able to |
| 3 a nowhere near | b marginally | c considerably | d nothing like |
| 4 a – | b a | c the | d some |
| 5 a managed | b was able | c succeeded | d tried |
| 6 a might | b ought | c should | d are allowed |
| 7 a turn out | b run out of | c deal with | d switch off from |

Unit 7

- Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than five words, including the word given.
 - 'No, I never threw a party at home without asking my parents for permission.' **DENIED**
Sylvia _____ at home without asking her parents for permission.
 - 'If I were you, I would deal with the problem immediately.' **ADVISED**
My best friend _____ with the problem immediately.
 - 'I'm terribly sorry I haven't answered your call.' **FOR**
The manager _____ my call.
 - 'I think parents must put more pressure on the school authorities.' **TO**
The reporter said _____ more pressure on the school authorities.
 - 'It was a wrong decision not to come to the meeting.' **REGRET**
I _____ to the meeting.
 - We should support our friends when they are in trouble. **STAND**
We ought _____ our friends when they are in trouble.
 - The project will be fine. Stop worrying about it! **SHRUG**
The project will be fine so _____ your worries.
- Complete the text with the correct form of the words in the box. There are two extra words.

Too thin for the fitness centre?

aware discriminate embarrass equality exploit
justify sympathy tell victim

The fitness centre, as a rule, ought to be a shared workout environment for everybody. On no account should it rule anybody out because of their looks or fitness level. The reality, however, is far from that.

Usually, it is overweight people that are ¹_____, but it seems that times are changing. These days dark clouds are gathering over underweight people who are mostly ²_____ of becoming the possible target of a discrimination campaign. The management of a gym in Canada decided to ban thin people from becoming members. The founder of the gym ³_____ the press that he wanted his place to be a 'safe haven' for overweight people. He also accused thin gym users of ⁴_____ some of his bigger clients and urged them to reconsider their membership. Similarly, a few other gyms in Dallas, Chicago and Las Vegas introduced such ⁵_____ practices and they are clearly against ⁶_____ standards. Shockingly, some fitness centres screen potential clients making sure they really have those extra kilos to lose.

In the everlasting weight war, it seems easier to ⁷_____ with the overweight rather than the thin, but a ban on any group is unfair. Both fat- and thin-shaming is wrong and should never take place.

Unit 8

- Complete the second sentence so that it means the same as the first one. Use no more than five words in each gap.
 - They are going to release a new model of smartwatch next Monday.
A new model of smartwatch _____ next Monday.
 - Someone broke the computer screen so I wasn't able to do my presentation.
The computer screen _____ before I started my presentation.
 - I hate it when someone wakes me up before midday!
I hate being _____ before midday!
 - You have to fill the coffee machine with water.
The coffee machine _____ with water.
 - The project gives everyone a chance to improve their computer skills.
Everyone who takes part in the project is _____ to improve their computer skills.
 - The newspaper reports that teens spend too much time online.
It _____ that teens spend too much time online.
 - The researchers believe that the number of desktop computer users has gone down since 2016.
The number of desktop computer users is _____ down since 2016.
- Complete the text with the correct form of the words in brackets.

Is your smartphone making you less smart?

Would you like to be smarter and have more free time? It's all within your reach; all you need to do is to ¹_____ (**CONNECT**) from your mobile phone. It's true smartphones make our lives easier. They connect us with people we love, help us to work, and even order lunch. Thanks to the smartphone's numerous functions, such as facial ²_____ (**RECOGNISE**), ambient display or mobile payment support, we often believe that we have improved the quality of our lives. But ³_____ (**APPARENT**), these are false hopes. New research reveals that our memory is ⁴_____ (**PROFOUND**) affected by phones and deteriorates when we are non-stop connected. According to these findings, it is not enough to turn your phone on silent or put it face down. The mere sight of it diminishes your cognitive abilities. Only being far away from your mobile device can give some ⁵_____ (**NOTICE**) improvements in your ability to process information. Paradoxically, the very same companies who have created the problem for us are now trying to address it. We've seen a considerable ⁶_____ (**GROW**) of parental control apps which can limit time spent on the phone and block apps or games. Another proposal to regain the control of your life are special apps and ⁷_____ (**WEAR**) which offer short daily exercises to help us use our phones in a healthy way. Whether or not this will be enough to reverse the trend remains questionable.

