OXFORD



Workbook

B2

Upper Intermediate

Rachel Godfrey and Vicki Butt





LUISION

Workbook

B2

Upper Intermediate

Guide for Classroom Presentation Tool

Vicky Butt and Rachel Godfrey

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0.1 INTRODUCTION

CI	loose the correct answer: A, B or C.
1	Have you ever had a injury like a broken arm?
	A emergency B severe C sprained
2	I needed when I fell and cut my leg.
	A a bump B first aid C a sprained ankle
3	A woman in the street and I had to call an ambulance.
	A collapsed B sprained C recovered
4	James was for about five minutes.
	A emergency B specialist C unconscious
5	Taryn got a on the head playing rugby. It wasn't too bad
	and she kept playing, but she had a headache in
	the evening.
_	A bump B bruise C sprain
6	It isn't bleeding, but you've probably got there. It'll show in the next few days.
	A a severe injury B a bruise C first aid
7	He's hurt his back and it's going to take him a few weeks
Ė	to
	A recover B collapse C be unconscious
8	I got a when I was playing hockey.
	A first aid B sprained ankle C specialist
9	Carl loves his job with the because he never knows
	what's going to happen when he goes out to work.
	A specialist B first aid C emergency service
10	She's going to Paris next week to see an eye
	A bruise B service C specialist
W	no or what are they talking about? Use words in Ex 1.
1	'I know what to do if someone's cut themself or hits
	their head.'
2	'Look at it! It's yellow, purple and green!'
2	'Cha studied general modicine at university
3	'She studied general medicine at university, but then decided to focus on heart health.'
	but then decided to locas of meart health.
4	'I can't walk on it!'
5	'It's going to take her a very long time to recover from it.'
6	'Fire, police or ambulance?'
М	atch rules 1–5 to sentences A–E.
1	We use the present simple for facts and permanent
	situations
2	We use the present simple for habits and routines
3	We use the present simple for timetables and
	schedules
4	We use the present continuous for things happening now
	or around now
5	We use the present continuous to describe annoying or
	repeated behaviour
Α	The next fitness class starts at 4.45.
В	Damian's making a good recovery.
_	Your heart beats about 100,000 times a day.
D	Anita's always talking about her health!
E	Maryam works as a tennis coach at the weekends.

- 4 Choose the correct alternative.
 - 1 The human brain **contains** / **is containing** a large amount of water.
 - 2 What's the matter? What happens / is happening?
 - 3 The match starts / is starting at half past two.
 - 4 A I can't find my keys.
 - B Oh no, not again! You always lose / 're always losing your keys!
 - 5 We **study / are studying** the history of medicine at the moment.
 - 6 Jasmine sees / is seeing a specialist every two years.
- **5** Complete the dialogue with the correct form of the verbs in brackets. Use contractions where possible.



Anya	What 1	(Lily / do)
	these days?	
Milo	She's at university. She 2	
	(study) to be an ambulance w	orker.
Anya	Oh, really? My uncle 3	
	(work) for the ambulance se	rvice. He really
	4	(enjoy) it. He
	5	(always / tell) me
	I should think about it as a c with people and I ⁶	areer because I'm good
	(love) driving. It's a bit annoy reminding him that I 7	ring, really – I have to keep
	(not / like) the sight of blood	!
Milo	Ha! I'm the same!	
Anya	So, when 8	(Lily's
	course / finish)?	
Milo	Next summer. She and her fr	riend
	9	(think) about
	working in Australia for a yea	ar after that.

6 Answer the questions so they are true for you.

- 1 Would you like to work for the ambulance service? Why? / Why not?
- 2 Would you like to work for one of the other emergency services? If so, which one and why? If not, why not?

2

3

1	Tick (✓) the correct meaning.	4 Match the words below to the definitions.
	1 I'd never heard of an air plant until Soroush gave me one.	biofuels carbon dioxide houseplants
	A I heard about air plants and then Soroush gave me	leaves modify monitor natural habitat
	one.	oxygen roots rural transform tropical
	B The first time I heard about air plants was when	1 connected with areas of the world which are warm
	Soroush gave me one.	all year round, such as Brazil, Malaysia and Kenya
	2 The trees have grown.	
	A I don't know when the trees grew, but they look different now.	2 plants kept in indoor spaces like houses, offices and classrooms
	B I know when the trees started and stopped growing.	3 connected with the countryside, not the city
	3 We've been learning about plants.	
	A We learned about plants at an unspecified time in the past.	4 a gas that people and animals can't live without
	B We started learning about plants some time ago and	5 the green parts of a plant
	we're still learning about them now. 4 We were doing some work in the garden when it started	6 watch and check something over a period of time
	raining.	7 change something slightly, especially in order to
	A The rain started, but we did some work in the garden. B While we worked in the garden, the rain started.	make it more suitable for a particular purpose
	5 I gave them some flowers.	8 a gas that plants need
	A This finished event is part of a narrative.	9 the place where a particular type of animal or plant is
	B This finished event has some connection to now.	normally found
	6 I've given them some flowers.	10 the parts of a plant which are underground
	A This finished event is part of a narrative.	
	B This finished event has some connection to now.	11 to change the structure of something completely
2	Choose the correct alternative.	
	1 Jack doesn't live here now. He has moved / had moved / has been moving to the countryside.	alternative sources of energy made from plant or animal sources and used in engines
	2 It was snowing / has been snowing / had snowed all night. I wonder when it will stop!	5 Complete the texts with the correct form of the words in Ex 4.
	3 I saw Sami at the park. He was sitting / sat / has sat on the grass with some friends.	A
	4 The room looked completely different because we	The 1 of a plant take up water
	have put / had been putting / had put about ten	from the ground. The ² of a plant produce food for the plant. They create sugars from
	houseplants in it.	sunlight, water and ³ , and they
	5 We had learned / learned / have learned about the	release 4 into the air.
	rainforest last year. 6 He visited / had visited / has visited the rainforest three times and he's raing again post year.	
_	times and he's going again next year.	
	Complete the blog post with the correct form of the verbs in brackets. More than one answer may be possible.	Scientists have been researching the use of seaweed
	BLOG > new posts	(plants which grow in the sea) in the production of ⁵ This could
		6the energy industry, as
	Sleeping in the trees	seaweed doesn't need land or fresh water to grow.
	You ¹ (probably / climb) trees when	
	you were a child, but ² (you / ever /	
	sleep) in a tree? Last summer, I ³	6 Complete the sentences with your own ideas using
	(have) my first tree-sleeping experience, and I loved it!	narrative tenses.
	I ⁴ (travel) around Italy and I	1 When I woke up this morning,
	5 (stay) one night in a tent seven	2 I a few times recently.
	metres off the ground in a tree in the beautiful forest of	3 Yesterday, I and then
	Gorgonero, Sicily. I ⁶ (camp) all my life, but I ⁷ (never / spend) the night	
	in a tree before! I ⁸ (sleep) really	4 Yesterday, I

because

(wake up) up the

(singing) all

well, and when I 9

next morning, birds 10

around me. It was really special!

L Cr	noose the correct alternative.	4 Choose the correct answer: A, B or C.
1	A company <u>recruits</u> people / jobs .	1 I you tomorrow, I promise.
2	People do <u>placements</u> to get work experience /	A 'm calling B 'm going to call C 'll call
	help a company or other organisation.	2 A Have you decided?
3	Applicants for a job usually want / have the job.	B No, I don't know what I!
4	<u>Coursework</u> never / often contributes to a student's final grade.	A 'm going to do B 'll be doing C 'll do3 A Do you want to come to my house after lunch?
5	People are / aren't paid to do voluntary work.	B Thanks, but I Soraya at two.
	A <u>student loan</u> helps students to find a good course / pay for their course .	A 'll meet B am going to meet C 'm meeting 4 A Someone's at the door!
7	A module is part of a course / a course.	B it!
	People who have <u>full-time</u> jobs have a lot of /	A 'm going to get B 'll get C 'll be getting
	don't have much free time.	5 Don't go near that tree. Look, it!
9	A <u>personal statement</u> is something you	A 's going to fall B will fall C will be falling
	say at an interview / write on an application form.	
10	TV presenters are / aren't usually <u>well paid</u> .	5 Complete the emails with the future forms below. There
11	<u>Trainees</u> have a lot of / a little, some or no experience.	are three future forms you do not need.
12	A <u>curriculum</u> is formed of subjects / teachers included in a particular course.	do 'll be helping 'll do 'll help 'll write 'm doing 'm going to call 'm not doing
) C	omplete the sentences with the <u>underlined</u> words in Ex 1.	starts will start won't see
	We do a lot of and then two exams at	
_	the end of the year.	←→ □ ∅ □ 億
2	She's a news reporter. She's learning	From: Daniel
_	fast, but she isn't an expert yet.	To: Victor
3	I couldn't afford to do the course without a	Hi Victor, I hope you're having a good holiday. I'm just writing
1	He's doing the work to gain experience,	to say you ¹ me at college
4	not money.	when everyone goes back next week because
5	Do you know how many other there	1 2 a four-week placement with a
5	were for the job?	law company. They had recruited someone else, but that person can't take the place, so they've offered it
6	It's an interesting It has	to me. The work ³ next Tuesday.
0	in American poetry and 19th-century	1 4 and tell you how my first day
	Japanese literature.	goes!
7	The theme park ride attendants and	Daniel
	tour guides every summer.	PS Do you want to meet up on Saturday at about eleven?
8	I've got a with a clothing company	
	next summer.	←→ □ ∅ □ ⋒
) NA	atch uses 1–8 to sentences A–H.	
		From: Victor
	a prediction based on what we think	To: Daniel
	a decision made at the time of speaking	Hi,
	a promise or offer	That's great news! I'm sure you 5
	a plan or intention	really well. I still haven't heard anything from the company I applied to, but I ⁶ them
	a prediction based on what we see	later today and ask them what's happening.
	an event in a scheduled timetable	Meeting at the weekend sounds good, but at eleven on
	a future arrangement	Saturday morning I ⁷ my grandma
8	an action in progress at a time in the future	with her shopping. I ⁸ anything in
Α	I'll help you.	the afternoon, though. Are you free then?
	This time next week, we'll be sitting on the beach.	Take care,
	Their train arrives at 7.15.	Victor
	I'm going to apply for the job.	
	I'll have the fish, please.	
	He'll need something to eat.	6 Complete the sentences so they are true for you.
	We're playing tennis later.	1 next week
		2 This time tomorrow, I
Н	This form is going to take ages to fill in.	3 I'm never going to

1	Does each sentence contain a defining relative clause (D), giving essential information, or a non-defining	4 What are they talking about? Match the words below to the quotes.
	relative clause (ND), giving extra non-essential information?	all-inclusive get away go trekking holidaymakers
		make a booking memorable mountain biking
	We went to the Harbin International Ice and Snow Sculpture Festival, which takes place in China every	package holiday resort
	winter	1 'I'll never forget it!' something
	2 There was a café where we sat every evening and watched people go by	2 'The price includes the flight, coach and the accommodation.'
	3 Where's the map I bought?	3 'The price includes the flight, the accommodation and
	4 The Plitvice Lakes, which are famous for their beautiful colours, are in a large national park in Croatia	also the food, drink and entertainment at the hotel.' holiday
	5 This is Ade, who I often travel with	4 'I want to go on holiday somewhere completely different!'
	6 I've got a friend who has visited every continent in the	
	world	5 'I'd like to reserve a table for seven o'clock.'
2	Choose the correct alternative.	
	1 We need someone who / which knows the area.	6 'We cycled down the volcano.'
	2 Late March to early April is the time which / when the	7 'Tourists love coming here!'
	cherry trees in Japan are in flower.	8 'Most of them come here in summer and stay in hotels near the beach.'
	3 We took a bus who / that stopped in lots of pretty villages.	9 'You will walk in the mountains for about seven hours every
	4 Is that the campsite where / which you stayed?	day.'
	5 I had an email from Martha Smith who / Smith, who I met on holiday.	5 Complete the blog post with words in Ex 4 and relative pronouns (who, which, etc.).
	6 There are two cities where I want / I want to visit.	_
	7 There were some tourists on the beach whose / that	FOODIE BLOG
	voices were very loud!	HOME ABOUT BLOG CONTACT
	8 The room, that / which has beautiful views of the	Food tourism
	island, is on the third floor.	The state of the s
	istaria, is on the trilla 11001.	The state of the s
		I first became a 'food tourist' when I
3	Join the sentences with defining or non-defining	was on a ¹
3	Join the sentences with defining or non-defining relative clauses. Only use a pronoun where necessary.	was on a ¹ holiday in South Korea three
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Live and learn



1 a What can you remember about the vlog? Complete the summary with the correct form of the phrases below.

attempt to be a boost to her confidence be capable of be motivated gain experience hopeless inspire master overcome the problem put the theory into practice

Yasmin passed her motorb	ike theory test first time,
which 1	However, now
that she's on the bike, she's	finding it difficult to
2	She
3	do a U-turn and rode
straight into a hedge. She o	doesn't think she'll ever
4	learning, and feels
5	Zaki says she needs
more lessons to 6	
Meeting his deaf neighbour	r, Sam,
7	Joe to learn sign
language. Although Joe 8	
at first, he got frustrated be signs. He 9	ecause he kept forgetting the by staying calm
and identifying the probler	, , ,
a week.	

b 1.01 Watch or listen again and check.

	9					
C	Complete the sentences with prepositions.					
1	They aren't capable sailing a boat on their own.					
2	I'm hopeless drawing and painting!					
3	It took James a long time to put theory practice when he was learning to code.					
4	You need to focus your attention the music when you're dancing.					
5	It didn't take her long to pick the basics when she first learned to ski.					
6	Being told they're doing a good job by a teacher or boss can be a real boost someone's confidence.					
Complete the sentences. Use between two and five words, including the words in brackets.						

1 You could be a professional tennis player one day. (potential)

a professional

		confidence.
	4	Seeing my grandmother's business made me want to set
		up my own. (me)
		My grandmother to set
		up a business.
	5	She concentrated on improving her pronunciation. (attention)
		She improving her
		pronunciation.
	6	My friend's dream is to open a restaurant. (dream)
		My friend wants to of
		opening a restaurant.
	7	I learn a lot from 'how-to' internet videos. (tutorials)
		teaches me a lot.
	_	
4		EAL ENGLISH Complete the dialogue.
	A	Are you ¹ g a with building
		your website? You were feeling a bit fed up last time we
		spoke, like everything ² wg
		d
	В	Oh, things are going much better now, thanks. My
		friend Helen spent some time helping me, and
		that's ³ m a t
		d It's starting to look really good.
	Α	Erm Your friend's a website designer, isn't she? That's
		4 a!
	В	I know, I'm very lucky. And she's brilliant! Design
		⁵ c to her. She's a great teacher
		too. She didn't do the work for me; she showed me how to
		do things so that I could try things out for myself. So that's
		what I've been doing. It's quite fun, actually.
	Α	Well, it sounds like you're really ⁶ g
		tfothe software.
	В	Yes, I am. I feel much more confident.
5	V	OCABULARY BOOSTER Now practise Skills and natural
-		ilents vocabulary on page 104.
		Nemes recubularly on page 104.

2 Playing chess well is hard, but you can learn the simplest

3 Passing the exam made me feel more confident. (boost)

quickly.

and most important things quickly. (basics) Playing chess well is hard, but you can

Passing the exam_

8 Unit 1

tennis player one day.

2

3

5

1 Read the biography and choose the correct alternative. Sometimes both answers are correct.



In 1978, at the age of 37, chess player Nona Gaprindashvili was awarded the title of International Grandmaster by the International Chess Federation. No woman before her ¹had obtained / had been obtaining this title.

Nona ²had played / had been playing chess since she was five years old, when her older brother taught her to play.

Her first big breakthrough came when she was twelve. A chess instructor ³had recognised / had been recognising Nona's talent and persuaded her parents to let her move to Tbilisi, the capital city of Georgia, to train. She ⁴had lived / had been living in Zugdidi, 330 km to the west of Tbilisi, so this was a big move for her.

By the time she was 30, Nona ⁵had won / had been winning many women's chess tournaments. She ⁶had also competed / had also been competing in men's tournaments since her early twenties, and won several.

Nona's achievements in the male-dominated world of competitive chess continue to offer an inspiring story for young women today.

2 Complete the sentences with the phrases below.

	had been having had been meeting had been playin had been watching had had had known had run had watched hadn't met	
1	Darius wasn't keen to go to the cinema because he videos on his phone all	
	afternoon.	
2	Jake was resting on the grass because he	
	a 10 km marathon.	
3	I about Tom's sister for a long	
	time, but I her until last week	
4	She missed the match because she problems with her back for	
	several weeks.	
5	I'm sorry I didn't chat for very long yesterday, but I new people all morning.	
6	When we saw Leyla, she was exhausted because she tennis for over an hour and a	
	half.	
7	She the potential to be a grea	
	gymnast, but she chose to become a writer instead.	
8	I knew what to do because I	

about ten online tutorials!

3 Complete the text with the past perfect simple or past perfect continuous form of the verbs in brackets.

DEL	Λ	0	TAR	Λ	V	DA
	KA.	0	IAK	A	M	

	n 2013, at the age of nine, Amira Willighagen won
1	the TV talent show Holland's Got Talent. She
	(not have) a single singing esson in her life. Instead, she ²
	(teach) herself to sing opera by watching online tutorials.
	Amira ³ (listen) to classical music all her life, as her mother played the violin and her father
1	played the piano. Her brother Fincent was also a pianist.
	Fincent ⁴ (prepare) for a
	performance, and one day he and Amira decided they
	wanted to perform together. Amira couldn't play an instrument, out she liked singing. She ⁵ (be)
	particularly interested in opera singing since she
	(hear) the Italian opera singer
	Luciano Pavarotti sing when she was seven. She looked online
	for material, and soon she 7
	(master) the art of opera singing.
	After her success on Holland's Got Talent, Amira went on
	to perform in Europe, America, Africa and Asia. In 2019, she gave several concerts in South Africa, where she
-	(live) with her mother and
ı	prother since 2018.
,	Amira has released several albums and, more recently, has
	performed live shows online.
ű	* * * * * * * * * * * * * * * * * * * *
1	erfect continuous and the words and phrases in CAPITALS. We were waiting for ages. You arrived. WHEN We
2	I was hopeless at tennis. Then I had lessons. BEFORE
3	Mo mastered Italian. He returned home. BY THE TIME
4	She wasn't skateboarding long. She entered a national competition. BEFORE She
5	eighteen. He was still trying. SINCE
	Sam
6	We overcame the problem. Then Magda offered to help us. BUT BY THEN
	Magda
p	omplete the sentences so they are true for you. Use the ast perfect simple or past perfect continuous form of the erbs below, or use different verbs.
	learn live meet not learn not meet
	not travel play travel visit
	Before I was five,
	When I was ten,
	By the time I was fifteen.

1.3 LISTENING

1	What can you remember about autodidacts from the
	Student's Book? Complete the phrasal verbs in the
	sentences with the correct form of the verbs below

catch come drop figure go (x2) live pick

- 1 Each time Kató Lomb read an English book for the first time, she _____ out the meanings of a lot of new words from context. When she read the book a second time and ____ across unknown words, she looked them up.
- 2 Jane Austen _____ up her writing skills by spending a long time in her father's library.
- 3 Vincent van Gogh was an art dealer for a year, but he lost his job because he didn't _____ up to expectations. He had a lot to ____ up on when he became an artist at the age of 27.
- **4** After graduating from one of the best engineering colleges in France, Gustave Eiffel ______ on to build hundreds of bridges and other structures.
- **5** When Katherine Johnson first worked for NASA, she had to ______ through the calculations of flight tests and add up the numbers.
- 6 James Cameron _____ out of university before completing his degree in physics.
- 2 Complete the questionnaire.

You and art

Have you ever been to an art gallery?

A No, never.

- D Was Come !
- **B** Yes, a few times.
- C Yes, loads of times. I love all kinds of art!

Are you good at painting and drawing?

A No, I'm hopeless!

- **B** I'm not bad.
- C Yes, people tell me I am.
- What's your response to this picture?
 - A It's very good, but I'd rather look at a photo, to be honest.
 - **B** It's amazing that it's so lifelike!
 - C I absolutely love it!



4

What about this one?

- **A** I'm not sure. It's a bit weird.
- **B** I prefer more lifelike portraits.
- **C** I like it! It's different and interesting.



STRATEGY Using key words to identify the main point

It is sometimes helpful to make a note of key words while you are listening to a recording. After listening, you can use these words to write a sentence summarising the gist of each part of the recording. These sentences will help you distinguish between the different parts of the recording and identify the main points.

3 **1.02** Read the strategy above. Listen to a radio interview with artist Hasan Arslan and make a note of the key words for each of the topics below.

1	Hasan's artwork:
2	Hasan's art teacher at school:
3	João Carvalho's artwork:
4	Ema Klučovská's artwork:
5	How Hasan learned to paint:
6	Hasan and the public:

- 4 1.02 Listen again. Are the sentences true (*T*), false (*F*) or not given (*NG*)? Use your notes from Ex 3 to help you.
 - 1 Hasan paints traditional portraits of famous people.
 T / F / NG
 - 2 He had been copying photos of famous people until his art teacher told him not to. T / F / NG
 - 3 Hasan's art teacher thought Hasan had the potential to become a famous artist. **T** / **F** / **NG**
 - 4 João Carvalho and Ema Klučovská have different drawing styles. T / F / NG
 - 5 The first paints that Hasan owned were a gift from someone. T / F / NG
 - 6 The first person to buy one of Hasan's paintings had liked and shared his work on social media. T / F / NG
- 5 1.02 Listen again and complete the sentences with between one and three words.

1	Hasan	paints	pictures	of famous	people, i	n particular	

2	Drawing	Hasan when he was
	a child.	

the

- 3 Hasan is amazed by how _____ monsters Ema draws are. They could be real.
- 4 Ema started drawing when she was
- 5 Hasan quickly _____ of using paint when he was a child.
- 6 Hasan had the opportunity to exhibit in a _____ thanks to a friend.
- **6** Write a short paragraph about your art skills. What do you find easy / difficult? Do you enjoy art lessons? Why? / Why not? How often do you draw or paint? Would you prefer to be able to draw like João Carvalho or Ema Klučovská? Why?

1 Complete the table with the words and phrases below.

adolescence adulthood in your late teens mature middle age retirement the older generation

childhood (age 0–9)	
1	(age 10–19)
age 17–19	
young ³	(age 20–39)
4	(age 45–60)
5	
6	(age 60+)
7	

2 Match 1-7 to A-G to make collocations.

1	acquire	Α	mental arithmetic
2	absorb	В	names
3	be	C	someone
4	distract	D	a second language
5	do	Ε	wise
6	have	F	information
7	recall	G	an extensive vocabulary

- 4 Complete the dialogues with the correct form of the words and phrases from this lesson.
 - 1 A Can you add up those numbers for me? **B** Have you got a calculator? I'm not great at ___
 - 2 A Trecognise that woman's face, but I can't think what she's called.
 - B Same here! I'm hopeless at _____! 3 A I've heard it said that goes on longer
 - these days.
 - B Yes, I suppose because people are starting work and getting married later than they did in the past.
 - 4 A I worry about getting older.
 - B Well, the good thing about getting more_ is that you get more confident!
 - 5 A How did Edward learn all those capital cities so quickly?
 - B Children his age _ really quickly and easily, I guess!
 - 6 A Hannah! Look at this!
 - B Stop me! I'm trying to study!
 - 7 A Your cousin's younger than you, isn't she?
 - B Yes, but she isn't a child anymore. She's in her now.
 - 8 A I'm beginning to think I might need glasses for work.
 - **B** I guess that's normal . You are 50 now!
- 5 Think about your friends and family and answer the questions.
 - 1 Who is in their late teens?
 - 2 Who is in middle age?
 - **3** Who is in retirement?
 - **4** Who is the wisest person you know?
- 6 **VOCABULARY BOOSTER** Now practise **The ages we do things best** vocabulary on page 104.

3 Choose the correct alternative.

How music can **BOOST** your brain power .

Children who learn a musical instrument are better at maths and have a more 1 vocabulary than children who don't, according to recent research. Studies have also shown that learning a musical instrument

at a young age makes it easier to 2 a second language. This capacity continues into ³ , so it is a gift for life.

	at the age of 44 when she realised she needed something					
1	to focus on. 'I had	always been very easily	. 4			
/	by things, but it wa	asn't until I was ⁵	that I			
	realised how mucl	n this was a problem tha	at affected my w			
	Learning the guitar has really improved my concentration					
	The older 6	can bonofit too	Loon started nic			

realised now much	i this was a problem	that affected my work.
Learning the guita	r has really improved	l my concentration.'
The older ⁶	can benefit to	o. Leon started piano
lessons when he w	as 72 and in ⁷	'I'd been
listening to music	all my life, but I'd ne	ver thought of learning
an instrument,' say	s Leon. 'I'm really e	njoying it and it's been
a real boost to my	confidence. I highly	recommend it!'

Music training isn't just for kids. Kathryn took up the guitar

vou plav a musical instrument? If not, it might be

111	you	pray	a	musicai mist
				to start thinl

1	Α	expensive	В	extensive	С	expansive
2	Α	absorb	В	gain	C	acquire
3	Α	retirement	В	adolescence	C	adulthood
4	Α	distracted	В	mature	C	wise

5 A in middle age **B** my teens C the older generation

B generation 6 A age C teens B adulthood 7 A retirement C middle age

8 A mature B late C wise



1.5 GRAMMAR

1	Match sentences 1–12 to A–D.	5	Complete the dialogue with be / get used to, used to or would and the correct form of the verbs in brackets. If used to and would are
	1 We would try to put theory into practice		both possible, use would.
	2 I used to be hopeless at swimming!		Lily 1(go) on holiday every year?
	3 Sara's used to getting up early4 You used to hate cooked carrots!		Kai Yes. Some of my friends ²
			(travel) abroad in summer, but my family could never afford
	5 Mrs Manning retired five years ago		to, so we 3 (pack up) the car
	6 He'll have to get used to doing homework after school.		and go camping in the countryside. Unfortunately, it often
	7 I didn't use to want to grow up		rained and we 4 (wake up)
	8 My best friend used to distract me in class		in the morning and stuff had got wet in the night. That was
	9 The teacher would sometimes give us a mental		pretty miserable, but I 5
	arithmetic test.		(love) playing in rivers with my sisters – things like that. I'm glad I camped a lot as a child. It means when I go to a music
-	10 They're getting used to cycling to school.		festival or something, I 6
	11 We used our coding skills to overcome the		(sleep) in a tent, which isn't true for a lot of my friends! How
	problem		about you? What did you do in the summer holidays?
1	12 Did Maria use to recall things easily?		
	A a past habit B a past state		
	C a finished past action		
	D being familiar with something		
	E becoming familiar with something		
	1.03 Listen to Tom and Zahra talking about		
	their childhood memories. How many games do they talk about?		
3	1.03 Listen again and choose the correct		Lily My parents always worked in the summer holidays, so
	alternative.		I'd go and stay with my grandparents. I always
	1 Tom used to / didn't use to enjoy the lessons		7 (be) homesick at first,
	much at primary school.		but then I soon 8(be)
	2 Tom used to / didn't use to enjoy breaktime.		there, and by the end of the summer I didn't want to go
	3 When Tom started school, he was / wasn't used to playing games with other children.		home. It was especially good in my early teens because 19(belong) to a beach
	4 Zahra would always / didn't use to run around		volleyball club there and I 10
	with her friends at breaktime.		(see) the same friends there every summer.
	5 Zahra played the cup game more than once / once.	6	Correct the mistake in each sentence.
	6 Zahra is used to teaching / used to teach other		1 I didn't use to speaking on the phone because I always
	people the cup game.		message my friends!
4	a PRONUNCIATION Choose the correct		2 My parents would give me a bike on my tenth birthday.
	pronunciation of $use(d)$ in the sentences: A or B.		
	1 We used to walk home together.		3 Are you getting used to live here now?
	A /'ju:st/ B /ju:zd/		4 I would be afraid of the dark when I was young.
	2 Max used Luke's phone.		
	A /'ju:st/ B /ju:zd/		5 When I was eleven, I used to start a new school.
	3 I'm not used to working hard!		
	A /'ju:st/ B /ju:zd/		6 I would know all the words to that song, but I've forgotten them now.
	4 They didn't use to be friends.		
	A /ˈjuːst/ B /juːzd/	7	Complete the sentences with would, used to or didn't use to so
	5 Have you ever used a hairdryer?		they are true for you. Use the verbs below and/or your own ideas.
	A /ˈjuːst/ B /juːzd/		be eat go hate live love play sing
	b 1.04 Listen, check and repeat.		1 When I was a child, I
			2 As a child, I
			3 When I first started school, I wasn't
			4 When I was in my early teens, I
			5 My friends and I

6 As a teenager, I had to get 7 I don't think I'll ever get_

1 What can you remember about the Student's Book text? Are the sentences true (*T*) or false (*F*)?

- 1 The Socs are working class and the Greasers are upper class. ___
- 2 Ponyboy is a Greaser. _
- 3 Everyone in Ponyboy's gang likes books and movies.
- **4** Ponyboy believes he makes good decisions because he's clever.
- 5 He was worried when he noticed a red car following him. ___
- 6 Some people had attacked him once before. _

2 Think about your answer to the questions.

- How has the way people taught and learned changed in the last 20 years?
- What resources did people use to use?
- What do they use now?

3 Read the text quickly. Complete the text with sentences A–F.

- A The first is Shelly Terrell, who regularly uses technology to connect her students to the world, and also to connect teachers, worldwide.
- **B** Teaching in a connected way is not completely new.
- **C** If we accept these eight principles, what does this mean for teaching?
- D I'd like to share what I have learned about connectivism, and what it means for Englishlanguage teaching.
- **E** The ability to learn is more important than what is known.
- F The digital learner can learn anywhere, anytime, 24/7.

STRATEGY Understanding new words and phrases

When you come across a new word or phrase, there are several things you can do to try to guess its meaning.

- 1 Focus on the context. Read the sentence containing the word or phrase and look for clues to the meaning.
- 2 Look at each part of the word or phrase. You may recognise one part, which may help you guess the rest.
- 3 Think about your own language. There may be a word that is similar to the new word or phrase.

4 1.05 Read the strategy above. Read the text again and find the highlighted words or phrases in the text that mean ...

1 strong beliefs that influence how you behave

2	working with another person or a group to produce	
	something	
3	central, essential	
4	enormous changes	

- 5 develop quickly and become successful ____6 changed
- 7 any online material such as pictures, sounds, videos and text
- 8 advanced, original, using new methods _____
- 9 variety, difference_____

5 In what ways are you a connectivist learner? What else could you do? Consider the points below.

collaborating with other people connecting with other people creating content diversity of opinions seeing connections between things using technology

Connectivism: A Theory of Learning for a Digital Age

In this post, Thomas Baker, an English-language teacher in Chile, introduces the idea of digital connectivism and its impact on teachers and students.

Connectivism has been called 'A Learning Theory for the Digital Age'. ¹ Connectivism is defined as 'a model of learning that acknowledges the tectonic shifts in society where learning is no longer an internal, individualistic activity. How people work and function is altered when new tools are used ... Connectivism provides insight into learning skills and tasks needed for learners to flourish in a digital era.' (Siemens, 2005).

For me, this means learning has changed in three ways. Firstly, *what* we learn with has changed. Learners use digital tools to create content rather than just being passive consumers of knowledge.

Secondly, how we learn has changed. It isn't an individual activity. Learning takes place through collaborating with other people.

Thirdly, where we learn has changed. 2_

These are the eight principles of connectivism:

- 1 Learning and knowledge rests in diversity of opinions.
- 2 Learning is a process of connecting.
- 3 Learning exists within technology.
- 4 3
- 5 Developing and maintaining connections is needed for continual learning.
- 6 The ability to see connections between things is a core skill.
- 7 Accurate, up-to-date knowledge is the aim of all connectivist learning.
- 8 Making decisions is a learning process. What we know today may change tomorrow. The right decision today may be the wrong decision tomorrow.
- ⁴____ I'll answer this by giving three examples of great teachers who are 'connected'.
- ⁵____ Her video, *Why We Connect*, explains her views. The second is David Deubelbeiss. David wrote and self-published an innovative coursebook for digital learners called *We Teach* | *We Learn*. He calls his approach Student Created Content, where 'the student is a social participant in their own learning and creation.' As a third example, I use my blog to connect to other teachers worldwide.

To conclude, connectivism offers English-language teachers a way of teaching that recognises and responds thoughtfully to the digital age our students live in. ⁶____ However, we now have the possibility of teaching in a connectivist way that's based on theory as well as practice.

1 What can you remember about the Student's Book text? Complete the text about emotional intelligence.

Five ways to improve your emotional intelligence Here are some tips on how to improve your emotional intelligence. Recognise your 1s when things go wrong. It's better to be patient than to 2l and blame others. Use your ³i to decide how to use your emotions. Even anger, which is sometimes seen as negative, can be ⁴j_ certain situations. If you know what you want, you can be polite but also ⁵a when you need to do (or not do) something. Try to see things from other people's . It will help you understand their actions and decisions better. Dealing with ⁷c when people are unhappy with you and apologising when you make a mistake can be difficult, but they

2 1.06 Listen to Part 1 of a presentation about emotional intelligence and study. Choose the correct alternative.

are important social skills which will help

- 1 Cognitive intelligence is connected with feelings / thoughts.
- 2 Emotional intelligence (EI) is only slightly less / much more important than cognitive intelligence for academic performance.
- 3 Emotional intelligence is similar to / not the same thing as having a hard-working attitude towards your studies.
- 4 We can try to avoid negative emotions / stop negative emotions from affecting our learning.
- 3 1.07 Listen to Part 2 of the presentation. Number the topics in the order you hear them.
 - A learning from problems
 - **B** relationships with others
 - **C** stress management
 - **D** seeing things from a different point of view
 - E negative emotions
 - **F** knowing how you're feeling

1.08 Listen to the whole presentation again and add

√ Do	X Don't
have a	just focus on
attitude towards your studies.	intelligence.
pay attention to	let negative emotions
intelligence.	your learning.
find ways to manage stress that 	try to push away uncomfortable feelings.
accept negative feelings and 6	expect everything to
your emotions.	
accept that you will sometimes get things wrong.	see negative feedback as 8
practise thinking about other people's	expect working with other people to be easy.
in subjects like history and literature.	
build and maintain strong relationships with other people.	be afraid

- in Ex 4. Sometimes more than one answer is possible.
 - I feel horrible because I was hoping to do really well in my geography test, and I only got 27%.
 - I'd like to ask my classmate George to put more effort into the project we're working on, but I'm worried I might upset him.
 - I'm anxious about exams. I sometimes go running with my friends because they say it relaxes them, but I don't enjoy it.
 - Some classmates have told me I talk too much. I feel terrible about it.
- 6 MEDIATION Your friend has emailed you for advice. She was excited about working on a project for a science competition with her classmates Marina and Emma, but they keep arguing. She is not sure exactly how she feels about this, but she is thinking about dropping out of the project. Reply to her email using ideas from the presentation.

1 Read and complete the questionnaire.

What kind of stud	lent are you?
Mark your answers with a cross	s (X) on the line.
Attitude to study	
A How hard-working are you a	s a student?
Very hard-working.	I could do better.
B How motivated are you to do	well in your studies?
Very motivated.	Not very motivated.
Aspects of study	
C How easy do you find figuring unknown words, in your language.	
It's easy.	It's difficult.
(D) How do you feel about study	ring novels and poems?
I love it.	I don't really enjoy it.
Working with others	
E How do you feel about working classmates?	ing together with your
I love it.	I prefer working alone.
F How easy do you find it to be	e assertive?
It's easy.	It's difficult.
Getting things wrong	
(G) How do you feel when a tead in your work?	cher points out mistakes
It's OK.	I don't like it.
(H) When was the last time you at school or college?	apologised to someone
Recently.	A long time ago.

2	1.09	Listen to four pe	eople answerin	g four of the
		ns in Ex 1. Which Write the letter.		each student
		•		

STRATEGY Being able to backtrack and reformulate to correct errors or slips

It is normal to make mistakes when you are speaking. The important thing is to recognise the mistakes so that you can go back and correct them.

- 3 **(1)** 1.09 Read the strategy above. Listen again and choose the correct alternative.
 - 1 Speaker 1 said something wrong about himself / other people.
 - 2 Speaker 2 said something wrong about herself / someone else.
 - 3 Speaker 3 didn't express himself **politely / well** at first.
 - 4 Speaker 4 made a vocabulary / grammar slip.

Lucas	ue 1 I like it. Everyone else in the class seems to
Lucus	find it really boring. No, that isn't true actually.
	¹Wsom
	of my classmates seem to switch off a bit when
	we're doing it.
Dialog	
Priti	Sorry, ² t d c o r I didn't mean to sound
	or I didn't mean to sound
	like I just want to make money. I do enjoy studying too.
Dialog	ue 3
Senyo	It was OK – it wasn't a big deal. But I hate apologising!
Daisy	Really?
	Well, no, 3 m
	t I find it difficult when people say I've
	upset them or made them angry. I guess I'm just no very good at dealing with criticism.
Dialog	ue 4
Erin	It's OK. We often have to work on preparations
	together in ICT, and I enjoy that. Wait, 4t
	cowl mean
	cow I mean presentations. We have to prepare presentations in pairs or groups of three.
Order	presentations. We have to prepare presentations in
	presentations. We have to prepare presentations in pairs or groups of three.
1 say	presentations. We have to prepare presentations in pairs or groups of three. he words to make sentences.
1 say 2 mea	presentations. We have to prepare presentations in pairs or groups of three. he words to make sentences. (let / that / me / again
1 say 2 mea 3 try/	presentations. We have to prepare presentations in pairs or groups of three. he words to make sentences. / let / that / me / again nt / isn't / that / what / say / to / I
1 say 2 mea 3 try/ 4 is/t	presentations. We have to prepare presentations in pairs or groups of three. he words to make sentences. / let / that / me / again nt / isn't / that / what / say / to / I that / time / more / me / one / let
1 say 2 mea 3 try/ 4 is/t	presentations. We have to prepare presentations in pairs or groups of three. the words to make sentences. I let / that / me / again Int / isn't / that / what / say / to / I that / time / more / me / one / let I let / me / another / that gain at the phrases in Ex 5. When do we use each?
1 say 2 mea 3 try/ 4 is/1 5 way Look a Write 1	presentations. We have to prepare presentations in pairs or groups of three. the words to make sentences. I let / that / me / again Int / isn't / that / what / say / to / I that / time / more / me / one / let I let / me / another / that gain at the phrases in Ex 5. When do we use each?
1 say 2 mea 3 try/ 4 is/t 5 way Look a Write 1 A to a	presentations. We have to prepare presentations in pairs or groups of three. the words to make sentences. I let / that / me / again nt / isn't / that / what / say / to / I that / time / more / me / one / let o / I'm / what / trying / say / / put / let / me / another / that gain at the phrases in Ex 5. When do we use each? -5.

slip that the speakers backtrack and reformulate.

1.9 WRITING







- 1 Look at the photos. Think about your answers to the questions.
 - 1 Which of these activities have you attempted?
 - 2 Are you better at doing puzzles, dancing or making things?
 - **3** Do you know anyone who's good at any of the activities in the photos, or similar activities?
- 2 Read the task and the article. Match paragraphs 1–4 to questions A–D.

A magazine has asked students to write an article about an interesting hobby that they or anyone they know does. Write an article in which you say what the hobby is, say how you / they got into it, give some facts about the activity and say why you / they enjoy doing it.

Which paragraph ...

- A provides information about the activity? _
- **B** tells a story? ___
- **C** gives an opinion about the activity? _
- D asks a question to grab the reader's attention? __

My speedcubing friend Aziz

- ① How quickly can you solve a Rubik's Cube? I guarantee you aren't as fast as my friend Aziz, who can do one in less than 30 seconds. ¹______, he's entered lots of speedcubing competitions and won quite a few of them.
- 2 Aziz first got into Rubik's Cubes when I shared a video of a famous record-breaking speedcuber with him. I'd been amazed at how fast the guy could do it. He took about five seconds, as I recall. The next time I saw Aziz, he'd bought himself a Cube and he couldn't put it down. He'd been watching online tutorials and was quickly putting into practice what he'd learned. 2_______,

I thought it might be something I could master too, but

______ that wasn't to be the case. My brain just didn't seem to work the way Aziz's did.
Anyway, I soon got used to the sight of him completely focused on turning all those coloured squares into place. I should have known it would be like this. He'd always enjoyed recognising patterns and figuring things out, and used to do way better than me in maths and computer science.

- , the squares of a Rubik's Cube can sit in 43,252,003,274,489,856,000 different combinations! No wonder playing the Rubik's Cube can improve problem-solving skills and concentration, according to research. Aziz doesn't do it for any of those reasons, though. He just loves the fun and challenge of it.
- 4 As for me and Rubik's Cubes, well, I still have a go from time to time, but let's just say I need a bit more practice before I get as fast as Aziz!

STRATEGY Using comment adverbs to make your writing more interesting

Comment adverbs are words which add information about the writer's opinion of events. They normally come at the beginning of a sentence. When you write an article, you can make your writing more interesting by using comment adverbs.

3 Read the strategy above. Complete the article with the comment adverbs below.

amazingly initially (not) surprisingly unfortunately

- 4 Choose the correct alternative.
 - Do you know what I mean by origami? Obviously / Basically / Not surprisingly, it involves folding paper into forms like plants and animals.
 - 2 The first time I tried ice skating, I kept falling over.

 Consequently / Amazingly / Interestingly, I was covered in bruises the next day.
 - 3 I'm joining a gymnastics class. I'm a complete beginner, but **unfortunately** / **consequently** / **hopefully**, I'll soon pick up the basics.
 - 4 You'll need somewhere spacious to do yoga. Ideally / Initially / Admittedly, it should also be warm and quiet.
 - 5 I'm a huge fan of horse riding. Hopefully / Personally / Surprisingly, I think everyone should try it at some point in their life.
 - 6 Researching your family tree can be fascinating. Interestingly / Ideally / Obviously, it isn't very sociable, but it can lead to some interesting conversations with your relatives.
- **5** You are going to write your own article in answer to the task in Ex 2. Plan your article. Think about ...
 - an activity that you or someone you know has learned to do.
 - whether you / they learned how to do the activity from a person or a website.
 - how quickly you / they progressed in learning how to do the activity.
 - why you / they enjoy the activity.
- **6** Write the article for the magazine based on your answers in Ex 5. Write four paragraphs and include at least four comment adverbs.

7 CHECK YOUR WORK Did you ...

- think of an engaging title?
- use a semi-informal conversational style?
- write four paragraphs?
- express an opinion in the final paragraph?
- use at least four comment adverbs?
- check your spelling, grammar and punctuation?

speedcubing (*n*) the activity of solving the Rubik's Cube as quickly as possible

3	ra	mmar
L		omplete the sentences with the past perfect simple or ast perfect continuous form of the verbs in brackets.
	1	I apologised because I (lose)
	2	my temper.
	2	Carlos was tired that morning because he (not / sleep) well the night before.
	2	(have) a really interesting
	3	conversation with Yasmin when you arrived, and I didn't
		want to stop.
	4	It was easy to ask Anya for help as we
		(work) on a history project
		together since the beginning of term.
	5	Daria (love) dancing since she
	_	was very young.
	6	By the time Finn was 35, he
	7	(perform) classical music for 20 years.
	1	I (try) to speak to Lucy all morning, but she wasn't answering her phone.
	8	By the end of the week, he (run)
	0	100 km.
	<u> </u>	
		omplete the second sentence so that it means the same as e first. You must include the word or phrase in CAPITALS.
		My dad used to read me a story at bedtime. WOULD
	-	My dad me a story
		at bedtime.
	2	It feels strange to have short hair! USED
		short hair!
	3	They lived there from 2013 to 2020. USED
		They
	4	When did speaking English start to feel familiar? GET
		When did you English?
	5	The teacher always asked me to read aloud. WOULD
		The teacher me to
		read aloud.
	6	There wasn't a cinema here. BE
		There a cinema here.
	7	Wearing glasses is beginning to feel familiar. USED
		glasses.
	8	We went and picked mushrooms every autumn. USED
		We mushrooms every autumn.
		addinii.
1	OC	abulary
	Co	omplete the sentences.
	1	What skill would you like to mr? Driving?
		Surfing? Dancing?
		Kiara has the pl to do really well in her exams.
		With more practice, you'll soon gain ee.
		You need to fs your attention on the details.
	5	I ad to learn Chinese, but it was really hard
	_	and I didn't make much progress.
	6	It's a difficult situation, but I'm sure we can find a way to
	7	oe the problem.
		I'm hs at singing! I've got a terrible voice!
	0	I was really md to do well at the beginning,

but then I lost interest.

- 4 Choose the correct alternative.
 - 1 Are you any good at mental **vocabulary** / **arithmetic**?
 - 2 Luckily, I find it quite easy to **recall** / **acquire** names.
 - 3 I often ask my grandma for advice because she's very wise / extensive.
 - 4 Walking and water aerobics are ideal forms of exercise for people who are in their late teens / more mature.
 - 5 Acquiring / Absorbing a second language is easier when you're younger.
 - 6 People often think the older generation / retirement hold more traditional views, but is this true?
 - 7 Children are good at distracting / absorbing information.
 - 8 You'll probably grow a lot in a short space of time during adolescence / adulthood.

Cumulative review

5 Complete the article with the words and phrases below.

basics boost fulfil got used to had been looking had watched late middle age theory used to was capable of would often go

'I learned to ski when I	was 47.'
1	_ think you had to learn to ski
when you were young or	r you would never learn to ski at
all, but my experience ch	nanged that. I learned to ski in
2	_, when I was 47. Not long after
that, I was able to ³	my dream o
skiing in the mountains in	n Switzerland before I was 50.
My first three lessons we	re at a dry ski slope, so
without any snow. I 4	forward
to the lessons, and I was	n't disappointed. The teacher
was excellent. She explai	ned a few things at the
beginning, but we were s	soon on our skis to put the
5	into practice. I picked up
the 6	fairly quickly, perhaps
because I 7	a few short online
tutorials, and I soon reali	sed 8
achieving much more tha	an I had imagined. A few
weeks later, my grown-u	p son, Ryan, and I flew to
Switzerland, where I 9	skiing
on real snow! I loved it. R	yan 10
skiing with his grandpare	ents when he was in his
11	teens, so he's an excellent
skier. It was a real 12	to my
	mented on how well I was doing nd I can't wait to go again.

REFLECT Think about the following questions.

- 1 Which lesson in this unit was your favourite? Why?
- 2 Which of the grammar points did you find most difficult? Why?
- 3 How can you practise understanding new words and phrases in reading texts?
- 4 What three things can you do to improve your emotional intelligence?

2.1 VOCABULARY



Highs and lows





people's behaviour vocabulary on page 105.

1	a What can you remember about	the vlog? Choose the	3 Try to relax before you take action. (DOWN)
	correct answer: A, B or C.		Try to before you take action.
	1 Zaki's dad was because Zak when he came home.	had left the lights on	4 That noise is really irritating me. (NERVES)
		C offended	That noise is really
	A furious B puzzled	C offended	5 Olly's had an argument with Laura. (OUT)
	2 Zaki and his dad		Olly'sLaura.
	A both felt miserable all day		6 I can't stand the way you're always checking your phone.
	B drove each other crazy		(DRIVES)
	C talked over the problem		The way you're always checking your phone
	3 Zaki thinks it's normal to feel		
	people do and to want to compl	ain about them.	4 Complete the dialogues with words and phrases that mean
	A irritated and frustrated		the same as the definitions in brackets.
	B resentful and miserable		Pria Omar hasn't messaged me since yesterday. I'm really
	C puzzled and offended		1 (confused). I don't know if he's
	4 Daisy's friend sings along to mus	sic when she's wearing	² (annoyed because he thinks I've said
	headphones and this		something rude) or something.
	A makes Daisy feel puzzled		Lou Maybe there's a problem with his phone.
	B gets on Daisy's nerves		Pria Yeah, but I can see that he's read my messages.
	C calms Daisy down	, , , , , , , , , , , , , , , , , , , ,	Actually, it's really 3 (irritating me).
	5 Daisy with her friend after th		Lou I can see how 4 (annoyed because there nothing you can do to change the situation) you are!
	A fell out B made up		flotfilling you can do to change the situation) you are:
	6 Joe is starting to feel about		Tyler What's the matter? You look 5 (really sad
	trying to tell him how to live his l A furious B astonished		Izzy I am. Jack's ⁶ (really angry) with me
			because I told Elliot something he'd asked me not to
	7 Yasmin when her uncle calle A was offended B was misera		tell anyone.
			Tyler Oh, Izzy. I'm sure he'll 7 (stop feeling angry
	b 2.01 Watch or listen agai	n and check.	soon. You've ⁸ (had arguments) before, haven't you?
2	2.02 Listen and match speake	rs 1–8 to questions A–H.	
	Which speaker		5 REAL ENGLISH Complete the dialogues with the phrases
	A feels astonished?		below.
	B has fallen out with someone?		a big deal blew my top doing my head in
	c feels offended?		give it a rest lost for words tell me about it
	D feels puzzled?		Ade That car alarm's so noisy! It's 1
	E has made up with someone?	_	Kate ² ! It woke me up at 4 a.m.!
	F feels irritated?		Meg 1 ³ when I realised my sister ha
	G needs to calm down?		been reading my private diary.
	H feels frustrated?		Finn She read your diary? I'm 4
3	Complete the second sentence so	that it means the same	
	as the first. You must include the v		Kaya You've been talking about your job interview all week.
	1 You need to discuss it. (OVER)		Can you ⁵ now? Josh Sorry, but it's ⁶ for me!
	You need to		
	2 I hope you resolve your argumen	t with Flora soon. (MAKE)	6 VOCABULARY BOOSTER Now practise Feelings and other

Flora soon.

18 Unit 2

I hope you _

2 Unfortunately, he

1 You

2

3

1 Complete the sentences with the verbs below and the correct form of the verbs in brackets.

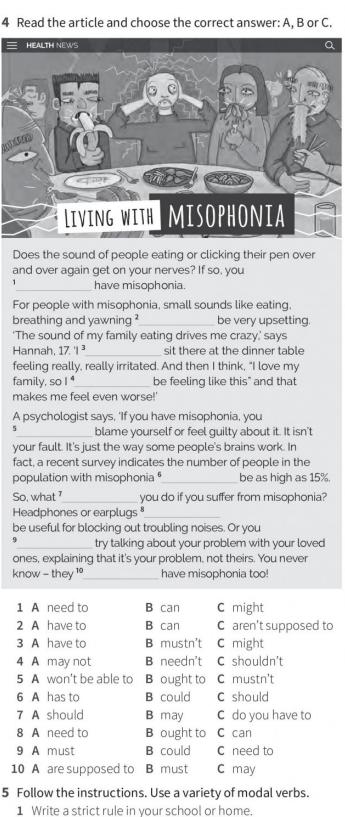
want to. We can just sit here together quietly for a bit.

(talk) about it if you don't

(play) in the

aren't supposed to can may needn't ought to won't be able to

	match tomorrow because he isn't well.
3	We (go) to that new pizza place
	sometime. It looks really good.
4	You (find) that there aren't any
	buses, in which case you'll have to take a taxi.
5	We (speak) during the lessons,
	but the teacher often lets us chat quietly.
6	My little sister (be) really funny
	sometimes.
M	atch sentences 1–9 to A–I.
1	This bookshop might / could close one day
	Joe must be tired after that 20 km walk
2	
	We need to leave now
	We mustn't run with the ball
	It can get really hot here in summer
6	You don't have to wait for me
7	You ought to tell her how you feel
8	You should feel better tomorrow
9	My phone has to be here somewhere!
Α	saying that something is likely to happen
	talking about a very strong possibility or certainty
	talking about general truths
D	expressing an obligation
E	saying that something isn't allowed
	giving advice
	expressing a lack of obligation or necessity
	talking about the possibility of something happening
п	now or in the future
ī	saying that we think something is true now
	omplete the sentences with modal verbs. Sometimes
	ore than one answer is possible.
	People be so annoying!
2	Youlook at your phone when
	someone's talking to you. It isn't very polite.
3	He be offended because I
	asked him which school he went to. I didn't realise he was
	nineteen.
4	We'll talk it over when we
_	meet tomorrow.
5	The bus come soon. It's
_	nearly eight o'clock.
6	We wear jewellery to school,
_	but people often do, and the teachers don't seem to mind.
7	You clean up. I can do it later.
8	I hear Sam's had his bike stolen. He
	be furious! I know I would be.



2	Write an informal rule in your school or home.	
3	Think about next weekend. Write a possible event.	

4 Write a general truth about people.

	People
5	Write a piece of advice about friendship.

1 What can you remember about the advice for taking control of your life from the Student's Book? Complete the text with the phrases below.

adapt to circumstances do something positive maintain your focus take control of the situation take responsibility for your actions

1		•••	
	goal, k	g control of your life is an ambitious out breaking it down into smaller s can help.	
	1	Be clear about what is important to you. If you, you will be able to ignore people who are negative about your goals.	
	2	At the same time, remember that things change. It's important to be flexible so that you can if they do.	
	3	Don't wait for change to happen. Take action and that will make a difference.	
	4	Things can go wrong. If they do and you're at fault, face the truth and	
	5	Finally, remember that if something is stressing you out, getting organised and planning how to manage your time will often help you	

2 Read the situations. What could the people do?

- 1 Mo and Victor want to decorate their living room. Mo wants to paint the walls dark blue. Victor thinks light blue would be much better.
- 2 Fatima and Maria like going to the cinema together. Fatima likes action movies. Maria likes romantic comedies.

3 ② 2.03 Listen to a presentation and choose the best summary: A, B, C or D.

- A Compromising in different ways and to different extents can benefit all our relationships.
- **B** You should be as assertive as possible when compromising so that you don't end up feeling resentful.
- **C** Some people find it really difficult to know when to say 'no' and when to give in to what other people want, but it isn't impossible to learn.
- **D** When you really listen carefully to what the other person wants, you'll be able to reach a compromise much more easily.

compromise (*v*) reach agreement in a way that means both sides have changed what they're asking for

give in (*phr v*) agree completely to what someone wants

STRATEGY Recognising paraphrasing

Speakers often use different vocabulary to express similar ideas in order to avoid repeating what was said or written previously. You may hear familiar ideas expressed in an unfamiliar way. To help you understand, try to listen for words or phrases with a similar meaning to those used to express the idea in an earlier context.