Unit 9

- 1 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary.
 - 1 If the taxi driver hadn't taken a longer route, we _____ (arrive/time).
 - 2 If I _____ (have/opportunity) to start my own business, I would definitely take it.
 - 3 He wouldn't be where he is now if he _____ (live/hardship) when he was a small child.
 - 4 If she _____ (pass/exam) after the first year, she wouldn't be baby-sitting in the USA now.
 - 5 My mum says that if I _____ (drop/college), I'll have to get a job.
 - 6 I wish you _____ (give/she/chance) to apologise for what she said. I think she deserved it.
 - 7 I wish you _____ (stop/play/music) so loud! It's unbearable.
 - 8 You _____ (should/not/open/letter). It wasn't addressed to you.
 - 9 The bathroom is flooded! I _____ (must/forget/turn) off the tap.
- 2 Complete the text with the correct form of the words in brackets.

HOW WE REALLY REACT IN CRISIS

When we think how we might react in a potential disaster such as a hurricane, we usually wonder whether or not we will panic. Actually, most of us do not behave hysterically in extremely stressful or ¹ _____ (HAZARD) situations. Researchers believe that the majority of us move through three stages in a disaster. The first one is denial in which people tend to move slowly, for example, after September 11 terrorist attack in New York, a lot of ² _____ (SURVIVE) admitted they had procrastinated leaving their offices, looking for their personal items to take with them before heading for the stairs. And this can be a major ³ _____ (BACK) with catastrophic results. ⁴ _____ (SIMILAR), plane crash survivors will try to take their carry-on bags with them as they exit the plane, while all they need to do is to focus on a safe and quick escape. In the next phase, people become ⁵ _____ (INCREASE) irritated and they lose their abilities to think logically: they might have trouble performing simple tasks, such as putting on a life jacket. In the last phase, when the decisive moment comes, they are frozen or numb.

Naturally, what each of us will specifically do depends on our genetic ⁶ _____ (INHERIT) or environmental factors. However, even the bravest ⁷ _____ (RISK) cannot predict how they will react in crisis.

Unit 10

- 1 Write one word which can be used appropriately in all three sentences.
 - 1 The countryside near my home town is as _____ as a pancake.
I was late as I got a _____ tyre on my way to work.
The actor used to have a _____ in the city centre.
 - 2 He was paralysed with _____ when he saw a mountain lion.
The artist left the country for _____ of being recognised by paparazzi.
Police _____ that the thieves may try to steal the jewels again.
 - 3 I can't wait to see the new _____ of my favourite show.
The roads are always busy when the holiday _____ starts.
Every night in high _____ there is a live performance on the beach.
- 2 Complete the text with one word in each gap.

— A YOUNG — STAR IS BORN



Without a shadow of a ¹ _____, Hollywood is the land of opportunities for the young and ambitious. Thanks to their hard work, talent and discipline the world of fame and fortune can open up for them. However, it is not always so easy for actors in their 20s to grab the critics' ² _____ and receive favourable reviews – they have to prove much more than someone who has been in the business for decades.

Moreover, the roles offered to younger performers are often shallow and they lack the depth which is associated ³ _____ mature acting. Consequently, not everybody can show off their skills and become a success. Only a handful of actors go on to become movie stars who will ⁴ _____ the audience open-mouthed. One of such rising stars is Timothée Chalamet. ⁵ _____ been in the film industry for only five years, he has already received an Academy Award nomination for the Best Actor in *Call me by Your Name*. This nomination can't ⁶ _____ been a coincidence as he had managed to prove his talent in the acclaimed *Homeland* drama series before that. The recent roles he played have earned him praise ⁷ _____ fans all over the world. Also, the film critics are impressed ⁸ _____ his brilliant acting. It is clear his best days as an actor are still ahead of him.

STUDENT A

3E Exercise 9, page 40

Complete the text about an item of old technology with relative pronouns and the correct form of the verb *to be*. Use participle clauses where possible.

Fax, ¹ _____ short for 'facsimile', or 'copy', is a technology ² _____ nowadays largely obsolete. A fax machine, ³ _____ pictured here, was something ⁴ _____ used to transmit text and images over the phone. These large machines, ⁵ _____ very popular in the 1990s, are now mainly museum pieces. However, in some countries, ⁶ _____ electronic signatures on contracts are not yet legally recognised, they are still used.