		Read the strategy above. Listen again and tick (🗸) the					
		ments which match what the speaker says: A, B or both.					
1		Most of us find compromising difficult.					
		With effort, we can improve our ability to compromise.					
2		Disagreements are fairly common in all relationships.					
	В	We should try to reduce the number of disagreements we have with other people.					
2	۸	Some forms of compromise are more difficult than others.					
3		Different situations require different kinds of compromise.					
4		Arguments can make us focus very strongly on what we want,					
4	А	need and believe.					
	В	We can get very angry when we feel that others don't					
		understand the way we see things.					
5	Α	Always try to compromise as little as possible.					
		Sometimes we have to compromise more than other times.					
6	Α	We don't always need to compromise when someone demands					
		something of us.					
	В	It's important for people to know where our limits are.					
	Complete the paraphrasing sentences with the correct form of the words and phrases below. Use a dictionary if necessary.						
		ernate be clear be flexible be grateful find your way not be straightforward say 'no'					
1 3	_						
1		nat's meeting in the middle. In other situations, we might agree to ke turns.					
	Co	ompromising can mean either a happy					
	m	edium or					
2		ne examples I've just given are quite easy to resolve, but things don' ways play out so easily.					
	W	hat can we do when reaching agreement					
3	Yo	u don't have to win every battle.					
	Th	nings can'tevery time.					
4	Co	ompromising doesn't have to mean giving up everything you believe in					
	Yo	to meet the other person's					
	ne	eeds, while about your feelings.					
5	Yo	u don't always need to give in.					
	Sc	ometimes, you just need to					
6		hen you reach a compromise you're happy with, it's good to let the					
	ot	her person know how much the conversation has meant to you.					
		creates a positive feeling.					
6 🗖	/ED	NATION Your friend Seb has written to you for advice. He and					
		iend Alex meet at the park every Saturday afternoon for a few					
		s. Seb does not want to upset Alex, but sometimes he would lik					

to do other things on Saturday afternoons, and with other people.

own words and your own ideas.

Write a short email to Seb, using ideas from the presentation in your

1 Match the sentence halves.

- 1 If you're feeling hopeless, you need to **develop**
- 2 My sister never stops: she's always on the _
- 3 Some people seem to thrive on _
- 4 There are lots of things you can do to look after your mental
- 5 If you keep thinking about the past or worrying about the future, try to be ____
- 6 Just relax and chill
- 7 Take a break when you feel that life is **getting on**
- 8 Learning a new skill can help build _
- A mindful.
- B self-confidence.
- C stress.
- D health.
- E go
- F a positive mindset.
- G top of you.
- H out.
- 2 Read the online magazine interview and choose the correct alternative.

Gaming almost broke me

For most people, gaming is a fun way of being on the go / chilling out / thriving on stress, but for a few it can become something much more serious. We spoke to Zak Laurence, 22, about his gaming addiction / downtime / self-confidence and how he recovered from it.

- How did you first get into gaming?
- Like a lot of people, it was how I enjoyed my "well-being/regrets/downtime. It started out as something I did with friends, then I gradually spent more and more time playing on my own.

 Once, I played a game for 30 hours without eating or leaving my room.
- Wow. You were 4 on the go / being mindful / building self-confidence for all that time! Didn't you just get tired of it after a while?
- A No, it's strange. Some gamers *reach burnout / thrive on stress / develop a positive mindset and stop playing, but not me. I just kept playing more and more.
- So, what changed?
- ☐ I realised my ⁶ addiction / anxiety / mental health was suffering. I was suffering from depression and ⁷ anxiety / self-confidence / regret.
- That sounds difficult. But you eventually turned things around.
- Yes, I found some useful advice online, and connected with others who had found themselves in the same situation.

 I started getting out of the house more, and gradually things improved. In fact, the whole experience of quitting has actually *been mindful/got on top of me/built my self-confidence, so that's a real plus.

3		What are they talking about? Match the words and phrases below to the sentences.						
	addiction anxiety burnout depression downtime regrets self-confidence well-being							
	1	1 'It was wrong of me to shout at them. And why didn't I apologise afterwards?'						
	2	'I was miserable for months, not just a few days.'						
	3	'I feel great physically and mentally.'						
	4	4 'I couldn't stop feeling worried, even though I didn't always know what it was about.'						
	5	5 'I realised I didn't just want coffee – I needed it.'						
	6	6 'I know I'm successful, but I still don't really believe I can do things.'						
	7	'I just kept going and going despite the stress I was feeling, but in the end, it was just all too much for me and I had to stop and recover.'						
	8	'This is when I relax and think about very little!'						
1		omplete the texts with the correct form of words and arases from the lesson.						
	N/A	1 had been suffering for some time						

I'd been feeling m	iserable and worried. I was involved in lots				
of online group chats, and I thought they were good for me					
but I gradually rea	but I gradually realised that it was actually receiving all this				
2	from morning till night that was the				
cause of my 3	and anxiety.				

? Would you

f you're someone who 6_	because you
ind challenging situation	s exciting, be careful. You may
each 7	where you feel mentally and

like to slow down? This course helps you relax by

aware of things in the present moment.

any 8	and interesting life and I don't have . Every experience I've had has
taught me some	ething! My parents helped me to
9	from a young age, so I always try

- 5 Write a sentence to answer each question.
 - 1 How do you chill out with friends?

Are you always 4

emotionally exhausted.

teaching you how to 5

- 2 How do you spend downtime on your own?
- 3 How do you look after your well-being?
- 4 What do you do when things get on top of you?
- 6 **VOCABULARY BOOSTER** Now practise **Ways to improve your well-being** vocabulary on page 105.

	Choose the correct meaning. Tick (✔) A or B. 1 Jayden may not have seen you.	4 Complete the sentences with the modal verbs below and the correct form of the verbs in brackets.
	A Perhaps he didn't see you. B I'm sure he didn't see you.	could didn't need to must needn't not be supposed to should
	2 We needn't have taken so much food with us.	1 He was so rude to you! You
	A We didn't take a lot of food with us.B We took a lot of food with us, but it was unnecessary.	(be) furious!
	3 He shouldn't have sold the painting.	2 I (bother) to water the garden because it rained an hour later.
	A It's possible that he didn't sell the painting.	3 It's eight o'clock. Misha's train
	B Selling the painting was the wrong thing to do.	(arrive) by now. It's
	4 They were supposed to have arrived two hours ago.	usually on time.
	A We expected them to arrive two hours ago, but they	4 The kitchen was a complete mess when I got home. You
	haven't arrived yet B I'm sure they arrived two hours ago	room, but you (clean) the whole (do) the
	5 He didn't need to go to the bank.	washing-up!
	A He went to the bank.	5 A What's that cake? Is it for me!?
	B We don't know if he went to the bank. We only know	B Oh! You (see) that
	that it wasn't necessary.	until tomorrow! Oh, well. Happy birthday for tomorrow!
	6 You could have waited for me!	5 Complete the texts with perfect modal verbs from the
	A You didn't wait and I'm unhappy about that. B I'm happy that you were able to wait for me.	lesson. Use the correct form of the verbs in brackets. Sometimes more than one answer is possible.
2		
	Match sentences 1–6 to responses A–F. I bought you these flowers to say thank you.	○ Chat room
	I bought you these flowers to say thank you.Nasser seems to have made up with Ellie.	Have you ever made a small mistake that had big consequences? Tell us what happened.
	The people behind me at the cinema talked all the way through the film.	Bella My friend asked me if I liked his new haircut. I told him I didn't, and he got really offended. We didn't
		speak for months. Clearly, I 1
	I've just done my maths homework.	(say) what I actually thought! Seriously though, I know
	Why didn't they come to the meeting?	really ³ (behave) better, and I (say) sorry as soon
	6 I hope you don't mind, but I borrowed your bike.	as I realised I'd upset him.
	A You ought to have asked me first.	Isla I went for a walk in the forest near my house, and I got lost. I thought I 4
	B They might have forgotten.	(take) a map because I'd been there before with my
		parents. It all looked completely unfamiliar, though,
	C You must have felt really irritated!	so I ⁵ (pay) much attention. My phone had run out of charge and it was starting
	D Oh, wow, you needn't have done that!	to get dark. Fortunately, I met some other walkers
	E They must have talked things over.	and they told me which way to go. Otherwise I
		6 (have to) stay there overnight!
	F Weren't you supposed to do that yesterday?	overnight:
	2.04 Listen to the six dialogues and choose the correct	
	alternative.	6 Write three sentences about yourself and people you know,
	1 Olly ought not to have heard / can't have heard / didn't need to hear us talking.	using perfect modals from this lesson. For example, think about
	2 Anita didn't need to get up / wasn't supposed to /	 a speculation about what a friend or family member has done.
	needn't have got up early.	 a logical deduction about what a friend or family member
	3 Daisy must have taken / should have taken /	has done.
	needn't have taken the backpack.	something you haven't done, or something you've done wrong
	They were supposed to call / might not have called / ought to have called the police.	wrong. My sister might have had a maths test this morning.
	5 She didn't need to worry / needn't have worried /	My mum must have had her lunch.
	might not have worried.	I should have gone to bed earlier last night.
	6 Simran was supposed to go / didn't need to go /	1
	may have gone to the training session.	2
		3

1 What can you remember about the Student's Book text? Complete the text with the words below.

account	challenge	commitment	instincts	options		
Pilots 'Sully		er and Jeffrey 'Jef				
1	that	tested them to th	ne limit whe	n their		
plane's eng	ines stopped	l just after taking	off from La	Guardia		
Airport. Sul	ly had made	a²	to ensu	ire the		
safety of ev	eryone on bo	oard and was det	ermined to	achieve		
it. He evalu	ated the 3	fc	or landing sa	afely		
and chose	to land on the	e Hudson River. H	le'd never la	anded		
on water be	efore, but he t	trusted his 4				
After the ev	ent, investiga	ators questioned	whether Su	ılly		
should have	should have returned to LaGuardia, but they didn't take					
5	of th	e fact that Sully a	ind Jeff nee	ded time		
to figure ou	it what had h	appened and wh	at they nee	ded to do		

2 Read the headline and look at the photos. When is quick thinking important, and when is slow thinking more appropriate? What happened to the twins?

QUICK THINKING? LIFE-SAVING!

STRATEGY Previewing and predicting

Before you read a text in English, use information you already know about the subject to predict the content. This will make it easier to understand the text. Read the title and subheadings, and look at any photos. Check how many paragraphs there are. Read the first few words of each paragraph and try to predict what information each paragraph might contain and the words or phrases the writer might use.

- **3** Read the strategy above. Look at the subheadings and the first few words of each paragraph and predict which paragraph (A, B, C, D or E) answers each of the questions below.
 - 1 What happens if we use quick thinking at the wrong time?
 - 2 How badly hurt was Melissa?
 - 3 When does slow thinking help us? _
 - 4 How did Georgia save her sister's life?
 - **5** What is quick thinking? __
- 4 **② 2.05** Read the article and answer the questions in Ex 3.
- 5 Read the article again and choose the correct alternative.
 - 1 Georgia hit the crocodile because she was furious / her sister was scared / it was an automatic response.
 - 2 The writer suggests you might / should / needn't have felt scared when you saw the photo of the crocodile.
 - 3 Quick thinking keeps us safe / is something we have to work hard at / is an example of System 2 thinking.
 - 4 What is true about System 2 thinking is that it's easy / we will always answer maths questions correctly if we use it / we have to choose to do it.
 - 5 We sometimes get things wrong when using quick thinking because we take action without feeling emotions / don't see situations as they really are / don't believe our actions will help.
 - 6 The twins couldn't have got / could have got / might get ill from the water in the lagoon.



Crocodile attack!

When a crocodile pulled Melissa Laurie underwater, her twin Georgia had to act fast to save her sister's life. So she did the only thing she could do – she punched it on the nose.

The 28-year-old British twins had been travelling and volunteering in Mexico. Both experienced divers, the sisters were swimming in a lagoon when Georgia realised Melissa had disappeared. Then, she saw her unconscious body and near it, a crocodile.

'She just started hitting it,' said the twins' other sister later. 'She'd heard that with some animals, that's what you've got to do. She said her adrenaline kicked in and she knew what to do.'

Fast thinking for survival

In that moment, Georgia used quick thinking. Our brains process information in two ways: quick thinking and slow thinking. If you had a strong response to the photo of the crocodile, that was your brain using quick thinking. You didn't ask your brain to do it. It just happened. Psychologists call this System 1 thinking. It's fast, emotional and automatic, and our brains use it to help us survive when we sense danger.

Taking your time to figure things out

In contrast, System 2 thinking is slow and careful. We use it to solve problems, like this sum: 42 x 57. Did you try to work out the answer? You may or may not have done, because we make a choice to use System 2 thinking. If you got the answer right (it's at the bottom of the page), you must have applied mental effort and concentration, which System 2 thinking requires.

The dangers of quick thinking

Georgia was right to use quick thinking in the lagoon. It can have its disadvantages, though. A present situation may remind us of a past experience, for example, making us jump to the wrong conclusion about what we need to do. This can lead to bad decision-making.

Recovering from the attack

So, what happened to the twins? Both sisters had to take medicine because doctors were worried about the water they had been swimming in. Doctors were also concerned about what bacteria may have been passed on to Melissa from the crocodile's mouth and teeth. Melissa had to spend time in hospital because she'd suffered a lot of injuries, but she made a full recovery.

lagoon (n) a large area of salt water separated from the sea **adrenaline** (n) the hormone (chemical) that prepares your body to fight or run away when you face danger

2.7 GLOBAL SKILLS

1 What can you remember about the advice for coping with challenging situations from the Student's Book? Complete the text.

New page +			
How to cope when t	hings don't go our	way	
There's truth in the saying, 'It's cope with it.'	not what happens, but ho	w you	
Challenges and ¹ s_simply, they're ² u_3 ^b dr_Here's some advice to help yo			
In fact, we can start by looking after ourselves before thir go wrong. One way you can do this is by ⁴ s_yf with people who support and encourages_sm – avoid people who syou out and make you feel bad.			
When things go wrong, ⁶ a_that you feel sad, angry or dis Talk to people you ⁷ t_ask for help. Focus on your pothat one negative experience Recall how you ⁹ g_situations in the past. You ma	id to mber _e you. fficult		
Finally, remember that challenging experiences help us			

- 2 Look at the photos and answer the questions.
 - 1 What are the people doing?
 - 2 How are they feeling?
 - 3 Do you like being in these situations? Why? / Why not?
- **3** Read the article about different kinds of stress. Do the comments refer to distress (*D*), eustress (*E*) or both (*B*)?
 - 1 'I've been anxious about my best friend for ages.' ___
 - 2 'When I'm kitesurfing, I love how I have to concentrate so much that I can't think about anything else.' ___
 - 3 'I'm starting a new job next week. I'm going to learn so much from it!'
 - 4 'I'm starting a new job next week. Maybe I shouldn't have accepted it. How am I going to get everything else done that I need to do?' ____
 - 5 'I need a break from this!'

The power of positive stress

'Agh! I'm really stressed!'

In day-to-day life, we often use the word *stress* to describe negative situations and feelings. However, not all stress is bad.

Of course, negative stress, or *distress*, is a problem. It causes anxiety, is emotionally damaging to our mental health and can lead to burnout, especially when it goes on for a long time. There's also positive stress, though. Also known as *eustress*, from the Greek *eu*- meaning good + *stress*, positive stress is essential for our well-being. Positive stress is what you feel when you push yourself to do something that you want to do but which feels a bit uncomfortable. This could be mastering a new skill, starting a new college, travelling abroad or doing something 'scary-exciting' like watching a horror film or doing an extreme sport. This kind of stress is motivating and doesn't last long. It focuses your energy and attention and makes you perform well. It also gives you feelings of energy and hope.

4 Complete the blog post with words from the article.

M	ake eustress work for you!
	ile negative stress is bad for our
ı io ir	, eustress, or positive stress,
	nportant for our well-being because it creates lings of energy and ² in us.
	experience eustress when we do things that feel
	od but a bit uncomfortable at the same time. Take
the	se steps to get more eustress in your life.
*	Develop a positive mindset. Learn to see difficult
	situations as exciting ³
	instead of scary threats.
*	Push yourself. Try 4 a new
	skill, such as a language or a sport.
*	Don't be over-ambitious. Set goals that will
,	make you work hard but which are also
	achievable.
*	Be kind to yourself. Think about what your
,	⁵ are when setting goals,

5 Answer the questions.

- Think of a time when you felt negative stress. How did you feel? How did you cope?
- Think of a time when you challenged yourself to do something difficult. How did you feel? What happened?



Another way to think of eustress is that feeling you get when there's a gap between what you have and what you want or need, and the goal is achievable if you put enough effort in. In other words, it's difficult but not impossible. Humans, it seems, thrive on learning, so we feel good when we keep pushing ourselves and making progress. Recognising the difference between stress and eustress can help build resilience. If we see something as a threat which might harm us, then our anxiety levels will rise. However, if we see it as a challenge, then we can enjoy trying to overcome it. We therefore need to remind ourselves to develop a positive mindset, so that we can focus on how we can cope with the unavoidable challenges life brings rather than worrying about what damage they may cause us.

Here are some ways to get more positive stress into your life.

- + Get lots of exercise.
- + Set yourself goals around your interests.
- + Learn something new every day. It doesn't matter if it's big or small.

Even eustress needs to be managed, though, so make sure you leave room in your schedule for downtime too.

STRATEGY Using adjectives

When you are talking about a photo, try to use a range of adjectives to make your description more expressive. You can use both ungradable adjectives (e.g. amazing, brilliant, exhausted, ridiculous, terrible, wonderful) and gradable adjectives (e.g. bored, enjoyable, exciting, puzzling, resentful, resilient).

Ungradable adjectives combine with adverbs like absolutely, completely, really, totally.

Gradable adjectives combine with adverbs like a bit, extremely, pretty, slightly, very.

1 Read the strategy above. Look at the photos and choose the correct alternative.



- 1 The hiker on the left looks a bit puzzled / extremely confused.
- 2 The other hikers look totally exhausted / pretty relaxed.
- 3 Clearly, it's quite cold / absolutely freezing.



- 4 This photo shows a skateboarder who looks completely inexperienced / pretty experienced.
- 5 He seems quite happy / a bit frustrated.
- 6 The street looks totally empty / quite busy.

2	2 ② 2.06 Listen to a student talking about the two photos. Tick (✓) the topics he mentions.					
	feelings food	buildings	safety			

3	a	Complete the sentences	with one to	three wo	rds
---	---	------------------------	-------------	----------	-----

	·	
а	Complete the sentences wit	h one to three words.
1	photo, yo	ou can see three young people in
	the countryside.	
2	I'd say they	trying to figure out which way
	to go next.	
3	I can't be	, but it looks as though they
	might be in a forest.	
4		athing for
		on his backpack.
5	The second	a skateboarder in a city.
	It any mo	The state of the s
	I'd that h	The state of the s
	show ou	
		nt is that all these young people
,	are spending time outdoors.	,
10		t cities should have lots of green

b 3.06 Listen again and check.

spaces where people can exercise.

- 4 Match the sentence halves.
 - 1 The man on the left looks a bit confused.
 - 2 The skateboarder is on a city street,
 - 3 In both photos we can see young people enjoying their free time outdoors.
 - 4 The main difference is that the hikers are in the countryside,
 - 5 The hikers are in a group,
 - 6 Unlike the skateboarder, who is in the middle of an activity,
 - A the hikers have stopped to work out their route.
 - B whereas the skateboarder is in a city.
 - **C** but it looks completely empty.
 - **D** but in different situations.
 - **E** although the other two people seem quite happy.
 - F whereas the skateboarder is alone.

PRONUNCIATION Contrastive stress

In English, we normally stress the most important words in a sentence, such as the main nouns, verbs and adjectives. When we emphasise a contrast, we often stress the words that clearly show the two different ideas we want to express.

- 5 a Read the Pronunciation box. Read sentences 1-6 in Ex 4 out loud. Underline the words in Ex 4 that we would stress to emphasise a contrast between two different ideas.
 - b 32.07 Listen, check and repeat.
- **6** You are going to write your answer to the speaking task below. Make a note of the main similarities and differences between the two photos.

Compare the photos. Speculate about where the people are, what they are doing and how they are feeling. Then give your opinion about the two different kinds of free-time activities.





- 7 Plan your work. Use a range of adjectives and phrases for comparing, speculating and stating your opinion. <u>Underline</u> words to show how you would use contrastive stress.
- 8 Write your script. When you have finished, check that you have ...
 - · described the photos using a range of adjectives and phrases for speculating.
 - compared the photos.
 - · stated your opinion clearly.

2.9 WRITING

- Write a few sentences in answer to each of the questions below.
 - Which of the things below do you do as acts of kindness towards yourself?

connecting with friends having a long bath switching off your mobile phone taking exercise

- 2 How do you feel about taking the risks below?
 - going on holiday with people you don't know very well
 - riding a bike on a busy road without wearing a helmet
 - · setting up a small business with a family member
 - swimming in water where there might be sharks or crocodiles
- 2 Read the task and the essay. Complete the paragraph plan with topics A–E.

'The most effective way to grow, develop and be successful is to take risks.' Write an essay giving your opinion of this statement. Refer to experience, resilience and one more idea of your own.

- A the supporting argument that taking risks can lead to a range of new and exciting possibilities
- **B** the supporting argument that, despite the fact that trying difficult or new things can be dangerous, risk-taking often contributes to feelings of well-being
- C my overall opinion about risk-taking, repeated more strongly
- **D** the supporting argument that by taking risks, we learn about life and get to know ourselves better, knowing that we might make mistakes sometimes
- **E** some general thoughts on risk-taking, including my opinion and one contrasting argument

Paragraph 1: Introduction: 1___

Main body: Three paragraphs with supporting arguments with reasons / examples / contrasting arguments

Paragraph 2: 2

Paragraph 3: 3

Paragraph 4: 4

Paragraph 5: Conclusion: 5

STRATEGY Planning what to include

When you are planning an opinion essay, think carefully about the topic and your opinion about it. Make a list of ideas or arguments that support your opinion, and some that contrast with it. Evaluate all the ideas and choose the strongest arguments to include.

3 Read the strategy above. Make a list of arguments that support and contrast with the statement in the task below.

'Switching off your mobile phone one day a week is one of the kindest things you can do for yourself.' Write an essay giving your opinion of this statement. Refer to well-being, communication and one more idea of your own.

4 Look at the <u>underlined</u> words and phrases in the essay. Decide what function they have, for example, introducing a point or idea, expressing an opinion, sequencing ideas, adding a supporting point and introducing a contrasting point.

'The most effective way to grow, develop and be successful is to take risks.' Discuss.

Risk-taking is often associated with danger. Of course some risks, such as doing extreme sports or visiting dangerous places, can result in harmful consequences. On the whole, however, I personally feel that if we never take risks, it's difficult to grow, develop and be successful as human beings.

Firstly, I firmly believe we need to take risks to gain a variety of life experiences. Of course, we might make mistakes, fail, waste money or simply not enjoy the experience. However, every time we do something risky, we have a new adventure – a new life story to remember and share with others. Moreover, by challenging ourselves we gain knowledge, learn new skills and build resilience. In addition to this, we learn things about ourselves, such as what we enjoy and don't enjoy, and what our strengths and weaknesses are.

Secondly, in terms of well-being, risk-taking can create positive stress, which is good for us. <u>Having said that</u>, we need to be realistic about the degree of risk we take. For example, having a go at surfing is great if you're a strong swimmer and have someone to teach you about technique and safety, but it could lead to negative stress if it's completely beyond your capability.

Finally, taking risks often opens us up to meeting new people, which in turn can lead to new relationships and opportunities. For instance, if you move away from your home town to work or study, you're likely to meet new people who will introduce you to new hobbies and interests, and this of course means you'll be able to try out different things and take new risks.

In summary, as long as we make careful judgements about what physical or emotional damage to ourselves or others a decision might lead to, I personally feel that we should be open to the idea of taking risks for our personal growth and development.

- **5** Create an essay plan using the five-paragraph structure in Ex 2.
- 6 Write the essay based on your plan in Ex 5. Write five paragraphs and include at least five phrases from Ex 4.
- 7 ✓ CHECK YOUR WORK Did you ...
 - follow the plan?
 - include grammar and vocabulary related to the topic?
 - include phrases for introducing a point or idea, expressing an opinion, sequencing ideas, adding a supporting point, introducing a contrasting point?
 - check your spelling, grammar and punctuation?

Gr	rammar	4 Complete the sentences.
	Match the sentence halves. 1 You mustn't 5 You'll be 2 It can 6 He isn't supposed 3 You have 7 I don't know. He could 4 They should 8 You don't have A be here soon. It's nearly half past seven. B be in the garden or he might be in the park. C eat that! It will make you sick! D be difficult to make new friends. E to have your passport or you can't travel. F to wait for me. You can leave now. G able to meet Max tomorrow. H to eat any sugar because of his illness.	 Stress can make people ill, but my cousin Maria t on it, which is probably why she loves her job as a firefighter. Jamal wasn't just a bit sad. He was suffering from d If you don't feel good about yourself, learning a new skill can help b s
2	Choose the correct alternative. Sometimes both answers	7 When we da p m, we feel more hopeful and optimistic
	are possible. Miguel Thank you for paying for my coffee! You 'didn't need to do / needn't have done that! Sami Well, I'm in a good mood. It's my birthday. Miguel Happy birthday! Wait What's today's date? Sami The 22nd. Why? Miguel Oh no! I 2needed / was supposed to have handed	 about the future. 8 Thanks to social media, people receive much more ievery day than they did 30 years ago. Cumulative review 5 Complete the blog post with the words and phrases below.
	in an essay yesterday. I completely forgot!	anxiety calm down can chill out crazy don't have to frustrated had to mental
	Sami You ³ must / should have put a reminder on your phone so you wouldn't forget.	must have should have well-being
	Miguel Yeah, you're right. Oh, I can't believe it! I *could / may have done that essay on Saturday instead of watching the football at Omar's house.	Studies show that spending time in nature can help your ¹ Fortunately, you
	Sami You were at Omar's? You ⁵must have / ought to have met my friend Lucas. He was there.	² go deep into a forest or climb a mountain to experience the benefits of the great outdoors. Just spending time in a park
	Miguel Yes, I did. He's really nice. Sami He'd been quite anxious about going because he only knew Omar, but when he got there, he realised he 'didn't need to be / needn't have been so worried because everyone was completely focused on the football! Miguel It was a great match! Right, I've got to go. Thanks	be enough. What's your experience? Comments I get 4 quite quickly when things aren't going well, but I find that if I go and walk by the river near my house, I 5 quite quickly.
.,	again for the coffee. Enjoy your day!	Kai, 17
3	Complete the sentences. Use the definitions in brackets. 1 Were you (upset because you thought I'd said something unkind about you) when I said you were	I live in a city, but there's a park nearby where I go and when things get on top of me. Just sitting there helps reduce my ⁷ (I ⁸ gone there yesterday when my brother was driving me ⁹ !) Lily, 16
	proud of your work? 2 Anna was feeling (really sad) when I spoke to her yesterday.	During the 2020 pandemic, I ¹⁰ stay at home every day. At least I could spend time in my garden, though, which was really good for my
	What's that noise? It's really (annoying me).	been really difficult for people living in flats. <i>Toni, 18</i>
	4 I was (confused) as to why you didn't wait	Sourcean, amount for poople living in flate. Form, To
	for me today. 5 Holly was (extremely angry) that her sister had borrowed her car without asking.	REFLECT Think about the following questions. 1 Which lesson in this unit did you enjoy the most? Why?
	6 I'm sure you'll feel better when you it it (discuss it) with Kaheem.	2 Which of the grammar points did you find the most difficult? Why?
	7 Layla has (had an argument)	How can you practise understanding new words and

with Fatima. They aren't speaking to each other.

seems unfair to you) that my brother was allowed to go to

(angry about something that

8 I used to feel_

bed later than me.

3 How can you practise understanding new words and

4 What three things can you do to build resilience?

phrases in reading texts?

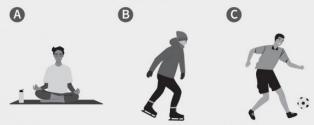
Listening

EXAM STRATEGY

When you do a multiple-choice task matching dialogues with photos, look at the pictures carefully before you listen. Identify the topic that links them and think of words to describe each photo. Keep lists of words to describe different topics in your notebook.

- 1 Read the strategy above. Then read the first question in the exam task in Ex 2 and look at the pictures. What is the linking topic? Think of two or three words that you associate with each picture.
- 2 (1) 2.08 For each question, listen and choose the correct answer: A, B or C.

1 What activity is the boy going to do?





3 What are they going to do at the weekend?



4 How is Hannah going to travel now?



5 What is today's programme about?



Use of English

EXAM STRATEGY

You can practise for a word formation task by choosing words that have prefixes and suffixes and adding as many of these as you can to create different versions of the words.

- 3 Read the strategy above. Then read the exam task in Ex 4. Look at the first gapped sentence. How many different words can you make with the word given? Which is the correct word?
- 4 Use the word given in brackets to form a word that fits in each gap (1-10).

Benefits of mindfulness

Do you ever feel that you are not in control of your life? Are you suffering from anxiety or feelings of (DEPRESS)? Life today can be very (STRESS), particularly for young people when they are doing exams. During this time, some people become irritated, or ³ (RESENT) towards people whose lives seem easier. They may lose friends or find it hard to communicate, which can then lead to feelings of 4 (HOPE). However, if you are feeling 5 (HAPPY) in this way, there are things that you can do. One of these is to practise mindfulness. Mindfulness develops our 6 (ABLE) to connect with the world and with our bodies. It encourages us to notice what is happening in the present moment and to 7 (POSITIVE) change the way we see life. So how can we become more mindful? There are some simple methods which you can (EASY) include in your daily life. For example, when you are eating, pay attention to the taste of your food, and when you are moving around, focus on what you see and hear. You can also practise mindfulness by sitting 9 (QUIET) and focusing on your breathing. These 10 (SUGGEST) can really make a difference.

Reading

EXAM STRATEGY

When you do a multiple-choice task, find evidence in the text to explain both why the option you choose is correct and why the others are wrong.

5 Read the strategy above. Then read the exam task in Ex 6. Focus on the first paragraph and the first question. Which is the correct option? Why? Why are the other options wrong?

6 Read the article about a story of survival. For each question, choose the correct answer: A, B, C or D.

Sea adventure

Steven Callahan had been sailing ships since he was young, so when he decided to set sail from Maine on a trip alone to the Canary Islands and then back to the USA in January 1981, he had no sense of anxiety. He was sailing in the Napoleon Solo, which was a boat he had built himself. The trip went well, and Callahan made it safely to his destination. It was on his way back, when he left the Canaries, that he ran into trouble.

After about a week, a storm began. It wasn't a huge storm and Callahan didn't feel very worried until suddenly he heard a loud noise. A hole appeared in the boat, and he realised it must have been hit by a whale or a shark. As the boat began to sink, Callahan knew he would never be able to fix the damage. He got into his life raft, but he also needed supplies, which were in the sinking boat. He dived into the ocean and managed to get several items, including food and water.

Incredibly, Callahan was on the raft for a total of 76 days. During that time, he faced terrible danger, but his sailing experience helped him to survive. He was finally rescued when sailors near Guadeloupe spotted him. By that time, he had lost a third of his weight and could barely stand. He was taken to hospital for treatment, but it was many months before he recovered.

After his time at sea, Callahan wrote a book about his experience and continued to design and build boats. He also worked, giving advice, on the film version of the book Life of Pi by the Canadian author Yann Martel, which was published in 2001 and won the Man Booker Prize for fiction. In the book, the main character, who is an Indian Tamil boy called Piscine Molitor 'Pi' Patel, is left on a lifeboat in the Pacific Ocean. However, unlike Callahan, he is accompanied by a tiger and is at sea for 227 days.

- 1 When Steven Callahan set off from America, he ...
 - A intended not to return.
 - B was nervous about travelling alone.
 - C was confident about his abilities.
 - **D** had little experience of sailing.
- 2 Callahan realised he was in danger ...
 - A after something damaged his boat.
 - B as soon as the storm began.
 - **C** the moment he left the Canary Islands.
 - **D** when the bad weather improved.
- 3 After the boat began to sink, Callahan ...
 - A ran to get his supplies.
 - B spotted a shark.
 - C dived into the water.
 - **D** tried to fix the damage.

- 4 Callahan survived because he ...
 - A had sufficient supplies.
 - B was picked up by a boat.
 - **C** swam to safety.
 - D sailed to an island.
- **5** After his journey, Callahan ...
 - A made a film about his life.
 - **B** contributed to the filming of *Life of Pi*.
 - C wrote a book with Yann Martel.
 - **D** gave up his connections with sailing.

Speaking

EXAM STRATEGY

When you take part in a task that requires you to discuss points and come to an agreement, you can show your initiative by using phrases to keep the conversation moving and bring it to a conclusion.

7 Read the strategy above. Then complete the useful phrases with the words below.

	et's move	need	shall	think
1		talka	about th	e next point.
2	What do you	do you of this idea?		
3		we d	iscuss th	ne other ideas now?
4	I think we sh	nould		on now.
5	Right. We no)W		to decide on the best ideas

- 8 Work in pairs. You are going to discuss what young people should do in order to cope effectively with stress and other mental health problems. Talk to each other about the ideas in the list below and decide which two would be the most useful.
 - · doing yoga
 - practising mindfulness
 - · having more leisure time
 - · avoiding social media
 - · improving diet

Writing

EXAM STRATEGY

When you write a story, vary your use of language by using strong verbs (e.g. stare instead of look) and reducing your use of adverbs.

- 9 Read the strategy above. Then replace the words in **bold** with strong verbs.
 - 1 Ben looked at the man. Did he know him?
 - 2 Sam ran fast down the road.
 - 3 Lucy closed the door loudly.
 - 4 They walked around the caves for hours.
- 10 You have seen an online advert for a competition asking for rescue stories. Write a story in which you ...
 - · introduce the characters and their situation.
 - describe the beginning of their story.
 - · explain what goes wrong.
 - · say how they are rescued.

3.1 VOCABULARY



3	What can you remember about the vlog? Are the sentence or false (F)? Rajio taiso is beneficial for people of all ages. Zaki likes rajio taiso because it helps him work up a sweat. Rajio taiso stretches your muscles at the start of the day. According to Yasmin, one of the main advantages of rajio taiso is that it is easy to fit in with your daily routine. Rajio taiso and yoga both make you more flexible. Joe started yoga because he finds team sports challenging. According to Daisy, the exercise bike was rather complicated to use at first. The bike has had a positive impact on Daisy's fitness routine.	T F	 4 REAL ENGLISH Complete the dialogue with the phrases below. couch potato job done keep at it let off steam that's it too much information A Senyo, get off that video game. You are such a 1! B No, I'm not. I'm learning this new game. A But you can't 2 until you've completed all the levels. That will take days. B Possibly. It's so exciting, though. The gameplay is amazing, and it really builds on the story from Part 2.
2 (Choose the correct alternative. Chocolate is so addictive / beneficial – I just always want Nia worked up / took up a sweat at tennis training. This website has some online classes that are gentle and so really increase / stretch your heart rate. Yoga makes you impact on / aware of your whole body. A short run doesn't take up / fit in a lot of time. We were stretched / thrilled to finish the marathon in under This dance routine is much too complicated / enthusiastic to follow. If you do yoga every day, you'll become more beneficial / in the content of th	ome that er four hours. for me	A 3

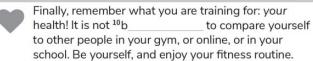
Starting a new exercise routine

So, you've been inspired to start a new exercise routine. Congratulations! Here are some tips that will ¹h on your workout journey.

Ø	Even if you are	e ² e lle unless your n		you are
	I		_ your existing so	chedule.
₹ 111	it's important t r over a number	to ⁴ i and work up a of weeks – part	self time to impr y sweat, but do th icularly if you are This can really ⁵ n	his gradually e new to sport.
	y over time, and more ⁶ c	a_ help you see wh workout	nen you are read	your progress y to move on to

3 Complete the advice with words and phrases from the lesson.

ney.			
6	Please ensure that you are k Remember to ⁷ s	ind to your body. y	
	m before and	after your workout.	
	This will stop you feeling 8s_	and will	
	also prevent injury. It is also	crucial to consider your	
	diet. In order to ⁹ m	У	
	h over time, yo	ou must give your body	
	the right fuel for its activities	5.	
00	Finally, remember what you a	are training for: your	



1	Read the sentences. In which sentences is an advanced
	comparative used

- A to say that two people or things are equal (or not)? _____
- **B** to show continuous change? _____
- **C** to show that two things change together because they are connected? _____
- 1 The more people get moving, the better.
- 2 The number of people who are overweight is becoming more and more worrying.
- 3 During the Covid-19 pandemic, some people couldn't be as active as usual.
- **4** Exercising gets easier and easier as you improve your strength and fitness.
- 5 The less you practise these exercises, the weaker your muscles will get.
- 6 In terms of being active, gardening can be as effective as a trip to the gym.
- 2 Complete the text with the comparative form of the words below.

beneficial fit hard (x2) high popular short time-consuming

Ask our fitness expert

Q: Is a ten-minute workout really enough?

A: Ten minutes ... That's it? Only joking! The great news is that a ten-minute workout really can be long enough.

Short, demanding workout classes have become

short, demanding	g workout classes	nave become		
1	and	in gyms i		
recent years. It n	nay sound like a ter	mporary trend,		
but the scientific	evidence shows th	nat ten minutes of		
high-intensity in	terval training (also	o known as HIIT)		
can be ² as 30 minutes of gent				
exercise, such as	walking.			
The idea behind	HIIT training is to v	work		

as you can for a short period of time, followed by a complete stop. The period of activity is known as an 'interval'. As a general rule, the

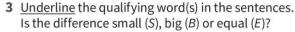
the interval (usually 1–1.5 minutes), the 5 the intensity of the effort. This is repeated several times over ten minutes or more. Scientific research proves that HIIT has a significant impact on your body. It's great for burning fat, increasing fitness and even reducing the effects of age on the body. HIIT is good for all abilities because you aim to increase your heart rate to 85%-90% of its maximum. The 6 you

are, the ⁷ you have to work – but only during the allowed interval time.

As it's all finished in ten minutes,

as going for a jog. Equally, there is more variety: the intervals can involve bikes, weights, jumps, stomach exercises ... the list goes on.

It's great for working up a sweat!



- 1 Some people claim Tabata workouts are just as effective as HIIT workouts.
- 2 The rest periods in Tabata workouts are much shorter than HIIT: just ten seconds.
- 3 HIIT classes can be a lot louder than some gym classes because the teachers tend to shout positive instructions to help you keep going! ____
- **4** If you watch a HIIT class, it can look a bit scarier than a traditional gym class. ___
- **5** But if you try one, it's nowhere near as scary as it seems. The shouting really is helpful! ___
- **6** Don't forget that rest days are equally as important as exercise days for your body. You need time for recovery. ___

4 Choose the correct alternative using information in the text in Ex 2.

- 1 HIIT classes have become a bit more / far more popular recently.
- 2 But HIIT is **much more** / **nothing like** valuable than just a trendy gym class.
- 3 Ten minutes of HIIT can be just as / almost as effective as 30 minutes of walking.
- 4 HIIT is **equally / not quite** as effective for beginners as for serious athletes.
- 5 In HIIT training, your heart rate is expected to be a bit / a lot higher than its usual level.
- 6 Each interval should be **slightly longer than** / **just as long as** the one before, with a rest in between.
- 7 Jogging is **nowhere near as / just as** varied as a HIIT workout.
- 8 Overall, HIIT is **just as / nothing like as** scary as you might think it is.
- **5** Research the intervals below. If you can, try each interval for one minute, working as hard as you can, followed by a one-minute break.
 - · mountain climbers
 - burpees
 - spotty dogs

Make notes using comparative forms of *easy*, *difficult*, *effort* and *fun*.

- **MEDIATION** Your friend is finding it hard to fit exercise in with their daily routine. Write a short email recommending HIIT and comparing it to running for 30 minutes. Use comparative forms from this lesson, for example ...
 - as beneficial as
 - nowhere near as scary as
 - far less time-consuming
 - just as effective as

intensity (n) a state of being powerful or extreme

3.3 LISTENING

1 What can you remember about the podcast in the Student's Book? Complete the sentences with the words below.

disputes originated recreation survival tribes warfare

- 1 In the past, skills that we think of as sporting ability were necessary for ______.
- The techniques used in many modern sports _____ during ancient times, as ways to hunt for food or stay safe.
- 3 Some sporting events, such as archery, were used during _____, and would have been practised by soldiers.
- 4 Lacrosse was played by Indigenous American to prepare young men for battle.
- 5 Victory at lacrosse may have been used to resolve _____ over land and other resources.
- 6 Today, in contrast, sport is generally considered as _____ or entertainment.
- 2 You are going to listen to four texts about sports products. Look at the photos and think about the questions.
 - How do these products help people to keep active?
 - Who would buy them?
 - What features would you expect these items to have?









- 3 3.02 Listen to the four texts and choose the correct answer: A, B, C or D. You may listen twice.
 - 1 According to the speaker, where does the 10,000 steps fitness goal come from?
 - A academic research from 1965
 - **B** a Japanese fitness tradition
 - C research from Harvard Medical School
 - **D** the company that invented the first step counter
 - 2 Why doesn't Aziz want to buy the bike?
 - A It isn't the brand he wants.
 - B He doesn't trust the seller.
 - **C** He has decided to take up running instead.
 - **D** He thinks he'll find a better deal elsewhere.
 - 3 What camera feature is the customer most interested in?
 - A voice control
 - **B** water resistance
 - **C** picture quality
 - D internet connectivity
 - 4 What is the central idea explored in the book?
 - A the development of modern sports shoes
 - **B** the history of sports clothing around the world
 - C that modern shoes are making humans worse at running
 - **D** that humans would be fitter if they followed the example of certain tribes

STRATEGY Distinguishing facts and speculation

When listening to a podcast, lecture or report, etc., it's important to understand whether what the speaker says is a fact or speculation. Facts are often supported by referring to research or other evidence, such as dates or places. Speculation (or the speaker's opinion) is not usually supported by evidence and is often expressed using modal verbs like *could* or *may*, adverbs like *probably* or *likely* and verbs like *think*, *seem* or *believe*.

4 3.03 Read the strategy above. Listen to the extracts from the texts and decide if they are stating a fact (F) or speculation (S). Note down any language or information that helped you decide.

1 F/S 5 F/S 2 F/S 6 F/S 7 F/S

- 4 F/S
- **5** Rewrite the sentences to emphasise speculation. Use the words in brackets.
 - 1 Shoes are not good for your feet. (likely)
 - 2 These shoes will help you run faster. (seem / people)
 - 3 Karl is running a marathon in July. (might)
 - 4 Modern shoes change the shape of your feet. (thought)
- 6 Complete the task.
 - 1 Choose one of the products from Ex 2 and research it online
 - 2 Write three factual sentences using the information you find.
 - **3** Write three speculation sentences to answer this question: 'Do you think the product is suitable for you?'

1 Look at the photos. What are the similarities and differences between these roles? Would you expect these people be good at the sports shown? Why? / Why not?







2 Choose the correct answer: A, B or C.

Amina I've always loved swimming, so it made a lot of sense to train as a lifeguard. You need to ¹______ strong swimming skills when you qualify, and we renew our qualifications regularly. I'm still at school, but I work here most weekends. People often think lifeguards work alone, but in fact you have to ²_____ work with others all day long.

At my pool, there are always two people watching different parts of the water. Also, it takes two or more guards to lift someone from the water if they're injured. I like the amount of variety involved in this job. In particular, you have to ³_____ to changes in the pool users: a family session with lots of young children is very different from a session for confident swimmers. It's a great job, it pays well and I think a full-time career in the leisure industry would suit me.

Jayden I'm a dedicated handball player for my district, and I've also been a handball referee since I was sixteen. When I leave college, I'd like to pursue a career in business, and I believe that being a referee is great preparation for that. You have to get the respect of the players ... and sometimes the spectators. They will only 4 of your decisions if you are fair, calm and consistent. You also have to 5, because a competitive match can be stressful for everyone involved. I also have to manage my time effectively to get to all the matches and stay on top of my schoolwork.

Mylie I play football for my school football team, but I also volunteer as a sports first-aider at matches in my town. Being a first-aider has helped me find a place in the football community. I used to be quite shy, but now I'm not afraid to speak out if I see risky play on the pitch.

Ankle and knee injuries occur very often, and I know that what I do

_______ the player getting the right treatment fast. Even if I'm not needed on the pitch, there's always something to do. Before and after each match, I _______ checking the contents of the first-aid kit. You have to make sure everything is ready. Of course my first-aid knowledge is beneficial in everyday life too. It shows employers that I care, and that I'm prepared to train and then act decisively.

1	Α	accept	В	demonstrate	C	take
2	Α	be willing to	В	contribute to	C	take responsibility for
3	Α	cope	В	adapt	C	accept
4	Α	contribute	В	take responsibility	C	accept the consequences
5	Α	cope under pressure	В	adapt to changes	С	demonstrate your skills
6	Α	adapts to	В	accepts	С	contributes to
7	Α	accept the	В	take responsibility	for	
	C	cope under r	ore	ssure by		

3	Complete the sentences with the words and
	phrases below.

collaboration commitment demands failure leadership organisational skills self-confidence teamwork

- 1 Some players consider leaving the pitch as a sign of ______. I have to help them understand the situation their health comes first.
- 2 I need a strong _______ to the sport because my own ability contributes to the success of the role.
- 3 I need good ______ because I combine this role with my own matches plus my studies.
- 4 This role has really improved my
- There's a surprising amount of involved in my role. For example, it takes between two people to complete some of the activities.
- 6 Injuries are common because the _____ of sport can put the body under a lot of stress.
- 7 This role demonstrates ______ because I have to manage the teams and also sometimes the spectators during a match.
- **4** Who said the sentences in Ex 3? Read the texts in Ex 2 again and choose *A* (Amina), *J* (Jayden) or *M* (Mylie).

Sentence 1 A/J/M Sentence 5 A/J/M
Sentence 2 A/J/M Sentence 6 A/J/M
Sentence 3 A/J/M Sentence 7 A/J/M
Sentence 4 A/J/M

- **5** Replace the <u>underlined</u> words with nouns from Ex 3 and verb phrases from Ex 2 so the sentences do not change in meaning.
 - 1 Throughout your life, your sport routine will have to <u>adjust to differences</u> in your body and lifestyle. You will have to combine any activity with the <u>important</u> things that you have to do of your career.
 - 2 It is fairly obvious that sports like handball and cricket require the actions of a group of people successfully working together, but individual disciplines like running and swimming require the action of working with someone else too.
 - 3 I was a good gymnast, but I didn't have the <u>trust in</u>
 <u>my own ability</u> to succeed in major competitions.
 I just didn't <u>deal well with stress and tension</u> very
 well
 - 4 If you compete regularly, you'll soon get used to losing. <u>Lack of success</u> actually helps you improve, so show your coach that you <u>are ready and</u> prepared to review your mistakes.
- **6** Research and choose five Olympic sports you would like to try. Write a list of the skills / abilities you have which you think would suit these sports.
- 7 VOCABULARY BOOSTER Now practise
 Transferable skills vocabulary on page 106.

 Read the fact file and choose the correct alternative.

Panna Pania

Rules and history

'Panna' is both a football move and 'the / a competitive game. The move – in which the ball is passed between an opponent's legs – requires '-/ a lot of skill. It has several other names, such as 'nutmeg' (UK) or 'petit pont' (France).

Panna originated in Suriname, in ³the / – South America, and has spread around the world. ⁴The / A rules of the competitive game were only formally agreed in 2007. The pitch is a six-metre circle with a short fence or net around the outside and two



goals at opposite ends. Panna is ⁵a / the one-onone sport. Each game lasts for just three minutes, and points are awarded for goals and also for panna moves.

Reasons for success

- Panna is designed for urban life. It uses small spaces and minimal equipment.
- It requires exceptional ball control. The most skilled players demonstrate complicated moves which are more usually seen in freestyle football.

Set up ⁷–/a skills club at school.

and quantifiers.

1 The team sport I like best is

2 Brand new sports, like panna, are interesting because

4 If I could add one new sport to my school curriculum, it would be

3 Sport provision at school is vital because

because

because

 Loud street music, live commentary and the close proximity of the spectators all give matches
 6the / an exciting atmosphere.

Prediction

Panna is gaining popularity and the elite now have fans, agents and sponsorship deals. We can expect *the / – panna to become more and more professional over the coming years.

2	alt	omplete the rules about the use of articles. Choose the correct ternative and add the highlighted examples from the fact file in Ex 1. We use <i>a/an / the / -</i> when there is only one of something, or for a specific example, e.g.
	В	We use $a/an / the / -$ when we mention something for the first time and then $a/an / the / -$ for further references to the same thing, e.g.
	С	We use <i>a/an</i> / <i>the</i> / – when we mean an example of something and we don't need to be more definite, e.g. We use <i>the</i> when it is clear what we are talking about.
	D	We use a/an / the / – with superlatives, e.g.
		We use a/an / the / – with words like <i>school</i> , <i>college</i> , <i>work</i> , etc. wher we are talking about their purpose as an institution, e.g
		We use a/an / the / – for most towns, cities, regions and countries, e.g We use <i>the</i> with a few countries (<i>the Sudan, the United Kingdom</i>). We also use <i>the</i> with geographical features (<i>the Amazon, the Pacific, the Arctic</i>).
	G	We use <i>a/an</i> / <i>the</i> / – when we talk about something in general, e.g
	Н	We use $\it a/an / the / - $ with an adjective to refer to everyone who has that characteristic, e.g
3	Co	orrect the article mistakes.
	1	Road tennis is exciting sport to watch. Spectators can get very close to an action.
	2	Martin goes swimming after a work on Tuesdays. He particularly likes an outdoor pool near his office.
		In ski jumping competitions, you score the points for a longest jump. Panna is extremely popular in Netherlands, which has the large Surinamese population.
	5	Snowboarding is not for a shy. You need a self-confidence.
		Georgia can do football move called 'around the world'. What's best move you can do?
	7	Because a pitch is small, panna is great for the players who cannot run long distances.
	8	'Can you play a basketball this evening?' 'No, I have to stay in a college until 6.30.'
4		ead the first two paragraphs of the fact file again. Find five camples of quantifiers.
5		eplace the words in bold with the words and phrases below so that e meaning does not change.
	6	a great deal every one of us few much none of us some
	1	A game of panna doesn't take up a lot of time, but mastering the skills takes real commitment.
	2	Several famous football teams use yoga to increase their players' flexibility.
	3	Gymnastics requires a lot of skill.
		Everyone wants squash to be an Olympic sport.
	5	Not many people around here have tried the sport of climbing.
	6	We love watching tennis, but no one here has ever played a tennis match.
6	Co	omplete the sentences using your own opinions. Include articles

1 What can you remember about the review in the Student's Book? Complete the words in the summary.

The documentary film *Rising Phoenix* explores the world of the Paralympic Games. It partly focuses on Ludwig Guttman, a doctor who 1s. treatments for injured soldiers. Guttman believed that sport could help many of his patients to they learned to use their wheelchairs. In 1948, he set up a sporting competition for male and female wheelchair users. By 1960, this had become the Paralympic Games. The film also tells the story of several athletes competing in the modern Paralympics. They talk about the 3_D b they've had to deal with in order to participate, train and compete. They all have had to 40 from a very young age. Rising Phoenix shows that people with physical disabilities sport. It's an excellent film.

- 2 3.04 Read the article about autism and sport. Why does Tom Stoltman describe autism as his 'superpower'?
- **3** Read the article again. Are the sentences true (*T*) or false (F)? Which paragraph (A–E) contains the evidence for your answer?
 - 1 Not all people experience autism in the same way.
 - 2 Stoltman was proud of his autism when he was at school.
 - 3 In the past, Stoltman found
 - speaking in public challenging. 4 Researchers think more girls
 - should be diagnosed with autism. T/F Paragraph:
 - The sports environment can be very challenging for people with autism. T/F Paragraph:
 - With assistance, people can recover
 - from autism as they get older. **T/F** Paragraph:

STRATEGY Understanding referencing

To understand a text better, it helps to recognise when certain words refer back to an object, a person, an event or an idea which was mentioned earlier in the text. These include ...

- subject and object pronouns like he / she / it / they, him / her / it / them.
- referents like this, that, these, those.
- adverbs referring to place or time like here, there, then.
- so + adjective, such + noun.
- 4 Read the strategy above. Look at the six reference words in **bold** in the article and identify exactly what each one refers to.

5 Read about Clay Marzo, who is a professional surfer with a mild form of autism. Rewrite the underlined sections using reference words.

- 1 People with mild autism do not compete in the Paralympics. People with mild autism therefore compete against athletes who might not understand their condition.
- 2 Like many autistic athletes, Marzo is able to focus on the same short task for a long time. Marzo's focus is surfing.
- 3 Many of the problems Marzo has in an urban environment disappear in the ocean. In the ocean he feels calm and at home.
- 4 Marzo won several prizes at a young age. The prizes he won included Open Men's National Champion (USA).
- 5 There is a documentary film about Marzo's career. The documentary film's title is Just Add Water.

autism (n) a disability that can affect social skills and communication skills, and can involve repeating patterns of thought or actions **spectrum** (*n*) a range of different positions between two extremes

NEWS

Home World Business Tech Science

You are an athlete at an important competition. Imagine a crowd cheering, bright lights, loud music ... For many people, this would be a dream come true. Now imagine the same scenario for an athlete with autism. Such sights and sounds can be stressful,

T/F Paragraph:

T/F Paragraph:

Paragraph:

even painful. Only a few athletes with autism make it to the top of global sport. One example is Tom Stoltman, who became the World's Strongest Man in 2021.

- B You probably know someone with autism. It is a lifelong condition which affects communication skills and the way sights, sounds and emotions are processed. These issues mean that children with autism often struggle at school. Stoltman, for example, has spoken about his difficulties with maths. For a long time, he kept his autism hidden, even from his friends. But today he describes it as his 'superpower': 'Some people with autism are very, very good at maths or very, very good at art - and that's a superpower. That's what makes us "different" and that's what makes us powerful.'
- C Compared with 20 years ago, doctors today have a better understanding of the condition. As a result, more people are being identified as having autism. However, helping those with autism

to achieve their potential is complicated because different people have different symptoms. That is why the medical name for autism is 'autism spectrum disorder' or ASD.

- D Stoltman's physical abilities are very obvious. For example, both of his arms together are over two metres long. But he has faced huge psychological barriers. If he couldn't train when he wanted, or didn't do well at one event, he would struggle to continue. And people kept wanting to talk to him. Such complications meant that for years he often asked his brother, Luke - who is also a strength athlete - to talk for him. Today, he is much more confident, and he gives talks in schools and even media interviews. With the support of his family and the strongman community, he has found his superpower.
- B However, life for people with autism varies around the world. More people are identified as having autism in countries that can afford national testing programmes. There's also a significant difference in the experience of women with autism, compared to men with autism. Currently, around four in five children with autism are male. Some researchers believe this may be because females with autism have slightly different symptoms which are not currently well known. The more scientists learn about autism in girls and women, the more confident we can be that help will reach everyone.