Now tell your partner about the piece of technology, without looking at the text you have completed. Don't forget to use relative clauses and participle clauses.

5F Exercise 6, page 71

You want to go out for dinner with Students B and C. These are your preferences:

- You don't like packed places.
- You like informal, simple places.
- Somewhere with a terrace / garden.

7E Exercise 7, page 100

Read a news report about an unfair situation. Tell your partner about what happened and what was said, replacing the underlined sections with the correct form of the reporting verbs from the box.

advise explain insist object offer refuse suggest

A sales assistant at the famous London store, Harrods, has claimed that she was forced to leave her job after the shop management ¹told her she had to wear make-up. Melanie Stark had been working there for four years when a manager ²told her that wearing make-up was part of the company's dress code. When she ³said she wouldn't wear it, they sent her to work in the storeroom, away from customers. They ⁴said they would pay for a make-up workshop so she could learn how to apply it, and in addition, they ⁵said that perhaps she could just wear lipstick and mascara. However, Melanie ⁶didn't not want to wear any make-up at all. Melanie said that a legal expert ⁷had told her that she could sue the company under the Equality Act.

Now discuss whether you think what happened in this situation was fair. Give reasons for your answers.

8F Exercise 6, page 115

Rewrite these sentences using impersonal passive structures. For each sentence, use different types of structures.

- 1 Half the world's population is now online.
- 2 The average Internet user spends 135 minutes a day on social networking sites.
- 3 Around fifty percent of Internet users are on Facebook.

Then discuss these statements with Student B. Say what impact they have on people's lives.

9A Exercise 11, page 125

Read the short text. Tell Student B about the person and comment on some key points in their lives using conditional forms.

Haile Gebrselassie

Haile Gebrselassie was brought up on a farm in Ethiopia. He was one of ten children, and his family was poor. Every day he had to run ten kilometres to school and the same distance back home at the end of the day. It is said that this is why he ran with his left arm crooked – as if he were still holding his school books!

He won the World Cross Country Championship four times and the Gold medal at the Olympics in 1996 and 2000. In 2004, Haile wanted to become the first man to ever win the Gold three times in a row for the same race, but an injury meant he was unable to train, and he finished fifth. He is now an extremely wealthy man, and has invested in hotels, schools and other businesses in Ethiopia.

ALL STUDENTS

1D Exercise 8, page 9

In pairs, use some of the conversation starter questions to prepare a short dialogue. Use question tags and echo questions.

- 1 What was the best thing you did this year?
- 2 What's your favourite kind of music?
- 3 What would you do if you were president or prime minister of your country?
- 4 Where would you live if you could live anywhere in the world?

2D Exercise 8, page 22

Prepare a short presentation (2–3 minutes) about an endangered species. Research information about one species. Describe their physical appearance and habits and explain why they are under threat.

2E Exercise 2, page 24

Study some ideas for the competition in Exercise 1 on page 24.

- 1 **Our idea:** Ban single-use plastic water bottles at school – students bring re-usable water bottles instead.
Benefits for the environment: Reduce plastic use. If every student buys or brings in a single-use plastic bottle every day, that's 2,000 bottles a day.
How we will use the grant: Install drinking fountains, and set up campaign to encourage students to bring in re-usable water bottles.

- 2 **Our idea:** Set up a day when everyone living less than two miles from school agrees to walk or cycle to school (rather than being driven in by their parents). Those living further away who usually come by car agree to share cars with at least one other student.
Benefits for the environment: Reduce pollution on that day and encourage people to make it a regular thing.
How we will use the grant: Make a short film about the project to encourage other schools in the area to try the same thing.

- 3 **Our idea:** Clothes swap. Everyone brings clothes they no longer need and swap them for different items.
Benefits for the environment: Students stop buying so many new clothes, which reduces the impact on the environment of manufacturing them.
How we will use the grant: Publicise and promote the event and pay for the hire of a venue.

2E Exercise 6, page 24

In small groups, look at three posters designed to support the campaign to ban single-use plastic bottles from the school. Choose one of the posters, giving reasons for your choice.



3A Exercise 5, page 35

Text A describes a typical youngest child – they are usually rebellious and a bit naughty.

Text B describes a typical older child (or only child) – they are high achievers and want to please their parents.

Text C describes a typical middle child – they don't have such clear typical characteristics, but tend to be quieter and more inward-looking than their siblings; they are often good at negotiating.

4A Exercise 13, page 49

Use the prompts in the box to invent your own conspiracy theory. Write 1–2 paragraphs about what happened. Use Past Perfect Simple or Continuous where appropriate and some of the vocabulary from lesson 4A.

a famous person a secret clues a bizarre theory
an abduction a clone an assassination a lookalike
a worldwide conspiracy between powerful people
a reason why the 'truth' cannot be revealed or exposed

4F Exercise 3, page 55

- 1 This story is probably false, but the writer Douglas Adams claims it happened to him in 1976. There are many similar legendary tales about people who accidentally become thieves in England and the US.
- 2 This story is definitely false. It was invented as a newspaper April Fool's story.
- 3 This story is probably true. There have been reports from India of incidents of exploding mobile phones which led to fatal injuries. It has been claimed that it was because the man was using the incorrect equipment.

5A Exercise 2, page 65

Items 3 and 6 are not true.

5F Exercise 6, page 71

In groups of three, decide which of the restaurants below you would like to go to. Discuss the options, explaining your preferences.

Gino's' Pizza

Enjoy a delicious homemade Italian meal.
Quiet and relaxed, outdoor seating.

📍 2.5 km away
★ ★ ★ ☆ ☆



Mango Tree Spice n' Grill

You won't find better Thai food in town!
Only fresh ingredients; healthy and trendy.

📍 0.7 km away
★ ★ ★ ★ ★



The Hungry Cat

Great place for a long night out with friends.
Amazing view, live music, classic and contemporary food, vegan options.
The best value for money!

📍 1.6 km away
🌟🌟🌟🌟 (634 reviews)



6C Exercise 8, page 81

Use the notes below to write a paragraph about a man who lived alone in the woods for over 40 years. Pay attention to the use of articles.

- Billy Barr lived over 40 years in woods.
- only resident of Gothic, Rocky Mountains, Colorado, one of coldest places in US
- 10 miles from nearest town; in winter, road closed
- in 1973 was environmental science student; dropped out college, decided to collect data on snow in notebooks
- lived in tent first, then wood cabin with just wood-burning stove and bed
- still records data; now used in scientific studies
- 2016 film *The Snow Guardian* dedicated to Barr

6F Exercise 5, page 85

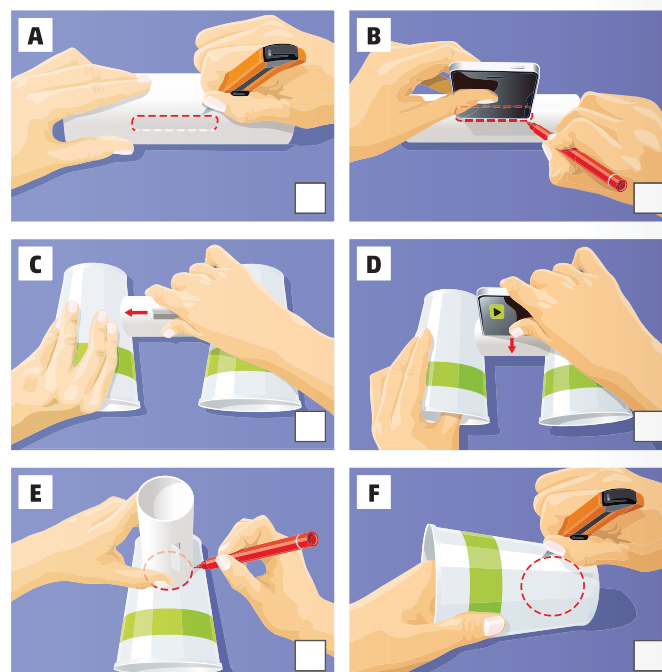
Work out the order of the instructions 1–6. Then match the instructions with pictures A–F. In pairs, explain how to make the speaker.

Student A: *All you need is two paper cups and a toilet roll.*

Student B: *What you do first is ...*

How to make a speaker from paper cups and a toilet roll

- Cut out circles.
- Cut out front and sides of rectangle. NOT back edge!
- Place phone on roll (phone MUST face you). Draw rectangle round base of phone.
- Press play and insert phone in rectangular hole. Enjoy the sound!
- Use toilet roll to draw circle on cups. NOT too high up (sound won't amplify).
- Push cups onto ends of toilet roll.