Unit 3

Q

3.7 GLOBAL SKILLS

What can you remember about the Student's Book text? Complete the advice about managing reactions with the words below.

challenge conflict emotional fuss hesitate overreact personally propose

If you feel strongly about an issue, it can be easy to

______. However, try to stay calm. If you get

_______ about it, you are unlikely to get your point
across in the best way. Take a moment to assess both the
situation and your thoughts – and try not to take it

_______. Often, it may be best simply to walk away
and avoid any 4_______ at all. Or you can

_______ talking about it later, particularly if you want
to limit the number of people involved.

On the other hand, there are occasions where you shouldn't

On the other hand, there are occasions where you shouldn't 6 _____ to state your opinion and 7 ____ others to justify their view. Some people feel that speaking up is the same as making a 8 _____ . But perhaps your view hasn't been heard and could make all the difference.

2 Read the post and answer the questions.

- 1 What does Marek disagree with? Can you tell why?
- 2 How well has Marek managed his reaction? Explain your thinking.
- **3** Do you manage your reactions differently online compared to face-to-face situations?
- **4** Online disagreements have no body language. Do you think this is helpful / unhelpful? Explain your thinking.



Shared



Public discussion meeting:



Public discussion meeting to gather views on the planned skatepark development at Hinchin Park. Detailed drawings will be on display and representatives of the council will talk about the plans, answer questions and hear responses.

Hinchin Community Centre, 27 April 7.30-9.30 p.m.

1 Comment

Like

O Comment

Share



What are the council thinking? A skatepark ... really? I'm going to this meeting to tell them why they're wrong.

3 Read the posts from Marek's friends. Match posts 1–5 to advice A–E.



@Ted_b23 I know this is important, but the council aren't building a skatepark to upset you! Don't get angry.



@4real_Martja At the meeting, everyone will be given a chance to speak. Don't forget to wait until it's your turn.



@NormanH56 The council representatives are just doing their job – the plan is not their fault.



@hHester_now Why, exactly, do you think the skatepark is a bad idea? You haven't said what the alternative could be. I can think of loads of ideas ...



@Jahal3_1 Remember, the council has the money and the power in this situation. Be polite, even if you don't agree with what they're saying.

- A Argue with the idea, not the person.
- **B** Show respect, even if you disagree. ____
- **C** Don't interrupt. Listen to other opinions.
- **D** Remember to include your points and give reasons for them. ___
- E Stay calm and keep a cool head.
- 4 Choose the correct alternative.

@Obe4_home

Marek, it sounds like you're ¹hesitating / taking this personally. But the council is not building a skatepark to upset you. ²Getting emotional / Proposing is not helpful. Please try to stay calm and don't ³overreact / challenge! It's best to ⁴get emotional / avoid conflict in a discussion meeting.

@therealMaxMart

Marek, I ⁵propose / challenge you to explain why the skatepark is a bad idea. Also, what alternative idea do you ⁶propose / make a fuss? I don't think you should ⁷hesitate / make a fuss unless you have a better suggestion to offer. I've got lots of ideas, so don't ⁸hesitate / overreact to talk to me about it.

- **5** Complete one of the tasks below. Use phrases and techniques from this lesson.
 - Write a short speech for Marek to read at the meeting. Use these notes and your own ideas.
- · Explain your experiences in the park
- · Use 'i' phrases.
- · Arque with the idea, not the person.
- · Focus on your suggestion.
- Write an email with advice for Marek to read before he attends the meeting. Use these notes and your own ideas.
- · Listen and wait.
- · Control your body language.
- · Stay calm when disagreeing.
- · Practise what you want to say.







- 1 Look at the photos. What are the health benefits of these park items? Who would use them? What other elements of park design do you think are important?
- 2 a Three students are discussing which of these items would be best to add to their local park. Choose the correct answer: A, B or C.
 - Abby I feel 1 that parks should be for everyone, but my local park is really just for families with young children. There's nothing very useful for our age group, so I think the adult exercise equipment is the best idea.
 - I understand 2 , but I think you're focusing on Pria equipment. Older people don't need 'stuff' - we can exercise in the open space of the park.
 - Abby OK, let me clarify 3____. Everyone knows exercise is a great way to maintain your health. Right?
 - Celia Of course that's obvious.
 - **Abby** But if you go to the park and only see people playing football or with young children, then it feels like you aren't invited.
 - Pria But surely ...
 - Abby 4___, I haven't finished. You aren't invited, there's nothing for you to do, so you give up and go home.
 - Pria I see. So you think adult exercise equipment is a bit like a 'Welcome' sign for new park users. 5_
 - Celia Um ... It seems to me that you assume a park is for exercise.
 - Abby Well, I do think it's the most important function, yes, in terms of what parks are actually used for.
 - Pria Can 16 something?
 - Abby Sure.
 - Pria Well, I think it's best to focus on the youngest park users. Because the more exercise becomes a habit, the more likely it is that you'll carry on exercising when you're older.
 - 1 A quite strong B quite strongly C a bit of strongly
- saying
- 2 A what you're B what you say C why you're
 - saying

- 3 A what I tell
- **B** what I mean
- **C** what I say

- 4 A Hold out
- B Hold up
- C Hold on

- A What do you think
- B What are you C What did you thinking
 - think

- 6 A interrupt
- B say
- C finish
- b 3.05 Listen and check.

- 3 Read the conversation again. Match completed phrases 1-6 in Ex 2a to categories A-F.
 - A signalling you want to speak
 - B clarifying a point
 - C disagreeing politely_
 - **D** expressing a preference
 - E including someone in the discussion _
 - F managing an interruption

STRATEGY Managing the conversation

When taking part in a discussion, everyone has a responsibility to keep the conversation moving forward. It's useful to be able to involve other people, to show that you want to interrupt or say something, and to avoid being interrupted.

- 4 Read the strategy above. In the script in Ex 2a ...
 - 1 Which person takes no responsibility for moving the conversation forward?
 - 2 What impact do you think this has on the outcome of the conversation? Note down your ideas.
 - 3 What advice would you give to this person to help them contribute more in the future? Note down your ideas.
- **5** PRONUNCIATION **3.06** Practise reading the sentences using the underlined stresses shown. Listen and check. Then read out loud again.
 - 1 Billy, your brother is twelve or thirteen. Do you have an opinion on this?
 - 2 For me, the most interesting point is that design has a really significant impact on behaviour.
 - 3 Just a minute, I haven't finished. It seems to me that we should be focusing on young teenagers.
 - 4 Sorry if I'm not being <u>clear</u>. The <u>main thing</u> is that <u>all users</u> are considered in park design.
 - 5 I see your point, but I have to disagree. For some people, getting to the park and sitting down to read really is an activity.
 - 6 Personally, I'd prefer to do some yoga under a tree rather than use that equipment.
- 6 Plan a similar script to Ex 2a.
 - 1 Choose two items of park design to discuss between three students. You can use the park items on this page, or in lesson 3.7, or your own ideas.
 - 2 Think of different opinions about the items. Include polite disagreement within your conversation. Make notes.
 - 3 Decide which phrases for discussing ideas and managing a conversation you will use. Try to use at least one phrase for each function.
- 7 Write your script. When you have finished, check that you have ...
 - expressed a range of opinions and politely handled disagreement.
 - used a variety of discussion phrases from this lesson.

1 Look at the photo. Answer the questions.

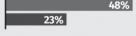


- 1 How many portions of fruit and vegetables do you eat each day?
- 2 What do you usually eat at school?
- 3 How is what you eat at school different from what you eat at home? Which is healthier?
- 2 Complete the student report with the words below.

approximately based clear figures nearly purpose support under

The impact of a healthy-eating initiative on food habits at Leyside School

I eat 4 or 5 portions of fruit or vegetables each day



- after the initiativebefore the initiative
- I buy fruit from the school canteen ...



- Research has shown that healthy eating can be difficult to achieve in secondary schools. This report is
 on a survey conducted by Year 13 students at Leyside School. Participants were between twelve and eighteen years old. The of this report is to announce the results of the survey and consider the impact of a healthy-eating initiative among students at Leyside School.
- B Data was collected from 120 out of 800 students.
 Responses were gathered via a questionnaire in the school playground and also online. Participants were asked twelve multiple-choice questions, so that students answered only A, B, C or D.
- It is encouraging that most participants have improved their eating habits as a result of the initiative.

 It is encouraging that most participants have improved their eating habits as a result of the initiative.

 It is encouraging that most participants have improved the initiative.

 It is encouraging that most participants have improved they are in school.
- the school canteen, as ⁶ 65% of respondents buy fruit daily when they are in school.

 The results ⁷ the conclusion that students didn't find it difficult to change their school eating habits. It is also ⁸ that healthy eating habits could be improved further. However, as responses were only collected from 15% of students, we may not have an accurate picture for the whole school.

 participant (n) a person who takes part in

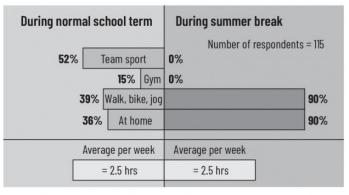
something, e.g. a survey response (n) answer, e.g. to a survey

- 3 Match headings 1-4 to paragraphs A-D.
 - 1 Methods
 - 2 Analysis of results ___
 - 3 Evaluation and conclusion ____
 - 4 Introduction and aims _

STRATEGY Using impersonal language

When writing a report, try to use more impersonal language so that the reader focuses on the information, not the writer. For example:

- · use passive forms rather than active forms.
- avoid using personal pronouns such as I, you or we.
- use impersonal structures to express opinions or conclusions (e.g. It is surprising that ... rather than I was surprised that ...).
- **4** Read the strategy above. Find examples of passive and impersonal forms in the report.
- 5 Rewrite the sentences using impersonal language and the words in brackets.
 - 1 We asked students in the school canteen to complete our questionnaire. (were asked)
 - 2 Our participants didn't have to give their names. (were not asked)
 - 3 We also provided an online version of the questionnaire for people to fill in when they liked. (was provided / at a suitable time)
 - **4** We chose four activity categories that we felt best reflected our age group. (were chosen / that best reflected)
 - 5 I was surprised by how much more healthily students ate at school. (surprising)
- **6** You are going to write a report on the impact of the summer break on activity levels at your school.
 - 1 Plan your Introduction. What is the purpose of your report?
 - 2 Plan the Methods section of your report using passive and impersonal sentences similar to Ex 5.
 - 3 Make notes on this graph for the Results section of your report. Refer to the numbers and data shown.



- 4 Plan your Evaluation / Conclusion. What does the data suggest / show / indicate? You can include sentence 5 from Ex 5. Were there any problems with the survey?
- 7 Write your report.
- 8 CHECK YOUR WORK Did you ...
 - use the passive and impersonal language?
 - give an introduction and conclusion?
 - report on methods and analyse results?

Grammar

G	ra	mmar
1 Complete the second sentence with a comparative so it means the same as the first sentence. You must incl the word in CAPITALS.		
		lenjoy swimming more than I used to. (AND)
	_	I find swimming
		enjoyable these days.
	2	Aaron ran well in the race, but Miles was slightly faster. BIT
		Aaron ran Miles in the
		race.
	3	Cycling can be dangerous, but I think skiing is a lot worse. \ensuremath{MUCH}
		I think skiing is than
		cycling.
	4	You are much stronger than me. NOWHERE
		l am as you.
	5	Fay and Sami are equally good at skating. JUST
		Fay is Sami at skating.
	6	If you try harder, you will improve faster. FASTER
		The harder you try,you
		will improve.
2	Co	omplete the sentences with one word in each gap.
	1	Jen is fittest person I know.
	2	He gets upset time his team loses.
	3	
		rich, but I disagree.
	4	of us coped very well. As a team, we
		hate to lose.
	5	She was great football player when she
	_	was younger.
	6	We have hope of winning, but that's
	7	better than nothing! That's athlete I was telling you about.
		At the start of training, there were twelve balls. But we
	0	seem to have lost a of them.
V	00	abulary
3	M	atch the sentence halves.
	1	It can be hard to fit exercise in
	2	Lifting weights can be addictive
	3	It's important to maintain
	4	He's definitely enthusiastic
	5	I think looking after the plants in my house has
	6	Why don't you try jogging home after college? It's a good
		way to increase
	7	Don't start a challenging
	8	I've injured my back. It has really made
	Α	your heart rate every day.
	В	because you want to get stronger and stronger.
		me aware of my whole body. I need to take better care
	-	of myself.
	D	a positive impact on my well-being.
		your health as you get older.
		because he runs almost every day!
		with your daily routine.

H exercise routine straight away if you aren't used to it.

- 4 Choose the correct alternative.
 - 1 If you are / demonstrate / take willing to work hard, you will improve very quickly.
 - 2 He chose to break the rules and now he has to deal with / accept the / cope under consequences.
 - 3 As team captain, I **deal / take / cope** responsibility for our failure today.
 - 4 Milo was late for training again. He needs to **be / accept / demonstrate** better organisational skills.
 - 5 How do you demonstrate / deal with / responsibility for failure? Personally, I like to play basketball and work up a sweat.
 - 6 My team plays in competitions. Over time, I've learned to cope under / be willing / demands of pressure.

Cumulative review

- **5** Complete the text with the words and phrases below. There are four words you do not need.
 - a adapt beneficial contribute each flexible just lot much muscles self-confidence several stiff the (x2) warmer

Senior Fitness		
enough ² pool. SeniorFitness	owever, many older ped	m or a swimming
series of videos on chair. ⁴ _ balance exercises (chair can also b see the 'Stretch' section to good heal	e used for below). Strong
Stretch		
	all tend to feel more 6	
	videos and balance exerc more adventurous, we	
on ballet and tai chi	to help you stretch your	
8	_ and improve your bala	nce.
Sweat		
It's good to do hard	ler exercise 9	times
	vity that makes you brea . Why not try one	
exercise bike video be 11	s? An hour of more inter as 12	
hours of a gentler v	vorkout.	

REFLECT Think about the following questions.

- 1 Which lesson in this unit was your favourite? Why?
- 2 Which of the grammar points did you find the most difficult? Why?
- **3** What can you do to practise listening to factual English?
- **4** What three things can you do to handle disagreements more effectively?

A place like home



- 1 a What can you remember about the vlog? Are sentences 1–8 about the Taipei apartment (TA), shipping container flat (SC) or houseboat (HB)?
 - 1 The living space was deliberately designed as open-plan.
 - 2 Yasmin is surprised it has a **well-equipped** kitchen with storage above and below the **work surfaces**.
 - 3 This is a **spacious** home that can give its owners the benefits of city **facilities** as well as access to nature.
 - 4 Zaki is impressed that this kind of home can be high-tech, with **smart appliances** operated by **remote control**.
 - 5 It's a tiny space in a densely populated **urban** area, but it's **affordable**.
 - 6 This living space is **energy-efficient** which makes things like **central heating** cheaper. ____
 - 7 This home makes **ingenious** use of its **proportions**. A movable **staircase** gives access to the sleeping area and cupboards that are built high up in the walls.
 - 8 Zaki is not sure he could live somewhere with such **restricted** space, even though it uses sustainable materials and has a cool design.
 - **b** 4.01 Watch or listen again and check.
- 2 Choose the correct alternative.
 - 1 I can adjust the solar panels using this ____.
 - A central heating B remote control C storage
 - **2** Everyone in the building uses the central ___ and lifts.
 - A staircase B proportions C surface
 - 3 I can control the ___ using my phone, so my flat is always the right temperature.
 - A central heating B facilities C remote control
 - 4 The ___ at my student hall include a gym.
 - A proportions B staircase
 - staircase C facilities
 - 5 My fridge is a ____. It 'knows' what's in it!
 - A remote control B smart appliance C work surface
 - $\textbf{6} \quad \text{There isn't enough} \ \underline{\hspace{1cm}} \text{ in this house. That's why it's}$
 - such a mess.

 A work surfaces B central heating C storage
 - 7 This room has beautiful . It's really spacious.
 - **A** proportions
- **B** facilities
- **C** surfaces

3 Complete the texts with words in **bold** from Ex 1 that mean the same as the definitions in brackets.

Most treehouses are		
¹ (h	aving no	
internal walls) since build	ing space is	BHILD BEI
² (li	mited) by	
the trunk – and therefore	a building	
with no walls works best. I	lowever,	
treehouses can be moder	'n, ³	(supplied
with everything necessary) homes. Alth	nough they can't solve
the problems of ⁴		(city) overcrowding,
treehouses may become	increasingly i	mportant in rural area
where climate change is I	eading to inc	reased flooding.
Earthship		
Earthships are designed to	store heat	MANUAL SON
from the sun which make		AT A THE LIGHT WAR TO A STATE OF THE PARTY O

from the sun, which makes them [5] (using only small amounts of power). The walls are made from a(n) 6 (clever) mixture of recycled and natural materials. The entire construction process.

made from a(n) ⁶
(clever) mixture of recycled and natural
materials. The entire construction process is

⁷
(relatively cheap) because of this.

Several Earthships are available to rent as holiday properties, including a ⁸
(having plenty of room) six-person home in New Mexico called The Phoenix.

4 **REAL ENGLISH** Complete the dialogue with the phrases below.

a trade-off all mod cons don't get me wrong miss the boat now you're talking over the top

A A bunker home has bedrooms and kitchens and Wi-Fi ...

_____ ... and also enough food for months. Bunker owners think that if you don't prepare now, you

might 2_____ and then ... well, it's too late.

B Now 3_____, we should all be prepared for global events. But moving into an underground bunker seems

A I agree. There has to be 5 _____ between preparation and common sense. How about a treehouse instead?

B ⁶ !

5 **VOCABULARY BOOSTER** Now practise **Alternative living spaces** vocabulary on page 107.

1 Look at the photo and read the definition. Then answer the questions.



orientation (*n*) the action of becoming familiar with a new location or new role. Many universities have an 'orientation week' to help new students.

- 1 The photo shows an orientation event for new university students. What do you think is happening?
- 2 What different clubs are there at your school / college?
- 3 Now imagine a university. What clubs will there be?

2	4) 4.02	Listen to the students at a clubs fair like the
	one in th	ne photo. Complete the future phrases that
	you hea	r.

3 **4.02** Listen again. Match the future phrases from Ex 2 to rules A–C.

- A We use the future continuous to talk about an action completed at a specific time in the future, e.g. I'll be speaking.
- **B** We use the future perfect simple to talk about an action completed by a certain time in the future, e.g. *I'll have spoken*.
- C We use the future perfect continuous to say how long an action will have been in progress at a certain time in the future. We usually use for ... to specify the duration, e.g. I'll have been speaking for ...

< Notes

0

Itinerary – orientation day

10.00 library orientation

- 11.00 sports centre orientation: check climbing wall isn't too easy find somewhere for some food
- 14.00 main hall clubs: find animation club, climbing club, orchestra
- **4** Read Mia's itinerary for the day of the clubs fair. Then choose the correct alternative.
 - 1 At 10.00, she will be attending / will have attended / will have been attending an orientation meeting at the campus library.
 - 2 By 11.00, she will be leaving / will have left / will have been leaving the library and be on her way to the sports centre.
 - 3 You can tell Mia is an experienced climber because she knows she needs to check the facilities. I expect she will be climbing / will have climbed / will have been climbing for years.
 - 4 Between eleven and two, she will be having / will have had / will have been having lunch, although she isn't sure where.
 - 5 By 14.30, she will be moving / will have moved / will have been moving to the main hall to find the clubs she's interested in.
 - 6 By 16.00, she will be looking / will have looked / will have been looking around the hall for six hours.
- **5** Mia is talking about orientation day with another student from her accommodation. Complete the dialogue with the correct future form of the verbs in brackets.

Leah Do you want to meet at eleven tomorrow for a coffee?

Mia I'm sorry, I can't. At eleven, I 1______
(look) round the sports centre. But I can meet you after that. I don't know if there's a café near there, but I 2______ (walk) past later this afternoon. I'll check.

Leah Actually, there's a great café round the corner from the sports centre.

Mia Oh? Do you know the city already?

Leah Slightly. Because of my flights, I moved in early. By the end of today, I ³______ (live) here for two weeks already.

Mia 14_____ (ask) you for lots of advice then!

Leah You know, it's quite a long way from the library to the sports centre and back to the main hall. By the end of tomorrow, you ⁵_______ (walk) miles.

Mia Yes, but I ⁶ (meet) lots of new people and I ⁷ (find out) all the information I need to plan my activity timetable.

Leah Don't forget to actually go to lectures, will you?

- 6 Imagine it is orientation week at your new university. Using information from the lesson and your own ideas, make sentences using the future continuous, future perfect simple and future perfect continuous.
 - I'll be signing up for _____ club because ____
 - Next week, I'll be _
 - This time next term, I'll be ___
 - By the time I leave university, I'll have been _

4.3 LISTENING

What can you remember about the podcast in the Student's Book? Complete the summary.

CEO.	CISI-	urban teenagers	
Laura and Milo express different views on the future of city centres as places to live and work. On the one hand, they see problems, particularly as a result of the pandemic, which caumany companies to ¹ q o			
0	b	. When people had to	
2 _W	r	, this reduced the number of	
	mpact on other	e day, which in turn had a significant businesses. Indeed, Milo's mother -t	
these econ all of these	omic changes, s factors give an d communities.	that there are other reasons for such as online shopping. She thinks opportunity to reimagine urban In the future, she hopes that empty turned into exciting, energy-efficient	
homes. Mil	o also paints a	positive picture of his current life	
in a city ce	ntre, which is ma -e	ade possible by his father being and working from a	
⁵ h	0	. Milo enjoys living close to	
	his school, altho	ough he wishes there were more things	

2 Look at the photo and read the definition. Use a dictionary to complete a second meaning for this adjective.



pop-up (adj)

- 1 describes a book containing folded pictures which push out to create a raised 3D image as the page is turned
- 2 describes a ______, restaurant, etc. which deliberately opens in a temporary location for a ______ period of time
- 3 4.03 Listen to five people talking about city centres. Match speakers 1–5 to opinions A–H. There are three opinions you do not need.

Which speaker ...

- A is worried about losing their job? _
- **B** believes improvements in city life are being led by young people? ___
- **C** is pessimistic about the future of city centres for residents?
- **D** would like to see more pop-up restaurants in city centres?
- **E** thinks new shops are already having a positive effect? ___
- F blames pollution for the decline in city-centre living? _
- **G** says that customers' shopping habits have changed forever?
- **H** is focused on the environmental sustainability of city life?

STRATEGY Understanding discourse markers

When you are listening to a talk or discussion, it is useful to be able to understand phrases (called discourse markers) that help you to recognise when the speaker...

- A introduces a new point on the same topic (And similarly, ...).
- **B** gives an example (One example of this is ...).
- **C** refers back to an earlier point in the discussion (As we were saying, ...).
- **D** wants to change the subject (Another thing is ...).
- **E** refers to the wider context (*The bigger picture is* ...).

4	4 ® 4.03	Read the strategy above. Liste	en to the
	speakers	s from Ex 3 again. Write the dis	course markers
	you hear	r and match them to rules A–E.	
		1	

Speaker 1: And similarly		
Speaker 2:		
Speaker 3:		
Speaker 4:		
Speaker 5:		

5 Complete the sentences with the words below.

broadly	case	example	incidentally
mentione	ed m	ove	

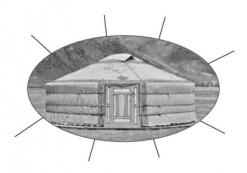
- 1 Let's _____ on to green spaces now.
 I think we should plant more trees.
- 2 If you take the ______ of Los Angeles, this city is currently assessing all its current trees and aiming to plant thousands of new ones.
- 3 One ______ of this innovation is Luxembourg, where all buses, trams and trains are now free.
- 4 More ______, you can't expect people to stop using their cars unless you offer them a good alternative.
- 5 ______, did you know that by 2034 all of London's buses will have been updated to electric models?
- **6** But, like I ______ before, the cost to passengers is also significant.

6 Answer the questions so they are true for you.

- 1 Are there many empty shops in your nearest town / city? Can you explain why?
- 2 What kind of pop-up business would you most like to see in an empty store?
- **3** Are small, independently run stores important? Why? / Why not?



1 Create a spidergram to describe this nomadic home.



2 Read the film review. Does Aisholpan live in the yurt all year round?



This heart-warming documentary follows thirteen-year-old Aisholpan as she prepares to compete in the famous Eagle Festival in Mongolia.

Aisholpan's nomadic family live in the beautiful Altai Mountains. During the summer months, the tribe lives in ¹lasting for a short time shelters, called yurts, or gers. Their animals eat the fresh grass, and the people can pack up the yurts and all their possessions in just a few hours. Indeed, this ability to move regularly is the central part of any nomadic ²way of living. In the winter months, the family moves to a more ³lasting for a long time building, which offers better protection from the cold in the mountains.

The Altai nomads have trained golden eagles for centuries. These enormous and beautiful birds are used to hunt rabbits and foxes. In the past, the tribe would have been *needing the food and fur obtained by the eagles' skills. Today, this relationship remains vital to the tribe's cultural identity.

Many people would consider Aisholpan's family to have a low ⁵amount of wealth. However, the film-makers are careful to show all aspects of their life. For example, during the week, the children attend a boarding school in a nearby ⁶place where people have established a community. They live in the school for five days each week, before returning to the yurt on their father's motorbike. Aisholpan studies hard and dreams of becoming a doctor.

With the ⁷help and support of her father, who is an experienced eagle hunter, Aisholpan raises a baby eagle and trains it. This is a physically and mentally demanding challenge requiring skill and strength. When she finally competes in the Eagle Festival, she defeats all the other hunters and wins the trophy.

This film will ⁸attract many different viewers. On the one hand, it is a sensitive documentary exploring a traditional way of life. On the other hand, it is an exciting story about a competition. The pictures of the Mongolian landscape are stunning, and the film-makers often use a drone to capture an eagle's view of the mountains. Ultimately, the nomads' eagles are the stars of the film.

3 Replace the **bold** phrases 1–8 in the review with the phrases below. There are two phrases you do not need.

emigrate existence permanent settlement

appeal to assistance dependent on

arribrate evillater	ice permini		
standard of living	temporary	wander	
1	5	N	
2	6		
3	7		

- 4 Choose the correct alternative.
 - 1 A yurt is a type of nomadic **settlement** / **shelter**, similar to a teepee used by the Plains tribes of North America.
 - 2 The family's animals are able to **wander** / **settle** freely during the summer months.
 - 3 Aisholpan's **extended family** / **support network**, such as her grandfather, live in the same group of yurts.
 - 4 In some locations, the yurts share a **dependent** / **communal** water well.
 - 5 Some nomadic tribes around the world are choosing to **emigrate to / settle in** more permanent communities.
 - 6 Some people in Western society are choosing a nomadic existence as a **lifestyle choice** / **standard of living**.
 - 7 The vast majority of people who **emigrate** / **wander** to another country for work are in their twenties.
 - 8 If you move to a new country, it's a good idea to seek assistance / a support network of people in the same position as you.
- **5** Complete the additional sections of the film review using words and phrases from Ex 3 and 4.

I found one part of the	e film particularly moving. Aisholpan's
father is very proud o	f his daughter, but he is not sure if the
other competitors wil	ll accept her. He seeks
1	from his ²
First, he travels many	miles to visit a friend, another hunter
who has competed in	the Eagle Festival. Back at home, his
3	offer their support, including
Aisholpan's grandfath	ner. Finally, Aisholpan's mother gives
her opinion, saying sh	e is proud of her daughter's
4	and that she wants all her children
to be happy. Everyone	e agrees that Aisholpan should compete,
even at her young age	e.

At the most exciting point in the	story, Aisholpan and her father	
travel to Ulgii, which is the larges	t ⁵ in	
their region. As the two of them	ride through the busy streets	
on their horses, the viewer is str	uck by the contrast between	
the tribe's nomadic ⁶	and the modern	
world. The different ⁷	in town is clearly	
visible: there are shops and cars. Would Aisholpan be happier in		
a more ⁸	home?	

- **6 MEDIATION** A relative asks you if *The Eagle Huntress* is worth seeing. Use the film review to write a short email telling them what it is about.
- **7 VOCABULARY BOOSTER** Now practise **Nomads** vocabulary on page 107.

1 Look at the photo. What kind of scientist lives here?



ı			
2		4.04 Listen to three we	eather scientists and check your
	ar th	nswer to Ex 1. Complete to nem to rules A–C.	the phrases you hear and match
	S	peaker 1: from the mo peaker 2: while I ation	ment he in the weather
			my first week
	В	uses the present perfect at a time in the future	o talk about a future action or state to talk about completed actions yous to talk about actions in
		progress in the future	
3	po	ossible. There are five tim	elow with suitable time more than one answer is ne conjunctions you do not tes 1–6 to rules A–C in Ex 2.
	i	after as soon as by th in case on condition th until when while	
	1	I'll bring my keys again	you lose yours
	2	I'll clean the kitchen the living room	you're tidying
	3	yo your desks	u've finished, please go back to
	4	It is likely you'll make a to	
	5		ne violin. But you'll improve! you've taken the
	6	I will help you with this n listen in class from now	
4	br	rackets and an appropria	t conditional using the words in te future form or imperative. 're there. (you / not / supermarket
	ye If	et / get / apples / please)	opermarket yet, get some apples,
	1		. (rain tomorrow / I / workout
	2	The flight should land at arrive / by three)	three. (flight / on time / we /
	3	I definitely recommend tyet / book tickets soon)	the show. (you / not see the show

4 I'd love to work here. (this company / look for / new

- 5 Oh no! Marcie is going to sing! (Marcie / sing / I / leave the room)
- 6 I've lived in three different houses. (we move house / I live / four different houses)
- 7 Have you written your essay? (you / finish your essay / email it / me)
- 8 I hope you haven't lost my necklace. (you / lose my necklace / I / upset)
- **5** Complete Rik's blog post with the correct form of the verbs in brackets.

≣ ,	НОМЕ	ABOUT	POSTS	CONTACT		(
& Rik	· ② Today					
worry But w	work at the sign of the sign o	gain befo doing o	re l ¹	next week	. Don't (leave) (get)	
Wea	ther data	1				
collec night your v accur	weather reparte. I won't when the contract is the contract to the contract is the contract in	on every y importa ports ³ see my conly othe (wo	hour, dur nt. If our olleague r person ork), he'll	ing the da job isn't d (n Karl very o in the build	y <i>and</i> the one properly ot be) iften – even	•
Rese	earch					
For ex	so help univ cample, we t icult weathe tain, it ⁶	est new p	roducts t duct survi	o see how	top of the	
Educ	cation					
l ⁷ l'll giv usuall		ks to chil ose each	mplete) s dren abo month.	ome medi	. As soon as a training, ather. There's (write)	
II you	nave any q	uestions,	ction bel		_ (write)	

6 Imagine you are going to live in one of the unusual living spaces mentioned in this unit for six months. What do you expect to enjoy? What difficulties are likely to occur? Complete the sentences using grammar from this lesson and your own ideas.

I'll definitely learn to		_, while I'm
The problems will start as s	soon as	
Once I've	, I'll	
If I work hard,		
If I haven't got used to		by
If my predictions are correc	`t	

employees / I / apply)

- 1 What can you remember about the article in the Student's Book? Choose the correct alternative.
 - 1 Humans have always migrated in their search for the best habitable / uninhabitable land.
 - 2 Large migrations create **pressure on resources** / **extreme weather events** such as housing.
 - 3 Poverty and **flooding** / **food insecurity** led to a large migration to America during the 19th century.
 - 4 So-called extreme weather events / rising sea levels are becoming more frequent due to climate change.
 - 5 Heavy storms can cause flooding / pressure.
 - 6 Rising sea levels / Drought will have a huge impact because many of the world's major cities are near the sea.
 - 7 Coastal regions may soon become extreme / uninhabitable.
 - 8 Drought / Flood conditions often cause water insecurity.
- 2 Look at the chart. What do you think it shows?

Stay	Go
friends and family	no support network
OK wages	better wages
known career path	more career opportunities
familiarity	excitement

3 **● 4.05** Read the article about a type of migration. Match questions 1–10 to paragraphs A–D.

Which paragraph ...

- 1 considers the future of a particular migration trend?
- 2 suggests brain-drain migration is led by one age group?
- 3 explains how academic analysis of migration is changing?_
- 4 is sure that migration of young people brings benefits?
- 4 is said that migration of young people brings benefits:
- 5 explores an academic approach to studying migration? ___6 describes the negative impact of brain-drain migration on
- 6 describes the negative impact of brain-drain migration or some countries? ____
- 7 names places that benefit from brain-drain migration? ____
- 8 says that ageing populations have a huge impact on migration in some professions? ____
- **9** gives reasons why people choose to leave their country?
- 10 describes migration without international travel?

STRATEGY Recognising the writer's point of view

When reading a text, it is useful to recognise the writer's attitude to the subject they are writing about. In academic texts or articles, writers often use more objective or tentative language to indicate a neutral attitude, or to avoid sounding too certain. This may include ...

- verbs like appears, indicates, seems, suggests.
- · modal verbs like could, may, might.
- adverbs like arguably, possibly, understandably.
- phrases like It seems likely that ..., It is by no means certain that ..., It is generally assumed / believed that ..., It may be said that
- **4** Read the strategy above. <u>Underline</u> examples of each feature in the article.
- **5** Choose one of the following and make a Stay / Go chart.
 - Friday evening: do homework or go to cinema?
 - University choice: stay near home or go further?

Brain-drain migration

- A Everett Lee's influential 'push-pull' idea (1966) explains the main reasons for migration. Push factors might include low standards of living, poor wages, conflict or extreme weather events, while pull factors may include job opportunities or safety. Lee suggests that such reasons are behind most migration decisions. This article looks in detail at so-called 'brain-drain migration', where students or newly qualified professionals move away from home to make the most of their opportunities. Understandably, this tends to involve those aged 18 to 25.
- B Think about student migration. This is generally a form of *internal* migration where young people move within their own country to places of learning. In the UK, smaller cities arguably make the largest gains, with Leeds and Sheffield in the north of England receiving around 30,000 young people each year. Research confirms that these arrivals generate jobs and wealth in the wider community. However, the student brain drain appears to be largely temporary. Most return home, although many will then enter employment markets which have their own brain-drain movements.
- One job sector has a particularly strong brain drain: healthcare. Some countries, for example, in Western Europe, have large numbers of older people compared to their working populations. Over time, this has led to a shortage of doctors and nurses to care for the elderly and these countries have well-established systems to hire medical professionals from abroad. In contrast to Lee's push-pull idea, recent academic studies of migration focus on the importance of personal networks instead of economic factors. This could explain the success of medical recruitment in countries like the UK and Norway. Successful host countries offer more than wages. They also have communities of other foreign-born nurses. It seems clear that friendships are a vital factor in the decision to stay or go.
- professionals, the impact is varied. Of course, money is sent home each month. However, some nations lose too many health workers. In the Philippines, which supplies large numbers of nurses to the United States, the ratio of nurses to patients is 1:60. The US, by contrast, aims for 1:5. It seems unlikely that this trend can continue. Countries with ageing populations must find ways to make their own medical training programmes attractive, leaving younger countries able to support their own health services.



4.7 GLOBAL SKILLS

1	What can you remember about the Student's Book lesson? Are the sentences true (<i>T</i>) or false (<i>F</i>)?					
	1	International migration has increased				
		dramatically over the last 50 years.	Т		F	
	2	There is a correlation between the rise in		_	_	
		migration and a downturn in wages.	Т		F	
	3	The world's rural population has gone				
		down steadily since 1950.	Т		F	
	4	There has been a similar upward trend in				
		urban populations.	Т		F	
	5	and to the horal and an appetitude	ons			
		have seen a slight crash since 2018.	Т		F	
	6	The percentage of the world's population living	_		,	
		in European cities has decreased since 1950.	Т		F	
	7	The proportion of the urban population				
		living in Africa and Asia has gone up over			,	
		the same time period.	Т		F	
	8	A particularly sharp fall is predicted for			,	
		the urban population of Africa by 2050.	Т		F	
	9	Causation means that a change in one thing			,	
		produces a change in the other.	Т		F	
2	Re	ead the beginning of a newspaper article and	thi	nk	abo	out
		e questions.				
	T	Tadical busin du		P		
	I	Aedical brain dr	d			

4 Indeed, Germany has seen the most of all the countries shown, with the percentage of foreign-trained doctors more than doubling. 5 In Norway, the percentage has now to 40%, a level which many commentators view with concern. 6 The percentage in the UK and in Canada has been quite but also high at around 30% and

4 Choose the correct alternative.

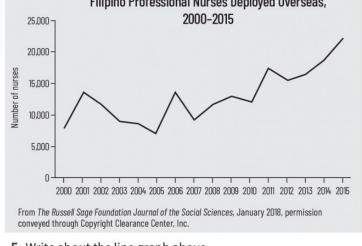
24% respectively.

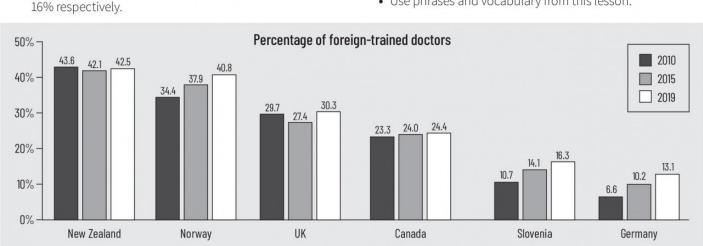
- 1 The global market in doctors reflects / shows / presents several wider trends in society.
- 2 For example, we can see a clear correlation inside / because / between the number of elderly people in a population and the number of doctors required.
- 3 The increase in the global migration of doctors matches an increase / matches this increase / matches to an increase in the movement of nurses.
- 4 If you compare the data for both professions, you can see that they **match** / **follow** / **increase** a similar pattern.
- 5 Corresponding to the graph / As the graph shows / Mirrored by the graph, there is a clear need for government investment in medical training in these countries.



5 Write about the line graph above.

- · Identify and analyse the trend shown.
- What is the relationship between this graph and the trend shown in Ex 3?
- Use phrases and vocabulary from this lesson.





n

Many countries have a shortage of doctors. And the situation is getting worse.

- 1 Why might countries hire doctors from abroad?
- 2 What issues might arise in the doctors' countries of origin?
- 3 What issues might arise in the hiring countries?
- 3 Look at the bar graph below. Complete the sentences with the correct form of the **bold** words in Ex 1.

1 The graph shows a clear over time. 2 Only New Zealand has managed to its use of doctors trained in other countries, although the percentage remains very high. 3 Although Germany and Slovenia had the lowest levels in 2010, their use of doctors from abroad has seen a to 13% and

46 Unit 4









1 Look at the photos and the task. Which photo (A-D) would you choose?

Photos A-D show different types of accommodation. Which of these do you think will be the most common 150 years in the future? Discuss with your group.

2 4.06 You are going to explore part of a response to the task in Ex 1. Complete the dialogue with the words below. Then listen and check.

a situation a strong possibility impossible myself quite likely realistic the only one

Ava	One hundred and fi	ifty years is a long time, but I can't	
	see 1	where most people will	
	be living a nomadic existence, like in photo A. I don't		
	think it's 2	to expect that	
	we'll have abandoned our cities. After all, that's where		
	most of the world's	population lives.	

It's a good point. I think it's 3_	
that cities will be even more of	dominant in 150 years.
That's why innovative designs	s like B are so important
I can see 4	living in one of
these floating homes.	
	That's why innovative design. I can see 4

Ava	I think you're right to be optimistic. It isn't			
	5	that society will adapt to		
	meet the challenges of climate change. I can't be			
	6	who thinks we'll be OK.		
	Humans are very ingenious!			

May Nevertheless, if you think about extreme weather events, not to mention any future pandemics, there's that migration will increase.

STRATEGY Co-operating and contributing

Co-operation in a discussion is when two or more people work together to reach agreement or make a decision about something. It means listening and responding to what other people say as well as contributing your own ideas.

3 Read the strategy above. What kind of contribution comes

af	fter the phrases below? Write A for agreement or D for	
di	isagreement.	
1	It's interesting you say that	

2 That's what I meant.

3 The only problem with that is ... ____

4 Thear what you're saying, but ... ___

5 It's a good point.

6 I think you're right to be ... ___

7 That sounds good.

4 4.07 Listen to the speaker. Make a comment on their opinion using a phrase from Ex 3 and then make your own contribution in agreement. Write two or three sentences.

5 4.08 Listen to the speaker. Make a comment on their opinion using a phrase from Ex 3 and then make your own contribution in disagreement. Write two or three sentences.

PRONUNCIATION Chunking

In a discussion or when giving a talk, speakers divide what they say into 'chunks'. These are groups of words or phrases, or sometimes a single word, with short pauses between them. Speakers do this to clearly express a particular idea or to focus on key information. For example: I think it's likely that [pause] in future [pause] a lot more people [pause] will be studying remotely. From what I've read, [pause] there's a good chance that [pause] migration [pause] will increase in future.

6 4.09 Read the Pronunciation box and listen to this sentence. What error has the speaker made and what is the impact?

It isn't impossible that people will be living in nomadic communities.

- 7 a Decide how sentences 1–6 could be divided into chunks and predict where the pauses will come.
 - 1 It isn't impossible that people will be living in nomadic communities.
 - 2 Actually, I think it's quite likely that houses in the future will include features from ancient ways of living.
 - 3 Homes that can be packed up and moved have huge benefits in times of drought or flooding.
 - 4 If you think about it, there's a strong possibility that in 150 years homes will have become more mobile.
 - 5 The evidence that we have today points towards photo B, not photo A.
 - 6 It isn't realistic to expect such a dramatic change.
 - **b** 4.10 Listen and check. Then practise saying the sentences using chunking.
- 8 Plan a similar script to Ex 2 focusing on photos C and D in Ex 1.
 - 1 Think of different opinions about the photos, but remember to stay focused on the task instructions from Ex 1. Make notes.
 - 2 Decide which phrases to use for speculating about the future and commenting on someone else's opinion. Try to use at least two phrases for each function.
- 9 Write your script. When you have finished, check that you
 - included phrases that speculate about the future.
 - included phrases that respond to the previous speaker.
 - · got your ideas across.

1 Look at the photo and answer the questions.



- What is street food?
- 2 Have you ever seen a pop-up restaurant?

STRATEGY Using formal register

In a formal email or letter, it is important to sound polite and professional. You can do this by using ...

- formal sentence structures beginning with It or What: It is my intention to ..., What I hope to do is
- indirect questions (especially to make requests): Could you let me know if that is correct?
- impersonal phrases: In all probability, I will
- · more formal alternatives to everyday words: attempt instead of try, obtain instead of get.
- 2 Read the strategy above and the email below. In which paragraph does the email ...
 - 1 explain future plans?
 - 2 ask for more information?
 - 3 request action?
 - 4 introduce the topic?
 - 5 explain interest and experience?

-	つ	ķ.



Dear Sir / Madam.

- I have heard from a colleague that you are considering opening your empty property on Lyme Street as a pop-up restaurant venue. I 1want to enquire whether this is the case. Could I ask you to consider me as a potential chef?
- B I currently run my Sri Lankan street food business from a van near the train station. Please find attached our current menu. I am ²really ³lucky to have learned Sri Lankan cuisine from the older members of my family, so I offer genuine recipes. Street food is highly suited to a pop-up environment, and I am therefore confident I could offer tasty and high-quality meals. In all probability, I would 4give three options at each pop-up service: one vegetarian, one meat-based, one fish-based. I only need one other member of staff to 5help with serving.
- It is my intention to open a permanent restaurant. I am constantly 6looking for the perfect location in the city centre - but so far without success. Meanwhile, I 7try to satisfy my customers while also developing my skills as a chef.
- I would appreciate knowing more about the facilities available. I 8think my minimum requirement is two cooking hobs and a fryer. Access to a freezer would also be 9useful, though not essential. I should also mention that I would need 10 about two hours to prepare food earlier in the day, followed by 30 minutes before the restaurant opens. Could you let me know if that is acceptable?
- I suggest we discuss this in more detail. I would be grateful. if you could email or call me.

I look forward to hearing from you.

Mo Chandimal

- 3 Read the email again. Replace **bold** words 1–10 with more formal alternatives.
- 4 Find in the email ...

A send

- one formal sentence beginning with It or What.
- two indirect questions.
- one impersonal phrase.
- 5 Choose the correct answer: A, B or C.

1	Could I ask you _	_ a sample menu to	your	email?
	A attach	B to attach	C	attaching

2 My current situation ___ I run a small clothing business from my home.

A is that B could be C what

3 What I hope ____ sell my designs to a larger company.

A would be B you to C to do is

4 I wonder if you would mind ____ her contact details to me? **B** to send

C sending

5 It is my intention catering college next year.

A attend B to attend **C** attending

6 I would appreciate this with you in person.

B discuss A discussing C to discuss

6 Rewrite the requests from an enquiry email as indirect questions.

1 Can you give me a tour of the building?

Could I			

- 2 How many other chefs will be operating in the pop-up location? Would you mind
- 3 What kitchen and toilet facilities are available? Could you
- 4 Does the owner of the building take a percentage of the income?

I would like

- **5** Can you call me tomorrow? I would be grateful if
- 6 Have you received my suggested menu? I would appreciate
- 7 You have heard about a possible pop-up restaurant or pop-up shop location in your local town. You are going to write an email of enquiry.
 - Decide what your pop-up business will sell.
 - Make notes based on the structure explained in Ex 2.
 - Decide which formal and impersonal phrases you will use.
- 8 Write your email.
- 9 CHECK YOUR WORK Did you ...
 - follow the paragraph structure?
 - · use impersonal phrases and indirect questions?
 - use a variety of formal sentence structures and formal alternatives to everyday words?

Unit 4

Grammar

- 1 Choose the correct alternative.
 - 1 I'm getting better at Spanish I'll be / have been / have learning it for six months in May.
 - 2 By the end of next year, I will have been studying / study / will be studying at this school for seven years!
 - 3 He doesn't yet know where he'll **be spending** / have been spending / have spent the holidays.
 - 4 Will they be painting / Will they have painted / Will they have been painting the living room today or tomorrow?
 - 5 Nobody will be at the party now they'll all have gone / be going / have been going home.

2 Complete the sentences using the verbs in brackets. There

6 Maria won't be hearing / have been hearing / have heard the news yet. Let's tell her!

n 1	lay be more than one possib	l e answer. _ (not finish) your homework
_	by 8 p.m., leave it until tomo	
2	By the time	(eat) your
	breakfast, we'll have missed	I the bus.
3	If	(watch) that boring series
	I'm going upstairs to read.	
4	When	(be) in Italy, you'll see
	some amazing architecture.	

- 5 If you're getting the card, I _____ (buy) the present.
- 6 It isn't fair while you're at the cinema,
 I ______ (write) an essay.

energy-efficient ingenious open-plan

Vocabulary

3 Complete the sentences with the words and phrases below. There are two words or phrases you do not need.

	proportions remote contro urban well-equipped wo	•	staircase
1	As you can see, this one large room – and there's because it's only on the grou		_ house only has
2	This is a very considering its small is tiny, but it has everything		eboat, The kitchen
3	Don't get me wrong – I like v think	isiting the city life is for me.	. But I don't
4	Please can you pass me the can change the channel.		sol
5	Modern homes should be _ are more environmentally fr	iendly.	so they
6	Lianne's flat is small, but it h stora	as plenty of ge. It's all very	clever.

- 4 Choose the correct alternative.
 - 1 Eventually, Lucas wants to settle / wander / appeal near the coast and buy his own home.
 - 2 Most of the **shelters** / **lifestyle choices** / **settlements** near here are villages, not towns.
 - 3 Niall studies tigers. The assistance / existence / settlements of these big cats is under threat.

- 4 Cara is a vegan it's a lifestyle choice / support network / standard of living for her.
- 5 I enjoying wandering / settling / appealing around unfamiliar places, especially cities.
- 6 Around the world, governments are fighting back against poverty, and **support networks** / **standards of living** / **settlements** are gradually improving.
- 7 The small community is **appealing / dependent / temporary** on the river for drinking water.
- 8 A nomadic life doesn't **settle / wander / appeal** to me.

Cumulative review

5 Complete the text with between one and four words in each gap.

Ω	Kwame Gates It's just two weeks before The Big Summer Music Blast. I'm so excited, even though in a tent. Never mind, it's only — in four days I'll be back in my own bed! What are you up to this summer? Is anyone staying somewhere more interesting than a tent?
Ω	Marie Espinosa I'd love to go to that festival, but it has sold out. If anyone 3 a friend with a spare ticket, I'll definitely buy it, Kwame Gates .
	Olivia Aydem Marie Espinosa Me too, but it's so expensive. I wish these events were more 4
Ω	Jocelyn Mann I can't go anymore! I'll sell you my ticket at a reduced rate on ⁵ that you buy me some band T-shirts while you're there.
Ω	Thomas Uran I'm going to a tennis camp in Spain for a month. The sports ⁶ look amazing – there are great indoor and outdoor courts, a swimming pool and gym! By the end of the summer, hopefully my skills ⁷
Ω	Millie Donnerson I'm housesitting for my mum's friend in a beautiful house in the country. She's spending the summer in Australia with her cousins and other 8 family and deciding whether she wants to 9 permanently. This will be the first time 10 alone in my entire life!
	Kwame Gates Millie Donnerson Sounds super exciting. Have a great time!

REFLECT Think about the following questions.

- 1 Which lesson in this unit was your favourite? Why?
- 2 Which of the grammar points did you find most difficult? Why?
- 3 What can you do to practise analysing diagrams?
- 4 Choose three phrases for commenting on someone's opinion. Try to use them in your next class discussion.

Listening

EXAM STRATEGY

In a multiple-choice task, read the questions and options carefully before you listen. Look at the key vocabulary and think about its meaning. You might hear some of the words to help define it in the recording.

- 1 Read the strategy above. Then read the exam task in Ex 2. Look at the first question and the <u>underlined</u> words. Match definitions 1–4 with the words.
 - 1 people with low-income jobs
 - 2 people without work
 - 3 areas such as towns and cities
 - 4 areas such as parks, fields and gardens
- 2 4.11 For each question, listen and choose the correct answer: A, B, C or D.
 - 1 What is the first topic of today's programme?
 - A people without homes in built-up areas
 - B poverty in town and countryside
 - C plans for more green spaces in the local area
 - **D** the rise in unemployment in cities
 - 2 Leila says that the charity ...
 - A is well known amongst homeless people.
 - **B** has a waiting list of volunteers.
 - **C** is given a lot of support from the government.
 - **D** has enough equipment.
 - 3 Leila thinks that the biggest problem is that ...
 - A there aren't enough suitable jobs.
 - B people need an address to find a job.
 - C they don't have any access to computers.
 - **D** employers don't want to employ them.
 - 4 The system in Finland ...
 - A gives people a home as soon as they find a job.
 - **B** houses homeless people in green spaces.
 - **C** allows people without jobs to live in apartments.
 - **D** encourages homeless people to move away.
 - 5 What does Leila say about the scheme's success?
 - A It's worked for 20% of homeless people.
 - **B** It's been effective for the majority.
 - **C** It has cost the government more money.
 - **D** It would be better if it gave second chances.

Use of English

EXAM STRATEGY

A multiple-choice cloze task may test collocations. Learn common collocations by writing them in your notebook in the context of an example sentence.

3 Read the strategy above. Then read the first gapped sentence in the exam task in Ex 4. Try to guess the missing word without looking at the options. Check your idea with the options given.

4 Read the text below and choose the correct answer (A, B, C or D) for each gap (1–10).

Copenhagen

Would you like to visit one of the most environmentally friendly urban ¹ in the world? We organise
'green' guided tours of Copenhagen, a city which is
trying to decrease pressure on ² resources
such as water and coal. The city is certainly
³ equipped to do this. Already,
Copenhagen focuses on alternative energy and
encourages people to consider making greener lifestyle
4 It has a system for recycling rain, has
switched to electric buses and has made more road space
for bicycles. Here's what you can expect from one of our
tours. On arrival, you ⁵ to an eco-friendly
hotel and have a delicious organic lunch. Your tour will
begin as ⁶ as you are ready to leave.
A guide will take you to the city ⁷ , where
you will see some of the most sustainable buildings in
Copenhagen. You will also be given the chance
8 to some of the most important 'green'
architects in the city. By the time you ⁹ , you

will have a new understanding of what a green city can be

the boat!

like. If the idea of this trip appeals to you, please look at our website. There is a special offer which is ending soon,

1	Α	ranges	В	belts	С	parts	D	areas
2	Α	physical	В	enviror	nme	ental	C	organic
	D	natural						
3	Α	good	В	well	C	great	D	fine
4	Α	choices	В	picks	С	elections	D	options
5	Α	had travell	ed		В	will travel		
	С	have trave	lled	d	D	are travelli	ng	
6	Α	near	В	far	С	soon	D	close
7	Α	middle	В	focus	C	heart	D	centre
8	Α	to speak	В	speak	C	will speak	D	have spoken
9	Α	to leave	В	left	C	leaving	D	have left
10	Α	drop	В	lose	C	miss	D	fail

Reading

EXAM STRATEGY

so be quick or you will 10

Do not worry if you don't understand every word in a reading text. You may be able to work out the meaning through the overall context.

- **5** Read the strategy above. Then read the first text in Ex 6. Find words to match meanings 1–3.
 - 1 a shared space
 - 2 a small version of something else
 - 3 a small building

6 Read the texts below. For each question, choose the correct answer: A, B, C or D.

Last summer, I had my first experience of glamping, the luxury version of camping. Our accommodation was pretty much as I had expected. It consisted of a wooden hut which was one of six on the same site. They were far apart so there was little noise. Inside the hut, there were beds, a mini kitchen with all mod cons, a bathroom and a TV. It was nice not to have communal washing facilities and the views were spectacular, but to be honest, I missed sleeping on the ground and cooking on a fire. Don't get me wrong, I enjoyed it, but if I want luxury, I'll stay in a hotel.

- 1 What does the writer say about his experience of glamping?
 - A He was surprised by the level of comfort.
 - **B** He preferred it to staying in a hotel.
 - C He didn't like it as much as camping.
 - **D** He disliked having people nearby.

Are you looking for an unusual place to stay? We set up our business five years ago and have been researching destinations ever since. There are hundreds of suggestions on our website from guitar-shaped luxury hotels in Hollywood to more affordable accommodation such as treehouses in Costa Rica. Each of our properties is checked by employees and each of them is special. We also offer suggestions for activities and recommendations for places to eat. Whichever option you choose, by the end of your stay, you will have enjoyed a unique experience.

- 2 The advert states that this company ...
 - A focuses on luxury accommodation.
 - B advises on different forms of travel.
 - **C** is based in Europe.
 - **D** only recommends places it has visited.

← →

口命口前

Hi Joe,

Did I mention I'm thinking of volunteering abroad? Well, I've found a brilliant website that organises voluntary work all over the world. The focus is on making a difference to the planet by helping with conservation and research. You have to pay an amount, but this is relatively small and far less than you would pay for a holiday. You also get accommodation and all your food. They offer loads of projects, so I'm not sure what to choose. Do you fancy having a look? I could do with someone else's opinion. I'll send you the website link in case you get a chance to read it tonight.

See you soon,

Jack

- 3 What is the purpose of Jack's email?
 - A to suggest going on a trip together
 - B to ask for advice
 - **C** to describe a holiday he went on
 - **D** to borrow some money

BLOG

Hey. I'm Mu Lan and I live in Singapore. I can't imagine settling in any other location because there are so many things I love about my city. If you don't know, Singapore is very modern and is well known for its innovative architecture and artificial green spaces. It's great for the environment too because the city effectively uses technology to manage things like waste. It's a very busy city and popular with tourists because there is so much to do, but there is a lot of interesting wildlife and beaches too!

- 4 Mu Lan has written this blog post to ...
 - A complain about aspects of her city.
 - **B** describe environmental issues.
 - c explain what her city offers.
 - **D** recommend specific places to go.

Speaking

EXAM STRATEGY

Prepare for your speaking exam by researching topics you are likely to be asked about in the exam and expanding your knowledge of related vocabulary. Group words together under headings such as *home*, *family*, *environment*, etc.

- Read the strategy above. Then brainstorm words and phrases that relate to the topic of homes and cities. Share your ideas with a partner. Use a dictionary to add more ideas.
- 8 Answer the questions about homes and cities.
 - 1 What is your ideal home like?
 - 2 What are the advantages of living alone or sharing with others?
 - **3** Would you describe yourself as a creative person when it comes to the interior of your home? Why? / Why not?
 - **4** What accommodation choices do young people make once they leave home?
 - 5 How important is it for towns to appeal to young people?
 - 6 What facilities are there where you live?
 - 7 How can towns and cities reduce their impact on the environment?
 - 8 What makes an ideal town or city?

Writing

EXAM STRATEGY

When you complete a piece of writing, make sure you leave enough time to check for errors. You can prepare for this by writing your own checklist of errors so that you automatically focus on these in the exam.

- **9** Read the strategy above. Then complete the checklist with your own ideas.
 - wrong spelling
- 10 You see this advert on an English-language website.

We are looking for articles about where young people live. Tell us about your nearest town or city. Describe the facilities. Are there enough for young people? What are the good and bad points about this town or city?

Write your article. Check for errors using your checklist. Which ones did you find?

Technology





- **1 a** What can you remember about the vlog? Who said these things? Write *Z* (Zaki), *Y* (Yasmin), *J* (Joe) or *D* (Daisy).
 - 1 There have been so many **advances in technology** in our lifetimes: social media, smartphones, vlogging. ____
 - 2 What are the game-changing innovations? ___
 - 3 I'm a total geek.
 - 4 I think AI artificial intelligence is the most interesting development. ___
 - 5 ... everything in your phone, including **automatic updates** ... uses Al. ___
 - 6 I'm a bit of a technophobe.
 - 7 What I like is that it's **user-friendly** the controls are simple and it's easy to read when I'm running. ____
 - 8 This app ... let's me **browse** all kinds of music. ____
 - **b 6 5.01** Watch or listen again and check.
- 2 Choose the correct alternative.

TechForum	Home	About	Reviews	Q&A	
How do you and other te			comp	uter	S

Liam I use technology every day, for *streaming / browsing music and *game-changing / browsing the internet, but I'm not interested in how it all works.

Kamilli I think we live in interesting times in terms of recent ⁵**advances in technology** / **updates**. I'm excited about how ⁶**gadgets are** / **artificial intelligence is** opening up extraordinary new possibilities in business and healthcare.

Rafa To be honest, I'm a bit of a 'technophobe / geek! I want to own all the latest 'high-tech / significant devices. I've just bought myself a fitness tracker - my first piece of 'wearable technology / update.

3 Complete the text with words from Ex 1 and 2.

NEWS > Technology	
Mind-reading techno	logy
The brain is an amazingly sophistic organ – so how can technology evenow, amazingly, there are ¹ read your mind!	
These computer-based systems use ² in the form of brain signals and translate it to digital commands that are the sent to an output device to carry out a desired action.	headset
change the TV channel by focusing menu commands on screen. Mind-	reading technology could ds of entertainment, ily disadvantage is that , feeling

4 REAL ENGLISH Complete the dialogue with the phrases below.

	-brainer does that count rocket science piece of kit	0		
-	What's the most significant That's 1	advance in technology? : the internet. We _, but it's been life-changing.		
Maya	True, but what about a more	e recent innovation?		
Lucy	My electric bike is my favourite			
	3	you just switch on the		
	motor and go!			
Maya	But that's 4	What about the		
	Human Genome Project? Usia	ng technology to study DNA. _?		
Noah	Absolutely! I read that overa are 99.9% genetically simila			

5 VOCABULARY BOOSTER Now practise **Technology** vocabulary on page 108.

5

1 Choose the correct alternative.

OOPS! I'VE DISCOVERED SOMETHING GREAT!

Many scientific discoveries wouldn't have been made ¹unless / on condition that something had happened by chance. Here are three famous accidental innovations.

Millions of children around the world wouldn't have enjoyed using Play-Doh **even if** / **if** it hadn't been for an unsuccessful product for cleaning wallpaper. In 1954, American schoolteacher Kay Zufall was looking for a cheap modelling clay for her young pupils. She'd heard other people were using wallpaper cleaner made by her brother-in-law, Joe McVicker, so she bought some and the children loved it. When Joe saw their creations, he changed the product slightly and rebranded it as a toy, with huge success.

In the early 19th century, you probably 3wouldn't wear / wouldn't have worn purple clothes even if you 4had / had had guite a lot of money, as it was extremely expensive to produce the colour purple naturally. Things changed, however, in 1856 when William Henry Perkin, a young British chemist, accidentally created an artificial purple dye while trying to make a drug to fight malaria.

Supposing / As long as you wanted to stick a note to a page in a book for a short time. You **6would want** / would have wanted something sticky, but not too sticky. A Post-it note would be perfect! In the late 1960s, American chemist Dr Spencer Silver was trying to develop a very strong glue. Instead, he created the opposite – a very weak glue. A few years later, a chemical engineer called Art Fry had the idea of using it to create sticky paper bookmarks, and so the Post-it note was invented.

wallpaper (n) thick paper, often with a pattern on it, which is used for covering the walls of a room **modelling clay** (n) a soft material you can easily form into different 3D shapes

glue (n) a sticky substance used to join things together

2	Read the text in Ex 1 again and complete the second and
	third conditional sentences with the verbs in brackets.
	Sometimes more than one answer is possible.

30	sometimes more than one ans	swei is possible.
1	L If you	(want) to give a young
	child a simple toy, you could	get them some Play-Doh.
2	McVicker	(not change) the
	wallpaper cleaner into a toy	if it had been selling well.
3	3 You	(not need) to spend a lot o
	money if you wanted some	
4	If William Henry Perkin hadn	't been trying to make a dru
	to fight malaria, he	(not create)
	an artificial purple dye.	
5	Dr Silver Spencer wouldn't h	ave invented a weak glue
	if he	_ (not / try) to develop a
	strong glue.	
6	If I needed to mark a page in	a book, I
		e) a Post-It note or I might
	just use a piece of paper.	

3	Complete the sentences with the conjunctions below
	Sometimes more than one answer is possible.

	300 CONTROL OF THE STATE OF THE
	as long as even if on condition that providing / provided (that) supposing (that) unless
1	I would have an electric car, the
	battery lasted for more than a few hundred miles.
2	cyber criminals had got hold of
	your data – what would you do?
3	They could take photos with a drone
	it wasn't against the law.
4	space travel was cheap and
_	easily available to everyone, I wouldn't want to do it.
5	We couldn't have made these parts we'd had a 3D printer. It's great
	we've got one.
6	We would be interested in buying the software
	you were able to train us in how
	to use it.
Co	omplete the second sentence so that it means the same
	the first. You must use the word in brackets.
1	I can't imagine posting a picture of a friend online if I
	wasn't sure they were happy for me to do so. (UNLESS)
_	sure they were happy for me to do so
2	It was lucky we had GPS; otherwise how would we have found this place? (SUPPOSING)
	GPS.
	How would we have found this place?
3	I would travel in a driverless car, but I would need
	someone else to come with me! (LONG)
	I would travel in a driverless car
	with me!
4	I could live in an underwater city, but I would need to visit
	the land every few weeks. (CONDITION)
	I could live in an underwater city
	the land every few weeks.
5	We could give him a laptop, but he wouldn't use it. (EVEN)
_	He wouldn't use a laptop him one.
6	Humans couldn't live on Mars if they didn't have the right life support systems. (PROVIDED)
	Humans might
	the right life support systems.
·	
	omplete the sentences so they are true for you using oppopriate conditionals.
	I would nevereven it
-	- Would hevel
2	I wouldn't unless
3	I mighti
4	I would on condition tha
_	Supposing
5	Supposing That would be amazing!
6	I wouldn't have ii
9	

5.3 LISTENING

- 1 What can you remember about the podcast in the Student's Book? Complete the notes with compound nouns using a word from A and a word from B.
 - A digital distance on-demand social subscription
 - **B** content interaction learning revolution services

3)	streaming		
P	ros: 1		give people
	nlimited access to a nusic; they make ²	wide range	of films and
	nore effective and g	ive more ped	pple access
t	o education.		
2	ons: The availability		n urages people
t	o spend too much t	ime on their	screens,
и	hich can be bad fo	r their well-	being;
t	he ⁴		has had a
n	egative influence on	musicians'	income; online
16	earning takes away	the opportur	nities for
	-		red in the

2 Look at the picture and answer the questions.



- 1 What do robots do that humans aren't capable of?
- 2 What can humans do that robots aren't capable of?
- 3 In what fields of everyday life is artificial intelligence currently used?

STRATEGY Distinguishing between supporting and contrasting information

To understand the structure of a spoken text, it's useful to be able to tell when a speaker is adding new information to support a point or introducing contrasting information to argue against it. When supporting or contrasting information is added, linking words are often used. For example: in addition, needless to say, on top of that, furthermore (supporting information).

having said that, however, on the other hand, although (contrasting information).

3 **● 5.02** Read the strategy. Listen to Abe and Maya talk about the pros and cons of artificial intelligence. Tick (✓) the points they mention.

		Artificial intelligence
		Pros
		It can work without needing to stop and rest. It can save organisations money.
		· It doesn't make mistakes.
		· It's often better at decision-making than humans.
		• It doesn't get bored of doing the same thing again and again.
		· It supports the work of individuals.
		Cons
		• It could be very dangerous for humans.
		 It doesn't have a sense of what's right and wrong. It isn't creative.
		· It stops people using their brains so much.
		· It's expensive to develop and use.
	1 2 3 4 5	It's practical, it's rational and not emotional, and, it can keep going, without needing a break like us humans. On, of course, it doesn't make mistakes. Well, that is pretty impressive, of course in that situation – healthcare – there's a very clear goal that's for the good of people. On, I worry about people using AI for negative goals, I like to think that humans are wise as well as intelligent Well, that's good to know, I do have other concerns.
	7	, I sometimes wonder if too much AI would make people lazy.
		Now identify the supporting (S) and contrasting (C) eas in the sentences.
5	Co	omplete the sentences with your own ideas.
		If services like Netflix didn't make recommendations for what films to watch next,
		I would be worried about AI if
	3	If scientists learned more about the deepest parts of the ocean, maybe
		ocean, maybe
	4	
		If computers felt emotions, If computers replaced doctors completely,

1	Match the words below to words 1-6 to make
	collocations.

energy footprint materials resources site warming

1 landfill ______
2 raw _____
3 alternative _____
4 carbon _____
5 global _____
6 natural

2 Match the collocations in Ex 1 to the definitions and examples below.

- 1 a gradual increase in the overall temperature of the Earth's atmosphere caused by increased levels of carbon dioxide and other polluting chemicals
- 2 the amount of CO₂ released into the atmosphere as a result of what an individual, organisation or community does
- 3 essential things and substances that our planet provides us with, for example, oil, natural gas, wood, fish, air, sunlight, stone, sand, metal, water, land
- 4 things and substances that are used to manufacture other things, for example, oil, natural gas, wood, stone, sand, metal
- 5 an area of land where rubbish is put
- 6 for example, solar power, wind power, hydropower (from water)

3 Choose the correct alternative.

Some ¹landfill sites / raw materials are created by digging huge holes in the ground.

One way to reduce your

***consumption / carbon footprint** is to switch off your mobile phone overnight.

Another form of ³alternative / viable energy is geothermal energy, which is produced from the heat inside the Earth.

Over the last 20 years, the **deforestation** / **consumption** of wood has increased by 1.1% per year, mainly because of its use in house building.

What **raw materials** / **natural resources** are needed for electric car batteries?

We should use **frenewable** / **viable** materials like wood, cotton and bamboo because plants can grow again after they've been cut down.

4 Complete the texts with the correct form of the words and phrases below.

consumption deforestation dispose of endanger environmentally friendly generated by natural resources renewable reuse viable

Our 1	of gadgets, flights and
fast fashion 2	the planet.

Around 45 million tonnes of computers, televisions, mobile phones and other electronic goods are ³_____every year. They end up in landfill sites when much of it could be recycled or ⁴_____.

It must be 5	for industry to become		
more 6	For example, it could hugely		
reduce its carbon footprint	by using 7		
energy, such as energy 8	wind, water and		
the sun.			

Trees are one of the world's most valuable 9					
yet the UN's Food and Agriculture Organization estimates the annual					
rate of 10	to be 1.3 million km² per decade.				

5 Complete the text with vocabulary from the lesson.

ENVIRONMENT NEWS

The 1

The future of plant-based foods

Could plant-based foods replace meat and dairy in the future?

of meat is a problem for the

	nethane, CO ₂ and nitrous oxide e all gases which contribute to
Farming animals requires si and clearing land for farmla	gnificant amounts of energy and water nd leads to ³
_	nd removes trees which naturally re. Furthermore, the loss of forest many plant and animal species.
Clearly, plant-based foods a	re a(n) ⁵
alternative to meat. The goo	d news is that technology now exists
that makes plant-based mea	at, cheese and eggs seem more lifelike
which should make them mo	ore ⁶ as a
substitute for meat and dair	у.

6 Answer the questions using ideas from the lesson.

- 1 What natural resources can be found in your country (for example, types of food, stone, oil, plants)?
- 2 How is energy generated in your country? What alternative energy sources are or could be used?
- 3 Do you think more people should become vegetarian?
- 7 **VOCABULARY BOOSTER** Now practise **Effects of technology on the environment** vocabulary on page 108.

1 Complete the leaflet with the words and phrases below.

could have been had never been invented was were would not be wouldn't find wouldn't have taken

The production of plastic needs to STOP!

Many people are trying their best to reduce how much plastic they use, but what really needs to change is the amount of plastic being produced.

Plastic is produced using oil. In fact, the plastics industry accounts for about 6% of global oil consumption. As a result, the production of plastics generates enormous amounts of air pollution. If plastic ¹, global warming the problem it is today.

Most people think that when plastic is put in recycling bins, it is disposed of safely. However, only 9% is recycled globally, and the rest is dumped in the natural environment. Some of it is burned, creating more GHG emissions, and the rest of it ends up on land and in the oceans, endangering wildlife. If all plastic ³

recycled or disposed of in a controlled way, the lives of millions of plants and animals $^{\rm 4}_$

saved over the last 60 years.

Plastic pollution is contributing to global warming. Until now, the Earth's oceans have absorbed up to 40% of all man-made carbon since we started using machines. Recent research, however, indicates that microplastics prevent this from happening so effectively. Perhaps if people better educated

about our planet, they 6

it for granted and treated it so badly in recent years, and we ourselves in the

worrying situation we're in today.

We must call on governments now to reduce plastic production!

dump (v) throw away something, especially in a place that is not suitable **microplastics** (n) extremely small pieces of waste plastic in the environment

2 PRONUNCIATION • 5.03 Listen to and repeat the examples of linking between words in spoken English.

Consonant to vowel

- Plastic is produced using oil.
- 2 The plastics industry accounts for about 6% of global oil consumption.

A /j/ sound linking two vowels

- 3 We all use a lot of plastic.
- 4 A lot of plastic ends up in the oceans.

A /w/ sound linking two vowels

- 5 Oceans can't absorb carbon so effectively because of the amount of plastic in them.
- 6 Until now, the Earth's oceans have absorbed up to almost half of all man-made carbon.

3 Read the text and choose the correct alternative.

In praise of plastic

Plastic often gets bad press, but here are some positives.

Plastic lasts a long time. If water pipes all around the world today weren't made of plastic, billions of litres of water 'would be / would have been wasted over the last 70 years.

Plastic is light. Cars and planes

²would make / would have made global warming worse in recent years if they didn't contain so many plastic parts.

Plastic does not conduct electricity.

If we ³couldn't use / couldn't have used plastic for light switches, for example, what would we have done instead?

Plastic is hygienic. If various uses of plastic in medicine and food production thadn't been developed / wasn't developed

⁴hadn't been developed / wasn't developed, many people ⁵wouldn't be / wouldn't have been alive today.

Finally, renewable energy production relies on plastic. If plastic 'wasn't invented / hadn't been invented, we 'wouldn't be using / wouldn't have been using today's high-tech solar panels and wind turbines.

4 Complete the mixed conditional sentences using the verbs in brackets, paying attention to the information about what is past (THEN) and present (NOW).

1	(THEN, NOW) If antibiotics	(be		
	discovered), I	(be) alive today.		
2	(NOW, THEN) If you	(know) me		
	better, you	(say) that.		
3	(THEN, NOW) They	(offer) you		
	the job if you	(not have) such a		
	lot of experience.			
4	(THEN, NOW) If they	(cut down)		
	so much forest, more species of birds and animals			
	(li	ve) there today.		
5	(NOW, THEN) If we	(live) closer,		
	we	(come) to your concert.		
6	(NOW, THEN) There	(be) so		
	much rubbish in space if pe	eople		
	(think) about space pollution	on in the early days of space		
	exploration.			

- **5** Answer the questions so they are true for you.
 - 1 How would your everyday life be different if plastic hadn't been invented?
 - 2 How would you be different if you had been born 500 years ago?
 - 3 How would your life be different if you had grown up on the other side of the world?

1 What do you remember about the Student's Book text? Complete the summary with the words below.

adapt to maintain their profiles obsessed with peer group scrolling targeted

Teens have grown up with the internet and can new social media platforms easily. While some enjoy and, in fact, are getting likes, others want to quit social media - they dislike being by advertisers and the pressure to 4 Anastasia quit social media: she prefers to see her friends face to face rather than 5 through profiles, etc. But others in her are worried of the consequences of quitting.

2 **3 5.04** Read the article and complete the sentences with an appropriate word in each gap.

- 1 Most teens in the survey felt online learning had had a impact on their future. 2 Lauren concentrate on the screen all day. of online 3 Noah liked the learning. 4 Students with autism online
- learning because it's less stressful. 5 The author believes online learning
- have a place in education.

STRATEGY Using topic sentences

Most paragraphs in a text or article have a topic sentence, which is usually, but not always, the first sentence. The topic sentence provides an overview of the main idea in that paragraph. The following sentences contain more information to develop and support that main idea.

- 3 Read the strategy above. Underline the topic sentence in each paragraph.
- 4 Read the article again and choose the correct answer: A, B or C.
 - 1 According to the survey, only a small proportion of students felt
 - A would miss the social aspect of school
 - **B** learned better online than in person
 - **C** preferred studying in a classroom to studying online
 - 2 Lauren points out that at school she
 - A would do much better if her friends didn't distract her
 - B wouldn't have asked her teachers questions if she'd been there during the pandemic
 - **C** would have asked her classmates for help if she'd been there during the pandemic
 - 3 Noah thinks he during the pandemic.
 - A would have done better if he'd got up early every day
 - B shouldn't have played videos at double speed
 - C took a good approach to his studies
 - **4** Students with autism would their lessons were online.
 - A be able to maximise their learning if
 - B still experience similar anxiety levels even if all
 - c get better grades than students without autism if

Classroom learning screen learning

Most teens enjoy spending their downtime online, but what about studying online? A recent survey shows most teens prefer in-person school, both for its academic and social aspects. Nearly two thirds found remote learning 'worse' or 'much worse' than in-person learning and felt concerned about doing less well in their studies. Over half of them worry about losing connections with friends too.

Like many teenagers, Lauren had to study remotely during the 2020 pandemic. She explains why she found it tough. 'I hated being on a screen all day because it was hard to focus. I get a bit

distracted by my friends in the physical classroom, but it isn't a huge problem. At home, the temptation to take a break and do something different was too much. The worst thing was not being able to ask my teachers or classmates for help and having to wait for a response when I emailed my teacher a question.'

Not everyone found remote learning a problem, however. 'I missed my peers, but home learning was OK,' says Noah, 15. 'I might have felt differently if we'd had "live lessons" with

a teacher online, but I could do my lessons whenever I wanted to. Sometimes I got up late, but more often I'd get up early and finish all my lessons by lunchtime. I could take a more flexible approach to the learning itself too. We had to watch a lot of science videos, and the teacher spoke really slowly, so I would play the videos on double speed. I could then spend longer on topics I found more difficult.'

One particular group of students found virtual learning preferable to being in the physical classroom. Students with autism, who face difficulties with communication and social interaction, can experience high levels of anxiety in face-to-face lessons.

Furthermore, many of these students do best when they can follow their own interests and work at their own speed. Remote learning benefited them by allowing them to create their ideal study schedule.

Clearly, the concept of traditional learning has changed dramatically in the last few years. Advances in technology offer more students access to cheap and flexible

> education. So, what's the future of online learning? While 'hybrid learning' - combining in-person and face-to-face study - is likely to become a popular option for universities and colleges, the physical classroom will always be where the most memorable learning takes place.

5.7 GLOBAL SKILLS

1	What can you remember about the podcast in the Student's Book about managing your digital footprint? Complete the sentences.				
	A passive transfer of information occurs when we brow the internet and visit different websites because our passive digital footprint is made up of the t we leave of our browsing history.				
	2	Pay attention to your online security. Check your			
		psto be sure strangers			
	can't see your posts and photos. Only give away things like your date of birth if you're sure it's r_				
	2	Delete accounts and death are because these			
	3	Delete accounts you don't use because these			
		i accounts can expose you to h, especially if you used a weak password.			
	4 Don't communicate online in a way that you wouldn't face to face – be r				
	5	Take control of your online image. If someone			
		tyou in memes or photos, remember that you can uyourself. You might not want them to be seen when a potential employer is doing a b con you.			
2		ck (✔) the things that you use the internet for.			
	Α	connecting with friends			
	В	learning about the world			
	C	helping other people			
	D	improving your English			
	E	expressing your creativity			
3		ead the article and match three of the topics A–E in Ex 2 paragraphs 1–3.			

4 Read the article again and complete the notes with one word in each gap.

6666666666666666					
WildEarth					
You will need a device with a good internet connection and 1					
Watch some WildEarth videos and 2 any questions you have to the WildEarth experts.					
• Select a sunrise or ³ safari.					
· Enjoy your virtual tripl					
Be My Eyes					
• The app connects 4 to 5 or partially sighted users. Use the app whenever you need help.					
 Sighted users: wait for a ⁶ call. If you're too , someone else will be able to help. 					
Eric Whitacre's Virtual Choir					
Register on the website and listen to the latest piece of music.					
· 8 singing the piece.					
• 9 yourself singing it.					
· 10your recording to the website.					
Enjoy listening to the final performancel					

MEDIATION Your friend has broken their leg and is having to spend a lot of time at home. Write an email suggesting one or two of the websites from the article that you think they might be interested in. Use the information in the text to explain the websites to your friend.

The best of life online

3



The internet has made our lives richer in so many ways, helping us enjoy the beauty of our planet, connect with others and celebrate the best of humanity's creativity. Here are three opportunities we could never have had without the internet.

1 WildEarth safaris

 \equiv

Do you dream of visiting Africa to see elephants, lions, giraffes and other animals in the wild? It may be difficult to make a physical trip, but WildEarth offers free live-stream safaris from stunning locations in Africa twice a day. Sunrise safaris take place between 6.30 and 9.30 a.m. CAT (Central African Time) and sunset safaris between 2.30 and 6.30 p.m. CAT. All you need is a device to watch the live stream on, including speakers so you can hear the sounds of the animals and the WildEarth expert talking, and a good internet connection. It's worth watching videos of previous WildEarth safaris. You can then email questions for the experts to answer live.

2 Be My Eyes

The internet makes it possible for us to support people anywhere in the world. Be My Eyes is an app that connects volunteers who can see with people who are blind or partially sighted and who need help from time with time with small, everyday tasks like reading the 'use by' date on a carton of milk, for example, or describing the colour of a shirt. Through a live video call, the volunteers guide blind or partially sighted users where to point their camera, what to focus on or when to turn on their torch and then describe what they see. Blind and partially sighted users can use the app to make a video call whenever they need help. Volunteers don't need to take a call if they're busy because fortunately the app already has plenty of volunteers who can help.

3 Eric Whitacre's Virtual Choir

You don't need to be in the same place to sing together! Eric Whitacre's Virtual Choir brings together thousands of singers from around the world to create performances through the use of technology. Once they have logged on, singers in locations all over the world can hear the latest piece that the choir is working on, and practise singing it wherever they are. They then record and upload their videos, which are all combined into a single final performance. The results are beautiful and well worth a listen!

safari (*n*) a trip to see or hunt wild animals, especially in eastern or southern Africa **live-stream** (*adj*) shown on the internet as they happen

partially sighted (*adj*) without good eyesight **choir** (*n*) a group of people who sing together

1 Look at the photos. What problems do these animals face?





2 **5.05** Listen to a student presentation. Match technology A-E to photos 1-3. There are two technologies you do not need.

Amazon wildlife

	Α	drones		
	В	GPS tracking		
	C	robots		
	D	solar-powered factories		
	Е	the study of DNA		
3	1))	5.05 Listen again. Are the sentences tr	ue (T) c	r
		lse (F)?		
	1	Even if there wasn't any pollution in the		
		oceans, coral would still be dying.	Т 💹	F
	2	Scientists have invented a high-tech		
		device which looks like another sea creature to monitor the coral.	т 🖂	FΓ
	2		Т 🔛	_
	3	Scientists will need to develop a new device to help the coral grow again.	т 🖂	F \Box
	4	The Arabian oryx wouldn't be endanger		
		if it weren't for climate change.		F
	5	In the United Arab Emirates, oryx were		
		moved to areas where they would have		
		access to freshwater.	T	F _
	6	Unless BioCarbon Engineering had		
		invented their tree-planting devices, it		
		would be impossible to replant trees in the rainforest.	т 🖂	F [
	7	The tree-planting technology could resi	- ш	
	,	in 1 billion trees a year being planted.		F [
		I silion a costa year being planted.		_

STRATEGY Organising a presentation

When giving a presentation, it's important to ensure that you have a clear structure: introduction, main body, conclusion. Use signposting expressions to explain the purpose and structure of your presentation and to join the different parts together. In particular, make it clear when you have finished discussing one point and are starting a new one. This will make it easier for your audience to follow what you are saying.

4 a Read the strategy above. Complete the sentences with the words below.

		areas begin concludes fina move part second subject	al	look	
 1 The of my presentation today is how technology is being used to protect endangered animals. 2 I'll be looking at three where people have innovative solutions. 					
innovative solutions.In the first, I'll report is helping scientists solve an underw				rt on how a high-tech device water problem.	
4, I'll talk about a solution to a problem facing animals in desert areas.					
	5 In the section, I'll tell you about an innovative solution to deforestation, which gives hope for the animals who live there.				
	6	To, let's consider reefs in many parts of the world		hat's happening to coral	
	7	Now, let's on to change is making many areas w	the		
	8	Finally, let's at warming an animals in the Amazon rainfores	ha		
	9	That my talk.	ot.		
	b	5.05 Listen again and chec	k y	our answers.	
5		atch phrases for signposting a p ith the same meaning 1–9 in Ex		sentation A–I to phrases	
	Α	Then, in the second part,		To sum up, I'd like to start by talking	
	В	Finally, let's consider	·	about	
	С	This presentation will be about	Н	Next, I want to turn to	
			Ι	My talk will be in three parts	
6 Choose one of the topics below and prepare a three-part presentation. Follow the steps.				prepare a three-part	
 Positive and negative impacts of technology on the enviro in your country The advantages and disadvantages of plastic Using the internet in positive ways 				s of plastic	
	 Decide what areas of the topic you will talk about, and make notes about the information you will include. Think about what you will say in the introduction, each part of the main body and the conclusion, and decide what signposting expressions you will use. 				

7 Write your presentation. When you have finished, check that you have given your presentation a clear structure, and used signposting expressions and vocabulary from this unit.

.9 WRITING

- 1 Write down the names of some apps that you use regularly, for example, search engines, social-media apps and photo-sharing apps.
- 2 Choose one of the apps and answer the questions.
 - 1 What's its main purpose?
 - 2 What functions does it have?
 - 3 What do you like about?
 - 4 What don't you like about it?
 - 5 Who would you recommend it to?
- 3 Read the review and number paragraphs A-E in the correct order.

YOUR REVIEWS

A review of an app I like

- On the negative side, I'm not keen on the way a lot of the content looks so perfect. This is not especially helpful if your self-esteem is low, because you can end up thinking that your bedroom / clothes / cooking, etc. will never be good enough. Another drawback is that a lot of people use it to advertise products they're selling, which is slightly annoying when you just want to enjoy the images.
- Moodboard is basically a visual search engine that allows users to find up-to-the-minute ideas for things like home, fashion and food. Users can save and organise images that they like to boards, and share their ideas with other people. It also has a range of features that make it easy to connect with others, such as 'like', 'follow' and 'comment' buttons. It's incredibly user-friendly and also completely free.
- C An app I really appreciate is Moodboard, which I use almost every day. I get a lot of design ideas from it, and I also use it to connect with other people. It's extremely attractive and an endless source of style ideas.
- D If you are interested in style and design, I would definitely recommend using Moodboard. I would perhaps like to see a bit less advertising and a few more realistic photos, but overall I can't recommend it highly enough.
- What I like most about this app is that people share a lot of DIY (do it yourself) projects, which is great if, like me, you enjoy making things. Another positive is that you can work on boards with other people, which is absolutely brilliant if you're planning something together, like a party. Not only that, but you can also have secret boards which only you and your friends can see, so you can keep your ideas private at the planning stage.



- 4 Match phrases 1-5 to phrases A-E which have a similar meaning.
 - 1 It appeals to me ..._
 - 2 It's basically a / an ... app. _
 - 3 I'm particularly impressed by ...____
 - 4 Another slight drawback is ... _
 - **5** One way to enhance it would be ...
 - A It allows users to ...
 - **B** I would perhaps like to see ...
 - C What really stands out is ...
 - **D** It's one of my favourite websites ...
 - **E** I was a bit disappointed by ...

STRATEGY Using modifying adverbs

In a piece of writing, we often use adverbs to strengthen or emphasise a point, or to soften a negative statement. I think this is an absolutely brilliant feature. The design is slightly disappointing.

- 5 Read the strategy above. Circle) adverbs in the text that strengthen or emphasise a positive point and underline adverbs that soften a negative point.
- 6 Choose the correct alternative to emphasise the positive points and soften the negative ones.



- It's ¹extremely / quite well designed.
- It's 2somewhat / incredibly popular among teenagers.
- It's ³quite / totally game-changing.
- It's 4a bit / significantly more user-friendly than it used to be.
- It's ⁵slightly / absolutely amazing.



- It's **extremely** / **quite** expensive.
- It's 'somewhat / completely unnecessary.
- It's *incredibly / slightly disappointing.
- It's a bit / significantly more complicated than it used to be.
- It 10 isn't especially / 's extremely interesting.
- 7 Read the advertisement. Use your answers to the guestions in Ex 2 to plan your review.



👚 What's your favourite app?

Write a review of an app you use regularly. Tell us why you find it useful or enjoyable, and let us know what isn't so good about it. Send your review to editor@appreviews.net.uk.

- 8 Write your review.
- 9 CHECK YOUR WORK Did you ...
 - use a five-part paragraph structure?
 - write an introduction with a brief description of the app?
 - describe the purpose and function of the app?
 - include both positive and negative views, and recommendations?
 - include phrases used in reviews?
 - use adverbs to emphasise or soften your comments?

Grammar

1	Cł	noose the correct answer: A, B or C.
	1	I wouldn't go skydiving you paid me \$1 million!
		A even if B supposing C provided that
	2	Provided that you the original box, you could've
		returned the smartwatch.
		A kept B would keep C had kept
	3	I would be happy to play music with other people online
		 everyone had a good internet connection.A supposing B unless C on condition that
	1	I wouldn't do the course I could do some of it online.
	7	A provided that B as long as C unless
	5	If there a pandemic in 2020, I would never have spent
		so much time at home.
		A hadn't been B wouldn't have been C wasn't
	6	They Jack to the concert if they'd known he liked
		classical music.
		A had invited B might have invited C invited
2	Co	omplete the mixed conditional sentences with the
	pł	nrases below.
	l r	might not be was would be would have used
		wouldn't have wouldn't know
	1	We could have watched a film last night if there
	_	Wi-Fi here.
	2	The company your data if you
		hadn't completed that quiz online.
	3	I the new software more if I found
		it more user-friendly.
	4	Scientists so much about the
		heart if they hadn't had to develop technology for checking astronauts' hearts.
	5	There far fewer trees on Earth if
		email hadn't become so popular.
	6	If you had gone to bed earlier last night, you
		so sleepy now.
V	nc	abulary
3		omplete the sentences with the words below.
		prowse geek high-tech significant
	5	streaming wearable technology
	1	The first mobile phones were
		items at the time, but compared to today's phones, they
	2	were very big and heavy.
	2	has changed the way people watch films and TV because it offers much more choice.
	3	Smartwatches and clothes that keep track of their
	5	wearer's health conditions are two examples of
	4	I love finding out about all the latest technology. I'm a
		real!
	5	The internet has been the most
		development in the recent
	_	history of technology.
	6	I used to the internet for ages at the weekend, but now I spend a lot more time with my
		friends instead.

4	Co	omplete the senten	ices.			
	1	Don't throw that b			it	
		when I go shoppin	g.			
	2	I'd like to grow all r			some items.	
	3 The oceans wouldn't be so dirty if peop					ad
		d	O		_ plastic more	
		carefully over the l	-			
	4	It's terrible that so waste in a l	many electron	ic gadgets	s end up as	
				>	· · · · · · · · · · · · · · · · · · ·	
	5	5 Experts are figuring out how to use a				
		i	to use data	to predict	t floods in	
		areas that get a lot	of rain.			
	6	Companies that pr	oduce goods r	need		
		r	m		like oil,	
		wood and iron.				
	7	Wind is a r	e	nergy soul	rce.	
	8	Plastic toothbrush	es are conveni	ent, but th	ney aren't	

Cumulative review

5 Choose the correct alternative.

Looking after our planet, looking after ourselves

We've always had severe weather events from time to time, like heavy rains and strong winds, but 'consumption / global warming / artificial intelligence is now 'endangering / disposing of / generating the lives of millions of people.

If we 'would have paid / paid / had paid more attention

to climate change, we 'didn't / couldn't / wouldn't find ourselves in this situation today, but the truth is we are now facing a growing number of natural disasters.

On the positive side, 'gadgets / advances / geeks in

technology can help experts predict and manage these events. The wildfires that hit California in 2020, for example, 'would have destroyed / would destroy / might destroy much larger areas of forest 'unless / providing / if firefighters hadn't been able to use 'sophisticated / significant / viable drones to map the fires and use fire-stopping technology.

However, we cannot rely on technology to save the planet. ⁹As long as / Even if / On condition that experts had all the time and money in the world, they couldn't fix all the damage we have done. According to recent reports, the ¹⁰updates / consumption / deforestation of energy around the world is likely to increase by between 50% and 100% by 2050. It's therefore essential that we develop innovative technology to use more sources of ¹¹wearable technology / raw materials / alternative energy. We must take all action possible to reduce our ¹²natural resources / carbon footprint / landfill sites.

REFLECT Think about the following questions.

- 1 Which lesson in this unit was your favourite? Why?
- 2 Which grammar points did you find most difficult? Why?
- 3 How could you use the internet in a positive way that you haven't tried before?

6.1 VOCABULARY



Money matters





1 a What can you remember about the vlog? Answer the questions by writing *Y* (Yasmin) or *Z* (Zaki).

W	ho says they	
1	will get their s	under control and
	cut out non- e	?
2	spend money w	and suggests
	making a d	to charity?
3	will keep track of their f _	and
	b up thei	r savings account?
4	don't pay for their gym m	or guitar
	t?	
5	enjoy g a	nd often o
	friends money?	
6	need to cut back on on e	expenses
	such as b	and takeaways?
7	will buy s	clothes and no
	a?	

- **b** 6.01 Watch or listen again and check.
- 2 Choose the correct alternative.
 - Making soup is good for using up / building up old vegetables.
 - 2 I try to spend my money under control / wisely.
 - 3 I'd rather **use up / build up** my savings account than waste money on things I don't really need.
 - 4 It's difficult to reduce **tuition fees** / **everyday expenses** such as food and travel.
 - 5 | **keep track of / cut out** my finances by writing down everything | spend.
 - 6 I owe my friend / savings account £20.
 - 7 If you're on a limited budget / keeping track of your finances, you don't have money to spend on extras.
 - 8 Train fares / fees are really expensive these days.
 - 9 We could try cutting out / using up non-essential items to save money.
 - 10 It's obvious that buying accessories / second-hand stuff is better for the environment.
 - 11 We need to stay calm and get our spending **cut out** / **under control**.
 - 12 The school is asking people to make a donation to / keep track of the school minibus fund they hope to raise £3,000.

3 Complete the vlog with the correct form of words and phrases from the lesson.



4 REAL ENGLISH Match the phrases below to the definitions.

break the bank have my eye on it all adds up save for a rainy day spend money like water strapped for cash

- 1 be in need of money
- 2 build up money for a time when you really need it
- 3 watch somebody or something carefully
- 4 cost a lot of money
- 5 increase by small amounts until there's a large total
- 6 get through money in large quantities
- 5 VOCABULARY BOOSTER Now practise Spending and not spending money vocabulary on page 109.

62 Unit 6

1 Read the article and choose the correct alternative.

✓ Trending articles	•••
Money and Finance	

The gamification of personal finance

'There's a cash crisis, and it's 'been created / created by a cash-strapped super-villain! Everyone's money 'will lose / will be lost if nothing is done! Immediate action 'has been required / is required to save the day!'

This is the opening sequence of an online game for teenagers called *Cash Crisis*, in which players ⁴are taken / take part in a mission to save the day in a graphic-novel-themed adventure. It's more than just a bit of fun, though, as players ⁵are also taught / are also taught to financial literacy along the way. This is an example of gamification, where aspects of everyday life, in this case financial skills, ⁶were being turned into / are turned into games with goals, challenges, competitions and rewards.

Finding ways to increase young people's financial literacy is important. In 2019, around 7,000 15–18-year-olds in the USA ⁷were being tested / were tested on their knowledge of personal finance. The test ⁸was designed / designed to find out how much the young people knew about earning, saving and growing wealth. The results revealed the average level of knowledge to be around 65%.

Cash Crisis is just one example of how financial skills ⁹have been / had been gamified in the last few years. In other gamified personal finance apps, users ¹⁰were / are rewarded for achieving savings goals by seeing their name on a leader board, for example, or getting new features for their digital avatar.

gamification (n) applying elements of game playing such as point scoring, competition with others, rules of play to a product or service in order to encourage people to use it **literacy** (n) ability or knowledge in a specified area

2 Complete the sentences with the words and phrases below.

	am are had already is being was were be	
1	A savings account name in 2015.	opened in he
2	A lot of moneyroads at the moment.	spent on new
3	1	currently owed about £200.
4	You	asked for a £50 deposit
	tomorrow.	
5	When I called the gym a	about my membership, I found ou paid.
6	Billions of pounds	spent on
	takeaways in the UK ev	
7	When I switched on the	e TV, celebrities
		asked to make donations to
	charity.	
8	Our school	given £2,000 for new
8	Our school sports equipment.	given £2,000 for new

3	Complete the to	wo passive	forms of	f each	active sent	ence
---	-----------------	------------	----------	--------	-------------	------

Thoussill sand har a hank sard

1	They will seriu her a bank card.	
	A She	_ a bank card.
	B A bank card	her.
2	They have offered Ryan the job.	
	A Ryan	the job.
	B The job	Ryan.
3	Kaheem is teaching everyone the songs.	
	Α	the songs.
	B The songs	
4	The official handed me my passport.	
	Α	
	B My passport	
5	I gave Lou and Dan access to the bank accou	
	A Lou and	
	В	
6	They still owe us a considerable sum of mon	ey.
	Α	
	B A	

4 Choose the correct alternative.

When verbs with two objects are used in passive sentences, it is more common for the **person or people** / **thing or things** to be the subject of the verb.

5 Write passive sentences using the correct form of the words in brackets.

1	
	(give / a lot of accessories for my birthday). I got a bag,
	some sunglasses and a watch.

2 You will be shown a training video.

/than	1,1011	1201	auestions	about i	1+
unen/	VOU /	dSK /	questions	abouti	U.

3 A Thank you for paying for the meal yesterday.

В	That's OK. I was feeling rich.
	(I / just / pay)!

(the new app / release / today). I'm looking forward to getting it.

(we / lend / some bicycles). They were a great way to get around the city.

(she / owe / a lot of money). I hope she gets it soon.

7 A What was happening when you arrived?

B _____(the / money / count).

tuition fee / not / pay / yet). Someone needs to pay them.

6 Complete the sentences with your own ideas.

1	English is taught	
2	I have never been given	
3	Students are often told	

4 A lot of ______are being made at the moment.

5 I think too much government money is spent on

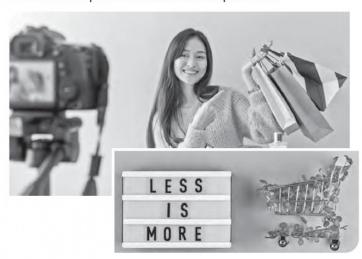
6 I don't think enough government money is spent on

6.3 LISTENING

1 What can you remember about the podcast in the Student's Book? Complete the sentences with the correct form of the words and phrases below.

consumerism do without get rid of lead a more meaningful life material possessions pursue their passion

- Minimalists believe people generally have too many _____ and blame for this.
- 2 Joshua Fields Millburn and Ryan Nicodemus both reached a point in their lives when they realised they could _____ all these things in their lives.
- 3 Millburn gradually _____ his belongings and Nicodemus did it quickly.
- 4 When owning things was no longer important to them, each of them was able to take the time to _____ instead of remaining in their executive jobs.
- 5 They both wanted to share their belief that people can
 _____ if they have less stuff and focus
 instead on what's important to them.
- 2 Look at the photos and answer the questions.



- 1 What's the woman in the first photo doing? Why is she doing this?
- 2 What does the second photo mean? Do you agree?
- 3 6.02 Listen to part of a radio programme about consumerism. Who makes these points, Millie (M) or Omar (O)?

sustainability (*n*) the ability to avoid using too many natural resources in order to protect the environment

- 1 A lot of influencers used to make videos about their material possessions.
- 2 When I think about stuff, I think about the production process. ___
- 3 The feeling of happiness created by material possessions doesn't last long. ____
- 4 I need my phone. _
- 5 I don't buy things I don't need.
- 6 More people will buy 'pre-loved' (second-hand) clothes in the future. ___

STRATEGY Drawing conclusions from what we hear

Listening texts contain information that is not directly stated but can be inferred from the information we are given. We can understand and draw conclusions from the information by thinking about the context and analysing what we have heard.

	,	tillikirig about trie	context and analysing	what we have heard.	
4	6.02 Read the strategy above and the statements below. Listen again and choose the correct answer: A, B or C. Which information from the recording allows you to infer this?				
	1	Millie people	e know what 'Gen Z'	means.	
			B doesn't think	C isn't sure	
	2	In about 2017, M	Iillie watching Yo		
		A wanted to sto		ked C used to enjoy	
	3		trated that she didn't	have as much	
		money as oth	n interest in environn	nental issues	
			ng her own 'haul' vid		
	1	Omar thinks	_	603	
	7		titudes towards brar	nds has remained	
			need to change thei	r heliefs about what	
		teenagers ca		i beliefs about what	
		_	ould be more careful	about how they	
		spend their n		about now they	
	5		nsumerism, Omar fee	els about	
			tal health nowadays.		
		-	B anxious		
	6	thinks cons	umerism is encourag	ged by mobile phone	
		use.			
		A Millie	B Omar	C Neither Omar nor Millie	
	7	Millie wants her	videos to people	2.	
	0	A inspire Millie .	B entertain	C worry	
	0		nd-hand clothes to ne	aw ones	
			money to spend on c		
			pensive brands if she		
5				e sentences with one	
	to		numbers in each gap		
	1	Millie was born I	between the late	and early	
	2		used to watch childr on YouTube.	en doing reviews of	
	3	She thinks peop	ole turned against co	nsumerist videos	
			owing awareness of _		
	4		t that teenagers ques hey see on their phor		
	5	Instead of makin	ng 'haul' videos, Millie ideos		

6 Do you think you are a typical 'Gen Z' in relation to shopping and fashion? Why? / Why not? Write a paragraph, giving examples. Think about the points below.

advertising brands fashion second-hand clothes videos

6 People are also making videos about

64 Unit 6

1	a Match 1 Gto A Eto make o	ampaund nauns	E. Complete the contanges with the correct form of the years
_	<pre>a Match 1-6 to A-F to make c 1 retail</pre>	A number	5 Complete the sentences with the correct form of the verbs below.
	2 potential		
	3 reference		add carry out choose pick up
		C customers	proceed purchase select track
	4 confirmation		1 Most consumers go through the same basic steps when
	5 shipping		deciding to a product.
	6 special b • 6.03 Listen and check.	F costs	2 made a mistake when the item to the basket.
			3 If you your package, you would have
2	a PRONUNCIATION Comple compound nouns in Ex 1.	te the table with the	known when it was going to arrive.
	Pronunciation of compoun	d nouns	4 I'm hoping to some bargains in the sales.
			5 There are three delivery options to from.
	When the first part of a	When the first part of a	6 Now you need to to the checkout.
	compound noun is a noun	compound noun is an	7 People many more transactions online
	or a verb, the stress is on	adjective, the stress is on the second part.	during the pandemic. 8 Make sure you the right quantity.
	the first part.	the second part.	
	1	5	6 (4) 6.05 Listen to six people talking and answer the questions. Use vocabulary from the lesson.
	2	6	1 What has Amina lost?
	3		2 Why is Carl pleased? He
) -		3 What is Billy waiting for?
	b 600 Liston and shook		4 Why does Katrina mention £40?
	b 6.04 Listen and check.		
3	Complete the sentences with	the compound nouns in Ex 1	5 What is Lily trying to do?
	and 2.		6 Why does Marc mention \$7.99?
	1 You'll be sent a		7 Complete the review with the correct form of words and
	your order in the next two h		phrases from the lesson. Sometimes more than one
	2 I was looking for a new table		answer is possible.
		I should have bought it then	SHOPPING / YOUR REVIEWS
	because a few hours later th		Ways to ente
	3 I hadn't checked the ended up spending about £		
	4 Social media is a great way		E COMMENT
	4 Social media is a great way		
	5 I was given a six-digit	about their products.	75.00
	6 It certainly seems like a barg	gain but have you checked	Loaded with Layers of Hayor
	the normal	online?	Supershopper101 Supershopper1
4	Are the sentences true (T) or f	alse (F)?	MY CASHLESS SHOPPING EXPERIENCE
•	1 If you want to pick up a barg		
	look out for special offers.	T F	Shopping in cashless stores means you can ¹ without having to queue up and pay. Last week, I had my first experience
	2 You proceed to the checkou	it and then you	of this brand-new way of shopping in one of Amazon's cashless stores.
	add items to the basket.	T F	You can't ² in a cashless store unless you have
	3 You get a confirmation ema	il before you	the app downloaded on your phone. Once I'd sorted that out, all I had
	purchase a product.	T F	to do was scan a code as I entered the store and then put my phone
	4 Customers should consider	the shipping	away. It was absolutely brilliant! Every time I took something from the
	costs when choosing a deliv	very option. T F	shelf, the app automatically ³ . There was no
	5 If you've paid above the reta	ail price, then	need to ⁴ to the checkout because there was
	you've definitely picked up	a bargain. T F	no checkout! I simply walked out of the store with my purchases. Later,
	6 Generally, it's difficult to tra		instead of the kind of ⁵ you receive when you
	you don't have a reference r	number for it. T F	order something online, I got an email with information about what I'd
			bought and how much I'd spent. There were cameras everywhere, and
			it did feel a bit like stealing when I left the store without paying. Overall,
			though, it was a quick and easy way to shop, and there must be lots of
			6out there who would love this convenient way of shopping.

8 **VOCABULARY BOOSTER** Now practise **Shopping trends** vocabulary on page 109.

1	Cł	noose the correct an	SW	er: A, B or C.			
	1	I don't like aske	d fo	r money in the	est	reet.	
		A be	В	being	C	to have been	
	2	This ticket must	US	ed by the end	of t	the month.	
		A be	В	have been	C	being	
	3	It keeping track of your finances helps you spend your money more wisely.					
		A is generally believed that					
	4	The confirmation email should sent by now.					
		A being	В	to be	C	have been	
	5	It feels fantastic	ра	id at last!			
		A to have been	В	have been	C	be	
	6	I needed taught	t ho	w to look afte	r m	y finances.	
		A be	В	to be	С	being	
	7	7 The politician was angry about asked about his finances on live TV.					
		A be	В	to be	C	being	
	8	The first formal ban in the 14th century.		have been	est	tablished in Italy	
		A are thought to	В	are thought	C	are thought that	

2 Complete the article with the correct form of the verbs in brackets. Add *that* where necessary.



Zoe. 'It's a positive reminder that people are shopping locally rather than going online to spend their money with a big global organisation like Amazon.' The first local currency 4 (say / be) the Swiss WIR, which was set up in 1934. Nowadays, community currencies are used in many parts of the world. One area of Mombasa, Kenya's second-largest city, has a local currency called Bangla-Pesa. Businesses in the area are helped by (give) 400 Bangla-Pesas each month. This is particularly helpful for businesses that are in difficulty, as one restaurant worker explains. 'My boss was struggling to afford the food he needed to stay open. That changed when he started receiving Bangla-Pesas each month. Until then, I could 6 (tell) any day there was no more work for me, but now my job is secure. And, of

London with a local currency, the Brixton pound. 'I always like

(pay) with the Brixton pound,' says

It seems likely that local currencies will be used in many more areas in the future to build local economic resilience.

course, the food sellers at the market benefit too.'

3 Complete the second sentence so that it means the same as the first. Use between two and five words including the word in brackets.



	You	to make a
	donation.	
2	It feels good when someo	ne offers you a job. (BE)
	It feels good	a job.
3	I'm sure they've paid you b	by now. (MUST)
	You	by now.
4	It isn't a problem for me w amounts of money. (MIND	
	I don't	small amounts
	of money.	
5	I want them to tell me clea (TOLD)	rly what the shipping costs are
	I want	what the
	shipping costs are.	
6	She was afraid that someofinances. (OF)	one would ask her about her
	She was afraid	her
	finances.	
7	We think people first used (THOUGHT)	coins about 2,600 years ago.
	It	people first used
	coins about 2,600 years ag	50.
8	People think his grandfath	er left him a fortune. (BELIEVED)
	He	left a fortune by his
	grandfather.	
Co	omplete the sentences with	n your own ideas. Use passive
fo	rms from this lesson. You delow.	-

give owe pay send teach tell

zero-waste shop (n) a shop that sells products that have been made using processes that create as little waste as possible, e.g. by using materials that have been and/or can be recycled

ask be

1 It's nice

3 I'd love to

4 I don't mind

5 I'm looking forward to

6 Money is sometimes said

2 I hate

1 What can you remember about the four texts in the Student's Book? Complete the text with the words below.

designer label fashion-conscious garments get dressed up kit mix and match outfits stylish

Text 1 explains how fast fashion meets consumer demand for 1 that are both fashionable and cheap.

Text 2 talks about new football

such as a 'home' shirt which uses a

3D effect.

Text 3 suggests a clothing rental service for people who want to wear 4 clothing without spending too much money. Customers who want to can rent different

or 7

individual items with their existing clothes.

Text 4 describes a superstore in Dundee, Scotland, where 8 residents can buy from a huge range of second-hand clothing.

- 2 Are the statements generally true of shopping in physical stores (P), online stores (O) or both (B)?
 - 1 You can smell and touch products.
 - 2 Technology gives a quick and easy shopping experience.
 - 3 There are lots of attractive products to choose from.
 - 4 You can have interesting conversations with sales assistants.
 - **5** You can use interactive technology.
 - 6 You take photos of yourself with the products.

STRATEGY Recognising functional language to identify purpose

When you read a text for the first time, look out for fixed expressions that indicate the writer's reason for writing. For example, if the writer's purpose is to advise, the text will probably contain the expression You should Knowing the reason for writing will help you better understand the text.

- 3 6.06 Read the strategy above. Read the four texts and choose the purpose of each text: A, B, C or D.
 - 1 A to entertain B to argue C to instruct D to persuade
 - 2 A to describe B to instruct C to argue **D** to persuade
 - 3 A to inform B to entertain C to persuade D to argue
 - 4 A to entertain B to argue C to review D to instruct
- 4 Read the texts again. Match questions 1–8 to texts A–D.
 - focuses on the interaction between a consumer and an employee in a store.
 - 2 ___ gives the pros and cons of one particular store.
 - describes a technology that helps consumers choose products quickly.
 - suggests that our retail experiences will become more interesting.
 - explains how changes to the experience of physical retail are being introduced in one country.
 - mentions a product in store that catches the consumer's attention.
 - gives information about the process of one immersive retail experience from start to finish.
 - invites the reader to try a new piece of technology.
- 5 Which of the immersive retail experiences described in texts A-D appeals to you most? Why? Write a short paragraph.

VIRTUAL MIRROR

In our fabulous stores, you can try on ten different makeup looks and find one you LOVE in a matter of seconds all without applying a single stroke of lipstick!