7B Exercise 3, page 96

- | | | |
|-----------------|--------------|-------|
| 1 \$150 billion | 3 19.1% | 5 16 |
| 2 77% | 4 43 million | 6 100 |

7C Exercise 5, page 97

- If you **avoid** a place or a person you do not go near them. If you **evade** someone you do not let them catch you.
- We normally use **over**, not **above**, with numbers, but when we talk about temperatures in relation to zero, we use **above**.
- To **prove** something is to show that it's true; to **test** something is to use it for a short time to see if it works in the correct way.
- Both **raise** and **rise** refer to something going up, but **raise** is transitive (it has a direct object) – e.g. *he raised his prices* – and **rise** is intransitive (no direct object) – e.g. *the prices rose*.
- In the end** suggests there has been a long process or some uncertainty. **At the end** simply refers to the position within the story or film.

8A, Exercise 9, page 109



- 1 Explain how you think the smart suitcase is used.
- 2 What could go wrong? How could it be improved?
- 3 Would you like to own the smart suitcase? Say why.

8G Exercise 1, page 116

- 1 This could tell advertisers roughly when your birthday is, which would help them to show you adverts for parties, possible gifts and so on.
- 2 If you tag your location, this could help local businesses to ask you for a review, or try to sell you a similar holiday, or even sell other products based on the kind of holiday you're on. You might appreciate this kind of information, but it's good to make a conscious decision about whether you want to give away this kind of information.
- 3 It's risky to give the year as date of birth is a common security question that might be used by hackers. However, bear in mind that criminals might put together information from different sources – for example, they might see a photo of your birthday cake – so the less information you give away the better.

9C Exercise 1, page 127

Quiz key

- | | | | |
|------------|------------|------------|------------|
| 1 | 2 | 3 | 4 |
| a 1 point | a 2 points | a 3 points | a 3 points |
| b 2 points | b 1 point | b 2 points | b 1 point |
| c 3 points | c 3 points | c 1 point | c 2 points |

4–5 points: You are extremely risk averse. If you never try anything new, how do you know you won't like it?

6–9 points: You have a balanced attitude towards risk, and weigh up your decisions carefully.

10–12 points: You are more than willing to take risks. You might want to slow down a bit. Your attitude could get you into trouble one of these days!

10A Exercise 10, page 139

The stone spheres of Costa Rica were probably made between 1000 and 1500 years ago by people of the now extinct Diquis culture. They are of different sizes, from a few centimetres to over two metres in diameter. Around 300 have been found so far. They are thought to have been placed in lines on the approach to the houses of important people, but it is unclear exactly what their purpose was. They seem to be perfect spheres, leading people to speculate that the Diquis people had help from a superior culture, or even from extraterrestrials, but in fact, the spheres are not perfectly round.

10E Exercise 6, page 144

Magic and **magical** can both be used to describe something that can perform magic, e.g. *a magic wand*, *a magical animal*. **Magical** can also be used to describe something beautiful and exciting, e.g. *a magical evening*.

Comic is used to describe things which are meant to be funny; it is always used before the noun, e.g. *a comic film*. **Comical** is used to describe something that makes you want to laugh, often because it is silly; it can be used before or after the noun, e.g. *a comical hat* / *the hat was comical*.

Historic is used to describe something that was or will be important in history, e.g. *a historic occasion*. **Historical** is used to describe books, plays and films that deal with the past, e.g. *a historical novel*.

Childlike is used to describe positive qualities that are typical of a child, e.g. *She has a childlike way of looking at things*. **Childish** is used to show disapproval of behaviour that makes one seem much younger than they really are, e.g. *Don't be so childish!*

Tasteful can be used to describe something made or decorated with good taste, e.g. *tasteful furnishings*.

Tasty food has a good taste, but is not sweet.

Lively is used to describe someone who has a lot of energy.

Alive is used to describe somebody that is still living, not dead, but also something full of energy and happiness, e.g. *face alive with excitement*, *house alive with activity*.

Invaluable is used to describe something extremely useful, e.g. *The internet is an invaluable source of information*.