Our Marvellous Mirror has transformed your shopping experience. The digitally innovative touchscreen allows you to interact with and experience each of our stunning ten looks. Which will suit you best? Have a look in the virtual mirror and see!

The Marvellous Mirror is perfect whether you need to make a quick decision about which product to buy, or want to find a whole new gorgeous look for yourself!

Experiential retail

While online shopping has gained popularity in recent years, physical stores still have an important place in retail. Of particular interest is immersive retail, which offers consumers the opportunity to experience products through all of their senses, often using technology such as virtual reality, and which is expected to grow rapidly in the coming years.

China is leading the way, with physical stores being adapted to create interesting and unique experiences for customers. Fitting rooms, for example, are equipped with an artificial intelligence system called FashionAI, and smart touchscreen mirrors are used to personalise customers' style choices, offering mix-and-match suggestions and alternative items.

BOOKS, BOOKS, BOOKS

I was very fortunate to be given the opportunity to visit a Reading Spa at Books by the Sea bookshop.

On my arrival, I was introduced to Becky, an extremely skilled, friendly and knowledgeable sales assistant. We sat and discussed my reading likes and dislikes for about an hour, and I was offered tea and cake. I was then left to browse the shelves while Becky went off and made a selection for me.

When Becky returned with a pile of books, I was thrilled to see so many appealing books I'd never heard of before. The hardest part was choosing which ones to take home with me!

O Amazing shop

One of my favourite shops is Rosa and Stone. It's basically a lifestyle and design store with a wide range of products, including some incredibly cool second-hand stuff. What I like most about the store is how products are presented. Furniture and other products are displayed with men and women's clothing and accessories in a large, bright, white space.

What really stands out is the item right in the middle of the shop - it's always a classic car from the 1960s in perfect condition. These are actually bought by customers from time to time, so it's always worth popping in to see what's there for a 'me-with-another-cool-car' Instagram photo. The store isn't cheap, but I would still definitely recommend a visit.

from the text.

3 Read the situations and complete the sentences with ideas

savvy (adj) (informal) having practical knowledge or

understanding of something

6.7 GLOBAL SKILLS

 ${\bf 1} \ \ \mbox{What can you remember about the reading and listening in}$

the Student's Book? Complete the sentences.

Most companies present their t and c (legal agreements between a service provider and potential service user), including their r (what they do when a	1 Sami spent £200 on some new trainers, which the salesperson told him really suited him. Now he's worried that he spent too much on the trainers, because he can't afford to buy anything else.
customer doesn't want to keep a product they've bought from them), on their website. 2 If you buy something and it's f (not	went shopping. B He shouldn't have the
working properly), you should be able to take it back to where you bought it and get a r (money back) as long as you can p (demonstrate with evidence) that you bought it there. You'll need to show your r (document that shows that you have paid; informal) or other p of p (document that shows that you have paid; formal).	salesperson. 2 Elena suddenly decided to buy herself a laptop when she was at the shops. When she got it home, she realised it was very slow and didn't have much memory. A She should have
3 When you buy a new electronic gadget, you should keep the w i (written promise given by a manufacturer to the purchaser of one of their objects to repair or replace it if necessary within a certain period of time) in a safe place.	headphones, but they broke after she'd used them a few times.
 4 If you see a special promotion online, don't give your details unless you're sure it's g (real). 5 If you're thinking of getting a s 	4 Last Saturday morning, Max paid £30 for some sunglasses at the market. The next day, he found out his friend had paid just £15 for the same sunglasses from the
tl (money that is borrowed to provide temporary help), be aware some companies charge very high i r (the amount a lender charges on top of the main amount of money borrowed).	same seller at the end of the day. Max should have He should have gone to the market S Robbie couldn't get a refund for a tennis racket he'd
 Read the article and match headings A–E to paragraphs 1–5 A Do your research 	bought because he lost the receipt. He should have MEDIATION Your friend Emma has been saving up for
B Keep your receiptsC Learn how to haggleD Consider quality vs quantityE Spend your money wisely	two years to buy a motorbike. She is now ready to buy one and has sent you a photo of a cheap one that she has seen that she is interested in buying. Write an email to her with advice based on information in this lesson.
However much you might want to reduce the amount of signing to be things you need. There is such a big choice of offer that it's more important than ever to be a savvy constitution.	stuff you buy, there are always of products and services on
1 Set your budget before you go shopping. When you're considering buying an item, decide if you really need it, and don't be persuaded by a salesperson into buying something you don't really want or need.	You might not be able to negotiate the price of your supermarket essentials, but if you're buying something more expensive, like a car, it's worth trying to get the price down. Markets are a great place to negotiate a bargain, but you can try it in shops too. The best time is
This is especially important if you're planning on purchasing an expensive product, when you want quality and reliability for the money	usually at the end of the day, or any time when it's quiet. Remember, you can also negotiate the price of things like your gym membership.
you spend. Read online reviews of the products you're considering, although keep in mind that some of the reviews might have been written by the seller!	5 Store them in a safe place as you'll need them as proof of purchase if you have problems at a later date. A clear photo may be accepted as proof of purchase, but we recommend keeping the paper (or emailed)
Remember the difference between price and value. Just because something is cheap, it doesn't mean it's a bargain. It's better to buy a few good products that last a long time and bring you pleasure than lots	version. haggle (v) discuss the cost of something with the selle in order to find a price that feels right for both of you savvy (qdi) (informal) having practical knowledge or

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of cheap and badly made items.

1 Look at the photos. Why might a customer be unhappy with each product?





2 a Complete the dialogues with the words below.

acceptab	le be entitled	exchange	manager
solution	switch on		
Geeta	Hi. I'd like	to 1	these
	wireless h	eadphones f	for another pair.

Sales assistant	Could I	ask what the	problem	is?
	00010	don minde ene	p. 0 0 to	

Geeta Yes, they won't 2

Sales assistant Oh. Can I have a look?

Geeta Sure.

Sales assistant Hmm. I see what you mean. Is the battery

fully charged?

Geeta Yes.

Sales assistant Well, if you leave them with us, I'll get one

of our in-store technicians to have a look at them in the next couple of days.

Geeta But I need them today.

Sales assistant That's all I can offer, I'm afraid. We haven't

got any more of these headphones in

stock at the moment.

Geeta Well, it really isn't an acceptable

. I should 4

to an exchange or a full refund. Can I speak

to the ⁵______, please?

Sales assistant Wait, do you have your receipt?

Geeta Yes, it's here.

Sales assistant Would a refund be 6_____

Geeta Well, I'd rather have a pair of headphones

that work, but yes, that would be fine.

Thank you.

Sales assistant OK, I'll get that processed for you.

Geeta Thanks.

2

authorise customer service quality receipt refund return right senior member

Adam Hello. I'd like to ⁷_____this shirt.

Sales assistant OK, sure. Can I ask why?

Adam Three of the buttons have come off since I

bought it. Look.

Sales assistant I see. How long ago did you buy it?

Adam About three weeks ago. I've only worn it

twice.

Sales assistant Could the buttons be sewn back on?

Adam I don't see why I should have to. Plus, I've

lost one of them, anyway.

Sales assistant OK. Well, we can exchange it for you.

	Adam	I'd rather have a 8	
	Sales assistant	Do you have your ⁹	?
	Adam	No, I don't. I didn't keep in think I'd need to return th it. I think I have the 10	
		to a refund, though, becausatisfied with the ¹¹ _of the product.	ause I'm really not
	Sales assistant	I can't 12	a refund
		without a receipt, I'm af an exchange, though.	raid. I can offer you
	Adam	Well, I must say, I'm disa	ppointed by your . Please can I speal
		to a more 14	of staff?
	Sales assistant	Yes, of course.	
	b 6.07 Liste	n and check.	
3	• 6.07 Listen to	o and read the two dialo	gues again and
	1 has	tried everything to solve	the problem.
	2 has	used the product.	

STRATEGY Register

How we say something can be as important as what we say. Choosing the appropriate register for a situation can signal our respect and intention to be polite, even when we are making a complaint. Choosing the wrong register can appear rude. For example:

isn't happy with the solution offered.

wrong register: What did you say?

right register: Would you mind saying that again?

has got proof of purchase.

wrong register: No, I don't want that.

right register: I'm afraid that isn't acceptable.

4 Read the strategy above. Complete the polite phrases for talking about consumer issues.

1	I'd	to return these sunglasses.			
2	I'm	I don't have the proof of purchase.			
3	Can I	it for another colour?			
4	I'd	have a refund.			
5	t	o your returns policy, I'm entitled to a			
	refund.				
6	I'm afraid I'm no offered.	t with the service I've beer			

5 Complete the situation below with your own ideas.

Bako bought	in a shop last	
	, but when he got home, he	
realised	and he needs to	
return it / them. He	proof of	
ourchase. He is visiting the shop to get a solution. He		
wants	. The shop assistant	
	. Bako	
happy with the solution. the process.	He expresses his feelings about	

6 Use the ideas in Ex 5 to write a dialogue between Bako and the shop assistant. Use language from the lesson and the correct register.

1 Look at the photos. What is happening? How might the two photos be connected?





- 2 Read the task and essay. Match sentences A–F to gaps 1–6 in the essay.
 - A What is more, it's possible to make a lot of money by selling used things online.
 - **B** Moreover, selling your old clothes is better for the environment than throwing them away as they don't go straight to landfill.
 - C In conclusion, selling second-hand clothes and accessories online is great for people who have a good eye for style, don't mind the time it takes and like dealing with people.
 - **D** Furthermore, buyers can be difficult, for example, agreeing to buy something but then not paying for it.
 - **E** The question is whether it's really worth it, given how much effort it takes.
 - **F** Having said that, there are disadvantages to selling things online.

You've been talking in class about the potential benefits of selling second-hand stuff online. Now your teacher has asked you to write an essay exploring the arguments for and against selling second-hand clothes and accessories online.

There's a big market for second-hand clothes and other accessories online and many people enjoy selling pre-owned, or 'pre-loved', stuff through online shops and auctions. ¹

It's true that a lot of people like selling their old clothes and accessories because it motivates them to clear out their wardrobe regularly. ²___ Selling online is quicker and easier than selling in person and allows you to reach large numbers of potential customers. ³___ Some people make thousands of pounds each month selling vintage clothes they've bought at charity shops.

- ⁴___ It's time-consuming to clean, photograph and write descriptions of what you're selling, and you won't always be paid as much as you hope for. ⁵___ Also, unwanted items could be given to charity shops instead. This would help people who don't have much money for clothes and raise money for the charity.
- ⁶___ However, it can take a huge amount of effort, and many of its benefits, such as motivating people to clear out their wardrobe and helping the environment, can be achieved by donating unwanted items to charity shops, an act which is extremely beneficial to others.

vintage clothes (*n*) good-quality clothes from the past that represent a particular period of fashion

3 Read the whole essay again. Do you agree with the writer's opinion? Why? / Why not?

STRATEGY Ordering points into a coherent argument

After you have chosen the points that you are going to use to support and oppose the topic, you need to put them in order. Ask yourself these questions:

- 1 Which is the strongest point in each case? (You can use this point to start or finish the paragraph.)
- 2 Which points logically come after each other?
- **3** Could any of the points be joined into one sentence? Ordering your points will make it easier for the reader to follow your argument.
- 4 Read the strategy above. Follow the instructions.

Find and underline ...

- 1 the sentence in which the author presents their strongest supporting argument.
- 2 the sentence which contains two separate supporting arguments.
- 3 the sentence which contains two separate opposing arguments.
- 4 two opposing arguments which logically follow the argument before it and are in separate sentences.
- **5** Complete the phrases used in for and against essays.

1	Μ	y pec	ople	M_		_t people
2	It is often					
	that	It can't be	e d_		that	
3	Also,	Besides,		In a		
	as w_		as			
4	Having s_		th	nat,	In c	,
	On the o		_ h	and,		
5	In conclu	sion,	То	C	,	
	Toc	1.1				

6 Read the task and answer the questions.

You've been talking in class about the potential benefits of people using electronic payments instead of cash. Now your teacher has asked you to write an essay exploring the pros and cons of a cashless society.

- 1 Where do you use cash?
- 2 Where is electronic payment used these days?
- 3 What's your opinion about the topic? Why?
- 7 What are the points in favour of / against the topic? Think about the points below and your own ideas and make notes.

convenience crime freedom hygiene (cash is touched by lots of different people) people who don't have access to bank accounts and banks the emotional value of cash the storing of notes and coins

- **8** Plan a four-paragraph for and against essay. Order your points into a coherent argument.
- 9 Write your essay.
- 10 CHECK YOUR WORK Did you ...
 - write four paragraphs?
 - order your points into a coherent argument?
 - include passive structures?
 - check spelling, grammar and punctuation?

Grammar

1		omplete the second sentence using the passive so that it eans the same as the first.	
	1	They released the new app last week.	
		The new app yesterday.	
	2	They are repairing the windows at the bank.	
		The windows at the bank	
	3	He had cancelled the payment.	
	•	The payment	
	4	, ,	
	4	They haven't shown us the video yet.	
		We the video yet.	
	5	Someone was counting the money.	
		The money	
	6	They'll offer you free financial advice.	
		You free financial advice.	
	7	Millions of people visit the website every day.	
		The website by millions of	
		people every day.	
	8	She gave Sam the bank card.	
	0	The bank card Sam.	
2	Co	omplete the sentences with the correct form of <i>be</i> .	
	1	It's unusual asked how much money	
		you've got.	
	2	It often thought that online shopping	
		saves people time, but this isn't always true.	
	3	We shouldtaught more about	
	•	personal finances when we were at school.	
	4	I don't like owed money.	
		I hope offered the job.	
6 These banknotes are thought m			
		about 600 years ago.	
	7	I'm fed up with told what to do.	
	8	The money should transferred to your	
		account today.	
١,,		ah ulam.	
V	OC	abulary	
3	Co	omplete the sentences with the words below.	
	١,	account budget fares fees membership	
	r	non-essentials second-hand spending	
	1	The tuition are very expensive.	
	2	How much is your gym?	
	3	I need to get my under control.	
	1	Sami buys a lot of clothes.	
	5	I don't have to pay any busbecause	
	_	I cycle everywhere.	
	6	Amira's working so that she can build up her savings	
		· · · · · · · · · · · · · · · · · · ·	
	7	I'd like to buy a ticket, but I'm on a limited	
		this month.	
	8	I'm trying to save money by cutting out	
		, like snacks.	
/	C	omplete the sentences	
+		omplete the sentences.	
		The r is 988842106K.	
	2	You need to ca d	
		o – tomorrow or three to five working days.	
	3	If you t, you'll	
		know when it arrives.	

4	Did you s	the r	_
	q	? We only need three.	
5	There are hundred	ds of s	
	0	in store and on sale today!	
6	I managed to pshirt was only £8.	a b	this
7	You'll receive a c_ shortly with all the	e details of your order.	
8	We use advertising	g on social media to reach c	

Cumulative review

5 Choose the correct answer: A, B or C.

Did you know ...?

- If the first thing you 1___ when you go shopping is something on your shopping list, you're more likely to buy something that isn't on your list later on.
- Shopping malls ² built without windows and clocks so that shoppers don't notice how long they spend there.
 So next time you're at a mall, watch the time as well as ³ your finances!
- Old coins and other treasure can 4 ____ found anywhere.
 In September 2021, divers cleaning up rubbish at the bottom of the sea off the coast of Spain found 53 2,000-year-old coins. Experts believe the coins may 5 ____ hidden there by people who were worried about people stealing them. Keep your eyes open!
- In China, 11 November is Singles' Day, when single people (people not in a relationship) 6 ____ bought and sent gifts – not by other people, but by themselves!
- In early societies ⁷ was believed that jewellery could protect you from bad luck and illness. These days, many luxury fashion brands make more money from selling ⁸ such as bags, belts, sunglasses and jewellery than clothes.
- The main reason for shoppers ⁹___ something to their online basket but then not ¹⁰__ to pay is high ¹¹__.
- People must feel most kind and generous at the end of the year, because most ¹² are made in December.

1	Α	purchase	В	spend	C	use up
2	Α	had been	В	are	C	must be
3	Α	using up	В	keeping track of	C	building up
4	Α	be	В	have been	C	being
5	Α	to be	В	be	C	have been
6	Α	did	В	are	C	might
7	Α	it	В	what	C	this
8	Α	accessories	В	everyday expenses	C	special offers
9	Α	selecting	В	picking up	C	adding
10	Α	carrying out	В	proceeding	C	tracking
11	Α	shipping costs	В	retail price	C	potential
						customers
12	Α	takeaways	В	non-essentials	C	charity
						donations

REFLECT Think about the following questions.

- 1 Which lesson in this unit did you enjoy the most? Why?
- 2 Which of the grammar points did you find most difficult?
- 3 How can you be a wiser consumer?

Listening

EXAM STRATEGY

When you do a multiple-matching task, read the options carefully and make sure you fully understand their whole meaning. That way you won't be tempted to make a choice simply because you hear a repeated word.

- 1 Read the strategy above. Then read the exam task in Ex 2. Read explanations 1–3. Which of the options (A–H) do they match?
 - 1 I want some useful information about money.
 - 2 I wish I'd behaved differently with my money.
 - 3 I'm in debt to people I know.

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

- A I'm saving for something big.
- **B** I'm planning to get some financial advice.
- C I never think about how much I spend.
- **D** I regret the things I've done financially.
- **E** I want to be independent in the future.
- F I'm worried about changing my circumstances.
- **G** I owe my family and friends a lot of money.
- H I make plans if things are going wrong.

Use of English

EXAM STRATEGY

Prepare for key-word transformation tasks by becoming familiar with the type of language points that are often tested, e.g. direct / reported speech, active / passive, past simple / present perfect, etc. Make a list and add to it each time you come across something new.

- 3 Read the strategy above. Then read the exam task in Ex 4. Read the first pair of sentences. Which language point is being tested?
- **4** For each question, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between two and five words, including the word given.

1	Most people know that tak results in high interest.	ing a short-term loan
	WIDELY	
	It	that taking a short-term
	loan results in high interest	
2	They are advertising more their website every day. ARE	and more special offers on
	More and more special offe	rs
	on their website every day.	
3	My savings grew after I stop	ped buying non-essentials.
	HAVE	
	My savings	since I stopped
	buying non-essentials.	
4	We will send you details of week.	your new account next
	BE	
	Details of your new accoun	+
	next week.	·
5	I advise you to open a savir	ngs account.
	ТО	
	I think you	a savings account.

Reading

EXAM STRATEGY

When you do a missing-sentences task, look for connecting words in the sentences. These may give you a clue about what should come before or after the sentences in the text.

- 5 Read the strategy above. Then read the exam task in Ex 6. Look at the sentences (A–I) and find three connecting words. What is their purpose: contrast, consequence or additional information?
- 6 Six sentences have been removed from the article. Choose the correct sentence (A–I) to fill the gaps (1–6). There are three extra sentences which you do not need.

Living off grid

Have you ever wanted to give up all your comforts and live a more basic way of life? ¹___ The idea is being adopted by more and more people who have decided that they want to escape their busy lives and live off grid. So, what exactly does this mean? The 'grid' refers to the necessities of modern living that are visible. ²__ The term also refers to things that you can't see such as the financial system and food supply.

It's generally thought that people who want to escape this kind of modern living do so because they want to protect the planet. They are looking for a more sustainable way of life which doesn't damage the environment.

³___ For some, it's because they are fed up with feeling stressed. They want to get away from supermarkets and traffic jams, to feel closer to nature or to find a sense of community which they are unable to find in cities and towns. Or they are driven by money concerns, such as losing their jobs, being in debt or being unable to afford

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their rent. ⁴___ This is when people feel worried about their lives and decide to find an alternative and cheaper way to live.

Nick Rosen, who is an American campaigner and documentary maker, has written extensively on the topic. He has travelled around and spoken to both individuals and people living in different off-grid communities.

⁵___ His books give advice to those who want to follow a similar lifestyle.

Of course, there are different ways you can go off grid. You might choose to give up all modern comforts provided by society, by generating your own electricity, collecting rainwater and growing your own food. Or you might prefer to maintain some modern comforts and give up others. For example, you can travel around or live in a house or a hut and still be considered living off grid. One community in Somerset, England, called Tinkers Bubble, have made a big commitment. ⁶___ The group has very little contact with any kind of modern life.

Whichever way people choose to live off grid, there's no doubt that the attraction for living close to nature is becoming more and more popular.

- A This particular motivation naturally increases in times of financial crisis.
- B Nobody enjoys living without any modern comforts.
- C They have chosen to be completely independent of modern life and spend their days farming, looking after their homes and cooking.
- **D** These include things like phone wires, TV and internet cables, roads and water systems.
- **E** If you have ever considered this, you are not alone.
- **F** The best thing to do is to give up the idea and move back to a town or a city.
- **G** As a result, he has also become an expert on the subject.
- **H** It is no longer sustainable for people around the world to live in urban areas.
- I However, there are other reasons why people make the decision to live a simpler life.

Speaking

EXAM STRATEGY

When you compare two photos, you may be asked to talk about the advantages and disadvantages of an activity or situation. Make sure you give a balanced view with points for either side.

7 Read the strategy above. Then read the exam task in Ex 8 and look at the photos. Write notes expressing two advantages and two disadvantages for both ways of shopping. **8** Work in pairs. Look at the two photos of different ways to shop. Compare the photos and describe the advantages and disadvantages of each.





Writing

EXAM STRATEGY

Prepare for writing formal emails and letters, such as letters of complaint, by learning suitable fixed expressions and phrases that you can use.

9 Read the strategy above. Then complete the sentences with the words below.

appropriate circumstances dissatisfaction forward regret unfortunately

1	I am writing to e	express my with
2		, a number of things were wrong.
3		to say that when I called
4	Under the	I feel it would be
		if
5	Hook	to hearing from you

- 10 You bought a smartphone online which arrived with a number of faults. You rang the company two weeks ago to ask them to send you another one, but you have not received it yet. Write a letter to the company using suitable expressions in which you ...
 - · explain why you are writing.
 - say what is wrong with the phone.
 - describe what happened when you called.
 - · ask them for action.

7.1 VOCABULARY

All about art





1 a What can you remember about the vlog? Complete the summary.

¹ O He also pointe	d	of the exhibition at their local gallery. the gallery did not contain any to look at
4 g	l in street art c jokes. Joe re	a, which often combines with political commended a walking tour of
0	W	on its streets. In fact,
some ⁶ a	C_	say Liverpool is
the best city in	the world fo	r street art.
various perfor	mances and She had	stival where they could watch also ⁷ v I visited the Manchester remembered a dance group who
0		
•g	a	0
٢		

- **b D 3.01** Watch or listen again and check.
- 2 Complete the adverts with the correct form of the phrases in Ex 1.

0	Would you like to ¹ _sculpture gardens? 0	at Oslo's or see the world-famous paintings
4	2	_ at the Louvre gallery in Paris?
	Try one of our virtua	I guided tours, each presented by
	a respected ³	You will learn more
	about celebrated 4	and
	5	from around the world.

Look at the 6	and skilful technique
in this picture! This was cr	eated by @gladys_art, who
completed our online begi	nners' art course. Follow our
online videos and you too	can produce
⁷ in ju	ıst eight weeks.

If you live near Brighton, why not join one of our online singing groups? We meet virtually once a week to sing a wide variety of songs. At the end of each year, our online groups join together to 8 _____ at Stoller Hall. Why not buy a ticket for this year's event?

3 REAL ENGLISH Match the phrases below to the definitions.

I didn't get it I was blown away it does nothing for me that's my kind of thing well worth seeing

- 1 not improve in any way
- 2 really impressed
- 3 not understand
- 4 enjoyable despite the effort
- 5 something you like to do
- 4 Read the online post and comments. Match **bold** phrases 1–8 to art forms A–H.



Alex

Hi everyone! I tried a ¹computer headset that creates realistic images and sounds for the first time today. We used it in art class to take a tour of the Museum of Modern Art in New York. What have you seen in VR?

6 comments

VR is an amazing way to explore ²paintings, drawings, sculpture, etc. Have you tried the VR version of Hokusai's masterpiece *The Great Wave Off Kanagawa*?

I went to a VR ³music performance that you watch as it happens. It was strange but good!

VR is also being used in ⁴acting, dance, music, etc. I watched a piece of ⁵movement art combining elements of ballet and more modern techniques called *Dust*. I was blown away!

Have you ever seen the ⁶show involving songs and dances as part of a story of *The Lion King*? There's an excellent VR experience of the opening song from the show.

You can use VR to create your own art. The tools are simple, and you can make ⁷a painting / a sculpture that does not try to show the shape of people or things precisely easily.

I'm looking forward to the new ⁸version of a familiar story presented for the theatre of the Sherlock Holmes books. Parts of the show will involve VR.

-	Α	abstract art	Е	VR headset	
	В	live gig	F	contemporary dance _	
(С	musical production	G	the performing arts	
	D	stage adaptation	Н	the visual arts	

5 VOCABULARY BOOSTER Now practise **Different art forms** vocabulary on page 110.

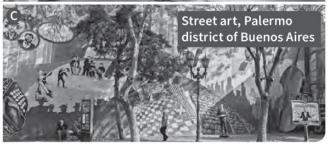
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1 Look at the photos and answer the questions.

- 1 What is public art for?
- 2 Do you think the examples shown here are good art?
- 3 Do you think the artists were paid for their work?







2 (1) 7.02 Listen to the speakers. Match the dialogues to the photos.

1	2	3

3 Read Freya's email and find four examples of reported speech.

口命口值

Hi Aunty,
I'm really enjoying my stay in beautiful Cambridge. Nisha said she'd show me around. I'm also exploring by myself.
Yesterday, I did something I know you'd love. There are two artists who have placed tiny fake doors, called Dinky Doors, all around the city. You can do a walking tour and try to spot them all. Nisha said that this was a great way to get to know Cambridge. So I tried it, and she was right!
The little doors are sculptures. Although they aren't exactly masterpieces, they are cute and funny. You can tell that they were hard work to create. I thought the people of Cambridge would be excited by this public art, but apparently not. I spoke to a lady who was taking a photo of one of the doors. She said that in her opinion the artists weren't well known there. They aren't even paid for their work by the city. They only earn money from things they sell on their website.
Actually, the site is quite interesting too. The two artists always hide their faces, and they make a new video each time they hide a new door. I told Nisha I'd watch all the Dinky Doors videos so we could talk about them. Maybe I'll buy some postcards from their online shop too. I'll send one to you.

Love from, Freya

	ewrite the sentences you found in the email as direct peech.
	Nisha said,
	Nisha said,
_	TVISHU Sului,
3	The lady said,
4	I said,
7	i said,
	7.02 Listen to the three dialogues again. Then rewrite e sentences as reported speech.
1	Nisha: 'Most people don't know the tiny doors are here.'
2	Freya: 'I'll download the map this evening.'
3	Some critics: 'Graffiti isn't art at all.'
4	Liam: 'We must go on an organised tour.'
5	Tilly: 'My parents visited Warsaw a couple of years ago.'
6	Fred: 'There might be a concert on during my stay.'
Ti	ck (✔) the correct reported questions and answers.
	orrect the wrong ones in your notebook.
	The tour guide asked us where we were from.
2	She asked if we liked the statue, don't we, and we said we do.
3	You asked did we think it was a good painting.
4	Mum asked I what I want to see first.
5	I asked the tourist can he take a photo of me with the street art. He said he can.
6	I asked Frank if where he favourite street painting was.
7	Emily asked whether I knew the name of any street
8	The guide asked we will recommend the tour online.
he 'le cle	ead Gloria's opinion of the Dinky Doors project. Rewrite er sentences using reported speech. enjoyed visiting the Dinky Doors. I think they're really ever and fun. You won't find them without the map. Make are you download it! Where would you place a Dinky Door
	your neighbourhood?'
_	
_	
_	
_	

7.3 LISTENING

1 What can you remember about the podcast in the Student's Book? Choose the correct alternative.

In the early days of cinema, films were 'released / noticed / mixed without a score. Instead, a pianist played music in the cinema. However, as soon as 'talkies' arrived, music was created for each film.

The process of writing a film score takes place after the whole film has been <code>*mixed/taken/shot</code>. First, the composer and the director watch the film. Then the composer does some research so that the music fits well with the film's content. For example, a story that takes place in rural America might use <code>*country/natural/classical</code> music. On the other hand, a collection of songs might be more appropriate. So, a story based in a French city might use <code>*genres/tracks/shots</code> by hip-hop <code>*composers/painters/artists</code>.

The best film scores help the audience to feel the emotions of the actors. For example, Oliver mentions the *Jaws* music which has two repeated **'tracks / notes / genres** to represent the terrifying shark. *Jaws* uses traditional instruments, but these days electronic devices are often used. In all cases, the score is recorded and **'released / mixed / filmed** in a studio.

2 Look at the photos and answer the questions.





- 1 Where are these concerts taking place?
- 2 What kind of music is playing?
- 3 Which concert would you prefer to go to? Why?

3	■ 7.03	Listen to six speakers and match them to the texts that they
	relate to.	There is one text you do not need. You may listen twice.

I've just heard about an interesting concert. Would you like to come with me? I know classical music is not our usual kind of thing, but we both love video games. Shall we try it?

You're wrong. I was blown away! I found the performance really exciting. Maybe next time we can watch together? Then you won't be all on your own.

John said we might get separated during the show. If that happens, everyone meet at the exit afterwards. See you there. XX

Can't come. Going to a film-score concert.

Call me back so we can discuss Friday. I think we should go to the cinema. There's a new adaptation I'd like to see.

Viv said we should view the art exhibits first because it will get busy. I love the designs in these films, so I'm really looking forward to seeing the original drawings. Meet you at the entrance. R xx

Don't forget to bring a coat and hat. Chidi said we might get pretty cold. Meet you at six. I can't wait. It's my favourite movie of all time!

STRATEGY Recognising the new meaning of a known word

Many words in English have more than one meaning, e.g. *score*. You probably knew the more familiar meaning (the number of points, goals, etc. gained by each player or team in a game), but you may not have known the less familiar one (the music written for a film or play). When you are listening, pay attention to the context to help you identify words with a different meaning. Then use the context to work out the new meaning of the word.

4 a Read the strategy above. What meaning(s) do you know of the words below?

beat bed flat key pitch skin string

- **b 1.04** Listen to extended versions of Speakers 1–3 from Ex 3. Listen for the words from Ex 4a.
- **c** Match the **bold** words to new meanings A–G used in Ex 4b.
- 1 I thought the atmosphere was completely **flat**.
- 2 I did buy a new **skin** for my avatar, though.
- **3** You will hear the wonderful **strings** from *Waterfallen*. ____
- **4** They're also playing the electronic **bed** from *Platforia*.
- 5 I love the African **beats** in that one. ___
- 6 They're in the same **key**, which is interesting. ___
- 7 The low **pitch** makes the notes sound even scarier.
- A the part of an orchestra that contains violins and cellos, among other instruments
- **B** a set of related notes, based on a particular note
- **C** dull and boring
- **D** background music with no singing, for example, on a TV advert or video game
- **E** something you can buy to change the appearance of a character or object on the screen
- F units of rhythm
- **G** the quality of sound that allows us to hear 'high' notes or 'low' notes
- **5 MEDIATION** Choose one of the events in Ex 3 to recommend to a friend. Write a text message about it and invite them to go with you.

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- 1 Imagine you are at a world-famous art gallery. Answer the questions.
 - 1 Will you try to see all of the artworks?
 - 2 How long will you spend looking at each piece?
 - 3 How long will you spend looking at your favourite painting in the gallery?
- 2 Read the text. Match underlined phrases 1–8 to the words below.

colourful detailed dramatic humorous realistic striking thought-provoking vivid

SLOW ART

According to a study, most gallery visitors spend around 30 seconds looking at a work of art. But great works of art are ¹causing you to consider the issue more carefully ... and this takes time.

'Slow art' means looking at fewer pictures but looking at them for 5-15 minutes. The difference can be ²very exciting and impressive.

In 30 seconds, you may notice that a painting is ³composed of reds, greens, blues, etc. However, with more time, you might notice a particularly 4clear and bright green in one area. In 30 seconds, you may notice that a portrait is 5very like real life. But with more time, you might notice an ⁶amusing detail in the background.

Many masterpieces are ⁷very interesting and attract attention, even from several metres away. But if you stand closer, you see that many of them are also very 8 showing all the tiny parts very clearly. For example, you may see how the paintbrush was used.

3 Complete the sentences with the words in Ex 2.

1	This painting of a battle shows a
	moment. There's a lot of
	action and danger.
2	It's a particularly
	sculpture. Everyone notices it when they come into
	the room.
3	I don't like portrait
	paintings. What's the point? You can just take a
	photo for that.
4	That is a piece of street
	art. Look at all the different reds and greens.
5	In this painting, the girl's hat is a
	blue.
6	The artist made several
	paintings about her country. It helps to know a
	little bit about her history.
7	I looked at the painting for fifteen minutes. It's very, so I had plenty of things
	to look at.
8	It's good to see apiece.

Modern art is sometimes rather serious.

4	Match the sentence halves. There is one sentence ending you do
	not need.

- 1 The artist was inspired ____
- 2 This portrait captures _
- 3 I want to draw your attention ____
- 4 The unusual colours add _
- **5** The sculpture portrays
- 6 His work conveys
- 7 The photographer is passionate
- A to the artist's unusual use of green colours in the sky.
- **B** by her experiences as a child.
- **C** a sculpture of a family.
- **D** one short moment in great detail.
- **E** a sense of the mother's pride in the child.
- F a woman and child sitting together.
- **G** a new dimension to the portrait.
- H about his city.
- 5 Complete the article with the correct form of the verb phrases in Ex 4.

My masterpiece

Nada Badran, a tour guide from Dubai, travel and art. In 2020, she was in New Zealand and couldn't get home because of the pandemic. Nada the Getty Museum Challenge. This art museum asked members of the public to copy famous paintings using only their own body and objects from their home. Here is Nada's version of *The Scream* by Edvard Munch. As you can see, her picture is humorous. However, it also

of great affection for the original painting.

Nada used only a few objects, but the results are impressive. She has 4

lots of details from the painting. For example, she has 5 the two

men using umbrellas and used spoons as part of the bridge. The different pieces of material on the wooden floor 6

to the way Munch uses paint. In fact, Nada has to a picture that is

often considered depressing.



- 6 Look at this home masterpiece created by Nada. Complete the activity.
 - 1 Find Self-Portrait with Thorn Necklace and Hummingbird by Frida Kahlo online.
 - 2 Write a paragraph comparing Nada's picture to the original. Use words and phrases from this lesson.
- 7 Try making a masterpiece using objects from your home.
- **VOCABULARY BOOSTER** Now practise **Interpretations of art** vocabulary on page 110.

1 Look at the photo and answer the questions.



- 1 Do you think a blank piece of paper can be a work of art? Why? / Why not?
- 2 How would you describe the 'art' in the photo?

a masterpiece abstract artistic beautiful complicated creative humorous thought-provoking

2 Read the article and find out how a blank piece of paper became a masterpiece. Do you think this is art?

NEWS	≡
Entertainment & Arts	Q

Erased art

In the 1950s, artist Robert Rauschenberg was thinking about art. What exactly is it? Does art have to make something? Can removing marks also be art?

Rauschenberg tried erasing some of his own drawings. He was pleased with the process, but a complained that it wasn't very artistic. Instead, he binsisted on erasing someone else's work – preferably the work of a great artist. He immediately thought of Willem de Kooning, the best-known American artist of that time.

Rauschenberg went to visit de Kooning. During a long conversation, the younger artist 'begged de Kooning to give him a picture for his project. Although de Kooning dadmitted not liking the idea, he understood it straight away ... and soon agreed. In fact, de Kooning erefused to give Rauschenberg a bad picture. It has to be something I'd miss,' he said.

Once he had the de Kooning picture, Rauschenberg carefully erased it. This process took many hours and used 40 erasers. A third artist, Jasper Johns, fsuggested that the finished piece should be framed and given a title: Erased de Kooning Drawing. Today, the piece is on display at the San Francisco Museum of Modern Art.

Some critics immediately gaccused Rauschenberg of destroying de Kooning's work. However, Rauschenberg hinsisted that the erasure was an act of creation. After all, de Kooning had given him permission. What do you think?

erase (v) to rub out or remove marks, usually pencil marks eraser (n) American English word for a rubber (British English), the classroom object that removes pencil marks erasure (n) the action of rubbing out or removing marks

3	Match reporting structures 1–7 to <u>underlined</u> examples a–g ir
	the article.

T	verb + that + reported statement
2	verb + (not) to + infinitive
3	verb + object + (not) to + infinitive
4	verb + (not) -ing
5	verb + preposition + (not) -ing
6	verb + object + preposition + (not) -ing

7	verb + that + should cla	aus	se		
Cl	noose the correct answ	ver	: A, B or C.		
1	They blamed me t	he	tickets.		
	A for losing	В	to lose	C	losing
2	I recommend the M	Mu:	seum of Modern	Ar	t while you're here.
	A you to visit	В	visiting	C	for visiting
3	They not hearing t	he	announcemen	t.	
	A complained about	В	complained	C	complained that
4	I reminded them t	o t	he station on ti	ne	
	A that they get	В	on arriving	C	to get
5	She insisted for th	e b	oroken plate.		
	A to pay	В	that she pay	C	paying
6	He added by the r	ive	er next time.		
	A that we should park	В	about parking	С	to park
7	We the teacher un	les	s he apologised	d.	
	A warned of telling	В	threatened to tell	C	advised that tell

5 **3** 7.05 Listen to another unusual art story. Then write reporting sentences in the past tense.

B Lapplied

C that I apply

1 The KLF / criticise / music industry / simple ideas

8 They proposed ___ again next year.

A I should apply

- 2 In 1992, they / insist / sales / all their records / stop
- 3 At first / promise / give money / struggling artists
- 4 Many people / refuse / believe / burn / real money
- 5 Drummond / admit / regret / burn / money
- 6 Drummond / recommend / people / should / make up / own mind

6 PRONUNCIATION 1 7.06 Listen to the reporting verbs and complete the table.

-ed	-ed pronounced as extra syllable
apologised	insisted

7 Write an anecdote about a misunderstanding in an art gallery. Use your own ideas or the situation below. Aim to include six or more different reporting verbs.

- · You visited an art gallery with friends and discussed a thoughtprovoking piece of work.
- You accidentally left your umbrella on the floor. It was there for around 30 minutes before you returned for it.
- · People thought the umbrella was part of the exhibit. Some were taking photos.
- You explained the situation.

- 1 What can you remember about the vocabulary in the Student's Book? Match the sentence halves. There are two sentence endings you do not need.
 - 1 Travel is a good way to get _
 - 2 Some people can visit the four corners ___
 - 3 Planes have made it easier for people to see ___
 - 4 We're going to hit __
 - 5 You can still find places that are off _
 - 6 Looking at travel photography really makes me get ____
 - A into the sea.
 - B the beaten track.
 - **c** itchy feet.
 - **D** of the world as part of their job.
 - **E** over to another country.
 - F away from it all and relax.
 - G the road this summer.
 - H the world, for example, on holiday.

STRATEGY Using the introduction and conclusion to understand the gist

Articles are clearly organised with an introduction and a conclusion. The introduction gives us an idea of what the article will be about, and the conclusion confirms this, and often leaves us with something to think about. We can get a good idea of the general meaning of a text by reading the first and last paragraphs first.

2 Read the strategy above and the first and last paragraphs of the article. Choose the best summary for the contents page of the magazine.

Our art critic ...

- A explains the difference between paintings and statues as a way to remember important people.
- **B** discusses the effect of Covid-19 on public art.
- **C** explores the history of statues in public places and their importance in modern cities.
- 3 Using the introduction, conclusion and photos, write three questions that you expect the rest of the article to answer.
- 4 **17.07** Read the whole article. Were your ideas in Ex 3 correct?
- **5** Read the article again. Match sentences A–G to gaps 1–6. There is one sentence you do not need.
 - A If you wanted a copy of *David* by Michelangelo or *The Thinker* by Rodin, you could have one.
 - **B** Surprisingly, they were also very colourful.
 - **C** New technology has dramatically changed the way they are produced.
 - **D** Public art in general, and statues in particular, have become far more interesting.
 - **E** Instead the focus is on making something that lasts longer than the life of a politician, author or composer.
 - **F** Wealthy young men on the Grand Tour, for instance, learned that these statues were 'good art' as they visited the major galleries of Europe.
 - **G** One of my favourites is Julien Berthier's pigeons.

Do you ever look at statues when you walk past them?
No, I thought not. When people go to an art gallery, they usually stop and look at the art. Portrait paintings are especially popular gallery attractions. Just think of the Mona Lisa and Girl with a Pearl Earring. It should be the same for statues. After all, there are no gallery guards to stop us. But public statues share our space ... and we're busy. So why exactly are they there?
In Ancient Egypt, Greece and Rome, statues were used to impress

Rome, statues were used to impress the public. They were a display of wealth and power. ¹___ This fact was forgotten when the ancient civilisations

disappeared. Of course, when the statues were found in modern times, after many centuries in the ground, the colour had disappeared. Gradually, these plain marble masterpieces came to be seen as beautiful and correct. ²

Today, our advanced technology allows us to analyse the statues in new ways. We can find tiny clues about the colours used. We now know that statues in Ancient Greece, Rome and Egypt were brightly coloured.

Another lesson we can learn from these ancient pieces is that statues are strong. Perhaps this is why they have often been used to display famous and important people. In these cases, the main aim is *not* to make interesting or high-quality art.

This trend continued into the an ancient statue 19th century, when new industrial techniques changed the art market. Small statues could be manufactured using cheaper metals. In short, sculpture was becoming rather boring.

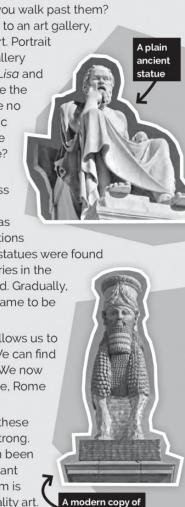
Fortunately, that trend has now changed. ⁵___ People want statues that they can respond to, that tell interesting stories, that have a visual impact. For example, Bruno Catalano's *Bleu de Chine* considers migration. Statues today can even be humorous. ⁶___ The artist created several perfect bronze bird statues, which he then attached to traditional statues around

his home city, Paris. For the people who notice them, they're really funny!

Public art has a positive future. During the recent pandemic, many city residents explored their streets and parks more closely than ever before. They noticed *their* statues, *their* city's art. Some people wondered if the art on display could be better or different. I expect artists around the world will accept that challenge. How exciting!

6 Use a search engine to look at pictures of Julien Berthier's pigeon statues (*Pigeonner*). Write a paragraph answering the questions.

- 1 Describe the pigeon statues.
- 2 Where in your neighbourhood / town / city would you place one of the pigeon statues? Why? What effect would you like it to have on members of the public?



Unit 7 79

GLOBAL SKILLS

1 What can you remember about the Student's Book texts? Complete the information with the words below.

attribution citations copyright direct quotation licence logos paraphrase piracy plagiarism reference an idea slogans trademark

If the appearance or name of something is special, companies can buy a 1 to protect it. This system also protects company 2 and such as 'I'm lovin' it' or 'Have a break. Have a Kit-Kat'. However, even though it is illegal, there is a huge trade in fake products.

Artists, authors and musicians have their work protected by laws. This protection is free to the artists and happens automatically. Anyone who uses the artists' work needs to pay a 5_ and include an 6 which says who the artist is. It is never acceptable to copy someone's work and use it to make money for yourself. This includes the of videos, films and even software.

means taking someone else's work and using it as though it is yours. Occasionally students do this deliberately by using essay websites. However, many people do it accidentally. To make sure you avoid this problem, it is very important to include

in your work each time you 10 . You must do this even if you 11 the material in your own words. If you are worried about it, the simplest technique is to use with clear punctuation marks.

Popular news stories

2 Choose the correct alternative.

Cake wars

Can you get a 1licence / paraphrase / trademark on a cake? Yes, you can. Colin the Caterpillar has one. This cake has been made by the same supermarket company for 30 years



and it is a popular choice at children's parties in the UK. However, it is so popular that other supermarkets also make caterpillar cakes with similar names. The original Colin cake has a company ²logo / copyright / citation on the packaging but not on the cake. Colin has no **attribution** / **plagiarism** / **slogan** either. Are the Colin copy cakes an example of *paraphrases / piracy /

direct quotation? In 2021, Colin's company took one company to court to find out.

caterpillar (n) the adult of this small creature is a butterfly

Whose art is it anyway?

The street artist Banksy has lost a legal fight with a greetings card company. The company makes cards which show graffiti and street art. But no 5attribution / trademark / logo to Banksy's name was included. Banksy and his legal team argued that these products are illegal and that the card company should agree to pay a 6citation / licence / slogan fee. However, the court decided that street art cannot be included in ⁷quotation / plagiarism / copyright laws because the art is painted without the permission of the building owners.

- 3 Read the sections from student essays. Which sections show good use of references?
- Banksy is a street artist whose artwork does not convey a sense of timeless beauty as Vermeer's does, but it is still impressive. One example, in my opinion, is Game Changer.
- Banksy's artwork, according to Mora Li (2021), 'does not convey a sense of timeless beauty as Vermeer's does' but it is still dramatic and skilful.
- Mora Li points out some differences between Banksy and Vermeer¹, but there are many similarities between these two artists.

¹Li, M. (2021) From Galleries to the Streets, Booksworth, p12.

- I read a book that explored the similarities and differences between street art and traditional painting.
- 4 Complete the comments about the student essay sections using words from Ex 1 in the correct form. You can use the same word more than once.

I think Essay 1 is an example of 1 The student has copied a section from the internet. There are no quote marks and no 2 explain which website has been used. Essay 2 uses a 3 with quote marks

and a short 4 to the author they used. I expect there will be a longer 'References' section at the end of the essay.

Essay 3 has a clear 5 information about the source of the ideas. However, this example 6 the source book instead of using quote marks.

Essay 4 definitely 7 from a book, but there isn't enough detail. For example, the title of the book is not given.

5 Copyright laws change in some situations. Complete the task. Use vocabulary from this lesson.

DID YOU KNOW?

In many countries, it is legal to copy parts of a song or other artwork if you do it in a funny way. This kind of comedy is called 'parody'.

- 1 Do you think this is a good part of the copyright law? Why? / Why not?
- 2 You have posted a parody video of your favourite pop artist for your friends. Write a short comment for the video explaining that this is legal. Use some of the vocabulary from this lesson.

greetings card (n) paper card, often with colourful pictures, given on birthdays and other special occasions 1 Look at the photo and answer the questions.



- 1 How does this 'thank you' bench make you feel? Would you sit on it?
- 2 Sometimes public art pieces are about famous people. Sometimes they are about ordinary people. Does this change how you think about them?
- 3 Where would you place a 'thank you' bench in your neighbourhood? Why did you choose this location?
- 2 Read the email. Do you have a strong preference for one of these items?

← →	
SUBJECT: Mrs Apple TO: school mailing lis FROM: school office	st
of this term. She has colleague for 37 year	w, Mrs Appleby is retiring at the end been our valued art teacher and rs. We want to create a permanent gool for her. Each class should vote ving options:
A a mural on the ou	tside of the art department building
B rename the art de Appleby building'	partment building the 'Jean
C a sculpture outsic	le the art department building
D a formal portrait of	of Mrs Appleby in the school hall
E a 'thank you' bene	ch in the school playground
Teachers will allow ti	me for discussion of the options in
5.000 1110 110011	mural (n) a large painting or other work of art, drawn onto a wall

3	4 7.08	Listen to two students discussing options A and E
	from the	email. Tick (🗸) the phrases you hear.

1	The main (dis)advantage is
2	Good point. And I also believe that
3	One major benefit / drawback is
4	Yes, and another thing is,
5	For me it's a plus / minus

- **5** For me, it's a plus / minus. 🔃 **6** What are the pros and cons of that?
- 7 It would have a positive / negative effect on ...
- 8 Absolutely. Not only that, but . . .
- 4 Create a list of benefits and drawbacks comparing items A and C in Ex 2.
- 5 Write a short dialogue using your list from Ex 4 and phrases from Ex 3.

STRATEGY Using a range of vocabulary to avoid repetition

When you are speaking, try to use a range of vocabulary to avoid repeating key words. For example, you could use get a shot, take a picture or capture an image to avoid repeating take a photo.

6 a Read the strategy above. Create spidergrams for remember and choose. Use the words below and add further items using a synonyms dictionary.

decide go for look back recall





- **b** 7.08 Listen again to the students talking. Add any additional words to your diagrams in Ex 6a.
- 7 Complete the sentences with the correct form of the words below.

	pelieve come g opt reason sett	
1	The students surprise to the sch	option D, which was a nool staff.
2	We need to	to a decision. What do you think
3	For oneexpensive than ot	, some of the ideas are much more hers.
4	We all	_ that the abstract painting is the bes
		: the museum visit or the
6	The museum before.	I think that is because I've been to the
7	I would definitely photograph.	for a black and white
8	So that's Saturday the 6th.	then. We'll go to the theatre on

- 8 10 7.09 Listen to two students discussing option C from the email. Then continue the conversation in writing. Follow the instructions using phrases from Ex 3.
 - 1 Agree with the point.
 - 2 Add a further opinion on this topic.
 - 3 Introduce a disadvantage of D.
- 9 Now consider options D and E from the email. Follow the instructions in writing using phrases from Ex 7.
 - 1 Express a strong preference for D or E.
 - 2 Justify your opinion.
- 10 (1) 7.10 Listen to the student who summarises the discussion so far. Then follow the instructions in writing.
 - 1 Disagree and give a strong preference for a different option. Justify your opinion.
 - 2 Conclude the discussion.

1 How do companies and schools use art to present themselves to society? Look at the photos and think of any other ideas.



- 2 Read the letter and answer the questions.
 - 1 What is the aim of the letter?
 - 2 What arguments does Miles give to support his reaction?
 - **3** What action does Miles propose? How does he support this suggestion?
 - 4 What does he request happens next?

Dear Mr Al-Hamed,

- A The proposed design for the sports-hall mural has just been announced on the school website. As one of your final-year art students, I am terribly disappointed. This old-fashioned picture does not represent our school well. In my opinion, this design should be rethought immediately.
- I have spoken to the students in my art class and the majority of us think that a street-art mural would be a better choice. Street art is modern and vibrant, just like your students. However, it is my belief that everyone in the school should be allowed to express their opinion. You always tell us that young people's views matter in this world, but we were not asked our opinion on this design.
- For this reason, I urge you to work with students to produce a new design. Perhaps the final-year art students could select five or six different local artists. Then all the students could be asked to vote for their favourite. Or perhaps you could arrange a competition for students to create a design of their own. This process may take some time, but the artwork itself will last for many years, so this choice must not be treated lightly.
- I propose that you immediately announce the design on the website is not the final choice.

Yours sincerely,

Miles Caley

rethink (v) think again about an idea, an action, etc., especially in order to change it

STRATEGY Using persuasive language

We use persuasive language in a formal letter or email to convince the reader to agree with a certain opinion or idea. Persuasive techniques include ...

- presenting a personal viewpoint as if it were fact.
- using emotive language to make the reader feel a particular emotion.
- using statistics and figures in a persuasive way.

4 Replace the words in **bold** with a different persuasive

- 3 Read the strategy above. Find examples of each technique in Miles's letter.
- **5** Rewrite the sentences to make them more persuasive / formal. There is more than one possible answer.
 - 1 Please don't stop us entering the competition.
 - 2 It is important to have a creative hobby and that's why most of us go to art club.
 - 3 I really don't like the new school logo design.
 - 4 The choir is important to us, so please don't shut it down without thinking hard about it.
 - 5 All my friends think the concert should go ahead.
 - 6 What a brilliant decision.
- **6** You are going to write a formal letter to the head teacher of your school. Choose an idea and then follow the plan.
 - The school logo is being changed without input from students.
 - The annual drama performance is being cancelled because there aren't enough teachers available.
 - The display of student art is being removed from the office area and replaced with plain colour.
 - 1 For the idea you have chosen, answer the four questions in Ex 2 about you and your letter.
 - 2 Plan one paragraph for each question.
 - 3 Decide which persuasive language techniques you will use. Aim for at least one in each paragraph.
- 7 Write your letter.
- 8 CHECK YOUR WORK Did you ...
 - use persuasive language?
 - use a formal register?
 - · write four paragraphs?
 - · start and finish your letter correctly?

Grammar

1	as 1	Complete the reported sentences so they mean the same as the direct sentences. Use the words in brackets. 1 'Perhaps I'll come to the art class.' (she) Marta said				
	2 'Do you want to leave?' 'Yes.' (if / we) He asked					
	3	'I went to the cinema Funmi said			efo	re)
	4	'I'm going to try that p Kyle said				
	5	'Will you tell Kim abou He asked	t t	he meal?' 'No, I w	on	't.' (whether / I)
2	Cł	noose the correct answ	NE	er: A, B or C.		
		We insist the resu				
		A that should see I They begged him	В		С	on seeing
		A not giving up	В		С	didn't give up
	3	I propose anythin A that we do			_	not doing
	1	He often wrong o		0	C	not doing
	4			-	c	added that
		A added that people were	Ь	being	C	people should
	5	They accused her		0		people stroata
		A the artist of copying	В	the artist to copy	С	that the artist copy
	6	She refused to his				
		A listening				
	7	Our teacher suggested				
		A that we get		getting		
	8	He recommended				
		A for us	В	to	С	that we should
V	oc	abulary				
		atch the sentence halv	10	c		
3	1					
		The students went to				
		At a live gig,	٠,	ce a stage		
		Marcus is an excellent	S	inger. He'd like to	be	2
		We'll need two or thre		0		
	6	What a large sculpture	2!	It's really a		
	7	I prefer the performin	g	arts,		
	8	There are some gorge	0	us		
	Α	in a musical production	or	n, so he's learning	to,	dance.
		spectacular piece of v		_		200 marin (200 marin (
		like theatre, dance an				
	D	an outstanding perfo	rn	nance last night.		
		the atmosphere is usu	12	lly very exciting.		
		all the exhibits.				
	G	adaptation of a famou	JS	novel.		

H colours in this street art. It's stunning!

	100-200	V 10			
4	Comp	lete	the	sentences	

1	The novel p	life on a small islar	nd.
2	The book contains d_		ons of the
	island and the people	who live there.	
3	There are some h	moments, b	ut it isn't a
	comedy.		
4	This is a s	_ portrait, even thoug	h it isn't ver
	realistic.		
5	The film c	_ a sense of sadness.	
6	She wants to d	a	_ to the
	artists who work in her	r local community.	
7	You can tell that this pl	notographer is p	
	athe sea	a.	
8	Just look at the v	blues and gre	eens in this

Cumulative review

5 Choose the correct alternative.

Ai-da the art robot

Ai-da is a robot designed to look like a woman. Her name 'captures / was inspired by / portrays the historical computer programmer Ada Lovelace. Ai-da can talk, blink ... and paint.

Ai-da's first paintings were mostly ²abstract art /

visual arts / gorgeous colours. However, now she is creating self-portraits. Although art critics agree that the works aren't exactly ³dramatic / masterpieces / contemporary, they are certainly ⁴blown away / thought-provoking / realistic. For example, if robots can create art, then what are humans for? If Ai-da has drawn a self-portrait, does she have a self?

Robots often divide people's opinions, but a robot

artist adds a new *dimension / performance / gig to the debate. Some have refused *seeing / to accept / her of claiming her work as art. Others have insisted *to call / that should call / that we call Ai-da 'it', not 'she'.

Ai-da was created by a team of experts led by Aidan Meller. In an interview, Meller *encouraged / proposed / accused everyone to think about the role of humans and technology in their lives. He also said that Ai-da's art *must / can / would continue to improve. What will she create next?

Some people ¹⁰said / say / saying that Ai-da is the future of art. Come and see for yourself. Ai-da's portraits are on ¹¹exhibit / stage / display at the Design Museum until August.

REFLECT Think about the following questions.

- 1 Which lesson in this unit was your favourite? Why?
- 2 Do you report speech more often when you speak or when you write? What can you do to practise this skill more frequently?
- 3 How can you avoid plagiarism in your school essays?
- 4 How can you make your formal writing more persuasive?

8.1 VOCABULARY



1 a What can you remember about the vlog? Complete the summary for each person with the words below.

charity community contribution elderly homeless initiative learning refuges social tuition

Yasmin's gr	andmother volunteers in a ¹	shop
because sh	e wants to give something l	oack to her community.
Zaki's mun	n makes a valuable 2	by
supporting	g children with 3	disabilities.
Daisy wan	ts to join a local 4	called On the
Street. It o	ffers advice on places to s	leep, such as
5	for people who bec	ome ⁶
Joe volunte	eers for a local 7	service that helps
8	people. The service	aims to reduce
9	isolation. Joe is givir	ng George one-to-one
10	in computer skills to	help him keep in
touch with	his family.	

- **b 0** 8.01 Watch or listen again and check.
- 2 Choose the correct alternative.
 - 1 We want to **become / provide / engage with** the issues that cause problems in this community.
 - 2 This charity **provides** / **suffers** / **makes** assistance for elderly people.
 - 3 Children can lack / retain / suffer hardship if one of their parents is ill for a long time.
 - 4 We are volunteer taxi drivers. We help wheelchair users retain / engage / provide their independence.
 - 5 The children are selling cakes to raise / retain / make funds for a local charity.
 - 6 Volunteering is a great way for anyone who **engages** / **lacks** / **provides** confidence in themselves.
- 3 Complete the posts using words from Ex 1 and 2.

i	based in Kelton Primar	y School.
We offer ² o	t	to all
children who ³l	C	
9	me of the children have	9
	itry, some are unfamilia	r with books
some have ⁴l	d	If
you would like to b	e a reading volunteer, p	lease contac
us to complete our	training course.	

your local ⁵c_		S	
0	volunteers. Durin	g the pandemi	ic,
many more p	people have ⁶ b		
h	People liv	ng on the stree	ets
⁷ S	h	ever	У
day. Many are	e also lonely becau	use they experi	ence
⁸ S	i	. All th	ne money
from our stor	e goes to the city	⁹ r	
which offers	support and a safe	e place to stay.	
	1 1		APPLY

help ¹⁰ e	p	to
¹¹ r	their i	by
and ¹² p	ges to their homes. Jo	
to your local co ¹³ m	ommunity. Not a buil a c	der? You can to
our work by do	onating money on ou	ır website. We
¹⁴ r	f	to pay for the

4 REAL ENGLISH Complete the dialogue with the phrases below. There is one phrase you do not need.

for a good cause give something back keep an eye on lend a hand real eye-opener safety net

- A Aren't you running in the race this year?
- B No, I'm a race marshal and ¹_____runners.
- A I know the race is 2______, but I've forgotten the name of the charity ...
- B Caring Together. They really helped when my dad was sick a few years ago. It was a ³______ for all the children who help care for family members.
- A It sounds great could I volunteer too?
- B At the race? Yes, I'm sure you could 5

5 **VOCABULARY BOOSTER** Now practise **Volunteering in** the local community vocabulary on page 111.

84 Unit 8

1 Look at the photo and answer the questions.



- 1 Does volunteering take a lot of time?
- 2 How much time could you give to volunteering each week?
- 2 Choose the correct alternative.

Time banking About Join Contact

Have you ever wanted ¹to help / helping your local community? Are you worried that you don't have enough time? Think again!

Time banking is a way for people to help each other. Everyone can put time into their local online time bank. One hour of your time becomes one time-bank 'credit'. Then you swap your credits with someone in your neighbourhood. For example, Rob offers ²to wash / washing James's car every week. In return, James teaches Rob how to fix broken items around his home.

People are often worried that they don't have good skills to offer the time bank. We suggest ³to think / thinking of what you do every day. Can you type, cook, garden? Here is Julia's story. 'When I moved here, I knew no one. I heard about the time bank and decided ⁴to volunteer / volunteering. At first, I couldn't think what skills to put on my bank profile page. I never considered ⁵doing / to do the washing-up and things like that as a skill. But they are! I manage ⁵to give / giving four hours each month. It isn't a lot, but it makes a real difference. I enjoy ¹talking / to talk to my neighbours while I wash up or do their ironing. And in return, I have learned how to sew, and I've had a few piano lessons. My advice is: don't avoid ⁸getting / to get started. Make a decision and sign up today.'

swap (v) give one thing in return for another thing

3 Complete the posts with the correct form of the verbs below. Which verb can use either *-ing* or the infinitive without a change in meaning?

be do look after swap use volunteer

Please can someone teach me ho housework	w to ride a bike? In return, I hope tasks, like washing-up and
cleaning. I would prefer ² possible.	in the evenings if
the next month? I enjoy ³	anyone help with my shopping for plants and animals, so me you are on holiday. Contact me our time-bank credits.

Do you find maths difficult? I am offering maths lessons in return

internet even though I know it could be useful. Online shopping

impossible for me!

for computer lessons. I am 76 and avoid 5

and video calls seem 6

4	se di	nte alo	Listen to the dialogues. Complete the ences so they keep the same meaning as the egues. Use the correct form of the verbs in kets. Use a dictionary if necessary.
	1	Mi	chaela the money to hool today. (mean / bring)
	2	Ti	m will never his team in the football World Cup. (forget / watch)
	3		i should more carefully efore she makes a bad decision. (stop / think)
		Al	ithe team and she ants to come back. (regret / leave)
	5	Ja	cob his friend's glasses
		SC	mewhere. (remember / see)
	6		ess the spider, but she buldn't! (try / ignore)
5			ose the correct sentence: A or B. In some cases, A and B may be correct.
	1	Α	Do you prefer to watch films at the cinema or at home on TV?
		В	Do you prefer watching films at the cinema or at home on TV?
	2	Α	Sorry! I didn't notice you to stand there.
		В	Sorry! I didn't notice you standing there.
	3	Α	My school doesn't allow us to bring phones into the classroom.
		В	My school doesn't allow us bringing phones into the classroom.
	4		You inspired me to start sewing lessons.
			You inspired me starting sewing lessons.
	5		He spends too much time to play video games.
			He spends too much time playing video games.
	6		I found these keys to lie on the floor.
			I found these keys lying on the floor.
	7	Α	Do you expect us to sit here for hours?
		В)
	8		They discovered the lost cat to hide in a cupboard.
		В	They discovered the lost cat hiding in a cupboard.
6			plete the sentences with a suitable object, verb your own ideas.
	1		y friend spends too much time on social media. ast year, someone persuaded
	2	Th	nat's disappointing. I didn't expect
	3	It	was a surprise because I hadn't seen
	4	Do	on't! If Mum hears
	5	Ar	t is wonderful. It inspires
	6	Δr	e you enjoying watching the Olympics on TV?

7 You have two hours to put into a volunteering time bank. What skills can you offer?

I watched

8.3 LISTENING

- 1 What can you remember about the vocabulary in the Student's Book? Match the sentence halves. There are two sentence endings you do not need.
 - 1 Everyone at Skateistan has a real ___
 - 2 I was nervous about coming to these classes, but I said ___
 - 3 You should check
 - 4 The garden encourages kids to have ___
 - 5 You may think that going online isn't ___
 - A out the Skateistan website.
 - B that hard, but for many people it's a completely new skill.
 - C laugh together.
 - D to myself that it would get easier.
 - **E** good time on a sailing ship.
 - F idea about making a difference.
 - **G** a go at growing fruit and vegetables.
- 2 **8.03** Listen to five people talking about volunteering work. Match each speaker to a photo.











- 3 **8.03** Listen to the speakers again. Choose the correct answer: A, B or C.
 - 1 What does Ashley say is the main role of the volunteers?
 - A to give information
 - B to listen
 - C to call for help
 - 2 Why does Carl think the annual event is a good idea?
 - A Because people can't ignore it.
 - B Because there are more volunteers.
 - C Because tourists can join in.
 - 3 How did the man hear about this group of volunteers?
 - A His wife needed to use the group.
 - B A work colleague told him about it.
 - C His friends were volunteers.
 - 4 During a race, how many volunteer runners support one blind runner?
 - A one
 - B two
 - C three
 - 5 What sort of food does the centre give the animals?
 - A food that matches their natural diet
 - B food to help them recover
 - C food that is deliberately boring

STRATEGY Recognising features of informal English

Recognising common features of connected speech will help you understand informal English spoken at natural speed. Be aware of the following points.

- 1 When people speak quickly, the sounds at the beginning and end of some words may run together.
 - **A** With two vowels, it may sound as if a consonant has been added: we often → we yoften.
 - B A consonant at the end of a word can change its sound if the next word starts with a consonant: I don't know → I dunno. Some consonants can 'disappear' in common phrases: I'm going to → I'm gonna.
 - C Unstressed vowels at the beginning and end of words like *of* and *to* often have a schwa sound: /əv/, /tə/.
- **2** Speakers often use 'filler' words or phrases, for example, basically, I mean, kind of, like, or whatever, really, sort of, to be honest, well, you know.
- 3 Speakers often use informal phrases, whereas in more formal situations they might use a neutral phrase or word with a similar meaning.
- 4 (1) 8.03 Read the strategy above. Listen again and complete the extract with up to four words. Which feature of informal English (strategies 1–3) does each extract include?

1	When I go home,	Yes, I've
	helped someone today'.	
2	lpec	ple drop litter.
3	The journey was,	, it was awful
4	We're a good team and we	
5	were	kept as pets.

5 PRONUNCIATION • 8.04 Read the sentences out loud. Which extra consonant do you hear between the <u>underlined</u> words? Listen and check.

1	<u>I agree</u> with you.	w/y/r
2	Don't <u>do it</u> like that!	w/y/r
3	I <u>saw Oliver</u> yesterday.	w/y/r
4	I think the media are responsible.	w/y/r

- 6 Choose the correct alternative.
 - A Why don't you try wheelchair basketball with me?
 - B I'm not sure. *Sort of / Basically, I'm worried it might be too difficult. I'm not as fit as you, *you know / kind of.
 - A I get it. It sounds like it's just for athletes, 3 or whatever / I mean. But actually it's quite easy. Of course there are new skills to learn, but that's 4 sort of / to be honest the point. Why don't you come and look at my session next week?
 - **B** OK. **5Kind of / I mean**, I do want to do more exercise. At the start of this year, <u>I thought</u>, 'You really need to get into shape.'
 - A Good for you! The coach and the other volunteers are, for whatever / like, friendly and helpful. We have great fun!
- 7 Match the <u>underlined</u> phrases in Ex 6 to the informal phrases below that have the same meaning.

a real laugh check out have a go at I said to myself it isn't that hard

8 MEDIATION You and your friend want to become volunteers in the holidays. Choose a volunteer role from the unit so far. Write the script of a voicemail message to your friend summarising the role.

1 Write a short paragraph to describe this picture.



- 1 What is happening in the picture?
- 2 What do you think has happened?
- 2 Choose the correct alternative.

ARTICLES V

Transport and tents

When a crisis occurs, international ¹aid agencies / survivors arrive as quickly as possible. Everyone wants to help the ²infrastructure / survivors and reduce their ³suffering / refugees. However, getting to the right location can be difficult.

For example, during a flood, local finfrastructure / aid agencies can be impossible to use. If the roads are damaged and there is no electricity, it is very difficult to keep medicines cold. Good transport is therefore a ⁵priority / relief effort. Medicines are sometimes delivered using motorbikes, canoes or horses.

During an 6 aid agency / armed conflict or after an earthquake, buildings can become dangerous and large numbers of people become ⁷refugees / survivors. In these cases, the 8relief effort / priority needs large numbers of tents. These temporary shelters become homes, schools and even hospitals.

3 Complete the sentences with the correct form of words and phrases from Ex 2.

1	The	caused a huge amount
	of	for ordinary people in this
	region.	
2	Two years later,	there are thousands of
		living in tents because it is
	not safe to retur	n to the city.
3	I work for an	, but I don't
	travel to disaste	r areas.
4	Sometimes loca	l people are asked to take part ir
	the	<u></u>
5	Although some	parts of buildings have been
		escue team still hopes to find
6	Our	is to fix the bridge

because it's a vital part of the town's

- 4 Read the article and answer the questions.
 - 1 Where do Doctors Without Borders store their tents?
 - 2 How quickly do Doctors Without Borders aim to arrive at a crisis area?
 - 3 What is special about the Doctors Without Borders disaster kits?

Home About us News

Doctors without borders

Doctors Without Borders (DWB) is a medical humanitarian organisation. It works around the world to 1 save lives when there is armed conflict, disease or natural disasters. DWB doctors and aid workers are often the first people to arrive at the location of a disaster. How does that happen?



Q

DWB ²removes problems using skill and preparation. Unlike some aid agencies, DWB owns all of its vehicles and equipment. For example, tents are stored in China and Dubai. Medicines, water and vehicles are stored around the world. This makes it easier to ³ give out emergency supplies as soon as they are needed. In fact, DWB aims to arrive in a crisis area within 24 hours.

Every day, DWB workers monitor the number of items in the organisation's storage buildings. They use a computer system to 4deal with requests for medicine and then 5consider if more needs to be ordered. At all times, the medical response is ⁶managed by the medical staff 'on the ground'.

During a humanitarian crisis, all emergency workers expect to ⁷meet a lack of space and equipment. For medical teams in particular, the wrong equipment can 8 create danger for lives. DWB has created special disaster kits which fold into a small space. These include a whole operating room that is the same size as a table. Using all of these systems, DWB gets the right people, and the right equipment, to the right place.

on the ground (phr) in the place where the practical work takes place

5 Match the <u>underlined</u> words and phrases 1–8 in the article to the verbs with the same meaning below.

assess co-ordinate distribute eliminate encounter preserve process threaten

~	Camanlatatlas	sentences with an		f f + l	aula a in En E
0	Complete the	sentences with an	appropriate	form of the	verns in Ex 5

T	is the aid agency able	resources by nelicopter in
	the mountains?	
2	The driver hoped not	any problems on the
	difficult journey ahead.	
3	At today's meeting we will discuss	the data and
	how to create a map of the area.	
4	The armed conflict last year	thousands of lives.
5	They've started	the damage caused by flooding.
6	One of the key goals of the World	Health Organization is to try and
	malaria in at lea	st 30 countries by 2030.

- 7 Go online and visit the DWB website. Answer the questions.
 - 1 When was DWB created?
 - 2 What prize did DWB win in 1999?
 - 3 What is the name of the education course DWB offers for doctors?
 - 4 How does DWB spend money donated by the public?
- 8 VOCABULARY BOOSTER Now practise Responding to a humanitarian crisis vocabulary on page 111.

1 Choose the correct alternative.

What is citizen science?

Citizen-science projects use volunteers to collect data.
¹ Involving / Having involved members of the public allows these projects to gather far more information.
For example, ²helping / helped by UK gardeners, the Big Garden Bird Watch monitors the number and variety of garden birds. ³Collected / Having collected as much data as possible, expert scientists then analyse the information.

2 Read the text and answer the questions.

- 1 Why is the project called Walrus From Space?
- 2 How many options are given for each picture?
- **3** Why are walrus on beaches problematic?

... Q

Class 12Y > Winter term. Week 1. Science

Conversations Files Class notes Assignments



Hello, Class 12Y. This term we will be joining a citizen-science project. ¹Because they live in the Arctic, most of us have never seen a walrus. Now you can with Walrus From Space! Please follow these steps at home.

- 1 Create an account at the Walrus From Space website.
- 2 Complete the training session.

You will be shown 20 satellite images. For each picture, choose either 'Walrus Present', 'No Walrus Present', 'Other wildlife' or 'Poor image'. The website will give you tips and advice after you have looked at each picture. ²When you practise with the example images, you will become a better walrus detective. Although walrus rest on sea ice when available, they will gather on land during the summer months. This is the best time of year to spot walrus from space, as they tend to come back to the same beaches every summer, so you will notice that most of the 'Walrus Present' pictures show the Arctic coastline, rather than sea ice.

³Walrus who are looking for a place to breed and feed to rest on the sea ice. They may also choose to rest on beaches. Sometimes ⁴if walrus are prevented from resting on the ice, as a result of a warming world, they gather in large numbers on beaches. Walrus crowds can be dangerous and these huge animals can accidentally hurt each other when they are frightened.

3 Search for walrus.

⁵When you have finished the training session, you can begin looking for walrus. ⁶If you record what you see accurately, your data is extremely useful to scientists, who use it to create a detailed report using the 'Walrus Present' images you find. *If the layout or detail on the website has changed, follow the on-screen instructions.

3	Rewrite the <u>underlined</u> sentences in the text in Ex 2 using
	participle clauses.

1	
	live walrus have never been seen by most of us.
2	
	you become a better walrus detective.
3	
	tend to rest on the sea ice.
4	
	walrus sometimes gather in large numbers on beaches.
5	
	you can begin looking for walrus.
6	
	your data is extremely useful to scientists

4 Match the participle clauses in Ex 3 to rules A–F. You can use the original form of the clauses in Ex 2 to help you decide.

- A instead of a relative clause, with a present participle replacing an active tense ____
- **B** instead of a relative clause, with a past participle replacing a passive tense ____
- **C** to show that two things are happening at the same time, using a present participle ____
- **D** to show a sequence of events, using a perfect participle ____
- **E** to express a reason or cause using a present participle _
- **F** to express a condition, using a past participle ___

5 Choose the correct answer: A, B or C.

- **1** ____ the rules, it was easy to follow the instructions.
 - A After learning
 - **B** Before learning
 - C When learned
- 2 ___ the museum, I noticed a sign about a butterfly project.
 - A Since visited
 - **B** While visiting
 - C For visiting
- 3 ____, I have seen several walrus as part of this project.
 - A Since joining
 - **B** While joining
 - **C** Before joining
- 4 I use an identification chart ____ for birds in my garden.
 - A on looking
 - B by looking
 - **C** when looking
- 5 ____ the training session, they still found it difficult to see the walrus.
 - A Before completing
 - **B** Despite completing
 - **C** When completing
- 6 ___ the butterfly, Marion felt very excited.
 - A On seeing
 - **B** Despite seeing
 - **C** Since seeing

6 Write an instruction text including participle clauses. Choose from one of the following or your own idea.

- · Make a simple meal.
- · Record a film on your TV.
- Look after a pet or house plant.
- 7 If possible, explore an online citizen-science project like Walrus From Space.

1 What can you remember about the Student's Book? Complete the summary with the words below.

acidity biodiversity eradicate extinction parasite resistant Around the world, plant 1 is decreasing. In fact, scientists are worried about the 2 of many plants in the wild. There are several projects that store seeds to protect them for the future. For example, the Svalbard Global Seed Vault has over 1 million types of seed for food crops. Malaria is a disease caused by a 3 carried by mosquitoes. Until recently, there was no vaccine against malaria. But now there is! Although the new vaccine will not 4 the disease, it is believed that cases will drop by 40%. Coral reefs are important ecosystems. Unfortunately, they are dying due to increasing sea temperatures and . One solution is to grow stronger, more coral in a laboratory. These new corals

STRATEGY Recognising fact, opinion and speculation

can then be placed in the ocean to create healthy reefs.

To understand a text fully, it helps to be able to recognise when the writer is presenting a fact, expressing their opinion or speculating.

Facts are usually supported by a reference to statistics, numbers or other sources, such as books, articles or reports (Over 50%, around 5 million, According to the CNN report ...).

To identify the writer's opinion, look for adjectives and adverbs that express their opinion (It's brilliant that ..., Unfortunately, we cannot ...) and phrases that connect the reader and writer (Who doesn't like ...?, We all know ...).

A **speculation** is an idea about what could be true rather than what is objectively true. Look for language such as could, might, may, ... is believed to be, It's likely that

2 **3 8.05** Read the strategy above and the article below. Are the three <u>underlined</u> sentences fact (*F*), opinion (*O*) or speculation (S)?

3 Read the article again and choose the correct answer: A, B or C.

- 1 What is the writer's opinion of climate change?
 - A that world leaders must act now
 - B that it cannot be stopped
 - C that the United Nations is correct
- 2 What will NASA's moon project do?
 - A send astronauts back to the moon
 - **B** start construction of a space colony on the moon
 - C send humans to Mars from the moon
- 3 What would be the main benefit of an O'Neill cylinder?
 - A It would be closer to Earth than Mars.
 - B The technology required is simple.
 - C Life inside would be like on Earth.
- 4 Why doesn't the writer think space exploration can help?
 - A We don't have enough time to find 'Planet B'.
 - **B** We can't make our plans based on stories.
 - C It is too difficult to move the entire population of the world.

4 Rewrite the opinions as speculations using the words in brackets.

- 1 People have overcome problems caused by population growth before, so I'm sure we will be OK this time too. (likely)
- 2 It's brilliant that new technology will save the coral reefs. (may)
- 3 People say the coral reefs are going to die. (believed / in danger)
- 4 The politician says that journey times will be reduced by 50 minutes. (possible that / could)

5 Respond to the facts with your own opinion or speculation.

- 1 According to scientists at the University of Singapore, new coral grows well on Lego.
- 2 The US government monitors over 27,000 items of space junk. The items are travelling at over 15,000 miles per hour.
- 3 The Environmental Protection Agency states that 25% of all marine creatures rely on coral reefs at some point during their lives.

FUTURE-PROOFING THE WORLD BY LEAVING

We are reaching the end of our time on planet Earth. According to a report by the United Nations, global warming will soon lead to a 1.5°C rise in temperature. World leaders have already agreed that this increase will make our current way of life impossible. And I see no signs that countries will work together to reduce climate change. ¹It is therefore likely that the best way to future-proof the world is to leave.

Perhaps we can live on the moon? Jeff Bezos, the boss of Amazon, thinks so. In 2019, he said, 'It's time to go back to the moon. This time to stay.' Bezos is one of several billionaires investing large amounts of money in space colony projects. ²According to Space Capital magazine, Bezos has so far invested \$7.5 billion in his space company, Blue Origin. NASA also wants to return to the moon although it has a less ambitious aim: landing astronauts on the surface for the first time since the 1970s. Meanwhile Elon Musk, the boss of Tesla, wants to send humans to Mars.

Living on Mars would be extremely difficult, even unpleasant. Perhaps it might be simpler to move our population into enormous spaceships? One idea is the 'O'Neill cylinder', invented by a professor of physics in the 1970s. These huge space colonies would be very similar to living on Earth. 3Who doesn't like the idea of forests and cities on a space station?

Unfortunately, we cannot currently build something this size.

Finally, what about space exploration? It's a popular idea, particularly as science-fiction stories often show humans living in other galaxies. Some people believe that humans will move completely onto a new planet: an idea sometimes known as 'Planet B'. However, there is currently no evidence that such a planet exists - it certainly doesn't in our solar system. We only have a few years to solve the Earth's problems. It's time to take action.

colony (n) a place (usually foreign, but in this case alien) where a group of people with similar interests / jobs live together cylinder (n) a three-dimensional shape with two circles connected by parallel lines, e.g. a tube or pipe

8.7 GLOBAL SKILLS

1	What can you remember about the Student's Book text?
	Complete the summary with the words below.

	dge avoid chall ke set show	enge find speak
It's importation people if the your values.	ey say something th	judgements about at ² against confrontation. Instead,
listen carefu	,	respect. The best way
to 5	prejudice	e and discrimination is with
better argur		o some research so you can ormed position on matters
that are imp	ortant to you.	
	work with, the bes	ticularly with people t approach is to try to differences. You can
8		ent perspectives and leave it
there, or yo	u can work to 9	a compromise.

2 **3 8.06** Listen to two people discussing a quiz. Choose the correct alternative.

Speaker 1 chose ¹As / Bs in the quiz. She believes that often the best approach is to 2hold your tongue / stand your ground. You can't expect everyone to agree all the time. However, in a situation with friends, she thinks she would 3hold her tongue / stand her ground.

Speaker 2 chose mostly 4As / Bs in the quiz. He thinks people need to 5stand their ground / look for common ground and the best way to do that is to speak up. He believes that everyone should read the news so they can 'get their heads around / hold their tongue the important issues of the day. Otherwise, the loudest person wins instead of the best argument.

3 Read the quiz. Complete the gaps with an appropriate form of phrases from Ex 1 and 2. Then answer the quiz questions.

- 4 Choose the correct answer: A, B or C.
 - 1 It's important to ____ prejudice. If you don't, nothing will change.
 - A speak
- **B** challenge
- C set
- 2 People will listen to you if you
 - A go against your values B make judgements
 - **C** speak from an informed position
- 3 It's sad that you've argued. I wish you two would be friends again.
 - A show respect
- **B** set aside your differences
- c get your heads around
- 4 If there's a disagreement, I tend to ____ to show that there's always something we can agree on.
 - A look for common ground B go against my values
 - **C** make judgements
- 5 You should say something and _
 - A stand your ground
 - B hold your tongue
 - **C** avoid confrontation
- 6 You don't have to choose between his idea or your idea you can ____.
 - A find a compromise
- B make a judgement
- c set them aside

5 Choose one situation and write about how you would respond. Use phrases from this lesson.

- A Several people in your class are posting things online that you find offensive.
- **B** You want to get a part-time job, but your parents worry this will affect your school grades.
- C There's a new student in your class: James. You've heard some people being mean about him in the school cafeteria. Now your best friend wants to tell James what you heard.

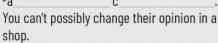
The strangers

You are in a shop with your young brother or sister. Two people next to you are having a conversation that strongly

¹g	a
у	V

Do you ...

A walk away? The situation is not important, so it is best to



B speak up	? You believe that you should
³ C	p
00	d
	neet them. You need to show that this is important.

The teammates

After losing a match, your teammates begin angrily discussing what went wrong.

Do you ...

together.

A join the discussion? You are a team, so you need to 4a . By , it ٧ becomes possible to 6f a and work successfully

B listen from a distance? You don't want to express your opinion in case people 7m

about you. After all, that's what you're doing.

The debate

In an English class, you and another student have to prepare a presentation on animal welfare. You are a vegetarian and this is a subject you are passionate about.

Do you ...

A prepare an informative but neutral presentation? This is the hast way to express yourself. You can

8S	f
a	i
p	and
⁹ S	r
, ,	

for your classmates.

B prepare an informative but argumentative presentation? This is the best way to express yourself. You will only use facts, but you can make people reconsider their eating habits by shocking them.

1 Read the debate topic and the student's ideas. Which ones are for and which are against the issue?

Sp	pace tourism should be banned.		
1	Space tourism is dangerous. A pilot has died.	For	Against
2	It may produce new technology that will benefit us all.	For	Against
3	I know I would love to travel into space.	For	Against
4	It is very expensive, and the money could be spent on better things.	For	Against
5	Rockets are not environmentally friendly.	For	Against
6	Tourism is important for the world's economy. Space tourism will be important too.	For	Against

STRATEGY Listening actively

In a debate or formal discussion, it is important to show the other speakers that you are listening, and that you have understood and respect their ideas. You can do this by listening 'actively'.

- A Use body language to show you are paying attention: keep an upright posture, maintain eye contact and nod your head occasionally.
- **B** Show that you are listening by expressing interest and engagement, for example, *Really?*, *That's interesting*, *OK*, *right*, *I see*, *Wow!*, *No way!*
- **C** Ask follow-up questions, for example, *Why is that? What makes you say that?*
- **2** Read the strategy above and look at the photo below. Answer the questions.



- 1 Describe the body language you see.
- 2 How can the person on the left improve her body language?
- 3 Think about your own body language and how you express interest / engagement as you listen.
- 3 **§ 8.07** Listen to Dianne talking about space tourism. Answer the questions.
 - 1 Which ideas from Ex 1 does Dianne mention?
 - 2 What follow-up question would you ask Dianne?

4 Read the debate topic. Make a list of points for and against the issue.

We should do more to reduce light pollution.

- **5** Read the dialogue and choose the correct alternative.
 - A ¹I think we **look at / share** the view that light pollution is bad. However, I believe there are far more important environmental issues, like plastic waste and global warming ...
 - B ²I hear what you're saying / that you agree with me, but surely all of these issues are connected. We need to have more respect for our environment. And that includes the light from our cities. ³This is something I feel strongly / afraid about. I believe we should switch off most street lights, say between midnight and 4 a.m.
 - A *I respect your point of view / saying, but that simply isn't practical. Street lights are important for safety. They can't be switched off. *There's no question about that / an interesting perspective for me.
 - B ⁶Let's accept that we don't **agree** / **feel strongly** about street lights. ⁷What if we look at it from **another angle** / **different eyes**? How about lights inside businesses and homes?
 - A 81 hadn't accepted / considered that aspect, but I don't think it can make a big enough impact.
 - B ⁹I'm afraid / I respect I'm really passionate about this.

 The behaviour of individual citizens can make a huge difference.

6	Match the <u>underlined</u> phrases in Ex 5 to headings A–C	6
	A Acknowledging a different perspective	

Н	Acknowledging a different perspective
В	Finding common ground
C	Emphasising your position

- 7 Read the opinions. Write a response to each one following the instructions.
 - 1 'International air travel causes huge environmental damage.' Ask a follow-up question:
 - 2 'Pollution in our city is terrible. I think families should only be allowed one car.'

Use a phrase to find common ground:

3 'Volunteers should be given extra holidays because of all the good work they do.'

Acknowledge a different perspective and make a point of your own:

4 'It is too easy to buy unhealthy food. The government should ban fast food.'

State your own position and then emphasise it: __

5 'A lot of photos on social media have been changed using computer software. They're fake.'

Acknowledge a different perspective. Make a point of your own, then ask a follow-up question based on the speaker's point:

1 Read the essay task. Answer the questions to help you decide your own position on this topic.

'Fishing is bad for the planet.' Discuss.

- 1 Do you eat fish? If yes, do you know where it comes from and how it is caught?
- 2 Do you think dolphins should be protected? How about sharks and turtles?
- 3 How many people do you predict work in the fishing industry?
- 4 Who owns the ocean? Who should take responsibility for it?
- 2 Read a response to the essay task in Ex 1. Complete the planning chart to show the structure of the essay.

Introduction	State position: Key fact:
Paragraph 1	Point 1: Evidence / example:
Paragraph 2	Point 2: Evidence / example:
Conclusion	Restate your position:

- A Every day, fishing boats accidentally catch dolphins, sharks and other protected species. This is called 'bycatch' and it is a huge problem, particularly for the largest, most intelligent animals in our oceans. According to scientific evidence, one fishing region accidentally killed between 6,000 and 10,000 dolphins in one year. Another major problem is 'overfishing', which means that too many fish are caught. If overfishing occurs for several years in a row, fish life can be completely eliminated.
- B The fishing industry is extremely important for people around the world. Over 59 million people work to catch or farm fish. Fishing problems can therefore have a huge impact on people as well as on the environment. For example, in 1992, a large fishing industry in Canada went out of business because too many fish had been caught. When there were no more fish, there was no more work. Approximately 35,000 people lost their jobs. However, this damaging event 'led people to create the Marine Stewardship Council.
- Although individual countries have responsibility for the sea near their coastlines, two thirds of the ocean is known as 'the high seas' and belongs to everyone. Therefore 'we need to emphasise working together to protect our ocean. According to the Convention for Biological Diversity, the international community wants to protect 30% of the ocean by 2030. This will include more places where no fishing is allowed. 'Using different fishing equipment can also help. For example, fishing boats can use different nets to stop bycatch.
- Overall, I believe the fishing industry is currently bad for the planet. However, this is largely due to a lack of understanding and low levels of international assistance. The situation can and must improve. *Developing new fishing techniques and improving public awareness will

STRATEGY Using nominalisation

Nominalisation is the use of nouns and noun phrases instead of verbs and verb phrases. It is a common feature of certain kinds of writing, especially essays. Using nominalisation will make your writing sound more formal and objective.

For example, instead of ...

Developing the technology took two years.

This information enables us **to understand** the problem better.

we can write ...

The development of the technology took two years. This information enables **a** better **understanding of** the problem.

- 3 Read the strategy above. Rewrite <u>underlined</u> phrases 1–4 in the student essay using nominalisation. Use a dictionary if necessary to find the noun forms of *create*, *emphasise*, *using* and *developing*.
- **4** Rewrite the sentences using nominalisation. Change the words in **bold**.
 - 1 Analysing the data showed that overfishing was happening.

_____ the data showed that overfishing was happening.

- 2 We **define** 'bycatch' as 'species that are caught accidentally during fishing'.
 - _____ 'bycatch' is 'species that are caught accidentally during fishing'.
- **3** Everyone is responsible for **protecting** the ocean.

_____ the ocean is everyone's responsibility.

- 4 They investigated for twelve months.
 - _____ took twelve months.
- 5 You are going to write an essay. Complete the tasks.

'I can't help the oceans.' Discuss.

- 1 Read the task.
- 2 Decide on your position.
- 3 Copy the planning chart from Ex 2 into your notebook and complete it for this essay.
- 6 Write your essay.
- 7 CHECK YOUR WORK Did you ...
 - follow your plan?
 - use nominalisation to make your writing sound more formal?
 - include grammar and vocabulary related to the topic?
 - check your spelling, grammar and punctuation?



Marine Stewardship Council (MSC) is an international organisation that works to protect the ocean and its fishing industries. It allows fishing companies to use MSC labels on fish products if they meet good standards for reducing by catch and overfishing.

make a huge difference.

Grammar

1	Complete the mini-dialogues with the correct form of the
	words in brackets.

1	'Have you heard their new song?' 'I think I
	on the radio
	yesterday.' (hear / it / play)
2	'Isn't it a great song?' 'Do you think so? I don't
	it that much.'
	(remember / like)
3	'Why are all the lights on?' 'Dad must have
	them off when he
	left.' (forget / switch)
4	'What are you wearing to the party?' 'I've
	me her red jacket.'
	(persuade / my sister / lend)
5	'You cannot borrow my jacket! I
	it!' 'But you
	promised I could wear it!' (refuse / allow)
6	'Why isn't he worried?' 'He's only a child. You can't
	the situation.'
	(expect / him / understand)
7	'Why didn't you tell me?' 'I'm sorry. I completely
	it.' (forget / mention)
8	'I want to help, but I don't know how.'
	'Ia donation
	to the refuge.' (recommend / give)

- 2 Choose the correct alternative.
 - 1 Since moving / Moved to the city, Nell is a lot more confident.
 - 2 Having seen / Seen as part of a bigger situation, her decision makes sense.
 - **3 While worrying / Worried by** the situation, we decided to discuss it with our teacher.
 - **4 Before speaking / Having spoken** to Mike, I understand now.
 - 5 When walking / Walking in the mountains, always tell someone where you plan to go.
 - 6 Having known / Despite knowing her for years, her response wasn't a surprise to me.
 - 7 On studying / Despite studying the piano for three years, he was still a beginner.
 - **8 Considered / Considering** another way, he was making good progress at the piano.

Vocabulary

- **3** The verbs in **bold** are in the wrong sentences. Change them to make correct sentences.
 - 1 I like formal debates in class. It allows us to **make** with the issues of the day.
 - 2 This refuge is a safety net for families who raise homeless.
 - 3 Would you like to **retain** a contribution to our charity shop?
 - **4** We hope to **engage** funds for a new roof for the community library.
 - 5 It can be challenging for elderly people to **provide** their independence.
 - 6 I work for an educational charity. We **become** assistance for older teenagers with learning disabilities.

4 Match the sentence halves.

- 1 After a natural disaster, aid
- 2 Rescue workers helped hundreds of survivors
- 3 The storm has finished, but the relief
- 4 This government wants to eliminate ____
- 5 Medical staff need good equipment ____
- 6 The charity used helicopters to distribute ___
- A the suffering caused by water insecurity.
- B to leave the flooded area.
- **C** agencies are often the first organisations to arrive.
- **D** to help them preserve lives.
- **E** effort will last for many months.
- **F** food and water because the local infrastructure was damaged.

Cumulative review

5 Complete the text with the words and phrases below. There are three words or phrases you do not need.

assess faced facing hardship lack learned learning leaving one-to-one process refugees teaching to learn to work working

How do you use technology to help others? We'd particularly like to hear from volunteers and charity workers.

KumalJ I'm an engineering student in Nepal. My part				
of the country experienced a terrible earthquake not				
	with dangerous buildings,			
	n an important part of the response.			
	about a crisis-mapping project based gned up as a volunteer. We've used			
	os and 3 the damage.			
Then we	the video information to create			
mans for the local of	ommunity. The project has allowed			
	many new skills, and I've particularly			
enjoyed ⁶ with the drones. I hope for a crisis-mapping organisation when I				
7 fo	a crisis-mapping organisation when I			
graduate.	11 0 0			
IonaL Hi! I voluntee	r with a language charity called Buddy.			
We give small onlin	classes and 8tuition			
to people who have arrived in my country but do not speak				
	the language. Several of my students are			
9 who have left their home country to				
escape a humanitarian crisis. While 10, they				
suffered real 11	At the start of the course,			
	confidence, and it's very			
	at change over time. It's a great way to			
give something had	k and I've made several good friends			

REFLECT Think about the following questions.

- 1 Which lesson in this unit was your favourite? Why?
- 2 Which of the grammar points did you find most difficult? Why?
- **3** What can you do to practise listening to informal English?
- **4** What three things can you do to improve your active listening skills?

Listening

EXAM STRATEGY

When you do a multiple-choice task, you may hear words which are the same as the words in the options. Read the options carefully and think about the context and meaning. Decide whether the words you hear are making the same points.

1 Read the strategy above. Then read the first question and set of options in the exam task in Ex 2.

Which statement (A-D) ...

- 1 describes a work proposal?
- 2 describes a problem?
- 3 makes a comparison?
- 4 talks about numbers?
- 2 **8.08** For each question, listen and choose the correct answer: A, B, C or D.
 - 1 You hear two people talking about volunteering. What does the young man say about his experience?
 - A The morning was the most enjoyable part.
 - **B** The majority of the staff were volunteers.
 - **C** The customers were sometimes difficult.
 - **D** The manager offered him a paid position.
 - 2 You hear someone addressing a group of people. What is the speaker's purpose?
 - A to invite people to support the elderly
 - **B** to report on different successes for the group
 - C to encourage people to pick up litter
 - **D** to ask for volunteers to run the weekly meetings
 - 3 You hear a young woman talking about raising money. What does she say about the experience?
 - A She was disappointed in the response.
 - **B** She encountered difficulties setting up a website.
 - **C** She found different ways to sell donations.
 - **D** She lacked confidence in her ability to make sales.
 - 4 You hear two friends talking about doing some voluntary work. What do they decide to try to do?
 - A help homeless people
 - **B** volunteer in two different places
 - **C** listen to young children read
 - **D** help out in a charity shop
 - 5 You hear a man talking about the voluntary organisation he represents. What is the speaker's purpose?
 - A to ask for donations to his organisation
 - B to provide information about voluntary work abroad
 - C to describe his role as a team leader
 - **D** to persuade students to do paid charity work

Use of English

EXAM STRATEGY

The missing words in an open cloze task may test vocabulary or grammar. First identify what the gap is testing. For grammar items, consider whether the missing word is an auxiliary verb, a linking verb, etc. For vocabulary items, consider whether the word is part of a set phrase or a phrasal verb.

- **3** Read the strategy above. Then read the exam task in Ex 4. Read the first sentence. Is the gap testing vocabulary or grammar? What is the missing word?
- 4 Read the text below and think of the word which best fits each gap (1–10). Use only one word in each gap.

Protecting bees

	portant part of the natural world, but	
sadly they ¹	being threatened by disease,	
	e and the use of chemicals. Considering	
these problem	s, it's hard ² feel optimistic	
	re. However, many organisations have	
3	campaigning to help bees and people	
	listen. For example, on investigating the	
problem, the B	European Commission decided to ban	
certain chemic	als. This is good news, but more needs	
to be done. O	ne of the ways in which ordinary people	
can ⁴	a contribution is by encouraging	
bees into their	gardens. Before you go ⁵ to	
plant your flov	vers, however, it's a good idea to find out	
which flowers	attract bees. Different bees are active at	
different times	, so you'll need to plant a variety of flowers	;
6	order to encourage them throughout	
the year. After	you have successfully attracted the bees,	
you can ⁷	an eye on their numbers. Many	
nature organis	ations collect this information so they are	
8	to assess the situation. Of course, there	
are other ways	you can ⁹ a hand to the	
cause. Why no	t donate to charities which have been set	
10	to help bees?	

Reading

EXAM STRATEGY

In 'True, False or Doesn't Say' tasks, the statements follow the order of the text. Find the part of the text that matches each statement. If the information you need is not in the right place, or only part of the meaning is there, the answer is not given.

5 Read the strategy above. Then read the first paragraph of the text in the exam task in Ex 6. Read the first statement and find any reference to the topic in the paragraph. Is the answer *T* (true), *F* (false) or *DS* (doesn't say)? Why?

6 Read the article about space. For each statement (1–8), write *T* (true), *F* (false) or *DS* (doesn't say).

Space technology by Eleanor Poole

Critics see space exploration as a waste of money which would be better spent on fighting poverty on Earth. There is criticism too of wealthy people who insist on travelling into space. However, there is another side to this argument. Some scientists, including myself, believe that one of the best ways of solving Earth's problems is through space technology itself.

Satellites are an example of how space technology provides data about how our planet is changing. When the damage to the Earth's atmosphere was identified by satellites, governments around the world signed an agreement to make research into climate change a priority. Satellites also monitor parts of the Earth which are difficult to reach. They can locate oil spills and provide data on wildlife and habitats.

Space technology helps us understand more about the human body. Scientists have discovered that some of the changes that take place in astronauts during space travel are similar to problems associated with ageing. Other research has produced findings that help people suffering from diseases such as heart problems.

Such technology can also be adapted for everyday purposes, for example, GPS navigation systems and the cameras in our phones, which were originally developed for spaceships. Space allows us to connect through satellite TV, phones and internet access.

As well as giving us technology, space inspires young people who are often fascinated by the stars and who see astronauts as role models. They are encouraged to become scientists and engineers, which are necessary jobs for the development of our world.

There is also an argument which suggests it is good for wealthy people to travel into space. After seeing how small Earth is from space, many astronauts talk about having a new understanding of the environment. If wealthy people who go there come back with the same attitude, they may invest in saving our planet.

- 1 The writer has never travelled into space.
- 2 Information from satellites helped world leaders decide to fight climate change. ____
- **3** Satellites are unable to gather information from remote places. ____
- **4** Scientists say that similar health problems can affect both astronauts and the elderly.
- 5 Space technology was used in the first heart operation.
- 6 Phone cameras were inspired by space technology.
- 7 The writer became a scientist after being inspired by an astronaut.
- 8 The writer thinks only trained astronauts should travel into space. ____

Speaking

EXAM STRATEGY

In a role-play, when you discuss and make decisions about different options, make sure you have several ideas that you can talk about. When you have fully explored an option, move onto the next using phrases such as *Let's talk about the next point*.

- 7 Read the strategy above. Then read the exam task in Ex 8. Think of two reasons why taking part in a marathon would be a good idea for students and two reasons why it would not be. Do the same for the other points.
- Work in pairs. Imagine the following situation. Your teacher has asked you to make suggestions for ways the students in your class can raise funds for a local charity. Talk to your partner about how practical and effective each of the ideas below is. Try to agree on one of them. Use appropriate phrases to move on to each new point.
 - taking part in a marathon
 - · collecting items for a sale
 - holding a cake sale at school

Writing

EXAM STRATEGY

Prepare for writing informal emails and letters by learning suitable fixed expressions and phrases that you can use.

- **9** Read the strategy above. Which of the expressions below would you expect to read in an informal email?
 - 1 It's great to hear from you.
 - 2 Thank you for getting in touch.
 - 3 I am writing to inform you ...
 - 4 I was wondering what you're doing later.
 - 5 I look forward to hearing from you.
 - 6 See you soon!
- 10 Read the email from your English-speaking friend, Max. Write an email reply to Max, answering his questions. Use your own experience of volunteering or imagine some voluntary work you have done. Use appropriate expressions and phrases.



口令口值

FROM: Max

SUBJECT: Voluntary work

Hi

I'm thinking about doing voluntary work at weekends. I know you did some last year. What was it like?

I'm not quite sure what to do, though. I like talking to people and I'm good at listening. What kind of work do you think would suit me?

Also, how do I get involved? It would be great to have some suggestions about who to get in contact with.

Can't wait to hear what you think!

Max

1 HOW TO LEARN VOCABULARY

Idioms

- **1 a** Look at the phrases in **bold** below. What do we call phrases like these? What do they have in common?
 - 1 Oh, dear! I think I **put my foot in it** when I asked Andy if Sue was coming to the party. He looked quite upset. I don't think they're friends anymore.
 - 2 I didn't know what hit me when I started my new job. It was very tough and it took me ages to get used to it.
 - 3 I had to **learn** the poem **by heart** because we weren't allowed to read on stage.
 - **b** Look at Ex 1a again. Are the sentences true (*T*) or false (*F*)?
 - A Speaker 1 has physically stepped in something.
 - B Speaker 2 was not physically hurt by an object. _
 - C Speaker 3 used their heart to learn the poem.
- 2 Match the phrases in **bold** in Ex 1 to the definitions below.
 - A memorise
 - **B** say or do something that upsets, offends or embarrasses somebody ____
 - C be so surprised by something unpleasant or shocking that you do not know how to react ____

WORD SKILLS Idioms

An idiom is a group of words whose meaning is different from the literal meanings of the individual words. The literal meaning of a word or phrase is its basic meaning. For example, the literal meaning of *Break a leg!* is 'damage your leg by breaking a bone, usually accidentally', whereas the idiom *Break a leg!* means 'Good luck!' It isn't always easy to recognise an idiom, but if a phrase looks strange or unusual, it's a good idea to look it up in a dictionary. When looking up an idiom, choose the most important word in the phrase and look for the idiom under its definition. Sometimes you might have to look it up under a couple of words before you find it.

- 3 Read the information above. <u>Underline</u> the idioms in the sentences below.
 - 1 Peter ignores everything we say and won't listen to advice. He's going to have to learn the hard way.
 - 2 I've been here all my life, so I know this town backwards.
 - 3 Once you learn the ropes, the job will become much easier.
 - 4 Marina refused to take her jumper to school this morning because it was so sunny. But then the weather changed and she felt really cold all day. That certainly taught her a lesson!
 - 5 Our teachers make sure their students are learning and making progress. They don't just teach to the test.
 - 6 Pablo is such an irritating person. He knows all the answers!
- 4 Match the idioms in Ex 3 to the definitions below.
 - A learn, as a result of experience, what should not be done in the future
 - **B** be confident that you know something, especially when you actually do not
 - **C** know somebody / something extremely well ___
 - **D** teach students only what is necessary in order to pass exams, rather than help them develop a range of skills ____
 - **E** find out about something by learning from your mistakes or from unpleasant experiences, rather than from being told ____
 - F learn how a particular job should be done __

- **5** Rewrite the sentences with the correct form of the idioms below. Look them up in the dictionary first if necessary.
 - an old head on young shoulders one of the old school pass with flying colours put your thinking cap on too cool for school
 - 1 I'm going to give this problem my full attention and try to solve it now.
 - 2 I got 100% in the exam.
 - 3 Soraya behaves in a sensible and grown-up way even though she's only ten.
 - 4 Martin wears such fashionable clothes he looks amazing!
 - 5 My grandfather never goes out without putting on a jacket and tie. He's so old-fashioned.

LEARNING STRATEGY Making idioms memorable

When you come across an idiom, you can use different strategies to make it memorable.

Context

Write a funny sentence or short story using the idiom, for example:

Freddy said he **knew** our neighbourhood **like the back of his hand**, but when his father asked him to take his uncle to the bus station, he got completely lost and his uncle missed the bus.

Drawing

Draw a little picture next to the idiom, for example:



learn by heart

Personalise

Use the idiom in a sentence about your own experience, for example:

I **didn't know what hit me** when I started football training. It was really hard!

- **6** Read the strategy. Look at the <u>underlined</u> idioms in the sentences below. Choose one of the methods above to make the idioms memorable.
 - 1 I didn't need to continue with my studies. The <u>university</u> of life was enough for me.
 - 2 Gina dropped out of university and went travelling.
 - 3 There is more than one <u>school of thought</u> on the subject of how to bring children up.
 - **4** Their research into sustainable energy has <u>broken new ground</u>.
- 7 Find two idioms in the dictionary by looking up one of the verbs below. Write them in your vocabulary notebook with an example sentence or a drawing.

give read sing write

Collocations

- 1 Choose the correct alternative.
 - 1 Going through hard times helps people accomplish / build / produce resilience.
 - 2 It's impossible to go through life without examining / facing / seeing challenges.
 - 3 You need to accept / agree / believe the fact that you can't always solve a problem.
 - 4 Although I have a very challenging job, it isn't a problem because I **succeed at / thrive on / win at** stress.
 - 5 My teachers have helped me **build / construct / create** self-confidence.

WORD SKILLS Collocations

A collocation is two or more words which are often used together. It is useful to learn them because they expand your vocabulary and make your English sound natural. You can make collocations with different parts of speech:

verb + noun (V+N) make a commitment

verb + adverb (V+A) return safely

adjective + noun (A+N) strange coincidence

adverb + verb (A+V) quite agree

adverb + adjective (A+A) completely satisfied

- 2 Read the information above. Complete the sentences.
 - 1 Words that go together like those in Ex 1 are called
 - 2 They are important because they make your language sound
- 3 Underline the collocations in the sentences.
 - 1 I am eternally grateful for all your help. _____
 - 2 You should listen carefully to what she says.
 - **3** You need to accept responsibility for your actions.
 - 4 We were absolutely delighted to have been invited.
 - 5 Istrongly recommend that you watch this.
 - 6 Please make an effort to co-operate.
 - 7 We were late because of the heavy traffic.
 - 8 It was a huge mistake not to go. _
 - **9** Work hard and you'll succeed.
 - **10** Mindfulness is widely believed to be helpful.
- **4** What parts of speech are the collocations in Ex 3? Write *V+N*, *V+A*, *A+N*, *A+V* or *A+A* next to each sentence.
- 5 Complete the <u>underlined</u> collocations in A with the same verb and in B with the same noun.

A
1 If you can't _____ competition, you shouldn't take part in the race.
2 You'll have to _____ the consequences of your actions.
3 You need to be able to _____ problems rather than run away from them.

4 After making so many mistakes, she could ______
the threat of losing her job.

- В
- 5 Work-related _____ is a problem for many people doing this job.
- 6 Once I learned to <u>deal with</u> _____ in my new job, I began to enjoy it.
- 7 Poverty and lack of education <u>cause more</u> than people think.
- **8** Yoga and meditation can be very helpful for people who suffer from ...

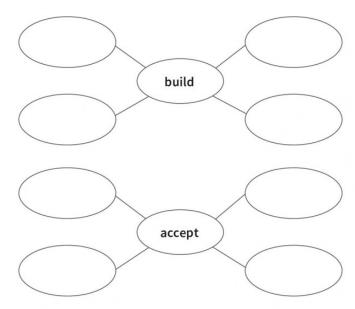
LEARNING STRATEGY Recording and remembering collocations using mind maps

When you come across a new collocation, it's a good idea to record it, adding the parts of speech of each word. Once you know more than three collocations using the same word, make a mind map to help you remember them. For example:



6 Read the strategy. Complete the mind maps with the words below.

anticipation a reputation a working relationship an invitation an offer responsibility returns trust



7 Look at the pairs of collocations below and choose two. Find two more collocations using the same word from each pair. Make a mind map to remind you of them. You can use a dictionary to help you.

take a risk / take time (V+N) live well / live dangerously (V+A) gradual progress / quick progress (A+N) strongly dislike / strongly agree (A+V) absolutely sure / absolutely right (A+A)

Word building

1 Look at the words below. What do they all have in common?

dangerous

addictive

failure

completely

challenging

dutiful

responsibility

celebration

2 Now look at these words. What do they all have in common?

midnight

overcharge

prehistory

international

unusual

impatient

contrast translation

WORD SKILLS Recognising prefixes and suffixes and identifying the base word

You can increase your vocabulary by using prefixes and suffixes. A prefix often changes the meaning of a base word, for example, dis- changes agree into the opposite: disagree. A suffix often changes the word into a different part of speech, for example, -ure added to the verb fail changes it into a noun: failure. In some cases, the spelling might change slightly, for example, the verb please + -ure becomes pleasure without an e before -ure. Once you have identified the base word (agree, fail, please), you can build more words using prefixes and suffixes.

Common prefixes include: *anti-*, *co-*, *dis-*, *ex-*, *extra-*, *im-*, *un-*, *mid-*, *non-*, *pre-*, *re-*, *over-*, etc.

Common suffixes include: -al, -able, -ed, -ence, -ible, -ic, -ion, -ity, -ful, -ial, -ing, -ly, -ment, -ous, -ship, -ure, etc.

3 Read the information above. Identify the base words in Ex 1 and Ex 2 and write them down next to each word.

4	Complete the sentences using a prefix or a suffix and the base word
	in brackets. Think about what part of speech it should be.

If you have	skills, it means you can use
something you've learned in one	context in a different one. (transfer

- 2 I'm much more ______ now that I've been doing yoga. (flex)
- 3 Rita has developed very good ______ skills since becoming captain of the team. (organise)
- 4 We're looking for someone with good ______ skills to fill this role. (lead)
 - 5 Talent and hard work are ______ important if you want to succeed in sport. (equal)
- 6 Although he isn't very good, Tim is an ______tennis player. (enthuse)
- 7 You need to practise ______ if you want to be good at any sport. (regular)
- 8 'With great power comes great _____' is a very famous quote. (responsible)
- **9** Successful ______ between colleagues has hugely increased the company's profits. (collaborate)

LEARNING STRATEGY Making a word-building table

One way to increase your vocabulary and remember new words with prefixes and suffixes is to make a table like the one below. You can add to it every time you come across a new example.