Worthless is used to describe something of no value, importance, or use, e.g. *a worthless piece of information*.

10F Exercise 8, page 145

Read the descriptions of three more shows on at the Muse Art Festival. In groups, negotiate which show to see tonight.

Dance, physical theatre and circus

Explosion!

Breathtaking and totally original, the French contemporary dance troupe, *Maintenant*, have created an incredible show that questions our very reasons for living.

Comedy

TED makes jokes

You've heard of TED talks – in this show Ted (or anyone in the audience who likes the idea) is asked to come up on stage and give a short funny talk. No one knows what to expect!

Music

Retro Brothers

Scottish duo, Retro Brothers (who really are brothers), present an entertaining show featuring songs from the 90s, including Oasis, Blur, Pulp and other retro classics.

STUDENT B

1F Exercise 5, page 11

In pairs, role play the two situations. Use language for expressing emotions and for responding from lesson 1F.

- 1 Ask your friend how they feel about winning first prize in an art competition. Respond to what your partner says by congratulating him/her.
- 2 Your parents unexpectedly gave you a brand-new phone. You're very pleased. Tell your friend about it.

Your partner is going to tell you about two different situations. For each situation which your partner describes, respond according to these instructions.

- 1 Reassure your friend.
- 2 Express your sympathy.

3E Exercise 9, page 40

Complete the text about an item of old technology with relative pronouns and the correct form of the verb to be. Use participle clauses where possible.

In the late 1980s and early 1990s, ¹_____ a time ²_____ mobile phones were too expensive for most people, it was fashionable to carry a pager. This was a simple piece of technology, ³_____ designed to fit in your pocket and ⁴_____ sent out a notification ⁵_____ let you know that someone was trying to contact you. You then needed to find a phonebox ⁶_____ you could ring them. Pagers are still used nowadays in situations ⁷_____ you need to know when something is ready – like a food order in a restaurant for example.



Now tell your partner about the piece of technology, without looking at the text you have completed. Don't forget to use relative clauses and participle clauses.

5F Exercise 6, page 71

You want to go out for dinner with Students A and C. These are your preferences:

- Spicy food, not too bland.
- You are more interested in quality of food than atmosphere.
- Not too far away – walking distance, ideally.

7E Exercise 7, page 100

Read another news report about an unfair situation. Tell your partner about what happened and what was said, replacing the underlined sections with the correct form of the reporting verbs from the box.

admit agree apologise encourage offer praise remind

Rachel Burns was a manager at a care home for elderly adults. People often ¹said how good she was at her job. She used to organise a Friday music night for the residents where she sang for them on stage. She ²was happy for them to join her if they wanted. One night, she posted photos of the event on Facebook where they were seen by a relative of one of the people who lived in the institution. The next day, her bosses ³asked if she remembered that this was against the rules. The care home ⁴gave Rachel a choice – lose her job or take a lower-paid position instead. Rachel ⁵said she knew she had broken the rules, and ⁶said she was sorry that she had done it, but that this didn't seem fair. It took a year, but eventually a judge ⁷had the same view as Rachel that she didn't deserve to lose her job.

Now discuss whether this situation was fair.

8F Exercise 6, page 115

Rewrite these sentences using impersonal passive structures. For each sentence, use different types of structures.

- 1 The average person spends four hours a month on YouTube.
- 2 81 percent of all emails sent are spam.
- 3 Around 25 percent of people have bought something after seeing an advert on social media.

Then discuss these statements with Student A.

9A Exercise 11, page 125

Read the short text. Tell Student A about the person and comment on some key points in their lives using conditional forms.

Boris Becker

Boris Becker was born in Leiman, Germany. His father was an architect, so his upbringing was quite affluent. In 1985, Becker became the youngest player ever to win the tennis championship at Wimbledon. He was just seventeen. When he retired in 1999, he had earned over \$25 million. It is estimated that, together with his sponsorship deals, and a tennis equipment and clothing business he set up, he was once worth \$160 million. However, his extravagant lifestyle means that he is now very far from well-off. In fact, he owes significant amounts of money.

STUDENT C

5F Exercise 6, page 71

You want to go out for dinner with Students A and B. These are your preferences:

- Somewhere with a lively atmosphere.
- Plenty of vegan options.
- Somewhere not too expensive.