Not all words can be made into all parts of speech. For example, you can have *confidence* (noun) and you can be *confident* (adjective), but you can't make a verb from *confidence*. You have to say something like *to become confident* or *to build confidence*. Note that the verb *confide* has a completely different meaning (*to tell someone your secrets*). If in doubt, check in your dictionary.

Verb	Noun	Adjective	Adverb	Opposite
-	confidence	confident	confidently	-
succeed	success	successful	successfully	unsuccessful / unsuccessfully

5 Read the strategy. Complete the table below. Check the spelling in your dictionary.

Verb	Noun	Adjective	Adverb	Opposite
benefit				
		transferable		
	stress			
				irresponsible
	duty			
complicate				
				inequality
commit				

6 Find more words with prefixes and suffixes in Units 1–3 and add them to your table.

Noun phrases

- 1 <u>Underline</u> the subjects in the sentences. What do you notice about them?
 - 1 One-storey houses without any stairs are called bungalows.
 - 2 Modern open-plan flats with big windows are very popular at the moment.
 - 3 Automatic window blinds are very convenient.
 - 4 Commuting by bus is slower than going by train.
 - **5** The development of green spaces is a priority for the government.

WORD SKILLS Noun phrases

A noun phrase is a group of words that behaves in the same way as a noun. It can be the subject or object of a sentence and is used to give detail, to clarify and make something more specific. It also makes your writing less repetitive. Compare A and B below:

- A There is a flat above mine. It is huge and modern. It is being sold.
- B The huge, modern flat above mine is being sold.

The noun phrase in sentence B is the subject of the sentence and tells you what you need to know in a more concise and interesting way.

All noun phrases have a **head noun**, which is the main noun or compound noun in the phrase. We use **premodifiers** before the head noun. These can be determiners (a, the, these), quantifiers (lots of, some), numbers (two, three), adjectives (lovely, modern) or compound adjectives (open-plan, old-fashioned). The words that come after the head noun are **postmodifiers** (words that give more information about the head noun). For example:

The house they bought last week is very modern.

head noun: house

postmodifier: they bought last week

The fact that house prices are going up is terrible.

head noun: fact

2 Read the information above. Look at the noun phrases and <u>underline</u> the head noun.

- 1 modern university-owned halls of residence
- 2 comfortable study bedrooms with their own bathroom
- 3 other people in a similar situation
- 4 an affordable flat to rent near the city centre
- 5 a convenient place to live
- 6 a growing community of modern nomads
- 7 an unwillingness to put down roots
- 8 a home with all mod cons

3 Complete the noun phrases with the words below. | housing light bulbs settlement societies

solar panels staircase use work surfaces 1 affordable, energy-efficient for the city's street lights 2 six on the roof 3 a temporary ____ in the desert 4 beautiful stone _ in the kitchen 5 ingenious of space 6 a beautiful wooden leading up to the studio 7 enough affordable in our town 8 many traditional around the world

LEARNING STRATEGY Using noun phrases to add detail and make your writing more interesting

Using noun phrases in your writing will make it sound more interesting, especially if you are writing a descriptive text or a story. It will also help you avoid repetition.

When you are writing, try to add detail to nouns, using preand postmodifiers. It is especially useful to do this when you are writing a second draft or revising your work.

4 Read the strategy. Write one sentence with the information given. <u>Underline</u> the noun phrases.

We live in a house. The house is new and made of wood. It's by the river. It's an eco-house.

We live in a new, wooden eco-house by the river.

- 1 There are lots of buildings. The buildings are affordable. They are empty. They are in the city centre. There are
- 2 They studied many societies. The societies were all around the world. They were traditional. They were nomadic.

They studied

3 There is a community of modern nomads. The community is growing. They are in the US. There is

4 The Student Housing Company provides accommodation. The accommodation is high quality. It is private. It is for foreign university students.

The Student Housing Company _____

5 Make noun phrases using the nouns below or use nouns of your choice. For example:

house	a big modern house by the sea			
bedroom				
kitchen				
living room				
garden				
van				
boat				
container				

Compound adjectives and nouns

- **1 a** Look at the sentences below and <u>underline</u> seven compound words.
 - 1 You should be aware that your personal data could be used without your consent.
 - 2 The company needs to update its website because it isn't well designed.
 - 3 We are worried about the children's well-being.
 - **4** After university, she got a highly paid job in the financial sector.
 - 5 My eighteen-year-old brother has just left school.
 - **b** Which are compound nouns? Which are compound adjectives? Which one is a compound verb? How do you know?

WORD SKILLS Compound adjectives and nouns

Compound nouns are made up of two or more words which can be noun + noun (*distance learning*), adjective + noun (*personal data*), noun + verb (*landfill*) or adverb + noun (*wellbeing*). They can be two or more separate words, one word or hyphenated.

Compound adjectives are also made up of two or more words which can be nouns, adjectives, adverbs and present or past participles. They are usually hyphenated when they come <u>before</u> a noun (face-to-face meeting, high-quality materials, nine-year-old computer), but not hyphenated <u>after</u> a noun (the materials are high quality, the computer is nine years old).

Note: compound adjectives are <u>not</u> hyphenated before a noun when the first word is an *-ly* adverb (*poorly designed tools*, *highly intelligent student*).

2 Read the information above. Complete the table with the compound adjectives and nouns below.

digital revolution distance learning film-making five-part game changing high quality user experience user-friendly

Compound nouns	Compound adjectives

3	Complete the sentences with compound nouns and
	adjectives from Ex 2. Hyphenate (-) the compound
	adjectives if necessary.

1	They used to be quite complicated, but most computer		
	programs are very		these days.
2	The	started in the	1980s

	and brought with it the internet, mobile phones and
	social media.
3	We've watched two episodes of a
	series on the environmenta

4		technology such as robotics
	has changed the way sur	rgeons perform operations.

5	became common during the
	pandemic when people couldn't leave home to go to school.
6	We need to improve the if we
	want more people to use our website.
7	I studied at university and now have a job as a TV programme director.
8	online courses, as good as faceto-face ones, are now available worldwide.
.E <i>F</i>	ARNING STRATEGY Looking up compound words in a dictionary
yot wo yot	s worth looking up a compound word in the dictionary, but u won't always find the definition from looking up the first rd. In other words, they don't have their own entry. However, u can usually find the meaning by checking each word. For ample, you probably won't find the compound adjective

It is worth looking up a compound word in the dictionary, but you won't always find the definition from looking up the first word. In other words, they don't have their own entry. Howeve you can usually find the meaning by checking each word. For example, you probably won't find the compound adjective high-energy in the dictionary, so you will have to work out the meaning from looking up both words and guessing the meaning from context, for example, 'high-energy batteries'. For compound adjectives, look up the second word first as it usually gives you a better clue. In this case, energy means 'a source of power' and high means 'greater than normal'.

Once you've worked out the meaning of a new compound adjective or noun, record it with its definition and an example sentence to help you remember it.

- **4** Read the strategy. Look at the compound words in **bold** in the sentences below. Then follow the instructions A–C below.
 - 1 I think it's better for **social interaction** to be in person rather than online.
 - 2 I would like to buy a **lightweight** tablet to replace my heavy laptop. _____
 - 3 Famous people almost always have a massive digital footprint.
 - **4** The most famous **video-sharing** website in the world is YouTube. _____
 - 5 I use a monthly **subscription service** to stream videos and music. _____
 - **6** Greenland is the least **densely populated** country in the world.
 - A Write CN for compound noun and CA for compound adjective next to each sentence.
 - **B** Put a tick (✓) next to the compound words that have their own dictionary entry.
 - **C** Find out what the others mean from looking up the first or second word, or both if necessary.
- **5** Look at the words below. Choose the ones that you do not know and look them up in a dictionary. Record them with an example sentence. Add *CA* (compound adjective) or *CN* (compound noun) to each example.

badly finished global warming		
highly valued		
landfill		
рор-ир		
raw materials		
second rate		
well maintained		

impact of plastic pollution.

Connotation

- 1 Look at sentences 1–3. What is similar about them? Then answer questions A-C.
 - 1 She's interested in other people.
 - 2 She's curious about other people.
 - 3 She's nosey about other people.
 - A Which sentence is neutral?
 - **B** Which is negative or critical?
 - C Which is positive and more approving?

WORD SKILLS Connotations

Connotation means an idea suggested by a word in addition to its main meaning. For example, the word strict makes you think of authority, perhaps a severe teacher, while the word intellectual might make you think of someone intelligent and well educated, perhaps a university professor.

Another example is the word dazzling, which means so bright that you can't see for a while, for example, Those headlights were so dazzling I was almost blinded. In this case it has no specific connotations, but it can also be used to describe a person or a thing that is very impressive or beautiful, for example, She looked dazzling in her gorgeous dress. In this case, dazzling means 'beautiful' or 'very attractive'. It has positive connotations.

Some words have positive connotations, some are neutral and others have negative connotations. For example:

Anna is **thrifty**. She manages to live well on very little money. Bob is **prudent** with money. He doesn't want to get into debt. Sue is stingy. She hates spending money.

All three words mean 'careful with money', but thrifty has positive connotations, *prudent* is neutral and *stingy* has negative connotations.

2 Read the information above. Look at the sentences below. Decide if the words in **bold** in each section (A-D) have positive (P), neutral (N) or negative (NFG) connotations

•	se your dictionary to look up the words you don't know.
Α	
1	The volcano has been inactive for decades
2	George is terribly lazy and never gets anything done.
3	Soraya is laid-back and relaxed about most things.
В	
4	His behaviour is very childish . He needs to grow up
5	She's a young woman of 23
6	Although she's over 40, she's still very youthful .
C	
7	Our elderly neighbours are very charming
8	He was old when he died
9	My 90-year-old aunt is too decrepit to leave the
	house
D	
.0	George has some really weird ideas
1	She likes to wear clothes which are different

12 That was a **unique** and unforgettable experience.

LEARNING STRATEGY Recognising connotations

You can often guess connotation from context, but sometimes it isn't clear and it is therefore helpful to look the word up in a dictionary. For example, if you look up childish, you will get two definitions. The first one gives you the basic, neutral definition: connected with or typical of a child. The second definition gives you a clue about connotation: (disapproving) (of an adult) behaving in a stupid or silly way. You know, therefore, that in this context childish has negative connotations.

3 Read the strategy. Complete the table with the words below. Use your dictionary to look up the words you do not know.

assertive confident extravagant stink stubborn workaholic

Positive connotation	Negative connotation
industrious	
	arrogant
resolute	
generous	
	domineering
aroma	

4 Complete the sentences with words from Ex 3.

1	Tina says her job is too busy for her to spend time with
	her family, but in reality, she's a
2	Some people think Daniel is domineering, but I think
	that's an unfair criticism. He's just quite

! It's like rotten meat. 3 What a horrible

4	It's OK to be generous, but you really shouldn't be so
	You can't afford it and you'll get into debt

5 Anya is much more_ than before. She is more sure of herself and her abilities and she's doing a great job.

6 Stop being so ___ _! Just admit you were wrong and change your mind.

7 Every morning, we woke up to the freshly baked bread. It was wonderful.

8 We felt safe with Paul as the leader of our expedition. He _, calm and determined that was always we would all reach our destination.

5 Look at the pairs of words below. Decide which word has a more negative connotation. Use your dictionary to look up the words you do not know. Then write example sentences to help you remember how to use them.

a liar	a storyteller
private	stand-offish
haggard	tired
plain	nondescript

7 HOW TO LEARN VOCABULARY

Position and order of adjectives

- 1 Look at the pairs of sentences. One is correct and the other is wrong. Tick (✓) the correct one. Can you work out what is wrong with the other sentence?
 - 1 A We saw an interesting new Spanish film last night.
 - **B** We saw a Spanish new interesting film last night.
 - 2 A The story ends with a woman standing alone on a beach.
 - **B** The story ends with an alone woman standing on a beach.

WORD SKILLS Position and order of adjectives

Generally, adjectives come before a noun (*That's a famous* painting.) or after a verb (*That painting is famous*.).

However, there are some adjectives that don't usually go before a noun, for example, well and ill and adjectives that start with the prefix a- (alive, awake, annoyed, alone, asleep, etc.).

She is ill. NOT She is an ill woman.

The children are awake. NOT They are awake children.

You can use more than one adjective before a noun, but it is unusual to use more than three or four.

When you have more than one adjective before a noun, we put them in the following order:

opinion → size → shape → age → colour → nationality / origin → material

For example:

a striking, huge, new building

some stunning, large, black pearl earrings

a thought-provoking, new, international production

Notice that when adjectives are of the same category, e.g. colour or materials, we separate them with *and*. For example:

- a black **and** white photo
- a gold **and** silver necklace

some fascinating **and** unusual ideas

- 2 Read the information above. Put the phrases in the correct order. Underline the nouns first.
 - 1 a / French / remarkable / gold / mirror / round
 - 2 a/an / 1950s / American / humorous / cartoon
 - 3 a / painting of a / vivid / gorgeous / sunset
 - 4 a / silver / stunning / sculpture / small
 - 5 some / glass / colourful / vases / Italian
 - 6 a / Danish / marvellous / TV series / new
 - 7 a/an / table / oval / wooden / valuable / antique
 - 8 a/an / young / world-famous / musician / Mexican
- 3 Rewrite the sentences with the words in brackets in the correct place. Make any necessary changes.
 - 1 We saw a play. (Norwegian / modern / unusual)
 - 2 It's a photo. (black / white / fascinating / 1940s)
 - 3 It's a building. (metal / glass / pyramid-shaped)

- 4 I visited a museum in Spain. (modern / world-famous / huge)
- 5 He painted a portrait of a man sitting on a sofa. (young / interesting / red-haired)

LEARNING STRATEGY Making adjectives memorable

One way to make new adjectives more memorable is to use them in a sentence which is true for you, for example:

outstanding

I thought Florence Pugh's performance in the film Little Women was outstanding.

remarkable

I think The Hobbit is the most remarkable book I've ever read. You can also think of works of art, films or plays that you know and that you really like and write short descriptions of them, using as many adjectives as you can. For example:

Christina of Denmark

Hans Holbein painted this striking portrait of the beautiful sixteen-year-old Danish princess in 1538. He was asked to paint it by King Henry VIII, who was looking for a fourth wife. It is one of Holbein's best-known paintings and one of the most famous in the National Gallery in London. Although it is not a colourful painting, the dramatic contrast between her black clothes and pale young face and white hands is stunning. It is also thought-provoking. Why was someone so young wearing black?



Henry VIII loved the painting and kept it for the rest of his life, but he didn't marry Christina because her uncle, Emperor Charles V, wouldn't allow it.

4	Read the strategy. Complete the sentences below so they
	are true for you.

1	I think	is the most striking masterpiece		
	I've ever seen.			
2		is a modern painting with vivid colours.		
3		is a detailed and realistic portrait.		

5 Choose a painting, a play, a film or a piece of music that you particularly like. Write a short description of it using as many adjectives as you can in the correct order.

Three-word phrasal verbs

- 1 a Underline the phrasal verbs in the pairs of sentences. What do you notice about them?
 - 1 A If you look up, you'll see lots of stars in the sky.
 - **B** Ruth and Charlie look up to their older sister, Helen.
 - 2 A You'll have to go through the document carefully before you sign it.
 - **B** I'm sorry, but I've changed my mind and I can't go through with the sale of my house.
 - 3 A The sun comes up at six every morning.
 - **B** Have you come up with a solution yet?

b Match definitions	N−F to the phrasa	l verbs in Ex 1a.
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Α	examine
В	rises
C	raise your eyes
D	do what is necessary to complete
E	found, discovered
F	admire and respect

WORD SKILLS Three-word phrasal verbs

Two-word phrasal verbs have two parts: a verb + a particle.

Three-word phrasal verbs have three parts: a verb + a particle + a preposition. For this reason, they are often called phrasalprepositional verbs.

Guessing the meaning of three-word phrasal verbs is often harder than for two-word phrasal verbs, so it's a good idea to look them up in the dictionary if you can't guess the meaning from context.

Three-word phrasal verbs are always transitive, and almost always inseparable. In other words, they have an object and you can't separate the verb and the particle and preposition, for example:

look forward to + object

I look forward to the weekend.

NOT Hook the weekend forward to, or Hook forward the weekend to.

The only exception is when a three-part phrasal verb has two objects, for example:

put down to: put something down to something else

I put his bad mood down to tiredness. (= His bad mood is caused by his tiredness.)

Note: these are not very common, so as a rule, don't separate three-word phrasal verbs.

2 Read the information above. Look at the phrasal verbs below and tick (✓) the ones you know or have come across before. Check the others in your dictionary.

get back to go down with grow out of keep up with look down on own up to run out of stand up for

- 3 Replace the <u>underlined</u> words in the sentences with the correct form of the phrasal verbs in Ex 2.
 - 1 It's important to <u>defend</u> the rights of refugees.
 - 2 The victims of the earthquake are hoping to return to their old life soon.
 - 3 After the floods, they soon finished their supply of food and fuel.

- 4 You should <u>admit</u> your mistakes straight away.
- 5 Children generally stop habits like biting their nails as they get older.
- 6 You shouldn't think you are better than people just because they have less than you do.
- 7 They continued to be in contact with old friends after the crisis even though they were all living in different countries.
- 8 They were worried that people would become ill with water-related diseases like cholera after the floods.

LEARNING STRATEGY Checking the meaning of phrasal verbs

If you don't know the meaning of a phrasal verb and you can't work it out from its context, you should look it up in a dictionary. There will often be more than one definition, so you will have to read through all the possibilities before you decide which the correct one is. For example:

grow out of phrasal verb

grow out of something [no passive]

- 1 (of a child) to become too big to fit into a piece of clothing He's already **grown out of** his school uniform.
- 2 to stop doing something as you become older Many children have to sleep with the light on, but they grow out of it.
- 3 to develop from something The idea for the book grew out of a visit to India.

Using phrasal verbs makes your language sound more natural and less formal, so it's worth learning them and using them as much as possible.

To help you remember new phrasal verbs, write them in your vocabulary notebook with their definition and one or two example sentences. If possible, make these sentences true for you so they are easier to remember.

- 4 Read the strategy. Look at the sentences below. Underline the three-word phrasal verbs. Look them up in a dictionary and record them with their definition and another example sentence which is true for you.
 - 1 Their parents made up for their absence during the week by spending all their time with their children at the weekend.
 - 2 I can't put up with all this noise!
 - 3 Although they parked illegally, they got away with it. They didn't even get a ticket.
 - 4 I'm going to hold on to my signed copies of his book in case they go up in value.
 - 5 I'm not going to accept this offer. I'm going to hold out for a better one.
 - 6 They managed to pass off as students and get cheaper tickets for the exhibition.
- **5** Choose three phrasal verbs from the list below and write them in your vocabulary notebook with examples. Add them to the ones you recorded in Ex 4.

break up with come across as cut down on face up to fall out with lead up to live up to look out for make off with watch out for

Skills and natural talents and The ages we do things best

PRACTISE Complete the sentences with correct form of the words below.

	attempt be motivated focus your attention gain experience hopeless inspire master			
1	Hannah is brilliant at running long distance, but she's at short distances because she's			
	too slow.			
2	I to learn the rules of cricket, but			
	gave up because they're so complicated.			
3	If you get a job with our sales team, it won't be long			
	before you the art of selling.			
4	I'm going to work at the theatre company voluntarily in order to			
5	Watching his cousin play tennis			
	Simran to take up the sport.			
6	Instead of worrying about failing, you should			
	on revising for your exam.			
7	Lisa to practise the violin every			
	day when she was chosen to join the school orchestra.			
М	atch the sentence halves.			
1	It's much easier to recall			
2	It's useful to be good at mental			
	Although Amira has an extensive			
	It's difficult to absorb			
	I couldn't concentrate because you were			
	Although it's never too late to acquire			
0	Attions and the state to dequite			

- A vocabulary, her grammar is quite poor.
- B names if you repeat them often.

7 My grandma is 85 and is

2

- C distracting me with all your chatting.
- **D** arithmetic when you're out shopping and being given change.
- **E** a **second language**, it's easier when you're a child.
- F wise and knowledgeable.
- **G information** when you're looking at your phone at the same time.
- **3 EXTEND** Complete the interview with the correct form of the words and phrases below.

be a natural build rapport capitalise on fulfil our potential have strict self-control push our boundaries show leadership think outside the box

Interviewer Today I'm talking to George, captain of the under-18s football team. Hello, George. How does it feel to have won all your matches this year?

George It's a fantastic feeling. I'm so proud of our

George It's a fantastic feeling. I'm so proud of our team. I always thought we were going to do well and now I can say that we've

Interviewer So what's the secret of your success?

George We worked really hard and we were prepared to 2_____ and go beyond what we thought we could achieve.

Interviewer Yes, you certainly proved that. And it must help to have Sam in your team.

George Of course. Sam is our star player. He

striker. He knows what to do instinctively and he's always there when the other players need him.

Interviewer Just in time to score another goal!

George Exactly. And as we kept on winning matches, we ⁴ our success. Every time we won, we agreed we would try even harder to win the next time.

Interviewer And what about you? Everybody says that as captain, you have 5______. The team really respect you and do what you say.

George It's been easy, to be honest. We managed to

6______ very early. All the players get
on well and there's nothing they wouldn't do
for each other.

Interviewer So what advice would you give another team?

George Two things, really. First, you need to play as a team and you have to 7______. You can't be ruled by your feelings. Our players behave really well on the pitch and don't lose their tempers.

Interviewer Yes, everybody noticed that. And what's the second thing?

George Well, you want to be a little bit different, unpredictable. So when you're discussing strategies, you need to ⁸______. You don't want the opposing team to be able to predict what you're going to do next.

Interviewer Well, it's really worked for you and the team. Congratulations!

- **4** Decide if you agree (*A*) or disagree (*D*) with the sentences. Rewrite the ones you do not agree with.
 - 1 You can easily succeed at school without strict self-control.
 - 2 In team games it's better not to think outside the box, but to do what has always worked in the past.
 - 3 It's easy to build rapport with someone if you have a lot in common.
 - **4** Everybody should push their boundaries when they are young.
 - 5 If you aren't a natural at a sport, you shouldn't play it.
 - 6 It's difficult to capitalise on success unless you are prepared to work hard.
 - 7 If you're the captain of a team, it's more important for people to like you than to show leadership.
 - 8 You can fulfil your potential by always doing your best.
- **5** Do a survey to find out the average age that friends, family and classmates learned particular skills. Choose five from the list below or make your own list.

cooking cycling driving ironing knitting playing a musical instrument sewing on a button skateboarding swimming typing

Ask questions to find out if it was the best age to learn the skill or if it would have been better at an earlier or later age. Write a short report with your findings. Add your own conclusion.

Feelings and other people's behaviour and Ways to improve your well-being

1 PRACTISE Complete the sentences with the correct form

	of the words in brackets. In each case, there is one word you do not need.				
	1	I know Rita is you crazy, but it's no good			
	Т	gotting angry Vou pood to			
		getting angry. You need to down and tell her how you feel. (calm, drive, fall)			
	2				
	_	plan, you need toaccount of factors like			
		time, expense and how effective you think it will be.			
		(evaluate, make, take)			
	3	Louise and Belinda over their recent			
		disagreement and have nowup with each			
		other. (make, fall, talk)			
	4	I don't want to out with Aziz, but he's really			
		on my nerves at the moment. (face, fall, get			
	5				
		Make sure that you've all the options available before you decide to a			
		commitment to such a stressful job. (drive, evaluate, make			
	6	To a challenge like running a marathon,			
		you need to be able to your focus. (face,			
		drive, maintain)			
2	·	omplete the text with the missing words. The first letter			
_		each word is given.			
		hen it comes to ¹m h			
	nr	oblems, most of us have heard about people who worry			
		lot and suffer from ² a, or people who are			
	of	ten very sad and suffer from 3d We might			
	kr	now about people with screen addiction, but do you know			
		nyone who has an ⁴ a to work? Believe it or			
	no	ot, this is a serious condition and people who suffer from			
		are often very ill. For Ted, it started as soon as he went			
	to	school. He spent all his spare time doing homework and			
	CC	ould never go out and play or take some ⁵d			
		is parents worried that he was so exhausted he would end			
	up	suffering from 6b before he even got to			
		niversity. But this didn't happen. He finished university			
		nd got a job straight away and worked fourteen-hour			
		ays – until one day he realised that at the age of 40 he had			
		w friends, no family or children and that he had focused			
		n work his entire life. He had many ⁷ r and felt			
		nd that his life was so empty. But this was the beginning of			
		s recovery because he had finally recognised that he had problem and that he needed to do something about it. He			
		ad therapy and focused on improving his			
	8//	, ,			
		utside of work and having fun. He used to always follow			
		ork meetings and check emails in his free time, but he			
		pesn't anymore. It wasn't easy to switch off his phone			
		nd stop giving his opinion or providing ⁹ i			
		om home, but he has made a lot of progress. So much so,			
		at next month he is going on holiday with a new group			
		friends. He also enjoys his job more and he believes he's			
	be	etter at it!			

	he opposite by using the	w. Which can be changed e suffix <i>-less</i> or the
	ent considerate proa cal tactful vulnerabl	
weak arconfide	phrases below to their nd unable to recover qui ent and conceited luable	ickly
	the sentences with wor	rds from Ex 3 or their
people	ncredibly by saying the first thing	He's always upsetting that comes into his head.
	a seems conceited, but i all the time and is quite	n fact I know she doubts
,	ung man, Ade felt compl w that he's old, he is ofte	etely, n scared and feels quite
I'm afra		rery, but You won't m.
5 Althoug	gh Chris seems very t his job, he's actually ho	and
	e so selfish and bout other people's feeli	You should
1	gh Leyla may seem weak	s, she is in fact very strong

6 Write a multiple-choice questionnaire to find out about your family members' and friends' feelings. Find out ...

things done quickly and efficiently. It's no good being so

· what makes them anxious.

8 You need to be more _

- · what they do to increase their well-being.
- what makes them want to throw in the towel.
- · what they regret.

passive and

- what drives them crazy.
- what makes them feel vulnerable, etc.

Ask at least five people to complete your questionnaire. Then write a short report and prepare to give a presentation to the class.

- 1 Which of these makes you feel the most anxious?
 - A being late for school or work
 - B losing your keys or glasses
 - C not finishing your homework
- 2 What do you do to increase your well-being?
 - A make sure you've done all your work on time
 - B see friends and family
 - C watch a funny film

if you want to get

Keep fit and Transferable skills

1 PRACTISE Complete the text with the words below.

addictive beneficial challenging complicated enthusiastic flexible injury inspired stiff thrilled

Although exercise is almost always ¹ ,	1
when you can't stop	
doing it and it becomes	1/20
, it can	
do more harm than good.	4
Sylvia's case is an example of	
what can go wrong. She was	
3 to take up	
running during the Olympic	
Games. She found it very	2
	se she was unfit,
but soon she was running ever	
a running club. She was very k	•
one of their most 5	runners, and
having gained a lot of strength	
also one of their best. She was	
to do lots of stretching before a	
and as a result, she was very 6	
and never got 7	or sore even
after doing a marathon. But the	en things became
8 . She found th	nat one run a day
wasn't enough, so she started	
times a day. She stopped seein	
she no longer had time for ther	
	t she had to stop
running and that gave her time	to recognise that
she had a problem. After a few	
able to get back to it, but now	
times a week and she is 10	to have

2 Match the sentence halves.

overcome her addiction.

- 1 It's easier to take responsibility
- 2 It's important to be able to adapt
- 3 Athletes need to be willing
- 4 Consistently excellent training can contribute
- 5 If you've made a mistake during a game, you need to accept ____
- 6 You have to learn to cope under ____
- 7 You need to be able to **deal**
- 8 It is important for athletes to demonstrate
- A enormously to the success of a team.
- B an ability to accept criticism as well as praise.
- **C pressure** if you want to be a professional athlete.
- **D** for the successes of the team rather than its failures.
- **E** to accept that they can't win every time.
- **F** with failure as well as success if you want to succeed as a professional player in your sport.
- **G to** playing in countries with different weather conditions from your own.
- H the consequences of your actions and apologise.

3	EXTEND	Choose	the correct	answer: A	, B or C	2
---	--------	--------	-------------	-----------	----------	---

- 1 How important is it for parents and children to ____ for each other?
 - A stay ahead B devote time C have mutual respect
- 2 What might happen if you ___ and do something really adventurous?
 - A leave your comfort zone
 - B do yourself proud
 - **C** keep something in perspective
- 3 Why should you ____ your dreams?
 - A try out B pursue C stay ahead of
- 4 How would you react if you'd succeeded in something and _____
 - A had mutual B kept something C done yourself respect in perspective proud
- 5 How much time should people in their early twenties ____ to sport or exercise if they want to be really fit?
 - A try out B devote C pursue
- 6 Why is it important not to get upset and to ____ if you've failed to achieve one of your goals?
 - A devote time B leave your C keep things to something comfort zone in perspective
- 7 What routes or walks do you ____ because you've done them so many times?
 - A devote time to B know like the back of your hand proud
- 8 How can you ___ your homework?
 - A stay ahead of B keep in perspective C pursue

4 Match the questions in Ex 3 to the answers below. Are there any you do not agree with or that do not apply to you?

- A There is always another chance to succeed. Never give up!
- **B** I'd be very happy with my performance, but I'd try not to boast about it or appear too conceited.
- C I could do the walk to school with my eyes closed.
- **D** It's essential that they listen to each other and respect each other's opinions.
- **E** Do it immediately. Don't leave it to the last minute.
- F They need to spend at least an hour a day being active.
- **G** You only have one life so you should try to achieve the things you hope for.
- **H** You'll probably learn a lot about yourself from having new and unusual experiences.

5 Create an exercise plan for one of the following:

- someone who is enthusiastic about team sports but works full time and so has little free time
- someone who has just recovered from a shoulder injury and is scared of damaging it
- someone who doesn't cope well under pressure but needs to get fit
- an older person who needs to become more flexible
- a young person who isn't good at dealing with failure but wants to play in a team
- someone who loves sports but has just moved to a new city and doesn't know anyone

Explain what they should and should not do. Make sure you give reasons. Present your plan to the class and ask them to guess who it is for.

Alternative living spaces and Nomads

1 PRACTISE Complete the texts with the correct form of the words below. For each text, there are two words you do not need.

appeal to dependent emigrate ingenious proportions restricted

We are looking for a flat to rent and we've seen one that really 1 us. The living room has generous which means it can fit a table and chairs as well as a big sofa. It has been designed in such a(n) way that you can divide the room easily with sliding doors and have two separate spaces if you want. The only disadvantage is that parking is 4 in that part of town, so we'd have to park our car in a garage a few blocks away.

assistance dependent existence ingenious settle wander

My 90-year-old grandfather has moved into sheltered housing because he needs 5_ day-to-day living, especially shopping and cooking. He in very well and feels safer now that he isn't 7 on his children and neighbours, but has someone in the same building who can help at any time of the day or night. He's much happier too because after my grandmother died, he'd lived a very lonely _, but now he can enjoy the company of other residents and has made lots of new friends.

appeal to emigrate existence proportions settle wander

My sister and her husband decided to spend a few years travelling before they 9 down. After __ around Europe and Asia, they've finally decided to 11 to Thailand. They're planning to open a restaurant near the beach. That kind of lifestyle really doesn't 12 ____ me, but I know they'll love it!

2 Match the words below to the photos.

remote control shelter smart appliances staircase urban area work surfaces

- 3 Complete the sentences with words from Ex 2.
 - 1 There isn't a because it's a bungalow, so everything is on one floor.
 - 2 Do you have any_ in your house that you can control from your phone?
 - 3 It's very difficult to cook in this kitchen because there aren't enough
 - 4 Most people live in because there are more jobs available.
 - 5 When we went on a weekend expedition to the countryside, we had to build a _ to sleep in.
 - 6 I can't turn on my TV without a ____
- 4 EXTEND Match 1-6 to A-F.

6 control

- 1 be A necessities 2 be uprooted **B** an assumption C disadvantaged 3 make 4 live **D** your own destiny 5 have basic **E** from your home
- 5 Complete the questions with words from Ex 4.
 - 1 What basic do you think all people should have access to?

F in social housing

- 2 Why do you think people in rural areas are often more than people living in urban
- 3 Why do children often suffer the most in difficult times?
- 4 What are the advantages and disadvantages of living in
- 5 Do you know anyone who has been from their home?
- 6 Have you ever ____ that was wrong? What was it?
- 6 Answer the questions in Ex 5. Then ask four people you know the same or similar questions. Compare answers. Write a short report and prepare to give a presentation to the class.













Technology and Effects of technology on the environment

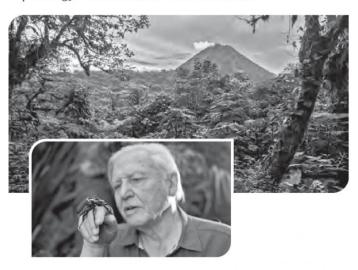
- 1 PRACTISE Choose the correct alternative.
 - 1 Installing solar panels has been game-changing / environmentally friendly for us as our electricity bills have gone down dramatically.
 - 2 Solar power is a **sophisticated** / **viable** alternative to coal and gas.
 - 3 Our office is really **high-tech** / **renewable** with all the latest innovations, including smart desks and lights that you can control from your phone.
 - 4 We need to use environmentally friendly / user-friendly packaging that is either biodegradable or recyclable.
 - 5 There have been **renewable** / **significant** advances in automotive technology in the last 20 years.
 - 6 Criminals use increasingly game-changing / sophisticated methods to trick people into believing they are communicating with their bank.
 - 7 If we can't manufacture innovative / significant products, we will no longer be up to date and relevant in the market.
 - 8 Wind, wave, geothermal and solar power are good for the environment because they provide game-changing / renewable energy.
 - The heating system in our flat is so complicated that I've decided to change it to a more high-tech / user-friendly one.
- 2 Complete the questions with the missing words. The first letter of each word is given.

1	What's the best way to d	of unwanted
	computers and phones?	
2	Why is it important for business	ses to post u
	on social media?	
3	What can we use instead of fos	sil fuels to g
	power?	
4	Which metal used in smartpho	ne batteries should alway
	be r instead of be	eing thrown away?
5	What happens when you b	the internet?
6	How did people listen to music	and watch films at home

- How did people listen to music and watch films at home
- was invented?
- 7 In what way does new technology e_ planet?
- **3 EXTEND** Match the questions in Ex 2 to the answers below.
 - A A lot of energy is used in the manufacture and use of new gadgets and this encourages us to regularly dispose of our old ones.
 - **B** Wind and solar power are alternatives.
 - C They should always be recycled by experts.
 - **D** They usually purchased CDs and either bought or rented DVDs.
 - E If they don't, their customers won't be aware of their latest products or developments.
 - F You use a lot of energy.
 - G Lithium.

4 Complete the sentences and short texts with the words below.

biodiversity carbon capture carbon storage climate change denial conservationists eco-anxiety ecology monoculture zero-emission



- 1 Sir David Attenborough is one of the most famous in the world.
- 2 If you're interested in the relation of plants and living creatures to each other and to their environment, you should study at university.
- 3 Zero Avia is a British American company developing planes that can fly using hydrogen instead of kerosene, which is a fossil fuel. Unlike kerosene, hydrogen does not produce carbon dioxide emissions. The aim of the company is to make air travel available for everyone.
- 4 Costa Rica is a tiny country in Central America which contains 5% of the world's including more varieties of butterfly than all of Africa.
- 5 Organic farmers know that the practice of , when you grow crops on their own, is more likely to encourage pests and diseases that can only be treated with chemicals.
- isn't a recognised mental illness, but it is increasing as people worry more about climate change.
- 7 The biggest machine in the world designed for Iceland. It has been built to take 4,000 tonnes (4 million kilograms) of carbon dioxide out of the air every year and turn it into stone.
- can be a big problem for scientists wanting governments to act now to reduce global warming.
- 5 What do you think an individual can do to help protect the environment? What needs to be done by governments? Ask friends and family. Prepare to give a presentation to the class and give reasons for your choices.

Individual action	Government action
make sure you dispose of your waste correctly	build more recycling centres
buy goods that aren't wrapped in plastic	ban plastic bags and packaging in shops

4 EXTEND Match the sentence halves.

1 When you are overdrawn, ___

Spending and not spending money and **Shopping trends**

1	Р	RACTISE Complete the sentences with the words below.	2 You need a credit card or debit card
			3 When you get free shipping ,
		ouild up cut out keep track limited budget owe spend your money under control use up	4 We'll have paid off our loan
	•		5 I'm completely broke so I can't
	1	If you're careful and wisely, you	6 This shirt was an impulse buy as
		are unlikely to get into financial difficulties.	7 Our bills have gone up again. We've got
	2	Why don't you download an app that helps you	8 The company had to do some cost-cutting
		of your finances so you never	A to tighten our belts or we'll end up in debt.
		spend more than you have?	B pay my way if we go out tonight.
	3	It's a good idea to be on a very if	C when we make our final repayment next month.
		you're saving up to buy something special.	
	4	If you're worried about debt, make sure you don't	D you owe money to your bank.
		anyone any money.	E because of poor sales last year. This means nobody will
	5	You should your savings account	get a salary raise this year.
		so you have a bit more to spend when you go to university.	F you don't have to pay for your purchase to be sent to you.
	6	To avoid waste, everyone should make sure they	G to make a contactless payment.
		all the things they already have	H I really didn't mean to buy any new clothes – I just
		in their kitchens, like tinned and frozen food, before	couldn't resist!
		doing any more food shopping.	5 Complete the sentences with your own ideas.
	7	It's best to non-essentials like	1 If free shipping is offered
		takeaways and coffees out with friends if you want to	2 I think impulse buying is
	_	save up for something expensive.	3 If I can't pay my way
	8	One of the best ways to get your spending	4 Cost-cutting often happens in companies when
		is to make a budget every	5 Some people don't like making contactless payments
		month and keep to it.	because
2		hat do you think of the advice given in Ex 1? Order the	6 The best way to avoid being overdrawn is
		entences from the most helpful (1) to the least helpful (8)	7 If you can't make a repayment when you've borrowed
	fo	r you.	money, you should
3	Cł	noose the correct answer: A, B or C.	8 Sometimes you have to tighten your belt because
		I'm not going to buy this because the is higher than	
		the price of the item.	6 Imagine you need to save money to pay for something
		A delivery option B shipping cost C reference	that you really want to do, for example, get driving lessons
		number	or go on holiday with a group of friends. Which of the
	2	The of these shoes is high because they only	following would you do? Which would you not do? Give reasons for your choices.
		manufacture a few pairs every year.	
		A retail price B reference C purchase	Keep track of your finances by writing down everything that you spend
		number	that you spend.Have a weekly budget and never go over it.
	3	I don't think the transaction has gone through because I	 Never impulse-buy.
		haven't received a .	Buy second-hand clothes when you can.
		A check out B special offer C confirmation	Get a Saturday job.
		email	 Ask friends and neighbours if they need any jobs done, like
	4	You need to make sure you save the when you make	babysitting or helping in the garden.
		an online purchase in case you need to return the item.	 Only buy things online if you can get free shipping.
		A package B reference C retail price	Make a list of ten rules you would follow in order to achieve
		number	your aim.
	5	How many do we need for this particular product to	your unit.
		make a profit?	• • • • • • • • • • • • • • • • • • • •
		A potential B shipping costs C delivery	M
		customers options	My money-saving rules
	6	You really shouldn't buy an item just because it's on	I Every time you have constlaine with it down in
	_	Only buy it if you really need it or you absolutely love it.	I Every time you buy something, write it down in a
		A special offer B bargain C retail price	notebook or on your phone.
			2

Vocabulary Booster 109

Different art forms and Interpretations of art

1 PRACTISE Complete the sentences with the words below.

abstract art contemporary dance live gig musical production performing arts stage adaptation visual arts VR headset

- 1 We now know that people have been interested in the ______ since prehistoric times, with the discovery of animal drawings on cave walls made over 30,000 years ago.
- 2 It's much more entertaining and memorable to go to a ______ than listen to music on your phone.
- We went to the theatre and saw a wonderful

 of Michael Morpurgo's War Horse.
 I think it was just as good as the books.
- 4 _____ doesn't represent people, places or objects, but it often makes you think more as a result.
- 5 DNA VR is the first virtual-reality place in London where you can play lots of games and have amazing experiences. All you need to do is put on a _____ and enter another world.
- 6 Although I like ballet, I prefer _____ because it's more modern and experimental.
- 7 What I really like about ______ is the fact that it's done for an audience, so in some ways each performance is a unique experience.
- 8 The _____ of Les Misérables is probably more famous today than the book, written by the French author Victor Hugo in the 19th century.
- Choose the correct alternative.

3 EXTEND Complete the sentences with the correct form of the words below.

canvas landscape line drawing performance art spray paint surrealism watercolour

- 1 Before painting his portrait, the artist made many quick of his face in his sketchbook.
- 2 Dalí's famous Lobster Telephone is an example of
 ______. It is an old-fashioned black telephone with a lobster on top, which you would pick up to answer the phone.
- 3 We went to the theatre to see some _____ where the artist painted a huge canvas on stage while an orchestra played a symphony.
- **4** Before the 16th century, most paintings were made on wood rather than on .
- **5** Most _____ are painted on paper made of cotton or wood.
- 6 Students from the art college have been allowed to use _____ to make a work of art along a wall in the centre of town.
- 7 My favourite painting is of a _____ with mountains, a river and a gorgeous sunset.
- **4** Look at the words in Ex 3. Which two describe a tool or something you may need in order to create a work of art? Which one describes an art movement?
- 5 Do a short project about the top five works of art in your country.

Top Five Works of Art

- Research in books or online and make a list of the top ten most important artworks and where they can be seen.
- Ask friends and family if they have seen them and what they think of them.

Write a short report and prepare to give a presentation to the class. If possible, bring in photos to show the class.

The Sculpture Park

If you're looking for a great day out near London, why not visit the Sculpture Park in Surrey? You can enjoy it all year round and see sculptures

• 0 0



surrounded by trees and flowers in summer or in a more ¹colourful / dramatic landscape in winter, when they can be seen against a white background of snow. There are all sorts of sculptures in the park, from ²realistic / vivid ones that look like animals wandering through the landscape to ³detailed / humorous ones that make you laugh. A favourite with children is the ⁴colourful / thought-provoking sculpture of flamingos in bright blue, pink and yellow. And not only can you spend the day there, you can even buy a sculpture and take it home with you.

The National Gallery

You shouldn't miss an opportunity to see the stunning artworks at the National Gallery in London. One of the most popular is Vincent van Gogh's famous Sunflowers, described by the artist himself as 'a picture all in yellow', and in fact the ⁵realistic / vivid yellows are almost as bright today as they were when he painted it. Other artworks of the same period include Henri Rousseau's painting Surprised! This is a



dramatic painting of a tiger in the jungle showing his huge teeth, eyes wide open, probably about to catch another animal for his dinner. It is an unusual and very ⁶humorous / striking image which must have been shocking when it was first shown in 1891 before people had got used to seeing photos and films of wildlife. There are also much older works, including one of the most famous paintings in the world, *The Arnolfini Portrait*, painted by Jan van Eyck in 1434. It is an extraordinarily ⁷detailed / dramatic painting of a young couple. It shows them in their home and we can see every small part of the room they are standing in, the furniture and what they are wearing, including the fur around their clothes. It looks incredibly real. People have been fascinated by this ⁸thought-provoking / vivid portrait for centuries, wondering who the couple were and what happened to them. Today, it is the most viewed painting in the National Gallery. Don't miss it!

Volunteering in the local community and Responding to a humanitarian crisis

1 PRACTISE Complete the text with the words below.

charity shop community service elderly people learning disabilities local initiative one-to-one tuition refuge social isolation

Vo	lun	teeri	na	in	the	CO	mm	iun	itv

There are lots of ways you can make a difference in your community. Here are some volunteering opportunities. 🛊 Offer to help with cleaning or cooking in a for homeless people. ★ Join a ² to help pick up rubbish in parks and other green spaces in your city. ★ Do some ³ like reading to people with learning difficulties. ★ Offer 4 for children who are having trouble keeping up at school. ★ Visit people in the community who are suffering from and are very lonely. ★ Volunteer in a ⁶ , helping to sort out donations of second-hand clothes. Offer to help 7 their own with their shopping and household chores. ★ Join a group of volunteers who take children with to visit farms near the city.

2 Complete the collocations with the words below.

	assess co-ordinate distribute eliminate encounter preserve process threaten
1	difficulties / challenges / problems
2	the damage / the situation
3	food / new vaccines / emergency
	supplies
4	information / data / official
	documents / an application / a payment
5	an animal with extinction / our species ,
	communities with violence / lives / our way of life
6	endangered species / a habitat / seeds
	for the future / the environment / lives
7	obstacles / diseases / malaria
8	the relief effort / a response / the
	work / the struggle

3	Complete the sentences with the correct form of the words
	in Ex 2.

1	We need to make sure that the vaccines are
	in remote areas as well as cities.
2	It takes time to all the data collected by volunteers on the ground.
3	The situation has to be carefully before sending any aid.
4	Many diseases that used to kill thousands of people every year have now been almost totally worldwide.
5	After the flood, various agencies were involved in the relief effort.
6	The survival of many species, including polar bears, is being by climate change.
7	We need to find more ways to the habitats of endangered species.
8	Volunteers have many difficulties while trying to co-ordinate the relief effort on the ground.

4 EXTEND Choose the correct alternative.

- 1 After the earthquake it was very difficult to reach remote villages in the mountains, so the inhabitants suffered from **food insecurity** / **inequality** for many weeks.
- 2 In some places, if crops fail, there is nothing to eat and people are at serious risk of persecution / starvation.
- 3 One hundred years ago, there was much more **inequality** / modern slavery in the UK than there is today. The difference between the rich and poor was huge.
- 4 Many people volunteered to clean up the village in the aftermath / persecution of the flood.
- 5 Crop failure and factory closures caused so much unemployment in the country that many young people left their homes and became asylum seekers / economic migrants.
- 6 Victims of inequality / persecution often run away from their countries in fear of their lives.
- 7 Many asylum seekers / economic migrants leave their home countries to escape physical danger.
- 8 Modern slavery / Starvation is often very easy to see. However, people don't always know what the signs are, and as a result, victims can go unrecognised while they continue to be exploited by criminals.
- 5 Imagine there has been a natural disaster in another country, like a flood, earthquake, forest fire, hurricane, severe drought or the outbreak of an infectious disease. What can you as an individual do about it? What can your country's government do to help?

Choose a scenario, write down your ideas and ask friends and family to add theirs. Complete the table below. Prepare to give a presentation to the class.

Scenario: Earthquake

Government help		
Send aid agency help		

Unit 1		Expressing an opinion		Talking about results	
Restating your ideas p.17		I personally feel that	U2 Writing	According to the results of	U3 Writing
Admit that you didn't say the rigi	ht thing	I firmly believe In my opinion,		The report shows / suggests / indicates that	U3 Writing
Sorry, that didn't come out right.	U1 Speaking	Sequencing ideas		It is clear from the data that	U3 Writing
That came out wrong.	U1 Speaking	Firstly, Secondly,	U2 Writing	Based on the data / numbers /	U3 Writing
That isn't what I meant to say.	U1 Speaking	Finally, So, in summary,		evidence,	05 Witting
Continue with what you were say	ing	Adding a supporting point		supports the idea that	U3 Writing
Let me try that one more time.	U1 Speaking	Furthermore, Moreover,	U2 Writing	Unit 4	
Let me rephrase that.	U1 Speaking	In addition to this,			
Let me try that again.	U1 Speaking	Introducing a contrasting point		Speculating about the future p.5	
Clarify what you meant to say		However,	U2 Writing	I think it's quite likely that	U4 Speaking
What I meant was	U1 Speaking	Having said that, At the same time, though		There's a strong possibility that	U4 Speaking
What I'm trying to say is	U1 Speaking	Introducing an example		I can see a situation where	U4 Speaking
Let me put that another way.	U1 Speaking	For example,	U2 Writing	I don't think it's realistic to	U4 Speaking
Comment adverbs p.18		For instance, such as	02 Writing	expect that	o ropeaning
Admittedly,	U1 Writing	Unit 3		I can't be the only one who	U4 Speaking
Amazingly,	U1 Writing		.17	thinks we'll	
Basically,	U1 Writing	Discussing ideas p.45		It's perfectly possible that	U4 Speaking
Consequently,	U1 Writing	Expressing a preference		I can see myself -ing	U4 Speaking
Hopefully,	U1 Writing	Personally, I'd prefer (not) to	U3 Speaking	Commenting on someone's opin	ion p.59
Ideally,	U1 Writing	It seems to me	U3 Speaking	The only problem with that is	U4 Speaking
Initially,	U1 Writing	For me, the most interesting	U3 Speaking	It's interesting you say that.	U4 Speaking
Interestingly,	U1 Writing	is	112 Speaking	I hear what you're saying	U4 Speaking
Obviously,	U1 Writing	I feel quite strongly that	U3 Speaking	I think you're right to be	U4 Speaking
Personally, (I think)	U1 Writing	Clarifying a point	U2 Consilier	That sounds good.	U4 Speaking
(Not) Surprisingly,	U1 Writing	Sorry if I'm not being clear. The main thing is	U3 Speaking	It's a good point.	U4 Speaking
Unfortunately,	U1 Writing	OK, let me clarify what I mean.	U3 Speaking	That's what I meant.	U4 Speaking
Unit 2		Basically, my point is	U3 Speaking	Enquiring p.60	
		What I'm trying to say is	U3 Speaking	Explaining your interest	
Talking about photos p.31		Disagreeing politely	озорешнів	My current situation is that	U4 Writing
Comparing	112 6 1-:	I understand what you're saying,	U3 Speaking	I should also mention that	U4 Writing
Both photos show	U2 Speaking	but	оз эреакінд	Explaining future plans	
In both photos, you can see	U2 Speaking	I see your point, but	U3 Speaking	It is my intention to	U4 Writing
The common theme in the photos is	U2 Speaking	I know you think that, but	U3 Speaking	What I hope to do is	U4 Writing
The main difference (between	U2 Speaking	I'm sorry, but I don't think (that's	U3 Speaking	In all probability I will	U4 Writing
the photos) is	oz opcaning	a very good idea).		Requesting information	
In the first photo, whereas	U2 Speaking	Including someone in the discuss	sion	I wonder if you would mind	U4 Writing
in the second photo		What do you think, George?	U3 Speaking	-ing?	
The second photo shows	U2 Speaking	Bella, do you have any thoughts	U3 Speaking	Could you let me know?	U4 Writing
Unlike the first photo,	U2 Speaking	about that?		Also, I would like to know	U4 Writing
Speculating		Signalling you want to speak	11 11 11	Requesting action	
I can't be sure, but	U2 Speaking	Can I say something?	U3 Speaking	I would appreciate -ing	U4 Writing
It looks like some kind of	U2 Speaking	Sorry to interrupt, but	U3 Speaking	Could I ask you to?	U4 Writing
It looks to me like a of some kind.	U2 Speaking	Managing an interruption		I would be extremely grateful if	U4 Writing
It's / There's a sort of	U2 Speaking	Just a minute, George, let her	U3 Speaking	you could	
He / It / They could / might be, or something like that.	U2 Speaking	finish. Hold on, I haven't finished.	U3 Speaking	Unit 5	
I'd say that it's / they're	U2 Speaking	Impersonal language p.46		Signposting a presentation p.73	
probably		Introducing the subject and aims	s of a report	Introducing the topic	
Stating your opinion		The purpose of this report is to	U3 Writing	In this presentation, I'm going to talk about	U5 Speaking
In my oninion	U2 Speaking	This report is based on	U3 Writing		IIE Chaaling
in my opinion,	U2 Speaking	The objective of the survey was	U3 Writing	In my talk today, I'm going to tell you about	ob speaking
			U3 Writing	The subject of my presentation	U5 Speaking
It seems to me that	U2 Speaking	This report is intended to		The subject of the prescritation	oo opcaning
It seems to me that For me, the main thing / point /	U2 Speaking		00 111111111	is	
It seems to me that For me, the main thing / point / consideration is	U2 Speaking U2 Speaking	Referring to numbers / data			U5 Speaking
It seems to me that For me, the main thing / point / consideration is (Personally,) I would say that		Referring to numbers / data More / less than	U3 Writing	is	U5 Speaking
It seems to me that For me, the main thing / point / consideration is (Personally,) I would say that I feel quite strongly that	U2 Speaking	Referring to numbers / data More / less than The majority of / Most of	U3 Writing U3 Writing	is This presentation will be	
In my opinion, It seems to me that For me, the main thing / point / consideration is (Personally,) I would say that I feel quite strongly that Opinion essays p.32 Introducing a key point or idea	U2 Speaking	Referring to numbers / data More / less than	U3 Writing U3 Writing U3 Writing	is This presentation will be about	

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Firstly, / In the first part,	U5 Speaking	I think it's still under warranty / guarantee.	U6 Speakir
Second, / Then in the second part	U5 Speaking	Sorry, but I'd rather have a refund.	U6 Speakir
Finally, / In the final section, (I'll talk about)	U5 Speaking	According to your returns policy	U6 Speakir
Introducing a new point / section		I think I have the right to	U6 Speakir
To begin,	U5 Speaking	I should be entitled to	U6 Speakir
I'd like to start by talking about		Making a complaint	
Let's move on to	U5 Speaking	I'm afraid I'm not satisfied with	U6 Speakir
Next, I want to discuss / turn to		the quality / service / solution	
Finally, let's look at	U5 Speaking	I've been offered.	
Summarising / Concluding	, ,	Can I speak to the manager,	U6 Speaki
That concludes my talk	U5 Speaking	please?	IIC Connelii
To sum up,	U5 Speaking	Please can I speak to a more senior member of staff?	U6 Speakii
So, in conclusion,	U5 Speaking	I'm disappointed by your	U6 Speaki
I'd like to finish by / with	U5 Speaking	customer service.	ооорсани
Reviewing a website p.74	, ,	That isn't an acceptable solution.	U6 Speaki
Introduction and brief description	n	For and against essays p.88	
One of my favourite websites is	U5 Writing	Introducing the topic	
A website I really appreciate is	U5 Writing	Everyone / Many (young)	U6 Writing
(Quintekit) appeals to me	U5 Writing	people / Most people	
because		Presenting a supporting argume	nt
Describing purpose and function	s	It cannot be denied	U6 Writing
(Quintekit) is basically a site.	U5 Writing	It is often said	U6 Writing
Its main purpose is to allow	U5 Writing	It is true that	U6 Writing
users to		On the one hand,	U6 Writing
It allows users to	U5 Writing	Presenting an opposing argumen	nt
Not only that, but	U5 Writing	Having said that,	U6 Writing
It also has a range of features.	U5 Writing	On the other hand,	U6 Writing
Positive things about it		However,	U6 Writing
I'm particularly impressed by	U5 Writing	In contrast,	U6 Writing
What I like most about is	U5 Writing	Making additional points	
The good points include	U5 Writing	as well as besides,	U6 Writing
What really stands out is	U5 Writing	furthermore,	116 144-141
Another positive feature is	U5 Writing	In addition, Moreover, What is more,	U6 Writing
l especially enjoy	U5 Writing	Presenting your conclusion	
Negative things about it	115 11/-11/	In conclusion, To sum up,	U6 Writing
On the negative side	U5 Writing	To conclude,	oo wiitiiig
Another slight drawback is	U5 Writing	Unit 7	_
I was a bit disappointed by	U5 Writing		
I'm not keen on Recommendations	U5 Writing	Discussing options p.101	
I would definitely recommend	U5 Writing	Talking about advantages and di One major benefit / drawback	U7 Speaki
-ing	05 WITHING	is	от эреакі
One way to enhance it would	U5 Writing	The main (dis)advantage is	U7 Speaki
be to		For me, it's a plus / minus	U7 Speaki
I would (perhaps) like to see	U5 Writing	What are the pros and cons of	U7 Speaki
I can't recommend highly	U5 Writing	that?	
enough.		It would have a positive /	U7 Speaki
Unit 6		negative effect on	
Consumer issues p.87		Adding an opinion	
Refunds and exchanges		Absolutely. Not only that, but	U7 Speaki
I'd like to return this / these	U6 Speaking	Good point. And I also believe	U7 Speaki
I'm afraid I don't have the	U6 Speaking	that	117 Cm 1 '
receipt / proof of purchase.	,	Yes, and another thing is,	U7 Speaki
Can I exchange it for another	U6 Speaking	Making a decision p.101	
		Justifying an opinion	
size / colour?		Invested of Charles and	1170
size / colour? I don't really want a store	U6 Speaking	I would definitely opt for	-
size / colour? I don't really want a store voucher. I'd rather have a refund. It's an unwanted gift. It was	U6 Speaking U6 Speaking	I would definitely opt for I strongly believe that is the best.	U7 Speakii U7 Speakii

I think it's still under warranty / guarantee.	U6 Speaking
Sorry, but I'd rather have a refund.	U6 Speaking
According to your returns policy	U6 Speaking
I think I have the right to	U6 Speaking
I should be entitled to	U6 Speaking
Making a complaint	
I'm afraid I'm not satisfied with the quality / service / solution I've been offered.	U6 Speaking
Can I speak to the manager, please?	U6 Speaking
Please can I speak to a more senior member of staff?	U6 Speaking
I'm disappointed by your customer service.	U6 Speaking
That isn't an acceptable solution.	U6 Speaking
For and against essays p.88	
Introducing the topic	
Everyone / Many (young) people / Most people	U6 Writing
Presenting a supporting argumen	nt
It cannot be denied	U6 Writing
It is often said	U6 Writing
It is true that	U6 Writing
On the one hand,	U6 Writing
Presenting an opposing argumen	it
Having said that,	U6 Writing
On the other hand,	U6 Writing
However,	U6 Writing
In contrast,	U6 Writing
Making additional points	
as well as besides, furthermore,	U6 Writing
In addition, Moreover, What is more,	U6 Writing
Presenting your conclusion	
In conclusion, To sum up, To conclude,	U6 Writing
Unit 7	
Discussing options p.101	
Talking about advantages and di	sadvantages
One major benefit / drawback is	U7 Speaking
The main (dis)advantage is	U7 Speaking
For me, it's a plus / minus	U7 Speaking
What are the pros and cons of that?	U7 Speaking
It would have a positive / negative effect on	U7 Speaking
Adding an opinion	
Absolutely. Not only that, but	U7 Speaking
Good point. And I also believe that	U7 Speaking
Yes, and another thing is,	U7 Speaking
Making a decision p.101	
Justifying an opinion	117.6
I would definitely opt for	U7 Speaking
I strongly believe that is the best.	U7 Speaking

There	eason I think that is	IJ7	Speaking
0.0000000000000000000000000000000000000	ne thing,		Speaking
	ner thing is		Speaking
	luding the discussion		opeag
	eed to come to a decision.	U7	Speaking
	n one are we going for?		Speaking
	go with, shall we?		Speaking
	nat's settled, then.		Speaking
	asive language p.102		
	enting a personal viewpoin	t as f	act
	opinion / I believe this is		Writing
	olution to all our problems.		o
In ou	r view, this is the worst	U7	Writing
	ion that could have been		
made			
	g adjectives and structures rtance	emp	hasising
	ntial / vital / fundamental /	U7	Writing
unde	r any circumstances /		
no m	atter what / crucial		
Using	g emotive language		
	usly concerned / terribly	U7	Writing
-	t / extremely disappointed		
	g modal verbs of obligation		
	nust not be treated lightly.		Writing
100000000000000000000000000000000000000	Irama group should not be red to	U7	Writing
Using	statistics and figures in a po	ersua	asive way
	nty-five per cent of people	U7	Writing
	ve / Eighty per cent of nembers agree		
	verbs recommending action	on	
	ose / recommend /		Writing
	est / urge	01	wiiting
	it 8		
200	ging with ideas p.115		_
317000000000000000000000000000000000000	owledging a different persp	pecti	ve
	ect your point of view, but		Speaking
	n't considered that aspect.		Speaking
	what you're saying, but		Speaking
	s an interesting		Speaking
	pective, but		,
Findi	ng common ground		- 95
Ithin	k we share the view that	U8	Speaking
	if we look at it from ner angle?	U8	Speaking
Let's eyes.	try to see it through their	U8	Speaking
Let's	accept that we don't agree t	U8	Speaking
Empl	nasising your position		
I'm qu	uite clear about that / this.	U8	Speaking
There for m	e's no question about that e.	U8	Speaking
This i	s something I feel strongly t.	U8	Speaking

Functions bank 113

I'm afraid I'm really passionate about this.

U8 Speaking

A formal email of enquiry

In a formal email of enquiry, you write to a company, organisation or individual to enquire about something you are interested in and to request information. You usually write an email of enquiry in response to something you have seen, such as an advertisement.

Example task: Write a formal email enquiring about gaining work experience in one of the following: a local hospital an animal shelter a conservation group

Get ideas

- Choose one of the places or organisations and think about what happens there and the work people do.
- Think about the following questions: Why are you interested in working there? How will the experience help you in the future? What information / actions would you like to request?
- Draw a mind map or write a list of your ideas.

Plan

- Choose the best ideas from your notes.
- Think of language to make your email formal and polite.
- Organise your ideas into paragraphs:

Paragraph 1

Explain why you are writing and what your interest is.

Paragraph 2

• Describe your current situation and any future plans.

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Paragraphs 3 and 4

Request information or action.

Write

Label the email with a clear purpose / topic.

Use *Dear Sir or Madam*, or *Dear Sir / Madam*, if you don't have the name of the person you're writing to. If you do have their name, e.g. *Ms Brown*, write *Dear Ms Brown*.

State your reason for writing in the opening paragraph and explain your interest.

Use more formal alternatives to everyday words, e.g. *enquire*, not *ask*.

Don't omit that in order to sound more formal.

Use impersonal phrases, e.g. it is my intention to ... and not I want to ... or I plan to

Use indirect questions, especially to make requests.

If you address the email *Dear Sir or Madam*, end with *Yours faithfully*, and your full name. If you address it *Dear Ms Brown*, use *Yours sincerely*, and your full name.

Piotr Symański: enquiry about work experience opportunities

Dear Sir or Madam,

I am writing to enguire whether there are any opportunities for work experience within your organisation during the school holidays. I have a passionate interest in the environment, and I truly believe that tackling environmental problems on a local level is vital for the future of our planet.

I will enter my final year of secondary school in September and tis my intention to study ecology and conservation at university next year. Lunderstand that there is strong competition to secure a place on a degree course. I would therefore like to gain experience of conservation work since it will demonstrate my interest in nature and strengthen my application for university.

I would be extremely grateful if you could let me know of any positions available for volunteers. I should mention that, in all probability, I will be here for the entire summer; so I am flexible about when I can work.

If there are currently no opportunities, <u>I wonder if you would mind</u>; passing on my details to other conservationists in the area?

I look forward to hearing from you soon.

Yours faithfully,

Piotr Symański

Tips for writing a formal email of enquiry

- Use an appropriate formal opening and closing expression.
- Use formal language throughout.
- Use full forms (I am, I will, I would), not short forms, to make your email polite and professional.
- Avoid slang and colloquial language, e.g. exclamation marks or emojis / emoticons.

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reactions

A magazine article

In a magazine article, you write to a wider audience about a subject that is personal to you. You use a formal or informal style depending on your target audience and include thoughts, opinions and facts.

Example task: Write a magazine article about the place you love best.

Get ideas • Think about the places you love and choose your favourite one. • Think about all the things you know about this place and why you love it. • Draw a mind map of ideas for each of the topics you want to write about. For example: outdoors frequency of location background visits and your and special open space information and

interesting facts

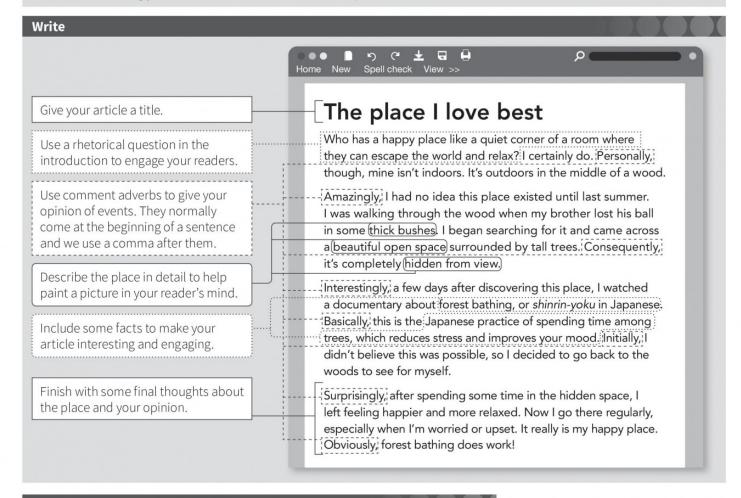
Plan

in a wood

· Choose the best ideas from your notes.

features

- Think about who your audience is and how to make your article interesting to the readers.
- Organise your ideas into paragraphs, for example: Introduction – Introduce the topic and try to grab your readers' attention. Main body – Tell your readers all about the place in the second and third paragraphs. Conclusion – Bring your article to an end and include an opinion.



Tips for writing a magazine article

- Use the language style that is appropriate for your target audience, e.g. informal language for a local / school magazine.
- Make sure you use the same language style throughout.
- Engage your readers with a range of thoughts, opinions and facts.
- Use a variety of comment adverbs to make your writing more interesting.

A film review

In a film review, you write a brief description of a film you have seen and give your opinion about it. At the end of the review, you say whether you recommend the film or not.

Example task: Write a film review you have recently seen.

Get ideas

- Think of a film to write about.
- Make notes about the plot, main characters and setting.
- Think of positive and negative things about it. In addition to the plot, consider things like the camerawork, acting, music and how well the film fits its genre.
- Decide whether you would recommend it or not and why.

Plan

· Organise your ideas into paragraphs:

Paragraph 1

• Introduce the film and give a brief summary of what it's about.

Paragraph 2

• Describe some positive points about the film, if any.

Paragraph 3

• Describe some negative points about the film, if any.

Paragraph 4

• Make a recommendation and give your opinion.

Write

Summarise the topic of the film in a few sentences.

Use adverbs to strengthen or emphasise a point.

Use adverbs to soften a negative point.

Use set phrases to make positive points.

Use set phrases to make negative points.

Use set phrases to make recommendations.

Finish with a clear recommendation and explain why.

Review of More Than Robots

I recently watched More Than Robots. It's basically a documentary about four teams of high-school students who are preparing to compete in the finals of an international robotics competition. The teams from the US, Mexico and Japan have just

six weeks to design and build a large robot that can complete a specific task, such as throwing a ball and scoring goals.

What really stands out is the positive effect that the competition has on the teenagers. They learn to work as a team to create something truly amazing. (Not only that, but) they also learn important life skills, such as communication, co-operation and respect. It is totally game-changing for the competitors.

On the negative side, I think: More Than Robots is slightly too long for people who aren't technology geeks.
Another slight drawback is the music that's played at times.

If you're completely into engineering, or only'somewhat; interested,'I would highly recommend watching More Than

Robots. Overall, it's an absolutely inspirational film and, as the title suggests, it's definitely about more than robots.

Tips for writing a film review

- Keep your summary of the film brief don't start describing characters.
- Don't spoil the film for the readers by telling them about unexpected events.
- Give honest opinions the readers want to know what you think.
- Your final recommendation can be positive, negative or mixed.

116 Writing bank

A data-based report

In a data-based report, you look at the results of a survey and summarise the information for the reader. You use impersonal language to present the data and make conclusions.

Example task: Analyse the results of a survey and write a report.

Get ideas

- Think of a topic that interests you, for example, sleep, healthy eating or mental health.
- Go online and find a survey you could base a report on.
- Make notes about the information contained in the survey.

Plan

- · Choose the best ideas from your notes.
- Organise your ideas into a paragraph plan, for example:
 - Paragraph 1 Describe the objective of the survey and the participants.
 - Paragraph 2 Include information about what the participants were asked.
 - Paragraph 3 Give the main results of the survey.
 - Paragraph 4 Summarise your conclusions.

Write

Write a title for your report.

Explain the objective of the report.

Use passive forms rather than active forms where possible.

Use set phrases to present the results.

Summarise the information, e.g. *nearly all*, and then include the statistic in brackets, e.g. (98%).

Use impersonal language to present opinions and conclusions.

Cyberbullying and teenagers

This report is based on a survey of 10,000 students aged 13–17 at secondary schools in the UK. The objective of the survey was to determine the extent of cyberbullying amongst young people and find out the most common reasons for of it.

Students were asked how often they went online every day and whether they had ever experienced cyberbullying. If so, they were then asked what they were bullied about and how it made them feel. According to the results of the survey. The majority of students (92%) go online every day, and fust over a quarter of them (27%) have experienced cyberbullying over the last year. Based on the evidence, the two most common reasons for this are appearance (47%) and interests (30%). It is also clear from the data that cyberbullying affected the mental health of more than three quarters of the students (77%).

In summary, the survey indicates that cyberbullying is frequently experienced by 13–17-year-old students in full-time education in the UK and has a negative effect on them. Since cyberbullying takes place online and so much time is spent online by young people, it is not surprising that cyberbullying is proving difficult to stamp out.

Tips for writing a data-based report

- Use formal and impersonal structures (It was found that ... rather than I found that ...).
- Use full forms (*It is not* ...), not short forms (*It isn't* ...).
- Only include the most important information from the survey.
- Present statistics in a variety of ways, e.g. 20%, about a fifth

Writing bank 117

A story

In a story, you write a description of people and events that you have invented in order to entertain people.

Example task: Write a short story for your school magazine with this ending: Rita was exhausted when she got home that day, but she would never forget what she had done.

Get ideas

- Think about possible events that could lead to this ending and create a plot outline.
- Imagine what your characters are like (names, appearance, habits, etc.) and think of adjectives or similes to describe them.
- Draw a mind map of the details you want to include in your story. For example:











Plan

- · Choose the best ideas from your notes.
- Organise your ideas into paragraphs. For example:

Paragraph 1

• Set the scene and introduce your main character(s).

Paragraphs 2 and 3

Describe the main events in the story.

Paragraph 4

• Bring the story to an end and finish with the sentence provided.

Write

Engage your readers with an interesting opening paragraph.

Use a rhetorical question for dramatic effect.

Mix the sequence of events to keep your readers interested.

Use adjectives, adverbs and similes to bring characters and events to life.

Use specific structures for dramatic effect.

Use interesting language where possible, for example, When the race day dawned instead of On the day of the race.

Describe feelings to make your story come alive.

Use linkers and time expressions to connect your ideas.

Rita knew the day of the race was fast approaching. How could she forget when the date was circled in bright red ink on the kitchen calendar? It jumped out like a warning sign of danger every time she went by and made her feel sick with worry.

Six months earlier, Rita had agreed without thinking to take part in the charity event to raise money for cancer research.

She wanted to do something to help Bob, the kind, grey-haired, rather forgetful man who lived in the flat below.

Little did she know how tough it would be. Running long distances doesn't come naturally to short-legged people like Rita!

When the race day dawned, Rita woke with a terrible feeling of fear; She was lying in bed desperately wishing she didn't have to get up when she heard someone on the radio say that 'with courage, nothing is impossible.' With the words swirling around her head, Rita got ready to face her greatest challenge.

She was out of breath as soon as the race started. However, crowds of spectators cheered the runners on, and she didn't stop once. Rita was exhausted when she got home that day, but she would never forget what she had done.

Tips for writing a story

- Decide who is narrating the story (first person or third person?).
- Introduce a problem early on that the character(s) must face.
- Show the character(s) fighting for what they want.
- Summarise what happened after the problem is resolved.

An opinion essay

In an opinion essay, you express your personal opinion about a topic statement or question. You support your opinion with several reasons and examples and often also include contrasting points.

Example task: Choose a topic below and write an opinion essay.

- 'The internet does more harm than good.'
- 'Space exploration is a waste of money.'
- 'Playing video games improves your intelligence.'

Get ideas

- Choose one of the topics. Think about what you know about the topic and what your opinion of the statement is.
- Make a list of the ideas and arguments that support your opinion. Think of ones that contrast it too.

Plan

- Choose the best ideas and arguments from your notes.
- Organise your ideas and arguments into paragraphs:
 Introduction Introduce the topic with a general statement. Then state your overall opinion.

 Main body Use a separate argument to support your opinion in each paragraph. Include examples and a contrasting argument if necessary.
 Conclusion Summarise your ideas and repeat your overall opinion.

Write

Start your essay with a general statement about the topic and then state your opinion.

Use a variety of linkers to connect your ideas.

Use different phrases to express your opinion.

Present two or three arguments in the main body of the essay.

Use a variety of phrases to introduce examples to support your points.

Briefly mention a contrasting argument, but return to your main argument quickly.

Restate your opinion in the final paragraph and end with a final comment.

'Space exploration is a waste of money.'

When it comes to space exploration, it isn't cheap. Government agencies spend billions of dollars a year on their space programmes. Many believe this is a waste of money and we should focus on solving problems on Earth instead. However, in my opinion, space exploration is essential in modern society.

Firstly, we need space agencies to operate the satellites that provide the services that are part of todays modern life, such as communication, broadcast entertainment and navigation. In addition to this, satellites make our lives safer by providing data for a wide range of purposes, for instance, climate-change research and defence.

Secondly, space agencies are leaders in research and development in order to ensure safe travel and survival in space. At the same time, though, there are benefits on Earth. For example, air-conditioning systems developed for space are now used in new buildings. Moreover, firmly believe that research done in space will help to solve problems on Earth, such as scarce food resources. Having said that, space is not the only place where valuable research is carried out. Projects closer to home lead to advances, in science too.

So, in summary, space programmes might be expensive, but; I personally ifeel that they are worth it. Throughout history, humans have been on a voyage of exploration and discovery. Why should we stop now?

Tips for writing an opinion essay

- · There is no 'right' or 'wrong' opinion, but it is important to support yours with some strong ideas.
- Stick to the point and use ideas and arguments that really support your opinion.
- An opinion essay is a formal piece of writing, but in order to make it personal and interesting, use the first person (*I*, *we*) and facts that your reader will remember.
- Use a rhetorical question as a final thought at the end of your conclusion.

Writing bank 119

3 = in the Oxford 3000 wordlist All page numbers refer to the Student's Book

Introduction

Saving someone's life p.4

bruise /bru:z/ bump /bnmp/ Collapse /kə'læps/

emergency services /ı'm3:dzənsi s3:vɪsɪz/

first aid /f3:st'eid/ @ recover /rɪˈkʌvə(r)/ severe injury /sɪˌvɪər ˈɪndʒəri/ specialist /'spe[əlist/ sprained ankle /spreind 'æŋkl/ unconscious /n'kpn[əs/

Bringing the outside in p.5

biofuel /'baɪəʊfju:əl/ carbon dioxide /ka:bən daɪ'pksaɪd/ houseplant /'haʊspla:nt/ leaf (leaves) /li:f/ modify /'mpdɪfaɪ/ monitor /'mpnita(r)/ natural habitat /næt[rəl 'hæbɪtæt/ oxygen /'pksidzən/

1 root /ru:t/ 1 rural /ˈrʊərəl/ transform /træns'fo:m/ 1 tropical /'tropikl/

Dreams for the future p.6

applicant /'æplikant/ coursework /'kɔ:sw3:k/ curriculum /kəˈrɪkjələm/ full-time /fol 'taim/ module /'mpdju:l/

personal statement /ps:sənl 'stertmənt/

placement /'pleisment/ recruit /rɪ'kru:t/ student loan /stju:dnt 'laun/ trainee /treɪ'ni:/ voluntary /'vɒləntri/ well paid /wel 'peid/

A different kind of tourism p.7

all-inclusive /ɔ:l ɪnˈklu:sɪv/ **1** get away /get ə'wei/ go trekking /gəʊ 'trekɪŋ/ holidaymaker /'hpladeimeika(r)/ make a booking /meik ə 'bukin/ memorable /'memərəbl/

mountain biking package holiday

@ resort

/mauntan baikin/ /'pækidz hpladei/

/rr'zo:t/

Unit 1

The road to success pp.8-9 and 120

attempt to (do) /ə'tempt tə du:/ be a boost to someone's /bi ə bu:st tə sʌmwʌnz confidence 'kpnfidəns/ be motivated /bi 'məʊtɪveɪtɪd/ fulfil a dream /fʊlˌfɪl ə 'dri:m/

master /'ma:stə(r)/ overcome a problem

pick up the basics watch online tutorials

be capable of be hopeless at

focus your attention on

gain experience

have the potential to

(inspire someone to

put the theory into practice

be determined to succeed be easy-going

be open-minded be self-confident

be selfish

cope well with stress feel awkward in social situations

1 get upset easily

have a positive attitude to

have good people skills

tend to complain a lot

/weldard e mvyevae/

/pik np ða 'beisiks/ /wotf on lain tju: to:riəlz/

/bi 'keɪpəbl əv/ /bi 'həʊpləs ət/

/faukas jar a'ten[n pn/

/geɪn ɪkˈspɪəriəns/

/hæv ðə pəˈtenʃl tə/ /In'spaia symwyn ta/

/put ða θιari inta 'præktis/

/bi dɪˌtɜ:mɪnd tə sək'si:d/

/bi_i:zi 'qəʊɪŋ/

/bi_əʊpən 'maɪndɪd/ /bi self 'konfident/

/bi 'selfɪ[/

/kəʊp wel wið 'stres/

/fi:l o:kwad In saufl sit[u'ei[nz/

/get np set 'i:zəli/

/hæv ə pozətiv ætitju:d tə

/hæv gud 'pi:pl skɪlz/

/tend tə kəm'plein ə lpt/

Real English p.9

come naturally to someone /knm 'næt[rəli tə snmwnn/

@ get the feel of /get ða 'fi:l av/ go downhill /gəʊ daʊn'hɪl/ make all the difference /meɪk ˌɔ:l ðə 'dɪfrəns/

not getting anywhere /npt 'getɪŋ eni weə(r)/ That's always a plus. /ðæts_o:lweiz ə 'plns/

Teaching yourself p.11

catch up on /kæt['np pn/ come across /knm əˈkrɒs/ 1 drop out /drop aut/ figure out /figər 'aut/

no go on to (do something) /gəʊ 'pn tə 'du: sʌmθɪŋ/

1 go through /gəʊˈθruː/ 1 live up to /liv'np tə/ 1 pick up /pik'np/

The best age p.12 and p.120

absorb information /əbzɔ:b ɪnfəˈmeɪ[n/ acquire a second language /əˌkwaɪərəˌsekənd 'læŋgwɪdʒ/

adolescence /ædə'lesns/ adulthood /'ædnlthvd/ **3** be wise /bi 'waiz/ distract /dɪ'strækt/

have an extensive /hæv ən ıkstensıv vocabulary və'kæbjələri/ /in midl 'eidz/

1 in middle age in your late teens /ın jə leɪt 'ti:nz/ mature /məˈt[ʊə(r)/ mental arithmetic /mentl əˈrɪθmətɪk/

recall people's names /rɪˌkɔ:l pi:plz 'neɪmz/ retirement /rɪˈtaɪəmənt/

the older generation /ði əʊldə dʒenəˈreɪ[n/

1 be a natural /bi ə 'næt[rəl/ build rapport /bild ræ'po:(r)/ capitalise on something

/ˈkæpɪtəlaɪz ɒn sʌmθɪŋ/ have strict self-control /hæv strikt self kən'trəʊl/ push your boundaries /pʊʃ jə 'baʊndriz/

1 show leadership /qz/eb:il've]/

think outside the box /θɪŋk aʊtˌsaɪd ðə 'bɒks/

The Outsiders pp.14-15

13 get hold of someone /get 'həʊld əv sʌmwʌn/ @ get into something /get 'Intə sʌmθɪŋ/ 1 get off work /get of 'ws:k/ 1 get out /get 'aut/ 1 get someone /'get snmwnn/ @ get to know /get tə 'nəʊ/

Emotional intelligence p.16

assertive /ə'ss:tɪv/ 1 be justified /bi 'dzʌstɪfaɪd/ Criticism /'kritisizəm/ 1 judgement /'dzʌdzmənt/ lose your temper /lu:z jə 'tempə(r)/ maintain relationships /meintein ri leisnsips/ perspective /pə'spektīv/

/stert əv 'marnd/

An article p.18

state of mind

Admittedly, ... /əd'mɪtɪdli/ Amazingly, ... /ə'meɪzɪŋli/ Basically, ... /'beɪsɪkli/ Consequently, ... /ˈkɒnsɪkwəntli/ Hopefully, ... /'həʊpfəli/ Ideally, ... /aɪˈdi:əli/ Initially, ... /I'nI[əli/ Interestingly, ... /'intrəstiŋli/ Obviously, ... /ˈpbviəsli/ Personally, (I think) ... /ˈpɜ:sənəli/ (Not) Surprisingly, ... /səˈpraɪzɪŋli/ Unfortunately, ... /\n'fo:t[ənətli/

Unit 2

It drives me crazy! pp. 22-23 and p.121

astonished /əˈstɒnɪ[t/ calm down /ka:m 'daun/

drive (someone) crazy /draiv samwan 'kreizi/ fall out with (someone) /fo:l 'aut wið samwan/

frustrated /frn'streitid/ furious /ˈfjʊəriəs/

get on (someone's) nerves /get pn s/mw/nz 'n3:vz/ irritated /'iriteitid/

make up with (someone) /meik 'np wið snmwnn/

miserable /'mizrəbl/ Offended /ə'fendid/ puzzled /'pnzld/ resentful /rɪ'zentfl/

talk (something) over /tɔ:k sʌmðɪŋ ˈəʊvə(r)/

alarmed /əˈla:md/ amused /ə'mju:zd/ anxious /ˈæŋk[əs/ charm /t[a:m/

exasperated /ig'za:spəreitid/

grateful /'greitfl/ stunned /stʌnd/ upbeat /'npbi:t/

Real English p.23

a big deal /ə big 'di:l/ • be lost for words /bi_lost fə 'w3:dz/ 1 blow your top /blav ja 'top/ give it a rest /giv it a 'rest/ 1t's doing my head in. /its_du:in_mai hed in/

Tell me about it! /'tel mi ə baut ɪt/

Be more in control of your life p.25

1 adapt to the circumstances /əˌdæpt tə ðə ˈsɜːkəmstænsɪz/ do something positive /du: snm din 'pozativ/

maintain your focus /meɪnˌteɪn jə 'fəʊkəs/

take control of the situation /teɪk kənˌtrəʊl əv ðə sɪtʃuˈeɪʃn/ take responsibility for your /teik risponsə biləti fə jər actions 'æk[nz/

Well-being p.26 and p.121

addiction /əˈdɪkʃn/
anxiety /æŋˈzaɪəti/
be mindful /bi ˈmaɪndfl/

1 be on the go /bi ˌɒn ðə ˈgəʊ/

build self-confidence /bild self konfidens/

 $\begin{array}{lll} burnout & /\mbox{'bs:navt/} \\ chill out & /\mbox{tfrl 'avt/} \\ depression & /\mbox{dr'prefn/} \end{array}$

develop a positive mindset /dɪˌveləp əˈpɒzətɪvˌmaɪndset/downtime /ˈdaʊntaɪm/

19 get on top of someone /get on 'top əv sʌmwʌn/

mental health /ˌmentl 'helθ/

regret /rɪ'gret/

thrive on stress /θraiv on 'stres/ well-being /'wel bi:ɪŋ/ proactive /prəʊˈæktɪv/ resilient /rɪˈzɪliənt/ self-critical /self 'kritikl/ tactful /'tæktfl/ vulnerable /'vnlnərəbl/ worthless /ˈwɜ:θləs/

Miracle on the Hudson pp.28-29

evaluate the options /ɪˌvæljueɪt ði 'opʃnz/
 face a challenge /ˌfeɪs ə 'tʃælɪndʒ/
 make a commitment /ˌmeɪk ə kəˈmɪtmənt/
 take account of /ˌteɪk əˈkaʊnt əv/
 trust your instincts /ˌtrʌst jər ˈɪnstɪŋkts/

Building resilience p.30

accept the fact /ək'sept ðə fækt/ build resilience /bɪld rɪ'zɪliəns/
 define /dɪ'faɪn/
 get through /get 'θru:/

self-esteem /ˌself rˈstiːm/
setback /ˈsetbæk/

3 surround yourself with /səˈraʊnd jəˌself wɪð/

• trust /trʌst/
unavoidable /ʌnəˈvɔɪdəbl/

Comparing photos p.31

absolutely awful completely absorbed /kəmˌpli:tli əb'zɔ:bd/
 extremely useful pretty miserable /prɪti 'mɪzrəbl/
 quite serious /kwaɪt 'sɪəriəs/
 totally fascinating /təʊtəli 'fæsɪneɪtɪŋ/

Unit 3

Real English p.37

couch potato /ˈkaʊtʃ pəteɪtəʊ/

ig job done /ˌdʒpb ˈdʌn/
ig keep at something /ˈki:p ət sʌmθɪŋ/
let off steam /ˌlet of ˈsti:m/
ig That's it? /ðæts ˈɪt/

Too much information! /tu: mʌtʃ ɪnfəˈmeɪʃn/

Let's keep fit p.37 and p.122

addictive /əˈdɪktɪv/
beneficial /ˌbenɪˈfɪʃl/
the challenging /ˈtʃælɪndʒɪŋ/
complicated /ˈkomplɪkeɪtɪd/
enthusiastic /ɪnˌθjuːziˈæstɪk/

fit in with your daily routine /fit in wið jə deili ru:'ti:n/

flexible /'fleksəbl/

• have a positive impact on /hæv ə ˌpɒzətɪv 'ɪmpækt ɒn/

(increase your heart rate /ɪnˌkri:s jə ˈhɑ:t reɪt/ (in maintain your physical health /meɪnteɪn jə fɪzɪkl ˈhelθ/

• make someone aware of /meɪk sʌmwʌn əˈweər əv/

😯 stiff /stɪf/

 Image: stretch your muscles
 /stretf jə 'mʌslz/

 Image: stretch your muscles
 /stretf jə 'mʌslz/

 Image: stretch your muscles
 /teɪk ʌp ə lot əv 'taɪm/

thrilled /θrɪld/

work up a sweat /w3:k \np \text{ '/w3:k \np \text{ 'swet/}}

build strength /bIld 'strength/

focus on the positives /ˌfəʊkəs ɒn ðə ˈpɒzətɪvz/

get fit / get 'fɪt/
hate losing / heɪt 'lu:zɪŋ/
increase your stamina / ɪnˌkri:s jə 'stæmɪnə/
individual sport / ɪndɪ'vɪdʒuəl spo:t/
take on a challenge / teɪk pn ə 't[ælɪndʒ/

team sport / 'ti:m spo:t/

The origins of sport p.39

dispute/dr'spju:t/originate/əˈrɪdʒɪneɪt/recreation/ˌrekriˈeɪʃn/survival/səˈvaɪvl/tribe/traɪb/warfare/ˈwɔ:feə(r)/

Transferable skills p.40 and p.122

(accept the consequences of /ək sept ðə 'konsikwənsiz əv/

adapt to /əˈdæpt tə/
 be willing to /ˌbi ˈwɪlɪŋ tə/
 collaboration /kəˌlæbəˈreɪʃn/
 commitment /kəˈmɪtmənt/
 contribute to /kənˈtrɪbjuːt tə/

cope under pressure	/ˌkəʊp ʌndə ˈpreʃə(r)/
13 demand	/dɪˈma:nd/
demonstrate	/'demənstreɪt/
1 failure	/ˈfeɪljə(r)/
1 leadership	/ˈli:dəʃɪp/
organisational skills	/ˌɔ:gənaɪˈzeɪʃənl skɪlz/
self-confidence	/ˌself 'kɒnfɪdəns/
take responsibility for	/ˌteɪk rɪspɒnsəˈbɪləti fə(r)/
teamwork	/ˈtiːmwɜːk/
devote time to something	/dɪˌvəʊt ˈtaɪm tə sʌmθɪŋ/
do yourself proud	/ˌdu: jəself ˈpraʊd/
• know something like the back of your hand	/ˌnəʊ sʌmθɪŋ laɪk ðə ˌbæk əv jə 'hænd/
leave your comfort zone	/ˌliːv jə ˈkʌmfət zəʊn/
mutual respect	/ˌmju:tʃuəl rɪˈspekt/
pursue your dream(s)	/pəˌsju: jə 'dri:m(z)/

Review: Rising Phoenix pp.42-43

excel	/IK'Sel/
fulfil your potential	/fʊlˌfɪl jə pəˈtenʃl/
overcome obstacles	/əʊvəˌkʌm ˈɒbstəklz/
psychological barrier	/saɪkəˌlɒdʒɪkl 'bæriə(r)/
specialise in	/'spe[əlaɪz ɪn/

Managing your reaction p.44

② challenge	/'tʃælɪndʒ/
1 conflict	/'kɒnflɪkt/
get emotional about	/get ɪˈməʊʃənl əbaʊt/
hesitate	/'hezɪteɪt/
make a fuss	/meɪk ə 'fʌs/
overreact	/əʊvəriˈækt/
propose	/prəˈpəʊz/
take it personally	/teɪk ɪt ˈpɜːsənəli/

Unit 4

Real English p.51

a trade-off	/ə 'treɪd ɒf/
all mod cons	/ˈɔːl mɒd ˈkɒnz/
O Don't get me wrong	/dəʊnt get mi 'rɒr
niss the boat	/mɪs ðə ˈbəʊt/
Now you're talking!	/ˈnaʊ jɔ: ˌtɔ:kɪŋ/
1 over the top	/agy ða 'tpp/

Alternative living spaces p.51 and p.123

affordable	/əˈfɔ:dəbl/
central heating	/sentrəl 'hi:tɪŋ/
energy-efficient	/ˈenədʒi ɪˌfɪʃnt/
facilities	/fəˈsɪlətiz/
ingenious	/ɪnˈdʒi:niəs/
open-plan	/əʊpən 'plæn/
proportions	/prəˈpɔ:[nz/

	remote control	/rɪˌməʊt kənˈtrəʊl/
	restricted	/rɪˈstrɪktɪd/
	smart appliance	/ˌsma:t əˈplaɪəns/
	spacious	/ˈspeɪʃəs/
	staircase	/'steəkeɪs/
	storage	/ˈstɔ:rɪdʒ/
0	urban	/ˈɜːbən/
	well equipped	/wel i'kwipt/
	work surface	/'w3:k s3:fis/
	block of flats	/blok əv 'flæts/
0	cottage	/'kptɪdʒ/
	semi-detached house	/ˌsemi dɪˌtæt∫t ˈhaʊs/
	skyscraper	/ˈskaɪskreɪpə(r)/
	terraced house	/terəst 'haʊs/
	three-storey building	/θri: sto:ri 'bɪldɪŋ/

The future of city centres p.53

no out of business	/ˈgəʊ aʊt əv ˈbɪznəs/
home office	/ˌhəʊm 'pfɪs/
part-time job	/ˌpa:t taɪm ˈdʒɒb/
self-employed	/self im'ploid/
work remotely	/w3:k rɪˈməʊtli/
workplace	/ˈwɜ·knleɪs/

Nomads p.54 and p.123

/əˈpiːl tə/
/əˈsɪstəns/
/kəˈmjuːnl/
/dɪˈpendənt/
/'emɪgreɪt/
/ɪkˌstendɪd ˈfæməli/
/ˈlaɪfstaɪl tʃɔɪs/
/nəʊˌmædɪk ɪgˈzɪstəns/
/'p3:mənənt/
/pəˈzeʃn/
/ˈsetl/
/'setlmənt/
/ˈʃeltə(r)/
/səˈpɔ:t netwɜ:k/
/'temprəri/
/'wɒndə(r)/
/əˈs∧mp∫n/
/ˌbeɪsɪk nəˈsesətiz/
/ˌdɪsəd'va:ntɪdʒd/

A short history of migration p.57

hardship

social housing

stereotype

drought	/draʊt/
extreme weather event	/ɪkstri:m ˈweðər ɪvent

/'ha:dʃɪp/

/ˌsəʊʃl ˈhaʊzɪŋ/

/ˈsteriətaɪp/

flooding /'flndin/ food insecurity /fu:d Insi'kjvərəti/ habitable /'hæbɪtəbl/ nessure on resources /prefə on ri'so:siz/ rising sea level /raizin 'si: levl/ uninhabitable /ʌnɪnˈhæbɪtəbl/

Identifying and analysing trends p.58

/ə 'daʊntɜ:n/ a downturn an upward trend /ən Apwad 'trend/ decrease (n) /'di:kri:s/ decrease (v) /dɪ'kri:s/ **O** dramatic /dra'mætik/ dramatically /drə'mætıkli/ fall /fo:l/ 1 go down /gəʊ 'daʊn/ 1 go up /gau 'np/ increase (n) /'Inkri:s/ 1 increase (v) /In'kri:s/ 1 rise /raiz/ Sharp /[a:p/ sharply /ˈʃa:pli/ 1 slight /slait/ slightly /'slaɪtli/ steadily /'stedəli/ steady /'stedi/

Unit 5

What gadget couldn't you live without? pp.64-65 and p.124

advances in technology /ədya:nsız ın tek'nplədzi/ artificial intelligence /a:tɪfɪ[l ɪnˈtelɪdʒəns/ browse /brauz/ gadget /'gædzɪt/ game-changing geek /gi:k/ high-tech innovative input /'input/ significant sophisticated streaming technophobe

/'geim t[eindzin/ /haɪ 'tek/ /'inaveitiv/ /sig'nifikənt/ /səˈfɪstɪkeɪtɪd/ /'stri:mɪŋ/ /'teknəʊfəʊb/ /'npdeit/ /ju:zə 'frendli/ /weərəbl tek'nplədzi/ /baiəudi'greidəbl/

/klik on ən 'aikon/

/'klaımət tseindz/

hardware /'ha:dweə(r)/ hydroelectric power /haidrəvi,lektrik 'pavə(r)/ network /'netwa:k/ recycling waste /ri:saiklin 'weist/ Software /'spftwea(r)/ wind turbine /wind ta:bain/ wireless mouse /waiələs 'maus/

Real English p.65

a no-brainer /ə nəʊ 'breɪnə/ get your head around /get ja 'hed araund/ it's not rocket science /its_not'rokit saiəns/ piece of kit /pi:s əv 'kɪt/ 1 take for granted /teik fə 'gra:ntid/

Streaming p.67

digital revolution /dɪdʒɪtl revəˈlu:ʃn/ distance learning /distans'la:nin/ on-demand content /pn di_ma:nd 'kontent/ social interaction /səʊ[l ɪntərˈæk[n/ subscription service /səb'skrɪp[n ss:vis/

Technology and the environment p.68 and p.124

alternative energy /ɔ:lˌtɜ:nətɪv 'enədʒi/ carbon footprint /ka:bən 'futprint/ consumption /kən's/mp[n/ deforestation /di:fpri'steisn/ dispose of /dɪˈspəʊz əv/ endanger /in'deindzə(r)/ environmentally friendly /ɪnˌvaɪrənmentəli 'frendli/

generate /'dzenəreit/ global warming /glaubl 'wo:min/ landfill site /'lændfil sait/ natural resources /næt[rəl rɪ'sɔ:sɪz/ raw material /ra: məˈtɪəriəl/ renewable /rɪˈnju:əbl/ reuse /ri:'ju:z/ viable /'varabl/ carbon capture /ka:bən 'kæpt[ə(r)/

carbon storage /ka:bən 'sto:rɪdʒ/ /'klaımət t[eindz dinaiəl/ climate change denial conservationist /kpnsə'ver[ənrst/

eco-anxiety /i:kəʊ æŋˈzaɪəti/ /i'kɒlədʒi/ ecology monoculture /'mpnək<pli>k</pl> wildfires /'waɪldfaɪə(r)z/ zero-emissions /zɪərəʊ ɪˈmɪ[nz/

Quitting social media pp.70-71

adapt to /ə'dæpt tə/ obsessed with /əb'sest wıð/

124 Wordlist

update

user-friendly

biodegradable

click on an icon

climate change

wearable technology

/ˈpɪə gru:p/ peer group scroll through /skrəʊl 'θru:/ target /'ta:qit/ update /'npdeit/

Your digital footprint p.72

background check /'bækgraund tsek/ hacking /ˈhækɪŋ/ inactive /in'æktiv/ /'privəsi setinz/ privacy settings required information /rikwaiad infa'mei[n/ respectful /rɪˈspektfl/ /tæg/ tag trace /treis/ untag /nn'tæg/

Unit 6

Real English p.79

/hæv jər 'aɪ pn sʌmθɪŋ/ have your eye on something 1 it all adds up /qr/sbs/l:c, tr/ not break the bank /npt_breik ða 'bænk/ save money for a rainy day /seɪv mʌni fər ə reɪni 'deɪ/ **3** spend money like water /spend mnni laık 'wo:tə(r)/ strapped for cash /stræpt fa 'kæ[/

No-spend challenge p.79 and p.125

accessories 6 be on a limited budget 6 build up your savings account bus fares /'bas feaz/ charity donations cut out non-essentials everyday expenses gaming /'geimin/

nget your spending under control gym membership keep track of your finances owe someone money second-hand stuff spend (your) money wisely takeaways tuition fees (1) use up the things I already

have make a deposit make a loss

make sacrifices 1 put money towards /ək'sesəriz/

/bi on a limitid 'bʌdʒɪt/

/bɪld ʌp jə ˈseɪvɪŋz əkaʊnt/

/'tsærəti dəunessnz/ /knt aut non i'sen[lz/

/evride1 ik'spens1z/

/get jə spendıŋ ʌndə

kən'trəʊl/

/'dzim membə[ip/

/ki:p træk əv jə 'faɪnænsız/

/əʊ sʌmwʌn ˈmʌni/

/sekənd 'hænd stxf/

/spend jə mʌni 'waɪzli/

/'teikəweiz/

/tju'ɪ[n fi:z/

/ju:z Λp ðə θɪŋz aɪ ɔ:lˌredi

'hæv/

/meik ə di'ppzit/

/meik ə 'los/

/meik 'sækrifaisiz/

/put 'mnni təwo:dz/

1 run out of money /rʌn aʊt əv 'mʌni/ take control of your finances

/teik kən trəʊl əv jə 'fainænsiz/

Less is more p.81

consumerism /kən'sju:mərizəm/ 1 do without /du: wɪˈðaʊt/ get rid of /get 'rid əv/ lead a more meaningful life /li:d a mo: mi:nɪŋfl 'laɪf/ material possession /matiarial pa'ze[n/ pursue your passion /pəˌsju: jə ˈpæʃn/

Social commerce p.82 and p.125

carry out a transaction /kæri aut a træn'zæk[n/ thoose a delivery option /tʃu:z ə dɪˈlɪvəri ppʃn/ confirmation email /kpnfamer[n'i:merl/ pick up a bargain /pɪk ʌp ə 'ba:gən/ potential customer /paten[l'knstama(r)/ proceed to the checkout /prəˌsi:d tə ðə 'tʃekaʊt/

1 purchase a product /ps:t[əs ə 'prodʌkt/ reference number /'refrans namba(r)/ retail price /'ri:teɪl praɪs/

/sɪˌlekt ðə ˌraɪt ˈkwɒntəti/ @ select the right quantity shipping costs /'[ipin kosts/ special offer /spest 'pfa(r)/ /'kpntæktləs/ contactless cost-cutting /'kpst kntin/ impulse buy /'impʌls bai/ overdrawn

pay your way tighten your belt

/əʊvə'dro:n/

/peɪ jə 'weɪ/ /taɪtn jə 'belt/

Fast fashion pp.84-85

designer label /drzarna 'lerbl/ fashion-conscious /ˈfæʃn kɒnʃəs/ garment /ˈga:mənt/ /get drest hp/ @ get dressed up kit /kit/

mix and match /miks ən 'mæt[/ outfit /'autfit/ stylish /'staili[/

The small print p.86

faulty /ifo:lti/ genuine /'dzenjuɪn/ interest rate /'intrest reit/ proof of purchase /pru:f əv 'ps:t[əs/

prove /pru:v/ receipt /rɪ'si:t/ refund /'ri:fnnd/ returns policy /rɪˈtɜ:nz pɒləsi/

short-term loan /ʃɔ:t tɜ:m ˈləʊn/ terms and conditions /ts:mz ən kən'dı[nz/ warranty information /wpranti infamei[n/

Asserting your rights as a customer p.87

1 It shows an error message. /It [auz an 'era mesidz/ 1 It won't switch on. /it wagnt swit['pn/

It's ripped. /its 'ript/

The screen is cracked. /ðə skri:n ız 'krækt/ The sleeves are too long. /ðə sli:vz ə tu: 'lɒŋ/ There's a mark on it. /ðeərz ə 'ma:k pn It/

Unit 7

That sounds amazing! p.92 and p.126

a live gig /ə laıv 'qıq/ a masterpiece /ə 'ma:stəpi:s/ a musical production /ə mju:zɪkl prəˈdʌkʃn/ a new stage adaptation /ə nju: 'steɪdʒ ædæpˌteɪʃn/ a spectacular piece of work /ə spek tækjələ pi:s əv 'w3:k/ /ə vi: a: 'hedset/ a VR headset abstract art /æbstrækt 'a:t/ art critic /ˈaːt krɪtɪk/ contemporary dance /kən temprəri 'da:ns/ give an outstanding /giv ən autstændin

pə'fo:məns/

/'sknlpt[ə(r)/

gorgeous colours /go:dzəs 'knləz/ On display /pn di'splei/ stunning artwork /stxnin 'a:tw3:k/ the performing arts /ðə pəˌfɔ:mɪŋ 'a:ts/ view the exhibits /vju: ði ɪgˈzɪbɪts/ visual arts /vɪʒuəl ˈaːts/

clay /kleɪ/ drawing /ˈdrɔ:ɪŋ/ frame /freim/

metaphor /'metəfə(r)/ oil painting /ˈɔɪl peɪntɪŋ/ portrait /'po:treit/ pottery /'pptəri/ sculpture

Real English p.93

performance

O I don't get it. /aɪ dəʊnt 'get ɪt/ 1 was blown away. /aɪ wəz bləʊn ə'weɪ/ 1 It does nothing for me. /ɪt dʌz ˈnʌθɪŋ fə ˌmi:/ /ˈðæts maɪ kaɪnd əv θɪŋ/ That's my kind of thing. @ well worth seeing /wel ws:0 'si:In/

What a great score! p.95

artist /'a:tist/ **3** blues /blu:z/

Classical /'klæsikl/ country 0 /'kʌntri/ @ electronic /I lek'tronik/ hard rock /ha:d 'rok/ hip-hop /'hip hpp/ @ mix /miks/ note 0 /nəʊt/ O pop /pop/ rap /ræp/ /'regei/ reggae release /rɪ'li:s/ salsa /'sælsə/ Shoot /ʃu:t/ 3 soul /səʊl/ 1 track /træk/

Updated masterpieces p.96 and p.126

add a new dimension /æd ə nju: daɪˈmenʃn/ **1** be inspired by /bi ɪnˈspaɪəd baɪ/ be passionate about /bi 'pæ[ənət əbaʊt/

Capture /'kæpt[ə(r)/ colourful /'kʌləfl/

convey a sense of /kən vei ə 'sens əv/

detailed /'di:teɪld/ dramatic /dra'mætik/ O draw attention to /dro: ə'ten[n tə/ humorous /'hju:mərəs/ portray /po:'trei/ 1 realistic /ri:ə'lıstık/ striking /'straikin/

thought-provoking /'θɔ:t prəvəʊkɪŋ/ vivid /'vivid/

canvas /'kænvəs/ landscape /'lændskeɪp/ line drawing /'lain dro:in/ performance art /pəˈfɔ:məns a:t/ shading /'seidin/ spray paint /'sprei peint/

surrealism /səˈri:əlɪzəm/ watercolour /'wo:təknlə(r)/

Art and travel pp.98-99

• get away from it all /get ə'wei frəm it o:l/ get itchy feet /get ɪtʃi 'fi:t/ 1 hit the road /hɪt ðə ˈrəʊd/ off the beaten track /pf ðə bi:tn 'træk/ see the world /si: ðə 'w3:ld/

the four corners of the world /ðə fɔ: kɔ:nəz əv ðə ˈwɜ:ld/

Copyright and plagiarism p.100

attribution/ˌætrɪˈbju:ʃn/citation/saɪˈteɪʃn/copyright/ˈkɒpiraɪt/

direct quotation /dəˌrekt kwəʊˈteɪ[n/

licence /ˈlaɪsns/
logo /ˈləʊgəʊ/
paraphrase /ˈpærəfreɪz/
piracy /ˈpaɪrəsi/
plagiarism /ˈpleɪdʒərɪzəm/
reference an idea /ˌrefrəns ən aɪˈdɪə/
slogan /ˈsləʊqən/

/'treidma:k/

Unit 8

trademark

Lending a helping hand p.107 and p.127

become homeless /bɪkʌm 'həʊmləs/ charity shop /'t[ærəti [pp/ community service /kə mju:nəti 'ss:vɪs/ elderly people /eldəli 'pi:pl/ ngage with the issues /ɪnˌgeɪdʒ wɪð ði ˈɪʃuːz/ 1 lack confidence /læk 'konfidəns/ learning disability /ˈlɜ:nɪŋ dɪsəbɪləti/ local initiative /ləʊkl ɪˈnɪ[ətɪv/ make a contribution /meik ə kontri'bju:[n/ one-to-one tuition /wʌn tə wʌn tjuˈɪʃn/ provide assistance /prayaid a'sistans/ raise funds /reiz 'fʌndz/ refuge /'refju:dz/

retain your independence /rɪˌteɪn jər ɪndɪˈpendəns/
social isolation /ˌsəʊʃl aɪsəˈleɪʃn/
suffer hardship /ˌsʌfə ˈhɑːdʃɪp/
collapse /kəˈlæps/
disaster relief /dɪˈzɑːstə rɪliːf/

Real English p.107

for a good cause /fər ə ˌgʊd 'kɔ:z/
 give something back /gɪv sʌmθɪŋ 'bæk/
 keep an eye on /ˌki:p ən 'aɪ ɒn/
 lend a hand /ˌlend ə 'hænd/
real eye-opener /ˌri:əl 'aɪ əʊpənə(r)/
safety net /'seɪfti net/

Different kinds of volunteering p.109

a real laugh /əˌri:əl 'lɑ:f/ not that hard /ˌnɒt ðæt 'hɑ:d/
 check out /tʃek 'aʊt/
 have a go at /ˌhæv ə 'gəʊ ət/
 said to myself /'sed tə maɪˌself/

Crisis mapping p.110 and p.127

aid agency /'eɪd eɪdʒənsi/ armed conflict /a:md 'kpnflikt/ assess /ə'ses/ co-ordinate /kəʊˈɔ:dɪneɪt/ distribute /dɪˈstrɪbju:t/ eliminate /i'limineit/ encounter /ɪnˈkaʊntə(r)/ infrastructure /'infrastrnkt[a(r)/

preserve /pri'z3:v/
priority /prai'brəti/
process /'prəʊses/
refugee /ˌrefju'dʒi:/
relief effort /ri'li:f efət/
suffering /'sʌfərɪŋ/
survivor /sə'vaɪvə(r)/

threaten /'θretn/ aftermath of /'a:ftəma:θ əv/ asylum seeker /əˈsaɪləm si:kə(r)/ economic migrant /i:kənpmɪk 'maɪgrənt/

inequality /ˌɪnɪˈkwɒləti/
persecution /ˌpɜːsɪˈkjuːʃn/
starvation /stɑːˈveɪʃn/

Future-proofing the world pp.112-113

acidity /əˈsɪdəti/
biodiversity /ˌbaɪəʊdaɪˈvɜ:səti/
eradicate /ɪˈrædɪkeɪt/
extinction /ɪkˈstɪŋkʃn/
parasite /ˈpærəsaɪt/
resistant /rɪˈzɪstənt/

Disagreeing diplomatically p.114

acknowledge different /əkˌnɒlɪdʒˌdɪfrənt perspectives pə'spektīvz/ /əvəid konfran'tei[n/ avoid confrontation /t[ælɪndʒ predʒədɪs ɔ: challenge prejudice or discrimination diskrimi'nei[n/ find a compromise /faind ə 'komprəmaiz/ ngo against your values /gəʊ əgenst jə 'vælju:z/ make judgements /meik 'dzndzmants/ set aside your differences /set ə.saɪd jə 'dɪfrənsɪz/

③ show respect /∫əʊ rɪˈspekt/

speak from an informed position

/spi:k fram an Info:md pa'zI[n/



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The moral rights of the author have been asserted e-Book Edition ISBN: 978 0 19 406415 6 First published in 2022

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ACKNOWLEDGEMENTS

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The publisher would like to thank the following reviewers for their helpful comments: Maria Fernanda Puertas, José Luis Rivero, Daniela Kavecká, Ferenc Kelemen and Anita Prol Pato

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